

Indiana University School of Nursing

Mission, Vision & Values

Mission

Indiana University School of Nursing (IUSON) prepares outstanding nurses to be clinicians, educators, leaders, innovators, and scientists. We partner with students, healthcare professionals, organizations, and communities to inspire lifelong learning and create knowledge to improve the health of the people we serve.

Vision

Indiana University School of Nursing (IUSON) is a global leader in creating innovative learning environments that support excellence in education and research to advance the health of the world's citizens.

Core Values

These core values are fundamental to the success of the nursing profession and the Indiana University School of Nursing community. They serve as the foundation for our work, how we interact with one another, and help guide the strategies we employ to fulfill our vision, mission, and strategic goals. We are supportive of one another's efforts, loyal to one another, and care for one another both professionally and personally. We embrace, own, and are energized by these core values.

Respect

We create a positive environment by treating all people with mutual respect and sensitivity, recognizing the importance of their contributions and diversity.

Responsibility

We accept responsibility for our actions.

Trust

We foster trust by acting with honesty, integrity, and openness.

Dialogue

We build community through dialogue by sharing and respecting our diversity of opinions, views, and expertise.

Diversity Statement

Recognizing the rapidly increasing diversity of America and of higher education, and in support of the mission of Indiana University School of Nursing, faculty and staff are committed to promoting an educational environment that values, respects, and reflects a global view of diversity.

"Diversity includes consideration of socioeconomic class, gender, age, religious belief, sexual orientation, and... disabilities, as well as race and ethnicity. Diversity recognizes that individuals learn from exposure to and interaction with others who have backgrounds and characteristics different from their own. Recognizing and valuing diversity... also means acknowledgment, appreciation, and support of different learning styles, ways of interaction, and stimulating forms of discourse

derived from interaction and collaboration with persons from diverse backgrounds and experiences. American Association of Colleges of Nursing's Statement on Diversity and Equal Opportunity, 1997, p. 1 To fulfill this commitment, we strive to:

- Promote curriculum content that reflects a commitment to diversity
- Develop a comprehensive academic success model
- Recruit and retain students, faculty, and staff from diverse backgrounds
- Establish and maintain links to the diverse communities of the city, the state, the nation, and the world
- Identify resources that support diversity, promote academic excellence, and enrich our academic environment
- Promote research that reflects commitment to cultural diversity
- Promote culturally competent practice among students, graduates and faculty

Accreditation, Memberships & Designations

Accreditation

- Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791; BSN, MSN, and DNP programs
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation Center for Professional Development and Lifelong Learning

Memberships

The School of Nursing is an agency member of the National League for Nursing's Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Designations

We are designated an NLN Center of Excellence in Nursing Education in two categories, and are the first school in the history of the National League for Nursing to carry two designations:

- Center of Excellence in Nursing Education; Creating Environments that Promote the Pedagogical Expertise of Faculty, 2006 - 2017
- Center of Excellence in Nursing Education; Creating Environments that Advance the Science of Nursing Education, 2016 - 2021

Admission Standards and Procedures

Find your path. Whether you are coming to a nursing program for the first time or are an RN with an associate's degree or diploma who is seeking to complete your BSN, we have a program to fit your needs. The BSN traditional track fits students coming right out of high school and adult learners, too. And RNs can quickly and easily complete the BSN degree with our flexible online degree completion option designed for the working RN.

Admission Criteria

- Bachelor of Science in Nursing
- RN to BSN

Admission

RN to BSN Admission Requirements

Associate degree or diploma prepared registered nurses who graduated from an Accrediting Commission for Education in Nursing (ACEN) accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Online Degree Completion Option. Registered nurses seeking admission to the Indiana University School of Nursing must apply to the campus Office of Admissions and may apply to the Online Degree Completion Option anytime throughout the academic year.

How to Apply

1. Apply for admission to Indiana University Fort Wayne in the fall, spring, or summer semesters. An application can be obtained at: <https://www.iu fw.edu/admissions/index.html>
2. Transfer of credit from other colleges or universities is completed at the time of admission to the university by the Office of Undergraduate Admissions. Transfer credit will be awarded for courses with a minimum grade of C, if courses being transferred are essentially equivalent to required course work. Official transcripts, verifying previous academic background, are required to complete the transfer process and should be mailed to the Office of Undergraduate Admissions.

To be eligible to apply to the RN to BSN Degree Completion Option, students must meet the following requirements:

1. Be admitted to Indiana University as a degree-seeking student (meet IU requirements for admission).

An Associate in Nursing degree or a Nursing Diploma from an ACEN (formerly NLNAC) accredited school. Additionally, you must have an ASN or diploma from a college or university that has regional accreditation, so that your credits will be transferable to IUFW. To determine if your school is regionally accredited, contact IUFW Admissions at 260.481.4136.
2. Have a current, unencumbered RN license in the state in which you are practicing and/or plan to meet practicum requirements.

3. Achieve a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale for all courses attempted.
4. Complete required general education courses with a grade of C or above; a C- is not acceptable. A grade of C or above must be obtained by the second attempt; students may repeat a required course no more than twice.
5. Comply with immunization requirements. Failure to meet immunization requirements will prevent participation in practicum experiences. Lack of participation could constitute a practicum course failure.
6. Provide proof of current CPR certification and health insurance coverage
7. Purchase a national criminal background report.

BSN Admission Requirements: Traditional Pre-Licensure Track

Application deadlines and due dates for the IUSON are found below:

August Entry

- Applications available online: January 15th
- Deadline to apply: March 15th
- Application closes at 5:00 p.m. on March 15th

January Entry

- Applications available online: September 15th
- Deadline to apply: November 15th
- Application closes at 5:00 p.m. on November 15th

The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants. Students seeking admission to the nursing major must meet the following eligibility criteria (Policy AFS-15):

1. Be admitted to Indiana University, Fort Wayne as a degree seeking student.
2. Earn a 3.0 GPA for the 29-31 credits of required nursing program requirements. Grades earned in transfer courses will count in the calculation of admission GPA.
3. The following application requirements must be met by courses listed on the application to the nursing major on the Core Campus: English Composition, Introductory Psychology, Introductory Sociology, Human Anatomy and Finite Math. Additional courses to be entered on the application: These are to be selected from an approved list which may be campus specific. The total number of credit hours used to meet the application requirements is typically 29-31 credits. Of the general education courses specifically required for application no more than three may be repeated to achieve a minimum grade of C (2.0). Over the course of the BSN degree program no more than two of the science/math courses (Anatomy & Physiology, Microbiology and Finite Math) may be repeated in order to achieve an acceptable grade. In the case of courses with a laboratory component, the didactic and lab are considered one course. The grade earned on the

most recent attempt will be used for calculation of GPA for admission purposes. This policy relates to IU and transfer courses, and students who are not able to meet the minimum criteria are ineligible for admission consideration.

4. The applicant must achieve a grade of C (2.0) or higher for each course and an application overall GPA of 3.00 or higher in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University. Applicants may use up to a maximum of 7 credits of Special Departmental (S) or Test (T) credit (e.g. Advanced Placement or departmental examination credit). The Anatomy & Physiology, and Microbiology requirements must be met with graded college coursework, not by S or T credits.
5. The applicant must complete all required course work by established deadline. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.

As part of the application process the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check.

Applicants who do not meet one or more of the above criteria may request special consideration by the campus Admission, Progression and Graduation (APG) Committee to which admission is requested. Consult campus policies and practices to determine the appropriate process to be followed on the campus you wish to attend.

If denied admission, the applicant may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if eligibility is maintained. The applicant is not automatically considered; the student must re-submit an application.

Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times.

Please refer to School of Nursing Policy AFS-15

Student Learning Outcomes

Mission Statement

The mission of the IUFW Nursing program is to prepare leaders to improve human health and quality of life through nursing practice, scholarship, and service.

Student Outcomes

- Validate professionalism through awareness, assertiveness, accountability, and advocacy.

- Critique leadership skills in directing healthcare activities: influencing and adapting to change.
- Evaluate complex issues/problems in the healthcare arena using critical thinking skills.
- Integrate the delivery of culturally competent nursing care in a variety of settings through the utilization of theories and research.
- Justify effective, therapeutic, culturally sensitive communication techniques that are appropriate for the situation and audience.
- Evaluate the impact of generated information on healthcare outcomes.

Degree Programs

The baccalaureate program offers a cutting edge, concept and competency based curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function across a continuum of health care environments, using evidence-based interventions in the practice of nursing.

BSN Degree Requirements

Bachelor of Science in Nursing (BSN)

Students in the BSN program are responsible for meeting the following degree requirements. Though the School of Nursing makes every attempt to provide students with academic advising and program planning assistance, the students are accountable for complying with all published academic policies related to the BSN program. There are two program options for completion of BSN degree requirements. To be eligible for graduation from the Bachelor of Science in Nursing program, students must complete a minimum overall number of credit hours required for the degree, as well as a minimum number of credit hours which must reflect nursing major courses, dependent upon program option which they are pursuing. Credits earned in remedial learning skill courses do not count towards the credit hour requirement. Credits from successfully repeated courses can only be used once toward the overall credit hours needed for the BSN degree.

BSN Traditional Track

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 75 credit hours must reflect nursing major courses.

RN to BSN Online Degree Completion Option

Complete a minimum of 120 credit hours with a grade of C or higher in each didactic course and an S (Satisfactory) in all clinical/practicum courses required for the degree. Of the 120 credit hours, 36-39 credit hours must reflect nursing major courses, 34-37 credit hours will be via special credit, and 50-53 or greater credit hours will be general education.

Additionally, all students in the BSN program are responsible for meeting the following degree requirements.

1. Achieve an IU cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to degree.
2. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the BSN degree.
3. Complete all BSN degree requirements within six years of enrolling in the first nursing course in the nursing major.
4. Apply for degree candidacy the semester prior to completing all degree requirements following the published procedures on campus awarding degree.

Please refer to School of Nursing Policy AFS-26

BSN School Requirements

BSN School Curriculum

Undergraduate Programs

Nursing BSN

120 Credit Hours

1. General Education Requirements
2. Prerequisite Courses
3. Professional Education

IUFW BS General Education Requirements

| Category | Course | Course Title | Credits |
|---|-------------|--------------------------------------|---------|
| Core Communication Writing | ENGL 13100 | Reading, Writing & Inquiry I | 3 |
| Core Communication Speaking and Listening | COM 11400 | Fundamentals of Speech Communication | 3 |
| Analytical Reasoning - A | MA 21300 | Finite Mathematics | 3 |
| Analytical Reasoning - B | NURS-H355 | Data Analysis Practice and Research | 3 |
| Life and Physical Sciences | BIOL 20300 | Human Anatomy & Physiology | 4 |
| Life and Physical Sciences | BIOL 20400 | Human Anatomy & Physiology | 4 |
| Cultural Understanding | See list * | | 3 |
| Arts/Humanities | See list ** | | 3 |
| Social Sciences | SOC 16101 | Principles of Sociology | 3 |

| | | | |
|--------------|-----------|-----------------------|-----------|
| Psychology | PSY 12000 | Elementary Psychology | 3 |
| TOTAL | | | 32 |

IUFW Nursing BSN Prerequisite Courses

| Term | Course | Course Title | Credits |
|------------------------------------|------------|--------------------------------------|-----------|
| Fall | BIOL 20300 | Human Anatomy & Physiology | 4 |
| | ENGL 13100 | Reading, Writing, & Inquiry | 3 |
| | PSY 12000 | Elementary Psychology | 3 |
| | MA 21300 | Finite Mathematics I | 3 |
| | FWHS-H101 | Introduction to Health Sciences | 1 |
| | Elective | Open Elective | 2 |
| Fall Year 1 Total Credits | | | 16 |
| Spring | BIOL 20400 | Human Anatomy & Physiology | 4 |
| | SOC 16101 | Principles of Sociology | 3 |
| | CHM 10400 | Living Chemistry | 3 |
| | GEC | Arts and Humanities | 3 |
| | COM 11400 | Fundamentals of Speech Communication | 3 |
| Spring Year 1 Total Credits | | | 16 |

IUFW Nursing BSN- Required Courses

| Term | Course | Course Name | Credits |
|-------------|------------|-------------------------|---------|
| Fall | NUTR 30300 | Essentials of Nutrition | 3 |

| | | | |
|------------------------------------|------------|---|-----------|
| | NURS-B244 | Comprehensive Health Assessment | |
| | NURS-B245 | Health Assessment: Practicum | 2 |
| | NURS-B234 | Promoting Healthy Populations | 4 |
| | NURS-B235 | Promoting Health Populations Practicum | 1 |
| | NURS-B253 | Professionalism in Collaborative Practice | |
| Fall Year 2 Total Credits | | | 15 |
| Spring | BIOL 22000 | Microbiology for Allied Health Professionals | 4 |
| | NURS-B260 | Fundamentals of Nursing Practice | 5 |
| | NURS-B261 | Pathophysiology and Pharmacology for Nursing Practice | 4 |
| | NURS-L230 | Health Care Delivery Systems | 3 |
| Spring Year 2 Total Credits | | | 16 |
| Fall | NURS-H355 | Data Analysis for Practice and Research | 3 |
| | NURS-H356 | Clinical Nursing Care 1: Biophysical Processes | 5 |
| | NURS-B334 | Transitional Care of Families and Populations | 5 |
| | GEC | Cultural Understanding | 3 |
| Fall Year 3 Total Credits | | | 16 |

| | | | |
|------------------------------------|-----------|---|-----------|
| Spring | NURS-H360 | Clinical Nursing Care 2: Interactive Processes | 5 |
| | NURS-H371 | Clinical Nursing Care 3: Adaptive Processes | 5 |
| | NURS-R375 | Nursing Research and Evidence Based Practice | 3 |
| Spring Year 3 Total Credits | | | 13 |
| Fall | NURS-H476 | Clinical Nursing Care 4: Complex Processes | 5 |
| | NURS-L430 | Leadership in Health Care Delivery | 5 |
| | NURS-H303 | Pediatric Clinical Immersion | 1 |
| | NURS-S474 | Applied Health Care Ethics | 3 |
| Fall Year 4 Total Credits | | | 14 |
| Spring | NURS-S488 | Synthesis for Professional Nursing Practice | 3 |
| | NURS-S483 | Clinical Nursing Practice Capstone | 3 |
| | NURS-B444 | Nursing Intensive: Managing Health and Illness Across Care Environments | 5 |
| | Elective | Open Elective | 3 |
| Spring Year 4 Total Credits | | | 14 |

Academic Standing & Progression

Academic Standing & Progression

After admission to the BSN Program, placement in nursing courses for the academic year is based on a priority ranking system.

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Out of Sequence (OOS)

A student who has maintained the minimum cumulative GPA, and earned a passing grade in all required courses, but who has interrupted his/her course of study, or is in part time study in tracks in which a dictated full-time progression plan is in place (e.g. not applicable to RN to BSN students whose plan of study is flexible). This includes:

- Students transferring in to IUSON are out of sequence:
 - Permanent transfer students are out of sequence until such time as they have been placed in a permanent seat in a cohort.
- Students who have withdrawn from required courses for any reason are out of sequence until the student has successfully completed the courses that he/she has withdrawn from.
- Students who have opted to sit out from required courses for any reason are out of sequence until the student has successfully completed a full semester upon return.

Note: Once an out of sequence student has been permanently placed in a new cohort in full time study, (and after one initial successful semester following the interruption or transfer) he/she is no longer out of sequence (and is in good standing). Part time students are always out of sequence.

Students who have interrupted their program of study for any reason or desiring transfer to an IUSON core school are required to submit a written request to the chairperson of the BSN C/SA Admission, Progression, and Graduation (APG) Committee. Students seeking reentry should make their request (received by the APG committee) by March 15 for fall semester and September 15 for spring. All requests for re-entry will be evaluated on the basis of the availability of resources. Re-entry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of re-entry. Transfer students should refer to the student transfer policies for details (H_21 Student Permanent Transfer; H_22 Student Temporary Transfer; H_23 Student Permanent Transfer from Other University).

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

Progression in coursework in the nursing major

Nursing courses must be taken in the sequence indicated in the curriculum plan. A student must complete the entire

level of nursing courses before progressing to the next level. Exceptions to this may be granted by the APG committee, or may be in place by agreement for particular tracks or courses in the BSN plan of study (students should confer with a nursing advisor).

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course-this includes required general education courses, as well as nursing major courses.
4. A failing grade may be given for the following:
 - failure to meet course objectives;
 - academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
 - unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with the appropriate Academic Advisor or designee on campus at least three times per semester to plan for academic success;
2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the appropriate Academic Advisor or designee on the campus. Students on academic probation will not be released to register for the next semester until these conditions have been fully met.

Academic Probation will be removed and a student returned to "good standing" when all of the following conditions exist:

1. The cumulative GPA returns to "C" (2.0) or higher.
2. The semester GPA is "C" (2.0) or higher.
3. A minimum grade of "C" (2.0) has been received in the required didactic courses completed, and a grade of "S" has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.
4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program.

Please refer to School of Nursing Policy AFS-21 BSN Academic Standing.

RN to BSN Online Degree Completion Option

RN to BSN Online Degree Completion Option

The RN to BSN Online Degree Completion Option is designed for the working RN who has earned a two-year associate degree or diploma in nursing and is busy with career and family responsibilities but wants to be prepared to meet the future challenges of health care by completing a Bachelor of Science in Nursing (BSN) degree.

All nine Indiana University School of Nursing campuses across the state of Indiana collaboratively created the RN to BSN Online Degree Completion Option. What does that mean for you?

- Nursing courses are distance accessible, using web-based and video technologies so that you don't have to come to campus.
- Earn your BSN where you live, in the midst of a busy schedule.
- The program is flexible: once you complete general education coursework, you can complete nursing courses in 12 months of full-time study or 18–24 months of part-time study.
- Nursing courses are delivered in condensed, six- or eight-week learning modules.
- Tailored clinical experiences where you work.

Because this program builds on the courses you have already completed, you'll also receive credit for many of the general education courses completed as part of your ASN or diploma program.

- RN to BSN Degree Completion Option: Advanced Placement
- RN to BSN Degree Completion Option: Program Requirements
- RN to BSN Degree Completion Option: Residency Requirements

Special Credit Courses

Special Credit Courses

Following the successful completion of the first semester of nursing classes, special credit is awarded for the courses listed below. In order to receive a BSN degree, your official transcript must reflect fulfillment of all requirements, including 34 hours of special credit for these courses:

B261: Pathophysiology & Pharmacology, 4 cr.
 B260: Fundamentals of Nursing Practice, 5 cr.
 H356: Biophysical Processes, 5 cr.
 B334: Transitional Care of Families, 5 cr.
 H360: Interactive Processes, 5 cr.
 H371: Adaptive Processes, 5 cr.
 H476: Complex Processes, 5 cr.

Requirements & Sample Curriculum Plan

RN to BSN Online Degree Completion Option Requirements

The minimum requirement for RN to BSN students pursuing the BSN degree is 120 credit hours. Students beginning the required nursing courses must complete all coursework in six years. Failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in the program. Students who re-enter must adhere to the policies and curriculum in effect at the time of re-entry. Students who interrupt their program of study jeopardize their chances of completing nursing courses in six years.

Required coursework

RN to BSN coursework consists of general education and nursing courses. All courses must be completed with a grade of C or above by the second attempt. General education courses completed at other universities may be applicable toward your degree program if credits are accepted by the Office of Admissions or determined to be equivalent by the IUSON. All general education requirements must be completed before enrolling in nursing courses.

Plans of Study

Designed to be flexible with your work schedule and busy lifestyle, the RN to BSN Online Degree Completion Option can be pursued by following a full- or part-time plan of study, outlined below. To obtain a program planning sheet tailored to your educational goals, first be admitted to IUFW then contact an IUFW IUSON Academic Advisor: 260-481-6189 or 260-481-6282.

Sample Curriculum Plans

Full time study (12 months, or 3 semesters)

| Semester One | 12 Total Credits |
|----------------|---|
| 1st 8 weeks | B331 Transition to BSN Nursing |
| | B304 Nursing Seminar 1: Health Policy |
| 2nd 8 weeks | S475 Health of the Community |
| | H355 Data Analysis |
| Semester Two | 12 Total Credits |
| 1st 8 weeks | S474 Health Care Ethics |
| | R375 Nursing Research & Evidence-Based Practice |
| 2nd 8 weeks | Nursing Practice Elective |
| | S487 Nursing Management |
| Semester Three | 12 Total Credits |
| 1st 8 weeks | B404 Nursing Seminar 2: Informatics |
| | Nursing Practice Elective |
| 2nd 8 weeks | R470 Clinical Nursing Practice Capstone |
| | Nursing Practice Elective |

Part-time study (18 months, or 4 semesters)

| Semester One | 9 Total Credits |
|--------------|--------------------------------|
| 1st 8 weeks | B331 Transition to BSN Nursing |

| | |
|-----------------------|---|
| 2nd 8 weeks | R375 Nursing Research & Evidence-Based Practice H355 Data Analysis |
| Semester Two | 9 Total Credits |
| 1st 8 weeks | S474 Healthcare Ethics Nursing Practice Elective |
| 2nd 8 weeks | S475 Health of the Community |
| Semester Three | 9 Total Credits |
| 1st 8 weeks | B304 Nursing Seminar 1: Health Policy Nursing Practice Elective |
| 2nd 8 weeks | S487 Nursing Management |
| Semester Four | 9 Total Credits |
| 1st 8 weeks | B404 Nursing Seminar 2: Informatics Nursing Practice Elective |
| 2nd 8 weeks | R470 Clinical Nursing Practice Capstone |

Part-time study (24 months, or 6 semesters)

| | |
|-----------------------|---|
| Semester One | 6 Total Credits |
| 1st 8 weeks | B331 Transition to BSN Nursing |
| 2nd 8 weeks | Nursing Practice Elective |
| Semester Two | 6 Total Credits |
| 1st 8 weeks | B304 Nursing Seminar 1: Health Policy |
| 2nd 8 weeks | H355 Data Analysis |
| Semester Three | 6 Total Credits |
| 1st 8 weeks | S474 Healthcare Ethics |
| 2nd 8 weeks | S475 Health of the Community |
| Semester Four | 6 Total Credits |
| 1st 8 weeks | B404 Nursing Seminar 2: Informatics |
| 2nd 8 weeks | S487 Nursing Management |
| Semester Five | 6 Total Credits |
| 1st 8 weeks | Nursing Practice Elective |
| 2nd 8 weeks | R375 Nursing Research & Evidence-Based Practice |
| Semester Six | 6 Total Credits |
| 1st 8 weeks | Nursing Practice Elective |
| 2nd 8 weeks | R470 Clinical Nursing Practice Capstone |

Residency Requirements

Residency Requirements

Thirty hours of residency credit is required for the BSN degree. This requirement is met by completing 30 hours of nursing courses through Indiana University. Independent study via correspondence courses will not count towards the residency requirement.

Undergraduate Programs

Philosophy Statement

Faculty members in the BSN program believe that a BSN education prepares students to meet the current and future health needs of society through a comprehensive academic foundation in the sciences and humanities coupled with exceptional professional preparation, preparing students for current and future roles across the continuum of settings for health care delivery. Faculty in the BSN program understand that our students bring a wide range of educational and other experience to the educational setting, and believe that the educational plan should be tailored to the needs of our learners.

Faculty in the BSN program also recognize that learning encompasses knowledge, skill, and affective domains. In each track of the BSN coursework focuses on mastery of conceptual knowledge; demonstration of competencies in nine program outcome areas; and embodiment of exemplary professionalism that includes the values inherent in the profession. Recognizing that BSN graduates will practice in an ever changing health care environment, students are prepared to understand health care policies and their rapidly changing impact on care delivery. Faculty have planned each track of the BSN to offer a cutting edge and evidence based curriculum to prepare students for careers as professional nurses who are competent care providers, prepared to practice to the full capacity of the professional nurse role in diverse settings and situations. We value diversity and prepare students to provide ethical, holistic, culturally sensitive patient centered care; which may focus on and include acute and chronic care; wellness and illness situations, and considering those diverse patients and clients we serve: individuals across the lifespan; families in different developmental stages; as well as communities, aggregates, and populations. As part of professional nursing in today's complex care environments, nurses must be accountable leaders and managers, as well as knowledgeable care coordinators, engaging as full partners with interprofessional team members. Furthermore, the faculty believes that as professional nurses, BSN graduates must be exceptional communicators, collaborate effectively, and be able to use and embrace technology and information management systems to achieve high quality, safe patient care outcomes.

Purpose

The baccalaureate program offers a curriculum plan designed to meet learner needs while preparing professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in a variety of settings including acute care, primary care, and community focused care, to name a few. The BSN also provides a foundation for leadership positions and graduate study.

The graduate of the BSN program possesses a broad knowledge of the humanities, the biological and social sciences, and nursing. As a BSN graduate, the nurse applies well-developed problem-solving skills in caring for individuals, families, and communities.

Program Learning Outcomes

As a graduate of the BSN program you will be:

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on each campus. Students are responsible for meeting all degree requirements.

Academic Procedures & Requirements

Academic Procedures & Requirements

Below is a select list of key student processes and requirements.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation.

Professional Liability Insurance

Indiana University provides liability insurance to each nursing student while in the clinical setting, provided that the student is enrolled in clinical course work. Students not enrolled in clinical courses are not covered by liability insurance and will not be allowed into the clinical setting.

Students who are employed in a health care facility should check with their employer regarding liability insurance requirements. IU School of Nursing does not cover students beyond the classroom and/or clinical settings.

Health Insurance

Health insurance is mandatory and students are expected to demonstrate insurance coverage upon entrance to the program and continued coverage throughout the program (For more details, see Policy F_06).

Criminal Background Checks

Students currently enrolled in the IU School of Nursing will be required to submit a national criminal background check upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to Castle Branch-Certified Profile. Each year, students will be required to submit their request for an updated national criminal background check report (For more details, see Policy H_03).

Deadlines for renewal:

- Spring admits will be required to submit annually an updated criminal background recheck by November 15th of the following year.
- Fall admits will be required to submit annually an updated criminal background recheck by August 1st of the following year.
- Summer admits will be required to submit annually an updated criminal background recheck by April 15th of the following year.

An updated national criminal background check will also be required for any student being readmitted or transferring to the program.

CPR Requirements

Current certification in cardiopulmonary resuscitation (CPR) is required. Students must be certified through an approved course or instructor. The approved courses are American Red Cross Professional Rescuer and American Heart Association Health Care Provider. The School of Nursing Office of Student Services office may offer a CPR course. CPR training must include:

- Infant
- Child
- Adult
- Individual rescue
- Two-person rescue
- Automated external defibrillation

Current CPR certification must be maintained throughout the student's entire nursing program. Evidence of certification must be filed with your campus' School of Nursing prior to beginning the clinical experiences. Students must also file evidence of re-certification prior to entering the second year of the major. Students must have

current CPR certification on file in order to participate in clinical settings.

Immunizations and Other Health Requirements

Immunizations are required to protect both students and patients. Additionally, clinical agencies and the School of Nursing also require additional immunizations, trainings, and/or screenings. Evidence of receipt of all immunization requirements should be in the form of a signed statement from the healthcare provider or copy of titer results from an approved provider. Students who do not have proof of all required immunizations will be administratively withdrawn from all nursing classes. Please contact the Nursing Advisors for a complete and current list of the required immunizations (all immunizations, trainings, and screenings are at the student's expense). For more details, see Policy F_06.

Drug Screening

Students currently enrolled in the IU School of Nursing will be required to complete a drug screen upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to the IUSON approved vendor. Please contact the Nursing Advisors for detailed information about scheduling a screening.

Students may be asked to submit to random drug screens anytime throughout their program in compliance with contract requirements of clinical agencies where students are placed. Positive drug screens may prevent a student from participating in clinical learning experiences. Lack of participation could constitute course failure and potential for dismissal from the program.

Students with Disabilities

To facilitate the success and adaptation of undergraduate students in the School of Nursing with disabilities, the School of Nursing conforms to the applicable federal, state and university policies, regulations and definitions regarding students with disabilities. These include providing services that comply with external and internal policies and laws to qualified students, providing reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids for students with disabilities upon a timely request from the student; upholding academic standards in the context of these policies and services; assisting qualified students with disabilities by providing auxiliary aids and obtaining reasonable accommodations including modifications of programs and courses that do not fundamentally alter the essential nature of the program, through collaborative efforts with academic and service units of IUFW; and maintaining legally appropriate confidentiality for students with disabilities except where permitted by law. For more details, see Policy H_10.

Students with physical, mental, or learning impairments are encouraged to consult with counselors for assistance in meeting degree requirements. Students with disabilities must meet all academic and technical skill requirements of their program. Programs for academically disadvantaged students are available on all IU campuses.

Special Expenses

Students at the School of Nursing can expect to have special expenses as they progress through the BSN program. Please see the Nursing Advisors for more details. Expenses can include but are not limited to:

- Clinical and/or lab supplies
- Clinical fees; certain courses at the School of Nursing are assessed clinical fees in addition to credit hour charges
- Uniform; All undergraduate nursing students must purchase designated uniform/IUSON polo/scrubs and wear it, along with appropriate identification, while in clinical settings as required. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be asked by their instructor to leave the clinical area
- Assessment Test fees associated with BSN application, and as required at any time during the program
- Integrated Testing fees
- Programmatic expenses, such as annual criminal background check fees, computing expenses, and immunization costs

Technology and Information

School of Nursing students must be able to send and receive e-mail, and send and receive attachments. They should be comfortable using a Web browser to access Canvas, the University's learning management system, and to navigate the course environment and use the tools included in their courses. Students should use appropriate Internet etiquette in online communications. They should be able to search for and access nursing-related materials on the Web, and to return to those sites later by using stored Web addresses. Students should be able to competently use Microsoft Word and PowerPoint to create and appropriately format written assignments and basic presentations. They should be able to differentiate between scholarly and popular sources of information on the Web and to evaluate sources for general reliability and trustworthiness. To update skills, students have many opportunities for both classroom and online learning sources through the [University Information Technology \(UITS\) IT Training](#).

Students participating in Web-based courses and/or those using Movi web-conferencing should have consistent access to computers with appropriately configured software and reliable Internet access at sufficient speeds (see <https://kb.iu.edu/d/bboi> for specific information). The University officially supports both Macintosh and Windows based computers, but some software is not available for Macintosh computers. Students can download applications by logging in with their IU Network ID and password to <https://iuanyware.iu.edu/vpn/index.html>.

Students are expected to install and maintain up-to-date virus detection software to prevent spreading harmful viruses and malware to faculty and other students when sharing files.

Use of Social Media

IUSON faculty, staff, and students must adhere to the IU and IUSON policies and procedures and [HIPAA](#) obligations related to patient privacy, confidentiality and code of conduct at all times when using the Internet and social media sites. IUSON policies toward the use of social media are guided by the National Council of State Boards of Nursing. In the event that a violation of the social networking policy has occurred, the student's case will be handled according to the IUSON process for dealing with academic misconduct as outlined in the IUPUI Bulletin and IU Code of Student, Ethics Rights and Responsibilities. Students who violate the policy are subject to disciplinary actions which may lead to dismissal from the program. For more details, please see Policy F_09.

Formal Communication

The School of Nursing recognizes students' Indiana University address as the only official means of formal communication via e-mail with students. All students are required to have Indiana University account.

Transportation

Clinical practice learning experiences are varied in setting and are located within the the communities and counties surrounding the IU Fort Wayne campus. Students are expected to travel to and from all clinical experiences, are responsible for providing their own transportation, and are expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto accidents that occur during student commutes.

Professional and Technical Standards

Professional & Technical Standards

Both the program learning outcomes in the Baccalaureate program, and the supporting curriculum components adhere to the American Association of Colleges of Nursing (AACN) [Essentials of Baccalaureate Education for Professional Nursing Practice](#). BSN students are expected to demonstrate the ability to meet the competency statements of the BSN Essentials by the completion of the BSN program. Students are also held to the following professional and technical standards:

1. [American Nurse Association \(ANA\) Standards of Practice & Standards of Professional Performance](#)
2. [American Nurse Association \(ANA\) Code of Ethics](#)

Essential Abilities

The School of Nursing faculty has specified essential abilities (technical standards) critical to the success of students in any IU nursing program. Students must demonstrate these essential abilities to succeed in their program of study. Qualified applicants are expected to meet all admission criteria and matriculating students are expected to meet all progression criteria, as well as these

essential abilities (technical standards) with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving patient conditions and coming to appropriate conclusions and/or prioritized course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of sight, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to safely and competently perform interventions required in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, families, and all members of the health care team. Verbal, non-verbal, electronic, and written skills will consistently demonstrate effective, professional communication.
4. Essential emotional coping skills to include: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Anger dyscontrol, lack of self-control, disengagement, lethargy, and labile mood are examples of behaviors indicative of ineffective coping.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and critically evaluate in order to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice free from the influence of any substance that may impair behavior or judgment. The student must demonstrate responsibility and accountability

Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they have demonstrated their ability to meet these essential abilities within negotiated time frames.

Undergraduate Policies

- Academic Standing and Probation
- Academic Progression
- Alternative Course Credit
- Clinical and Practicum Absences Policy
- Course Grade Appeals
- Dismissal & Reinstatement
- Eligibility for Licensure
- Orientation
- Repeating & Auditing Courses
- Time Limits
- Transfer
- Withdrawal

Academic Standing and Probation

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C"(2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses and are progressing normally will be considered in good standing.

Academic Probation

Students enrolled in the Indiana University School of Nursing BSN Program will be placed on academic probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course-this includes required general education courses, as well as nursing major courses.
4. A Failing grade may be given for the following:
 - failure to meet course objectives;
 - academic dishonesty, misconduct, or personal misconduct as defined by Indiana University;
 - unsafe clinical behavior: including (but not limited to) HIPAA violations, breaking agency policies, breaking course rules related to clinical behavior.

Students who are on Academic Probation shall:

1. Meet with the appropriate Academic Advisor or designee on the campus at least three times per semester to plan for academic success;
2. Complete a required plan for tutoring/remediation during the time period in which he/she is on probation. This plan is completed with the appropriate Academic Advisor or designee on the campus. Students on academic probation will not be released to register for the next semester until these conditions have been fully met.

Academic Probation will be removed and a student returned to "good standing" when all of the following conditions exist:

1. The cumulative GPA returns to "C" (2.0) or higher.
2. The semester GPA is "C" (2.0) or higher.
3. A minimum grade of "C" (2.0) has been received in the required didactic courses completed, and a grade of "S" has been earned in the required practicum/clinical courses completed. All other specific conditions, if required, have been met.
4. The student has secured a permanent placement in a new cohort.

Note: Students who have been dismissed and reinstated will remain on academic probation throughout the remainder of the program.

Please refer to School of Nursing Policy AFS-21.

Academic Progression

Problems related to a student's academic progression that emerge during enrollment in their undergraduate

nursing program are handled through a committee hearing process. Students requesting an exception to policy may petition for a waiver to the BSN Admission, Progression, and Graduation (APG) Committee. Students wishing to make an appeal to APG should consult an academic advisor in the School of Nursing for information regarding this process.

Alternative Course Credit in the BSN Program

Alternative Course Credit in the BSN Program

The School of Nursing has established procedures for assessing, validating, and evaluating objective evidence of prior learning (academic work, or professional experience) and skill attainment related to course outcomes in order to award course credit or exemption for undergraduate nursing courses. Students may validate prior learning where applicable through:

Course Equivalency

This policy applies to nursing students who wish to seek equivalency related to nursing courses in order to award course credit and/or exemption for undergraduate nursing courses, with the exception of the capstone course in the BSN. This policy does not apply for students seeking credit for graduate level nursing courses.

- Undergraduate nursing students may submit the syllabus/syllabi from a prior nursing course to determine equivalency for a course in the student's plan of study for a BSN degree.
- The course must have been passed with a "C" or better, as documented by transcript.
- The course must be eligible for course credit as determined by campus administration.
- Graduate level courses may be submitted for credit for undergraduate credit equivalency, but if accepted for undergraduate credit, are not later eligible for consideration toward a graduate degree at IUSON.
- The course will be subjected to a review process, and only courses (or combinations of courses) that demonstrate achievement of at least 75% of the learning outcomes/objectives for the course will be eligible for equivalency.
- The request for equivalency review must be submitted at least 3 months prior to the time when the student would begin the course, according to the student's plan of study.
- The student will receive blinded written feedback regarding the outcome of the review, and written feedback and outcome of the review will be posted to the student record. There is no appeal process for the course equivalency request.

Please refer to School of Nursing Policy AFS-19

Portfolio

Students may validate prior learning (academic work, or professional experience) by preparing a portfolio to demonstrate acquisition of content and skills commensurate with outcomes/competencies/objectives or specific course(s). Students may also submit course

syllabi and transcripts for course equivalency. The student must demonstrate satisfactory academic standing.

1. Student meets with academic advisor to review portfolio process, criteria needed for portfolio, and deadline dates (two semesters before the course is offered).
2. Student meets with instructor for a brief review of the student's work/experiences/previous courses.
3. If faculty agrees there is potential to portfolio, student sees advisor and registers for appropriate class.
4. Academic advisor notifies instructor of student registration for appropriate class.
5. Student gathers evidence for the portfolio following the IUSON guidelines, and sends the portfolio to the instructor by a specific time/date.
6. Instructor reviews the material, notifies the student and completes the Portfolio Review Form. It is sent to the Associate Dean (or appropriate administrative designee) for a signature. Dean's office sends approved portfolio to academic advisor to initiate "special credit".
7. If all course requirements are complete, the academic advisor applies for "special credit".
8. If Special Credit is approved with minor changes, the student is to register for the course or for Independent Study and complete faculty expected course outcomes/objectives:
 - Instructor informs student of the activities needed for portfolio (see attached "Special Requirements" form).
 - Faculty signs this form upon the completion of the needed items and returns the form to the academic advisor.
 - Academic advisor sends the Special Credit form to the Registrar.

* If Special Credit is denied the student meets with the academic advisor and registers for the required course. Please refer to School of Nursing Policy AFS-20

Practicum and Clinical Absence Policy

Students are required to participate in all regularly scheduled or substituted practicum/clinical/laboratory experiences as they strive to meet course objectives/outcomes. Failure to complete all regularly scheduled or substituted practicum/clinical/laboratory experiences places the student at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical/laboratory experiences (up to 10 percent in some courses with a restricted number of practicum/clinical experiences) will either receive a failing grade, be allowed to withdraw according to IUSON Policy VI-A-12, or take an incomplete according to University policy as dictated by the timing and circumstances surrounding the absences.

Please refer to School of Nursing Policy AFS-22.

Course Grade Appeals

The purpose of the course grade appeal is to provide recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned. Faculty have the authority and responsibility to fairly judge the quality of student work in the courses they teach, including written, examination, clinical, and laboratory performance. The purpose of the policy on student grade appeals is to provide a system that affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice, or other improper conditions such as mechanical error, or assignment of a grade inconsistent with those assigned to other students. The grade appeals procedure is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

School of Nursing Policy AFS-18 outlines the Course Grade Appeal process and the appropriate procedural steps therein. A grade will not be raised because a faculty member graded tests, projects, or assignments very severely, providing the faculty member applied the same rigorous standards to all students. Nor will proof that a faculty member has been antagonistic toward the student be sufficient cause to raise a grade unless evidence exists that such antagonism did in fact result in a lower grade. The grounds for appeal are limited.

Appeal Protocol Levels:

1. Primary Level: Should a student have a concern about a course grade the student should first seek an appointment to discuss the grade with the course faculty member. The student should contact the faculty member in this case within 5 working days of receipt of the grade. A working day includes Monday – Friday excluding university holidays or other days that the university is closed for any reason. The grade may be received through a formal notification of the grade as may occur at the end of a clinical course, or through the grade posted on One.IU, which ever comes first. The faculty member shall meet with the student promptly to discuss the concern.
2. Intermediate Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Director of Academic Programs, who will meet with the student, consider evidence in the matter, and draw a conclusion which shall be communicated to the faculty member and student.
3. Final Level: Following this meeting, if the student continues to believe that an inappropriate grade has been assigned, the student should promptly seek an appointment with the Associate Dean. The Associate Dean shall meet with the student, consider the matter fully, and provide a written summary of the final findings to the student, copied to the faculty, and administrator.

Please refer to School of Nursing Policy AFS-18

Dismissal and Reinstatement

Dismissal

A student will be dismissed from the BSN program when, in the judgment of the Admission, Progression, and Graduation (APG) Committee on the Core campus, there is either:

- A lack of progress towards the degree, including, but not limited to any of the following:
- Failure to achieve a 2.0 semester grade point average in any two (2) consecutive semesters;
- Failure to achieve a grade of C (2.0) or S (Satisfactory) in any two (2) required nursing courses (didactic or practicum/clinical) on the first attempt;
- Failure to achieve a grade of C (2.0) or S (Satisfactory) in any required nursing course (didactic or practicum/clinical) by the second attempt;
- Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2) failures will be allowed in science coursework (including both preadmission and during degree coursework). Any grade below a C (2.0) is considered failing.
- A pattern of repeated withdrawals from nursing courses (over two (2) or more semesters) constitutes a lack of progress.
- Failure to meet IUSON Essential Abilities expectations.

OR

1. An issue pertaining to personal integrity or conduct. Issues will include, but not be limited to, the following:
 - Failure to meet Code of Student Rights, Responsibilities, and Conduct. For example: falsification of records or reports; plagiarism; or cheating on an examination, quiz, or any other assignment (see Code of [Student Rights, Responsibilities, and Conduct](#)).
 - Personal integrity or conduct demonstrating unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the most recent standards of the as adopted by the American Nurses' Association.

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement only one time. A student who has been dismissed from and been denied reinstatement to any of the three tracks at the Indiana University School of Nursing (Traditional BSN, Accelerated BSN or RN-to-BSN) may after a period of seven years re-apply to the School of Nursing upon the discretion of APG.

Please refer to School of Nursing Policy AFS-31

Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing (ISBN) written evidence, confirmed by oath, that they:

1. Have not been convicted of any act that would constitute grounds for disciplinary sanction under the Indiana State Board of Nursing rules and regulations or of any felony that has direct bearing on their ability to practice competently (note that relevant convictions include the possession and use of drugs or controlled substances);
2. Have completed a high school course of study or its equivalent as approved by the appropriate educational agency;
3. Have completed all graduation requirements at a state-accredited school of nursing.

Each student is responsible for meeting licensure application deadlines. Students who wish to be licensed in another state must contact that state's board of nursing directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so. Detailed instructions for completed the licensure process can be found at the Indiana State Board of Nursing [website](#).

International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for licensure requirements specific to them if they wish licensure in this state.

Orientation

All students enrolled for the first time in nursing program courses in the School of Nursing are required to attend the nursing orientation program at the beginning of the semester for which they are admitted. Freshmen and transfer students are expected to attend the campus orientation program.

Auditing Courses

Auditing of Courses

Students may register for general-education classes that will not apply to their BSN degree on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general-education courses taken for NC will not apply toward completion of nursing degree requirements. Students should check with an academic counselor as to procedures and fees for auditing classes.

Students may not audit nursing practicum courses. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

Time Limits

Time limits placed on courses used for application to the BSN

Knowledge and competencies developed in courses that fulfill the requirements for Anatomy, Human Physiology, Finite Math, Microbiology, and Statistics are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken

more than **seven years prior** to the application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.

Please refer to School of Nursing Policy AFS-15.

Time limits on completion of the BSN Program

Students must complete all BSN degree requirements **within six years** of enrolling in the first nursing course in the nursing major.

Please refer to School of Nursing Policy AFS-26.

Transfer

Students requesting a transfer of any type should meet with the academic advisors at IUSON. Students on any IU Campus must meet with and receive a letter that supports the transfer from the Nursing Dean or Director on the campus that they are transferring from. This letter must be sent directly from the Nursing Dean/Director to the Chair of the Indiana University School of Nursing BSN Admission, Progression, and Graduation (APG) Committee. The student must also notify the Academic Advisor on the campus they are transferring from regarding their intent to transfer. The policies listed below will further outline the detailed procedures for each type of transfer request.

Student Permanent Transfer

The School of Nursing provides a mechanism for students who wish to permanently transfer from any other Indiana University Campus to the BSN Program on the Core Campus.

Please refer to School of Nursing Policy AFS-32

Student Permanent Transfer from Other University

To provide a mechanism for nursing students from ACEN (formerly NLNAC), NLEA or CCNE Accredited BSN Programs other than Indiana University to permanently transfer to the BSN Program on the Core Campus. The Indiana University School of Nursing reserves the right to accept or deny transfer of credit based on the guidelines outlined in the policy.

Please refer to School of Nursing Policy AFS-34

Withdraw

Withdrawals (grade of W) are issued to students wishing to withdraw from any or all courses during designated periods in the academic term.

Students must abide by the deadline dates posted by the registrar for each campus. A grade of W will appear on student transcripts when students self-withdraw during the electronic drop (edrop) period.

Following this, students wishing to withdraw must complete the official withdrawal form for each course and obtain the appropriate signature; with the faculty assigning a grade of W or F, per university policy. If the student performance was at a C level or satisfactory in a pass/fail course, a grade of W will be assigned, whereas students not passing at the time of withdrawal will be assigned an F

grade. The instructor and campus dean/associate dean/designee will determine if the grade of W will be issued.

A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from a class.

Students withdrawing from nursing course work must complete this work prior to progression in the program. Students enrolled in non-standard nursing courses may withdraw according to the following guide:

- Students may withdraw with an automatic grade of W during the first 50% of the term.
- Students may withdraw with appropriate signature any time after the first 50% of the term, up until a full 75% of the term is complete. Withdrawals during this period are assigned a W or an F, according to university policy (delineated above).
- Calendar start and stop dates posted with the registrar are adhered to for non-standard terms, regardless of the proportion of work completed via self-scheduled or self-paced clinicals or courses of study.

Withdrawal from a required didactic nursing course requires withdrawal from co-requisite nursing practicum course(s), unless a full 75 percent of the practicum course has been completed. Withdrawal from a required practicum nursing course requires withdrawal from co-requisite nursing didactic course(s), unless a full 75 percent of the didactic course has been completed.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek APG approval to retake the course(s). Students withdrawing from required nursing coursework will be considered out-of-sequence students. The date of graduation for out of sequence students is not guaranteed.

Students who withdraw from the nursing major in the first semester without beginning coursework, must seek readmission to the program (i.e. students who do not show up for the program at the start of the term).

More than three academic withdrawals in a semester from nursing or required science courses are considered lack of progress toward the degree. If a student withdraws from a course that requires automatic withdrawal from a co-requisite course, this withdrawal from the two courses will be counted as one withdrawal. A pattern of multiple withdrawals across more than one semester (more than four in over two semesters, or a similar pattern) may be considered lack of progress toward the degree by the Admission, Progression, and Graduation committee and may influence a request for consideration of reinstatement to the nursing program.

Students are encouraged to seek advice from advisors, faculty, or the Director of Academic Programs when considering withdrawing from coursework, retaking coursework, and upon reinstatement to the BSN program.

Please refer to School of Nursing Policy AFS-23.

Courses

All courses are preceded by the abbreviation "NURS." The number of credit hours is indicated in parentheses

following the course title. The abbreviation "P" refers to the course's prerequisite(s); "C" refers to corequisite(s).

Bachelor of Science in Nursing (BSN) Courses

NURS-B 234 Promoting Healthy Populations (3-4 cr.)

C: NURS-B235 This course focuses on preventive health care and health promotion in individuals, families, and communities considering the influence of culture and lifespan development. Using biophysical, environmental, spiritual, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families and communities.

NURS-B 235 Promoting Healthy Populations

Practicum (1-2 cr.) C: NURS-B234 Students assess individuals, families and communities, providing needed education, preventive services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

NURS-B 244 Comprehensive Health Assessment

(2-3 cr.) P: P or C: Anatomy & Physiology, or Microbiology. C: NURS-B244 This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Health Assessment: Practicum (1-2 cr.)

P: or C: Anatomy & Physiology, or Microbiology. C: NURS-B 244. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 253 Professionalism in Collaborative Practice

(3 cr.) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to ethics, scope and standards of nursing practice, roles of health team members, components of professional practice and leadership.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.)

P: Anatomy & Physiology. C: NURS-B 261. This course focuses on the fundamentals of nursing from a theoretical, evidence base. Students will gain a knowledge base for, and have an opportunity to apply, fundamental nursing concepts, skills and the nursing process. The evidence based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (1-4 cr.)

P: Anatomy & Physiology. C: NURS-B 260. This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

NURS-B 290 TRANSCULTURAL HEALTH WITHIN A GLOBAL CONTEXT (3 cr.)

Students apply a model

of cultural competence to one's own and a different culture to appreciate the intercultural complexity in health and healthcare of diverse peoples. Students examine global cultures regarding economic, political, and environmental health and healthcare issues to develop a critical understanding of perspectives that support respectful communication.

NURS-B 334 Transitional Care of Families and Populations (5 cr.)

Using childbearing families as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 444 Nursing Intensive: Managing Health and Illness Across Care Environments (3-5 cr.)

Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns.

NURS-H 303 PEDIATRIC CLINICAL IMMERSION

(1 cr.) This clinical course addresses the specific needs of the pediatric population who are experiencing acute and chronic health problems using a patient and family centered approach. Emphasis will be placed on growth and development, family centered care, and the inter-professional approach to the care of this complex population.

NURS-H 355 Data Analysis for Practice and Research (3 cr.)

Introduces nursing and other health science students to the basic concepts and techniques of data analysis needed in professional health care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real world situations in client care.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.)

This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.)

This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 371 Clinical Care 3: Adaptive Processes (5 cr.)

The primary focus is on the nursing care and management of individuals and families experiencing acute and chronic health problems using an adaptive and

holistic life span approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr.) The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS-L 230 Health Care Delivery Systems (3 cr.) Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

NURS-L 430 Leadership in Health Care Delivery (3-5 cr.) This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, study information management, and employ processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-S 474 Applied Health Care Ethics (3 cr.) Building on the ANA Code of Ethics, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution are applied.

NURS-S 483 Clinical Nursing Practice Capstone (3-4 cr.) Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 488 Synthesis for Professional Nursing Practice (2-3 cr.) Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

RN to BSN Online Degree Completion Option Courses
NURS-B 304 Health Policy (3 cr.) (RN-BSN) Social, ethical, cultural, economic, and political issues that affect

the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 331 Transition to Baccalaureate Nursing Practice (3 cr.)

This course bridges the nurse to the essential elements of baccalaureate professional practice. Students examine intra and inter professional communication, collaboration, and teamwork to enhance quality patient care. Students explore nursing professional organizations, issues in professional practice, and the impact of lifelong learning on career development.

NURS-B 344 Comprehensive Nursing Health Assessment (3 cr.) This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of diseases across the lifespan. Students learn the skills of interview, inspection/palpation, percussion, and auscultation in assessing clients across the lifespan and comparing normal from abnormal findings.

NURS-B 403 Gerontological Nursing (3 cr.) (RN-BSN) This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

NURS-B 404 Informatics (3 cr.) (RN-BSN) This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (RN-BSN) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) (RN-BSN) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 305 New Innovations in Health and Health Care (3 cr.) (RN-BSN) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and

trends in health care delivery in a themed, survey or independent study format.

NURS-K 434 Global Health Issues in Nursing (3 cr.) (RN-BSN) This course is designed to provide learning opportunities to acquire knowledge about global health issues, the diverse conditions that contribute to health and global health disparities, and an understanding of nursing's role in addressing these health problems. Issues addressed include infectious and chronic illness, reproductive and women's health issues, politics and public health policy, economics and health care, and health in conflict environments. Conceptual models and health equity concepts, evidence-based practice, and health care delivery systems are analyzed to explore strategies for addressing global health issues. Learning opportunities emphasize the knowledge and skills needed to use technology to investigate global health issues, advocate for health justice from a human rights perspective, and critically appraise global health issues.

NURS-K 499 Genetics and Genomics (3 cr.) (RN-BSN) This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 345 Pharmacology (3 cr.) (RN-BSN) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) (RN-BSN) This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-R 470 Clinical Nursing Practice Capstone (3 cr.) (RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 410 Emergency Preparedness and Disaster Response (3 cr.) (RN to BSN) This course focuses on the theoretical and practical perspectives of disaster response and emergency management for nursing professionals. Students will explore disaster/ emergency response preparedness, leadership principles, decision-making, and recovery training measures for health care providers devoted to supporting community disaster resilience.

NURS-S 420 Care Coordination in Transitions of Care (3 cr.) (RN to BSN) Students will synthesize knowledge and skills relevant to care coordination to ensure smooth care

transition. Students will develop an understanding of the role of the RN as a member of a interprofessional team, as well as options for the most appropriate care setting for an individual patient.

NURS-S 474 Applied Health-Care Ethics (3 cr.) P: All sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 cr.) (RN-BSN) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 487 Nursing Management (3 cr.) (RN-BSN) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.