Campbellsville University School of Nursing
RN-to-BSN Student Handbook
2025-2026

(Reviewed/Revised May 2025)

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Student Policies and Procedures

General Information

Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values

		BSN Student Policy No.	300-64
		BSN Faculty Policy No.	400-64
POLICY NAME	Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values		
SUBJECT	Campbellsville University: History, Mission, Core Values, Baptist Higher Education Values		
EFFECTIVE DATE	1/2018		
POLICY HISTORY			
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025		
REVISED DATE	5/2021; 5/2022; 5/2023; 5/2025		
RATIONALE			
A description of Campbellsville University's History, Mission Statement, Core Values and Baptist Higher Education Values			

Procedure:
Campbellsville University is located in South Central Kentucky at 1 University Drive, in Campbellsville, Kentucky. Dr. Joseph Hopkins, D.M., is the president and chief executive officer of the university.

Campbellsville University is a Christian institution with a mission focused on scholarship, leadership, and fellowship. In 1906, the Russell Creek Association of Baptists purchased 10 acres of land, which became the campus of the Russell Creek Academy. Elementary and secondary school classes were offered in September 1907, as was training for teachers. Campbellsville Junior College was established in 1924. Despite the school becoming a college, elementary and secondary school students continued to be educated there until 1941. Campbellsville College began offering a four-year higher education program in 1959. The institution achieved university status in 1996. Today many of our students attend classes on the 75-acre main campus located in the heart of Campbellsville, Kentucky or on one of the regional education centers in eight locations across the Commonwealth and in Los Angeles, CU also has a robust online undergraduate and graduate student enrollment. Campbellsville University has eight academic divisions, each headed by a Dean who reports to the Vice President for Academic Affairs. The divisions include: the Colleges of Arts and Sciences; Carver School of Social Work & Counseling; School of Business and Economics; School of Education; School of Music; School of Nursing, School of Theology; and, the College of Graduate and Professional Studies. Campbellsville University is accredited by Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Campbellsville University's Mission: Campbellsville University is a Christian institution dedicated to academic excellence, solidly grounded in the liberal arts, fostering integrity and Christian servant-leadership within a caring environment.

Campbellsville University's Vision: Campbellsville University, centered in Christ, filled with hope, equipping students to shape the world. Where every student serves with excellence making a global impact for the glory of God.

Campbellsville University's Core Values:
To foster and achieve academic excellence through associate, baccalaureate, graduate, doctoral and certificate programs delivered through face-to-face, hybrid and online modalities.
To provide an environment conducive for student success.
To value diverse perspectives within a Christ-centered community.
To model servant leadership and effective stewardship.

A Statement of Baptist Higher Education Values
Campbellsville University is committed to providing a quality educational experience within the Baptist tradition and in keeping with a strong Christian emphasis. Under the Lordship of Christ, the institution affirms historic Baptist principles including: the priesthood of the believer, the authority of Scripture, freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment, student involvement

in servant ministry, and affirmation of others in a spirit of grace and love. While the University continues to maintain very close ties to Baptist Churches and bodies, the institution exists to provide Christ-centered higher educational opportunities to a diverse student population. Campbellsville University, while Baptist in affiliation and Christ-based in practice, is neither a church nor an ecclesiastical authority. Since 1906 the institution has existed to provide higher educational opportunities to men and women in a positive and academically challenging Christian environment. In that same spirit, we affirm the challenges and opportunities of Baptist higher education in the 21st Century.

 (Approved by Campbellsville University Board of Trustees on October 23, 2001)

In compliance with *A Statement on Baptist Higher Education Values* as noted above, Campbellsville University affirms the historical religious exemption granted under the Civil Rights Act of 1964, and other applicable federal and state statutes and regulations, as a Christian university in the Baptist tradition, and to develop and implement all policies and procedures relative to employment practices and student and employee behavior to conform with this historical relationship to the Baptist church and the larger Christian community. These policies and procedures will be the basis for the mission and activities of all campus organizations and use of all Campbellsville University facilities.

As God extended His love for all human beings through his Son Jesus Christ and as an institution that affirms the "whosoever will gospel of Jesus Christ" (John 3:16), Campbellsville University extends love for mankind through a commitment to the Great Commission (Matthew 28:16-20; Acts 1:8) and in the spirit of the Great Commandment (Matthew 22:36-40). Therefore, Campbellsville University will implement the development and administration of all policies and procedures in the recognition of the diversity of God's creation and His infinite grace toward all people.

Campbellsville University: School of Nursing Mission Statement, Vision Statement, and Core Values

		BSN Student Policy No.	300-65
		BSN Faculty Policy No.	400-65
POLICY NAME	Campbellsville University: School of Nursing Mission Statement, Vision Statement, and Core Values		
SUBJECT	Campbellsville University: School of Nursing Mission Statement, Vision Statement, and Core Values		
EFFECTIVE DATE	1/2018		
POLICY HISTORY			
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025		
REVISED DATE	5/2021; 5/2022; 5/2023; 5/2025		
RATIONALE			
A description of Campbellsville University's School of Nursing Mission Statement, Vision Statement, and Core Values			

School of Nursing Vision Statement

The vision of the School of Nursing is to develop caring, competent, and compassionate nurses. Graduates of the program will hold an understanding of the principles of Christian Servant Leadership, empowerment through the use of current evidence-based practice and an appreciation for lifelong learning.

School of Nursing Core Values

Caring
Competence
Compassion

These values are inherent in all of the work that is performed in the RN-to-BSN Program.

Campbellsville University: RN-to-BSN Mission Statement and Vision Statement

	BSN Student Policy No.	300-66
	BSN Faculty Policy No.	400-66
POLICY NAME	Campbellsville University: RN-to-BSN Mission Statement and Vision Statement	
SUBJECT	Campbellsville University: School of Nursing Mission Statement and Vision Statement	
EFFECTIVE DATE	1/2018	
POLICY HISTORY		
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025	
REVISED DATE	5/2021; 5/2022; 5/2023; 5/2025	
RATIONALE		
A description of Campbellsville University's School of Nursing Mission Statement, Vision Statement, and Core Values		

RN-to-BSN Mission Statement
The RN-to-BSN program at Campbellsville University equips registered nurses with the knowledge, clinical reasoning skills, and leadership abilities necessary to excel in today's dynamic healthcare environment. Rooted in our Christ-centered mission, the program fosters academic excellence, personal integrity, and professional growth while nurturing a spirit of service and compassion.
Guided by the University's vision to prepare servant leaders for lifelong learning, our program empowers nurses to integrate faith, evidence-based practice, and cultural humility in caring for diverse populations. Through flexible, student-focused instruction and a commitment to holistic development, the RN-to-BSN program prepares graduates to advance the nursing profession and positively impact health outcomes in their communities and beyond—all for the glory of God.

RN-to-BSN Vision Statement
The RN-to-BSN program at Campbellsville University aspires to be a nationally recognized leader in faith-based nursing education, known for transforming registered nurses into compassionate, competent, and ethical leaders in healthcare. We envision our graduates advancing the nursing profession through lifelong learning, servant leadership, and culturally responsive care that reflects the love of Christ in local and global communities.

RN-to-BSN End-of-Program Student Learning Outcomes (EPSLOs)

		BSN Student Policy No.	300-67
		BSN Faculty Policy No.	400-67
POLICY NAME	RN-to-BSN End-of-Program Student Learning Outcomes (EPSLOs)		
SUBJECT	RN-to-BSN End-of-Program Student Learning Outcomes (EPSLOs)		
EFFECTIVE DATE	1/2018		
POLICY HISTORY			
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025		
REVISED DATE	5/2022;		
RATIONALE			
A description of Campbellsville University's RN-to-BSN End-of-Program Student Learning Outcomes (EPSLOs)			

End-of-Program Student Learning Outcomes (EPSLOs)
Upon graduation from the Campbellsville University RN-to-BSN Program, the student will:
Demonstrate the professional standards of moral, ethical, and legal conduct.

Provide knowledgeable, safe, holistic care to patients, families, and communities across the lifespan.

Promote collaborative care through interdisciplinary relationships and change process to improve quality health outcomes.

Distinguish the health care issues and social determinants of health of diverse cultures and populations.

Develop an individualized plan to foster professional growth and development that includes evidence-based practice, lifelong learning, professional engagement, and personal reflection.

Interpret the impact of healthcare policy, finance, and regulatory environments, including local, state, national and global healthcare trends on nursing practice, health promotion and disease prevention.

Defend critical thinking decisions using scholarly inquiry and discussion with colleagues and leaders in the nursing profession.

Reflect on the nurse as a servant leader.

Integrate informatics and communication technologies in the delivery of safe and quality nursing care.

RN-to-BSN Student Handbook Purpose

	BSN Student Policy No.	300-68
	BSN Faculty Policy No.	400-68
POLICY NAME	RN-to-BSN Student Handbook Purpose	
SUBJECT	RN-to-BSN Student Handbook Purpose	
EFFECTIVE DATE	1/2018	
POLICY HISTORY		
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025	
REVISED DATE	1/2020; 8/2020; 5/2021;	
RATIONALE		
A description of the RN-to-BSN Student Handbook purpose		

The Student Handbook contains information about policies, procedures, and expectations relating to the RN-to-BSN Nursing Program. All handbooks and catalogs are available in the BSN Student Resource Room, accessible through the learning management system. If you have questions about the content of this handbook or the RN-to-BSN Nursing Program, please direct all inquiries to your faculty member and/or the RN-to-BSN Nursing Program Coordinator.

RN-to-BSN Curriculum Requirements

	BSN Student Policy No.	300-69
	BSN Faculty Policy No.	400-69
POLICY NAME	RN-to-BSN Curriculum Requirements	
SUBJECT	RN-to-BSN Curriculum Requirements	
EFFECTIVE DATE	1/2018	
POLICY HISTORY		
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025	
REVISED DATE	5/2017; 7/2020; 5/2022; 6/2024;	
RATIONALE		
A description of RN-to-BSN Curriculum Requirements.		

Curriculum Requirements
ADN Requirements (transferred)………………………………………42 hours
Area requirements from ADN transferred in……minimum of 5 hours of Medical Surgical Nursing

General Education Requirements (see catalog) ……………………………41 hours
Core Nursing Requirements……………………………………………… 30 hours
NUR 360 Transcultural Nursing   4 credits
NUR 365 Gerontological Nursing   4 credits
NUR 372 Community Health Nursing   3 credits
NUR 373 Community Health Nursing Application   3 credits
NUR 410 Professional Nursing Leadership   3 credits
NUR 411 Professional Nursing Identity   3 credits
NUR 502 Advanced Health Assessment   3 credits
NUR 504 Healthcare Informatics and Clinical   3 credits
       Decision Making
NUR 506 Theory and Research for Evidence   4 credits
       Based Practice

BSN Specific Requirements …………………………………………………13 hours
*May be included in general electives as noted above.
CHE 100 – Introduction to Chemistry*   (Required)   3 credits
CJ/ECO/PSY/POL/SOC 361 – Social Statistics   3 credits
BIO 322 – Medical Microbiology with Lab   4 credits
Take one course from this list: ⬚   3 credits

BA 300 – Contemporary Healthcare Management (3)
BA 375 – Health Economics   (3)
BA 400 – Financial Management in Healthcare (3)

Total Credits……………………………………………………………….……126 hours

RN-to-BSN Course Descriptions

		BSN Student Policy No.	300-70
		BSN Faculty Policy No.	400-70
POLICY NAME	RN-to-BSN Course Descriptions		
SUBJECT	RN-to-BSN Course Descriptions		
EFFECTIVE DATE	1/2018		
POLICY HISTORY			
REVIEWED DATE	1/2019; 1/2020; 8/2020; 5/2021; 5/2022; 5/2023; 6/2024, 5/2025		
REVISED DATE	5/2017; 7/2020; 5/2022; 6/2024;		
RATIONALE			
A description of RN-to-BSN course descriptions of the core nursing courses.			

Course Descriptions for Core Nursing Requirements RN to BSN Program

NUR 360—Transcultural Nursing
This course is designed to introduce the student to culturally competent nursing care across the lifespan. The course will identify different cultures and the health-illness attitudes, beliefs and practices inherent in those cultures. Students will have assignments designed to enhance self-reflection and awareness of cultural orientation to enable a greater understanding of culture-specific care. Students will learn how to perform culturally-sensitive assessments with attention to safeguarding, preserving, advocating and protecting diverse cultures in the healthcare setting. Students will focus on delivery of compassionate, patient-centered, evidence-based care that respects patient and family preferences.

NUR 365 – Gerontological Nursing
The course is designed to further develop knowledge of the practicing nurse in the area of gerontology nursing. NUR365 will guide students in reflecting upon their own and society's views on aging and how the gerontology population impacts the nation's health policy and nursing care demands. Theories of aging with the physical and functional changes accompanying aging will be addressed for providing safe care and promoting healthy practices. The course will explore acute and chronic states of illness and how evidence-based practice and quality care can promote health, prevent further illness or complications, and portray differing response to illness with physical or functional changes. Quality of life measures for the older adult living with chronic illness, transition through care settings, disaster emergency planning, delirium states versus dementia, palliative and end-of-life care, and elder abuse will be emphasized.

NUR 372—Community Health Nursing
This course is designed to teach the basic concepts of population-focused public health nursing. Students will focus on the broader nursing care that impacts families, aggregates, and communities, as opposed to individual care. Emphasis will be placed on Healthy People 2030 initiatives, environmental health frameworks, public health services, and health equity in the care of vulnerable populations. The role of the public health nurse in advancing evidence-based practice will be foundational to the concepts addressed in this course. The course is conducted in conjunction with the practicum component course: NUR 373.

NUR 373—Community Health Nursing Applications
This course will guide students through a community health practicum experience. Students will identify community health issues and will design a health promotion project in a 24-hour field practicum with a community health nurse. Applications of learning within the practicum will reinforce learning from the companion course: NUR 372.

NUR 410—Professional Nursing Leadership
This course focuses on the role of the professional nurse as a leader and manager in a changing healthcare delivery system. A solid foundation of decision-making, problem-solving, and critical-thinking skills, as well as management and leadership skills needed to address the management-leadership problems in today's Health care arena. Leadership and management theory is applied to clients at the primary, secondary, and tertiary levels of care. Critical thinking, research, and decision making in culturally diverse health care settings are discussed. Professional behaviors, economics of health care delivery, policy, ethical, legal, and selected issues inherent in leadership and management are analyzed.

NUR 411 – Professional Nursing Identity
This course focuses on the acquisition of nursing professional identity in baccalaureate nursing practice. Using the foundation of nurse as servant leader, the four domains of nursing identity will be integrated with nationally publicized nursing scope and standards of practice and the nursing code of ethics. The course emphasizes nurse identity as advocate for diversity, equity, and inclusion and the professional's understanding of social determinants of health. Learning activities emphasize the nurse's accountability to self, society, and the profession of nursing. Reflection upon own personal development and professional practice is accomplished through completion of a professional portfolio and scholarly inquiry.

NUR 502 – Advanced Health Assessment
This course builds upon the undergraduate level of nursing physical assessment knowledge leading to the development of advanced skills in physical, cognitive, nutritional and functional assessments of adults and children to provide culturally sensitive health care. Diagnostic reasoning is used to interpret data obtained from the physical assessment along with incorporation of appropriate diagnostic testing to form differential diagnoses.

NUR 504 – Healthcare Informatics
This course focuses on the use of information technology systems in the delivery of health care. Students will focus on using new and upcoming technology for acquiring, analyzing and organizing data for use in clinical decision making and improving patient care. Topics include the foundations of informatics, information systems and applications, use of technology in evidence based practice, and patient education and participation.

NUR 506 – Theory and Research for Evidence Based Practice
This course will guide the student in appraisal, synthesis, and generation of evidence-based practice in nursing. Students will explore philosophies, models and theories to promote critical thinking structures for practice. Students will review research methods that are common in nursing practice. The course will guide students to a better understanding of ethical and legal protection of human subjects, as well as inquiry processes and practices related to health literacy, vulnerable populations, and culture. Students will discover the importance of research institutional review boards in universities and in health care agencies. Content will also cover use of clinical guidelines for practice and quality improvement standards. Students will identify methods of dissemination of research findings, proposal writing, and grant proposals.

Verification of Receipt of the RN-to-BSN Student Handbook

		BSN Student Policy No.	300-01
		BSN Faculty Policy No.	400-01
POLICY NAME	Verification of Receipt of the RN-to-BSN Student Handbook		
SUBJECT	Verification of Receipt of the RN-to-BSN Student Handbook		
EFFECTIVE DATE	8/2019		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2022; 5/2023; 5/2025		
REVISED DATE	6/2024		
RATIONALE			
A description of Verification of Receipt of the RN to BSN Student Handbook			

The RN to BSN Student Handbook will be distributed through the online RN-to-BSN Resource Room and posted in the course rooms. Any questions or concerns that arise when reading the handbook should be submitted to the student's assigned advisor or to the RN-to-BSN Program Coordinator. While in the RN to BSN Orientation Bootcamp, students will submit a signed RN-to-BSN Student Handbook Acknowledgment Form and attest that all questions have been answered to the student's satisfaction.

RN-to-BSN Program
RN-TO-BSN STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

I, _____, have read and fully understand the academic
    (Printed Name)
policies, academic and clinical grading/remediation/dismissal policies, practicum policies and procedures, including practicum attendance and dress code, and the required steps and procedures necessary to graduate, as described in this handbook and the course catalog. I also understand that these policies may be updated (with notification) during my time in the program. By signing below, I acknowledge reading these documents and agree to abide by the Campbellsville University RN-to-BSN Program Policies as outlined in the RN-to-BSN Student Handbook.

_____   _____
Signature   Date

Academic Policies

Admissions Process

		BSN Student Policy No.	300-02
		BSN Faculty Policy No.	400-02
POLICY NAME	Admissions Process		
SUBJECT	Admissions Process		
EFFECTIVE DATE	2/1/2012		
POLICY HISTORY			
REVIEWED DATE	7/2020, 4/2021, 04/2022, 5/2023, 5/2025		
REVISED DATE	6/2024;		
RATIONALE			
This policy is developed to ensure seamless transition into the BSN Program and to guide the student to necessary resources for admission to Campbellsville University and to the School of Nursing.			

The applicant must complete applications for admission to Campbellsville University *and* to the School of Nursing. These applications are available online at www.campbellsville.edu/rn-to-bsn-students. By completing the required applications online, the student avoids the non-refundable application fees associated with hard-copy application forms.

Admission to the University and the School of Nursing:
The application captures data required by the University admission staff and helps to establish the student's chosen major: Bachelor of Science in Nursing (BSN). More information needed by the School of Nursing such as licensure and employment history will also be obtained.
Official Transcripts
One Transcript from Each School Attended!

Transcripts
Provide one official copy of all transcripts from each college or university you have attended. Once you apply, you will receive a copy of our official transcript request form from your Enrollment Counselor. Please submit this form to: OR
If you would like to mail an official, sealed copy, please send it to our transcript processors at:

Notice to Institution Records Office: This is a request for official transcripts on behalf of a former student of your institution. If this request cannot be processed, please contact our Transcript Office at 502.719.6417.

Mail or email all transcript materials to:
Mail: Transcript Processing Center — Campbellsville University
        851 Trafalgar Court, Suite 420 West, Maitland, FL 32751
Email: transcripts.campbellsville@wiley.com

For more information, contact us at:
Phone: 502.719.6417
Email: transcripts.campbellsville@wiley.com

Please contact our online Enrollment team at 888-244-0609 or via email at online@campbellsville.edu or Sarah Smith, DNP, APRN, CNM, FACNM at (615) 838-3855 or sssmith@campbellsville.edu if you have questions or are unable to access any of the above documents.

RN License
A copy of a current, valid, unencumbered RN license or listing on a state licensing board website must be submitted. All licenses will be verified before admission into the program and every year as long as the student is in the program. On the application, list your registered nurse license, expiration date, and the state board granting the license.

Letter of Acceptance

After evaluating submitted materials, students will receive confirmation of acceptance into the RN-to-BSN Program from the University. Students will be contacted by the RN to BSN Program Coordinator or Faculty Advisor, who will assist in preparing a program plan and registering for classes.
BSN - Continual Enrollment Program

Students who participate in the   BSN – Continual Enrollment Program may take general education courses and BSN-specific courses (CHE 100; SOC 361; and BA 300/375 or 400) while enrolled in the associate degree program. These students will matriculate into BSN core nursing coursework upon completion of the associate degree and successful completion of the NCLEX-RN.

BSN Course Progression

		BSN Student Policy No.	300-03
		BSN Faculty Policy No.	400-03
POLICY NAME	BSN Course Progression		
SUBJECT	BSN Course Progression		
EFFECTIVE DATE	August 1, 2020		
POLICY HISTORY			
REVIEWED DATE	4/2021, 04/2022, 5/2023, 7/2024		
REVISED DATE	5/22/2025		
RATIONALE			
To establish expectations of student performance within the RN-to-BSN Program.			

To progress through the RN-to-BSN Program, the student must meet specific guidelines:

The student must earn a grade of B or higher in each BSN core course to demonstrate achievement of the student learning outcomes.
The student must earn a C or higher in each course in the general education and guided electives in the BSN area to demonstrate achievement of student learning outcomes.
Students who fall below a B grade in the BSN Core nursing courses are required to meet with their academic advisor, develop a success plan, and repeat the course.
Students who must repeat any given BSN Core nursing course may only attempt the course one additional time to achieve a grade of B or higher.

The faculty has adopted a course progression order to help guide students through the program. This order is recommended to ensure the success of students, based on the recommendations of the accrediting body and the identified characteristics of the courses. The RN-to-BSN Program Coordinator may make exceptions. sssmith@campbellsville.edu

Suggested Progression of Courses:
All general education and BSN-specific required and elective courses must be completed before entering the BSN core course progression. Once all prerequisite courses are completed, the student will enter the BSN core course progression, beginning either in the Fall or Spring terms.

Full-Time Plan of Study

Year One								
Semester 1 (Fall/Spring)				**Semester 2 (Spring/Summer)**				
1st Bi-term		**2nd Bi-term**		**1st Bi-term**		**2nd Bi-Term**		
NUR 365	NUR 504	NUR 506	NUR 360	NUR 372	NUR 410	NUR 373	NUR 411	NUR 502
Gerontological Nursing	Healthcare Informatics and Clinical Decision Making	Theory and Research for Evidence Based Practice	Transcultural Nursing	Community Health Nursing	Professional Nursing Leadership	Community Health Nursing Applications	Professional Nursing Identity	Advanced Health Assessment and Diagnostic Reasoning
4 Credit Hours	3 Credit Hours	4 Credit Hours	4 Credit Hours	3 Credit Hours	3 Credit Hours	3 Credit Hours	3 Credit Hours	3 Credit Hours
15 Credit Hours (15 *didactic and 0 clinical credits*)				15 Credit Hours (12 *didactic and 3 clinical credits*)				

Total 30 Credit Hours- (*27 didactic credits and 3 clinical credits*).   RN to MSN Transition Courses

Additional courses will be added based on students' personalized degree audit.

*NUR 411 is the capstone course and should be taken last before graduation. The Dean or the RN-to-BSN Program Coordinator may make exceptions.

Part-Time Plan of Study

Year One				
Semester 1 (Fall/Spring)		**Semester 2 (Spring/Summer)**		
1st Bi-term	**2nd Bi-term**	**1st Bi-term**		**2nd Bi-Term**
NUR 365	NUR 360	NUR 372	NUR 373	
Gerontology	Transcultural Nursing	Community Health Nursing	General Ed Courses RN-to-BSN Required Electives	Community Health Nursing Applications
4 Credit Hours	4 Credit Hours	3 Credit Hours		3 Credit Hours
8 Credit Hours (8 *didactic and 0 clinical credits*)		9-10 Credit Hours (3 *didactic and 3 clinical credits*)		

Year Two					
Semester 1 (Fall/Spring)		**Semester 2 (Spring/Summer)**			
1st Bi-term	**2nd Bi-term**	**1st Bi-term**		**2nd Bi-Term**	
NUR 504 Healthcare Informatics and Clinical Decision	NUR 506 Making Theory and Research for Evidence Based Practice	NUR 410 Nursing Leadership	General Ed Courses RN-to-BSN Required Electives	NUR 411 Professional Nursing Identity	NUR 502 Advanced Health Assessment and Diagnostic Reasoning
3 Credit Hours	4 Credit Hours	3 Credit Hours		3 Credit Hours	3 Credit Hours
7 Credit Hours (7 *didactic and 0 clinical credits*)		9-12 Credit Hours (7 *didactic and 2 clinical credits*)			

Total 30 Credit Hours- (*27 didactic credits and 3 clinical credits*).   RN to MSN Transition Courses

At-Risk Students

	BSN Student Policy No.	300-04
	BSN Faculty Policy No.	400-04
POLICY NAME	At-Risk Students	
SUBJECT	At-Risk Students	
EFFECTIVE DATE	April 2021	
POLICY HISTORY		
REVIEWED DATE	04/2022, 5/2025	
REVISED DATE	5/2023, 7/2024	
RATIONALE		
The RN-to-BSN Program at Campbellsville University seeks to promote success for all students within the program. By identifying at-risk students early, faculty can provide guidance to help students overcome barriers to success.		

In an online course, much of the success or lack of success is identified through active participation in course activities. Students deemed at risk for failure are those who are not actively engaged in the course or who start the academic term with lower assignment scores, indicating they may not understand the course's expectations. The noted absence in the course room demonstrates additional cause for concern.

Instructors will monitor students' progress through each class, using both formative and summative assessments to identify any learning issues. When students are unsuccessful in assignments used to assess learning in the classroom, instructors will counsel these individuals to determine factors that may impact learning. Potential barriers to learning may include study habits, excessive work schedules, family obligations, testing issues such as anxiety, or other factors. The nursing instructor will help the student identify potential learning barriers and advise them accordingly.

C.A.R.E. Alert Form
Faculty are encouraged to use the C.A.R.E. Early Alert System to initiate a response to barriers/factors that hinder student success. The alert system addresses multiple factors that may impact student success, including attendance, academic progress, general concerns (such as incivility, low participation, lack of attention to study, poor time management, subpar work quality, missing required textbooks, etc.), financial concerns, and academic dishonesty. Faculty completes the form electronically in TigerNet (found under "Forms," "Academics"). Upon receipt of a C.A.R.E. form, Academic Support will contact the student's advisor to create a "success net" to assist the student in addressing any issues that are causing them to fall behind. Faculty are advised that if a concern merits immediate attention, they should notify the appropriate emergency personnel immediately.

Attendance Form
Due to the 8-week course, attendance (participation) is crucial for student success. Faculty should submit an absence template to Academic Support after one week (12.5% of the scheduled classes) without participation/contact from the student. This action prompts the issuance of an official warning to the student. If there is no participation/contact from the student for the second week (25% of the scheduled classes), the faculty must submit another form indicating additional absence. At this stage, the student will fail the course and be administratively withdrawn from it. (The attendance form can be found in TigerNet under "Academic Policies")

Student Counseling Record
This plan is developed between the student and the nursing faculty. The student's strengths and weaknesses are identified, and the student, in collaboration with the faculty, will create a plan of action to support their continued success. This Plan is a contract between the course faculty and students to enhance student success.

Student Counseling Record

Date & Course:	Faculty Comment:	Student Response:	Plan of Action:	Follow-up:

Student Name: _____

Student ID: _____

Adopted 7/2024

Campbellsville University provides counseling services that can assist the student with such issues and balance school, work, and issues as noted above. As deemed appropriate by the instructor, the student may be referred to the Office of Counseling Services by completing a referral form and contacting this office for an appointment.

Use of Turnitin®

		BSN Student Policy No.	300-05
		BSN Faculty Policy No.	400-05
POLICY NAME	Use of Turnitin®		
SUBJECT	Use of Turnitin®		
EFFECTIVE DATE	April 2021		
POLICY HISTORY			
REVIEWED DATE	04/2022, 5/2023, 5/2025		
REVISED DATE	5/2024		
RATIONALE			
Campbellsville University participates in the Turnitin assessment tool to ensure quality, campus-wide assessment of written work. The tool helps to ensure that student work is original. Students can then have confidence in their work and receive consistent and fair feedback from a reputable source.			

Students are required to submit written assignments to the Turnitin link housed within the assignment, as determined by faculty. Students are encouraged to review the similarity report to identify potential occurrences of plagiarism. This allows students to correct these items before submission for grading in the assignment's designated location. Faculty has adopted a similarity score **maximum of 30%** matching text deemed acceptable.

Procedure:
Faculty will place information related to the use of Turnitin in the syllabus and the course room for student access. Faculty has adopted the following statement for inclusion in the syllabus:
Students must submit selected written assignments as designated by faculty within each course to Turnitin before submitting them in the course room link for final grading Turnitin instructions and tutorials are available in the course room. **To be acceptable, students must score 30% or less on the matches for written work**. Material flagged in Turnitin must be appropriately cited within the paper using APA format.
Turnitin Instructions are listed in the course room's resources. This tool allows students to review scores for matching before final submission and allows faculty to review scores/matches to determine if the threshold has been exceeded.
For students to access, APA resources are listed in the course room, including the APA Exemplar Checklist.
Faculty must determine a timeline within the course for submission to Turnitin, including subsequent changes to the document and resubmission to Turnitin to achieve a score of less than 30%. Upon achieving the required scoring, the student will then upload the document **to the final submission site** for the final grading process within the interactive rubric.
Faculty discretion is essential to determine whether the flagged similarities result from student misuse of citations and referencing of sources or from common work within the course.

Withdrawal Policy

		BSN Student Policy No.	300-06
		BSN Faculty Policy No.	400-06
POLICY NAME	Withdrawal Policy		
SUBJECT	Withdrawal Policy		
EFFECTIVE DATE	April 2021		
POLICY HISTORY			
REVIEWED DATE	04/2022, 5/2023, 6/2024, 5/2025		
REVISED DATE			
RATIONALE			
Students in the School of Nursing may have to withdraw from the school for personal reasons, academic reasons, health issues, and other factors. This policy describes methods for academic withdrawal.			

When a student decides to withdraw from courses within the BSN Program, they are encouraged to discuss possible alternatives to withdrawal with their faculty advisor. When no other alternative seems viable to the student, the School of Nursing follows the same policy outlined in the *Campbellsville University Online Student Handbook* under the Refund and Withdrawal Policy.

Please also refer to the Online Policy and Procedure Leave of Absence policy.

The student is advised that if they choose to leave unofficially—that is, without approval from the Vice President of Academic Affairs and the completion of withdrawal forms—they will forfeit all rights to any account reduction and will receive an "F" in all applicable courses. To alleviate this situation, the student must follow the guidelines as stated in the *Campbellsville University Online Student Handbook*. Students who have financial aid should consult the *Federal Student Financial Aid Handbook* to review the policy guidelines for this aid.

Students in the RN-to-BSN Program may re-enter the program at any time if they meet the standards outlined in the Progression Policy. Abandoning coursework without prior approval, as noted above, could result in a reduction of the student's GPA that may prove insurmountable.

Graduation Requirements Policy

		BSN Student Policy No.	300-07
		BSN Faculty Policy No.	400-07
POLICY NAME	Graduation Requirements Policy		
SUBJECT	Graduation Requirements Policy		
EFFECTIVE DATE	April 2021		
POLICY HISTORY			
REVIEWED DATE	04/2022, 6/2024, 5/2025		
REVISED DATE	5/2023		
RATIONALE			
To define the requirements for graduation with a Baccalaureate of Science in Nursing degree at Campbellsville University.			

To fulfill the requirements for BSN graduation, the student must comply with the following:

Successful completion or transfer of 130 credit hours in the RN-to-BSN Program as outlined in the curriculum plan
25% of general education courses must be taken through CU to meet SACCS residency requirements after student admission to CU.
33% of courses in the program of studies must be taken through CU to meet SACS residency requirements.
40 credits must be upper division. (Satisfied through the BSN requirements.)
25% of total hours toward the degree must be taken through CU.
A minimum overall GPA of 2.5

Satisfactory completion of End-of-Program Student Learning Outcomes as evidenced by acceptable completion of coursework

Payment of all applicable tuition and fees

Course Substitutions for Transferred Credits Policy

		BSN Student Policy No.	300-08
		BSN Faculty Policy No.	400-08
POLICY NAME	Course Substitutions for Transferred Credits Policy		
SUBJECT	Course Substitutions for Transferred Credits Policy		
EFFECTIVE DATE	April 2021		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024		
REVISED DATE			
RATIONALE			
Campbellsville University accepts courses from other accredited colleges and universities based on course equivalency determined by the Office of Student Records. This policy outlines that process.			

When transferring credits from other schools, the student must request an official transcript from the school(s) to be sent to the Admissions Office. Admissions will then assemble information needed from these records to determine admission to the University. The School of Nursing will use these records for course information applicable to determine placement in the nursing program. The transcripts will be forwarded to the Office of Student Records to be placed in the student's permanent file.

For the appropriate substitution to be made for required subjects for the nursing program, a Course Substitution Request must be completed by the student and the advisor. This form will be sent to the appropriate Dean/ Chair of the department which offers that course for final approval if needed. Approval will be determined based on a satisfactory comparison of the course with the equivalent course offered at Campbellsville University. Courses must meet the scholastic standards required at Campbellsville University. All credits applicable to the completion of requirements for the nursing program must have a minimum of a "C" grade.

It is highly recommended that the student meet with the advisor early in the program to review needed substitutions and comply with this procedure to ensure that requirements are being met in a timely manner for graduation.

Due to the nature of the nursing program, a transfer student coming into this program must complete a minimum of 50% of their core nursing coursework at Campbellsville University.

BSN Program Course Completion

		BSN Student Policy No.	300-44
		BSN Faculty Policy No.	400-44
POLICY NAME	BSN Program Course Completion		
SUBJECT	BSN Program Course Completion		
EFFECTIVE DATE	May 22, 2025		
POLICY HISTORY			
REVIEWED DATE			
REVISED DATE			
RATIONALE			
A description of the time limitation for course completion if an incomplete is awarded for the course.			

Extenuating circumstances may prevent a student from completing the course requirements by the last day of the course. Accommodations for these unforeseen events will be considered on an individual basis and may take the form of issuing an "Incomplete" for the course.

The Course Faculty, along with the Program Coordinator, may establish conditions for continuation in the course. Conditions will include:

Mandatory Plan for Success

If a student does not complete all required coursework by the last day of a course and an 'Incomplete' is issued by faculty, all course requirements must be completed within 30 days of the last day of the course for the student to receive a final grade and credit for the course. If the course requirements are not met within 30 days, a grade of F may be issued for the course. After consultation with the BSN Program Coordinator, the decision to progress to the next course will be made on a case-by-case basis**.**

BSN Artificial Intelligence Policy

		BSN Student Policy No.	300-45
		BSN Faculty Policy No.	400-45
POLICY NAME	BSN Artificial Intelligence Policy		
SUBJECT	Student's Use of AI in BSN Courses		
EFFECTIVE DATE	May 22, 2025		
POLICY HISTORY			
REVIEWED DATE			
REVISED DATE			
RATIONALE			
This policy provides guidelines for the appropriate and ethical use of Artificial Intelligence (AI) tools by nursing students in academic, clinical, and professional settings.			

Policy:

This policy ensures that the use of AI aligns with the principles of academic integrity, patient care, and professional responsibility. Cheating occurs whenever a student uses deception to avoid fulfilling the specific requirements of an assignment or course and/or to avoid receiving a higher grade than he/she might otherwise receive. Plagiarism occurs when a student appropriates passages or ideas from someone else's writing into his/her own without providing proper documentation and/or without using quotation marks to indicate when he/she is directly quoting a source.

The inappropriate use of AI violates the Academic Honesty policy and/or may be considered Plagiarism. Misuse of AI tools will be regarded as a violation of the university's academic integrity and professional conduct policies. It may result in disciplinary actions, up to and including dismissal from the program. AI must not be used to generate academic work that is presented as the student's original effort. Students are prohibited from using AI to fabricate or falsify data in assignments, research, or clinical documentation. The Badgett Academic Support Center (BASC) writing center is available to students who need writing assistance - see the student handbook for more information. If you have a question about the appropriate use of AI in this course, please consult the instructor before submitting the assignment. Tools such as PERRLA and Grammarly are suitable for assistance with APA writing style and format, but AI should not be used to generate content for any assignment.

This policy reflects the core values of the nursing profession, emphasizing accountability, ethical practice, and a commitment to providing safe and compassionate patient care. Students are expected to integrate these principles when engaging with AI technologies.

This policy will be reviewed and updated annually to reflect technological developments and feedback from students and faculty. The faculty will also regularly evaluate and update its approach to keep pace with advancements in AI technology and its implications for nursing education and practice.

Students are required to review and sign this policy as part of their program or course orientation.

Badges
The following AI badges will indicate the appropriate use of AI in individual courses and assignments.

Badge Definitions

No Use of AI in this Assignment

(Excludes use of Grammarly, PERRLA, or other AI applications for spelling, grammar, and syntax improvement in the original narrative.)

You are expected to complete your own work and properly cite any sources you use. You are not allowed to use any artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to complete any part of your assignments. Any attempt to use these tools for academic purposes will be considered academic misconduct and will be addressed in accordance with the university's academic integrity policy. Students are expected to complete all work independently, without relying on AI-generated content. If you have any questions about what constitutes acceptable use of AI tools, please consult with the instructor before submitting your work.

Some Use of AI in this Assignment

This course/assignment permits you to utilize artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to obtain guidance on assignments, provided you do so ethically and responsibly. Essentially, these tools are ways to help you learn, but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like a tutor or teaching assistant, rather than a replacement for independent thinking.

This means that you must:

Do not use AI tools to replace your thinking or analysis, or avoid engaging with the course content.
Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
Be transparent and honest about how you used the AI tool and how it contributed to your assignment.
Explain what you learned from the AI tool, how you verified its accuracy and reliability, integrated its output with your work, and acknowledged its limitations and biases.

You are accountable for any mistakes made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies after submission, notify the instructor immediately and correct them immediately.

Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Unlimited Use of AI in this Assignment

In this course and assignment, students are encouraged to explore and utilize generative AI tools, such as chatbots, text generators, and paraphrasers, as part of their learning and coursework. These tools can be valuable for brainstorming, drafting, and enhancing your understanding of the material. However, it is essential to critically assess and cite any AI-generated content used in your assignments and projects. Students must demonstrate their knowledge and critical thinking in their final submissions. Proper attribution and transparency about your usage of an AI tool are expected.

Use AI tools only for tasks appropriate to your learning and understanding level. Do not use AI tools to replace your thinking or analysis, or to avoid engaging with the course content.
Cite any AI tools you use properly, following the citation style specified by the instructor. APA Example:
OpenAI. (2024). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat
Provide evidence of how you used the AI tool and how it contributed to your assignment.
Explain what you learned from the AI tool, how you verified its accuracy and reliability, integrated its output with your work, and acknowledged its limitations and biases.
Take full responsibility for any mistakes or errors made by the AI tool. Do not rely on the AI tool to produce flawless or correct results. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the production after submission, notify the instructor immediately and correct them as soon as possible.
If you are working on a group assignment, discuss the use of AI tools with your group members and agree on how you plan to use them and how you will be transparent with the instructor regarding their use.
If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Delta Teaching Resources (2025). Developing an AI syllabus statement & driving class AI discussion. NC State University. https://teaching-resources.delta.ncsu.edu/develop-an-ai-syllabus-statement/

RN to BSN AI Identification Policy

The following AI badges will indicate the appropriate use of AI in individual courses and assignments.

RN to BSN Program
Campbellsville UNIVERSITY
NO AI Allowed in this course.

RN to BSN Program
Campbellsville UNIVERSITY
NO AI Allowed on this assignment.

RN to BSN Program
Campbellsville UNIVERSITY
Use of AI must be properly cited and justified.
AI Allowed in this course on certain assignments as described in the syllabus.

RN to BSN Program
Campbellsville UNIVERSITY
Use of AI must be properly cited and justified.
AI Allowed on this assignment as described in the syllabus.

RN to BSN Program

AI Allowed on all assignments. Use of AI must be properly cited and justified.

Campbellsville UNIVERSITY

RN to BSN Program

AI Allowed on this assignment. Use of AI must be properly cited and justified.

Campbellsville UNIVERSITY

BSN Online Portfolio

	BSN Student Policy No.	300-46
	BSN Faculty Policy No.	400-46
POLICY NAME	BSN Online Portfolio	
SUBJECT	BSN Online Portfolio	
EFFECTIVE DATE	June 2025	
POLICY HISTORY		
REVIEWED DATE		
REVISED DATE		
RATIONALE		
The BSN Online Portfolio is a required component of the RN to BSN Program. It serves as a structured platform for students to document academic growth, reflect on learning experiences, and showcase professional development throughout the program.		

Policy Statement
All RN to BSN students must create and maintain an Online Portfolio throughout their program of study. The portfolio is a cumulative record of academic and professional achievements aligned with program outcomes and nursing competencies.

Objectives
- Demonstrate progression toward BSN program outcomes
- Reflect on clinical and academic experiences
- Showcase evidence of competency in nursing practice
- Prepare for career advancement and lifelong learning

Portfolio Requirements
Students must include the following components in their portfolio:
1. Professional Introduction – A personal statement outlining career goals and nursing philosophy
2. Resume or CV – Updated to reflect current education and experience
3. Course Artifacts – Key assignments, projects, and reflections from each course
4. Clinical Reflections – Summaries and insights from clinical experiences
5. Competency Mapping – Evidence aligned with AACN Essentials or program-specific competencies
6. Professional Development – Certifications, continuing education, and leadership activities
7. Final Reflection – A comprehensive reflection on growth and future goals

Platform and Access
- The portfolio must be created using Microsoft OneDrive
- Students are responsible for maintaining access and ensuring the portfolio is up to date
- Faculty and advisors will review the portfolio at designated checkpoints

Evaluation and Grading
- Portfolio submissions will be reviewed at mid-program and final stages
- Completion and quality of the portfolio may be graded as part of the capstone or designated courses
- Feedback will be provided to support continuous improvement

Confidentiality and Professionalism
- All content must maintain patient confidentiality and adhere to HIPAA guidelines
- Students must present themselves professionally in all written and visual content
- Plagiarism or misrepresentation of work is subject to academic integrity policies

Support and Resources
- Orientation and training on portfolio use will be provided during the RN to BSN Bootcamp
- Technical and academic support is available through Moodle Support or CU's IT Help Line.

Student Services Policies

Student Services for Distance Education Students Policy

	BSN Student Policy No.	300-09
	BSN Faculty Policy No.	400-09
POLICY NAME	Student Services for Distance Education Students Policy	
SUBJECT	Student Services for Distance Education Students Policy	
EFFECTIVE DATE	February 1, 2012	
POLICY HISTORY		
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025	
REVISED DATE		
RATIONALE		
To ensure that students in distance education courses have the same accessibility to student services as those attending campus classes.		

Students will be oriented to the methods of accessing services available to the online community and will have written information related to services as outlined in this handbook. Advisors will deliver this information to students via the Campbellsville University RN-to-BSN Student Handbook. Students may contact these services directly or ask their advisor for assistance with accessing needed services.

See listing of services on the following pages. Please see listings for:
Academic Support Services
Business Office Services
Bookstore
Email Communications
Financial Aid Services
Learning Management System: Moodle
Library Services

Badgett Academic Support Center Accessibility for Online Students

	BSN Student Policy No.	300-10
	BSN Faculty Policy No.	400-10
POLICY NAME	Badgett Academic Support Center Accessibility for Online Students	
SUBJECT	Badgett Academic Support Center Accessibility for Online Students	
EFFECTIVE DATE	February 1, 2012	
POLICY HISTORY		
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025	
REVISED DATE		
RATIONALE		
To provide online students with the process for obtaining academic support services through the Badgett Academic Support Center.		

Online students have access to academic support resources in a distance setting. *Campbellsville University Online offers free online tutoring services to all fully online undergraduate students through Tutor.com, an online tutoring platform.*

Fully online undergraduate students can access tutoring through their Moodle course shell or request tutoring information by contacting the Online Education office at (270) 789-5432.

Tutoring services are offered for the following subject areas: Math, English, Science, Business, Social Sciences, and Nursing/Allied Health."

Campbellsville University Bookstore Accessibility for Online Students

		BSN Student Policy No.	300-11
		BSN Faculty Policy No.	400-11
POLICY NAME	Campbellsville University Bookstore Accessibility for Online Students		
SUBJECT	Campbellsville University Bookstore Accessibility for Online Students		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 5/2025		
REVISED DATE	04/2022; 5/2023; 6/2024		
RATIONALE			
To provide students with an Online Bookstore offering course resources and other student supplies.			

Campbellsville University Virtual Bookstore – managed by Akademos

You can order books through the CU Virtual Bookstore here. Through the bookstore, you can purchase, rent, and sell back your used books.

If you need help with an order please email onlinebookstore@campbellsville.edu and include your name, ID and order number.

If you have questions about using financial aid funds to pay for your textbooks, contact the Office of Financial Aid by calling

What forms of payment can I use?—A Visa Card, Mastercard, Amex, Discover, PayPal, Apple Pay, Google Pay, school-issued financial aid/voucher, school-issued credit.

ABOUT US
Our mission at TextbookX is to find students the lowest prices for their course materials. We do that by offering a mix of our own inventory with that of third-party sellers in order to provide one of the largest inventories of new, used, digital, and rental books.

We don't just supply textbooks, though. Through us, students can shop for other school supplies, best-selling books, magazines, study guides, and more.

For students buying from their school's online bookstore:
If we are partnered with your school, you will shop on a custom website. You get all the same benefits as our TextbookX customers, plus:
Dedicated inventory for all your courses.
Ability to search by course name, course code, instructor name or ISBN.
School branded merchandise (when applicable).
Multiple payment options, including financial aid (when applicable).

How it works
Get your course materials in less than 5 minutes!

Sign in using your student ID or university credentials.
Continue to your personalized page of your courses and required materials.
Add your materials to your cart & checkout with ease.

Campbellsville University Business Office Accessibility for Online Students

	BSN Student Policy No.	300-12
	BSN Faculty Policy No.	400-12
POLICY NAME	Campbellsville University Business Office Accessibility for Online Students	
SUBJECT	Campbellsville University Business Office Accessibility for Online Students	
EFFECTIVE DATE	February 1, 2012	
POLICY HISTORY		
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025	
REVISED DATE		
RATIONALE		
To provide online students with access to Business Office services.		

The Business Office at Campbellsville University is available Monday through Friday from 8:00 am to 5:00 pm, excluding university holidays. Someone is available during these hours to discuss student accounts and to assist students with setting up payment schedules and other mechanisms.

Students may contact:
The Business office at (270) 789-5203 for additional information about payment plans.

Email Communications Accessibility for Online Students

		BSN Student Policy No.	300-13
		BSN Faculty Policy No.	400-13
POLICY NAME	Email Communications Accessibility for Online Students		
SUBJECT	Email Communications Accessibility for Online Students		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students enrolled in distance education course must use their student email accounts when communicating with faculty and staff at Campbellsville University. This system helps to ensure that official communications are sent only to the student. It is important that students never share login information for email accounts to ensure privacy and confidentiality in communications.			

Upon registering for courses at Campbellsville University for the first time, the student will receive an email directing them to set up a university email account. The following information will be addressed to the student:

SET-UP EMAIL ACCOUNT: Once you have registered for your courses, you can set up your Campbellsville University email account. Follow the steps below:
Go to www.campbellsville.edu
Click on TigerNet link towards the top of the page
Enter your student ID number and your pin; click Login
Click on the Home tab
On the left side of the welcome page, you will see several bullets – Click on Student Email Account Information line. Repeat on the next page.
On the window telling you "Your Report Has Been Generated" click the link to view your report.
Follow all steps and a .pdf document will pop up containing your login information and directions on how and where to set up your email account. If the .pdf document happens to be blank, you will have to contact Information Technology (270-789-5012), so they can generate your login information.

NOTE:
Your student email account will be auto generated at approximately 7:00 a.m. on the morning after you enter courses in TigerNet for the first time. Please allow for this process to complete before you contact IT for assistance.
If the .pdf document is blank, you will have to contact Information Technology (270-789-5012) for assistance. When contacting IT please be prepared to give your Student ID Number and a contact number where you can be reached.

Financial Aid Services Accessibility for Online Students

		BSN Student Policy No.	300-14
		BSN Faculty Policy No.	400-14
POLICY NAME	Financial Aid Services Accessibility for Online Students		
SUBJECT	Financial Aid Services Accessibility for Online Students		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students enrolled in distance education courses may require assistance of the Financial Aid Office. Information is available about potential sources of financing for school related expenses.			

The Office of Financial Aid at Campbellsville University is available to students Monday through Friday 8:00 am to 5:00 pm, excluding university holidays. Distance Education students have a financial aid counselor assigned who will help them to file the FAFSA and will inform them about potential sources of financial aid. For additional information, contact
The Financial Aid Office at (270) 789-5013.

Library Services Accessibility for Online Students

	BSN Student Policy No.	300-15
	BSN Faculty Policy No.	400-15
POLICY NAME	Library Services Accessibility for Online Students	
SUBJECT	Library Services Accessibility for Online Students	
EFFECTIVE DATE	February 1, 2012	
POLICY HISTORY		
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025	
REVISED DATE		
RATIONALE		
Students enrolled in distance education courses for the RN-to-BSN Program will have need for access to library resources. Montgomery Library provides resources for the online student to ensure adequate accessibility to these services.		

Students can access much-needed resources by visiting the Campbellsville University website and utilizing its digital resources. Off-campus patrons can access the library's databases through the proxy server. The proxy server is password-protected, but the password is now linked to students, staff, and faculty through their CU log-in information, which is available on the library resources page on the Moodle platform provided by Learning House for all Campbellsville University online programs.

Access library resources by following these steps:

1. Go to the Montgomery Library page: www.campbellsville.edu/library/academic-affairs/montgomery-library/. Here, students will see the different resources that are available to students, including tutorials about the use of search engines.
2. As students access restricted information (through the search engines, etc.), they will be prompted to enter their student ID and PIN (Personal Identification Number) to gain access to library resources.
3. Students can also access media through the Interlibrary Loan system (ILL). ILL is a service that allows borrowing of materials from other libraries. This gives students access to materials that the Montgomery Library does not own, such as articles from our databases that do not contain the full text.
Complete an electronic Interlibrary Loan Request Form, accessible on the library page.
Fill out the form as completely as you can; some fields are required and will prompt you to fill them in completely.
Check the box agreeing to comply with the library policies (available at a link provided in the check response area).
Submit the electronic form.
If you have questions related to this request, please contact Regina Thompson at rthompson@campbellsville.edu or by phone at (270) 789-5198.
Interlibrary loans can take up to two weeks to receive the information. You will receive a call or email when your request comes in, so be sure to provide contact information!

POLICY QUESTIONS & ANSWERS
Who is allowed to place an ILL request?
· Only current Faculty, Staff, and Students
What about Alumni or Community Borrowers?
· You'll need to borrow from the Taylor County Public Library. Don't worry! They handle ILL all the time, including borrowing from us! We can assist you in obtaining proper citation information, but the request must be submitted through the Taylor County Public Library.
When will I get my requests?
· The official answer is "allow 2 weeks", but requests can come in earlier or later. To a great extent, it depends on the workload of the lending library.
Is it free?
· Often it will be free, but there can sometimes be charges. Here's how we determine charges:

- We pass on all charges from the lending library. We have reciprocal borrowing with some libraries -- we don't charge them, and they don't charge us. If the library is located outside our region, we may incur a borrowing fee. Occasionally, the lending library will bill us for their postage in sending the item to us.

- Each semester, we provide you with a certain number of requests free of charge from Montgomery Library, despite incurring significant costs ourselves. We cover the cost of postage to return items to the lending library, fees for using the automated ILL network, and fees for search time. Once you exceed your free requests, we typically start charging you for our postage. Here is the number of free requests by patron type:

Faculty/Staff: Ten books and ten journal articles per semester. Graduate Students: Eight books and twelve journal articles per semester. Undergraduate students: Five books and six journal articles per semester
What problems could come up?

- Copyright rules on single journal titles: Copyright guidelines are structured to encourage subscription or purchase of titles that are used repeatedly. Most institutions will only fill three articles from the same journal title. So, if you are very dependent on one specialized journal or want to see a whole "special issue", you can run out of allowable requests very quickly. You may need to investigate the purchase of back journal issues or a subscription.

- Recent publication dates: Many libraries don't lend items that are less than one year old; however, we always ask anyway!

Dissertations: Most libraries don't lend dissertations. While we can try, most dissertations are usually purchased through UMI Dissertation Publishing. They typically cost around $40 and come shrink-wrapped, delivered directly to you.
If students have further questions related to the accessibility of library resources, they can contact:
Mrs. Regina Thompson
Interlibrary Loan & Archives Associate
(270) 789-5198
Basement, ML 107

Learning Management System Accessibility for Online Students

		BSN Student Policy No.	300-16
		BSN Faculty Policy No.	400-16
POLICY NAME	Learning Management System Accessibility for Online Students		
SUBJECT	Learning Management System Accessibility for Online Students		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students must utilize the Learning Management System to access course information and to interact in the online classroom. Some students may need more information about this medium and are directed to the Moodle Student Tutorials to prepare for coursework.			

The learning management system used by Campbellsville University School of Nursing is *Moodle*. Students can access a tutorial that teaches the basics of using this system by visiting http://online.campbellsville.edu/. Here, students can click on Moodle Student Tutorial, which will guide them to the tutorial information. Moodle also provides a Help Center available 24 hours/day, seven days/week. Information related to the Help Center is available at the same site. Students can also access individual help in specific areas of concern by clicking "Getting Started" on this page. Also found on this page are connections to the virtual library system and the bookstore.

Beginning in the fall of 2015, students will be enrolled in CU 99- Online Orientation when they enroll in courses. This course is a four-module, self-paced course that covers a variety of technology-related topics, including student email accounts, the online learning environment, and the student information system. The content of this course is based on the issues our students frequently request help with and provides a reference that students will always have access to, in addition to the 24-hour support.

Students are encouraged to visit this website and familiarize themselves with the materials it contains before the start of coursework. If students have questions about accessibility or the use of the learning management system, they should contact the instructor for the assigned course before the class starts and receive help to be ready to join the rest of the class.

Disability Services

		BSN Student Policy No.	300-17
		BSN Faculty Policy No.	400-17
POLICY NAME	Disability Services		
SUBJECT	Disability Services		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students may suffer from disabilities which may require special accommodation to participate in classroom activities. Campbellsville University makes reasonable accommodations as noted in the policy below.			

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. The School of Nursing adheres to the University's policy and follows the same procedure outlined in the *Campbellsville University Student Handbook,* which complies with the Rehabilitation Act and the Americans with Disabilities Act.

Students must obtain documentation of their disability or condition to establish eligibility for disability services. Documentation must be from a licensed professional and current in terms of assessment (within the last 3 years). This documentation should be taken to the Coordinator of Disability Services. The coordinator will then send verification of needed accommodations to the Dean of the School of Nursing. Information regarding a student's disability is considered confidential and will not be disclosed to anyone without the student's written permission. However, if the student does not permit notification to the faculty, the University will not be able to provide accommodations.

Students may contact the Coordinator of Disability Services at (270) 789-5192.

Health and Safety Requirements

Requirements for Participation in the RN-to-BSN Program and Practicum Requirements

		BSN Student Policy No.	300-18
		BSN Faculty Policy No.	400-18
POLICY NAME	Requirements for Participation in the RN-to-BSN Program and Practicum Requirements		
SUBJECT	Requirements for Participation in the RN-to-BSN Program and Practicum Requirements		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	6/2024;		
REVISED DATE	5/2020, 4/2021, 4/2023; 5/2025		
RATIONALE			
The School of Nursing recognizes that students in the RN to BSN Program have some practical experience as registered nurses. However, most associate degree and diploma programs do not include clinical experience in the public health/community health setting or in nursing leadership and management. The expanded knowledge in the BSN program necessitates experience in these nursing roles. Certain clinical documents must be maintained to permit participation in selected activities within the program.			

All students entering the RN-to-BSN Program must show evidence of meeting the Immunization Requirements and CPR Certification **at the beginning of the BSN core courses**. These items must be maintained throughout the duration of the program. Students will also be required to complete criminal background checks for presentation to facilities. Other items housed in the document management system are listed below and are requirements for participation in the program.

Campbellsville University School of Nursing will utilize *a document management system* to maintain electronic files of the required records. Upon completion of the RN-to-BSN Bootcamp, students will receive information directing them to contact the system for instructions about submitting the required documentation. Files can be scanned/uploaded and sent via email, faxed to the company, or mailed via the postal system. Students may be required to pay for this service, and this company will maintain files throughout their program.

The School of Nursing must reserve the right to request drug and alcohol screening as indicated by facilities offering the practicum experience. Upon request for any of this information, students must comply to be eligible to continue coursework. Refusal to comply with the obligations of the clinical practicum will result in dismissal from the program.

Another aspect of the practicum is the physical ability to participate in the activities and duties of the setting.   For this reason, students who undergo a major or extended illness or surgery that may impair their physical capability in the practicum setting must provide documentation of a medical release before entering the practicum phase of coursework. Examples of these conditions include, but are not limited to, contagious illnesses, soft tissue or bone trauma, surgical procedures, cardiac or pulmonary disease processes, childbirth, and other similar conditions. Students must be cleared by a medical provider to function without restriction in the practicum setting after recovering from any serious health condition. This requirement promotes both patient and student safety and, therefore, is highly important.

Clinical Requirements for Practicum

		BSN Student Policy No.	300-19
		BSN Faculty Policy No.	400-19
POLICY NAME	Clinical Requirements for Practicum		
SUBJECT	Immunization Requirements, Background Check, and CPR Certification		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	08/2014; 1/17; 5/17; 2018; 6/2019; 04/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE	06/18/2013; 9/2015; 5/2020, 4/2021		
RATIONALE			
The nature of nursing courses requires some clinical background that will be conducted in facilities with patients and other health care workers. This entails the necessity of certain precautions to ensure the safety of students and others in the clinical setting. Campbellsville University will maintain records of necessary documents for the clinical site.			

Campbellsville University School of Nursing will utilize *a document management system* to maintain electronic files of immunization records, background checks, and CPR certifications. Upon admission to the program, students will be directed to the RN to BSN resource room for further information on the *document management system process*. Files can be scanned/uploaded and sent via email, faxed to the company, or mailed via the postal system. The company will conduct a background check that will be available to potential practicum sites. Students may not be required to pay for this service; this company will maintain files throughout their program. Students will have to pay for their liability insurance.

The following immunizations are required for all students involved in clinical or practicum activities in academic nursing programs. These requirements have been established to protect healthcare providers and their patients during encounters in clinical settings. We suggest that the only exclusion to these requirements be for medical contraindications. Documentation of the medical contraindication must be submitted for the student's file.

Each student must show evidence that he or she has completed the following:

Tuberculosis Screening: The School of Nursing does not accept PPD skin testing.
Initial Admission: Applicants must upload proof of negative blood assay testing results within the last year, with the school TB screening form.
After Admission: Students will be required to upload proof of negative repeat annual blood assay testing along with the annual school TB screening form. The online clinical database repository will schedule the renewal date for annual blood assay testing to one year from the administered date on the last blood assay testing results uploaded. Annual blood assay testing must be completed and uploaded prior to the renewal date assigned to avoid a lapse. A lapse will occur for any portion of the required documentation not uploaded prior to the required renewal date.
Positive Reactors: Positive reactors will be directed to consult with a Healthcare provider until the appropriate documentation can be provided indicating the student "can be considered free of tuberculosis in a communicable form." Students may be required to upload chest X-rays, screenings, questionnaires, or other required documents with the school tb screening form provided.

 Immunization Documentation: The following immunizations should be documented on the School of Nursing Immunization Form. Any titers should include lab reports.
MMR: Proof of two vaccinations (documented after the age of 12 months and separated by at least 28 days). If vaccination records are unavailable, laboratory evidence of immunization will be acceptable.
Tetanus Diphtheria and Pertussis (Tdap): Proof of boosters within the last 10 years. Booster status must be kept current.

Varicella (Chicken Pox): Proof of two vaccinations. If vaccination records are unavailable, laboratory evidence of immunization will be acceptable.

Polio: Proof of primary series (infant series). If vaccination records are unavailable, laboratory evidence of immunization will be acceptable.

Hepatitis B: Proof of initial series (3) and Positive Hepatitis B Surface Antibody Titer (HBsAB). If the initial HBsAB titer indicates non-immunity, the student must consult with their healthcare provider to receive a repeat Hepatitis B adult series to obtain Hep B immunity. Once this series is complete, students will receive a second titer (HBsAB). Once the second titer is complete, the student will be declared "immune" or a "non-responder," and no further action is required.

Influenza Vaccine: Proof of influenza vaccination obtained after September 1st and no later than October 1st. Students are required to have the influenza vaccine each fall of the year.

COVID-19 Reporting: Proof of complete COVID-19 vaccination or CU School of Nursing Religious Exemption Request & Waiver.

**Communicable Disease Exposure: Following exposure to a communicable disease while in the practicum setting, the student shall immediately report the occurrence verbally to the clinical instructor/preceptor and to a supervising employee. The student shall follow the agency policy concerning exposure to a communicable disease.

In addition to the immunization requirements, students must supply the following information for participation in the RN-to-BSN Program:

CPR Certification: American Heart Association BLS for Healthcare Providers required.

Criminal Background Check: A criminal background check will be required of all students at the beginning of each semester to ensure they are eligible to participate in potential clinical practicum sites, in compliance with their accreditation standards.

RN License: Current, unencumbered registered nurse licensure in the state of residence or the state where practicum activities will occur. (For most students, this will be Kentucky, but for others who may live or practice out of state, the current license that is appropriate to the practicum site will be uploaded.)

Physical Examination: Proof of a physical examination, no older than one year preceding entering the program, on the CU School of Nursing Fit for Duty form.

Certificate of Coverage: Certificate/Letter of coverage from the student's insurance provider. This is not an insurance card. The certificate/Letter must be dated, include the student's name, and the duration of coverage.

Drug Testing: Drug screening will be assigned each semester and must be completed within a five-day window of the assignment.

Agreement to comply with the clinical requirements of the specified facility—The stated requirements above must be met upon entry into the program. Additional clinical requirements may be mandated by individual clinical facilities utilized for practicum experiences. Students must agree to adhere to the specified clinical requirements promptly to participate in the practicum and meet the learning objectives associated with these courses. Student signature on the "Agreement to Comply" form (to follow this policy) is required.

RN-to-BSN Program

Agreement to Comply with Clinical Requirements

Basic requirements have been specified and are collected by the School of Nursing to ensure the health and safety of students and clients/other healthcare providers that the students may encounter in the clinical setting. Other clinical requirements may be necessary, depending on the conditions of the specified clinical facility. Students must agree to comply with the facility's specified clinical requirements promptly in order to participate in practicum activities and meet the learning objectives within practicum courses.

I, _____, a student in the RN-to-BSN Program at Campbellsville University, recognize that additional clinical requirements (including, but not limited to, specific vaccines and diagnostic laboratory surveys related to clinical health and safety in the workplace) may be mandated by the selected clinical facility to protect my health and safety, as well as the health and safety of others whom I may encounter in the course of the clinical practicum experience. I agree to comply with such clinical requirements as identified by the facility. I recognize that failure to comply with clinical requirements will result in an inability to complete the clinical practicum at the specified location.

Further, I recognize that if I am unable to comply with the specified requirements, I will need to select an alternate clinical placement or will be in danger of failing the course due to inability to meet course objectives associated with the practicum assignment.

_____   _____
Signature of Student   Date

Professional Nursing Liability Insurance

		BSN Student Policy No.	300-20
		BSN Faculty Policy No.	400-20
POLICY NAME	Professional Nursing Liability Insurance		
SUBJECT	Professional Nursing Liability Insurance		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	08/2014; 1/17; 5/17, 2018; 6/2019; 5/2020; 4/2021; 4/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE	06/18/2013; 9/2015; 11/16; 05/2020		
RATIONALE			
Students representing Campbellsville University School of Nursing in a practicum setting will be covered by a blanket policy for students in clinical/practicum rotations carried out by the university. To qualify for coverage under this policy, the student must be represented as a student completing clinical hours outside of regular work hours at each facility.			

The university will provide professional liability insurance for students participating in clinical practicum experiences. This insurance will cover up to $1 million each claim, up to a $3 million annual aggregate, for amounts that may occur as a result of a claim arising out of an incident during the clinical practicum.

This coverage does not protect students for claims that may arise as a result of practice as a registered nurse; for that coverage, students must obtain their own policy.

Student Identification in the Practicum Setting

		BSN Student Policy No.	300-21
		BSN Faculty Policy No.	400-21
POLICY NAME	Student Identification in the Practicum Setting		
SUBJECT	Student Identification in the Practicum Setting		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	5/2020; 4/2021; 4/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students must be identified when representing Campbellsville University School of Nursing in the practicum setting to clarify their role.			

Students must wear their Campbellsville University School of Nursing nametags when they are in the clinical setting or on any trips representing the University. Wearing a nametag is a matter of professionalism and is required in healthcare facilities to identify students as such.

Upon admission to the RN-to-BSN Program, students will be asked to provide their preferred name, which will be used on their name tag. The name tag will be ordered and sent to them. Replacements for lost name tags or name changes will be requested at additional cost to the student. The RN-to-BSN Program Coordinator should be contacted in the event of a lost nametag.

Student and Faculty Expectation Policies

Faculty Accessibility Policy

		BSN Student Policy No.	300-22
		BSN Faculty Policy No.	400-22
POLICY NAME	Faculty Accessibility Policy		
SUBJECT	Faculty Accessibility Policy		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	5/2020; 4/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE	4/2021;		
RATIONALE			
To ensure that students have reasonable access to faculty in the online setting.			

Office hours are managed somewhat differently in an online setting than in a face-to-face setting. Faculty will arrange office hours in an online setting, which may include a specific time when students can access the faculty member via the chat room of the learning management system (Moodle) or by phone.

Students can access faculty at any time through email. Students can expect a response to their email communications within twenty-four hours, except on weekends and holidays, when the response time may be up to 48 hours.

Many of the faculty members in the online program at Campbellsville University's School of Nursing are full-time employees of the University and maintain virtual office hours, accessible via email, phone, or Microsoft Teams meetings, as arranged with students. These hours will be posted in their Faculty Profile and the syllabus for their courses. Students may also make appointments to meet with faculty to ensure availability.

Telephone communications are frequently utilized to discuss any questions or concerns that students may have. Faculty phone numbers are listed in the Faculty Profile, in the University's phone directory online, and in the syllabus for each course. If additional interaction is required for the distance student, faculty and student can arrange for a virtual meeting via Microsoft Teams.

Students are encouraged to maintain open communication with all faculty members. Faculty will be interacting through discussion boards and other means throughout the course. Students should become familiar with the instructors and establish regular communication, so that when a need arises, communication will already be in place and contact will be seamless.

Evaluation of Student Performance Policy

	BSN Student Policy No.	300-23
	BSN Faculty Policy No.	400-23
POLICY NAME	Evaluation of Student Performance Policy	
SUBJECT	Evaluation of Student Performance Policy	
EFFECTIVE DATE	February 1, 2012	
POLICY HISTORY		
REVIEWED DATE	5/2020; 4/2021; 4/2022; 5/2023; 6/2024; 5/2025	
REVISED DATE		
RATIONALE		
Students are evaluated on the End-of-Program Student Learning Outcomes that are linked to every course through the course objectives and the learning strategies devised to meet those objectives.		

Students will be evaluated using varied means throughout the RN-to-BSN Program. Faculty may elect to use exams, quizzes, discussion board communications, written homework assignments, presentations, and other means to assess student progress toward outcomes.

Faculty will adopt specific rubrics for use in each course, ensuring that students are evaluated consistently across courses. Those rubrics are listed in each course and with the syllabus for the course.

Practicum Dress Code Policy

		BSN Student Policy No.	300-24
		BSN Faculty Policy No.	400-24
POLICY NAME	Practicum Dress Code Policy		
SUBJECT	Practicum Dress Code Policy		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	5/2020; 4/2021; 4/2022; 5/2023; 6/2024; 5/2025		
REVISED DATE			
RATIONALE			
When the student participates in the practicum associated with NUR 373 Community Health Nursing Applications and with the NUR 410 Professional Nursing Leadership, questions may arise related to dress for those experiences. This policy delineates guidelines for professional dress in the practicum setting.			

The student is expected to dress professionally in the assigned setting. For many areas, this will require business casual and a lab coat of the student's choosing. The lab coat may not be labeled or marked in any manner (for example, with the name or logo of an employing hospital). If the setting requires a uniform, it is expected that students will wear an appropriate, clean, pressed, and neat professional uniform. Shoes will be clean and tidy, fulfilling the requirements of the practicum setting. Again, no reference to a workplace or affiliation with another entity will be allowed.

Additional guidelines that may help are listed below:
Earrings- one per ear, post only
Piercings—ear lobe only, no nose, tongue, or facial piercings, no visible piercings.
Tattoos: No visible tattoos; any tattoos must be covered.
Hair must be clean and neat, with a naturally appearing color
Nails are short and clean. Nail polish can be used with a light, neutral color, avoiding black or unusual colors. No artificial nails.
Make-up—daywear
Uniforms, when applicable, must be clean and pressed; skirts must be below the knee in length.
Jewelry: A watch with a second hand, one ring, or one wedding band is permitted. Bracelets or anklets are not allowed. Religious necklaces may be worn.
Under clothing, appropriate under clothing will be worn while in uniform. White or flesh colored hose will be worn—white socks with slacks.
Personal hygiene: No gum chewing in patient areas. At all times, students must be clean, neat, and appropriately groomed while in the clinical area. There are no exceptions to this policy. Beards and mustaches must be neatly trimmed.
Name Tags - Upon admission to the RN-to-BSN Program, students will be issued a name tag featuring the school logo and identifying information that designates them as Campbellsville University students. This will be mailed to each student's home address. The student should maintain this nametag and wear it for all related clinical practicums to identify themselves as students of Campbellsville University.
No smoking is allowed at any clinical setting by a Campbellsville University nursing student or faculty member.
If there are questions about the expected dress code, the student should consult with the instructor for that class and seek additional guidance as needed.

APA Format/Rubric Policy

		BSN Student Policy No.	300-25
		BSN Faculty Policy No.	400-25
POLICY NAME	APA Format/Rubric Policy		
SUBJECT	APA Format/Rubric Policy		
EFFECTIVE DATE	February 1, 2012		
POLICY HISTORY			
REVIEWED DATE	4/2021; 4/2022; 5/2023;		
REVISED DATE	5/2020; 6/2024; 5/2025		
RATIONALE			
In preparation for further pursuits in higher education, the faculty adopts the American Psychological Association (APA) format, which is currently an acceptable style for formal writing in nursing education.			

All formal writing assignments for the RN to BSN Program will use APA format. This is the accepted format used in nursing today, and it is anticipated that it will be used when students pursue graduate studies.

Students can receive assistance in following this format by contacting their instructors or using the following resources:

Required for courses:
American Psychological Association (2020). Concise Guide to APA Style

Recommended resources:

American Psychological Association, 2020. *Publication Manual of the American Psychological Association, 7th ed.* American Psychological Association. https://doi.org/10.1037/0000165-000 ISBN 978-1-4338-3216-1

APA Style Tutorial can be accessed at: http://apastyle.org/learn/tutorials/basics-tutorial.aspx

Additional APA resources can be found at:

Purdue Online Writing Lab: http://owl.english.purdue.edu/owl/resource/560/01/

Grading Related to APA Format:

APA is graded by deducting points for errors and omissions in formal papers in the RN-to-BSN Program. The faculty has determined that students should be able to receive all points for content and thought processes, independent of APA formatting. However, after that determination, points will be deducted from the total score attained on the paper for mechanical errors such as spelling (American Psychological Association [APA], 2020, p. 161), grammar (APA, 2020, p. 117), and APA formatting throughout the document.

Each formal paper within the program is evaluated using a rubric. (An example of one rubric follows this policy.) The rubric will now reflect 100% of the grade assigned to content, learning objectives, and thought processes demonstrated in the paper. Then, up to 20% of the final grade for each paper may be deducted for errors based on the evaluation rubric for the paper.

The faculty has provided a checklist for students to be fully aware of the items assessed in each paper. By following this checklist, students can avoid losing points due to APA errors and omissions. Please refer to the attached checklist for guidance on following this policy.

To excel in your academic journey, it is crucial for students to actively incorporate faculty feedback into their assignments, particularly regarding APA style and formatting. By doing so, not only will you enhance the quality of your work, but you will also demonstrate your commitment to academic excellence. Remember, assignments that do not reflect the necessary improvements based on faculty input may not be graded until the suggested changes are made. Embrace this feedback as a valuable tool for your growth and success!

Example Rubric
Rubric for CHN II: Week 5--Vulnerable Population Paper

Criterion	10	8	7	6	5
Assess the social determinants of health in a selected vulnerable population.	Denotes social factors that relate to the health of this specific population. Appraises how these factors impact the health of this group. Identifies community resources that can make a difference in these lives.	Identifies some of the social factors related to health in this population, but does not identify what community resources could do to impact health in this population.	Does not make the connection between social aspects within the community and the health related impact for the selected vulnerable population.	Does not demonstrate understanding of the role that social factors play in population health.	Does not address this topic in discussion of vulnerable population.
Illustrate environmental factors that contribute to the vulnerability of	Denotes environmental factors that relate to the health of this specific	Identifies some of the social factors related to health in this population, but does not	Does not make the connection between environmental aspects within the community	Does not demonstrate understanding of the role that environmental factors play in	Does not address this topic in discussion of vulnerable population.

a selected population.	population. Appraises how these factors impact the health of this group. Identifies community resources that can make a difference in these lives.	identify what community resources could do to impact health in this population.	and the health related impact for the selected vulnerable population.	population health.	
Explain the socioeconomic gradient of health as it applies to the selected vulnerable population.	Defines socioeconomic gradient of health. Does this apply to the selected population? Why or why not? Give an example to illustrate your response.	Defines socioeconomic gradient of health, but does not demonstrate understanding of the concept with this population.	Denotes examples that are unclear and do not demonstrate the meaning of socioeconomic gradient of health for this population sufficiently.	Gives no example to demonstrate understanding of concept.	Does not address this topic in discussion of vulnerable population.
Identify the health disparities of the selected vulnerable population.	Uses examples from Healthy People 2020 to identify health disparities. Notes objectives to overcome these disparities and ensure adequate care for this population.	Examples are used, but student does not note the objectives associated with the particular disparities or does not note how this can impact the specified population.	Writing does not include a discussion of Healthy People 2020 and the importance of goal setting to achieve optimal care.	Demonstrates poor understanding of this concept.	Does not address this topic in discussion of vulnerable population.
Reflect on how personal attitudes may have changed toward this particular population.	Describes how understanding of vulnerable populations and their care will impact nursing	---	---	---	Does not describe how understanding of vulnerable populations and their care will impact nursing

	care provided in the future.				care provided in the future.
Deducted for APA Errors or Omissions	-0	-2	-3	-4	-5
Grammar and spelling are correct and acceptable.	0-2 grammatical and/or spelling errors noted.	3-5 grammatical and/or spelling errors noted.	6-10 grammatical and/or spelling errors noted.	11-20 grammatical and/or spelling errors noted.	>20 grammatical and/or spelling errors noted.
APA format is correct and acceptable according to the APA Checklist items (Exemplar).	All items are met from Exemplar	One of the items in Exemplar is missing or listed incorrectly.	2-3 items in Exemplar are missing or listed incorrectly	4-5 items in Exemplar are missing or listed incorrectly.	>5 items in Exemplar are missing or listed incorrectly.

*See the following page for "Exemplar"

Campbellsville University School of Nursing
Exemplar: APA Checklist for APA Manual 7th ed.
Student Paper Guidelines

Students should use this checklist as a means of identifying and eliminating APA errors or omissions from the paper before submitting for a grade.

Title Page (APA Manual, 7th ed., Page 31-37)
☐ **No running head** The running head is no longer required for student papers, unless requested by instructor.
☐ **Page numbers** Page number "1" is flush right, top of page. Use the "insert page number" feature in Word (from the "insert" ribbon) to input the page number on the title page with a right-justified tab at the far right margin.
☐ **Title:** Focused and succinct, include essential terms Title case: first letter of first and any major words capitalized (four letters or greater), double spaced, and centered in the upper half of the page (3-4 lines down from the top margin). Times New Roman 12 pt. font, bold: no use of italics, underlining, abbreviations, or abnormal font size. If title is longer than one line, the main title and subtitle can be separated on double-spaced lines. (Note: title also appears at the top of the first page of text.)
☐ **Author/Student name** Name is double spaced under the title. It is not bold, underlined, or an abnormal font, and does not include credentials.
☐ **Institutional affiliation** The institutional affiliation is double spaced under student's name. It is not bold, underlined, abbreviated, or an abnormal font. (Example-- School of Nursing: Campbellsville University)
☐ **Name of the Course** The course number and course name are double-spaced under the institutional affiliation. (Example-- NUR 370-01: Community Health Nursing I)
☐ **Instructor** Name of Instructor with appropriate prefix is double-spaced under name of course. (Example—Dr. Beverly Rowland)
☐ **Due Date** The date that the paper is due in the course syllabus/Moodle assignment date is double-spaced under instructor name. (Example—October 8, 2020)
General Formatting (APA Manual, 7th ed., p. 43-46
☐ **Order of Pages** The order sequence of the paper is: (Use page breaks to ensure separation of different parts of the paper) Title Page Abstract (if required, start on new page after title page, with no indentation) Text (start on new page after abstract or title page)

References (start on new page after the text)
Tables (start on new page after the body of the text)
Figures (start on new page after the tables)
Appendices (start on new page after the figures)

☐	**Page numbers** Use automatic page-numbering to insert page numbers in the top, right-hand corner of pages.
☐	**Font** Preferred font for all nursing papers is Times New Roman, 12-pt.
☐	**Special Characters** Special characters, when used, should be typed in using special characters functions of word-processing program.
☐	**Spacing** Entire document is double-spaced only; do not add extra lines before or after headings, even if the heading falls at the end of a page.
☐	**Margins** Margins are 1 inch on all sides, top, and bottom.
☐	**Paragraph Alignment** Align all text to the left, leaving the right margin uneven, do not manually divide words at the end of a line and do not use the hyphenation function to break words at the end of a line. Only one space is now used between sentences.
☐	**Paragraph Indentation** Indent the first line of every paragraph 0.5 in., with all other lines left-justified. For consistency, use the paragraph formatting function of the word-processing program.
☐	Heading levels are consistent with APA 7th ed. heading style (see page 62 of the APA Manual) if headings are used. I have included level one and two headings in my paper if headings are used.
☐	**Paper Length** The length of student papers is determined by the assignment guidelines. If a paper exceeds the target length, shorten it by stating points concisely and eliminating repetition.

Organization (APA Manual, 7th ed., p. 47-49)

☐	**Introduction** The title serves as the heading for this section of the paper, and the first paragraphs of the paper are understood to be introductory. Do not use a separate heading for the introduction. If sections are used within the introduction, those sections would have Level 2 headings , as noted in Heading Levels below:
☐	**Heading Levels** There are five possible heading levels, but the length and complexity of the paper determine how many headings are needed. Typically, three levels are used:

Level	Format
1	**Centered, Bold, Title Case Heading**

		Text begins as a new paragraph.
	2	**Flush Left, Bold, Title Case Heading** Text begins as a new paragraph.
	3	***Flush Left, Bold, Italic, Title Case Heading*** Text begins as a new paragraph.

If additional headings are used, please refer to page 48 in the APA Manual for guidance.

Mechanics of Style (APA Manual, 7th ed., p. 111-127, 153-191)

Pronouns

☐ Use "third-person" vs. "first-person," when writing a formal paper. Seventh edition now allows use of "first-person" (I, we, etc.) when describing the work that you did as a part of your research and when expressing your own views. Do not use "we" if you do not have coauthors.

☐ Do not use "we" to refer to people in general. (Called the editorial "we.")

☐ May now use a singular form of "they" to refer to someone whose gender is not known or is irrelevant to the context of the usage.
Example given:
"Each participant turned in their questionnaire." (As opposed to saying, "his or her" questionnaire.)
Do not use "he" or "she" alone as a generic third-person pronoun—either match the gender of the person being described or use "they."

☐ Use proper form of "who or "whom" according to rules noted on page 122.

Punctuation

☐ Insert one space after the following:
Periods or other punctuation marks at the end of a sentence
Commas, colons, semicolons
Periods that separate parts of a reference list entry
Periods following initials in names
Do not insert a space in the following cases:
After internal periods in abbreviations (a.m., i.e., U.S.)
After periods in identity-concealing labels for study participants (E.I.M.)
Around colons in ratios (1:4)

Spelling

☐ Spelling should conform to the *Merriam Webster.com Dictionary*. Utilize spell check within the word processing program to check spelling within the document. Read the paper carefully to catch any typos, left out words, punctuation issues, etc.

Contractions

☐ Do not use contractions—shortened forms of one or two words with apostrophes used in place of missing letters.

☐	**Slang** Do not use slang or colloquialisms—informal expressions used in everyday speech or writing. Use precise scholarly language.
☐	**Numbers (Pages 178-181)** Numbers that should be expressed in numerals: Numbers 10 and above (200 participants, 10th grade students, 105 stimulus words) Numbers that immediately precede a unit of measurement (5 mg, 10.5 cm) Numbers that represent statistical/mathematical functions, fractional or decimal quantities, percentages, ratios, percentiles or quartiles. (5%, 5th percentile, ratio of 16:1, 0.33 of the sample) Numbers that represent time, dates, ages, scores and points on a scale, sums of money, and numerals as numerals (5 days, 8 months, 2 years old, 1 hr. 34 min, ages 65-70 years) Numbers that denote a specific place in a numbered series and parts of books ad tables (Year 1, Grade 4, Item 5, Table 2, Figure 5, Chapter 1)
☐	Numbers that should be expressed in words: Zero through nine (except as described above) Any numbers that begin a sentence, title or heading (when possible reword the sentence to avoid beginning with a number) Common fractions (one fifth of the class, two-thirds majority) Universally accepted usage (Twelve Apostles, Five Pillars of Islam)
☐	Combination of words/numerals: Use a combination of numerals and words to express back-to-back numerical modifiers (2 two-way interactions, ten 7-point scales)
☐	Decimals Use a zero before the decimal point in numbers that are less than one, when the statistic can exceed 1 (t(20) = 0.86, F(1, 27) = 0.57, 0.48 cm)
☐	Roman Numerals If Roman numerals are part of the established terminology, do not change them to Arabic numerals ("Type II error," not "Type 2 error")
In-Text Citations (APA Manual, 7th ed., p. 253-278)	
☐	Each source cited in text must also appear in the reference list.
☐	All citations must have two parts: (Author, date), or in the narrative citation: Author (date). If no date available, use (n.d.)
☐	Paraphrased in-text citations include the author and the date. and specific part of the source (page #, paragraph # or section title) (see APA 7th, Sections 8.23-8.24, p. 269-270).
☐	Direct quotes should be avoided, but are occasionally necessary for specific statistical data.

☐	Short quotations (< 40 words) are enclosed in "double quotation marks." Direct quotations include the author and the date, and specific part of the source (page #, paragraph # or section title). The in-text parenthetical citation comes before the ending punctuation (see APA 7th, Section 8.26, p. 271-272).
☐	Block quotations (≥ 40 words) are shown as an indented block quote with no additional beginning paragraph indenting. Direct quotations include the author and the date, and specific part of the source (page #, paragraph # or section title). The parenthetical citation comes before the punctuation (see APA 7th, Section 8.27, p. 272-273).
☐	Basic In-Text Citation Styles can be found in a table on p. 266. Review for accuracy in listing in-text citations. Double-space the entire block quotation, with no extra space before or after it.

References (APA Manual, 7th ed., p. 281-307)	
☐	The page title "References" is centered one inch from the top of the page and starts a new page. Times New Roman12-point font is used, without attributes such as bolding, italics, or underlining.
☐	All sources listed in the References have at least one corresponding in-text citation.
☐	References are listed in alphabetical order, according to the first word of the reference.
☐	All references are listed in the following order: (See tables on pages 283-284) Author, I. (Date). Title in lower case except for Proper Nouns; unless a book, then appropriate caps. Source. Answers the following questions: Author: Who is responsible for this work [individual, group, organization—ex., Centers for Disease Control (CDC)] Date: When was this work published? [year only] Title: What is this work called? [No italics or quotation marks for journal articles, edited book chapters; for books, reports, webpages, websites, italicize the title and use sentence case] Source: Where can I retrieve this work? [Journal, publisher, web URL, DOI, etc.] [Note: The location of the publisher is no longer required for the source.
☐	All lines are double-spaced, both within and between each entry, and for each entry the hanging indent is used. (see APA 7th, Section 9.43, p. 303)
☐	For electronic articles, a DOI is used at the end, if available. I have included the URL if a DOI is unavailable. Use the hyperlink format of the DOI (not necessary to include the words "Retrieved from" before a DOI or URL. http://dx.doi.org/10.xxx/xxx.xxxx
☐	Only initials are used for first and/or second names of authors. There is one space between initials' e.g., Lewis, C. S.
☐	If there are multiple authors, they are listed in the order they appear on the original source. Authors in the references are separated by commas (even for two authors) and an ampersand is used before the last one. Up to 20 authors are able to be listed in the reference page with the citation.
☐	Titles of journals are given in italics, as are volume numbers.
☐	Titles of journal articles and websites are in lower case except for the first word, the first word after a colon, and any proper nouns.

☐	Issue numbers are enclosed (when needed) in parentheses and not formatted with italics.
☐	Write the page range for the article after a comma and the issue number. Separate page numbers with a dash, followed by a period. Separate discontinuous page numbers by commas. (Example, 39-47, 50.)

General Editing and Grammar for Student Use	
☐	I have used the *Exemplar APA Checklist* to find and eliminate errors before submission.
☐	I have used spell check and grammar check in my word processing program and corrected, if needed, any noted mistakes.
☐	I have read through my paper (even aloud) to determine flow and find any spelling errors that might not be found with spell check, e.g. using *their* when it should be *there*.
☐	I have verified that all track changes and other electronic formatting software comments have been removed before submission.

Reference:

American Psychological Association. (2020). *Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7ᵗʰ ed*. American Psychological Association.

Assignment File Naming Policy

		BSN Student Policy No.	300-26
		BSN Faculty Policy No.	400-26
POLICY NAME	Assignment File Naming Policy		
SUBJECT	Assignment File Naming Policy		
EFFECTIVE DATE	June 2024		
POLICY HISTORY			
REVIEWED DATE			
REVISED DATE	5/2025		
RATIONALE			
To ensure consistency, organization, and ease of management, all students must adhere to the following file naming conventions when submitting assignments.			

Standard Naming Format: All assignment files must follow this format:
[StudentName]_[AssignmentType]_[CourseCode].ext
[StudentName]: Use your name (e.g., SarahSmith).
[AssignmentType]: Specify the assignment type (e.g., Essay, Project, Lab).
[CourseCode]: Use the official course code (e.g., NUR504).
.ext: Use the appropriate file extension (e.g., .docx, .pdf, .ppt).

Example of File Naming: If Sarah Smith is submitting a case study for NUR504, the file should be named:

SarahSmith_CaseStudy_NUR504.docx

Assignment Submission Guidelines:
Ensure that all files are named correctly before submission.
Files that do not follow these naming conventions may be subject to late penalties or may not be graded.
Character Limit:
The total file name, including extension, should be no more than 50 characters.
Special Characters:
Avoid using special characters (e.g., / \ : * ? " < > |) in file names. Only use underscores and hyphens if necessary.
Privacy Considerations:
Do not include sensitive personal information (e.g., student ID numbers) in the file name.

Compliance: All students are expected to adhere to this policy to facilitate proper organization and grading of assignments. Any deviations may result in warnings or further action deemed appropriate by the faculty.

Forum Discussion Policy

		BSN Student Policy No.	300-27
		BSN Faculty Policy No.	400-27
POLICY NAME	Forum Discussion Policy		
SUBJECT	Forum Discussion Policy		
EFFECTIVE DATE	December 2019		
POLICY HISTORY			
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2025		
REVISED DATE	6/2022; 09/2024		
RATIONALE			
To promote independent thinking and open further discussion among students, faculty restricts access to the discussion forum until each student has contributed his/her initial post.			

In each course, a forum is available for students to discuss specific topics related to the course content. This assignment aims to encourage students to further develop their critical thinking in areas that may be new or unexplored before the discussion and to facilitate open discussion related to the topic. Frequently, these discussions are prompted by earlier readings or visual aid resources that inform the students' perspectives. To avoid a group mentality and promote greater independence of thought, the faculty will now allow each student to access other students' postings only after the student has posted their initial thoughts to the forum.
The initial post demonstrates critical thinking about the discussion topic or questions. The response(s) are intended to generate open discussion.
Students will then enter the full forum. Subsequent postings will be permitted as usual to enhance the discussion between course members. This form of communication is designed to foster greater curiosity among members about others' thoughts on the topic.

This form of communication is designed to develop greater curiosity between members of the discussion about others' thoughts related to the topic. *Timely initial posts and responses are necessary to fulfill this intent.*
Therefore, the syllabus late assignment policy will be implemented whenever the initial post is not completed on the assignment due date. If the initial post is not submitted by the due date, it will receive zero points. If responses are not submitted by the due date and time, the response section of the rubric will receive zero points.
The implementation of this policy is at the discretion of each course instructor. The policy may vary depending on the different assignments within each course. Some forums may require that students have immediate access to all postings.

Discussion Board (Forum) Expectations

	BSN Student Policy No.	300-28
	BSN Faculty Policy No.	400-28
POLICY NAME	Discussion Board (Forum) Expectations	
SUBJECT	Discussion Board (Forum) Expectations	
EFFECTIVE DATE	December 2019	
POLICY HISTORY		
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2025	
REVISED DATE	09/2024	
RATIONALE		
To promote independent thinking and open further discussion among students, faculty restricts access to the discussion forum until each student has contributed his/her initial post.		

Students are expected to participate actively in the discussion each week. Posts and responses should be original work. Your initial post must contain at least two citations/ references outside your textbook(s), be at least 400 words, and be submitted by Wednesday at 2359 EST. At least two peer responses should occur before Sunday at 2359 p.m. EST, and both responses need to be a minimum of 200 words. Discussions are to demonstrate and share your knowledge and experience; thus, use examples to validate your understanding, not just a list of facts (you may incorporate facts within your posts/responses). The information presented should be a synthesis of your thoughts about the works of others. Quoted material in scholarly writing should be used sparingly, appropriately, and only when necessary. Citations and references must be formatted according to the latest APA manual guidelines. Websites, Wikipedia, Google Scholar, and other non-academic references are not acceptable. Your references should be peer-reviewed materials published within the past five years or hallmark articles relevant to the topic. Posts should provide adequate detail. This ensures proper understanding and synthesis of the content matter. Please be advised that graduate-level and upper-level baccalaureate writing should have minimal use of direct quotations. At this level, it is expected that you will analyze and synthesize the content and then articulate that information while citing it appropriately. We must hear your voice and not direct quotes from others.

It's important to remember that the discussion board is not a social media platform. Please refrain from posting as if you were engaging in casual conversation on a social media website. Instead, your posts should demonstrate evidence that you have completed the reading assignment for the week. This can be achieved by citing information from your reading or other sources. For further guidance, please review the Netiquette guidelines in the student handbook.

Discussion Board Rubric

Criteria:	Proficient 90% or greater	Competent 80-89%	Approaching Competence 70-79%	Unmet Less than 70%
Overall Post Requirements: 12% of total				
Professional tone/terminology	Utilizes professional tone and terminology	Utilizes professional tone but does not use proper terminology	Discussion lacks professional tone and does not include proper terminology	Discussion is unprofessional, uses lay terms and text/slang
Respect for peers and faculty	Discussion is inclusive in nature, uses language that is respectful and supportive of peers/faculty	Discussion uses language that is respectful and/or supportive of peers/faculty	Discussion is not inclusive in nature, does not use language that is supportive of peers/faculty	Discussion is exclusionary, uses language that is not supportive to peers/faculty
Grammar/Spelling	Utilizes proofreading along with grammar and spell check to ensure post is free from errors	Utilizes proof reading, grammar and spell check with only 2 or 3 minor errors noted	Does not properly utilize grammar and spell check with up to 5 grammatical and/or spelling errors noted	Does not utilize grammar nor spell check with more than 5 errors noted
Initial Post Requirements: 56% of total				
Synthesis of readings	Demonstrates full understanding of material	Demonstrates average understanding of material	Demonstrates limited understanding of material	Demonstrates no understanding of material
	References and integrates knowledge and terms from associated assignment material/readings to formulate new and original thoughts	References and refers to assigned materials/reading as summarizations or paraphrasing of material – lacking in new or original ideas	References assigned materials/readings in resource list only, no direct citation in text	Does not refer to assigned materials/readings provides no reference list
Critical thinking application	Insightful discussion of topic; fully explains, explores, & expands on the topic	Discusses topic; average explanation topic	Limited discussion of topic	Poor discussion or discussion not on-topic
	Distinguishes facts from opinion to assess credibility; formulates evidence-based conclusions based	Uses facts and opinions to assess credibility; formulates minimal evidence-based conclusions based	Uses opinion to assess credibility; formulates conclusions that are not evidence-based nor from credible and/or scholarly	No assessment of credibility; does not formulate conclusions; no sources and/or sources are not

	on credible scholarly and/or peer reviewed research	on credible scholarly and/or peer reviewed research	and/or peer-reviewed research	credible and/or scholarly peer-reviewed research
Integrity in Completion of Assignment	Fully addresses all aspects/questions of the forum. Clear & focused. Follows instructions; does not violate academic honesty/plagiarism policies	Addresses 75% aspects/questions of the forum. Follows instructions; does not violate academic honesty/plagiarism policies	Addresses 50% aspects/questions of the forum. Follows instructions; does not violate academic honesty/plagiarism policies	Answers 0-25% questions. Does not follow instructions, violates academic honesty/plagiarism policies
APA Citations	Cites 2 in-text citations; provides reference list for in-text citations, uses correct APA format	Cites 2 in-text citations; provides reference list for the in-text citation, attempt at APA format.	Cites 1 in-text citation; provides reference list for in-text citation no attempt at APA format.	No in-text citations; no reference list, no APA format.
Submission of Initial Post by Deadline	Up to but not greater than 24 hours late 20% deduction of grade.		Greater than 24 hours late, zero points	
Responses to Peers Requirements: 32% of total				
Contributes to discussion	Generates or stimulates group discussion; develops questions/new ideas related to objectives of assignment to facilitate discussion	Participates in group discussion; does not develop questions/ new ideas related to objectives of assignment to facilitate discussion	Minimal group discussion; does not develop questions/ new ideas related to objectives of assignment to facilitate discussion	No group discussion

Grading Scale

	BSN Student Policy No.	300-29
	BSN Faculty Policy No.	400-29
POLICY NAME	Grading Scale	
SUBJECT	Grading Scale	
EFFECTIVE DATE	December 2019	
POLICY HISTORY		
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2025	
REVISED DATE	09/2024	
RATIONALE		
To define the system of grading adopted by the School of Nursing.		

The Campbellsville University School of Nursing uses the 1000-point system for grading for each course. This ensures that students are familiar with the grading requirements from one course to another. Points will be distributed according to each instructor's required assignments for a given course. Grading will be performed according to the following scale:

>   **GRADING SCALE**
>   A=900-1000 or 90-100%
>   B=800-899 or 89-80%

C=700-799 or 79-70%
D=600-699 or 69-60%
F=599 and below

Grades below the "B" level in BSN Core Course are not acceptable and will require that the student repeat that course.

Late Submission of Assignments

		BSN Student Policy No.	300-30
		BSN Faculty Policy No.	400-30
POLICY NAME	Late Submission of Assignments		
SUBJECT	Late Submission of Assignments		
EFFECTIVE DATE	December 2019		
POLICY HISTORY			
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023;		
REVISED DATE	09/2024; 5/2025		
RATIONALE			
To establish consistent consequences for work or assignments submitted after the due date.			

Students are expected to submit all assignments by the designated due date as outlined in the syllabus and in the course modules for assignments. When it is necessary for students to submit work after the due date, they are expected to contact the instructor with an explanation for the cause of the delay in submitting their work.

Faculty recognize that students may occasionally encounter unforeseen circumstances that interfere with the timely completion of work. Arrangements may be made with the instructor before the assignment due date for an alternate due date. If the student does not submit the assignment by the agreed-upon date, the assignment will be considered late.

Late assignment submissions after the initial or extended due dates will incur the following deductions:

Work submitted up to 24 hours after the due date and time will receive a 10% deduction from the grade.
Work submitted 24-48 hours after the due date and time will receive a 20% deduction of the grade.
Work that is submitted after 48 hours will receive a zero, but will be assessed for completion of the lesson objectives.

All assignments must be completed before the end of the semester, regardless of point deductions for successful achievement of the course objectives.

Received Timely	Received within 24 hours of due date/time	Received within 48 hours of due date/time	Received >48 hours after due date/time
Eligible for 100% of points allotted for the assignment. [Ex.: Work due on 03/13/22 at midnight; submitted before that time. Upon grading, the instructor determined that the paper was worth 96 points. Student received 96 points for the assignment.]	Eligible for up to 90% of points allotted for the assignment. [Ex.: Work due on 03/13/22 at midnight; submitted on 03/14/22 at 2:12 am. Upon grading, the instructor determined that the paper was worth 96 points. Student received 86 points for the assignment; deduction of 4 points for work and 10 points for late submission.]	Eligible for up to 80% of points allotted for the assignment. [Ex.: Work due on 03/13/22 at midnight; submitted on 03/15/22 at 11:59 pm. Upon grading, the instructor determined that the paper was worth 96 points. Student received 76 points for the assignment; deduction of 4 points for work and 20 points for late submission.]	Zero points for the assignment. [Ex.: Work due on 03/13/22 at midnight; work was not done. Student wishes to take the zero and not complete the assignment. Faculty advises that assignment must be completed to meet specified outcomes related to the assignment and to pass the course.]

*A

Netiquette Guidelines

		BSN Student Policy No.	300-31
		BSN Faculty Policy No.	400-31
POLICY NAME	Netiquette Guidelines		
SUBJECT	Netiquette Guidelines		
EFFECTIVE DATE	February 2012		
POLICY HISTORY			
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025		
REVISED DATE			
RATIONALE			
To ensure acceptable communication and to promote a collegial environment in the online learning community.			

In an online course, nearly all communication occurs on the Internet; therefore, it is essential to establish guidelines for communication that promote a satisfactory online learning community.

Imagine your message on a billboard. Anything you send can be forwarded, saved, and printed by people it was never intended for. Never send anything that will reflect poorly on you or anyone else. *In the RN-to-BSN courses, discussions may involve sensitive patient or employment-related information. Make sure that all private information is de-identified before posting.

Please note that emails and discussions in the learning management system are recorded for educational purposes. Emails sent from your workplace or school can be monitored by people besides the sender and receiver and are technically the property of the company or school.

Avoid offensive comments. Anything obscene, libelous, offensive, or racist does not belong in an electronic communication, such as email or a discussion board, even as a joke.

Keep your message cool. Email messages can easily be misinterpreted because we don't have the tone of voice or body language to give us further cues. Using multiple explanation points, emoticons, and words in all capital letters can be interpreted as emotional language.

Be careful about forwarding messages. If you're unsure whether the original sender would want to forward the message, refrain from doing so.

Don't expect an answer right away. Email messages may be delivered quickly, but your recipient may not read them right away.

Don't sacrifice accuracy for efficiency. Don't send sloppy, unedited emails. Experts say that for every grammar mistake in an email, there's an average of three spelling mistakes. While an occasional spelling mistake may be overlooked, when your readers struggle to decipher a word or message, you'll appear sloppy, if not illiterate. At worst, they may stop reading.

Include the message thread. Keep the original message as a record of your conversation. However, when sending a new message to the same person, start a new thread with a new subject line.

Don't type in all CAPS. It's perceived as YELLING. However, avoid using only small letters, as this is perceived as being lazy, as it makes it more difficult for people to read.

Write clear, organized messages with a subject line that provides enough information for the reader to file and find it later.

Disruption of Internet Services

		BSN Student Policy No.	300-32
		BSN Faculty Policy No.	400-32
POLICY NAME	Disruption of Internet Services		
SUBJECT	Disruption of Internet Services		
EFFECTIVE DATE	February 2012		
POLICY HISTORY			
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025		
REVISED DATE			
RATIONALE			
To establish a means for students to notify faculty of disruption of services and to make up lost work during such times.			

To participate in online courses, the student must have access to the Internet. In the unlikely event that Internet Services are disrupted by a weather event or an outage of services beyond the student's control, the student should contact the instructor, either by phone or in person, to explain the absence from coursework and plan for completing the work. At the earliest possible convenience, it is anticipated that the student will make up any missed work according to a schedule determined by the instructor.

Most disruptions should be temporary and not cause serious difficulty for the student. Faculty will make every reasonable attempt to work with the student to enable an opportunity to make up for lost work. However, it may become necessary for the student to seek alternative sites for Internet use, such as the library or a campus computer lab. If the disruption is prolonged, it may become necessary for the student to receive an "incomplete" grade in the course. See policy regarding "Incomplete" in the *Campbellsville University Student Handbook*.

Academic Honesty

	BSN Student Policy No.	300-33
	BSN Faculty Policy No.	400-33

POLICY NAME	Academic Honesty	
SUBJECT	Academic Honesty	
EFFECTIVE DATE	February 2012	
POLICY HISTORY		
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025	
REVISED DATE		
RATIONALE		
Campbellsville University School of Nursing honors the Academic Integrity policy of the university campus, as stated here. Each person has the privilege and responsibility to develop one's learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one's own academic accomplishments and to give credit to others' contributions to one's coursework. These values can be violated by academic dishonesty and fraud.		

Campbellsville University is a community of shared academic values, foremost of which is a strong commitment to intellectual honesty, honorable conduct, and respect for others. To meet these values, students at Campbellsville University are expected to adhere to the highest standards of academic integrity. The university community affirms that it does not tolerate academic dishonesty by honoring and enforcing this Academic Integrity Policy.

The School of Nursing strives to maintain an environment that fosters academic honesty for all its students. According to this, it is the belief that all members of the academic community will be individually responsible for promoting academic honesty. In addition, because the public has a high degree of trust in healthcare providers and the School of Nursing educates future healthcare professionals, students are expected to behave ethically in all aspects of the educational process. Both faculty members and students are expected to uphold the code of ethics specific to their respective professional disciplines.

Online students will have some degree of autonomy in working on specified projects and assignments. Assignments will determine the degree of collaboration allowed within the group, but work submitted must reflect the individual work of the student alone.

Knowledge of violations of academic honesty is to be reported to the faculty. In all cases where a question of academic dishonesty exists, the faculty is responsible for reviewing the circumstances surrounding the questionable behavior. Any subsequent action shall be taken in accordance with established policies and procedures.

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in a course without the possibility of withdrawal. A student who believes a faculty member has dealt unfairly with him/her in a case involving academic dishonesty may seek relief through the Judicial Process outlined in the *Campbellsville University Student Handbook*.

Examples of academic dishonesty include but are not limited to sharing your work with others, failing to cite references, or concealing cases of academic dishonesty.

Code of Conduct

	BSN Student Policy No.	300-34
	BSN Faculty Policy No.	400-34
POLICY NAME	Code of Conduct	
SUBJECT	Code of Conduct	
EFFECTIVE DATE	February 2012	
POLICY HISTORY		
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025	
REVISED DATE		
RATIONALE		
To define the expectations of behaviors while in the nursing program.		

Be aware that any misconduct, such as cheating, plagiarism, or other acts requiring disciplinary action, is addressed in the *Campbellsville University Student Handbook*. Due to the dire consequences of dishonesty in the nursing profession, each student is to assume accountability for professional conduct and appropriate moral and ethical behaviors, including truthfulness, confidentiality, and awareness of clients' rights. A breach of this professional conduct will result in the student facing disciplinary sanctions as outlined in the *Campbellsville University Student Handbook*.

The faculty reminds students that this is an educational program designed to prepare them to be professionally educated, liberal nurses. The same responsible and accountable behaviors are expected of students who will be scheduled upon completion of the nursing program and employment in health care agencies. The School of Nursing expects students to be responsible adults and exhibit professional conduct that is appropriate for faculty, students, and the broader healthcare community. Finally, as members of the Campbellsville University community, students are expected to uphold the university's mission and objectives.

Student Complaints

	BSN Student Policy No.	300-35
	BSN Faculty Policy No.	400-35
POLICY NAME	Student Complaints	
SUBJECT	Student Complaints	
EFFECTIVE DATE	February 2012	
POLICY HISTORY		
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025	
REVISED DATE		
RATIONALE		
To define a complaint and the process necessary to file a grievance. A complaint is an expression of dissatisfaction related to a policy, procedure, consequence, action, statement, or other inequality in treatment or discriminatory acts.		

The following steps will be initiated in processing a complaint:

All complaints must be recorded in the appropriate form, signed, and dated by the individual making the complaint. The complaint forms are available in the Nursing Office or can be downloaded from this document (see the form that follows this policy).
If a parent or other concerned person wishes to address concerns related to a student, the student must give written consent or accompany them in person. Federal law prohibits faculty and administration from speaking with a parent or concerned person without student consent.
All complaints involving faculty or staff will be addressed by the complainant at the level in the institution where the concerns lie before moving up the chain of command.
All complaints will be routed through the Dean of the School of Nursing office.
The Dean of the School of Nursing or their designee will give written acknowledgment of the complaint within ten (10) working days.
The complaint will be processed in the following manner:
All written complaints will be logged in the Nursing Office.
Suppose the complaint pertains to a department other than Nursing. In that case, it will be referred to the appropriate supervisor and addressed by the Nursing Department only if documentation or consultation is requested.
Complaints will typically be processed within two weeks. If additional time is needed to process the complaint, the complainant will be notified.
If the complainant is not satisfied with the results obtained through the process outlined above, they may ask for review by the Vice President for Academic Affairs.

Note: At any point in the complaint process, resolution of the complaint will terminate the process. A written record of the actions taken will be maintained. It is understood that all supportive information and the release of information must be submitted with a complaint.

Campbellsville University
School of Nursing
Complaint Form
Name: _____
Phone: _____
Email: _____
Does this complaint directly involve another person (student, faculty, staff or administrator)?
_____

Have you attempted to resolve this matter with the person directly involved?
_____

If so, explain:
_____
_____
_____
_____
_____

Nature of Complaint:
_____
_____
_____
_____
_____
_____

Outcomes (if any) that you would hope to see regarding this complaint
_____

_____

Signature_____ Date_____
Note: *The Complaint Form must be completed entirely for the complaint to be processed.*

Confidentiality of Information

		BSN Student Policy No.	300-36
		BSN Faculty Policy No.	400-36
POLICY NAME	Confidentiality of Information		
SUBJECT	Confidentiality of Information		
EFFECTIVE DATE	February 2012		
POLICY HISTORY			
REVIEWED DATE	07/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025		
REVISED DATE			
RATIONALE			
To define confidentiality in nursing applications.			

Professional nurses recognize the importance of maintaining confidentiality in the workplace. Students in this program will adhere to the same standards of privacy as those in the workplace. Discussions in the classroom are designed to derive benefit from student experiences and, as such, may entail information of a confidential nature. This policy serves as a reminder to exercise caution when de-identifying any information discussed in the virtual classroom. Revealing patient-related information could result in expulsion of the student. When in the practicum setting, students must adhere to the confidentiality policies of the agency or facility.

Confidentiality Reminders:

Patient information should only be discussed with other healthcare team members who have a legitimate need-to-know basis. Do not discuss patient information with anyone else, including fellow employees and your family members.

Do not tell unauthorized persons that you saw or have knowledge of a patient being seen as an inpatient or outpatient unless the patient authorizes you to do so (E.g., telling a church pastor or family member that a patient is hospitalized). Authorized persons are those members of the health care team who have a legitimate need to know.

Do not access any information (For example, looking in a neighbor's medical record) unless authorized in your job duties. Do not access more information than is necessary to perform your job.

Speak quietly and discreetly so that patients, visitors, and others will not overhear your telephone conversations or other discussions with or about patients.

If you have a question about which family members of a patient you are authorized to speak with regarding a patient's medical information, please ask the patient or your supervisor.

Before answering questions concerning a patient over the phone, verify with whom you are speaking to determine whether they are authorized to receive the information.

Do not leave papers containing patient information (Example: O.R. schedules, test results, open charts) in open view of unauthorized persons. Likewise, turn your computer screen away from an open view and/or use a screen saver or fade to a dim setting.

Do not discard papers containing patient information in the trash can. Have them shredded or hand-shred them into small pieces before discarding them.

When copying documents containing patient information, make sure that any defective copies are destroyed.

Ask visitors to step out of a patient's room when conversations take place regarding medical treatment, diagnosis, or other sensitive matters, unless the patient authorizes the visitor to be present. Speak softly if there is a roommate, to protect the patient's privacy as much as possible.

When your duties require you to handle confidential information of your friends or acquaintances, if possible, ask for reassignment to protect that person's privacy as much as possible.

When faxing patient information to authorized facilities, verify that the recipient is present at the fax machine, especially if other individuals or departments share the machine. Use caution when dialing fax numbers. Always use a fax cover sheet with a confidentiality statement when sending documents via fax.

Intentional or unintentional breach of confidentiality could result in clinical failure at the instructor's discretion.

Do not use the intercom system to convey confidential patient information.

Do not transfer calls from your area to the room of a patient who is secured.

Refer media inquiries regarding patient information to the instructor or clinical preceptor.

When making a phone call to relay patient or other confidential information, if the party is not home, do not leave detailed information on answering machines or with another person answering the phone. State your name, number, and ask that the intended person return your call.

Conflict of Interest

	BSN Student Policy No.	300-37
	BSN Faculty Policy No.	400-37
POLICY NAME	Conflict of Interest	
SUBJECT	Conflict of Interest	
EFFECTIVE DATE	April 2021	
POLICY HISTORY		
REVIEWED DATE	04/2022; 5/2023; 5/2024; 5/2025	
REVISED DATE		
RATIONALE		
To ensure integrity in developing practicum assignments for students in the program.		

Students participating in the clinical practicums, which are designed in conjunction with specified courses within the curriculum, will verify that there is no conflict of interest in the selection of a preceptor to guide their practicum experience. Students and designated preceptors will sign a conflict-of-interest statement stating that no relationship between the parties may create a potential conflict of interest or bias within the practicum experience. Such conflict may be deemed to arise from a personal or social relationship that could impair the professional collaboration of the participants in the practicum.

Procedure:
As part of the selection process for preceptors, students will sign the statement on the following page and obtain the designated preceptor's signature. The completed form will then be submitted with the preceptor packet for review by the instructor.

Campbellsville
UNIVERSITY

RN-to-BSN Program

Conflict of Interest Statement for Preceptors
The RN-to-BSN Program prioritizes integrity in the development of practicum assignments for students. To this end, the faculty seeks to ensure that no relationship between student and preceptor may create a potential conflict of interest or bias within the practicum experience. Such conflict may be deemed to arise from a personal or social relationship that could impair the professional collaboration of the participants in the practicum.
We, the undersigned, declare that there is no known conflict of interest that would impede learning in the proposed practicum.

_____   _____
(Printed name of Student)   (Printed name of Preceptor)

_____   _____
(Signature of Student)   (Signature of Preceptor)

_____   _____
(Date)   (Date)

Practicum Requirements

		BSN Student Policy No.	300-52
		BSN Faculty Policy No.	400-52
POLICY NAME	Practicum Requirements		
SUBJECT	Preceptor Packet/Request for Information		
EFFECTIVE DATE	8/2020		
POLICY HISTORY			
REVIEWED DATE	05/17/2021; 04/2022; 7/2023; 5/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students in this program are allowed to participate in the selection of preceptors and clinical practicum settings. To verify that the preceptor and clinical site meet the specified requirements, students must provide the instructor with current information promptly, as outlined in the course syllabus. The Preceptor Packet also contains valuable information related to the roles of the instructor, the student, and the preceptor, as well as contact information for the instructor.			

Policy: Upon entry into a course that requires a clinical practicum, the student will provide the Preceptor Packet to the proposed preceptor, along with a copy of the course syllabus. The packet outlines the purpose of the practicum experience and expectations for the instructor, student, and preceptor within the practicum. The packet also includes forms for initiating a clinical affiliation agreement and for evaluations at the end of the practicum experience.

Information will be obtained from the preceptor related to that clinical agency/facility and the preceptor for verification by faculty. The student will obtain the required information and submit it to the course instructor for review and approval. The student is responsible for uploading the information pages into the course assignment box for communication with the instructor. The instructor will approve the final selection of the preceptor, based on qualifications outlined in the packet. The instructor or the Clinical Education Coordinator will verify the clinical affiliation status with the facility/agency and contact the clinical educator or other designated person at the facility to organize additional formal agreements as needed.

Note: If the requested information is not submitted in a timely manner to obtain permissions for student entry into the clinical facility, the student may be required to select another facility that maintains a clinical affiliation agreement with Campbellsville University. This would enable the student to complete the project by the end of the academic term and to avoid taking an "incomplete" in the course. A listing of approved clinical sites that maintain clinical affiliation agreements can be provided for the student upon request.

Weekly Devotional Policy

		BSN Student Policy No.	300-38
		BSN Faculty Policy No.	400-38
POLICY NAME	Weekly Devotional Policy		
SUBJECT	Weekly Devotional Policy		
EFFECTIVE DATE	April 2010		
POLICY HISTORY			
REVIEWED DATE	7/2020; 4/2021; 04/2022; 5/2023; 5/2024; 5/2025		
REVISED DATE			
RATIONALE			
Students can expect an atmosphere of reverence and Christian devotion in a Christ-centered, Christian-based education. The School of Nursing seeks to support the mission of the University by representing Christ's teachings.			

To uphold the mission of the University and the Nursing Program, one Christian devotional will be delivered to the online course room each week. The online courses will have one or more required threads directly related to Christian principles or Christian Servant Leadership. Relevant readings from the Bible and/or Christian devotionals are acceptable for delivering the weekly devotional.

Servant Leadership Policy

		BSN Student Policy No.	300-39
		BSN Faculty Policy No.	400-39
POLICY NAME	Servant Leadership Policy		
SUBJECT	Servant Leadership Policy		
EFFECTIVE DATE	July 2022		
POLICY HISTORY			
REVIEWED DATE	5/2023; 9/2024; 5/2025		
REVISED DATE	8/2023		
RATIONALE			
To fulfill the mission of Campbellsville University and the School of Nursing by developing and preparing Servant Leaders.			

Students must complete an assignment reflecting Servant Leadership for EACH BSN core nursing course. This assignment demonstrates your thoughts and feelings surrounding Servant Leadership. Servant Leadership is defined as:

Servant Leadership
Servant leadership is a leadership philosophy in which the leader's primary goal is to serve others. This differs from traditional leadership, where the leader's focus is on the company's or organization's success and growth. A servant leader shares power, prioritizes the needs of employees, and helps people develop and perform at their best. Instead of the people working to serve the leader, the leader exists to serve the people. As stated by its founder, Robert K. Greenleaf, a Servant Leader should be focused on, "Do those served grow as persons? While being served, do they become healthier, wiser, freer, more autonomous, and more likely to become servants?"

Each of the BSN core courses will offer a variety of activities to explore the concept of servant leadership.

Koinonia Project

	BSN Student Policy No.	300-40
	BSN Faculty Policy No.	400-40

POLICY NAME	Koinonia Project
SUBJECT	Koinonia Project
EFFECTIVE DATE	September 2024
POLICY HISTORY	
REVIEWED DATE	5/2025
REVISED DATE	
RATIONALE	
To mentor RN-to-BSN students to model Servant Leadership behavior.	

Before the admission of each BSN Cohort, faculty members will be paired with RN-to-BSN students as mentors throughout the students' BSN journey. Faculty will reach out to students multiple times throughout the BSN program in a mentoring capacity.

Each fall at the faculty workshop, faculty and staff are given a list of student names to pray for during the year. The university and the School of Nursing are committed to supporting our students and being servant leaders; the BSN Nursing faculty would like to take this a step further. We aim to establish a mentoring program for our students. You will be paired with a faculty member. This relationship is **not** intended for academic purposes, but rather for relationship building, fellowship, and mentoring.

You ask, What does Koinonia mean? According to Jessica Brodie in the article *What Every Christian Needs to Know about Koinonia*, "its origin is in the Greek word koinonos, which means partner, sharer, and companion. In short, it is a shared community that involves deep, close-knit participation among its people." Brodie says, "In the Bible, koinonia is more than friendship or fellowship. It is a divinely intimate, holy unity among believers—and between believers and the Lord—involving everything from spiritual oneness in the Holy Spirit to community life". John 13:34 says, "As I have loved you, so you must love one another."

You may be thinking, what am I required to do? You are not required to take any action. Your faculty mentor will commit to praying for you, reach out several times during the semester, recognize your birthday, and be available to you as a "listening ear." We want to encourage you with whatever is happening in your life. You may struggle at work with patients, colleagues, and the act of "nursing." We will be available for those times. Brodie identifies seven ways to implement koinonia. These include sharing spiritual gifts, hospitality, acceptance, encouragement, and service, as well as sharing our abundance through giving of ourselves.

Please complete the attached survey so we can get to know you and determine the best way to reach you. Your faculty mentor will contact you once you have been paired. We know your lives are incredibly busy, and you may not think you have time for one more thing. We don't want this to make you busier, but rather to pray for you, support, encourage, and mentor you throughout your BSN journey.

Your BSN nursing faculty

Equipment Use Policy

	BSN Student Policy No.	300-41
	BSN Faculty Policy No.	400-41
POLICY NAME	Equipment Use Policy	
SUBJECT	Equipment Use Policy	
EFFECTIVE DATE	March 2015	
POLICY HISTORY		
REVIEWED DATE	7/2020; 4/2021; 4/2022; 5/2023; 6/2024; 5/20255/2025	
REVISED DATE		
RATIONALE		
To allow students in the RN-to-BSN Program to check out equipment for use in BSN core courses as may be needed for practice or demonstration of nursing skills.		

Students may be allowed to check out equipment to practice or demonstrate skills in the online classroom. The availability of potential equipment for use and accessibility must be cleared through the Clinical Laboratory staff at any of the University's nursing labs, located on the main campus or one of the regional center campuses. Such loans must be approved to ensure the lab's function is not disrupted.

Equipment Use Agreement

The student listed below is receiving a piece of equipment as part of the Online RN-to-BSN program. This piece(s) of equipment contains items that will be used for practice to assist learning in a BSN course. The contents are solely to be used for educational purposes and are not sterile items. Therefore, no invasive procedures should be performed with this equipment on humans.

Upon receipt of loaned equipment, the student agrees to the following:

1) I agree to use the equipment's contents only for educational purposes. I understand the contents or equipment may be "simulated" and not sterile contents; therefore, not fit for invasive human use.

2) I agree to use the equipment safely and follow all applicable laws and regulations.

3) I understand and agree that any supplies or equipment loaned to me will be stored securely while in my possession.

4) I understand that if the equipment is lost, stolen, or damaged while in my possession, I will be liable to replace the loaned equipment at full replacement charge.

5) I understand that I must return the loaned equipment to Campbellsville University School of Nursing within the timeframe designated by the faculty and student agreement dates.

 PRINTED NAME (Legibly)   SIGNATURE   DATE

Course Currently Enrolled Related to Equipment need: _____
Course Faculty Name: _____
Course Faculty Signature: _____
Designated Equipment Loan Period: _____to _____
List of Equipment Loaned: _____

Communicating with Respect

		BSN Student Policy No.	300-42
		BSN Faculty Policy No.	400-42
POLICY NAME	Communicating with Respect		
SUBJECT	Communicating with Respect		
EFFECTIVE DATE	May 23, 2025		
POLICY HISTORY			
REVIEWED DATE			
REVISED DATE			
RATIONALE			
This policy helps faculty and students succeed by setting clear expectations for respectful and professional communication in all academic settings—whether in person or online.			

This policy outlines expectations for respectful interactions between faculty, staff, clinical personnel, and students across all modes of communication, including in-person, email, text messaging, learning management systems, and other digital platforms.

Respect and Professionalism
Communicate with courtesy and professionalism. Address disagreements constructively, without personal attacks.

Clear and Inclusive Communication
Use language that is inclusive and free from bias, discrimination, or harassment. Avoid sarcasm, condescension, or tone that may be perceived as dismissive or hostile. Communications should be well-written, free of excessive spelling or grammar errors, and reflect thoughtful engagement.

Awareness of Tone in Digital Communication
Tone is often unclear in written messages. Avoid all caps or excessive punctuation and seek clarification when needed.

Timeliness and Responsiveness
Faculty and students should respond to communications within a reasonable timeframe, typically within 24 hours during the academic week. Automated replies or office hours should be clearly communicated when immediate responses are not possible. While digital messages are delivered quickly, recipients may not always be able to respond immediately.

Appropriate Use of Communication Channels
Use institutional email and official platforms for academic correspondence. Text messaging and phone communications should only be used when mutually agreed upon and should respect boundaries regarding time and content. When replying to emails, include the message thread for context; however, start a new thread with a new subject line for unrelated topics.

Confidentiality and Privacy
Respect the privacy of academic records, personal information, and sensitive discussions. Avoid sharing or forwarding communications without consent. In courses involving patient or employment-related information, ensure all private data is de-identified before sharing.

Respecting Faculty Expertise and Guidance

Faculty members bring a wealth of knowledge, experience, and expertise to the academic environment. Respecting their guidance and feedback is essential for a productive and enriching educational experience. Students are encouraged to engage with faculty respectfully, valuing their insights and contributions to their academic growth. Faculty also appreciate the diverse experiences and perspectives that students bring to the academic community. We all have something to learn from each other, fostering a collaborative and inclusive learning environment.

Use of Critical Thinking in Academic Communication
Critical thinking is a cornerstone of academic success and intellectual development. Students are encouraged to apply critical thinking skills in all academic communications, including discussions, assignments, and evaluations. This involves questioning assumptions, evaluating evidence, and presenting reasoned arguments while maintaining respect for differing viewpoints.

Preparation for Professional Environments
Faculty should model, and students should practice, professional communication for future workplace readiness. Messages should be composed with care, avoiding sloppiness or informal shortcuts that may undermine credibility.

Course and Faculty Evaluation Etiquette
Course and faculty evaluations, though anonymous, should be respectful, constructive, and focused on the learning experience. Personal attacks or irrelevant comments are not acceptable. Faculty are also encouraged to provide students with timely, supportive feedback. Constructive input from both sides fosters continuous improvement and models professional communication.

Conflict Resolution
Concerns about disrespectful behavior should be addressed through appropriate university channels. Both parties are encouraged to seek resolution through dialogue before escalating concerns. Policies 300-35 and 400-35 outline the procedures for submitting formal complaints and grievances.

Implementation and Enforcement Violations may be addressed through existing student conduct or faculty review procedures, depending on the nature and severity of the incident.

BSN Program Leave of Absence

		BSN Student Policy No.	300-43
		BSN Faculty Policy No.	400-43
POLICY NAME	BSN Program Leave of Absence		
SUBJECT	BSN Program Leave of Absence		
EFFECTIVE DATE	May 23, 2025		
POLICY HISTORY			
REVIEWED DATE			
REVISED DATE			
RATIONALE			
Students may request a leave of absence from the online program as outlined in the *CU Online Student Handbook*. Circumstances may arise in which the student must opt out of classes for a semester or term but wishes to remain within the program.			

Students seeking to take a leave of absence (LOA) must submit a request before the start of the academic semester/term in which they plan to take the leave. If an LOA is initiated after a semester/term has begun, the student's grade will be determined by the time of withdrawal during the term.

To request a leave of absence (LOA), students must submit the Leave of Absence Form, providing an explanation and rationale for the leave. The Leave of Absence Form is to be forwarded to the BSN Program Coordinator and the Online Enrollment & Retention Coordinator for consideration and review.   If approved, the Online Enrollment & Retention Coordinator will notify Student Records and the Office of Academic Affairs.

Leave of Absence Guidelines
Students can request either an 8-week or a 16-week leave of absence.
Summer terms do not require a leave of absence request, only fall and spring terms.
Students are only permitted one (1) leave of absence during their entire academic program of study.
When possible, students will be registered for future courses to begin after completing their leave of absence.
If the student fails to return after the leave, they will be withdrawn and will be required to reapply for future admissions.
If the student's request is denied, they must register for the upcoming term or forfeit their place in the program.
Academic advisors will remain in contact with the student during the leave of absence period.

Dismissal

	BSN Student Policy No.	300-52
	BSN Faculty Policy No.	400-52

POLICY NAME	Dismissal
SUBJECT	Student Dismissal from the RN to BSN Program
EFFECTIVE DATE	8/2020
POLICY HISTORY	
REVIEWED DATE	05/2021; 04/2022; 7/2023; 5/2025
REVISED DATE	
RATIONALE	
Students may be dismissed from the RN-to-BSN Program for infractions or behaviors that are incompatible with the mission and core values of the program and of the University or for safety violations in the practicum setting.	

Policy: The School of Nursing upholds the dismissal policy of the University as outlined in the *Campbellsville University Online Student Handbook*.

Smoke-Free Campus

		BSN Student Policy No.	300-53
		BSN Faculty Policy No.	400-53
POLICY NAME	Smoke-Free Campus		
SUBJECT	Smoke-Free Campus		
EFFECTIVE DATE	8/2020		
POLICY HISTORY			
REVIEWED DATE	05/2021; 04/2022; 7/2023; 5/2025		
REVISED DATE			
RATIONALE			
Campbellsville University has elected to be a smoke-free campus in consideration of the health impact of tobacco use. Faculty and students will adhere to these restrictions.			

Policy: Faculty and students may not smoke on the grounds of Campbellsville University. Faculty and students are asked to refrain from smoking when at a clinical practicum site or otherwise representing the University.