Students are responsible for knowing and abiding by all policies, requirements and regulations in this handbook.

The provisions in this handbook are not to be regarded as a contract between the student and the institution.

Course content and policies are under constant review and evaluation.

The College of Nursing (CON) reserves the right to change any provision, regulation and requirement. Changes will be publicized through appropriate channels.

This handbook supersedes all previous handbooks of the CON.
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SECTION 1

HISTORY

MISSION STATEMENTS

PHILOSOPHY
Established by an act of the Ohio Legislature in December 18, 1964, the Medical College of Ohio was a state-assisted, community-supported academic health science center, dedicated to education, patient care, medical and scientific research.

Because of proximity to UT and BGSU, the Medical College of Ohio pioneered a consortium plan for a baccalaureate nursing major. The proposal was submitted and approved by the Ohio Board of Regents in 1970.

Nursing coursework was implemented at BGSU in September, 1971. Full approval of the program was granted by the State of Ohio, Board of Nursing Education and Nurse Registration in May, 1974. The first class of eighteen students graduated in June, 1974, with a B.S.N. degree. Approval was given to UT to grant the Bachelor of Science in Nursing degree by the Ohio Board of Regents in June, 1974, and the consortium was fully implemented in September, 1974, with the admission of the first UT students to the nursing program. National League for Nursing initial accreditation was granted on December 12, 1974.

Approval for the baccalaureate nursing major for each university was obtained from the Ohio Board of Nursing and the Ohio Board of Regents. While the degree is granted by the specific university in which the student is registered, the only differences in curriculum are those that pertain to the specific lower division requirements of the respective university. The professional component of the program is identical regardless of the university in which the student is enrolled; the program is administered as one entity.

Modifications of the baccalaureate program were made and approved to facilitate entry of registered nurse students through UT in 1978 and through BGSU in 1979. An outreach program through Firelands College, a branch campus of BGSU was added in 1981; an outreach program at Northwest State Community College in Archbold, Ohio was added in 1985, and an outreach program in Lima, Ohio was added in 1994. The modifications of the baccalaureate program address the prior learning of RN students at the lower division and the learning needs of the adult, employed student. The program has identical terminal objectives as the basic student program.

Approval to offer the Master of Science in Nursing degree was granted to the Medical College of Ohio by the Ohio Board of Regents in 1980. The first nine students were graduated in June, 1982.

Nursing courses are taught on the Health Science Campus of UT campus. Initially, the School of Nursing occupied space in county-owned facilities at South Detroit and Arlington Avenue in Toledo, including the former Maumee Valley Hospital. The present campus began to take shape in the early 1970’s on a 350-acre site deeded to the college by the State of Ohio, between Arlington and Glendale Avenues, just east of Byrne Road.

The Health Science Building was dedicated in October 1974, followed by the Raymon H. Mulford Library in May 1975 and the Health Education Building in October 1976. The new, 290-bed Medical College of Ohio Hospital was opened in December, 1979. Dowling Hall, housing academic and clinical offices, the Coughlin Rehabilitation Center, and the Henry L. Morse Physical Health Research Center were completed in 1980.

The Eleanor N. Dana Center for Continuing Health Education opened in 1983, along with the Kobacker Center (Child & Adolescent Psychiatric Hospital). In 1988 a Hilton Hotel became part of the campus. This facility serves participants of continuing education programs and is also available to families visiting patients at The University of Toledo Medical Center (UTMC) or to patients from outside the community who can be treated on an out-patient basis. The Richard D. Ruppert Health Center was completed in 1988 and houses the ambulatory care services and clinical faculty offices. Some classrooms are also located in this building.
The Howard L. Collier Building, dedicated in 1996, houses the CON Administrative and Faculty offices, Learning Resource Labs, Office for Nursing Research and Evaluation, Interprofessional Immersive Simulation Center, and classrooms.

The Center for Creative education was dedicated in 2004; it provides space for the Center for Creative Instruction, the Clinical Skills Center, the Academic Testing Center, and Center for Clinical Research.

In July 2005, the institution was renamed the Medical University of Ohio following state legislative approval. In July 2006, the Ohio legislature endorsed merger of The Medical University of Ohio with UT; the two campuses are the Health Science Campus and Main Campus, which is located on Bancroft Street.

THE UNIVERSITY OF TOLEDO MISSION STATEMENT

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The core values are:

I. **Compassion, Professionalism and Respect:** Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;

II. **Discovery, Learning and Communication:** Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;

III. **Diversity, Integrity and Teamwork:** Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;

IV. **Engagement, Outreach and Service:** Provide services that meet students’ and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;

V. **Excellence, Focus and Innovation:** Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and

VI. **Wellness, Healing and Safety:** Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.
THE COLLEGE OF NURSING MISSION STATEMENT
The mission of the College of Nursing is congruent with those of the parent institutions: The University of Toledo and Bowling Green State University.

The mission of the college of Nursing of The University of Toledo is to advance the art and science of nursing toward improving human health and quality of life by educating students in an environment that encourages professional responsibility and critical thinking.

The College of Nursing Vision
The college of Nursing will be the college of choice across the span of nursing education that embodies excellence in the application of the art and science of nursing within an interprofessional context and is distinguished by scholarly inquiry that emphasizes clinical outcomes and translational research. (August 2011)

COLLEGE OF NURSING PHILOSOPHY
As a community of scholars, we are committed to the study and advancement of the art and science of nursing. The philosophy expresses our beliefs about the essence of nursing and the education of professional nurses. The foundations of nursing science center on the concepts of the Nursing metaparadigm: Person, Environment, Health, and Nursing.

**PERSON**
Persons are unique holistic human beings of unconditional worth, deserving of respect, who are in continuous interaction with the environment and develop throughout the lifespan.

**Environment**
Environment is the milieu in which the person exists.

**Health**
Health is a dynamic state reflecting the integration of body, mind, and spirit.

**Nursing**
Nursing promotes health and well being and provides support during illness or impairment by assessing, diagnosing, and treating human responses to actual and potential health problems.

The education of professional nurses is a professional responsibility encompassing the scholarly integration of Education, Research, and Practice.

**Education**
Education is a dynamic interaction between the processes of teaching and learning.

**Research**
Research is an ongoing commitment to systematic inquiry and discovery.

**Practice**
Practice is the application of knowledge related to the health of individuals, groups, and communities.

Date: Approved 1/91
Revised 8/92, 1/16/2003
SECTION 2
BACCALAUREATE NURSING PROGRAM

• Overview
• Purposes
• Objectives
• Requirements
• Curriculum
OVERVIEW OF THE BACCALAUREATE PROGRAM IN NURSING

UT in cooperation with BGSU offers one baccalaureate program for all students who wish to earn a degree of Bachelor of Science in Nursing. The program of study consists of 123 semester hours for BGSU and 124 semester hours for UT, including general education courses and professional nursing courses.

The CON provides the professional nursing component for the undergraduate program in nursing at both universities. All college core (general) requirements are fulfilled through either UT or BGSU. The respective university confers the degree. Basic BSN courses are taught at UT Health Science Campus; RN-BSN courses are taught online.

The undergraduate program accommodates:

1. Basic students want to pursue a career in professional nursing. Students may enter directly from high school, may hold a degree or preparation in another field but desire a career change, may have delayed starting academic pursuits because of other commitments, or may have a practical nursing background).

2. Registered Nurse students who are graduates of a Diploma or Associate Degree Program in Nursing (RN-BSN student).

The RN-BSN student pursues the same program terminal objectives as the basic student. However, in recognition of previous learning experiences and unique characteristics of the adult learner, the RN may study in an accelerated and flexible manner. Faculty believes that adult learners possess varying degrees of knowledge gained through a myriad of means. Required nursing and supporting university courses provide opportunity for transition and growth in professional role development.

ORGANIZING FRAMEWORK

The organizing framework of the undergraduate curriculum reflects the philosophy of the CON and provides direction for the process and content of the curriculum. This framework supports the overall goal of baccalaureate nursing education to prepare nurses as generalists who function in the nursing role as providers of care, coordinators of care and members of a profession. The philosophy of person undergirds the entire learning experience incorporating a commitment to support the autonomy of the individual. This philosophy forms the basis for all relationships including those of nurse-client, student-faculty, faculty-faculty, student-faculty-staff and student-student.

The pervasive concept for the organization and design of the curriculum is Orem’s Self-Care Deficit Theory of Nursing (SCDTN). This theory provides a unique perspective for inter-relating the metaparadigm concepts addressed in the philosophy: person, health, environment and nursing. The theory supports the concept of person as an integrated whole possessing the capacity to take deliberate action for self. In the SCDTN optimal health and well-being of the individual are the goals of self-care actions. Health and well-being are influenced by the interaction of the individual and the environment. A focus of nursing, as described in the SCDTN is to enhance and facilitate a person’s self-care actions in collaboration with the individual, family and other health care professionals.

The major elements of the SCDTN related to person as client are self-care agency, dependent care agency, basic conditioning factors, self-care requisites, therapeutic self-care demand and self-care deficits. The person as client is perceived as a self-care agent. Self-care agency refers to the ability of individuals to deliberately carry out self-care actions on a continuous basis in order to maintain life, health and well being. Self-care agency is influenced by the basic conditioning factors of age, sex, developmental state, family system factors, socio-cultural orientation, available resources and health state. The person’s ability to meet the three types of self-care requisites, (universal, developmental and
health deviation) describe self-care agency of the individual. If the self-care agency is less than the therapeutic self-care demand, a self-care deficit exists and indicates the need for nursing.

The SCDTN provides structure for the organization of the curriculum. The theory is introduced in the first professional course of the nursing major. Implementation of the nursing process is directed by the SCDTN that is used in the care of individuals and individuals as family members across the life span in all health states and in a variety of settings. This theory is augmented by other theories as the student progresses to the care of the client as family, group and community.

Three progressive concepts are identified: client, nursing systems and nursing role. The client, as the recipient of nursing care, may be an individual, family, group or community. The primary focus of the program is on the development of the self-care agency of individuals across the life span with consideration of the individual as a member of a variety of social groups. As the student progresses in the program, the focus evolves to include the care of families, groups and communities.

Nursing systems are actions and interactions that nurses develop along with clients and other health care professionals to assist persons to overcome their self-care deficits. Within the curriculum and with the guidance of the faculty the student progresses in the ability to analyze client situations. The student moves from implementing relatively simple nursing systems with very basic interventions to more complex systems and interventions.

Nursing role includes three elements: provider of care, coordinator of care and member of a profession. In the early nursing courses, provider of care is the major emphasis. Students learn to be providers of care for individuals in a variety of settings. The foundation of this care includes and builds on basic concepts of professional behavior as well as foundational knowledge and skill in therapeutic communication, nursing technologies, social and biological sciences, humanities and nursing science. Subsequently the student increases depth and breadth of knowledge and skill in providing care to individuals, families and groups in acute, long term and community settings.

The nursing role of coordinator of care is introduced at the first level. The foundational skills of coordinator of care include beginning skills of communication within the health care system, including the use of computers. As the student progresses these beginning skills are further developed with teaching-learning concepts, use of the group process, assertiveness and advocacy being added to the students' professional behavior. The student also acquires knowledge about nursing practice within the context of the health care system and participates in the referral process. At each level there is increasing opportunity to demonstrate leadership with peers and small groups. Skills of managing and coordinating care are developed further at the senior level.

The nursing role component, member of the profession, begins with foundational work in the nursing prerequisite courses. Nursing courses progressively emphasize rights and responsibilities, standards of care, ethical concerns, legal parameters, sociopolitical and professional issues. Accountability and self-directed learning are also developed progressively. Introduction to research begins early in the nursing major as students become familiar with current research that supports care giving decisions. A research course prepares the student to be a more sophisticated consumer of published research and to have a beginning understanding of research design and methodology. The culminating course provides for the synthesis of all aspects of collegiate learning for individual transition to beginning professional practice.

Graduates of this curriculum are prepared to assume the role of generalist with beginning research, leadership and management abilities. This preparation provides a foundation for life long learning, professional leadership and graduate education.

Date: 1/91
UT - BGSU CONSORTIUM BACCALAUREATE PROGRAM PURPOSES

The purposes of the baccalaureate program guide the selection and organization of the content. The specific purposes of the baccalaureate nursing program are to assist the learner to:

1. Internalize values which reflect the worth and dignity of persons.
2. Acquire the critical elements which promote independent inquiry, decision-making and critical thinking through general and professional education.
3. Apply the Self Care Deficit Theory of Nursing in a variety of health care settings.
4. Develop an awareness of and concern for contemporary health care issues.
5. Develop collaborative relationships with health care consumers and other health care professionals.
6. Support the development of existing and emerging professional nursing roles adaptive to the changing health needs of society.
7. Provide a foundation for graduate study.
8. Assist the learner toward self actualization as a professional person through self directed behaviors and continued learning.
9. Facilitate the provision of nursing care to clients which is person-centered, family focused, holistic and self-care directed.
10. Develop accountability and responsibility for one’s decisions and actions as a professional.
11. Acquire knowledge, skills and attitudes for successful living as a person and as a professional.

Date: 2/91

TERMINAL OBJECTIVES OF BSN PROGRAM

The terminal objectives of the curriculum are built on the philosophy and purposes and are as follows. Upon completion of the baccalaureate program, the student will:

1. Design holistic nursing care with individuals, families, groups and communities based on Orem's Self-Care Deficit Theory of Nursing.
2. Provide competent, culturally sensitive nursing care in a diversity of settings.
3. Use skills of critical thinking in the application of theory and research findings from nursing, other sciences, and the humanities as a basis for clinical judgments and scholarly endeavors.
4. Develop person-centered, therapeutic relationships with a commitment to individuals as unique self-determining agents.
5. Demonstrate effective communication skills (verbal, non-verbal, written and computer based).
6. Demonstrate consistent professional behavior.
7. Collaborate with patients, families, health care providers and others in the provision of care.
8. Integrate principles of leadership and management in the provision and coordination of care.

Approved 12/4/95
Editorial Corrections 12/11/95 Revised 2/8/96
BSN Student Requirements
The BSN program begins with a lower level division plan during which the general college requirements and pre-professional courses are completed. UT and BGSU provide information regarding core requirements. After pre-requisite courses are completed, basic BSN students begin the nursing curriculum on the Health Science Campus. Sample program of study is included in this handbook. Completion of all prerequisite and nursing courses with a grade of "C" or above is required for graduation.

RN-BSN Requirements
Prior to admission to the nursing major, RN students are required to complete all pre-requisite courses; completion of university requirements is recommended before entering the major sequence. General education courses taken at other colleges or universities are evaluated for equivalency transfer credit after admission to the University of Toledo or BGSU. Graduates of Associate Degree programs are granted transfer credit for course work. The diploma graduate earns 22 semester credit hours by successfully completing a professional portfolio. In addition, up to 12 semester hours may be granted as technical electives. Completion of all prerequisite and nursing courses with a grade of "C" or above is required for graduation.

CURRICULUM OVERVIEW
The curriculum is guided by Orem’s Self-Care Deficit Theory of Nursing. These concepts are taught within the framework of a liberal education including arts, humanities, and sciences with an emphasis on critical thinking, clinical competence and professional development.

The curriculum emphasizes both theory and clinical experience. In each of the clinical nursing courses, students spend six to eight clock hours per week in planned clinical learning experiences and learn to apply nursing concepts to nursing practice.

In addition to the clinical nursing courses, the nursing program also includes learning experiences in nursing theory courses and professional development studies. These courses address current issues concerning health care professionals, the structure and function of complex health care systems and sensitive ethical questions. Nursing electives are available for students who wish to pursue special interests and a departmental honors program is also available.
Prerequisites required to be completed prior to application for the nursing major:

- NURS 1000 – Nursing Orientation (1)
- ENGL 1110 – College Composition I (3)
- PSY 1010 – Principles of Psychology (3)
- EEES 2150 – Biodiversity (4)
- CHEM 1120 – Chemistry for Health Sciences (4)
- ENGL 2950 – Scientific & Technical Report Writing (3)
- KINE 2560/2460 – Anatomy & Physiology I (3/1)
- HEAL 1800 – Medical Terminology (3)
- MATH 1180 – Math for Liberal Arts (3)
- CMPT 1100 – Computer Info Applications (3)
- PSY 2510 – Lifespan Psychology (3)
- HEAL 4700 – Nutritional Science
- KINE 2590 – Microbiology
- KINE 2570/2470 – Anatomy & Physiology II (3/1)
- Statistics – SOC 3290 or RESM 4100 or MATH 2600 (3)
- PHIL 3370 – Medical Ethics (3)

Additional courses to be completed prior to graduation:

- Diversity of U.S. Culture Core Course (3)
- Non-Western Diversity Core Course (3)
- Social Science Core Course (3)
- 2-Humanities Core Courses (6)

Application for professional program admission electronically submitted through NursingCAS [https://portal.nursingcas.org](https://portal.nursingcas.org) and by completing a BSN Professional Major Supplemental Application. Semester for application determined by nursing advisor.

### Courses in the Professional Major

<table>
<thead>
<tr>
<th>Fifth Semester (Summer, Fall, Spring)</th>
<th>Sixth Semester</th>
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<tbody>
<tr>
<td>NURS 3010 Nursing Agency 1 (3)</td>
<td>NURS 3120 Adult Health Nursing (7)</td>
</tr>
<tr>
<td>NURS 3110 Nursing Agency 2 (3)</td>
<td>NURS 3630 Mental Health Nursing (5)</td>
</tr>
<tr>
<td>NURS 3210 Nursing Agency 3 (3)</td>
<td>NURS 3180 Concepts in Pharmacology (3)</td>
</tr>
<tr>
<td>NURS 3170 Concepts in Pathophysiology (3)</td>
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<tr>
<td>NURS 4950 Nursing Research (3)</td>
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<tr>
<td>Total Credit Hours (15)</td>
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<tr>
<th>Seventh Semester</th>
<th>Eighth Semester</th>
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<tr>
<td>NURS 4030 Adult Health Nursing 2 (7)</td>
<td>NURS 3640 Parent-Child Nursing (5)</td>
</tr>
<tr>
<td>NURS 3620 Women’s Health Nursing (5)</td>
<td>NURS 4010 Community Health Nursing (5)</td>
</tr>
<tr>
<td>NURS 4020 Leadership &amp; Management in Nursing (3)</td>
<td>NURS 3130 Gerontology (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 4250 Nursing Competency Prep (2)</td>
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<tr>
<td>Total Credit Hours (15)</td>
<td>Total Credit Hours (15)</td>
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BSN COURSE DESCRIPTIONS

NURS 3010 NURSING AGENCY I: CONCEPTS (3). Prerequisites: Admission to nursing major. Provides foundational knowledge of nursing theory, professional concepts, therapeutic communication and applied interventions. Incorporates laboratory experience with simulated clients.

NURS 3110 NURSING AGENCY II: ASSESSMENT (3). Prerequisites: Admission to nursing major. Provides for acquisition of knowledge and development of skill in comprehensive nursing assessment.

NURS 3210 NURSING AGENCY III: NURSING INTERVENTIONS (3). Prerequisites: Admission to nursing major. Application of principles of nursing interventions in the learning lab on simulated clients.

NURS 3170 CONCEPTS OF PATHOPHYSIOLOGY (3). Prerequisite: Admission to major. Basic science of pathophysiology of disease across the life span. Prepares for critical thinking in application of concepts to nursing practice.

NURS 4950 NURSING RESEARCH (3). Prerequisites: Admission to major. Introduction to concepts, issues, and processes in nursing research. Emphasis is on critical analysis and evaluation of published research for nursing practice and the research role of the baccalaureate nurse.

NURS 3120 ADULT HEALTH NURSING I (7). Prerequisites: NURS 3010, 3110, 3210, 3170, 4950. Care of adults with common nursing problems using Orem’s Self-Care Deficit Theory of Nursing.

NURS 3180 CONCEPTS OF NURSING PHARMACOLOGY (3). Prerequisite: 3010. 3110. 3210, 3170, 4950. Fundamental pharmacologic principles of physiological responses to drugs, therapeutic outcomes, and potential drug interactions. Prepares for critical thinking in application of pharmacotherapy principles to nursing.

NURS 3630 MENTAL HEALTH NURSING (5). Prerequisites: NURS 3010, 3110, 3210, 3170, 4950. Psychosocial influences on self-care agency are presented within the context of culturally competent nursing care. These concepts are interpreted within self-care deficit theory and applied in clinical experience.

NURS 3620 WOMEN’S HEALTH NURSING (5). Prerequisites: NURS 3120, 3180, 3630. Provides didactic and clinical opportunities relevant to the care of women across the lifespan. Various clinical settings are used to gain experience in the application of the nursing system with a self-care framework.

NURS 4020 LEADERSHIP AND MANAGEMENT IN NURSING (3). Prerequisites: NURS 3120, 3180, 3630; co requisite NURS 4030. Focus on principles and theories of management/leadership as a basis for provision of nursing care.

NURS 4030 ADULT HEALTH 2 (7). Prerequisites: NURS 3120, 3180, 3630; Corequisites: NURS 4030. Design and implementation of nursing systems for the adult population with complex health states. Includes application of nursing leadership principles in clinical settings.

NURS 3640 PARENT-CHILD NURSING (5). Prerequisites: NURS 3620, 4020, 4030. Nursing care of infants, children, and adolescents within families and groups using Orem’s Self Care Deficit Theory of Nursing. Clinical experiences are in wellness, acute, and chronic care settings.

NURS 4010 COMMUNITY HEALTH NURSING (5). Prerequisites: NURS 3620, 4020, 4030. Focus on the design and implementation of nursing care for aggregates and communities. Individual and family care is provided within the context of population health.

NURS 3130 GERONTOLOGICAL NURSING (3). Prerequisite: Admission to nursing major, 3620, 4020, 4030. Focus on theories and concepts of aging and health, based on Universal Self-Care Requisites from Orem’s Self-Care Deficit Theory of Nursing.

NURS 4250 PROFESSIONAL NURSING COMPETENCY (1). Prerequisites: NURS 3620, 4020, 4030. This course provides an overview of NCLEX and practice in the application of knowledge required for the professional nursing examination.
**ELECTIVE COURSES**

**NURS 3060  HOLISTIC APPROACH TO NURSING INTERVENTIONS** (3 semester hours) Focuses on the holistic model integrating technology, scientific knowledge and alternative/complementary clinical Caring modalities into basic and advanced practices of nursing.

**NURS 3070  NURSING CARE OF THE TERMINALLY ILL: ISSUES IN PALLIATIVE CARE** (2 semester hours) Pre-requisite: NURS 3120. This theory course focuses on the concepts, knowledge and skills necessary to provide holistic nursing care to individuals and their significant others who are affected by a terminal illness.

**NURS 4050  ONCOLOGY NURSING** (3 semester hours) Pre-requisite: NURS 3120. Focuses on concepts, knowledge and skills necessary to assist individuals who have cancer and their families. Emphasizes helping people to care for themselves throughout their illness.

**NURS 4170  HEALTH CARE ASPECTS OF HUMAN SEXUALITY** (3 semester hours) Pre-requisite: NURS 3120. Examination of impact on health care of selected components of human sexuality. Aspects include sexual assessment, sexual changes during the life span and disturbances in sexuality due to health conditions.

**NURS 4280  THEORIES OF ADDICTIVE BEHAVIORS** (3 semester hours) Research and treatment related to addictive behaviors are critiqued. Nursing interventions specific for addicted persons are evaluated. Implications of legal/social/health policies on services for the population are explored.

**NURS 4600  CRITICAL CARE NURSING** (4 credits: 1 hour theory and 90 hours clinical) Prerequisites: NURS 4020, 4030, 3630. The student works with a preceptor in a critical care unit to design and Implement nursing systems for clients with critical health states. Critical care content is presented in lecture.

**NURS 4080  PERIOPERATIVE NURSING CARE** (4 credits: 1 hour theory and 90 hours clinical) Prerequisites: NURS 4020, 4030, 3630. This course focuses on the practice of perioperative nursing. Application of SCRTN will be incorporated in class and clinical experiences (lab fee).

**NURS 4720  PERINATAL NURSING** (4 credits: 1 hour theory and 90 hours clinical) Prerequisites: NURS 3620, 4020, 4030. This course examines specialized level women’s and neonatal healthcare. Theory will include special topics and focus on nursing management of perinatal issues. Clinical experiences are individually arranged.
<table>
<thead>
<tr>
<th>Smstr</th>
<th>Course</th>
<th>Course Credit</th>
<th>Theory Hours</th>
<th>Clinical Hours</th>
<th>Lab Hours</th>
<th>Simul Hours</th>
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</thead>
<tbody>
<tr>
<td>1st</td>
<td>3010 Nursing Agency I: Concepts ** ** ***</td>
<td>3</td>
<td>30</td>
<td>25</td>
<td>5</td>
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<tr>
<td></td>
<td>Provides foundational knowledge of nursing theory, professional concepts, therapeutic communication and applied interventions. Incorporates laboratory experience with simulated clients.</td>
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<tr>
<td>1st</td>
<td>3010 Nursing Agency II: Assessment *</td>
<td>3</td>
<td>30</td>
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<td></td>
<td>Provides for acquisition of knowledge and development of skill in comprehensive nursing assessment.</td>
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<tr>
<td>1nd</td>
<td>3210 Nursing Agency III: Interventions * **</td>
<td>3</td>
<td>30</td>
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<td></td>
<td>Application of principles of nursing interventions in the lab on simulated clients.</td>
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<tr>
<td>1th</td>
<td>4950 Nursing Research *</td>
<td>3</td>
<td>45</td>
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<tr>
<td></td>
<td>Introduction to concepts, issues, and processes in nursing research. Emphasis is on critical analysis and evaluation of published research for nursing practice and the research role of the baccalaureate nurse.</td>
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<tr>
<td>1st</td>
<td>3170 Concepts of Pathophysiology *</td>
<td>3</td>
<td>45</td>
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<td></td>
<td>Basic science of pathophysiology of disease across the life span. Prepares for critical thinking in application of concepts to nursing practice.</td>
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<tr>
<td>2nd</td>
<td>3180 Concepts of Pharmacology * **</td>
<td>3</td>
<td>45</td>
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<td></td>
<td>Fundamental pharmacologic principles of physiological responses to drugs, therapeutic outcomes, and potential drug interactions. Prepares for critical thinking in application of pharmacotherapy principles to nursing.</td>
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<tr>
<td>2nd</td>
<td>3120 Adult Health I * ** ***</td>
<td>7</td>
<td>45</td>
<td>120</td>
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<td></td>
<td>Care of adults with common nursing problems using Orem’s Self-Care Deficit Theory of Nursing.</td>
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<tr>
<td>2nd</td>
<td>3630 Mental Health Nursing * **</td>
<td>5</td>
<td>45</td>
<td>54</td>
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<td></td>
<td>Psychosocial influences on self-care agency are presented within the context of culturally competent nursing care. These concepts are interpreted within self-care deficit theory and applied in clinical experience.</td>
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<tr>
<td>3rd</td>
<td>4030 Adult Health II * ** ***</td>
<td>7</td>
<td>45</td>
<td>116</td>
<td>4</td>
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<tr>
<td></td>
<td>Design and implementation of nursing systems for the adult population with complex health states. Includes application of nursing leadership principles in clinical settings.</td>
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<tr>
<td>3rd</td>
<td>3620 Women’s Health Nursing * **</td>
<td>5</td>
<td>45</td>
<td>54</td>
<td>2</td>
<td>4</td>
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<tr>
<td></td>
<td>Provides didactic and clinical opportunities relevant to the care of women across the lifespan. Various clinical settings are used to gain experience in the application of the nursing system with a self-care framework.</td>
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<tr>
<td>3rd</td>
<td>4020 Leadership and Management in Nursing *</td>
<td>3</td>
<td>45</td>
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<td></td>
<td>Focus on principles and theories of management / leadership as a basis for provision of nursing care.</td>
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<tr>
<td>4th</td>
<td>3630 Parent Child Nursing * **</td>
<td>5</td>
<td>45</td>
<td>57</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>Nursing care of infants, children, and adolescents within families and groups using Orem’s Self Care Deficit Theory of Nursing. Clinical experiences are in wellness, acute, and chronic care settings.</td>
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<tr>
<td>4th</td>
<td>4010 Community Health Nursing * ** ***</td>
<td>5</td>
<td>45</td>
<td>60</td>
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<td></td>
<td>Focuses on the design and implementation of nursing care for aggregates and communities. Individual and family care is provided within the context of population health.</td>
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<tr>
<td>4th</td>
<td>3130 Gerontological Nursing</td>
<td>3</td>
<td>45</td>
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<tr>
<td></td>
<td>Focus on theories and concepts of aging and health, based on Universal Self-Care Requisites from Orem’s Self-Care Deficit Theory of Nursing.</td>
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<tr>
<td>4th</td>
<td>4250 Professional Nursing Competency</td>
<td>2</td>
<td>30</td>
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<tr>
<td></td>
<td>This course provides an overview of NCLEX and practice in the application of knowledge required for the professional nursing examination.</td>
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</tbody>
</table>

TOTAL CREDIT HOURS: 60, 41, 16
TOTAL CONTACT HOURS: 1189, 615, 486, 77, 11

* Professional Course Fee **Lab fee ***Professional Liability Fee 6/13/11 forms
1. Talk with a UT nursing advisor to identify current program courses that may transfer to the university. Diploma and associate degree nursing courses replace approximately 30 credits of coursework.

2. Graduate from a diploma or associate degree program and obtain licensure. Apply to The University of Toledo and send an official transcript from all post high school programs to the Admissions Office.

3. Meet with nursing advisor to assess for completion of university core courses and nursing prerequisites. A grade of “C” of higher is required in all required courses.

- **ENGL1110** College Composition I (3)
- **ENGL2950** Scientific & Technical Report Writing (3)
- **EEES2150** Biodiversity (4)
- **CHEM1120** Chemistry for Health Sciences (4)
- **KINE2560** Anatomy & Physiology I (3)
- **KINE2460** Anatomy & Physiology I Lab (1)
- **KINE2570** Anatomy & Physiology II (3)
- **KINE2470** Anatomy & Physiology II Lab (1)
- **KINE2590** Microbiology (3)
- **CMPT1100** Computer Info Applications (3)
- **Diversity of U.S. Culture** (3)
- **Non-Western Diversity** (3)
- **Social Science Core Course (3)**
- **Humanities Core Course (3)**

Minimum cumulative GPA of 2.5 in all course work. All post-secondary, advanced placement credit, transfer and higher education course work are used to calculate the cumulative GPA; admission is competitive.

Apply for admission to the upper division major. RN graduates from diploma or non-accredited nursing programs are required to submit a portfolio for application to the nursing major. Semester for application determined by nursing advisor. RN/BSN Professional Major Supplemental Application due to the nursing advisor and online application electronically submitted to Nursing CAS: [https://portal.nursingcas.org](https://portal.nursingcas.org) by posted College of Nursing deadlines.

Nursing courses are online. The plan of study can be one course a semester, two courses a semester, three courses a semester or full-time. 124 semester credit hours are required for graduation.

- **NURS4180** Theoretical and Professional Foundations (4)
- **NURS4190** Interpersonal Skills in Nursing of Older Adults (6)
- **NURS4210** Applied Nursing Research (3)
- **NURS4230** Applied Health Assessment (3)
- **NURS4220** Applied Pathophysiology and Pharmacology (4)
- **NURS4120** Nursing Leadership and Management (5)
- **NURS4200** Population Focused Care (5)
# RN/BSN Plans of Study: Full Time and Part Time Options

* Indicates that the course has a required clinical component

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4180 (4 credit hours) Theoretical &amp; Professional Foundations in Nursing</td>
<td>NURS 4200 (5 credit hours) Population Focused Care</td>
<td>NURS 4210 (3 credit hours) Applied Nursing Research</td>
</tr>
<tr>
<td>NURS 4190 (6 credit hours) Interpersonal Strategies in Nursing of Older Individuals *</td>
<td>NURS 4220 (4 credit hours) Applied Pathophysiology &amp; Pharmacology</td>
<td></td>
</tr>
<tr>
<td>NURS 4230 (3 credit hours) Applied Health Assessment</td>
<td>NURS 4220 (4 credit hours) Applied Pathophysiology &amp; Pharmacology</td>
<td></td>
</tr>
<tr>
<td>NURS 4120 (5 credit hours) Nursing Leadership &amp; Management *</td>
<td>NURS 4200 (5 credit hours) Population Focused Care</td>
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</tr>
<tr>
<td>NURS 4200 (5 credit hours) Population Focused Care</td>
<td>NURS 4210 (3 credit hours) Applied Nursing Research</td>
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</tr>
</tbody>
</table>

Clinical ratio: 1 semester credit hour = 2 hours clinical

Lab Fee applies for NURS 4190, 4230, 4120, 4200

NURS 4180 is pre or co-requisite for NURS 4230 and 4190

NURS 4180, 4190, and 4230 are pre-requisite for NURS 4120 and 4200
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 4220</td>
<td>APPLIED PATHOPHYSIOLOGY AND PHARMACOLOGY</td>
<td>4</td>
<td>Admission to major for RN. Basic concepts of pathophysiology and pharmacology. Prepares for critical thinking in application of concepts to nursing practice.</td>
</tr>
<tr>
<td>NURS 4230</td>
<td>APPLIED HEALTH ASSESSMENT</td>
<td>3</td>
<td>Admission to the major for RN. Focuses on the development of health history, physical and psychosocial assessment skills across the life span.</td>
</tr>
<tr>
<td>NURS 4200</td>
<td>POPULATION FOCUSED CARE</td>
<td>5</td>
<td>NURS 4230, 4180, 4190. This course focuses on the design and implementation of nursing care for aggregates and communities. Individual and family care is provided within the context of population health.</td>
</tr>
<tr>
<td>NURS 4120</td>
<td>LEADERSHIP AND MANAGEMENT IN NURSING</td>
<td>5</td>
<td>NURS 4230, 4180, 4190. RN course focusing on the principles of management / leadership as a basis for provision of nursing care. Clinical application in a variety of settings.</td>
</tr>
<tr>
<td>NURS 4180</td>
<td>THEORETICAL AND PROFESSIONAL FOUNDATIONS IN NURSING</td>
<td>4</td>
<td>Admission to Nursing Major for RN. Focus on RN student's transition to professional higher education and theory-based practice. Current professional issues are explored. Political, socioeconomic, ethical and legal issues are critically examined and discussed.</td>
</tr>
<tr>
<td>NURS 4190</td>
<td>INTERPERSONAL STRATEGIES IN NURSING OF OLDER INDIVIDUALS</td>
<td>6</td>
<td>NURS 4230, 4180. Focus on application of self-care deficit theory of nursing and health maintenance for older individuals within the family and environment; emphasis on development of interpersonal skills for RN.</td>
</tr>
<tr>
<td>NURS 4210</td>
<td>APPLIED NURSING RESEARCH</td>
<td>3</td>
<td>Admission to the major for RN. Introduction to concepts, issues, and processes in nursing research. Emphasis is on the research role, and critical analysis and evaluation of published research for use in nursing practice.</td>
</tr>
</tbody>
</table>
ASSOCIATE APPLIED SCIENCE IN NURSING PROGRAM

• Purposes
• Objectives
• Requirements
• Curriculum Overview
MISSION

The mission of the Associate of Applied Science in Nursing Program is to prepare graduates with tools to enter the nursing profession with confidence and integrity. The AASN program integrates nursing practice which reflects the worth, dignity, and diversity of individuals within our community. The graduate provides client-centered care and promotes health, safety and self-care through client education.

PHILOSOPHY

The Associate Applied Science in Nursing Program is in alignment with the mission statement of the University of Toledo, as a whole. In addition, the nursing program is in agreement with and complements the mission statement for the College of Nursing, in which the program is housed. Every effort is made to serve students equitably, respecting the diverse nature of the unique population entering the program. The nursing program is committed to providing excellence in professional education for nurses. The following concepts represent the central focus of nursing education.

Individual

The focus of nursing is on the person. The person is defined as a being with potential for self-determination, which occurs throughout the lifespan. Each person has self-care abilities, which can be directed towards making rational decisions concerning health. Each person has intangible worth deserving of respect and dignity.

Environment And Society

Orem’s Self-Care Deficit Theory of Nursing identifies the person and the environment as a unit. The environment is the combination of psychosocial, economic, political, religious, spiritual, gender and cultural factors, and physical conditions, which affect and influence the individual in the growth and development process. The constant interchange between the person and the environment leads to changes in human behavior. Society within the environment is a complex system of relationships between individuals, families, groups, and communities. Nurses are prepared to meet and respond to the health needs of society. The changing nature of such needs requires knowledge and skills enabling effective individual and group interventions. Consideration is given to the diverse characteristics of client.

Health

The University of Toledo AASN program accepts the World Health Organization definition of health that emphasizes health as a state of physical, mental, and social well-being, and not simply the absence of disease or infirmity. The program recognizes that health occurs on a continuum across the lifespan. This encompasses various health states and is influenced by such factors as health care practices, cultural practices, social and economic forces and bio-physical agents. Primary, secondary and tertiary prevention of health related problems are essential for the optimal functioning of individuals across the lifespan.

Nursing

Nursing is a caring, person-centered profession, which employs a system of deliberate actions to address health related self-care deficits. The nurse believes in the rights and responsibilities of the person or client as a self-care agent or advocate for one’s own health. Self-determination and personal choice are valued by the nurse who provides guidance, education and support. These self-care behaviors are affected by health promotion and health maintenance. The nurse considers the above concepts in providing a plan of care with the person and/or groups.

The nurse is responsible and accountable for the care provided to the person and/or groups. The nursing process is the method by which the nurse identifies strengths and weaknesses of the target person or group as resources are mobilized. The nursing diagnosis serves to organize the interventions developed during the planning phase and are based on the bio-physical and psycho-social findings.
Through the synthesis and application of knowledge, nurses contribute autonomously and collaboratively with other professionals to achieve positive health outcomes. Nursing standards define client outcomes for which nurses are responsible, and the nursing profession’s accountability to the public. Nursing services are an essential element across the spectrum of health care, including health promotion and disease prevention, health restoration, and health maintenance. Within an ethical, legal framework, nurses demonstrate compassion, advocacy, and cultural diversity for individuals and groups.

**Nursing Education**

Learning is a lifelong, dynamic process and progresses from simple-to-complex during the developmental continuum. Through a variety of educational experiences designed to accommodate all learners, the student will acquire the knowledge, competencies, and actions specific to the nursing profession. It is the responsibility of the nurse educator to provide tools to meet the unique needs of the student in an environment conducive to learning and serves as a role-model.

**OBJECTIVES**

The objectives for the nursing program consist of two levels. The first two semesters are identified as the first level and the last two semesters are identified as level two. The objectives identify a simple to complex progression from first semester to fourth semester. The theoretical framework concepts are threaded throughout the level objectives and program outcomes. The Program Outcomes identify the competency of the graduate nurse.

**PROGRAM OUTCOMES**

The graduate will:

1. Analyze data to plan care for individuals and/or groups in multiple settings.
2. Formulate a plan of care consistent with the nursing process and Orem's Self-Care Deficit Theory of Nursing in the care of individuals and/or groups in multiple settings.
3. Evaluate health care delivery systems as they impact the provision of safe and competent nursing care.
4. Assess communication and collaboration techniques in the provision of nursing care.
5. Measure the effectiveness of teaching and learning plans for individuals and/or groups to promote, maintain, and restore health while providing nursing care.
6. Integrate legal and ethical standards for personal and professional growth.
7. Incorporate appropriate leadership/management behaviors in the provision of nursing care for individuals and/or groups.
8. Establish competent nursing practice which reflects care for diverse individuals and/or groups

**Level One Objectives**

1. Apply knowledge of human behavior using critical thinking strategies to guide nursing therapeutics with child, adolescent, and adult mental health client.
2. Utilize Orem's Self-Care Deficit Theory of Nursing and the nursing process to assist clients in addressing self-care agency.
3. Identify the role of the nurse as provider, manager and coordinator of care when organizing comprehensive and competent care.
4. Express the effect of verbal and nonverbal therapeutic communication in the nurse-client relationship within the multidisciplinary team.
5. Demonstrate teaching/learning principles with mental health clients.
6. Demonstrate responsibility and accountability for own decisions and actions regarding ethical, moral, and legal issues when caring for mental health clients.
7. Discuss roles of leadership and management behaviors within the mental health multidisciplinary team.
8. Demonstrate respect for the individual/families' culture, intangible worth and dignity.
**Level Two Objectives**

1. Evaluate data in planning care for individual clients or groups of clients in multiple settings.
2. Evaluate nursing process and Orem’s Self-Care Deficit Theory of Nursing in the care of individual clients or groups of clients in multiple settings.
3. Value health care delivery issues as they impact the provision of safe and competent nursing care.
4. Assess communication and collaboration in the enhancement of effective relationships with individuals and groups in the provision of nursing care.
5. Measure the effectiveness of a teaching and learning plan for clients, groups, or communities to promote, maintain, and restore health.
6. Judge legal and ethical accountability for personal and professional growth.
7. Select appropriate leadership/management styles toward the delegation of nursing care for individuals, groups or communities.
8. Construct a culturally competent nursing practice which is culturally reflected of the community served.

**EXPECTED OUTCOMES**

The graduate will:

9. Demonstrate creativity, critical thinking and problem-solving skills.
10. Utilize the nursing process and Orem’s Self-Care Deficit Theory of Nursing proficiently.
12. Effectively communicate and collaborate with clients, families and members of the multidisciplinary health care team.
13. Serve as a facilitator, guide, mentor, and educator in partnership with the client.
14. Operate within the legal and ethical standards of nursing.
15. Assume accountability as a leader, manager, delegator and decision maker.
16. Provide culturally sensitive, developmentally appropriate nursing care in diverse settings.

**REQUIREMENTS**

Prior to admission to the nursing major, AASN students are required to complete all pre-requisite courses; completion of university requirements continues once taking course in the major. UT provides information regarding core requirements; sample program of study is included in this handbook. Completion of all prerequisite and nursing courses with a grade of “C” or above is required for graduation.
THE SELF CARE DEFICIT THEORY OF NURSING

The nursing faculty accepts Orem’s Self-Care Deficit Theory of Nursing as the Nursing Program’s conceptual framework. Orem’s Self-Care Deficit Theory of Nursing is composed of three interrelated theories. The Theory of Self-Care (self-care refers to “ones whole being”), the Theory of Self-Care Deficit, and the Theory of Nursing Systems.

The Theory of Self-Care is the practice of activities that individuals initiate and perform on their own behalf in maintaining life, health and well being.

The Theory of Self-Care Deficit is the relationship between self-care agency (the capability for engaging in self-care) and the therapeutic self-care demands of the individual. Therapeutic Self-care Demand (TSCD) is a prescription for continuous self-care action through which identified self-care requisites can be met within degrees of effectiveness. If the individual is incapable (limited) of meeting the TSCD the result is a self-care deficit.

The Theory of Nursing Systems is the ability of nurses to activate their nursing capabilities toward regulation of the development of their patients’ self-care agency and the meeting of their patients’ therapeutic self-care demands. Nursing systems are designed by nurses based on the self-care needs of the client and the ability of the client to perform self-care activities.

ROLE OF THE ASSOCIATE APPLIED SCIENCE IN NURSING PROGRAM NURSE

The AASN nurse is a provider, manager and coordinator of care, and member of a discipline. The AASN nurse provides care for individuals and groups in diverse settings. The AASN nurse organizes and provides care considering time, safety, and resources. The AASN nurse utilizes the nursing process, teaching/learning theories, and leadership/management principles to meet the client’s needs. The AASN nurse is responsible for delegation of tasks to appropriate care team members operating within the legal/ethical scope of nursing.

CURRICULAR THREADS

The Associate Applied Science in Nursing Program recognizes the dynamic changes in health care. High acuity, the aging population, urban demographics, cultural diversity, technological advances, health care reform, and the economic demands in society have contributed to these changes. Nursing education programs have adapted to provide educational experiences outside the traditional hospital setting into the community. These experiences prepare students to be competent in all aspects of nursing.

The nursing faculty work to engage the students as they continue to move toward the end of the program developing the roles of the graduate defined by the faculty at the outset. The AASN program integrates Orem Self-Care Deficit Theory of Nursing into the curriculum. The vertical and horizontal threads for the curriculum demonstrate the concepts related to the role of the graduate. The core of the curriculum is congruent with the vertical and horizontal threads, which are reflective of the Ohio Board of Nursing (OBN) rules as outlined in the Ohio Administrative Code (OAC) as well as the National League for Nursing Accreditation Commission (NLNAC) standards and criterion.

Horizontal Threads

The horizontal threads of the nursing curriculum include the characteristics of the graduate as defined by the faculty. These include:

1. critical thinking,
2. nursing process/self-care,
3. safe provider of competent care,
4. communication/collaboration,
5. teaching and learning,
6. professionalism,
7. leadership/management, and
8. cultural and developmental awareness.
These horizontal threads, which are reflective of the characteristics of the graduate, are linked in the schema for the program to Orem’s Self-Care Deficit Theory. In addition, there is a relationship between the horizontal and the vertical threads.

**Vertical Threads**

The curriculum is made up of vertical threads, which include:

1. health promotion and restoration of health,
2. psycho-social integrity,
3. bio-physical integrity,
4. pharmacological therapeutics,
5. mathematical competency, and
6. technological competency.

The vertical threads intersect with the horizontal threads to enhance the concepts in the curriculum. The curriculum is structured to allow for vertical and horizontal threads to converge, which strengthens the knowledge of the graduate.

**Conceptual Framework and Curricular Schema**

1. Health Promotion and Restoration of Health
2. Psycho-Social Integrity
3. Bio-physiological Integrity
4. Pharmacological Therapeutics
5. Mathematical Competency
6. Technological Competency
Self-care (SC) – practice of activities that individuals initiate and perform on their own behalf in maintaining life, health, and well-being; activities that a person performs for himself (when able) that contribute to health. Self-care behaviors are learned and deliberate or goal directed.

Self-care agency (SCA) – the complex learned ability or power to perform self-care that is described as knowledge, skill, and motivation for self-care actions that promote life, health, and well-being.

Dependent care (DC) – activities performed by responsible adults for socially dependent individuals, children, or adults to meet portions of their therapeutic self-care demands.

Basic conditioning factors (BCFs) - For the patient: factors that influence the individual’s health-related needs/demands (therapeutic self-care demand) and the individual’s ability (SCA) to engage in self-care; includes age, gender, health state, family patterns.

For the nurse: factors that influence the nurse’s ability (NA) to form interpersonal relationships and to assist with or perform self-care; in addition to general BCFs, also includes nursing experience and nursing education.

Therapeutic self-care demand (TSCD) – all the self-care actions that should be performed by the individual at a point in time to maintain health and promote well-being; derived from the self-care requisites.

Self-care requisites (SCRs) – purposes or goals to be achieved through self-care; statements about the self-care actions that persons require.

Universal self-care requisites (USCRs) - requirements to meet needs that are common to all human beings.

Developmental self-care requisites (DSCRs) - needs for self-care that arise from either maturational changes in the life cycle or from situational events that occur throughout human development.

Health deviation self-care requisites (HDSCRs) - needs or goals for self-care that arise when persons are ill, injured, have defects or disabilities, or are undergoing diagnosis or treatment.

Self-care deficit – self-care ability of the person is not adequate to the therapeutic self-care demand; describes the relationship between self-care agency and the therapeutic self-care demands of individuals in which capabilities for self-care, because of existent limitations, are not equal to meeting some or all of the components of their therapeutic self-care demands.

Nursing agency – specialized abilities of nurses for diagnosing, prescribing, and producing nursing care that result in meeting the individual’s therapeutic self-care demand or in increasing self-care agency.

Nursing system – the totality of the actions and interactions of nurses and patients and/or family in a nursing situation at a point in time. There are three types:

Wholly compensatory: a nursing system in which the nurse performs all the self-care actions that require controlled ambulation and manipulative movement.

Partly compensatory: when both nurse and patient perform care measures or other actions involving manipulative tasks or ambulation.

Supportive-educative: a nursing system in which the patient performs the actions, and the nurse guides and assists using methods of helping, such as supporting, guiding, providing for a developmental environment, and teaching. The patient is able to perform all self-care actions requiring controlled ambulation and manipulative movement.

Standards of Nursing Practice: Consist of Standards of Practice and Standards of Professional Performance, which include the following:

Standards of Practice – Represented by the Nursing Process
Assessment
Diagnosis
Outcomes identification
Planning
Implementation
  Coordination of Care
  Health Teaching and Health Promotion
  Consultation
  Prescriptive Authority
Evaluation

Standards of Professional Practice
Quality of Practice
Education
Professional Practice Evaluation
Collegiality
Collaboration
Ethics
Research
Resource Utilization
Leadership
### NURSING PROCESS/ OREM’S SELF-CARE THEORY

<table>
<thead>
<tr>
<th>Step</th>
<th>Nursing Process Component</th>
<th>Theory Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assessment</td>
<td>Collect subjective and objective data about the individual’s: BCG USCR DSCR HDSCR SCA</td>
</tr>
<tr>
<td>2</td>
<td>Analysis</td>
<td>Interpret data Determine the TSCD and action demands Identify strengths and limitations of SCA Determine if SCA is sufficient to carry out the TSCD Formulate an SCD</td>
</tr>
<tr>
<td>3</td>
<td>Planning</td>
<td>Prioritize SCDs Determine outcomes Design a nursing system Select methods of assistance</td>
</tr>
<tr>
<td>4</td>
<td>Implementation</td>
<td>Carry out interventions delineated in the plan of care</td>
</tr>
<tr>
<td>5</td>
<td>Evaluation</td>
<td>Determine how well outcomes were achieved and changed in SCA Revise plan if necessary</td>
</tr>
</tbody>
</table>
### Prerequisites for admission
- ENGL 1110 College Composition I (3)
- MATH 1320 College Algebra (3)
- CHEM 1120 Chemistry for Health Sciences (4)
- KINE 2580 Anatomy and Physiology I (3)
- KINE 2490 Anatomy and Physiology Lab (1)

Credit hours (14)

Apply to ADN program by May 15th for fall semester or November 15th for spring semester

### Required prior to entrance
- Computer basics encouraged
- HESI Admission Assessment test with scores of 75 or higher for math, reading comprehension and composite (includes grammar score)
- Cumulative GPA 2.7 or higher
- No more than one failure of a required math/science course
- Grades of “C” or above in prerequisite courses
- BCLS certification and health requirements completed

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>KINE 2570 Anatomy and Physiology II (3)</td>
<td>NURA 1296 Nursing for Adults II (8)</td>
</tr>
<tr>
<td>KINE 2470 Anatomy and Physiology Lab (1)</td>
<td>NURA 2110 Nursing for Mental Health (4)</td>
</tr>
<tr>
<td>NURA 1180 Nursing for Adults I (5)</td>
<td>KINE 2590 Microbiology Infect Diseases (3)</td>
</tr>
<tr>
<td>NURA 1190 Foundations of Nursing (5)</td>
<td>Credit hours (13)</td>
</tr>
<tr>
<td>PSY 1010 Intro to Psychology (3)</td>
<td></td>
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<tr>
<td>Credit hours (17)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
<th>Fourth Semester</th>
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</thead>
<tbody>
<tr>
<td>ENGL 2590 Scientific and Technical Report Writing (3)</td>
<td>NURA 2296 Nursing for Adults IV (6)</td>
</tr>
<tr>
<td>NURA 2180 Nursing Maternal Health (4)</td>
<td>NURA 2200 Nursing for Infants &amp; Children (4)</td>
</tr>
<tr>
<td>NURA 2190 Nursing for Adults III (8)</td>
<td>NURA 2300 Nursing for Self-Care (1)</td>
</tr>
<tr>
<td>Credit hours (13)</td>
<td>Humanities/Fine Arts (3)</td>
</tr>
<tr>
<td></td>
<td>Credit hours (14)</td>
</tr>
</tbody>
</table>

Program Total: 71 semester credit hours

3/17/08 (T/honsecure2)

*Students are required to achieve score of 850 or higher on exit exam to pass course.*
ASSOCIATE APPLIED SCIENCE IN NURSING COURSE DESCRIPTIONS

NURA 1180  NURSING FOR ADULTS I  (5) This course focuses on caring for adults in long term and community health settings with an emphasis on at-risk populations. Pathophysiology of selective organ systems and nursing process are introduced. Prerequisite: Admission to the nursing program Corequisite: NURA 1190

NURA 1190  FOUNDATIONS OF NURSING  (5) Using Orem’s theory and nursing process, this course introduces the student to basic concepts in nursing and foundational skills. Theory is reinforced by caring for individuals in acute-care settings. Prerequisite: Admission to the nursing program, which includes MATH 1320, CHEM 1120 and KINE 2560. Corequisite: NURA 1180

NURA 1290  NURSING FOR ADULTS II  (6) Nursing management of adults with acute and chronic health deviations. Clinical experiences in acute and community settings under the guidance of faculty. Prerequisite: KINE 2570, PSY 1010 and NURA 1180 and 1190 Corequisite: NURA 2110

NURA 2110  NURSING FOR MENTAL HEALTH  (4) Focuses on nursing care of individuals across the life-span experiencing self-care deficits in mental health in acute/community settings. Clinical emphasis is on coping/adaptation and therapeutic communication. Prerequisite: KINE2570, PSY 1010 and NURA 1180 and 1190 Corequisite: NURA 1290

NURA 2180  NURSING FOR MATERNAL, NEWBORN AND WOMEN'S HEALTH  (4) Focus is on health care needs of childbearing families, newborns and the gynecological care of women with self-care deficits. Clinical experiences are in ambulatory, acute care and community settings. Prerequisite: NURA 1290 and 2110 and KINE 2590. Corequisite: NURA 2190

NURA 2190  NURSING FOR ADULTS III  (6) Nursing management of adults with increasingly complex self-care deficits. Clinical experiences in acute and chronic care settings, under the guidance of faculty. Prerequisite: NURA 1290 and 2110 and KINE 2590 Corequisite: NURA2180

NURA 2280  NURSING FOR INFANTS AND CHILDREN  (4) Focus is on health promotion/health deviations of infants and children in a family centered approach. Clinical will emphasize the elements present in theory in diverse locations with multiple patients. Prerequisite: NURA 2180 and 2190 Corequisite: NURA 2290 and 2300

NURA 2290  NURSING FOR ADULTS IV  (6) Focuses on nursing management of adults with self-care deficits requiring critical, urgent, acute and rehabilitative care. Clinical experiences include leadership/management roles with guidance from faculty and preceptor. Prerequisite: NURA2180 and 2190 Corequisite: NURA 2280 and 2300

NURA 2300  NURSING FOR SELF CARE  (1) The course is designed to be the capstone experience to assist the senior nursing students as they prepare for their professional practice. Health promotion, maintenance and restoration are emphasized to promote self-care behaviors. Prerequisite: NURA 2180 and 2190 or permission of instructor Corequisite: NURA 2280 and 2290 or permission of the instructor.

NURA 2990  INDEPENDENT STUDY  (1-4) A course designed to provide educational opportunities in a specialized academic area under the direct supervision of a faculty member.
SECTION 3

ADMISSION
TECHNICAL STANDARDS FOR ADMISSION

Our objective is to increase opportunities for persons with disabilities, while maintaining the expectation that all students achieve the goals of our programs. The Technical Standards for Admissions establish the policies of CON. The following abilities and skills* are essential for matriculation into the CON:

Critical Thinking: Critical thinking ability sufficient for clinical judgment.

Interpersonal: Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

Communication: Communication abilities sufficient for interaction with others in verbal and written form.

Mobility: Physical abilities sufficient to move from room to room, to provide general and emergency nursing care such as CPR.

Motor Skills: Gross and fine motor abilities sufficient to provide safe and effective nursing care without an intermediary.

Hearing: Auditory ability sufficient to monitor and assess health needs.


Tactile: Tactile ability sufficient for physical assessment without an intermediary.

Behavioral: Behavior demonstrating exercise of good judgment; prompt completion of responsibilities; mature, sensitive effective relationships with patients; ability to adapt to changing environments; ability to function effectively under stress; integrity and motivation.

A candidate for professional nursing must enter the CON possessing the essential abilities and skills to engage in any field of nursing.

Candidates are urged to ask questions about the program’s technical standards for clarification and to determine whether they can meet the requirements. Questions may be directed to the Associate Dean for Academic Affairs of the CON.

When requested, the CON will provide reasonable academic adjustment to otherwise qualified applicants with a disability. It is the responsibility of the applicant with disabilities to request those adjustments, which the applicant believes are reasonable and are needed to execute the essential requirements described above. Requests for academic adjustment should be directed to the Associate Dean for Academic Affairs in the CON at least eleven weeks before entering the program. Requests will be evaluated on a case-by-case basis.

Revised April 1, 1996
Revised January 25, 1999
Revised June 15, 1999
Revised December 19, 2003
Revised May 24, 2011

ADJUSTMENT FOR STUDENT LEARNING NEEDS

The CON may provide academic adjustment when specific learning needs are documented. The CON does not seek out students with learning needs, since it is the individual’s responsibility to request adjustment. The original request is filed with UT Office of Accessibility or The BGSU Office of Accessibility. The respective university then provides documentation to the CON and a copy filed in the student's record. The student is responsible for notifying faculty in each course and collaborating to plan accommodation.

Diagnosis of learning disability is based on comprehensive assessments that result in diagnostic reports, including but not limited to interviews, aptitude and cognitive ability, and academic achievement. Test scores from formalized evaluation instruments must be provided. The diagnostic summary should include how the learning disability was determined, description of limitation to learning caused by disability, and explanation as to what and why specific adjustments will mediate the disability.

Requests for Modification for NCLEX Examination must be submitted in advance; see the Ohio Board of Nursing website for specific requirements. Supporting documentation must be no more than three years old and include a written letter of support by the Associate Dean for Academic Affairs.

NON-DISCRIMINATING POLICY

The admission policies of UT and BGSU are non-discriminatory. All applicants for admission to the nursing program receive consideration regardless of race, color, ethnicity, national origin, ancestry, creed, political or religious affiliation, age, sex, marital status, identity as an individual with a handicap or disabled veteran or Vietnam era veteran; membership in the National Guard, state defense force or any other component of the military forces of the United States or this state.

The college is not discriminatory in the administration of its academic policies, scholarship program or any other programs.

Any individual who believes that they have been discriminated against on the basis of race, color, sex, national or ethnic origin, religion or disability is encouraged to discuss such matters with the Associate Dean for Academic Affairs, Institutional Diversity, or the ethics point anonymous reporting website https://secure.ethicspoint.com
ADMISSION PROCEDURES

Admission to the pre-professional nursing program is through the Office of Admissions at the respective University. Admission to UT or BGSU must be completed before seeking admission to the nursing major. Successful completion of the university prerequisite courses is required for admission to the professional nursing program. The number of students accepted into the nursing program is limited by the availability of clinical facilities and faculty. Admission to the nursing major requires a special application that is processed by the Nursing Advisor at the respective university.

I. Baccalaureate of Science in Nursing

A. Admission to the Basic BSN program is based upon the following requirements:

1. Completion of the following courses with a grade of C or better.

   University of Toledo
   Composition I (English 1110 or 1110) (3)
   Composition II (English 1130 or higher) (3)
   Math (Math 1180 or higher) (3)
   Medical Ethics (PHIL 3370) (3)
   Humanities and Arts (6)
   Diversity of US Culture (3)
   Non-Western Culture (3)
   Biology (2150) (3)
   Chemistry (1120) (4)
   Anatomy & Physiology 1 (KINE 2460, 2560) (4)
   Microbiology (KINE 2590) (3)
   Psychology (1010) (3)
   Psychology (Lifespan 2510) (3)
   Social Sciences (3)
   Statistics (3)
   Computer (3)
   Nutrition (HEAL 4700) (3)
   Medical Terminology (HEAL 1800) (3)
   Professional Nursing Orientation (NURS 1000) (1)

   Bowling Green State University
   Composition I (English 1110 or 1110) (3)
   Composition II (English 1130 or higher) (3)
   Math (Math 1180 or higher) (3)
   Medical Ethics (PHIL 3370) (3)
   Humanities and Arts (6)
   Cultural Diversity in US (3)
   Ultrasound (3)
   Anatomy & Physiology I (3)
   Anatomy & Physiology II (3)
   Microbiology (3140/3150)
   Psychology (1010 or 2010) (3)
   Psychology (Lifespan 3100) (3)
   Social Sciences (3)
   Statistics (3)
   Computer (3)
   Nutrition (2070) (3)
   Medical Terminology (2)
   Introduction to Nursing (1000) (1)

2. Cumulative grade point average of 3.0 or above.
3. Evaluation of all candidates for admission will include but not be limited to:
   a) Academic progression (including age of course work)
   b) Review of all course work (including failed, repeated, incomplete, no grade, in progress)
   c) Completion of prerequisite courses

B. Students apply for admission at the junior level. The completion of sophomore level courses prerequiste to the junior year is required. Admission is competitive and dependent on space availability.

II. Registered Nurse to Baccalaureate of Science in Nursing

Admission of the R.N. to the Nursing program is competitive and based on the following:

A. Current active unrestricted unencumbered licensure to practice as a Registered Nurse
B. Completion of pre-requisite courses (See basic student requirements, I.A.1.)
C. Cumulative GPA 2.5 or above
E. Graduation from an accredited program; RN graduates from diploma or non-accredited nursing programs are required to submit a portfolio for application to the nursing major.
F. Admission to BGSU or UT
A. Admission to the Basic BSN program is based upon the following requirements:

1. Completion of the following courses with a grade of C or better.

   **University of Toledo**
   - ENGL 1110 College Composition I (3)
   - MATH 1320 College Algebra (3)
   - CHEM 1120 Chemistry for Health Sciences (4)
   - KINE 2560 Anatomy and Physiology I (3)
   - KINE 2460 Anatomy and Physiology Lab (1)

2. Cumulative grade point average of 2.7 or above.
3. Admission to UT.
4. Evaluation of all candidates for admission will include but not be limited to:
   a) Academic progression (including age of course work)
   b) Review of all course work (including failed, repeated, incomplete, no grade, in progress)
   c) Completion of prerequisite courses
   d) Math, reading, comprehension and critical thinking scores
5. Scores of 75 or higher on the HESI Admissions Test for reading comprehension, grammar, and math. A total of three attempts are permitted; scores are valid for one year.

B. Students apply for admission at the freshman level. The completion of prerequisite courses is required. Admission is competitive and dependent on space availability.

C. The AASN program will discontinue admission to the major. The last class is admitted Fall 2009. Students should plan to graduate May 2011. Course withdraws are not permitted for this cohort.

IV. Transfer Into the Nursing Major

BSN or RN-BSN Students requesting transfer into the nursing major will be considered on an individual basis.

Transfer students must be admitted to UT or BGSU. Because of the nature of the cooperative BSN program between UT and BGSU, transfer into the university does not signify transfer into the nursing program for BSN and RN-BSN students. Consideration for transfer into the nursing major is based upon:

a) Academic progression (including age of course work)
   b) Review of all course work (including failed, repeated, incomplete, no grade, in progress)
   c) Completion of prerequisite courses
   d) Academic standing
   e) Available space in the program

ADVANCED STANDING FOR TRANSFER STUDENTS

Credit earned at other institutions may apply toward a degree in the College of Nursing. Coursework from other institutions is accepted at the level at which the course was taught at that institution. To be eligible for transfer, students need to have earned a minimum cumulative GPA of 3.0 on a 4.0 scale; achieving the minimum GPA does not guarantee placement into nursing courses.

Students with transfer credit are expected to fulfill all University and College of Nursing requirements for a degree as specified in the catalog for the year in which they matriculate into nursing courses (NURS). In some cases, not all credit that transfers to The University of Toledo will apply toward a degree in the College of Nursing.

Transferability of previously completed nursing courses is determined by the College of Nursing after the student submits official transcripts from all colleges and universities attended. In most cases, the student is expected to provide the Program Director with syllabi, course packs or workbooks for assessment of
congruence with College of Nursing courses. Evaluation for advanced standing must be completed before matriculation into the major and is applicable only for the semester offered admission.

Students who transfer from other institutions must take at least 30 semester hours at The University of Toledo and Bowling Green State University. Transfer into the College of Nursing may require more than 30 semester hours of work in the major, regardless of the number of hours transferred. Official transcripts of records from all schools previously attended must be on file with the University of Toledo or Bowling Green State University before the student will be permitted to register.
SECTION 4

GENERAL INFORMATION
ACADEMIC ADVISEMENT

Nursing advisors serve as a resource person for the student. Nursing advisors are available at UT, BGSU, and BGSU-Firelands. Early contact between nursing students and the program advisor is essential, as well as follow-up contact for registration, to update the course check sheet and assess graduation requirements. Advisors assist the student in choosing appropriate courses, and in defining the policies and procedures of their respective university in conjunction with the nursing program. Ultimately, it is the student’s responsibility to know the policies, procedures and expectations of his/her respective college and to follow them.

CONTACT INFORMATION

Students must provide current and permanent residence addresses and telephone numbers to the CON Undergraduate Program Office and home university. This information is particularly important in emergency situations and for mailings. Name changes must be in effect at the university before CON records are updated.

PROGRAM EVALUATIONS

Students are expected to provide feedback on classroom and clinical learning experiences, as well as faculty, clinical site and preceptor contribution to learning. Online evaluations are provided at the end of each semester. Quantitative data is compiled into aggregate reports for program assessment; qualitative remarks are reviewed by course faculty as a means to implement course improvement.

EDUCATIONAL QUESTIONNAIRES

From time to time the CON seeks relevant feedback about the curriculum, student services, quality of teaching and clinical instruction. Because the focus is on program improvement or assessment of learning outcomes, students are expected to participate as part of their professional responsibility. Effort is made to minimize unnecessary intrusion on student time and to protect student identity.

ELECTIVE COURSES

Nursing electives may be taken by undergraduate students, and have been approved by both universities. Scheduling depends on student interest and demand and available faculty.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The CON complies with the Family Education Rights and Privacy Act of 1974, as amended, which is designed to provide privacy regarding a student's education record. In general, the CON does not release student education record information without the expressed, written consent of the student. More detailed information regarding the privacy and release of student record information can be found in UT and BGSU college catalogs; inquiries for FERPA protected UT and BGSU student information is referred to the appropriate university.
FERPA PRIOR CONSENT FORM

This authorization is valid ONLY for the purpose indicated below.

☐ Employment reference

☐ Scholarship application

☐ Program admission recommendation

I request the reference, application or recommendation be provided to:

Name ________________________________

Role ________________________________

Entity ________________________________

Address ______________________________

____________________________________

I am aware of my right to confidentiality regarding my educational records, which are part of my student records and protected under the Family Educational Rights and Privacy Act (FERPA). I understand further that I have the right to receive a copy of such records upon request and that this consent shall remain in effect until revoked by me in writing and delivered to The University of Toledo Office of the Registrar. Any such revocation shall not affect disclosures previously made by the University prior to receipt of such written revocation. I consent to the disclosure of my educational records, inclusive of personally identifiable information, for purposes of discussion/review with the persons identified below.

Persons designated to provide and receive information: I authorize (name or names)

to disclose my educational records, including any disciplinary records to the above named entity.

Student Signature ________________________________

Address ________________________________

Phone (residence) _______ (cellular) _______

Date _______  Student ID Number _______

☐ I have discussed this request with the faculty member and provided a resume if requested.

☐ I have not discussed this request with the faculty.
NURSING RESEARCH CONFERENCES

Opportunities are provided to participate/attend local research conferences presented or sponsored by the CON, Sigma Theta Tau International, other professional nursing organizations and/or other health care agencies. These are interesting and enlightening sessions and demonstrate progress in nursing.

PAYMENT OF FEES AND EXPENSES

Students are responsible for payment of university fees and expenses as explained in the respective university catalog. Students are also responsible for prompt resolution of parking and library fines. Additional costs incurred during nursing coursework will include fingerprinting, professional nursing course fee, clinical equipment, uniforms, exit exam fees, convocation, and membership in student organizations. Although not part of the nursing program, the student is responsible for cost of licensure application and fingerprinting, as well as NCLEX-RN registration.

PROGRAM COMPLETION EVENTS

Students apply for graduation at the Office of the Registrar at UT or BGSU. An evaluation for meeting degree requirements is requested from the Nursing Advisor no later than fall semester for spring graduation. A formal application for the degree is submitted to the Registrar’s Office and fee paid to the bursar no later than two weeks into the students’ final term of the educational program.

Convocation is held at the end of each semester to recognize students for completion of the nursing major. All students are expected to attend. A special convocation fee is assessed.

Graduation or commencement ceremonies are held by UT and BGSU. The event marks a “Passage” in one’s lifetime: recognition for past achievements and a stepping-stone to the future.

Traditional caps and gowns are rented from the university bookstore; orders are placed in advance.

RECRUITMENT STUDENT VOLUNTEERS

Student participation in recruitment activity is highly valued because student representatives can be very influential public relation agents. Students who wish to participate in student recruitment are invited to submit their name to the Student Services Office on the Health Science Campus.

RESEARCH SURVEYS

Requests for student participation in nursing research projects are quite common. Data collection is very important today in studying nursing education issues, nursing practices, nursing theory and other related areas. Willingness to cooperate in such surveys is greatly appreciated and serves many useful purposes.

STUDENT ACCESS TO PERSONAL FOLDERS

Each student has a folder with cumulative academic information in the nursing office at the respective university. All information is kept confidential.

1. A student may request to see his/her personal folder in the presence of a CON representative. A minimum of 24-hour advance notice in writing to the Associate Dean for Academic Affairs by the student is required prior to reviewing his/her folder.
2. Students may not remove, delete or change any of the contents within the folder.
3. Students may request a conference with a specific faculty member to discuss the contents of the folder.
4. Students may respond in writing to any of the contents in the folder.
5. Upon written request, students may be provided a copy of their educational record at a standard fee.
6. Students who believe that information in their records is inaccurate or misleading may request in writing that their records be amended.

7. Requests for amending students’ records shall be processed and the disposition of the request reported back to the students.

TRANSPORTATION

Students must arrange for transportation to and from nursing classes and clinical experiences. Students are not excused from clinical because of transportation difficulties. Clinical assignments are randomized so car pool arrangements will need to be revised each semester in the program.
SECTION 5

ACADEMIC POLICIES
ACADEMIC POLICIES

Students are responsible for knowing information in the College of Nursing Catalog and Undergraduate Program Student Handbook. Students also have a responsibility to access online university policies and procedures when general university information is needed. The policies of the CON are congruent with both UT and BGSU policies; in case of conflicting policies, the stricter policies will apply.

ACADEMIC PROBATION

Any student who fails a nursing course (grade below C) is placed on probation. Probation is defined as the opportunity to continue conditionally in the nursing major after failing to meet established academic standards. Following probation notification, the student must meet with the Program Director to outline a plan for academic improvement.

ATTENDANCE POLICIES

Class Attendance

Students are expected to attend all classes. Classroom activities are essential to learning and to the application of knowledge. The student is responsible for knowing and meeting all course requirements, including tests, assignments, and class participation as indicated by the course instructor. The responsibility for making up work missed during an absence rests with the student. Students are encouraged to initiate negotiations with the instructor regarding missed work as early as possible.

This policy also applies to courses offered as Web-assisted or totally online. Student attendance means regular participation in online discussions and learning activities as designated by the faculty. Absence from such participation is considered the same as absence from an on-campus class.

Clinical Attendance

Students are required to complete all clinical requirements. If a student is unable to attend a scheduled clinical, the student must notify the instructor prior to the clinical time or at the earliest possible time. Students are responsible for contracting with instructors for make-up work. Faculty will notify Program Director if student absence exceeds one week in the semester.

Examinations

Students are required to be present for all scheduled examinations. Examinations will not be given in advance of the scheduled date. If a student is unable to attend class on an exam day, the instructor is to be notified in advance of the class period.

Funeral Leave

Temporary absence from the academic program is granted for a death in the immediate family. The student must notify the Undergraduate Program Office in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.

Jury Duty

Temporary absence is granted for the actual hours of jury duty. The student must notify the Undergraduate Program Office in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.
**Maternity Leave**

Maternity absence in connection with the birth or adoption of a child is provided for a short period of time. The student must notify the Undergraduate Program Office in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements. A pregnant student is required to provide a Healthcare Release form to continue in clinical experiences. Following delivery, the student is required to provide a Healthcare Release form indicating date for return to class and clinical experiences.

**Military Duty**

Temporary absence is granted for active military service. The student must notify the Undergraduate Program Office in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.

**Professional Development**

Students are encouraged to participate in nursing association professional development activities. The student must notify the Undergraduate Program Office in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.

**Sick Leave**

Sick leave (absence of more than one week) is granted within limits, in the case of personal injury or illness, emergency treatment for a medical, dental or optical condition, or exposure to a contagious disease that would jeopardize the health of others.

A Healthcare Release form is submitted to the Undergraduate Program office after initial provider assessment, followed by a subsequent reports when student is cleared for class and clinical. The student must negotiate with faculty concerning missed classroom and clinical requirements.

**Other Absence**

The Undergraduate Program Office and faculty are not obligated to excuse absences unrelated to CON approved activity. In such instances, the student must notify the Undergraduate Program Office in advance, provide verification in writing, and negotiate with faculty concerning missed classroom and clinical requirements.

**Unexcused Absence**

Students are not excused from class and clinical for externship or internship programs, employment, interviews or job searches. Student malpractice insurance does not cover work for hire activity.

Students are not excused from class and clinical for personal or social activities.

**SARP REFERRAL**

The Baccalaureate Student Admission, Retention, and Progression Committee monitors the progress of students who perform at an "outstanding" level and those who experience difficulty in the program. Students are referred to the committee during the semester when academic or professional conduct issues occur and at end of the semester for failing grades. Students receive a copy of the SARP Referral Form and a copy is placed in the academic file.

**CONCURRENT REGISTRATION**

Students registered at BGSU who are taking eight or more hours, may also take courses at UT or vice versa. An application for concurrent registration must be made through the Registrar’s Office and fees for these courses are paid through UT or BGSU Bursar’s Office.
In order to complete final transcripts for National Council Licensure Examination - RN (NCLEX-RN), senior Basic Students must take their final courses through the home university. Students cannot be concurrently registered at both universities during the final semester.

**COURSE FAILURES**

1. A failed nursing course may be repeated one time. If the same nursing course is failed the second time, the student is dismissed from the program.
2. Two failures of required nursing courses results in dismissal from the program.
3. AASN students who earn less than a “C” in two required science courses while in the major are dismissed from the program.

**FINAL EXAMINATION POLICY**

1. Final examinations are scheduled the last week of each academic semester.
2. Students are not permitted to take final exams in advance of the scheduled date.
3. Faculty may schedule a final exam after the scheduled date, if necessary, for students with extenuating circumstances.
4. The faculty teaching in each course shall determine if a final examination is to be administered.
5. Final examination schedules will be posted by the second week of the semester providing classroom assignments are complete. No final examination may be rescheduled from the time posted.

**GRADE DELETION**

When a course is repeated, the appropriate University procedure is followed.

**IMMEDIATE DISMISSAL**

Grounds for immediate dismissal from the nursing major include:
1. Unsafe practice.
2. Violation of patients’ rights.
3. Unprofessional conduct.
4. Academic dishonesty.

**INCOMPLETE GRADE**

When acceptable circumstances prevent a student from completing course requirements prior to the end of a term, the grade of "I" (Incomplete) may be given at the discretion of the faculty. The “Incomplete Grade Form” will be used to document the student and faculty agreement. The “I” will be removed and a grade entered when the student has successfully achieved course objectives. An Incomplete must be removed before the beginning of the next semester. The student will not progress to the next course until the incomplete course is finished. If the student does not complete the “I” graded course, the grade will convert to “F” under the university policy.

**PERIODIC EVALUATION OF STUDENT PROGRESS**

Students are provided formative feedback for clinical performance at mid-semester and summative feedback at end of the semester. Students are provided feedback on assignments and assessments (quizzes, tests, exams) for theory courses throughout the semester. Students with midterm grades below 76 (BSN and RN-BSN) and 80 (AASN) receive recommendations for improvement. Student evaluation forms are filed in the student record. The Undergraduate Program Office reviews for satisfactory completion of courses at end of each semester. The Advising Office reviews for satisfactory completion of program concurrent with graduation.
PLAN OF STUDY

Students complete a Plan of Study with the respective university nursing advisor. The Plan of Study allows the CON to manage clinical placements and course sections. A new Plan of Study is developed when the student alters progression in the major to change from full-time to part-time status or must repeat a nursing course. The student and advisor sign the plan, then forward to the Program Director for approval.

RN-BSN students are required to complete a “Plan of Study” before starting nursing courses. The student and advisor sign the plan, then forward to the Program Director for approval. Once approved, the plan serves as a mutual contract for completing the RN sequence.

Appeal of a Final Grade

Procedure for Disputing a Final Course or Clinical Grade

Students may dispute a final course or clinical grade when the student believes that there has not been an equitable application of course or College of Nursing policies and procedures for student evaluation and grading. Students may not dispute a final course or clinical grade: to appeal grading policies; or because of dissatisfaction with an assigned grade, particular examination or grading processes when course policies have been applied equitable to all students. The procedure for Appealing a Final Course or Clinical Grade is as follows:

To the faculty/instructor

Within five (5) business days of notification of final course grade, the student must submit to the faculty/instructor of the class a written petition with rationale for disputing the grade. After reviewing the petition, the faculty may gather information from other sources before making a decision, but not later than five business days after submission of a proper appeal. The faculty must notify the student in writing of the decision no later than five (5) business days of submitting the petition. If the issue is not resolved to the student’s satisfaction, the student may appeal to the Course Coordinator.

To the Course Coordinator

If the student wishes to further appeal the decision of the faculty, within + five (5) business days of the faculty/instructor decision, the student must submit a written petition indicating the student’s intent to challenge the decision to the Course Coordinator. After reviewing the petition, the Course Coordinator will meet with both the faculty member and the student. The Course Coordinator must notify the student in writing of the decision no later than five (5) business days after the petition was filed with the Course Coordinator.

In the event the faculty is also the Course Coordinator, the student would appeal to the Department Chair.

Due Process

The student has the right to submit a written request for a review hearing by the College of Nursing Student Grievance Committee (SGC). The SGC Chair will provide the student, in writing, the date, time, location and membership composition of the SGC within ten (10) business days before the hearing date. The notice will include the specific protocols to be followed in the hearing and will include a copy of this policy.

Conduct of the Hearing

The student and faculty and SGC will follow the Grievance Procedure as outlined in the College of Nursing policy. Any recommendation will be based exclusively on the information received at the SGC hearing. Upon completion of the hearing, the SGC will, by majority vote, agree to a recommendation. The recommendation will be put forth in writing and delivered to the student within five (5) business days of conclusion of the SGC hearing.
The recommendation of the SGC Committee will be given to the appropriate Associate Dean within five (5) business days of the hearing. The Associate Dean will make the decision.

**Appeal Process**

A written request for appeal by the student to the Dean of the College of Nursing (“Dean”) may be made and must be submitted to the Dean within five (5) business days following the date of the written decision of the SGC, or any further right to appeal is waived. The Dean of the College of Nursing may review all applicable evidence presented in the hearing. After completing such review, the Dean may ask for a meeting with the student. The Dean will provide a decision to the student within five (5) business days of the meeting. The decision of the Dean is final.

**Pendency of Action**

Generally, implementation of dismissal will be deferred until all the due process hearing and time for appeals made by the student have been exhausted. However, the Dean may impose immediate removal or restrictions on the student if the alleged conduct in any way concerns patient or public safety (including faculty and other student).
1. **Background Information:**
   - Name of student: ___________________________  Date: __________________
   - Course of Academic Evaluation: ___________________________
   - Course Term:         ___Fall                   ___Spring                   ___Summer
   - Year: _____________
   - Grade received or academic action taken: ___________________________
   - Desired outcome: ___________________________

2. **Nature of appeal:**
   - _________________________________________
   - _________________________________________
   - _________________________________________

On a separate page describe important elements and attach any documentation that supports the appeal. Clarity and thoroughness are important factors in determining whether this appeal will be dismissed or heard by a grievance facilitator. *Number pages*

3. **Actions**
   - Have you attempted to resolve this matter through a discussion with the faculty member?
     - ____NO                      ____YES                          __________Date
   - Outcome of meeting with faculty member (If no meeting took place, explain why.):
     - _________________________________________
     - _________________________________________
     - _________________________________________

   - Have you attempted to resolve this matter through a discussion with the course coordinator?


<table>
<thead>
<tr>
<th>____NO</th>
<th>____YES</th>
<th>__________Date</th>
</tr>
</thead>
</table>

Outcome of meeting with course coordinator (If no meeting took place, explain why.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Have you attempted to resolve this matter through a discussion with the Department Chair?

<table>
<thead>
<tr>
<th>____NO</th>
<th>____YES</th>
<th>__________Date</th>
</tr>
</thead>
</table>

Outcome of meeting with the Department Chair (if no meeting took place, explain why.):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

If you contacted any other faculty member, advisor or any other person about your concern, please write a brief description that includes the date, who, why and outcome of the discussion. Please attach documentation.

<table>
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<tr>
<th>Student signature:</th>
<th>Date:</th>
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</table>

Grievance form received by: __________Date: __________

4. Review of Appeal
After review of the materials submitted, it was determined that a basis for the grievance:

_____ May exist and a hearing will be scheduled. Student wants advisor present. _____Yes_____No

_____ Dies not exist and the complaint is dismissed.

Signature of Grievance Chair: __________Date: __________

5. Result of Grievance Hearing
Date of hearing: __________

Outcome of hearing:

_____ The grievance was resolved.

_____ The grievance was not resolved.

Explanation: __________________________________________________________________________
7. Recommendation to Associate Dean ________________ Date ________________

Outcome:__________________________________________________________

8. Appeal to the Dean
   Decision: (if grievance was not resolved through a grievance conference)
   _____ The grievance is not supported by the evidence presented.
   _____ The grievance is supported by the evidence presented.

Outcome:__________________________________________________________

Signature of Dean:________________________________________ Date: ________________
Students enrolled in the College of Nursing are subject to the general rules of conduct for the College of Nursing ("CON") and The University of Toledo at large (the "University"), as well as additional standards of conduct and professionalism applicable to nursing students. See Footnote 1 below.¹

Students in the CON are responsible for understanding and complying with University and CON policies, procedures, regulations, standards of conduct, expectations for professional behavior and rules with regard to academic misconduct. A failure to comply may result in disciplinary action up to and including dismissal from the College of Nursing. Students subject to adverse action are entitled to due process and appeal rights as outlined below.

Nursing students are subject to disciplinary action for violation of the institutional standards of conduct, including breach of student expectations and responsibilities. When a code of conduct or professionalism violation is suspected or where academic misconduct is suspected the responsible CON faculty member will discuss the incident with the student and file a written report. Due process will be provided to a student accused of violating institutional standards where suspension or dismissal from a program or the CON/University is a possible outcome.

The levels of disciplinary action include but are not required to be progressive and are dependent on the situation at hand:

Verbal warning. The violation is brought to the student’s attention. A warning is verbally given which clearly defines the formal disciplinary measures possible if further, similar actions occur. Any anecdotal notes will be retained by the faculty member and documentation of the verbal warning is placed in the student CON record.

Written warning. The student is informed in writing of the violation and discussion is held regarding the nature and scope of the violation. A copy of this warning is placed in the student’s file. The warning should state that any future incidents of misconduct may result in disciplinary action up to and including dismissal from the CON.

Additional disciplinary action up to and including dismissal.

Due Process

The student has the right to submit a written request for a hearing by the College of Nursing Student Grievance Committee (SGC) when dismissal from the CON is a possibility. The student will be notified in that letter that they have the opportunity to appear before the SGC to fully present the student’s position on the charge(s). The written request must be delivered by the Student to a CON Associate Dean within ten (10) business days of receiving the notice of dismissal.

Upon receiving a request for a hearing before the SGC, the Grievance Chair will provide a written notice to the student that includes; the charge(s); the date, time and location of the hearing; and membership composition of the SGC. The student may waive the right to a hearing at the students’ sole discretion.

The appropriate Associate Dean may suspend the SGC hearing until finalization of a related criminal matter before a criminal court or administrative venue, in which case, written notice should be sent to the student and SGC Committee immediately.

The student is responsible to inform the Associate Dean of any pending criminal charges.

The written recommendation will be submitted to the appropriate Associate Dean within five (5) business days.

The Associate Dean will make a decision and notify the student in writing within five (5) business days.

**Conduct of the Hearing**

The hearing will follow the Grievance Procedure as outlined in the CON Grievance Policy.

Any recommendation regarding student discipline up to and including dismissal from UT CON will be based exclusively on the information received at the SGC hearing.

Upon completion of the hearing, the SGC will, by majority vote, agree to findings and conclusions and issue a recommendation. A written recommendation will be issued to the student within five (5) business days of conclusion of the SGC hearing.

**Appeal Process**

A written request for appeal may be made by the student to the Dean of the College of Nursing (“Dean”) and must be received within five (5) business days following the date of the written decision of the SGC or any further right to appeal is waived.

The Dean may review all applicable evidence presented in the hearing. After completing such review, the Dean may ask for a meeting with the student.

The Dean may also appoint an ad hoc committee to hear the student’s appeal. The members of the ad hoc committee appointed to review the appeal will consist of individuals from inside or outside of the CON who have had no involvement in any way with the SGC recommendation and/or decision.

The ad hoc committee will meet to consider the appeal within five (5) business days after they are appointed, and only after the student is provided with at least five (5) business days notice of the date, time, place of the hearing, and membership composition of the committee. The student may or may not attend at the discretion of the committee.

The ad hoc committee will render a decision and submit a written recommendation signed by all of the members of the committee to the Dean within five (5) business days.

Upon receipt of the ad hoc committee’s written recommendation, the Dean will render a decision. The Dean will provide a decision to the student within five (5) business days of the ad hoc committee’s hearing. The decision of the Dean is final.
Pendency of Action. Generally, implementation of dismissal will be deferred until all the due process hearing and time for appeals made by the student have been exhausted. However, the Dean or Associate Dean may impose immediate removal or restrictions on the student if the alleged conduct in any way concerns patient or public safety (including faculty and other student).
1. Background Information:
Name of student: ___________________________ Date: ___________________________

Course or Academic Evaluation: ___________________________

Course term: _______Fall _______Spring _______Summer _______ Year______

2. Nature of the disciplinary action:

Desired outcome: ___________________________

On separate pages describe important elements and attach any documentation that supports the appeal. Clarity and thoroughness are important factors in determining whether this appeal will be dismissed or heard by a grievance facilitator. Number pages _____

3. Actions
Written Request to Associate Dean for hearing by the Student Grievance Committee. Date__________

____ Hearing not suspended

____ Hearing suspended until finalization of a related criminal matter

Notification to Chair, Student Grievance Committee. Date__________

4. Review of Grievance
After review of the materials submitted, it was determined that a basis for the grievance:

____ May exist and a grievance hearing with both parties will be scheduled.

Student wants advisor present: ____Yes ____No

____ Does not exist and the complaint is dismissed.

Signature of Grievance Chair

_________________________ Date: ___________________________

5. Result of Grievance Hearing
Outcome of hearing on date ___________________________

____ The grievance was resolved

____ The grievance was not resolved

Explanation: ___________________________

6. Decision: (if grievance was not resolved through a grievance conference)

____ The grievance is not supported by the evidence presented.

____ The grievance is supported by the evidence presented.
7. Appeal to the Dean: (if grievance was not resolved though a grievance conference)
   _____The grievance is not supported by the evidence presented.
   _____The grievance is supported by the evidence presented.

Outcome: ____________________________________________________________

Signature of Dean: __________________________________________ Date:
Name of Policy: Academic Appeals and Appeal of a Final Grade

Policy Number:

Approving Officer: Provost and Executive Vice President for Health Affairs

Responsible Agent: Dean of the College of Nursing

Scope: Nursing Students, College of Nursing

☐ New policy proposal  ☐ Minor/technical revision of existing policy
☒ Major revision of existing policy  ☐ Reaffirmation of existing policy

(A) Policy Statement

The University of Toledo, College of Nursing (CON) upholds the principles of fairness and integrity in its grading processes.

(B) Purpose of Policy

To set forth the procedures for appeal of a grade.

(C) Procedure for Disputing a Final Course or Clinical Grade. Students may dispute a final course or clinical grade when the student believes that there has not been an equitable application of course or CON policies and procedures for student evaluation and grading. Students may not dispute a final course or clinical grade: to appeal grading policies; or because of dissatisfaction with an assigned grade, particular examination or grading process when course policies have been applied equitably to all students. The procedure for Appealing a Final Course or Clinical Grade is as follows:

1. To the faculty/instructor. Within five (5) business days of notification of final course grade, the student must submit to the faculty/instructor of the class a written petition with rationale for disputing the grade. After reviewing the petition, the faculty may gather information from other sources before making a decision, but no later than five business days after submission of a proper appeal. The faculty must notify the student in writing of the decision no later than five (5) business days of submitting the petition. If the issue is not resolved to the student’s satisfaction, the student may appeal to the Course Coordinator.

2. To the Course Coordinator. If the student wishes to further appeal the decision of the faculty, within give five (5) business days of the faculty/instructor decision, the student must submit a written petition indicating the student’s intent to challenge the decision to the Course Coordinator. After reviewing the petition, the Course Coordinator will meet with both the faculty member and the student. The Course Coordinator must notify the student in writing of the decision no later than five (5) business days after the petition was filed with the Course Coordinator.

3. In the event the faculty is also the Course Coordinator, the student would appeal to the Department Chair.

(D) Due Process

The student has the right to submit a written request for a review hearing by the College of Nursing Student Grievance Committee (SGC). The SCG Chair will provide the student, in writing, the date, time, location and membership composition of the SGC within ten (10) business days before the hearing date.
The notice will include the specific protocols to be followed in the hearing and will include a copy of this policy.

(E) **Conduct of the Hearing**
The student and faculty and SGC will follow the Grievance Procedure as outlined in the Student Handbooks and CON policy.

1. Any recommendation will be based exclusively on the information received at the SGC hearing.
2. Upon completion of the hearing, the SGC will, by majority vote, agree to a recommendation. The recommendation will be put forth in writing and delivered to the student within five (5) business days of conclusion of the SGC hearing.

(F) **Commentary for Improvement to Faculty Parties to the Appeal**
The recommendation of the SGC Committee will be given to the appropriate Associate Dean within five (5) business days of the hearing. The Associate Dean will make the decision.

(FG) **Appeal Process**
1) A written request for appeal by the student to the Dean of the College of Nursing ("Dean") may be made and **must be submitted to the Dean within five (5) business days** following the date of the written decision of the SGC, or any further right to appeal is waived.

2) The Dean of the CON may review all applicable evidence presented in the hearing.

3) After completing such review, the Dean may ask for a meeting with the student.

4) The Dean will provide a decision to the student within **five (5) business** days of the meeting.

5) The decision of the Dean is final.

(G) **Pendency of Action**
Generally, implementation of dismissal will be deferred until all the due process hearing and time for appeals made by the student have been exhausted. However, the Dean may impose immediate removal or restrictions on the student if the alleged conduct in any way concerns patient or public safety (including faculty and other student).

<table>
<thead>
<tr>
<th>Approved by:</th>
<th>• Policies Superseded by This Policy:</th>
</tr>
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</table>
| Jeffrey P. Gold  
Provost and Executive Vice President  
for Health Affairs  | Initial effective date: May 1, 2009  
Review/Revision Date: March 19, 2009  
Next review date: May 1, 2012 |
| ________________________________ | ________________________________ |
| Timothy M. Gaspar, PhD, RN  
Dean, College of Nursing  |  
Date  |

*Review/Revision Completed by:  
College of Nursing  
Office of Legal Affairs, HSC*
**READMISSION**

Students who discontinue or withdraw from nursing courses must submit a petition for readmission to the major. The student must write a letter to the Program Director of the Undergraduate Program indicating state of readiness and discuss factors which may influence the student’s success in completing the program. Students who readmit must comply with existing university and CON requirements at the time of readmission. Absence of one academic year for any reason may require auditing previously passed nursing courses and satisfactory performance of skills to assure current clinical competency.

The student also meets with the nursing advisor to review the academic record and to determine a tentative plan of study.

**REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSES**

In addition to the University requirements, the CON has the following scholastic requirements.

1. A grade of at least a “C” is necessary for satisfactory completion of all required nursing courses. Grades of less than “C” constitute “failure.” For BSN and RN-BSN students, an average grade of 76% or above must be achieved on exams in order to pass a course. For AASN students, an average grade of 80 % or above must be achieved on exams in order to pass a course

2. BSN: The minimum grading scale is A (93-100), B (85-92), C (76-84), D (68-75), F (67 or below). Individual courses may have higher standards which are stated in the course syllabus.

3. RN-BSN: The minimum grading scale is A (93-100), B (85-92), C (76-84), D (68-75), F (67 or below). Individual courses may have higher standards which are stated in the course syllabus.

4. AASN: The minimum grading scale is A (94-100) A-(92-93) B+(90-91) B-(84-85) C+(82-83) C(79.5-81) D+(75-79.4) D(70-74) F(69 and below). Individual courses may have higher standards which are stated in the course syllabus.

5. Satisfactory achievement of both the theoretical and clinical aspects of the course are required. If a grade of less than “C” is earned in the theory component of required clinical courses, the earned theory grade is recorded for the course and both theory and clinical must be repeated. If a student earns an “Unsatisfactory” in the clinical component of a required clinical course, a grade of “F” is recorded for the course and both theory and clinical must be repeated.

6. Pre-requisite courses must be met with a grade of “C” or better prior to entering nursing courses (English, math, chemistry, biology, psychology, anatomy, physiology, microbiology, lifespan psychology, ethics, medical ethics, statistics, computer science, and medical terminology).

7. Students must meet the university requirements of maintaining a minimum semester GPA of 2.0 to retain academic status in the university and in the nursing major.

8. Grades of “I” for incomplete, “NC” for no credit, “PR” for grade of progress, or “NR” for not reported must be resolved prior to graduation. The student must have a grade for every course to graduate.

**REQUIREMENTS FOR PROGRESSION IN PROGRAM**

Satisfactory completion of prenursing prerequisite courses with a grade of “C” or higher is required for matriculation into upper division professional courses. Satisfactory completion of nursing courses with a grade of “C” or higher is required each semester for student to progress to the next semester. Nursing courses have established prerequisites, which also defines the sequence of courses in the major.
REQUIREMENTS FOR COMPLETION OF PROGRAM

Satisfactory completion of university core and nursing prerequisites, as well as all nursing courses in the major, is required for program completion. BSN, RN-BSN and AASN plans of study are provided in this handbook. A grade of "C" of higher is required for university, prenursing and nursing courses. The minimum number of credit hours required for graduation appears in the respective university catalog.

TRANSFER OF CREDIT

When requesting credit for previously taken courses, or planning to take a course at another institution to fulfill a prerequisite requirement, the student should:

1. Submit an official transcript from each post-secondary educational institution attended.
2. Request validation of equivalent credit from the Registrar’s Office at UT or BGSU.
3. Determine if validation of equivalency credit has been sent by the university registrar to the College of Nursing Program Director for the Undergraduate Program.
4. The last 30-32 hours of course work must be taken with the university.

WITHDRAWAL

Students who withdraw from a nursing course must notify the Undergraduate Program Director in writing before submitting the paper or electronic Withdrawal Form at the university. Students must notify the Registrars Office at UT or BGSU in writing if withdrawing from nursing course work. University policies apply to refund of money and academic status.

One nursing course failure and one nursing course withdrawal results in dismissal from the program. Two nursing course withdrawals, whether the same or different semester, results in dismissal from the nursing program.

Eligible students who want to return to the program following one withdrawal must petition for readmission. Readmission is not automatic. If accepted, the student must meet current admission standards and accept readmission for the semester offered.

Students dismissed for nursing course withdrawals have the right to petition for reinstatement with documented circumstances of catastrophic life events. If accepted, the student must meet current admission standards and accept readmission for the semester offered.

A student may be readmitted only one time after a withdrawal.

INCLEMENT WEATHER/EMERGENCY POLICY

View UT Policy # 3364-25-14 at http://www.utoledo.edu/policies

Definitions:
Level 1: Travel with caution.
Level 2: Hazardous weather conditions. Only travel if absolutely necessary.
Level 3: Emergency vehicles only. Law enforcement officers will fine travelers.

Decisions about cancellation or delay of class will be made by the consultation with the course coordinator. Cancellation will be communicated to involved students and Undergraduate Program Office.

Decisions about cancellation or delay of clinical will be made by the faculty or clinical associate in consultation with the course coordinator. Cancellation will be communicated to involved students, the clinical agency and Undergraduate Program Office.
When a student is unable to commute to a clinical experience due to individual weather circumstances, it is the student’s responsibility to notify the clinical faculty by phone. If the clinical faculty cannot be reached, the student is responsible for leaving a message (which includes contact number) for the clinical faculty at the agency and informing the nursing unit of the absence.

In the event that a weather emergency is declared in a county outside of Lucas County, classes will be held as scheduled. It is understood that students residing in counties in which a weather emergency Level 2 or 3 is declared may not commute to class. Information from classes not attended by students outside Lucas County due to weather emergencies, will be provided by the faculty in a way deemed appropriate by the course coordinator.
SECTION 6

• HSC STANDARDS OF CONDUCT

• ACADEMIC MISCONDUCT

• STUDENT RIGHTS & RESPONSIBILITIES

• PROFESSIONAL STANDARDS

• UNIFORM POLICY

• EXAM PROCEDURE
PROFESSIONAL EXPECTATIONS

The nursing profession demands that the individual be responsible, accountable, self-directed and professional in behavior. The process of becoming a professional person begins upon entering a professional education program. Students demonstrate professionalism by attending classes and clinical experiences, by exhibiting courteous behavior, being prepared for class and clinical assignments, and by being punctual for class and clinical.

ACADEMIC FREEDOM OF STUDENTS

The CON subscribes to the principles of academic freedom and inquiry. Students attending the CON shall have the freedom to seek the truth. In speaking or writing, students shall be responsible and accurate, and shall indicate that they speak as individuals unless authorized to do otherwise. As scholars, students must remember that the public may judge their professions and the institution by their public statements, including social media.

HEALTH SCIENCE CAMPUS STANDARDS OF CONDUCT

The University of Toledo Health Science Campus’ goals of excellence in education, research, and patient care are supported by a set of standards of conduct. The Standards of Conduct prohibit all persons from engaging or participating in any of the following activities:

1. Other than public information, the disclosure of information that becomes accessible through association with The University of Toledo College and its Medical Center and other clinical sites should be considered as privileged and confidential including information pertaining to patients and their care or research subjects;

2. Unauthorized accessing and use of information stored on any computer system of The University of Toledo, including unauthorized use of such equipment for other than The University of Toledo College business that is unreasonable in nature and scope;

3. Dishonesty, for example, cheating, plagiarism, or knowingly furnishing false information to The University of Toledo;

4. Forgery, alteration, or misuse of The University of Toledo documents, records or identification;

5. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other The University of Toledo activities, including its public service functions or of other authorized activities, on The University of Toledo owned or controlled property;

6. Physical abuse or detention of any person on The University of Toledo owned or controlled property or at The University of Toledo sponsored or supervised functions, or conduct which threatens or endangers the health or safety of any such person;

7. Theft or damage of property of The University of Toledo College of Nursing or of a member of The University of Toledo College of Nursing community or campus visitor;

8. Unauthorized entry into or use of The University of Toledo facilities and/or equipment;

9. Violation of The University of Toledo policies and regulations;

10. Disorderly or obscene conduct or expression on The University of Toledo owned or controlled property;

11. Use, possession, or distribution of alcohol or of narcotic or dangerous drugs or paraphernalia, as specified by the Food and Drug Administration, except as expressly permitted by law;
12. Failure to comply with directions of The University of Toledo officials or police and any other law enforcement officers acting in the performance of their duties;

13. Illegal or unauthorized possession or use of firearms, explosives, other weapons or chemicals on or off of The University of Toledo property.

14. Violators of these regulations may be ejected from The University of Toledo owned or controlled property and may be subject to criminal prosecution and/or The University of Toledo discipline which may include, but is not limited to, suspension or expulsion from The University of Toledo.

The University of Toledo administration is empowered to adopt and publish additional provisions for the administration and enforcement of these regulations.

**EQUIPMENT USAGE**

Students assume full responsibility at all times for the loss of or damage to UT equipment. Such loss or damage shall result in the assessment of the replacement cost as established by the Treasurer of the institution.

**SMOKING POLICY**

Smoking is banned in all buildings and most public space under Ohio law. The Health Science Campus is smoke free including open spaces and parking areas. Students are responsible for monitoring and reminding others that smoking is not permitted.

**DRUG FREE WORKPLACE AND CAMPUS**

UT HSC is committed to maintaining an educational environment that is free from the effects of drug and alcohol abuse. To this end, UT HSC prohibits the unlawful manufacture, distribution, dispensation, possession, or use of any controlled substance, or alcohol, on UT property or as any part of its activities. This includes all illegal and legal drugs used without a physician’s order. It does not prohibit taking prescribed medication under the direction of a physician. Individuals found to be in violation of this policy are engaged in serious misconduct and subject to disciplinary action, up to and including dismissal, consistent with UT HSC policies.

**RESPONSIBILITIES RELATED TO IMPAIRMENT**

The student will not use alcohol or drugs in a manner that could compromise the academic environment or patient care. It is the responsibility of every student to protect the public from an impaired colleague and to assist a colleague whose capability is impaired because of ill health. The student is obligated to report persons of the health care team whose behavior exhibits impairment or lack of professional conduct or competence, or who engage in fraud or deception. Such reports must conform to established institutional policies.
NAME BADGE

Students must wear the provided Health Science Campus name badge at all times on Health Science Campus, during clinical experiences and learning events sponsored by the College of Nursing. It is the responsibility of Campus Police to question any individual not wearing an identification badge.

HARRASSMENT AND DISCRIMINATION CONCERNS

The CON will not tolerate discrimination or harassment as indicated by established university policy. Issues related to sexual harassment and/or discrimination revolving around education at UT should be directed to the Office of Institutional Diversity. Any issue presented to the Office of Institutional Diversity will be held in strict confidence. http://hsc.utoledo.edu/depts/oid/

There is an Ohio Code that prohibits student harassment of other students on school property. Issues related to student harassment of other students (threatening to harm, destruction of property, unsolicited phone calls or letters, stalking, injuring an individual) should be reported to the Associate Dean for Academic Affairs and Police Department (419-383-2600 or 419-530-2600).

SEXUAL AND VERBAL HARASSMENT

The CON is committed to maintaining an institutional climate that fosters an open learning and working environment. Sexual/gender harassment is unacceptable behavior and will not be tolerated or condoned. Violations of this policy will result in disciplinary action up to and including dismissal.

Sexual harassment includes repeated and unwelcome sexual advances, repeated sexual orientated kidding, teasing or jokes, flirtations, advances, or propositions; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, whistling, touching, pinching or brushing against another's body; and the unwelcome display of objects or pictures that are sexual in nature that would create a hostile or offensive work or learning environment.

Verbal harassment includes speaking to another person in a loud, abusive, rough or threatening manner which creates an intimidating, hostile or offensive teaching/learning/ working environment.

Anyone who believes they have been the object of sexual or verbal harassment should follow the university guidelines for reporting harassment, and advise the Associate Dean for Academic Affairs as well. Link to the ethics point anonymous reporting website: https://secure.ethicspoint.com
ACADEMIC MISCONDUCT

The CON seeks to foster intellectual and moral development of nursing students. Academic misconduct implies deception in fulfilling academic requirements and includes but is not limited to plagiarism, cheating and fabrication.

Academic misconduct is viewed as a serious matter and is a direct violation of the ANA and NSNA Code of Ethics; alleged acts will be investigated and confirmed acts will result in academic sanction. The Academic Honesty Code of CON is in accordance with those of UT and BGSU (see respective university policy).

Plagiarism is submission of work that is not the student's own work or submitting ideas, thoughts, writings or product of another person without proper documentation. Cheating during testing includes use of notes, texts or electronic devices without faculty consent, looking at another student's paper, or communicating with another person during testing. Fabrication is submitting false information on a clinical or theory assignment; an example is making up patient data on an assignment.

When academic misconduct is suspected, faculty will discuss the incident with the student and file a written report. It is the obligation of all students to report questionable conduct to the Associate Dean for Academic Affairs. Following examination of facts and supporting evidence, the student may fail the course or be dismissed from the program. Communication will be in writing, with a copy placed in the student record.

There are five major areas of academic misconduct that are not in accordance with professional nursing standards. Students must be vigilant to avoid such behavior and report occurrences that compromise the individual, an assignment, a course, or the program.

**Plagiarism:** the act of taking ideas or writings, etc from another person or source and passing it off as one's own thoughts (Webster's 2002); not crediting the source. Examples include but are not limited to:

- Submitting work for credit which was not written by the student
- Paraphrasing or summarizing ideas without citing the source
- Word for word quoting without using quotation marks, citation, or footnotes

**Cheating:** the act of deceiving, using deception or fraud (Webster 2002). Examples include but are not limited to:

- Copying from another individual's answer sheet or paper
- Working with another student on any take home assignment when the instructor expects independent and unaided effort
- Buying, selling, soliciting, possessing, transmitting or using any quiz, test, or exam material that has not been released by faculty for student use on an upcoming assessment
- Substituting for another person during an examination or using a substitute
- Using materials that have not been authorized by faculty
- Collecting and/or transmitting information without faculty consent via phones, cameras, computers or other electronic devices during quizzes, tests, or exams
- Submitting a care plan or assignment that has been previously submitted by another student, either in similar or identical form
- Soliciting or bribing another student for quiz, test or exam information

**Failing to report:** not bringing facts to attention of appropriate individual when such information is needed for investigation or to prevent harm. Examples include but are not limited to:

- Overlooking behavior that is harmful to persons or property
- Not telling the truth during a fact-finding inquiry or grievance hearing
- Withholding information that may cast doubt on personal performance
- Not recalling or documenting important findings that may seriously impact care

**Lying:** the telling of false or untruthful information in an attempt to deceive (Webster's 2002); making written or verbal statements which are known or should have been known not to be true. Examples include but are not limited to:
• Altering academic material or patient records
• Making untrue comments about students, faculty, patients or employees
• Providing evidence that is false
• Fictitious creation of research data or outcomes

Stealing: taking or attempting to appropriate another’s property without permission. Examples include but are not limited to:
• Destroying, hiding or making unavailable public use items such as library books, reference materials, computer components, media equipment, etc.
• Removing personal belongings from another individual's room, office, backpack, purse, etc
• Theft of academic materials (software, media, journals, testing materials, lab resources, etc)

STUDENT RIGHTS AND RESPONSIBILITIES

This statement is adopted from an original statement by the Ohio Nurses Association and endorsed by the Nursing Students Association of Ohio.

Students of nursing are entitled to an environment where appropriate opportunities and conditions exist to insure freedom to learn. They are obligated, however, to exercise this freedom with responsibility.

Access to the CON should be unrestricted in the sense that no student should be denied admission on the basis of such factors as race or sex.

At the same time, students should realize that the CON is accountable to the public for the quality of nurses graduated and that the College has established standards of admission, retention, and graduation in accordance with its philosophy. These standards should make evident to the student those characteristics considered important to success in the program(s) of study offered. Enrollment should be open--to the limits of the college’s resources and facilities--to qualified students as determined by admission standards.

Students should be aware that the CON has the obligation to protect the integrity of the educational program by setting standards of achievement and conduct for enrolled students.

Because students have the responsibility for maintaining the standards of the program of study in which they are enrolled, they have the right to expect that standards of conduct and academic achievement, together with means of assessment, are clear.

Although students are responsible for mastering the content of courses, they should be free to present reasoned dissent and opinion which differ from those offered in any course.

Students are entitled to due process throughout the academic program and procedures used should ensure fairness. In the case of disciplinary action, students should expect to be appraised of charges against them, to have an opportunity to refute the charges, and to have means available to review decisions.
PROFESSIONAL STANDARDS

Students are held to the same standard of behavior as a practicing nurse. Failure to adhere to professional standards will result in dismissal from the program. Student conduct while providing nursing care includes, but is not limited to the following:

Rules Promulgated from the Law Regulating the Practice of Nursing
4723-5-12, Ohio Administrative Code
Student Conduct While Providing Nursing Care

(1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the client, and the client's response to that care.
(2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
(3) A student shall not falsify any client record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports or time records, reports, and other documents related to billing for nursing services.
(4) A student shall implement measures to promote a safe environment for each client.
(5) A student shall delineate, establish, and maintain professional boundaries with each client.
(6) At all times when a student is providing direct nursing care to a client the student shall:
   (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
   (b) Treat each client with courtesy, respect, and with full recognition of dignity and individuality.
(7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse.
(8) A student shall use universal blood and body fluid precautions established by Chapter 4723-20 of the Administrative Code;
(9) A student shall not:
   (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a client;
   (b) Engage in behavior toward a client that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
(10) A student shall not misappropriate a client's property or:
   (a) Engage in behavior that causes or may cause personal gain at the client's expense;
   (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the client's expense;
   (c) Engage in behavior that constitutes inappropriate involvement in the client's personal relationships; or
   (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the client's personal relationships.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

(11) A student shall not:
   (a) Engage in sexual conduct with a client;
   (b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
   (c) Engage in any verbal behavior that is seductive or sexually demeaning to a client;
   (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a client.

For the purpose of this paragraph, the client is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

(12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
   (a) Sexual contact, as defined in section 2907.01 of the Revised Code;
   (b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the
patient as sexually demeaning.

(13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student.

(14) A student shall not habitually indulge in the use of controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

(15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of habitual or excessive use of drugs, alcohol, or other chemical substances that impair the ability to practice.

(16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability;

(17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance;

(18) A student shall not obtain or attempt to obtain money or anything of value by intentional misrepresentation or material deception in the course of practice;

(19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.

(20) A student shall not aid and abet a person in that person’s practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.

(21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion;

(22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.

(23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its faculty or preceptors, or to the board.

Effective: 02/01/2008

R.C. 119.032 review dates: 10/01/2007

Promulgated Under: 119.03

Statutory Authority: 4723.07

Rule Amplifies: 4723.06

Prior Effective Dates: 2/1/96, 4/1/97, 2/1/02, 2/1/04, 2/1/07
The ANA House of Delegates approved these nine provisions of the new Code of Ethics for Nurses at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised Code of Ethics for Nurses With Interpretive Statements.

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.
NATIONAL STUDENT NURSES’ ASSOCIATION, INC.
CODE OF ACADEMIC AND CLINICAL CONDUCT

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold college policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per college grievance policy.

STUDENT NURSE UNIFORM POLICY

The CON believes that professionalism begins with appearance and attire. In striving to uphold a high professional standard, this policy addresses student nurse clinical clothing requirements. The values of asepsis, client safety, and client sensitivity are also incorporated into the Student Nurse Uniform Policy.

Acute care and clinic settings: Each student will wear the designated student nurse uniform that includes top, pants, and lab coat. The uniform is to be clean and wrinkle free. Exceptions are units where scrub attire is required. Shoes must be leather, all white. White socks or hose must be worn; undergarments must be white or beige color.

Clinical experiences outside acute care and clinics: Professional attire with designated student nurse lab coat. Appropriate female professional apparel is a skirt or pant with top, or a dress of appropriate length. Appropriate male professional garments include trousers and shirt with a collar. Jeans, denim, spandex, sweatshirts, or t-shirts are not acceptable. Faculty reserve the right to make the final decision of appropriate attire.

The official Health Science Campus nametag is required at all times.

Hair needs to be a “natural” color; such hair colors as burgundy, purple, or green are not acceptable. If hair is longer than collar length, it must be secured up (back) with a band or clip. Hair must be clean. Men must be clean shaven or facial hair be neatly trimmed and clean (moustache, beard, goatee).

Students with pierced ears may wear one (1) small post type earring per ear. Students with body and head piercings cannot wear rings or studs while in the clinical setting.

One band style ring may be worn per hand. Bracelets and necklaces are prohibited.

Tattoos must be covered while in the clinical setting.

Nails should be short and neat with clear, if any, polish. Artificial nails are not allowed.

Chewing gum is not allowed. Avoid wearing perfume, after shave, or fragrant lotions; if worn the smell should be very subtle.

Students must arrive at clinical prepared with the proper equipment including stethoscope, watch with second hand, scissors, hemostat, penlight, and other required items specified in the course syllabus or workbook.

Faculty reserve the right to inform a student if he/she is not in appearance and attire in keeping with the Student Uniform policy. The student may be asked to leave the clinical experience if not in keeping with the Policy.

May, 2011
EXAM PROCEDURE

Before exam day:
Contact the course coordinator if unable to attend exam.

Before the exam:
Leave all personal items such as tote bags and backpacks in a vehicle or locker.
Coats or sweaters cannot be hung on the back of chairs.
Hats are not allowed in the exam room.
All cell phones, pagers and any electronic equipment must be turned off and placed in a locker.
No food, candy or drinks are allowed into the test room.
No tissues are allowed; proctors will provide tissues if needed.
Check exam room door for seat and room assignment.
Remain in hallway until exam room doors are opened.
Students must be seated 15 minutes prior to the start of the exam.
Be On Time! No late entry is allowed once a student leaves the exam room.
Bring student ID. All students are checked-in prior to the start of exam.

During Reading of Exam Instructions:
Students who arrive after the ID check is completed must remain in the back of the room until the exam has been started. After the start of the exam student may sit in assigned seat. ID will be checked prior to providing student the exam. No extra time will be given.
Leave examinations face down when distributed.
Count exam pages when instructed to do so if paper exams are used. Raise hand if page is missing or unreadable.
Print name on exam book when instructed to do so.
Verify that exam and scantron number matches seat number.
Complete the bubble sheet by entering the following: name, personal code number, test form A or B. Computer-based exams are accessed when permission to begin is provided.
Begin exam when instructed.
Beginning and ending exam time will be written on the board in front of the room.

During the Exam
Raise hand to use restroom. Proctor will escort student to the restroom. No additional time given. The exam will be "held" in the exam room and returned when arrive back from the restroom break.
Use blank sheet on exam book to write questions regarding a test question.

Ending the Exam
Check bubble sheet to make sure all questions are answered before turning in exam.
Students may leave the exam early. Turn in the exam book, bubble sheet, and seat number to a proctor before leaving
Leave room quietly. Students will not be allowed to re-enter the room.
Do not talk outside of exam room.
Leave the testing area entirely.

If students do not leave early, follow the instructions given for ending the exam.
No writing or erasing will be allowed after “Time” is called.
No additional time will be given for transferring answers.
Follow instructions for submission of the exam.

Note: Unprofessional conduct will result in removal from the testing session and grade of “0” on exam. Unprofessional conduct may result in immediate dismissal from program.
SECTION 7

GRIEVANCE PROCEDURE
PURSUING NON-GRIEVABLE ACADEMIC CONCERNS

Students have a right to be treated in a fair and equitable manner throughout their academic program with the CON. Similarly, students are expected to exhibit same in dealing with peers, faculty, clients, and staff throughout the nursing program.

In the CON, as in any human endeavor that involves many differing backgrounds and personalities, it is inevitable that problems that impact on student learning will emerge. It is also true that the perception or understanding of a specific situation may differ from one person to another. Therefore, when a student has an academic concern that is troubling and needs to be addressed, it is recommended that the student actively seek resolution of the problem.

Appropriate guidelines for action include:
1. Use the Student Non-Grievable Academic Concerns form to write a short description of the request, report or issue. This can serve to focus on the concern and clarify it to others. Make a copy of the form for your own record keeping purposes.
2. Submit the Student Non-Grievable Academic Concerns form to the person(s) directly involved in the concern.
3. Meet with the person(s) directly involved to discuss the concern.
4. If the concern is not clearly resolved, seek counsel/advice from course coordinator (as deemed appropriate), the Department Chair and finally, the Associate Dean for Academic Affairs.
4. Academic Advisors and Class Advisors are also useful resources available to students.

Prompt attention to concerns is in a student’s best interest. This approach will later serve the student well in his/her professional career.
STUDENT NON-GRIEVABLE
ACADEMIC CONCERNS FORM
College of Nursing

Health Science Campus MS1026
Collier Building 4405
3000 Arlington Avenue
Toledo, OH 43614-2598
419.383.5810

Name ____________________ Date ________

Phone contact __________ or __________

Explanation of concern:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Requested outcome: ________________________________________________________
________________________________________________________________________

Action taken: ______________________________________________________________
________________________________________________________________________

Signature/Date/Time ________________________________

Revised: August 2011
GRIEVANCE PROCEDURE

Preliminary Action

The student(s) is permitted to continue in courses with limited supervised clinical practice during the deliberations about the grievance.

Written documentation of each step of the process needs to occur. It is advisable that all participants keep documentation.

Committee Hearing

The chairperson of the Student Grievance Committee shall promptly notify the involved persons that a formal grievance has been filed: faculty member(s), Program Director, and Associate Dean for Academic Affairs. A copy of the grievance is forwarded to all involved and to the Dean of the College of Nursing.

The chairperson shall schedule a hearing to be held within ten (10) working days following receipt of the written petition.

Grievant, respondents, and the Dean of the College of Nursing shall be notified in writing of the date, time, and place of the hearing and the committee members who will be present. The committee is comprised of four (4) faculty, 2 BSN, 1 RN-BSN, 1 MSN, and 1 Doctoral student members and the designated chairperson of the Grievance Hearing. In the event that not all student category representatives are available, the chair will find appropriate substitutions.

The grievant and respondents have the right to challenge the composition of the committee within 24 hour notice of the notification of the member composition. If challenged, the Chairperson, in consultation with the challenger and the committee, will decide on an acceptable replacement. (Faculty for faculty; student for student.)

Any committee member perceiving self to be biased in a particular situation will withdraw from serving on the hearing within 24 hours of member notification.

In the event that there is difficulty assembling a full committee from the elected members, either the Chairperson of the committee or a Nursing College Department Chair may appoint substitute(s) which are unbiased faculty to fill the vacancies.

Grievant Support Representative: The role is to provide a student involved in a grievance with a support person. This representative may be a faculty member or an academic advisor. Attorneys and family members are excluded from functioning in this role. In addition, the GSR may not be a witness to the grievance. The student may select a grievance support representative or decline a GSR. If the student declines a grievant support representative, a waiver must be signed. The name of the GSR shall be submitted in advance to the Grievance Committee Chairperson. This representative is not appointed to advise the grievant. The representative is appointed to provide emotional support and neutrality for the grievant during the hearing process.

Witnesses: A witness may be asked by either party to be available to provide supporting evidence that is pertinent to the grievance at hand. The intent of a witness's testimony shall be submitted to the Chair 48 hours in advance of the hearing. The Committee reserves the right to restrict the testimony to those issues germane to the grievance.
**Confidentiality of Proceedings**

Confidentiality shall be maintained by all persons. This is an essential component of the grievance procedure and due process.

Specific information is kept within the committee.

Proceeding of the committee is to be kept in a sealed file at the College of Nursing for seven (7) years.

**Rules for the Hearing**

Both grievant (student) and the respondent(s) (faculty member[s]) shall be present during the entire hearing, but not during deliberations/decision.

Persons attending the hearing shall be limited to:
- Grievance Hearing Chairperson
- Grievant
- Respondent(s)
- Associate Dean for Academic Affairs
- Committee members four (4) faculty and three (3) students
- Respective advisor of each party, if desired
- Witnesses (to be called in as needed)
- Recorder

Chairperson's Functions:
- Indicate purpose of meeting and time limitations of Hearing
- Make introductions and identify role of each person in attendance
- Identify order of data collection
- Read brief statements of student's appeal
- Direct the discussion
- Call and excuse witnesses
- Make closing statements
- Facilitate the deliberation and the preparation of the written recommendations
- The Chair is not a voting member
- Submit recommendations to all parties and Dean

Advisor's Function
To provide support through presence, to remain quiet during hearing; to address committee only if requested.

Witnesses' Function
To be available outside hearing room until called; to testify only if requested to do so; to answer specific questions; to leave the hearing room on completion of testimony.

**Record-Keeping**

Both note taking and tape recording shall be done to ensure accuracy of the information and proceedings during the hearing. A faculty member or a person from the College of Nursing support staff will be appointed to serve as recorder for the hearing. This person will be present during the hearing but not the deliberation. A designated committee member will monitor the tape recording.

**Committee Deliberation**

Deliberations shall be conducted in closed session by committee members only. Deliberation shall be limited to data collected during the hearing. The evidence is to be weighed.
In case the committee's conclusion and recommendations cannot be formulated, the committee may need to identify and solicit additional data. All parties will be informed of the request(s) and deliberation will be delayed until data is obtained.

A simple majority is to be reached.

Only the hearing is tape recorded. The tape recorder is not used during the deliberation.

**Committee Recommendations**

Recommendations shall be submitted in a written report to the Dean of the College of Nursing. The majority opinion and dissenting opinion, if any, regarding the outcome of the hearing is written in the report submitted to the dean.

The written report shall contain the following:
- A clear concise statement/summary of each issue.
- Pertinent analysis of related factors.
- Committee's conclusions and rationale.
- Suggestions for resolution of grievance
- Suggestions for prevention of similar grievances in future
SECTION 8

• HEALTH POLICIES

• INSURANCE POLICIES
ACCIDENTAL EXPOSURE TO BLOOD AND BODY FLUIDS

Nursing students sustaining an accidental percutaneous (puncture wound) and/or mucous membrane exposure to blood or body fluids or blood-born pathogen shall comply with the following guidelines.

If the exposure occurs in an acute care setting, the policy for the agency should be followed. The clinical instructor will be notified of incident immediately. An occurrence report is completed according to agency policy. The student should be treated in the hospital’s Employee Health Services or Emergency Department in accordance with the agency policy. The student is responsible for the cost of treatment.

If exposure occurs while the student is affiliated with an agency which has no policy to cover such an incident, the student should be treated by the personal healthcare provider or by the Student Health Center at the respective University or University of Toledo Medical Center, as soon as possible.

ACCIDENTAL EXPOSURE TO COMMUNICABLE DISEASE

A student who experiences accidental exposure to a communicable disease during clinical must notify the clinical instructor immediately. Follow the clinical site policy for immediate assessment, since rapid assessment for risk is essential. The student is responsible for any cost incurred.

BASIC LIFE SUPPORT HEALTH CARE PROVIDER CERTIFICATION

Students enrolled in nursing courses must be certified in BLS by the American Heart Association. Certification cannot expire during the course of the semester; there is no grace period. Students will provide a photocopy of the BLS Health care Provider card to the Undergraduate Program Office. Incomplete CPR documentation on the first day of the semester may result in administrative dismissal from the program.

EMERGENCY PROCEDURE FOR STUDENTS IN CLASSROOM OR CLINICAL

If a student becomes ill in the classroom, do an immediate assessment to determine if simple measures will suffice or there is need for more complex care. Call 419-383-2600 (or 2600 from a campus phone) if ambulance transport is warranted; the UT Police Department will summon “911”. A faculty, staff or peer should remain with the student until the health concern is resolved or emergency transport begins. The individual can be referred to HSC Family Practice 419.383.5535, their healthcare provider, or the Emergency Department for interventions.

If a student becomes ill or is injured in the clinical setting, seek available emergency treatment at the clinical site. If treatment is not available, arrange for student transport to the closest emergency facility or the University of Toledo Medical Center.

EMERGENCY TREATMENT RESPONSIBILITY FOR COST

The student is responsible for all cost associated with evaluation and treatment following classroom, clinical or lab illness or injury. The CON, UT and BGSU and clinical agency do not assume liability for any accident or illness during the student assignment. The clinical agency will make available emergency treatment as required. Students may utilize University of Toledo Medical Center and University Health Services. Responsibility for cost of care and related charges (treatment, tests, x-rays, medications) belongs to the student.
HEALTH FORMS

A Undergraduate Program PPD and Physical Exam Record Health Form and an Immunization Record are to be completed and on file at the CON. No student will be allowed in a clinical setting if this information is not on file for the current academic year. Incomplete health and immunization documentation on the first day of the semester may result in administrative dismissal from the program.

The purpose of maintaining health records of students enrolled in the CON is threefold:
1. Promotion and maintenance of optimal level of health for all nursing students.
2. Satisfaction of health and safety requirements of clinical agencies
3. Availability of health information in the event of student illness or accident.

The cost of any health care is at the student’s expense. Immunizations, lab work, and physical examinations are available at the UT Student Medical Services on Main Campus, Family Practice on Health Science Campus, and BG Student Health Services.

The original PPD, Physical Exam Record and Immunization Form will be retained by Health Information Management. Validation of the physical examination and immunization requirements will be sent to each clinical site prior to the start of each semester. Information in the student health record is confidential and will only be released to appropriate faculty, clinical agencies in the event of medical emergency.

Students should copy all health data for future employment purposes. The CON does not provide copies of medical information (FERPA protected).

HEALTH INSURANCE

Students are not covered by Worker's Compensation. Students are required to have proof of active health insurance coverage while registered as a student. The student is to show proof at the beginning of each semester, or to subscribe to the student health insurance of the University of Toledo. (Policy 3360-30-15 – Health Insurance Mandate). Payment for medical, hospital and emergency treatment, in case of illness or injury, is borne by the student. The CON does not offer undergraduate student health insurance coverage, since policies are available through UT and BGSU. Waiver for required inclusion in the student health insurance program is managed by the respective university. The College of Nursing is not responsible for any medical costs incurred during enrollment.

HEALTH REQUIREMENTS

All students must meet the following requirements prior to beginning any clinical nursing course:
1. Current history and physical, on CON "fit and free" statement form, signed by provider.
2. Current tuberculin testing (initial two step PPD then one step annually) or MD statement "free of disease" if history of positive PPD or known infection.
3. Immunity to rubella, rubella, varicella and mumps as evidenced by a positive titer.
4. Immunity to hepatitis B, or receiving the vaccine series of three followed by a titer, or annual negative hepatitis B antigen
5. Tetanus, diphtheria and pertussis booster within the past ten years.

HEALTHCARE RELEASE FORM

The Healthcare Release Form must be completed by the healthcare provider prior to student return to the university for class and clinical. It is applicable for illness, injury, childbirth, communicable disease, or other conditions that preclude participate in class or clinical experiences. Form is to be taken to the Undergraduate Program Office.

The College of Nursing is not responsible for any medical costs incurred while enrolled as a student.
Return form to the Program Office. Course coordinators are notified that a release is on file. If clinical participation is in progress, the college will seek clinical site approval. The student will abide by the agency decision regarding involvement in patient care or other services.

Student Name ________________ Program: ____________

I plan to return to class on this date: ____________
☐ Full-time
☐ Part-time

I plan to return to clinical on this date: ____________
☐ Full-time
☐ Part-time

Student Signature ________________ Date ____________

These sections must be completed by the healthcare provider (MD, DO, NP, PA) prior to return to the university for class and clinical. It is applicable for illness, injury, childbirth, communicable disease, or other conditions that preclude participation in class or clinical experiences.

Health Status:
☐ Recovered, able to return to class full-time on this date: ____________
☐ Recovered, able to return to clinical full-time on this date: ____________

☐ Able to return to class with restrictions on this date: ____________
☐ Able to return to clinical with restrictions on this date: ____________
    Restrictions ____________________________ ____________________________

☐ Date of next evaluation: ____________

Justification (by healthcare provider)
☐ The entire duration of the absence was justified for medical reasons
    Start date: ____________
    Stop date: ____________

☐ I cannot justify the entire duration of the absence due to:

    ____________________________ ____________________________

Healthcare Provider
Signature __________________ Date ______
Phone ______________ License Number ______________
Address ____________________________
LEARNING RESOURCE CENTER STUDENT INJURY

Learning Resource Center injuries are immediately reported to the Director of IISC (Interprofessional Immersive Simulation Center) or a laboratory facilitator. An occurrence report is completed and placed in the student's record. The student is expected to have the injury evaluated and treated at an appropriate health care setting, such as the UT University Health Services or BGSU Student Medical Center. If the student refuses to seek treatment following a lab injury, the student signs a release of responsibility form that will be placed in the student's record.

OCCURRENCE REPORTS FOR ACCIDENTAL INJURY AND/OR HAZARDOUS EXPOSURE

Students who experience an accidental injury or hazardous exposure during clinical experiences are expected to complete an Occurrence Report. The form is signed by the faculty member and promptly submitted to the nursing service department of the clinical agency. A copy is provided to the Associate Dean for Academic Affairs. Information should be concise but complete relative to the injury or illness.

PROFESSIONAL LIABILITY INSURANCE

Students are required to maintain professional liability insurance during the academic year. Minimum coverage of $1,000,000/$3,000,000 is required. BSN and AASN students are covered by a group policy charged as a regular fee on the respective university's billing.

RN-BSN students must photocopy the policy cover page and provide it to the CON. The policy is retained by the student. Students may not participate in clinical experiences until proof of liability insurance is on file in the CON.

Students who subscribe to a university group policy must check with the respective university to determine if coverage includes employment during the academic year, holidays, and between semesters.

REPORTING HEALTH PROBLEMS

It is the responsibility of each student to inform the clinical faculty of any and all health problems that could in any way impact on safe clinical performance. The information should be reported the first day of the semester or at time of occurrence.

RESPONSIBILITY WHEN ILLNESS OCCURS

Students are expected to seek professional health care when illness occurs and to follow directions regarding class attendance. A more cautious practice must be observed regarding clinical experience for the protection of the patient and student. The Healthcare Release Form will be submitted before return to clinical activity. Students are responsible for contacting course coordinators and faculty for make-up assignments.

RESPONSIBILITY WHEN PREGNANCY OCCURS

A pregnant student will provide a statement to the Program Director from the health care provider stating that the student may continue in clinical nursing laboratory experiences. Following delivery, the Healthcare Release Form will be submitted before return to clinical activity.
SECTION 9

- FINANCIAL AID
- SCHOLARSHIPS
- HONORS PROGRAM
- INDEPENDENT STUDY
**FINANCIAL AID**

Financial assistance may be available to students admitted to the nursing program. Federal Nursing Scholarship and Loan Funds are available in addition to other forms of financial aid. Information on financial aid may be obtained from the Financial Aid Office of UT [http://www.finaialaid.utoledo.edu](http://www.finaialaid.utoledo.edu) or BGSU, [http://www.bgsu.edu/offices/sfa/](http://www.bgsu.edu/offices/sfa/).

Other scholarships providing limited funding are available through various private and public sources.

**SCHOLARSHIPS**

Several scholarships are available to the baccalaureate nursing students. The scholarships are available to upper division (Junior or Senior) students based on academic performance and need. Students are required to complete financial aid forms in the financial aid office at their respective university. Scholarship application forms are available in the Office of Student Services, 419.383.5810 or email: admitnurse@utoledo.edu. At the present time, one scholarship application is used for consideration for all scholarships listed below. Please check with the Office of Student Services for any updated information about scholarships.

1. **Ruth L. Kelly Scholarship:**
   Established in honor of the first Dean of the CON (1970-1979), the award is made to rising Juniors and Seniors in Nursing with a minimum cumulative GPA of 2.8 and financial need.

2. **Ray P. Guy Scholarship:**
   Mr. Guy was admitted numerous times to the hospital for treatment of serious illness. He was impressed by the nursing care and wished to do something in return for students in nursing. After Mr. Guy's death, his wife established the scholarship at UT.

3. **Martin-Bissell-Newman Scholarship:** (UT students)
   Scholarship established by UT for Dr. Herbert Woodward Martin, Author, Educator and Scholar in return for a donation of his personal papers to the Canady Center of Carlson Library. It is named after 3 women he felt provided inspiration to him, his mother, Mrs. Willie May Woodward Martin, and Instructor of English at UT, Miss Sarah Secor Bissell, and a freelance writer Miss Irene Newman.

4. **William A. Neill Scholarship:** (UT students)
   Established in memory of Dr. Neill by a group of his boyhood friends, the scholarship is awarded to a UT junior honors student in the baccalaureate nursing program.

5. **Alfred F. Foster Scholarship:** (UT students)
   Dr. Foster is Professor Emeritus in Chemistry at UT. In 1974 he developed the sequence of Chemistry Courses required for admission to the Baccalaureate Nursing program. He is known for his concern for and commitment to students, especially nursing students, whom he chose to support by the donation of his retirement fund to the Baccalaureate Nursing Scholarship.

6. **Mary Beth Hayward Nursing Scholarship**
   Ms. Hayward was a very respected member of the college of nursing faculty for many years and an advocate for students and nursing education. This scholarship was established in her memory.

7. **Mary Printy Memorial Scholarship:** (BGSU students - Firelands campus)
   Awarded to a student at Firelands College. The scholarship was established to benefit nurses who are balancing the multiple demands of family, career and education. Priority is given to a nurse whose goal is to practice perinatal nursing.

8. **Olive H. and Albert G. Schlink Foundation Scholarship:** (BGSU students)
   Dr. Albert Schlink, a physician, and his wife Olive, a registered nurse, established the nursing scholarship to be awarded to a second semester nursing student at BGSU who demonstrates scholastic achievement and financial need.
9. **Carroll Clark Nursing Scholarship**  
H. Malcolm Clark established this scholarship in memory of his late wife, Carroll. The scholarship is awarded to a student in the nursing major based on financial need with a preference for those interested in emergency room nursing and showing volunteer experience.

10. **The Wilma Johnson Kidd Memorial Nursing Scholarship: (BGSU Students)**  
Gamma Upsilon chapter of Beta Sigma Phi, Bowling Green, Ohio, established the scholarship in memory of Wilma Johnson Kidd, a registered nurse and long time member of Gamma Upsilon.

11. **The Barbara Andrews Scholarship in Nursing:**  
Established in memory of Mrs. Barbara Andrews, a Public Health Nurse and Nursing Supervisor, the scholarship is awarded to a non-traditional student in either the baccalaureate or the graduate nursing program who demonstrates successful academic achievement and leadership in one’s professional and community life.

12. **Nursing Foundation Awards: (BGSU students)**  
Established by BGSU alumni, the award is presented to the student in nursing who has demonstrated outstanding academic ability.

13. **Sandra Jean Selland Scholarship:**  
Established in memory of their daughter by Howard M. and Jean Selland. This award is given to a prenursing or student in the nursing major who demonstrates commitment to professional, compassionate care with evidence of leadership and excellent communication skills.

14. **Anne Donabedian Scholarship:**  
Established in memory of Assistant Professor, Anne Donabedian, former faculty member in the CON. The award is given to a senior student who has incorporated the principles of empathy, genuineness and unconditional positive regard into all aspects of health care delivery.

15. **Nancy D. Moody Russo, RN, BSN, JD, Scholarship**  
Established by Nancy Moody Russo, this scholarship is awarded to a nursing student who exemplifies academic achievement, determination, leadership and community service with a minimum 3.5 GPA.

16. **Ethel U. Wagenhauser Scholarship**  
Established by a bequest of the late Mrs. Wagenhauser to assist students pursuing a BSN degree with a specialty in geriatrics. Recipients are basic juniors or seniors in the major or RN to BSN students with a demonstrated interest in the field of geriatrics or elder care.

**Other Scholarships for which a student might qualify include:**

1. National Student Nurse Association Scholarships.
2. Nurse’s Educational Funds (RN students)
3. Arthritis Foundation Scholarship.
4. Veterans Administration Health Professional Scholarship Program. Available to Junior or Senior students. Scholarship applicants are obligated for a period of service in the V.A.
5. Auxiliary to the Academy of Medicine Health careers Scholarship. Available to students in numerous majors seeking health careers.
6. Dean Katherine Easley Wemmer Trust Fund Scholarship (UT outstanding women students).
7. Alumni Scholarship, College of Health and Community Services (BGSU students only).
8. Undergraduate Nursing Scholarship through the UT Alumni Affiliate/College of Nursing (UT and BGSU students). Scholarship applications available in the spring; requires a 3.0 GPA.
9. University Achievement Scholarship (BGSU students).
11. Book Scholarships sponsored by various organizations.
HONORS PROGRAM

The purpose of the CON Honors Program is to provide opportunities for students to increase the depth and breadth of their undergraduate program of study by means of a plan of goal-directed learning, including discovery, analysis, and application of theoretical knowledge to the practice of nursing. It allows the student to explore specialized areas of study, participate in research and develop collegial relationships with faculty.

The CON Honors Program accepts students based upon the following criteria:

1. Admission to Nursing major
2. Overall GPA of 3.5 or better
3. Submission of application to the CON Honors Program
4. Two (2) letters of recommendation from faculty members at the university/college
5. Interview with the CON Honors Program Coordinator

The CON Honors Committee approves the student for honors participation in the program.

Criteria for Continued Participation in Honors Program

1. 3.5 overall GPA with a minimum of 3.5 GPA in nursing major courses.
2. In the event that the nursing GPA falls below 3.5, the student has two consecutive semesters to bring the GPA up to 3.5. If unable to do so, the student will not be allowed to continue in the Honors Program. The student will arrange to meet with the Honors Coordinator when the GPA falls below 3.5.
3. Criteria for Graduating with CON Honors:
   a) Successful completion of CON Honors Courses and/or Honors Sections for a total of at least ten (10) semester hours of credit. Courses may include any 200 or above level nursing course. The student’s program of studies is designed by the Program Coordinator and the student to focus on a particular area of interest.
   b) Students are required to take Honors Recognition courses and CON Honors Sections from more than one professor.
   c) All Honors courses must be graded (not S/U).
   d) Honors Research Project: This requirement is fulfilled while the student is enrolled in independent study or honors seminar within the CON. The project is intended to provide an opportunity to become involved with various phases of the research process. The project may be a part of a larger study already in progress (by faculty or other health care researcher) and should reflect the student’s particular area of interest.

The project is designed and implemented by the student, with guidance and approval from the faculty advisor and clinical project director. Specific guidelines are available for the Honors Project.

   e) Honors credit will be implemented after a contract is signed by both student and faculty member and has been submitted to the CON Honors Coordinator.

COLLEGE OF NURSING HONORS COURSES

Independent Study

Independent study courses are those designed by the student and faculty member when the student is interested in pursuing a subject in which there are no courses available. These courses give the student the opportunity to pursue a topic in depth and to develop a close working relationship with the faculty member.
**Honors Recognition Courses**

Honors Recognition courses are those courses in which honors students do specialized work. These courses are characterized by self-directed learning and emphasis upon critical reasoning.

**CONVOCATION HONORS AND AWARDS**

Both UT and BGSU give recognition to honor students and recipients of special awards. Nursing students are expected to attend recognition events.

The CON also gives special recognition to selected members of the faculty and graduating class at convocation. The awards and criteria for selection of the candidates are listed below.

1. **The Ruth L. Kelly Award** - granted to students with outstanding academic achievement. The recipients of the award include an Undergraduate BSN Senior and one RN-BSN Senior.
   - **Criterion:** Highest cumulative grade point average.

2. **The Dean’s Award** - granted to candidates identified as Outstanding Seniors. The recipients include one BSN Senior and one RN-BSN Senior.
   - **Criteria:** Cumulative grade point average of 3.3 or above, a record of outstanding clinical performance, leadership ability and exemplification of the philosophy of the CON.

3. **Sigma Theta Tau Awards** - granted for excellence in research, leadership and practice.

4. **Faculty Awards** - Senior Basic and RN-BSN students select a faculty member for the “Excellence in Teaching” award. All graduating students participate in voting for this award. Faculty is presented this award at the Spring Convocation.

**INDEPENDENT STUDY**

Independent Study, an academic course completed outside of required classroom, clinical or laboratory experiences, provides the learner an opportunity to pursue an area of interest in depth. Independent study courses are not substituted for required courses and are supervised by a faculty member. The Contract Form is completed by the student, approved by the faculty member, signed by the Associate Dean and Dean prior to the semester in which the Independent Study is to be conducted.

**Process**

1. The student will present the plan or idea for Independent Study to a faculty member who agrees to supervise the study.

2. The student and faculty complete the Independent Study Contract and Evaluation Form including:
   a) Course purpose
   b) Course objectives developed by the student with faculty guidance and approval
   c) Course conduct and implementation
      1) How the objectives will be accomplished:
         (annotated bibliography, clinical experience, directed reading, etc.)
      2) If a clinical experience, when and where the learning will occur
      3) Means and frequency of communication between student and faculty
   d) Evaluation methods specifically stating how will be evaluated and assigned percentages for each objective; example: successful completion of 10-page written paper with a grade of 70% or above.
   e) Grading (letter grade or pass/fail) is determined by the student and the faculty member
   f) Preceptor and agency arrangements must be made in advance for clinical.
   g) Course credits are determined according to the following criteria: 1 semester credit hour 1 hour theory weekly for 15 weeks or 2 hours of clinical weekly for 15 weeks

3. The completed Contract Form is filed in the student's permanent file.
SECTION 10

• COMMITTEES

• ORGANIZATIONS

• STUDENT SPONSORED EVENTS
STUDENT PARTICIPATION ON COMMITTEES

The College of Nursing invites students to participate on numerous committees. Service is voluntary and solicited during spring semester; the CON Faculty Affairs Committee has responsibility for filling committee positions. Students are not expected to miss class or clinical to participate.

STUDENT ADMISSION RETENTION PROGRESSION COMMITTEE

Functions

• Annually review and recommend criteria for admission of students the CON.
• Review credentials of applicants to the basic undergraduate, and RN track. Recommend qualified applicants to the Dean of the CON.
• Advise Dean of CON regarding the status of the applicant pool.
• Develop strategies for retaining admitted students.
• Recommend to Faculty Assembly and Dean resources (personnel and material resources) that are required to develop and maintain a successful retention program.
• Recommend to the Faculty Assembly criteria for progression, retention, withdrawal, dismissal and re-admission of students to the CON in conformance with the guidelines of the College and affiliating Universities.
• Monitor the progress of students in the College of Nursing.
• Recommend academic status of students to the Associate Dean for the Undergraduate Program in accordance with CON policies and guidelines.

Membership

• Membership shall consist of eight faculty with representation from the two undergraduate tracks.
• One basic and one RN undergraduate student will be invited to serve as student representatives in relation to committee functions except regarding student record review and admission review.
• The Associate Dean for the Undergraduate Program will serve as ex-officio member on the committee.
• Coordinators and advisors will be invited to participate when deemed necessary by the committee.

CURRICULUM COMMITTEE

Functions

• Develop, monitor, evaluate and recommend undergraduate curricula content.
• Evaluate the overall curricula for integrity related to the purposes, the philosophy, mission and terminal objectives of the College of Nursing.
• Evaluate curricula content and processes among courses.
• Evaluate student clinical settings for congruence with overall program objectives.
• Recommend curricula changes to faculty based on evaluation, changing societal needs and current trends in nursing and nursing education.

Membership

• The chair is a member of the faculty elected by the College of Nursing committee
• Faculty (10) to include faculty representative of Community Health, Parent-Child Health, Women’s Health, Mental Health, Adult Health and RN-BSN program who have primary responsibility for teaching in the undergraduate program.
• The Associate Dean of the undergraduate Program (Ex-officio nonvoting)
• Two undergraduate students will be invited to participate on the committee.
STUDENT GRIEVANCE COMMITTEE

Functions

- Review all grievances filed by students to ensure protection of student rights.
- Provide recommendations to the Dean of the College of Nursing about grievances to ensure that undergraduate and graduate nursing students’ and faculty rights are protected in academic and professional matters.
- Recommend policies and procedures for student grievances.

Membership

- Faculty shall not serve concurrently on the Undergraduate Student or Graduate Admission, Progression and Retention Committee.
- Seven (7) full-time members shall represent each of the major programs within the College of Nursing: 3 BSN, 1 RN-BSN, 1 AASN, 1 MSN and 1 DNP.
- Faculty members have preferably held a nursing faculty position for at least one (1) year, but exceptions will be made in light of areas of interest and availability within the College of Nursing.
- Administrative faculty who by their position in the College of Nursing may be part of the informal grievance will be ineligible for committee membership.
- Student representation is two BSN, one RN-BSN, two MSN, and one PhD.

NURSING STUDENT ASSOCIATIONS

The CON student organizations provide for interaction among students preparing for a career in the nursing profession. The organizations act as a vehicle for professional socialization and promotion of health care. Active participation in meetings helps prepare students for involvement in professional nursing organizations. Students are encouraged to attend local, state, and national meetings. All students presently enrolled in the BSN program are eligible for membership in the BSN Student Nurse Association.
BSN STUDENT NURSE ASSOCIATION CONSTITUTION

I. NAME
This organization shall be known as the Student Nurses Association of the CON.

II. PURPOSE
To provide a structure for student participation in decisions affecting the interests and welfare of the student body.
To foster among the students an understanding and appreciation of their rights and privileges, duties and responsibilities as members of the nursing body at UT.
To secure a closer working relationship with administrators, faculty, staff, alumni and the student body.
To promote unification of the various student groups pursuing career goals in nursing through the CON.
To serve as a central source of communication within the CON.
To promote involvement in the political and shared governance processes as it pertains to the CON.
To promote membership involvement in the state and national levels of the National Student Nurse Association.

III. MEMBERSHIP

A. Resignations:
A member can take leave at any time, deciding when they may or may not want to become active with the organization again. However, if they are on a committee, they need to notify the chair of that committee of their new status.

B. Rights and Duties:
Members have the right to get involved in as much or as little as they would like to. Members can also join or leave active membership at any time. Members have the duty to keep in touch with their committee chair and complete their assigned tasks on time. Members have the duty to show up and participate in events that they previously signed up for.

IV. DUES

A. Amount:
The Annual NSNA/State dues for active and associate members shall be $30 per new member and $40 per renewing member, payable for the appropriate dues year. The dues year for membership shall be a period of twelve consecutive months.
The annual NSNA/State dues for active and associate members joining for two years shall be $70 per member, payable for the appropriate dues years. The dues for these years shall be a period of twenty-four consecutive months.
The school association board of directors shall have the authority to change membership dues, providing such dues do not exceed the amounts set in these bylaws.

B. Collection Procedures:
National and state dues shall be payable directly to NSNA, or the local chapter can collect all forms and money to send all at once. This may make the local and state chapter more likely to win awards for the number of members recruited. NSNA shall after receiving our payment, remit to each state constituent the dues received on behalf of the constituent. NSNA shall not collect nor remit school chapter dues.

C. Failure to Pay Dues:
Any member who fails to pay current NSNA/State dues shall forfeit all privileges of NSNA/State membership, but may still have all privileges of the local chapter’s membership.
V. DUTIES OF OFFICERS

A. The President shall:
Be chief executive officer of the Student Nurses Association, presiding at all meetings of the Student Nurses Association and/or the Board of Directors of the Student Nurses Association. Be spokesperson for the Student Nurses Association. Present student views to the Student Affairs Committee. Give regular reports about the status of the Student Nurses Association and related activities to students. Be responsible for faithfully executing the Constitution and Bylaws of the Student Nurses Association. Ensure that any agreements between the Student Nurses Association and the UT-CON are faithfully upheld. Keep suitable records of business completed or pending. Be responsible for an annual review and needed revisions of the bylaws (in cooperation with the Vice President). Meet with the faculty advisor at least once a month. Schedule executive, general, and special meetings at his/her discretion. Appointment of special committees with the approval of the Board of Directors. Serve as ex-officio member of all committees. Be responsible (along with the Secretary and Treasurer) for proper record keeping of the organization. Be responsible for turning in the annual report to the Office of Student Life at the end of each school year. Ensures that meetings run smoothly and in a business manner, by following Robert’s Rules of Order. Promote membership and involvement to students at the local, state, and national levels. Maintain list of current membership of the organization.

B. The First Vice President shall:
Assume the duties of the president in the absence of the president. Be responsible for the review and recommendations for changes in the bylaws annually (in cooperation with the president). Coordinate and direct local, state, and national representatives. Be responsible for programming general meetings including scheduling meeting rooms and keynote speakers. Aid the president in carrying out the duties of the Board of Directors.

C. The Secretary shall:
Record the minutes of the meetings of the Board of Directors and the general meetings of the Student Nurses Association. Distribute minutes and agendas of the meetings to the Student Nurses Association Board of Directors, the Student Nurses Association file, the Student Affairs Committee, the Office of Student Life, and post extra copies on the SNA bulletin board. Maintain files of all minutes. Prepare and send official letters or other correspondence as directed. Maintain files of all correspondence. Distribute to president copies of all official letters of correspondence.

D. The Treasurer shall:
Be responsible for keeping accurate records of all expenditures and financial transactions of the Student Nurses Association. Submit monthly financial reports to the Board of Directors of the Student Nurses Association, the Office of Student Life, and the Student Affairs Committee. Submit an annual financial report to the out-going and in-coming Board of Directors, the Office of Student Life, and the Student Affairs Committee. Sign checks for monetary disbursement as indicated. Submit all bills, receipts, and forms to the Office of Student Life for reimbursement.

E. The Fundraising Chairperson shall:
Submit a request for all fundraiser to the Office of Student Life and make sure that Student Affairs is aware of the dates and times of these fundraisers. Be the chairperson of the Fundraising Committee. Coordinate, execute, and promote fundraisers with the fundraising committee.

F. The Risk Assessment Coordinator shall:
Create an organizational focus on risk management. Be responsible for facilitating discussion within the SNA on risk management issues pertaining to all events, programs, and travel that is undertaken by the SNA. Work with the Office of Student Life, advisor, and members of the SNA to facilitate communication pertaining to risk management issues. Be responsible for assessing the risk of the SNA and any other organizations involved in events, programs, and travel. Be responsible for filling out the Risk Assessment Form (#014) and submitting it to the Event Chair or Secretary for further submission to the Office of Student Life within the time frame specified on Form (#014). After approval of an event from the Office of Student life, shall be responsible for notifying the secretary that it is okay to proceed with the event.
Be responsible for collecting waiver forms from all participants in all club events occurring on or off campus. Be responsible for taking attendance at all events or assign another person to fulfill the responsibility.

G. The 2nd Vice President (Social Chairperson) shall:
Coordinate and direct all communication for all social activities by supervising a committee and by encouraging participation of all members. Be responsible for organizing at least one social activity for the SNA per month. Direct public relations. Be the chairperson of the social committee. Work with the Office of Student Life and other UT organizations for mutual social events.

H. The 3rd Vice President (Community Service Chairperson) shall:
Advocate for and coordinate programs to promote health awareness in the community such as health fairs, screening programs, immunization events, bloodmobile drives, and passing along information from health publications. Coordinate community service activities and encourage membership participation. Be the chairperson of the community service committee. Work with the Office of Student Life and other UT organizations for mutual community events.

I. The Breakthrough to Nursing Chairperson shall:
Be responsible to promote nursing to the general student body focusing on minority students. Shall head committees to attend local high schools and display a program that both encourages and promotes students into the nursing field. Shall work closely with the Admissions Office to advance programs into local high schools and universities. Be responsible for all programs to which nursing promotion is the main goal. Work with all other Board members to introduce Breakthrough to Nursing into routine activities within the organization. Promote a positive and accurate image of nursing.

J. The Convention Planner shall:
Present information about upcoming conferences and conventions to the general student body with specific details about costs, schedule of events, location, and dates it will be held. Post an RSVP list for interested members to sign up. This list must be posted well in advance so that reservations can be made. Posting the RSVP in advance also gives the Treasurer time to make a budget for the specific event, and add more fundraising to cover the trip costs if necessary. Organize carpools, shuttles, or flights with the majority of students attending as possible. Contact the appropriate professors to check on quiz/exam/classroom make-ups. Hold a convention meeting for all interested members where a delegate and alternate will be elected.

K. The Newsletter Editor shall:
Work on putting out a newsletter to the general membership once a month. Include articles on upcoming events, give officer contact information, a calendar for the month, etc.

L. The Historian shall:
Keep track of all SNA sponsored events and get pictures and other items to put in a scrapbook for the organization. In charge of designing poster boards, signing up for a spot, finding volunteers, and overall organizing a table for all organization fairs to include BGSU and UT campuses. Update the SNA bulletin board monthly, and make any minor changes as needed.

M. BG Representatives shall:
Consist of one senior and three juniors. Attend all Board meetings. Update the student body on upcoming events through class announcements, help pass out materials, and serve as a communication link to the entire student body. Give input at Board meetings. Serve on a committee if so inclined. Keep the Board current on events at BGSU’s campus.

N. UT Representatives:
Consist of one senior and three juniors. Attend all Board meetings. Update the student body on upcoming events through class announcements, help pass out materials, and serve as a communication link to the entire student body. Give input at Board meetings. Serve on a committee if so inclined. Keep the Board current on events at UT’s campus.
O. Faculty Advisor:
Serve as ex-officio member without a vote. Act as a liaison between the Board and faculty members. Serve as a resource person consulting with the Board of Directors and members. Attend meetings of the SNA at the UT-CON.

P. The Membership Director Shall:
Serve as a liaison between ONSA and the University of Toledo's Student Nurses’ Association. Be responsible for membership promotion. Be the liaison to ONSA for all membership promotion/implementation of ONSA at the chapter level. Compile a membership list, including contact person(s). Be responsible for organizing and maintaining the election process at the chapter level.

VI. DELEGATES
A. Purpose and Function shall be:
To serve as spokesperson for this association at the annual state and national conventions. Present to the state and national organizations all proposed resolutions or amendments to bylaws or policies proposed by this association. Keep informed as to all current and proposed resolutions at the state and national levels and report information to this association's membership at regularly scheduled membership meetings. Make available to members updates, explanations, and copies of current and proposed state and national resolutions.

B. Delegates Qualifications and Appointments shall be:
Any member in good standing, who is who is active (or would like to become active) in SNA at the UT College of Nursing and is interested in holding the position of delegate. The convention planner will hold a special meeting prior to the convention for all members attending. A delegate and an alternate will be elected at this meeting. If an overwhelming number of people are interested in being a delegate, then a vote will be taken by those attending convention. A majority vote will win. Appointment shall be only for the one convention they were specifically elected for.

C. Delegate Representation/School Constituents:
Student Nurses Association of the UT College of Nursing, when recognized as an official NSNA constituent, shall be entitled to one voting delegate and alternate at the NSNA House of Delegates, and in addition, shall be entitled to one voting delegate and alternate for every 50 members. The Student Nurses Association of the UT College of Nursing delegate(s) and alternate shall be a member(s) in good standing in the chapter and shall be selected and/or elected by members of the school chapter at a proper meeting according to chapter bylaws. The school association may designate an alternate delegate for each delegate by one of the following two mechanisms: Selection and/or election by members of the school chapter according to chapter bylaws; or Written authorization to the State Board of Directors requesting them to appoint a member of the State Board to act as a state-appointed alternate for their school chapter. School chapters shall approve of the appointment. The State Board of Directors shall verify that any state appointed alternate is a member of good standing of the NSNA and the state association. A school chapter must have a selected and/or elected delegate present at the NSNA Convention in order to have a state-appointed alternate seated in the House of Delegates. All alternates, whether school selected or state-appointed, shall have the same privileges as an elected delegate when seated in the House. The school association shall be entitled to delegates according to the number of members of good standing in NSNA. Delegates shall be computed on the basis of the number of members in each constituent as evidenced by the annual dues received by NSNA on a date eight weeks prior to the annual meeting. General extra funding paid towards convention may be used as an incentive, but monetary amount must be approved by the SNA advisor and the Board, and may vary each year depending on the current budget.

VII. PROCEDURES FOR FILLING VACANCIES
See election of Board of Directors and other positions in the bylaws. In case of urgent need for a position to be filled, interested persons will still write a letter of intent to the SNA advisor, and then the Board themselves can do the voting, instead of the entire student body.
VIII. COMMITTEES
A. Positions Requiring Committees
Treasurer-Fundraising; Social Chairperson-Social Events; Community Service Chairperson-Community Events. Any of the other positions can also have a committee formed at their request.

B. Responsibilities of Committee Chairs
Chairpersons need to contact committee members at least one time per month via committee meetings, telephone, or email. This is a requirement that needs to be properly documented and turned in to the president. All Chairpersons shall also be responsible to Board of Directors for reporting committee activities on a regular basis and shall, upon direction of the Board of Directors, report the same to the general membership.

C. Committee Members Requirements
Committee members shall be appointed by the committee chairperson or selected by the Board of Directors from a group of volunteers. Committee members must attend scheduled meetings and keep in contact with their respective chairperson.

IX. ORDER OF BUSINESS
Board of Directors meetings shall follow this agenda outline:
Call to Order
Roll Call
Reading and Approval of Minutes
Officer Reports
Old Business
New Business
Open Forum/Announcements
Adjournment

X. VOTING PROCEDURES
Every Board member with the exception of president and the faculty advisor get one vote on every issue discussed at a Board of Directors meeting. A motion is made and then seconded for a vote on an issue. Each voting member is asked to say ‘Yay’ or ‘Nay’ when a vote is called, and then objections or abstentions are called next. A vote of 2/3 or a quorum is needed for an issue to be officially passed.

XI. FACULTY ADVISOR SELECTION
A faculty member will be selected by the Board of Directors for a two year term or unless a vacancy needs to be filled. The student body and SNA officers will first nominate faculty for the position. If the faculty members accept, they will be interviewed by the Board of Directors and then placed on a ballot for the Board to vote on. The faculty member with the most voted from the Board members wins. (The president shall vote only for this issue.)

XII. MEETINGS
Section 1. Board of Directors Meetings
Meeting dates shall be set by a plurality vote of members present at each previous meeting, or if the Board is in agreement. Dates for meetings may be planned for one semester at a time. Meeting location and time will be voted on and approved by a plurality vote of all members present and voting at each previous meeting, or if the Board is in agreement, locations and times for meeting may be set for one semester at a time. The President shall have the authority to convene a special meeting as such time as is deemed necessary and shall notify the general membership of such a meeting, location, and time.

Section 2. General Meetings
The general meeting dates, times, and locations must be made so that the highest attendance of students is achieved. The First Vice President in is charge of setting up these meetings.
XII. REFERENDUM AND RECALL
Section 1. Absences
Members of the Board of Directors who have missed more than two regularly scheduled meeting of any current term year without prior notification to the Board of Directors and who offer no valid reason for such absences may be removed for office by a plurality vote of the current membership present at the next scheduled meeting. The officer is questioned will be notified in advance of the meeting. An officer may also be removed from office by a plurality vote of members of the Board of Directors present at a meeting called for that purpose if that officer is deemed negligent in the functions of that office as stated in these bylaws. Prior notification of two weeks shall be given to the individual in question and a special Board Directors meeting shall be held to review the circumstances.

XIII. AMENDMENTS AND RATIFICATION
Amendments to the bylaws may be made with a 2/3 vote of those present and voting at a Board of Directors meeting provided that notice of proposed amendments had been sent to all members at least one week prior to the meeting, via written document or email. Every voting member has a responsibility to review the proposed changes and purpose friendly amendments before a vote is taken to the next scheduled meeting. These are the requirements for adopting this constitution.

ALCOHOL POLICY
There will be NO ALCOHOL permitted for on-campus functions sponsored by student organizations. No Student Life allocated funds may be used to purchase alcohol. If alcohol is being served at an off-campus event sponsored by a student organization, there must be a professional bartender, non-alcoholic beverages, food, and designated drivers provided. Publicity for an event posted within the Health Science Campus may not advertise alcohol.

NURSING HONOR SOCIETY (SIGMA THETA TAU INTERNATIONAL)
The CON Consortium of UT and BGSU established a nursing honor society in the Spring 1979. This preceded the establishment of a Sigma Theta Tau Chapter. The Sigma Theta Tau charter for the chapter, Zeta Theta-at-Large, was granted in the fall of 1981. The chapter was rechartered in 1998 when Lourdes College joined the organization, and again in 2006 when Mercy College of Northwest Ohio was approved for inclusion.

The purposes of the organization are to recognize superior achievement and leadership in professional nursing, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

Membership in the organization is an honor conferred on students in baccalaureate and graduate programs who have demonstrated excellence in their nursing programs. Graduate nurses with a baccalaureate or higher degree who have demonstrated marked achievement and leadership in the field of nursing are eligible for community membership consideration. Yearly induction is held in the fall.

Applications and eligibility criteria for Sigma Theta Tau are available from the STTI counselor in the CON. Activities of the organization include an annual research day, awarding research grants and scholarships; and annual recognition for excellence in research, leadership, and practice.

OHIO NURSES ASSOCIATION AMERICAN NURSES ASSOCIATION
BSN graduates are encouraged to become active members of the professional organization. Personal and professional involvement provides opportunity to network with nurses who possess a broad spectrum of nursing knowledge and expertise. Benefits from membership include collaboration, cooperation and collegiality. Nurses can make a difference through their professional organization as it strives to meet the challenge of nursing’s future. As nurses work together to assure quality of care, set relevant standards
and policies and influence health care delivery through appropriate political action, they reflect their concern, contribute to the united efforts of a dynamic profession and demonstrate professional accountability for their practice. Membership in ONA provides membership in the American Nurses Association as well.

NURSING ALUMNI ASSOCIATION

Graduates of the CON are encouraged to join the Alumni Association. Dues for the first year are waived. Newsletters are sent to alumni twice yearly and an Alumni Reunion is held annually.
SECTION 11

• FACILITIES

• SERVICES
ACCESSING NETWORK ACCOUNTS

All students have network and email accounts at the respective university. BGSU students will also be assigned passwords for The University of Toledo. It is the student’s responsibility to change passwords and report system related problems. The Help Desk number is 419-530-2400.

To activate your account or reset your password, use your Internet browser to go to: myUTaccount

1. Enter your UT student ID or Employee ID number. As you type in this number, you will only see asterisks (*) displayed, this is so no one can read your information as you type it in.

2. Next, enter your birth date in the format specified on the webpage.

3. If a message is displayed saying there is an error, the student ID or birth date do not match what is stored in the Active Directory then click on the back arrow button in the upper left of your browser's menu bar. Try retyping whichever field had the error. If you still have problems then please contact the Help Desk at (419) 530-2400.

4. Click on Activate Your UTAD Account.

5. Read the computer usage policy and click I Agree.

6. If everything is found correctly, you will see a new screen displaying your name and the userid that you have been assigned for the UTAD domain. You will also be asked to enter the password for your UTAD account. You will have to enter it a second time to insure you did not mistype it.

7. Click on the Set button.

8. Next, you will be asked to enter a question that only you know the answer to. This will allow you to make changes to your password or to reset your password if you have forgotten it. Type in your question and enter your answer.

9. Click the Set button.

10. At this point, your account will be activated, your password set and the question and answer stored. If you do not already have an email account, you will be asked if you want a university email account. Click Yes to create one.

11. You are then notified that a mailbox has been created. It can take up to four hours for your mailbox to become active. Click Continue.

12. You should get a message saying your university computer account has been activated. You now have a UTAD account and a myUT username!

13. Click Confirm.

14. Please write down the username and home directory path. This information can be found by clicking on view your account information. Look in the user id field at profile/home/web host field.

ACCESSING COMPUTERS

All incoming upper division Basic BSN students are required to have their own laptop for class activities.

There are student computer stations in the Collier Building. Students provide own media storage (flash drive) as documents cannot be saved to the hard drive. Printers are available. Damage, destruction or removal of computer devises from the Collier Building will be reported to the police department; offending individuals are prosecuted as well as dismissed from the program. There is also computer access at The
University of Toledo Main Campus and Bowling Green State University. Both universities maintain a computer loan program as well.

**ACCESSING EMAIL**

Email is the primary way faculty, and administration communicate with students. Notices of scholarships, special events, course material, etc are provided via group email. Each student is responsible for checking email frequently.

**BULLETIN BOARDS**

Information is frequently transmitted to students through bulletin board notices; glass enclosed boards on ground floor of Collier contain items of importance to juniors and seniors. Position postings are placed on ground floor board near the elevators. Students are responsible for checking bulletin boards at the CON as well as the Nursing Office of UT or BGSU for pertinent information.

**CAREER DEVELOPMENT**

UT and BGSU are responsible for assisting students to identify employment opportunities and provide counseling related to career goals. Early in the senior year, students are encouraged to use the services of the respective university. Information about prospective employers is provided and arrangements for campus interviews with recruiters from various agencies can be made. Appointments for interviews should be scheduled for times that do not interfere with class or clinical time. Additional services may include instruction in application and resignation procedures, interview strategies and other techniques for presenting oneself in a positive light.

**CLASS ADVISOR**

Faculty members are named to be advisors for the Junior and Senior Classes. The function of the advisor is to meet with the class periodically, to answer questions and discuss issues and needs, and to serve as a liaison between the class and other appropriate individuals as indicated.

**CLINICAL AGENCIES**

Students have experiences in a variety of health care agencies depending upon the objectives of the particular course. New or alternative experience sites are added as appropriate. While assigned to Clinical Agencies, students will not be considered employees of the agency and will not be covered by any Social Security, worker’s compensation, or malpractice insurance policy of the Agency. Each student is required to carry individual professional liability insurance. Students will abide by existing clinical rules and regulations of the assigned to the Clinical Agency.

**FACULTY OFFICES**

Administrative and faculty offices are located on the 3rd and 4th floors of Collier Building on the Health Science Campus.

**Learning Resource Center Policies and Procedures**

Welcome to UT College of Nursing Learning Resource Center (LRC)! The team of educators in the LRC consists of your course faculty member, the director of the LRC, and eight teaching assistants (TA’s). Our team is committed to providing the necessary tools to help you learn nursing fundamentals.
General Guidelines

Each student is assigned to a lab group. Each lab group is assigned a **learning** time and a **testing** time. The “Lab Group” schedule is posted on the course website and this form will inform you of your learning time and your testing time. Also posted on the course website is the “Skills Schedule”. The **skills schedule** document indicates what skill will be taught and what skill will be tested each week.

Each student will be given a folder that will be kept in the lab. This folder will contain a pink document called “**Evaluation of Student Performance**”. This document serves as a tracking system for completion of required skills and the student's ability to maintain professionalism. This folder will also contain a yellow or green document called “**Student Progress Report**”. This document serves as a tracking system for students who miss a lab or require more time to achieve beginning level competency of a skill.

Rules to Live By

Safety and Professionalism are of utmost importance in the LRC, therefore the following rules will be enforced:

**Do not:**
1. Eat, drink or chew gum in lab
2. Use cell phones, pagers, laptops or any other electronic device while in the lab
3. Sit or lie in bed if you are not the patient

**Do:**
1. Come prepared to learn by reviewing content in book, viewing media, and printing off 2 skill competency sheets
2. Wear your nametag and a watch with a second hand to every lab
3. Place book bags, coats and personal items in the locker
4. Dispose of all needles in red sharps containers
5. Keep your voice down so others can concentrate
6. Ask questions while in the lab
7. Put all equipment away and clean up your space before leaving lab
8. Dress appropriately (see professional dress guidelines)

Attendance

Attendance to every scheduled laboratory is **mandatory**, and attendance will be taken. Time will be allotted for instruction and practice during each class and students must stay until dismissed by a TA. Student’s assignment to a lab group is very complicated with over 400 students using the lab per semester: therefore, students are not allowed to move out of their assigned lab time or group. Since class time to learn and practice is limited, students need to arrive 5 minutes early to be prepared to start on time. If a student is late they must fill out a pink slip and have it signed by a Teaching Assistant (TA). Three “late arrivals” will require student to make an appointment with the Director, Marty Sexton PhD(c),RN, CNS at martha.sexton@utoledo.edu to discuss issues of professionalism.

Missed Lab Policy

If you miss a lab due to an unforeseen circumstance follow this procedure:
1. E-mail Pat Evans RN, Teaching Assistant, at patricia.evans@utoledo.edu prior to class time.
2. Meet with a classmate and attend open lab to review the material.
3. Complete a three page **Professional Journal Article Summary** covering the content missed submitted to Pat Evans, at patricia.evans@utoledo.edu prior to the next class time. (see guidelines below)
4. A student who misses more than 3 classes will need to make an appointment with the Director of the LRC, Marty Sexton by requesting an appointment at martha.sexton@utoledo.edu to discuss issues of professionalism.

*Failure to follow policy will lead to failure of the course*
Competency Check-offs

Students will learn a skill during their scheduled lab time. In the following weeks students are required to demonstrate beginning level competence of the skill taught. Competencies are designated as individual, group, or practice. This designation indicates the forum for which the skill will be tested. Individual skills will be tested one on one with a TA. Group skills require a group of 2-4 students to work together to demonstrate beginning level competence of the skill. Practice skills require the student to spend time independently reviewing the skill. Our Teaching Assistant (TA) team will determine if a student is successful or if a student or groups of students need more practice. This decision will be based on a standard point system for each skill. The following guidelines apply to all individual and group competency testing:

1. Students will come prepared to their competency by:
   a. Dressing professionally with lab coat and name tag
   b. Arriving 10 minutes ahead of scheduled time
   c. Bringing a clean copy of the skill being tested and filling out top portion
   d. Retrieving folder from file cabinet

2. Not showing up for testing time will be a considered an "unsuccessful" and will require student to follow the "unsuccessful completion of skill competency policy".

*All individual, group, and practice competencies must be completed by the end of the semester to pass the course

Unsuccessful Completion of Skill Competency

If a TA determines the student needs more practice the following policy applies:

1. If a student is unsuccessful for the first time on a skill, the student must sign in to open lab for one hour of practice prior to retesting on the skill.

2. If a student is unsuccessful for a second time on the same skill, the student must make an appointment with one of the TA’s for one on one practice time, students will be retested by 2 TA’s on their third attempt.

3. If a student is unsuccessful for the third time on the same skill, the student is required to meet with the director and repeat the course.

4. If a student is unsuccessful one time on more than two skills they must make an appointment with the Director who will complete a Baccalaureate Admission Retention and Progression Form which will contain an action plan.

5. In addition, it is the student’s responsibility to sign up with a teaching assistant to perform the skill again (repeat test).

*Failure to follow up and/or to not successfully complete all skill testing within the semester enrolled in course will result in a failure of the course.
Professional Dress

**Learning Time**
- Do dress appropriately
- Do not wear revealing tank tops or short shorts
- Limit jewelry to 2 earnings, one necklace, one bracelet, 2 rings
- No facial or tongue piercings
- Hair should be pulled back out of face
- Shoes worn at all times
- Female assessment students must wear a sports bra that fits properly during assessment of heart, lungs and head to toe
- All assessment students must wear shorts during assessment of neuromuscular, and head to toe

**Testing Time**
- Do dress professionally
- Must wear lab coat and your name tag for all testing
- May wear long shorts, Capri’s and T-shirts if they are professional in appearance
- All rules as stated above in learning time also apply

*Students who fail to adhere to professional dress policy will be asked to meet with the Director to discuss issues of professionalism and potential failure of the course.*

I have read and understand the Policies and Procedures of the CON Learning Resource Center.

Signature________________________________________   Date__________________

PROFESSIONAL JOURNAL ARTICLE SUMMARY GUIDELINES

Please choose a professional Nursing Journal article that relates to your missed lab. Search for an article on current research or evidence based practice related to the topic.

This assignment is Sat/Unsat. Student must receive 23 points to receive a satisfactory grade.

After reading the article complete the following: Points in Bold - 25 points possible: Please include a copy of the article with your final draft. Plagiarism is considered means for dismissal from program.

• **(10)** Summarize what the article was about. Identify who the author is and the main purpose of the article. Include key concepts and main ideas. (Minimum of 2 paragraphs)

• **(5)** Identify how this topic is important to the nursing profession. How does this article and information impact nursing or nursing care? (Minimum of 1 paragraph)

• **(5)** Explain what you personally learned from the article, what your opinion of the article was, and how you may be able to use this information in your future career as a nurse. (Minimum of 1 paragraph)

• **(5)** Please use APA format to complete assignment. This includes a title page, the body of the paper, and a reference page. Assignments should be typed, concise, and include all elements without exceeding three pages double spaced. Submit completed assignment and article to patricia.evans@utoledo.edu by your next scheduled learning lab time. Online Resource for APA Formatting and Style Guide (Purdue University) http://owl.english.purdue.edu/owl/resource/560/01/
LOST AND FOUND

Inquiries on Health Science Campus should be made at the Campus Security Office (Mulford Building 007) for lost articles and to provide information regarding articles found.

OFFICIAL TRANSCRIPTS

Official transcript requests are processed by the Registrars Office at The University of Toledo or Bowling Green State University.

PARKING

Parking is available in front of Collier Building as well as in other parking areas on Health Science Campus.

A current University of Toledo parking permit is required for each vehicle. There is a fee for parking. Check with the Office of Student Services for any questions regarding parking (419.383.5810).

Fines for traffic and parking violations must be paid promptly. Failure to do so may result in legal action to collect delinquent penalties and may forfeit eligibility for graduation. Transcripts will not be released if there are fees owed.

PSYCHOLOGICAL COUNSELING SERVICES

Psychological issues impact on academic and personal lives. Students have access to counseling services at UT University Counseling Center (419.530.2426) or BGSU Counseling and Career Development Center (419.372.2081). Counseling services are available in the community in both public supported and private agencies.

Students are advised to clearly ascertain what they would need from psychological services by asking pertinent questions such as: services offered; composition of the agency staff; fees, sliding scale or reduced fee available for students; appointment availability; usual length of counseling appointments; emergency/crisis services are available; agency’s hours of operation and location.
REFERENCES

An original signed release must be on file prior to the release of information regarding a student’s performance in the nursing program. A student may secure a letter of reference from an individual faculty member after conferring with the faculty member regarding the request. References for graduate college will be sent on request when the release/waiver statement has been signed. FERPA form can be found at http://www.utoledo.edu/nursing/student_services_web/studentforms.html

TRIO STUDENT SUPPORT SERVICES

TRIO Student Support Services (SSS) is a federally funded program, sponsored by the U.S. Department of Education that identifies promising students and prepares them for college-level work. At The University of Toledo, Student Support Services is an academic program designed to assist eligible low-income and first-generation students in obtaining a college education by providing services that include: orientation and study-skills courses, multicultural social events, individual academic advising, tutoring, and career and social adjustment counseling, as well as helping students to utilize existing university services.

Student Support Services identifies and serves students “at-risk” of dropping out and fosters a one-on-one approach to guarantee the success of low-income and first-generation college students. Students in the TRIO Student Support Services program are more than twice more likely to remain in college than students from similar backgrounds who do not participate in the program. If you are a first-time freshman, a community college student transferring to UT, or a current UT student, access http://sss.utoledo.edu/ to identify services that will assist you in degree completion.

College of Nursing Office of Student Services

Our Mission
The College of Nursing Office of Student Services is dedicated to the success of its students by providing advising and support services to prospective and current nursing students. The Student Services staff is committed to treating students with the upmost respect and supplying the highest quality service available. Information for Student Services is found at http://www.utoledo.edu/nursing/student_services_web/homepage.html
(8/9/11)

UNIVERSITY LIBRARIES

Nursing students are required to use a variety of references other than textbooks and web-based sources. Required and enrichment readings are listed in course syllabi. Information for the Mulford Library is found at http://www.utoledo.edu/library/mulford/index.html
Students should contact their nursing advisor for the specific contact person in each program.
Student resources may be accessed through http://myUT.utoledo.edu

**Academic Enrichment Center**  
Website: [http://www.utoledo.edu/med/depts/aec/](http://www.utoledo.edu/med/depts/aec/)  
The purpose of the AEC is to provide resources and assistance for students to enhance their academic performance and to facilitate access for qualified disabled students.

**Accessibility, Office of**  
Website: [http://www.utoledo.edu/utlc/accessibility/](http://www.utoledo.edu/utlc/accessibility/)  
Provides a variety of accommodations and support services to students with documented disabilities.  
Phone: 530-4981  RH 1820

**Career Services**  
Website: [http://www.utoledo.edu/utlc/career/](http://www.utoledo.edu/utlc/career/)  
Career Counseling and Career Information through computers, books, and periodicals, and detailed information on hundreds of occupations.  
Phone: 530-4341  SU 1532

**Carlson Library**  
Website: [www.utoledo.edu/library/](http://www.utoledo.edu/library/)  
Info/Reference Desk – 530-2324  
See website for hours: [http://www.utoledo.edu/library/info/hours.html](http://www.utoledo.edu/library/info/hours.html)

**Catherine S. Eberly Center for Women**  
Website: [http://www.utoledo.edu/centers/eberly/](http://www.utoledo.edu/centers/eberly/)  
Serves the women of the University and the larger Toledo communities by advocating for women's equity in education, work, and health.  
Phone: 530-8570  TH 0168

**Chemistry Help Center**  
Free tutoring by Chemistry Department Graduate Teaching Assistants.  
Phone: 530-2100  BO 2020  Call for Hours

**Commuter and Off-Campus Services**  
Website: [http://commuter.utoledo.edu/](http://commuter.utoledo.edu/)  
Programs and services for students living off-campus in apartments and/or private homes.  
Phone: 530-8521  SU 2521

**Computer Services**  
To obtain a UTAD/email account: [http://myutaccount.utoledo.edu/](http://myutaccount.utoledo.edu/)  
Log on to your email at: [http://email.utoledo.edu](http://email.utoledo.edu) (utad/user id-password)  
EIT Computer labs are located in each Residence Hall (residents only) and for public use in the Carlson Library and RH 1559.  
Computer Lab hours and information can be found at: [http://www.utoledo.edu/depts/it/Service_and_Support/LSG/LabHours.html](http://www.utoledo.edu/depts/it/Service_and_Support/LSG/LabHours.html)  
Call the Service Request Line at 530-2400 (UC 1101) for further assistance.

**Counseling Center**  
Website: [http://www.utoledo.edu/studentaffairs/counseling/](http://www.utoledo.edu/studentaffairs/counseling/)  
Provides individual, group, and relationship counseling available to students for a variety of concerns including personal development, anxiety, depression, life planning, and stress management.  
Phone: 530-2426  RH 1810  M-F 8:15 a.m. – 5:00 p.m.  530-2600 All Emergency Situations  
911 – Life threatening emergencies

**Learning Enhancement Center (LEC)/Math Learning and Resource Center (MLRC)**  
Website: [http://www.utoledo.edu/utlc/lec/](http://www.utoledo.edu/utlc/lec/)  
Call to confirm hours.  
Phone: 530-2176  /2206  Carlson Library Basement  
Satellite Tutoring Locations:  
- The Larimer Athletic Complex Rm 205, The Crossings MPR 3, Parks Tower  
- 12th Floor Lounge, Scott Park Campus #3105 LRC Library – Math only.  
Online math tutoring also available.
Math Learning & Resource Center  
Website: [http://math.utoledo.edu/mlrc/MLRC.pdf](http://math.utoledo.edu/mlrc/MLRC.pdf)
Professionals and faculty members tutoring in various labs. Labs open to all university students at no expense. Most labs are drop-in.

Multicultural Student Center  
Website: [http://www.utoledo.edu/studentaffairs/omss/index.html](http://www.utoledo.edu/studentaffairs/omss/index.html)
Offers a variety of services and programs including awards, grants, and scholarships, benefit dinners, mentoring programs and orientation for African American, Asian American, Latino American, and Native American students.
Phone: 530-2261  SU 2500  M-F 8:15 a.m. – 5:00 p.m.

Night Watch (Escort Service)  
Website: [http://www.police.utoledo.edu/Night_Watch.asp](http://www.police.utoledo.edu/Night_Watch.asp)
The Escort Service consists of 20 students, employed by the UT Police Department, who provide safety, convenience, and personal security to anyone walking on campus at night.
Phone: 530-3024  Transportation Center  
Hours: M-F 5:00 p.m. to 12:00 a.m.

Parking Services  
Website: [www.parkingservices.utoledo.edu/](http://www.parkingservices.utoledo.edu/)
A valid parking permit is required in order to park in any campus parking area.
Phone: 530-5842  RH 1610  Hours: M-F 8:30 a.m. – 5:00 p.m

Police Department (UT)  
Website: [http://police.utoledo.edu/](http://police.utoledo.edu/)
The University Police Department provides 24-hour-a-day patrols to the grounds, parking lots, residence halls, academic buildings.
Phone 911 or 530-2600  TC 1302  Hours: Open 24 hours a day

Residence Life, Office Of  
Website: [http://www.utoledo.edu/studentaffairs/reslife/index/index.html](http://www.utoledo.edu/studentaffairs/reslife/index/index.html)
Residence life provides quality living environments and services that directly contribute to the success of students through educational, social, and personal development.
Phone: 530-2941  Ottawa House West 1016  Hours: M – F 8:00 a.m. – 5:00 p.m.

Rocket Solution Central  
Rocket Solution Central provides services from the offices of Registrar, (help obtaining transcripts, registering for classes and graduation, add/drop or withdrawing from courses ), Financial Aid (assistance with scholarships, grants, loans, or work-study employment), and Office of the Treasurer (student accounts, cashiers services, and collections).
Phone: 530-8700  RH 1200  Hours: MRF 8:15 a.m. – 5:00 p.m., TW 8:15 a.m. – 6:00 p.m. (open peak times until 7:30 p.m.)

Rocket Telecom  
Website: [http://telecom.utoledo.edu](http://telecom.utoledo.edu)
Provides quality, real-time voice and video communication systems for staff, faculty, and students.
Phone: 530-4098  RH 1917

Rocket Card  
Website: [http://rocketcard.utoledo.edu/](http://rocketcard.utoledo.edu/)
The Rocket Card is the official University of Toledo Identification Card and provides safe, quick access to campus service including door access to residence halls, meal plans and library privileges.
Phone: 530-5842  RH 1610  Hours: M-F 8:15 a.m. – 5:00 p.m.

Sexual Assault Education & Prevention Program  
SMC  Phone: 530-3431 (24 hour voice mail) When closed, crisis intervention available through the Rape Crisis Center 241-7273

Office of Student Customer Service  
Website: [http://utoledo.edu/utlc/studentservice/](http://utoledo.edu/utlc/studentservice/)
Confidentially provides students with information, referrals, and options for problem resolution.
Phone: 530-2571/2500  RH 1840

Student Legal Services  
Website: [http://www.utoledo.edu/studentaffairs/studentlegalservices/](http://www.utoledo.edu/studentaffairs/studentlegalservices/)
Provides quality legal counsel, information, and advice or representation to students.
Phone: 530-7230  SM 1020  Hours: MRF 8:30 a.m. – 5:00 p.m., T 1:00 – 8:00 p.m., W 8:30 a.m. – 1:30 p.m.; 6:00 – 9:00 p.m.

Student Medical Center (Main Campus)  
Website: [http://www.utoledo.edu/healthservices/student/index.html](http://www.utoledo.edu/healthservices/student/index.html)
Provides health care, psychological, and health educational needs including free, anonymous HIV/AIDS testing, and pharmacy services. If you have any questions or would like to make an appointment, please contact us at: The University of Toledo Medical Center Department of Family Medicine Ruppert Health Center 2000 Arlington Avenue Toledo, OH 43614 (Health Science Campus).  
Phone: (419) 383-5555  
Fax: (419) 383-3113  
Phone: 530-3451 SMC Building  M - F 8:15 a.m. – 5:00 p.m. (Walk-Ins F 9:00 a.m. – 4:00 p.m.)

Student Recreation Center  Website: [http://www.utoledo.edu/studentaffairs/rec/](http://www.utoledo.edu/studentaffairs/rec/)
Provides the University of Toledo Community with student-centered programs and services that enrich the mind, body and spirit.  
Information: 530-3700 Reservations/Information: 530-3711 Call to confirm hours.

Office of Study Abroad  Website: [http://www.utoledo.edu/utlc/studyabroad/index.html](http://www.utoledo.edu/utlc/studyabroad/index.html)
Promotes, supports and facilitates the development of international academic programs for students and faculty.  
Phone: 530-2689 /8556 RH 1830G  M – F 8:15 a.m. – 12:00 p.m.; 1:00 – 5:00 p.m.

Test Center- Bancroft Campus & Scott Park Campus  
Website: [http://www.utoledo.edu/utlc/testing_centers/index.html](http://www.utoledo.edu/utlc/testing_centers/index.html)
The Bancroft Testing Center provides Placement and Make-up Testing (no appointment necessary)  
Phone: 530-2011 Field House 1080 Hours: MTF 8:30 a.m. – 4:45 p.m.; WR 8:30 a.m. – 7:30 p.m.  
*Picture I.D. Required*  
The Scott Park Test Center provides Placement Tests, CLEP Tests, and Graduate Testing (by appointment only).  
Phone: 530-3266 ASC 1200 Hours: M - F 9:00 a.m. – 4:00 p.m. (Open some Sats. Call for dates)  
*Picture I.D. Required*

Transit Services  Website: [http://www.utoledo.edu/facilities/transit/](http://www.utoledo.edu/facilities/transit/)
Provides shuttle bus service for University students, faculty and staff, to maximize accessibility to, within, and between campuses.  
Phone: 530-1026 Plant Operations 1010 Hours: M-F 7:45 a.m. – 4:45 p.m.  
Freshman Call-A-Ride 530-1033 Hours: Sunday 5:00 p.m. – 1:30 a.m.; M – R 7:30 p.m. – 10:30 p.m.; F 6:30 p.m. – 10:30 p.m. Serves Bancroft & Scott Park Campus

Treasurer’s Office/Bursar’s Office/Student Accounts  
Website: [http://finadmin.utoledo.edu/bursars_office](http://finadmin.utoledo.edu/bursars_office)  
Phone: 419.530.5755 Rocket Hall 1800 Hours MRF 8:15a.m. – 6:00p.m. Services include Cashier area accepts payments for tuition, parking fines, telephone bills, room, board, rocket card deposits, etc.

The Writing Center  
Website: [http://www.utoledo.edu/centers/writingcenter/](http://www.utoledo.edu/centers/writingcenter/)
Provides free tutorial assistance for any type of writing assignment or project. Appointments are not required but strongly recommended.  
Phone: 530-4939 Carlson Library 1005 Hours: MTWR 10:00 a.m. – 8:00 p.m.; F 10:00 a.m. – 5:00 p.m.
Students should contact their nursing advisor for the specific contact person in each program.

The Learning Commons, Jerome Library [http://www.bgsu.edu/offices/learningcommons/](http://www.bgsu.edu/offices/learningcommons/)
Hours: MTWRF 8am-5pm
Three University-wide centers are housed in the Learning Commons – the Math & Stats Tutoring (MAST) Center, the Study Skills Center, and the Writing Center. The Math & Stats Tutoring Center (419.372.8009) supports campus-wide learning in mathematics and statistics. Tutoring, reference materials, and computer-assisted instruction are available. The Study Skills Center (419.372.8840) provides academic support in a variety of disciplines including the natural sciences and social sciences. The Writing Center (419.372.2221) provides one-to-one tutoring and online consultation to any writer on campus.

Career Center, 318-C Math-Science Building (419.372.2356)
[http://www.bgsu.edu/offices/career/](http://www.bgsu.edu/offices/career/)
Hours: MTWRF 8am-5pm
The center provides career development and employment services to students and alumni. Student employment, both on and off-campus, is coordinated through this office.

Counseling Center, 114 college Park (419.372.2081)
[http://www.bgsu.edu/offices/sa/counseling](http://www.bgsu.edu/offices/sa/counseling)
Hours: MTWRF 8am-5pm
The Counseling Center provides individual and group personal counseling to enrolled students and consultation regarding student concerns to faculty and staff. Issues often addressed in counseling include: study/test taking concerns; stress/anxiety reduction; relationship concerns; depression; family concerns; eating disorders; sexual concerns; grief and loss; and other related concerns. Except for emergencies (which are handled promptly), all counseling services are available by appointment only.

Stress Clinic (419.372.2081)
An innovative Counseling Center program that blends counseling and education and was developed specifically for college students. The clinic aims to provide support and helps students reduce stress, cope with negative events, develop more positive thoughts, and take better care of their physical, mental, and emotional well-being. Students must register to attend sessions by calling 419.372.2081.

Disability Services, 413 South Hall (419.372-8495)
[http://www.bgsu.edu/offices/sa/disability](http://www.bgsu.edu/offices/sa/disability)
Hours: MTWRF 8am-5pm
This office provides individuals with assistance in obtaining reasonable accommodation, counseling, assistance in overcoming architectural and attitudinal barriers, and acts as a liaison between rehabilitation agencies and various University offices. Individuals with physical and/or learning disabilities are encouraged to contact the office for consultation and assistance.

National Test Center (419.372.7533)
The Test Center is located in the Disability Services Office. National testing programs are administered through this office. Hours are MRWRF, 9am-3pm

Financial Aid, 231 Administration Building (419.372.2651)
[http://www.bgsu.edu/offices/sfa/](http://www.bgsu.edu/offices/sfa/)
Hours: MTWRF 8am-5pm
All types of financial aid including scholarships, grants, loans, and student employment are coordinated through this office.

Multicultural Affairs, 318-B Math Sciences Building, Suite 300 (419.372.2642)
[http://www.bgsu.edu/offices/sa/oma/](http://www.bgsu.edu/offices/sa/oma/)
Hours: MTWRF 8am-5pm
The center provides cultural, academic, personal, and social support to underrepresented students.
Psychological Services Center, Psychology Building, Suite 300 (419.372.2540)
http://www.bgsu.edu/departments/psych/page310047.html
Hours: MTWRF 8am-5pm
Provides services to students on issues such as stress, depression, anxiety, grief, substance abuse, and relationship problems through its doctoral training program.

Student Health Services, Health Center Building (419.372-2271)
http://www.bgsu.edu/offices/sa/health
Provides outpatient care to all currently registered students. Regular clinical hours when classes are in session fall and spring semester are as follows:
Medical Services & BGSU Pharmacy Hours  MTWR  8am-7:30pm  F  9:30am-4:30pm
Wellness Connection Hours  MTWR  8am-8pm  F  8am-5pm

Student Support Services, 318-A Math-Science Building (419.372.2677)
http://www.bgsu.edu/offices/sa/trio/sss/
Hours: MRWTF  8am-5pm
This federally funded program provides special academic support services to disadvantaged students enrolled at the University. Special developmental classes, academic counseling and tutoring are available.

(Revised 6/24/2011 TG/dp)
SECTION 12

• CRIMINAL RECORDS CHECK PROCESS

• LICENSURE 4723-7
• NCLEX TESTING 4723-7
• PROHIBITIONS 4723-7

• CRIMINAL RECORDS CHECK LAW IN OHIO

• NURSING STUDENTS EMPLOYEED AS UNLICENSED ASSISTIVE PERSONNEL

• STATE TESTED NURSES ASSISTANT
STUDENT CRIMINAL RECORDS CHECK POLICY

Criminal record checks will be conducted on all students accepted for admission to CON programs, and for any student visiting university clinical facilities. Students are responsible for costs incurred.

The purpose of conducting criminal record checks is three-fold:
• To assure the public’s continuing trust in the nursing profession regarding the safety and well-being of patients.
• To assure compliance with various regulatory or accrediting agencies that require such checks.
• To identify students in The University of Toledo who have a criminal history that may preclude them from participating in clinical training programs, including but not limited to, care of patients in vulnerable populations.
• To put students with a criminal history on notice that there may be an issue with respective licensing boards regarding the impact of the criminal history on their ability to obtain professional licensure.

APPLICATION PROCESS AND THE CRIMINAL RECORD CHECK

Application for admission to the College of Nursing requires disclosure of misdemeanor and/or felony conviction record, as well as dismissal from employment for unsafe practice, violation of patient rights, unprofessional conduct, or substance abuse.

Accepted students who indicate a history of misdemeanor and/or felony convictions will complete the “Student Self-Disclosure Form” requiring information about previous convictions and/or guilty or not contest pleas to crimes, misdemeanors or other offenses. The form must be signed and returned within ten working days of the date the communication is sent to the individual.

The student criminal record check will be done via a fingerprint record search, based on past residence. The University of Toledo Police Department provides fingerprint service for a fee. Electronic prints are sent to the Ohio Bureau of Criminal Identification and Investigation (BCII) and the Federal Bureau of Investigation (FBI). All criminal record reports are to be sent directly back to the educational program.

Omission of required information, or false or misleading information provided by the individual on the application or “Student Self Disclosure Form” or in any other communication with the educational program may result in denial or rescission of admission, disciplinary action or dismissal.

HANDLING ADVERSE REPORTS

Self-Disclosure Forms or record reports showing convictions or pleas of guilty to offenses listed in “Unfavorable Convictions or Pleas of Guilty” will be considered to be potentially unfavorable. If a form or report reveals such information, the College of Nursing will require the individual to provide, if not already done so, a detailed written description and explanation of the information contained in the report along with appropriate documentation, such as police reports, certified court records and any institutional correspondence and orders. This information must be returned to the educational program within 10 working days of the date the communication is sent to the individual or another date specified by the educational program in its communication with the individual. The College of Nursing may also independently seek to obtain additional information, such as a copy of the original criminal charge, in order to corroborate the individual’s explanation. A copy of the record report may be provided to the individual.

The College of Nursing will review the record report and the applicant’s explanation, and will consider factors such as: the nature and seriousness of the offense, the circumstances under which the offense occurred, relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when offense was committed, whether the offense was an isolated or repeated incident, the length of time that has passed since the offense, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of
the information provided by the applicant in the application materials, Self-Disclosure Form or other materials.

If the College of Nursing deems the record check information unfavorable, or if the information received indicates that the applicant is in any way unable to meet the requirements for completion of the program, an offer of admission may be denied or rescinded, or an enrolled student may be disciplined or dismissed, or a visiting student disqualified. Unresolved criminal charges in the record check or failure by the individual to provide additional documentation as required may necessitate postponement of the educational program’s final decision pending the outcome of the matter.

If an applicant’s admission is denied or rescinded or a visiting student is refused based on information obtained from a criminal record report, the individual will be advised of the name and address of agency that furnished the report, if the individual chooses to dispute the accuracy or completeness of any information contained in the report by agency directly. If a student is dismissed once they have started orientation in their program, they may have access to the respective College due process.

If the College of Nursing decides, based upon the review as conducted pursuant to above, that the results of the check are deemed favorable, the individual will be informed in writing that the College of Nursing positive decision is not a guarantee of the individual’s ability to find acceptable clinical affiliation sites that are required for graduation or that any state will accept the individual as a candidate for registration, permit or licensure. Students will be advised to consult the Board of Nursing corresponding to intended state of nursing practice for more details. The decision to continue matriculation then will be that of the student and at their own risk.

SUBSEQUENT CRIMINAL RECORD CHECKS AND CONTINUED SELF-DISCLOSURE

If a College of Nursing accreditation standard or a student’s clinical educational site requires a subsequent criminal record check after the initial check that is covered by this policy, the subsequent checks will be processed in the same manner as described in this procedure.

It will be the responsibility of the student to disclose to the College of Nursing any change in the information initially presented on the Student Self-Disclosure Form.

COST OF CRIMINAL RECORD CHECKS

Applicants/students will be responsible for paying the cost of the criminal record check at the time of fingerprinting.

RECORD KEEPING OF REPORTS

Criminal record check reports will be maintained securely and confidentially in the applicant’s admission file or the student’s educational file. Criminal record check reports will be maintained for a period of time consistent with the College of Nursing retention schedule applicable to the file in which it is placed.

APPLICATIONS AND INFORMATIONAL LITERATURE

The following statement shall be included on admissions application forms for College of Nursing programs:

“I understand that, as a condition of admission, I must authorize The University of Toledo to obtain criminal record check(s). If results of the criminal record check(s) are deemed unfavorable by the College of Nursing, or if information received indicates that I have provided false or misleading statements, have
omitted required information, or in any way am unable to meet the requirements for completion of the program, the admission may be denied or rescinded, or I may be disciplined or dismissed.”

The College of Nursing will inform potential applicants, enrolled students and visiting students that criminal record checks will be performed by means of an announcement in the catalog, student handbook, bulletin or any other pertinent informational materials stating that:

“Students are required to authorize The University of Toledo to obtain criminal record checks (i.e., BCII and FBI) and are responsible for fingerprinting expenses. Students must declare and document misdemeanor and/or felony offenses that occur prior to admission in the nursing program and/or during program progression. Convictions may result in denial of admission to the program or dismissal after matriculation.”
In order to complete your matriculation process at The University of Toledo the performance of a completed criminal record check is required. The College of Nursing engages a fingerprint service to submit prints the Ohio Bureau of Criminal Identification and Investigation and the Federal Bureau of Investigation to conduct this record check. Authorization to conduct this record check and results deemed favorable by the College of Nursing are conditions for matriculation and continued enrollment. Please complete the following authorization:

I hereby authorize the College of Nursing to obtain a criminal record check in order to satisfy the requirements of my educational program. This check will require me to undergo a fingerprint check. I will be informed if the report presents a concern by the College of Nursing and will be provided a copy of any adverse report and provided an opportunity to respond and clarify my record. The College of Nursing decision on my application, following my explanation, will be final.

Name (please print): ____________________________ SS#: ____________________________

Other name(s) used (please print): ____________________________ Date of birth: ________________

Current address and former addresses for the past 5 years (include address, town, state and zip code), please print:

Current: __________________________________________________________________________

Previous: __________________________________________________________________________

Previous: __________________________________________________________________________

Previous: __________________________________________________________________________

Previous: __________________________________________________________________________

Previous: __________________________________________________________________________

(Print any additional addresses on a separate attachment if necessary.)

Signature: ____________________________ Date: ____________________________
Please answer the following questions and return this form with the “Authorization for Criminal Record Check” form.

If you answer “yes” to any of the following questions, please check the offense(s) on the reverse side. You are required to furnish complete details, including date, place, reason and disposition of the matter. All affirmative answers must be thoroughly explained on a separate sheet of paper. Please note that some questions require very specific and detailed information. Make sure all responses are complete.

1. Have you ever been convicted or found guilty of a violation of any law, including juvenile offenses, regardless of legal jurisdiction in which the act was committed, other than a minor traffic violation? [Note: DUI is not considered a minor traffic violation.]

PLEASE BE ADVISED THAT YOU ARE REQUIRED TO SUBMIT COPIES OF ALL RELEVANT DOCUMENTATION, SUCH AS POLICE REPORTS, CERTIFIED COURT RECORDS AND ANY INSTITUTIONAL CORRESPONDENCE AND ORDERS.

YES    NO

2. Have you ever forfeited collateral, bail, or bond for breach or violation of any law, police regulation, or ordinance other than for a minor traffic violation: been summoned into court as a defendant or had any lawsuit filed against you (other than a malpractice suit)? [Note: DUI is not considered a minor traffic violation.]

Please be advised that you are required to submit copies of all relevant documentation, such as police reports, certified court records and any institutional correspondence and orders.

YES    NO

I hereby release The University of Toledo, its trustees, administrators, employees, agents and College of Nursing from all liability for requesting the above information and/or criminal record check reports and for acting based on such information and/or reports.

I certify that the information above is true, accurate and complete. Any omission, or false or misleading information may result in actions including, but not limited to, denial or rescission of an offer of admission, disciplinary action or dismissal. I also agree to notify The University of Toledo College of Nursing of any future convictions, guilty pleas or no contest pleas to any crime, misdemeanor or other offense that may occur.

Name: ____________________________________________

(Please print)

Signature: ____________________________________________

Date: _______________________________
UNFAVORABLE CONVICTIONS OR PLEAS OF GUILTY

**Homicide**
1. R.C. 2903.01 – Aggravated murder
2. R.C. 2903.02 – Murder
3. R.C. 2903.03 – Voluntary manslaughter
4. R.C. 2903.04 – Involuntary manslaughter

**Arson**
34. R.C. 2909.02 – Aggravated arson
35. R.C. 2909.03 – Arson

**Robbery and Burglary**
36. R.C. 2911.01 – Aggravated robbery
37. R.C. 2911.02 – Robbery
38. R.C. 2911.11 – Aggravated burglary
39. R.C. 2911.12 – Burglary

**Offenses against the family**
40. R.C. 2919.12 – Unlawful abortion
41. R.C. 2919.22 – Endangering children
42. R.C. 2919.24 – Contributing to unruliness or delinquency of a child
43. R.C. 2919.25 – Domestic violence

**Assault**
5. R.C. 2903.11 – Felonious assault
6. R.C. 2903.12 – Aggravated assault
7. R.C. 2903.13 – Assault
8. R.C. 2903.16 – Failing to provide for a functionally impaired person

**Menacing**
9. R.C. 2903.21 – Aggravated menacing
10. R.C. 2903.22 – Menacing

**Patient abuse and neglect**
11. R.C. 2903.34 – Patient abuse, neglect

**Kidnapping and related issues**
12. R.C. 2905.01 – Kidnapping
13. R.C. 2905.02 – Abduction
14. R.C. 2905.04 – Child stealing (as this law existed prior to July 1, 1996)
15. R.C. 2905.05 – Criminal child enticement

**Sex offenses**
16. R.C. 2907.02 – Rape
17. R.C. 2907.03 – Sexual battery
18. R.C. 2907.04 – Corruption of a minor
19. R.C. 2907.05 – Gross sexual imposition
20. R.C. 2907.06 – Sexual imposition
21. R.C. 2907.07 – Importuning
22. R.C. 2907.08 – Voyeurism
23. R.C. 2907.09 – Public indecency
24. R.C. 2907.12 – Felonious sexual penetration (as this former section of law existed)
25. R.C. 2907.21 – Compelling prostitution
26. R.C. 2907.22 – Promoting prostitution
27. R.C. 2907.23 – Procuring
28. R.C. 2907.25 – Prostitution
29. R.C. 2907.31 – Disseminating matter harmful to juveniles
30. R.C. 2907.32 – Pandering obscenity
31. R.C. 2907.321 – Pandering obscenity involving a minor
32. R.C. 2907.322 – Pandering sexually oriented matter involving a minor
33. R.C. 2907.323 – Illegal use of a minor in nudity-oriented material or performance
34. R.C. 2907.02 – Corrupting another with drugs
35. R.C. 2907.03 – Trafficking in drugs
36. R.C. 2925.02 – Illegal manufacture of drugs or cultivation of marijuana
37. R.C. 2925.05 – Funding of drug or marijuana trafficking
38. R.C. 2925.06 – Illegal administration or distribution of anabolic steroids
39. R.C. 2925.11 – Possession of drugs or marijuana that is not a minor drug possession offense in section R.C. 2925.01
40. R.C. 2905.11 – Extortion
41. R.C. 3716.11 – Placing harmful objects in food or confection
42. R.C. 2905.04 – Disrupting public services
43. R.C. 2905.05 – Vandalism
44. R.C. 2917.01 – Inciting to violence
45. R.C. 2917.02 – Aggravated riot
46. R.C. 2917.03 – Riot
47. R.C. 2917.31 – Inducing panic
48. R.C. 2921.03 – Intimidation
49. R.C. 2921.34 – Escape
50. R.C. 2921.35 – Aiding escape or resistance to authority
51. Or an existing or former offense of any municipal corporation, this state, any other state, or the United States that is substantially equivalent to any of these offenses.
CHILD DAY CARE CONVICTIONS STATEMENT
(Centers and Type A Homes)
Crimes Involving Child Abuse or Other Crimes of Violence

This statement must be signed by every owner, administrator, and employee of a child day care center or type A home; and all persons eighteen years of age and older who reside in a type A home. This statement must be kept on file at the center or type A home (see rules 5101:2-12-07, 5101:2-13-07, and 5101:2-17-051 of the Administrative Code).

I, (please print or type) __________________________, hereby attest that I have never been convicted of or pleaded guilty to child abuse or other crimes of violence set forth in Section 5104.09 of the Revised Code and that no child has been removed from my home pursuant to section 2151.353 of the Revised Code.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Address</td>
<td></td>
</tr>
<tr>
<td>City, State, and Zip Code</td>
<td>Telephone Number</td>
</tr>
</tbody>
</table>

In addition to the above, the licensee of a type A home must sign the following statement: I hereby attest that no one who resides in my home and who is under the age eighteen has been adjudicated a delinquent child for committing a violation of any offense listed in section 5104.09 of the Ohio Revised Code.

| Signature | Date |

Anyone who withholds information from, or falsifies information on, this statement is guilty of a misdemeanor of the first degree. If the offender is an owner of a center or a licensee of a type A home, the conviction constitutes grounds for denial, revocation, or refusal to renew a child day care license application. If the offender is an employee of a center or type A home, or is a person eighteen years of age or older who reside in a type A home, and if the owner or licensee had knowledge of, and acquiesced in, the commission of the offense, the conviction constitutes grounds for denial, revocation, or refusal to renew a child day care license application.

| CRIMINAL RECORDS CHECK REQUEST |
| A criminal records check on the above-named individual was requested on |
| Signature of Administrator |

Note: This is a prescribed form which must be used to meet the requirements of section 5104.09 of the Revised Code. Failure to complete the form shall preclude issuance of the child day care license or certificate.
Section 5104.09. Prohibition Against Employment

(A)(1) No individual who has been convicted of or pleaded guilty to aggravated murder in violation of section 2903.01, murder in violation of section 2903.02, voluntary manslaughter in violation of section 2903.03, involuntary manslaughter in violation of section 2903.04, felonious assault in violation of section 2903.11, aggravated assault in violation of section 2903.12, assault in violation of section 2903.13, failing to provide for functionally impaired person in violation of section 2903.16, aggravated menacing in violation of section 2903.21, menacing in violation of section 2903.22, patient abuse or neglect in violation of section 2903.34, kidnapping in violation of section 2905.01, abduction in violation of section 2905.02, child stealing in violation of section 2905.04, criminal child enticement in violation of section 2905.05, extortion in violation of section 2905.11, rape in violation of section 2907.02, sexual battery in violation of section 2907.03, corruption of a minor in violation of section 2907.04, gross sexual imposition in violation of section 2907.05, sexual imposition in violation of section 2907.06, importuning in violation of section 2907.07, voyeurism in violation of section 2907.08, public indecency in violation of section 2907.09, felonious sexual penetration in violation of former section 2907.12, compelling prostitution in violation of section 2907.21, promoting prostitution in violation of section 2907.22, procuring in violation of section 2907.23, prostitution in violation of section 2907.25, disseminating matter harmful to juveniles in violation of section 2907.31, pandering obscenity in violation of section 2907.32, pandering obscenity involving a minor in violation of section 2907.321, pandering sexually oriented matter involving a minor in violation of section 2907.322, illegal use of minor in nudity-oriented material or performance in violation of section 2907.323, aggravated arson in violation of section 2909.02, arson in violation of section 2909.03, disrupting public services in violation of section 2909.04, vandalism in violation of section 2909.05, aggravated robbery in violation of section 2911.01, robbery in violation of section 2911.02, aggravated burglary in violation of section 2911.11, burglary in violation of section 2911.12, inciting to violence in violation of section 2917.01, aggravated riot in violation of section 2917.02, riot in violation of section 2917.03, inducing panic in violation of section 2917.31, unlawful abortion in violation of section 2919.12, endangering children in violation of section 2919.22, contributing to unruliness or delinquency of child in violation of section 2919.24, domestic violence in violation of section 2919.25, intimidation in violation of section 2921.03, escape in violation of section 2921.34, aiding escape or resistance to authority in violation of section 2921.35, carrying concealed weapons in violation of section 2923.12, having weapons while under disability in violation of section 2923.13, improperly discharging a firearm at or into a habitation or school in violation of section 2923.161, corrupting another with drugs in violation of section 2925.02, trafficking in drugs in violation of section 2925.03, illegal manufacture of drugs or cultivation of marijuana in violation of section 2925.04, funding of drug or marijuana trafficking in violation of section 2925.05, illegal administration or distribution of anabolic steroids in violation of section 2925.06, a violation of section 2925.11 that is not a minor drug possession offense as defined in section 2925.01, or placing harmful objects in food or confection in violation of section 3716.11 of the Revised Code; or an existing or former offense of any municipal corporation, this state, any other state, or the United States that is substantially equivalent to any of these offenses shall be certified as an in-home aide or be employed in any capacity in or own or operate a child day-care center, type A family day-care home, type B family day-care home, or certified type B family day-care home.
RULES PROMULGATED FROM THE LAW REGULATING THE PRACTICE OF NURSING
4723-7 OHIO ADMINISTRATIVE CODE

4723-7-02 Requirements and application for licensure by examination as a nurse.

(A) The NCLEX-RN shall be the approved examination for licensure as a registered nurse in Ohio.

(C) To apply for licensure by examination to practice nursing as a registered nurse in Ohio, an applicant shall have successfully completed a registered nursing education program that satisfies one of the following: (1) Is approved by the board in accordance with section 4723.06 of the Revised Code and Chapter 4723-5 of the Administrative Code;

(E) In addition to the requirements set forth in paragraphs (C) and (D) of this rule, an applicant for licensure by examination shall comply with all of the following:

(1) Submit to the board a completed application in a form required by the board;

(2) In accordance with section 4723.09 of the Revised Code, submit to a criminal records check completed by the bureau of criminal identification and investigation in a form prescribed by the board the results of which indicate that the individual has not been convicted of, pleaded guilty to, or had a judicial finding of guilt for any violation set forth in section 4723.09 of the Revised Code;

(3) Submit to the board the applicable licensure application fee as set forth in section 4723.08 of the Revised Code; and

(4) Complete the registration process for examination required by the testing service.

(F) In addition to meeting the applicable requirements set forth in this rule, prior to the board determining an applicant is eligible to take an examination, the board shall have received the following:

(1) For an applicant who has successfully completed an Ohio nursing education program approved by the board in accordance with section 4723.06 of the Revised Code and Chapter 4723-5 of the Administrative Code, written notification of completion of the program submitted directly by the education program administrator or designee to the board in accordance with paragraph (B)(9) of rule 4723-5-09 of the Administrative Code.

(G) The board may propose to deny admission to the licensure examination pursuant to an adjudication under Chapter 119. of the Revised Code. Based on the results of the adjudication, the board may grant admission to the licensure examination, deny admission to the licensure examination, or condition admission to the licensure examination on the applicant’s successful correction of the area of deficiency identified by the board.

(H) If an application for licensure by examination submitted to the board remains incomplete for one year, the application shall be considered void and the fee submitted with the application shall be forfeited. All applications provided or prescribed by the board shall state this limitation.

Effective: 02/01/2007 http://codes.ohio.gov/oac/4723-7

Candidates may contact the Board at 614.466.4357 or licensure@nur.state.oh.us to inquire about their application.

NATIONAL COUNCIL LICENSURE EXAM- REGISTERED NURSE (NCLEX-RN)

The National Council State Boards of Nursing is responsible for administration of NCLEX-RN. The NCSBN website offers a test map and scoring details. https://www.ncsbn.org/1287.htm

The Pearson VUE application for NCLEX-RN, as well as information related to the testing process is available online at http://www.vue.com/nclex/.
RULES PROMULGATED FROM THE LAW REGUALING THE PRACTICE OF NURSING
4723-7 OHIO ADMINISTRATIVE CODE

4723-7-03 Authorization to test, accommodations, retesting, and notification.

(A) If the board determines an applicant is eligible to take the examination it shall request that the testing service issue to the applicant an authorization to test.

(1) The testing service shall issue an authorization to test to each eligible applicant.

(2) An eligible applicant who has received an authorization to test shall contact the testing service to schedule a time to take the examination.

(B) If an eligible applicant fails to take the examination within one year from the date of issuance of the authorization to test, the authorization shall be considered void, and the applicant must submit a new application for licensure by examination to the board and complete the registration process for the examination as required by the testing service.

(C) An eligible applicant may request accommodations for the examination related to the applicant’s disability by submitting written documentation to the board of the nature of the applicant’s disability and the accommodations requested. In addition, the board shall have received the following:

(1) Verification, if applicable, submitted from the applicant’s nursing education program administrator that the applicant was afforded accommodations of the type requested while completing the nursing education program; and

(2) Verification submitted from a physician or psychologist who has personally examined the applicant and made the diagnosis of a disability requiring the accommodations.

(D) A representative of the board may recommend to the national council of state boards of nursing that a request for accommodations related to an applicant’s disability be granted in accordance with examination procedures established by the national council of state boards of nursing.

(E) An applicant who is granted approval for reasonable accommodations to take the examination shall be eligible for the same reasonable accommodations if it is necessary for the applicant to repeat the examination for which the approval was originally granted.

(F) The board shall notify the applicant of the results of the examination as reported by the testing service.

(G) If an applicant fails the examination, the board shall inform the applicant of the right to repeat the examination.

(1) The applicant may repeat the examination in accordance with the policies established by the national council of state boards of nursing.

Effective: 02/01/2007 http://codes.ohio.gov/oac/4723-7

RULES PROMULGATED FROM THE LAW REGUALING THE PRACTICE OF NURSING
4723-7 OHIO ADMINISTRATIVE CODE

4723-13-03 Prohibitions

(A) No person to whom a nursing task is delegated shall delegate the nursing task to any other person.

(B) An unlicensed person who performs a nursing task and does not comply with all the provisions as set forth in this chapter, and who is not otherwise excepted from licensure pursuant to section 4723.32 of the Revised Code, or otherwise legally authorized, shall be engaging in the unauthorized practice of nursing, which is prohibited by section 4723.03 of the Revised Code.
The Criminal Records Check Law in Ohio

This information is being sent to you per your inquiry about how the Criminal Records Check law may impact your employment as a nurse in Ohio. This information is not intended to be used as legal advice. It is intended to be used as general information and for guidance as it only provides a limited summary of parts of the Criminal Records Check law. For additional information, consult the Ohio Revised Code and Ohio Administrative Code as referenced below. If you have a specific issue or problem consult with your legal counsel.

The History of Senate Bill 38 and Senate Bill 160

Ohio is one of the many states in the country to mandate criminal records checks. In 1993, Senate Bill 38 (SB 38) was passed and codified in Section 3701.881 of the Ohio Revised Code (ORC). SB 38 requires criminal records checks for potential employees working in positions with responsibility for the care, control, or custody of children. Senate Bill 160 (SB 160), effective January 27, 1997, requires entities to request a criminal records check of each applicant under final consideration for a position that involves providing care to a person age 60 and older. SB 160 applies to home health agencies, hospice care programs and PASSPORT (Medicaid waiver) provider agencies, as well as other types of entities such as nursing homes, skilled nursing facilities, residential care facilities, adult care facilities, certain adult day care centers, and homes for the aging. The law requires the record checks be requested from the Bureau of Criminal Identification and Investigation (BCII) and prohibits hiring an applicant who has been convicted of certain offenses or who fails to provide the information necessary for a records check. The law requires a criminal records check for all prospective employees who are under final consideration for either a full-time, part-time, or temporary position where the individual will be caring for older adults or children. The law applies only to those applicants who are under final consideration for employment, not to all those who apply for a position.

Disqualifying Offenses and Personal Character Standards

The Criminal Records Check law sets forth a list of disqualifying offenses. Certain of the offenses are absolute bars to employment; however for other offenses, an employer may choose to employ an applicant, if the applicant meets the “personal character standards” set forth in Ohio Administrative Code (OAC) rules. If an employer finds an applicant has a certain disqualifying offense but the employer believes the applicant warrants further consideration, the employer may apply the OAC rules and the personal character standards. If the applicant provides proof that the personal character standards are met, the employer may hire the applicant. However, even if the applicant meets the personal character standards, the employer is not obligated to hire the applicant. The employer chooses to hire or not to hire based on all the factors considered.

The various sets of rules are generally consistent in their requirements, but there are some differences. A PASSPORT agency must apply the rules and the personal character standards to applicants as specified in OAC rule 173:3-1-13. A home health agency must apply the personal character standards established in OAC rules 3701-60-02 through 3701-60-10. Other providers must apply the rules and the personal character standards in OAC rules 3701-13-01 to 3701-13-09.

Again, this document is for guidance only and is not intended to provide legal advice. For specific questions or problems, contact your legal counsel.

Criminal Records Check and Felony Preclusion Bill

On April 8, 2002, the Governor signed HB 327, a bill that, in part, amends the Nurse Practice Act to require applicants to submit to a criminal records check conducted by the Bureau of Criminal Identification and Investigation (BCII) before initial licensure or certification as a nurse in Ohio. The results of the criminal records checks will be made available to the Board by BCII. The bill also allows the Board to automatically preclude from initial licensure or certification anyone who has previously been convicted of, pleaded guilty to, or had a judicial finding of guilt for an egregious felony in Ohio or other jurisdiction. The egregious felonies triggering automatic preclusion are: (1) aggravated murder; (2) murder; (3) voluntary manslaughter; (4) felonious assault; (5) kidnapping; (6) rape; (7) sexual battery; (8) gross sexual imposition; (9) aggravated arson; (10) aggravated robbery; and (11) aggravated burglary. For all other misdemeanors or felonies, the Board will be required to continue its practice of conducting a full adjudication as set forth in Chapter 119 of the Ohio Revised Code.
POSITION ON NURSING STUDENTS EMPLOYED AS UNLICENSED ASSISTIVE PERSONNEL
Practice Statement NP 63  (Developed 7/91 Reviewed 6/03)

STATEMENT

Students of nursing who are working in health care facilities for remuneration are deemed unlicensed assistive personnel. Although enrolled in a prelicensure nursing program, the student does not possess the licensure status required for assuming the role and duties of a registered or practical nurse in the employment setting.

Additionally, the academic institution is not required to provide supervisory oversight of the student undertaking employment in the health care setting; nor should the academic institution be held liable for the student’s actions as an employee of health care facility.

The trained unlicensed person, include a student of nursing, may perform specific tasks that are delegated to them by a licensed nurse in accordance with the rules of delegation (Ohio Administrative Code 4723-13).

While working as unlicensed assistive personnel, the student nurse(s) may not use the term “nurse” or any other term that would imply that they are licensed nurses, including “nurse extern” or “nurse intern”.

Health care facilities that allow or encourage nursing students to accept work beyond those tasks normally delegated to an unlicensed individual may be guilty of abetting the unlawful practice of nursing.

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In 1987, the Nursing Home Reform Act was adopted by Congress as part of the Omnibus Budget Reconciliation Act (OBRA '87). It was designed to improve the quality of care in long-term health care facilities and to define training and evaluation standards for nurse aides who work in such facilities. Each state is responsible for following this federal law.

As defined in the OBRA regulations, a nurse aide competency evaluation program provides specific standards for nurse aide related knowledge and skills. The purpose of a nurse aide competency evaluation program is to ensure that candidates who are seeking to be nurse aides understand these standards and can competently and safely perform the job of an entry-level nurse aide.

There are two parts to the nurse aide competency test—a multiple-choice written/oral test and a skill test. Candidates must pass both parts of the test to be identified as state tested and listed on the Ohio nurse aide registry. Ohio has approved D&S Diversified Technologies to provide tests and scoring services for nurse aide testing. To learn how to apply to take nurse aide tests, please use this handbook or contact D&SDT at www.hdmaster.com or call local (419) 420-1605 or toll free 877-851-2355.

Nurse Aide Registry Requirements

Ohio Administrative Code (OAC) rule 3701-17-07.3, describes the maintenance for all individuals who have met the competency requirements of division (A) of section 3721.32 of the Ohio Revised Code and are on the Nurse Aide Registry. Additional questions regarding these rules may be addressed to either the Nurse Aide Registry at (800) 582–5908 (in state) or (614) 752–9500 (out of state). If you have questions regarding the location of nurse aide training classes you may call (614) 752–8285.

The Written Test consists of 79 multiple-choice items/questions. Questions are selected from subject areas based on the Ohio Department of Health test plan and include questions from all the required categories as defined in the OBRA regulations. The subject areas and number of items are as follows: Safety (10 items); Communication (7 items); Infection Control (7 items); Data Collection (4 items); Personal Care (7 items); Basic Nursing Skills (11 items); Mental Health (4 items); Role and Responsibility (8 items); Care Impaired (6 items); Disease Process (4 items); Resident Rights (7 items); Older Adult Growth (4 items)

The purpose of the skill test is to evaluate your nurse aide skills. You will find a complete list of skill tasks printed in this handbook. Hand Washing will be one of the skill tasks you will need to perform. Four (4) additional skill tasks will be randomly selected from the list for you to perform on your skill test. The steps that are listed for each skill task are the steps required for a nurse aide to completely perform the task. You will be scored on each of these steps. You must have a score of 80% on each task without missing any key steps (the bolded steps) to pass the skill portion of the test. If you fail a single task you will have to take another skill test with five tasks on it, at least one of which will be one that you failed.

Maps for Campus and Clinical Locations

Main Campus Map:

http://www.utoledo.edu/campus/directions/pdfs/MainCampusMap.pdf

Health Science Campus Map:

http://www.utoledo.edu/campus/directions/pdfs/HealthCampusMap.pdf
St. Anne Mercy Hospital
3403 West Sylvania Avenue, Toledo, Ohio

Directions
From the North: Secor Road south to Sylvania Avenue Turn RIGHT onto Secor Road entrance

From the East: I-280 North to I-75 South exit on the left Merge onto I-75 South Take the I-475 West exit, exit number 204 toward US-23 Maumee/Ann Arbor Merge onto I-475 Take Secor Rd. exit number 17 Turn RIGHT onto Secor Rd. Turn LEFT onto W. Sylvania Ave.

From the West: US-23 South toward Toledo Take I-475 East exit on the LEFT toward Toledo Take Secor Rd. exit number 17 Turn LEFT onto Secor Rd. Turn LEFT onto W. Sylvania Ave.

From the South I-475 North/US-23 North toward Ann Arbor Take I-475 East exit toward Toledo Take Secor Rd. exit number 17 Turn LEFT onto Secor Rd. Turn LEFT onto W. Sylvania Ave.

INSERT: Downtown Toledo Map
The Toledo Hospital
2142 North Cove Boulevard; Toledo, Ohio 43606
Bay Park Community Hospital
2801 Bay Park Drive
Oregon, Ohio 43616
Telephone: 419.690.7735

(Located at Brown and Wheeling Roads, West of I-280 in Oregon, Ohio.)
Mercy St. Vincent Medical Center
2213 Cherry St.
Toledo, OH 43608-2801
(419) 251-3232

http://www.mercyweb.org/stv_map_directions.aspx

http://www.mercyweb.org/images/StV_Campus_Map2.jpg

From the North
I-75 South to I-280 (Exit 208)
I-280 South to Downtown Exit 11 (Greenbelt Parkway)
Greenbelt Parkway to right on Cherry Street
or
US 23 to I-475 East
I-475 East to I-75 North (Exit 20A)
I-75 North to Berdan Avenue (Exit 205B)
Berdan Avenue to right on Cherry

From the South
I-75 North to Downtown/US-25 (Anthony Wayne Trail) (Exit 201B)
Left onto Erie Street
Erie Street to left on Cherry Street

From the East
I-280 North to Downtown Exit 11
Left on Galenia
Left on Greenbelt Parkway (OH-25 S)
Right on Cherry Street

From the West
I-475 East to I-75 North (Exit 20A)
I-75 North to right on Berdan Avenue (Exit 205B)
Berdan Avenue to right on Cherry Street