# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Faculty and Staff</td>
<td>1</td>
</tr>
<tr>
<td>Faculty Office Hours</td>
<td>1</td>
</tr>
<tr>
<td>Faculty Advisement</td>
<td>1</td>
</tr>
<tr>
<td>Department of Nursing Mission and Philosophy</td>
<td>2</td>
</tr>
<tr>
<td>Goals of the Nursing Program</td>
<td>3</td>
</tr>
<tr>
<td>Organizing Framework</td>
<td>4</td>
</tr>
<tr>
<td>Basic Concepts</td>
<td>4</td>
</tr>
<tr>
<td>Core Concepts</td>
<td>8</td>
</tr>
<tr>
<td>Entry &amp; End of Program Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Overview of BSN Program</td>
<td>11</td>
</tr>
<tr>
<td>Student Advisement Sheet</td>
<td>13</td>
</tr>
<tr>
<td>Progression Plans</td>
<td>14</td>
</tr>
<tr>
<td>Catalog Description of BSN Courses</td>
<td>15</td>
</tr>
<tr>
<td>Services and Resources</td>
<td>17</td>
</tr>
<tr>
<td>Writing Center</td>
<td>17</td>
</tr>
<tr>
<td>Instructional Computing Facility</td>
<td>17</td>
</tr>
<tr>
<td>Math Lab</td>
<td>17</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>17</td>
</tr>
<tr>
<td>Other Support Services</td>
<td>18</td>
</tr>
<tr>
<td>Sigma Theta Tau</td>
<td>18</td>
</tr>
<tr>
<td>Scholarships</td>
<td>18</td>
</tr>
<tr>
<td>Student Policies</td>
<td>19</td>
</tr>
<tr>
<td>Admission Policies</td>
<td>19</td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>19</td>
</tr>
<tr>
<td>Transcript Evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Challenge Exams</td>
<td>20</td>
</tr>
<tr>
<td>Entry Level Portfolio</td>
<td>21</td>
</tr>
<tr>
<td>Progression/Retention Policies</td>
<td>22</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>22</td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>22</td>
</tr>
<tr>
<td>Repeating a Nursing Course</td>
<td>23</td>
</tr>
<tr>
<td>Classroom Requirements</td>
<td>23</td>
</tr>
<tr>
<td>Written Papers/Assignments</td>
<td>23</td>
</tr>
<tr>
<td>Late Assignment Policy</td>
<td>23</td>
</tr>
<tr>
<td>Class Participation</td>
<td>24</td>
</tr>
<tr>
<td>Academic Integrity Policy</td>
<td>24</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>24</td>
</tr>
<tr>
<td>Honors Convocation</td>
<td>25</td>
</tr>
<tr>
<td>Honors at Graduation</td>
<td>25</td>
</tr>
<tr>
<td>Grievance Process</td>
<td>25</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>25</td>
</tr>
<tr>
<td>Readmission Policies</td>
<td>25</td>
</tr>
<tr>
<td>Registration For Classes</td>
<td>26</td>
</tr>
</tbody>
</table>
INTRODUCTION

This handbook is intended to supplement the California University of Pennsylvania’s Undergraduate Catalog as to the specific policies and procedures of the Department of Nursing. The Nursing department complies with all “Academic Policies and Procedures” of the university. This handbook is made available to all RN-BSN students.

FACULTY AND STAFF

<table>
<thead>
<tr>
<th>NAME</th>
<th>TELEPHONE</th>
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<tbody>
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<tr>
<td>Department Secretary</td>
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Faculty Office Hours

All faculty have scheduled office hours during which they are available to talk with students. Office hours are posted at the faculty office and kept on record by the department secretary. Faculty will provide students with virtual office hours or other means of consultation. Other appointment times may also be scheduled with a faculty member.

Faculty Advisement

The student should contact the faculty advisor for academic guidance and counseling. The student also should keep the advisor informed, along with the Department of Nursing, of any changes in name, home/email address and/or telephone number.
DEPARTMENT OF NURSING
MISSION AND PHILOSOPHY

University Mission

The faculty and students of California University of Pennsylvania are participating members of a diverse, caring, and scholarly learning community dedicated to excellence in the liberal arts, science and technology, and professional studies, and devoted to building character and careers, broadly defined. To advance this ultimate mission of building the characters and careers of students, the university focuses its efforts on three goals: student achievement and success, institutional excellence, and community service.

Department of Nursing Mission

The Department of Nursing provides high quality education that prepares nurse leaders at all levels of practice. The mission of the Department of Nursing reflects the primary mission of the University to advance the careers and characters of our students. Graduates will be professionals who positively impact the health care outcomes of diverse populations, contribute to the profession and society, and promote a commitment to lifelong learning and personal development.

(Approved: Curriculum Committee, January 2015)

Philosophy

The faculty of the California University of Pennsylvania Department of Nursing believes that the educational program for the Registered Nurse student should build on the student’s competencies, experiences and basic education in nursing. Thus, the upper division program is designed to promote scientific inquiry, critical thinking, independent judgment and accountability. The program philosophy speaks to the four major concepts of the curriculum: person, society, health and nursing.

The **person**, as a biopsychosocial being, is a unified whole who continually interacts with the environment. As an open system, the person receives input from self and the environment and responds with output. These responses receive feedback that provides new input to the person. While attempting to fulfill basic human needs throughout the life span, the rational individual makes conscious choices which affect health, and thus assumes responsibility for the consequences. Given freedom of choice, the individual will make decisions about health care needs according to personal priorities. Each person is a member of innumerable systems within society.
**Society** is comprised of individuals, families, groups and communities who differ in race, religion, ethnicity, beliefs, cultural, and life experiences but are bound together by basic human needs. Societal roles and trends influence individual behavior, as societal roles and trends evolve, life patterns and systems change. Practitioners of nursing should be prepared to anticipate and respond to changing societal needs as they affect health care. A general systems perspective broadens the concept of person and provides a rationale for nursing of individuals, families and communities.

Persons possess their own definition of health that may differ from the beliefs of others. It is based on the perception of each individual person’s quality of life at any given time. Health is a dynamic and constantly changing phenomenon that evolves as persons continuously adapt to their internal and external environments. Awareness of the external environment includes an understanding of the health care needs of the community.

**Nursing** is a dynamic and caring profession that assists persons, families, and the community to achieve and maintain optimal wellness and provides support for a peaceful death. The nurse functions as a vital member of the healthcare team through collaborative professional practice. Nursing is based on a theoretical body of knowledge, founded in the humanities and social sciences. It is also based on personal, professional and societal values that include trust, an attitude of caring, and respect for human dignity and rights. Nursing practice is implemented through the nursing process, incorporating the principles of critical thinking, communication, teaching, research and leadership in the provision of client care. Nursing practice is goal-directed, person-centered, multicultural, and racially diverse.

**Learning** is a life-long integrative process of growth. The process of education takes place in an atmosphere characterized by a democratic spirit in which students and faculty can share learning experiences. This climate encourages the development of intellectual curiosity, critical thinking, independent judgment, the capacity for self-direction, and a commitment to learning as a life-long process. The role of faculty in the teacher-learner relationship is to encourage growth and accountability through planned experiences that facilitate the learning. Through this educative process, the faculty and students continue to develop as informed persons responsible for contributing to the improvement of the profession, healthcare, and society.

**GOALS OF THE NURSING PROGRAM**

In accordance with the mission and goals of the University, the Department of Nursing has developed a relevant, flexible, accessible, high-quality program. The primary purpose of the baccalaureate program in nursing is to prepare a nurse generalist capable of functioning with flexibility, independence, and accountability in a variety of settings. An inherent part of this purpose is commitment to a broad liberal education preparing the graduate to function in the rapidly changing health care arena.
To this end, the faculty is committed to the educational goals of the program, which are designed to:

1. provide the graduate with an educational foundation in the arts and sciences, as well as nursing, to serve as a basis for graduate education and a commitment for life-long learning;

2. assist the RN student in the synthesis of theories and research findings from nursing, and a variety of disciplines, into the role of the professional nurse;

3. build on the learner’s competencies in nursing by providing increasingly complex experiences in promoting health, preventing disease, managing illness and providing support for a peaceful death;

4. advocate for health care that is sensitive to the needs of diverse populations.

ORGANIZING FRAMEWORK

The nursing curriculum at California University of Pennsylvania was organized within a framework that reflects the philosophy, purposes and aims of the Nursing Program. General systems theory is the basis of the framework, which is designed to address the dynamics of nursing education. This framework includes basic concepts and six core concepts that provide structure for the upper division nursing curriculum.

Basic Concepts

The four basic concepts are Person, Society, Health and Nursing. These concepts are used to define content and plan learning experiences for each nursing course and, to provide guidance in the selection of general education and support courses. All four concepts are reinforced and expanded upon in each subsequent nursing course.

Core Concepts

The core concepts of the curriculum are: critical thinking (knowledge, attitudes, and skills), communication, professionalism, the nursing process, leadership, and health education. These concepts complement and extend the basic concepts to complete the curriculum structure. They define content and learning experiences in nursing courses by building upon and interweaving with the basic concepts.

I. BASIC CONCEPTS

PERSON

Human beings are open systems in continuous interaction with the environment. Within this systems framework, the person is seen as a holistic being with intrinsic value capable of making decisions based on perceptions, background, experiences, interests and goals (self-regulation). In continuous interaction with the internal and external
environment, the person responds to stressors in a manner based on a variety of factors including genetic endowment, and the nature, duration and intensity of the stressors. People possess basic human needs, which are hierarchical in nature.

A general systems perspective presents a humanistic view of the person as a holistic, goal-directed, self-maintaining individual of intrinsic worth. Such a perspective broadens the concept of the person and provides a rationale for the nursing of individuals, families, groups and communities.

SOCIETY

The person develops within an increasingly complex hierarchy of systems, notably the individual, family, groups, community and society. Social systems are those groups that form to achieve specific purposes in society such as family, school, business and industry, churches, hospitals, and other health care organizations. Social systems provide the environment within which individuals and groups develop, grow, learn, and perform their functions in life. Thus, the curriculum is structured to permit progression through this systems hierarchy through courses, which highlight community and society, building on the foundation from students’ generic nursing program of the individual as client to a broader focus on the family and community as client.

HEALTH

Health in dynamic, living organisms fluctuates on a continuum between degrees of wellness and illness and is influenced by genetic endowment, the environment, and individual ability to cope with stressors. Health is a dynamic state and the individual is a self-regulating system. Health practice requires that each person assume responsibility for health related decisions. Accordingly, the curriculum is structured to broaden the concept of health from focusing on acute illness and hospitalization to assisting clients with self-care at home, health promotion for families and communities, disease prevention, and providing support for a peaceful death.

NURSING

Nursing is a dynamic and caring profession that assists persons, families and the community to achieve and maintain optimal wellness and provides support for a peaceful death.

A systems approach allows the nurse to keep the total human being as the focus of intervention. This approach also nurtures a hopeful philosophy of nursing, which recognizes change, growth, and learning as much as possible due to the interrelationships of all living systems. Since growth is recognized as the goal of living systems, general systems theory offers a positive view of human development and recognizes the value of alternative intervention strategies for achieving system goals.
The person thus is viewed as being highly adaptive, and success can be built on failures.

Nursing care is accomplished with goal-directed nurse-client interactions implemented via the nursing process. The nursing process is a dynamic, on-going interpersonal process in which the nurse and patient are viewed as a system with each affecting the behavior of the other, and both being affected by external factors within the situation.

Figure 1 represents a model of the systems approach to nursing care. Input refers to data obtained through all sources in the nurse-client environment. The nurse-client relationship represents the systems under consideration and contains three components:

1. a client who is in an active or potential state of disequilibrium that can be resolved in part and/or prevented by nursing care;
2. the nurse who is prepared to assist in the resolution of this state of disruption or to prevent the disruption from occurring;
3. termination of the relationship when a steady state (homeostasis) is restored and/or nursing care is no longer required.

The output from this system is best described in terms of client behavior and nursing evaluation of the system’s health status. Feedback in this model is represented by the evaluation of the health status and revision of nursing care to achieve health goals. The overall goal of such a model is to produce positive outcomes for the client.

In order to effectively utilize the nursing process, the nurse must incorporate the roles of advocate, teacher, leader, and change agent. In addition the nurse must develop skills in critical thinking by analyzing and evaluating published research and integrating findings into clinical nursing decisions.

The nurse is a self-directed professional who collaborates with other health professionals and coordinates the delivery of health care. As an autonomous professional, the nurse is responsible and accountable for professional behavior and competent practice.
INPUT from client, family, nurse, physician, other health professionals, and references concerning:

A. Biopsychosocial data
B. Cultural/personal data
C. Physical findings
D. Growth & Development
E. Pathophysiological and/or psychosocial changes
F. Prior health interventions
G. Other relevant information

FIGURE 1
Systems Approach to Nursing Care
Environment

System

(Transformation through Nursing Intervention)

NURSE-CLIENT RELATIONSHIP
- mutual goal setting
- plan of care
- implementation

External Feedback Loop
(Revision of Nursing Care)

Environment

Client & Family Behavior

Nursing Evaluation
II. CORE CONCEPTS

The core concepts provide further assistance in defining content and learning activities.

Critical Thinking

A logical and critical thinking process as a basis for decision-making is essential to the practice of professional nursing. Critical thinking and independent judgment abilities require synthesis of knowledge from nursing and related fields for application to clinical practice.

Critical Thinking is purposeful, goal-directed thinking that aims to make judgments based on evidence rather than conjecture. Based on principles of science and the scientific method, critical thinking requires developing strategies that maximize human potential and compensate for problems caused by human nature (Alfara-LeFevre, 1995).

Other aspects of critical thinking relevant to professional nursing include research, ethical decision making, and creativity.

a) **Research** involves diligent, systematic inquiry or investigation to validate or refine existing knowledge and to generate new knowledge. The nursing curriculum is particularly concerned with the process of research utilization, which is conceptually defined as the process of transforming knowledge obtained from research into clinical practice.

b) **Ethical Decision Making** is a form of inquiry based on a collection of theories, principles, and rules which provide a theoretical foundation for deciding what to do when moral principles or rules conflict.

c) **Creativity** results from the analysis and synthesis of important information related to a health issue – a problem, question, or a difficult interaction. Creativity requires inquiry into various ways to solve the issue, and finding a solution characterized by original thinking, imagination, ingenuity, and inventiveness.

Communication

Communication is a complex, ongoing, interactive process and forms the basis for building interpersonal relations. Communication includes listening, as well as oral, nonverbal, and written communication skills.

Professionalism

Professionalism involves aspects of professional and personal accountability, responsibility and autonomy. Essential to professionalism is professional development, which includes knowledge and experiences that encourage nurses to embrace lifelong learning and incorporate professionalism into practice.
Nursing Process

The nursing process is an analytical, critical thinking process used in assessing, planning, implementing, and evaluating the desired goals and objectives of nursing care as they apply to individuals, families, groups, and communities. The nursing process is implemented through collaborative relationships that involve interpersonal communication and shared responsibility for accomplishing mutually agreed upon goals.

Leadership

Leadership is the process of influencing behavior and facilitating individuals and/or groups toward establishing and attaining goals pertaining to health and the health care delivery system through assumption as change agent, advocate, teacher, manager and coordinator of care.

Health Education

Health education refers to the development and use of strategies and experiences that help individuals, families, groups and communities to adopt or maintain positive health attitudes, behaviors, and skills. It motivates and empowers them to prevent illness, deal effectively with health-related problems, move towards higher levels of well-being, and take control of personal, family, community and environmental health.

Conclusion

Identification of concepts in this system framework provides the organizing elements for a curriculum designed to educate professional nurses. Complementing the nursing curriculum are the general education and support courses in social-behavioral sciences, natural sciences, and the liberal arts as well as life experiences and basic competencies in nursing. These elements provide the substantive and functional knowledge base upon which the Organizing Framework is built.

Knowledge from life experiences is integrated with knowledge from the general education courses. The nursing curriculum is organized so that knowledge and skills, and content and application of concepts are developed progressively, in increasing complexity throughout the program.
ENTRY LEVEL OBJECTIVES

Entering students will:

1. Apply appropriate principles and concepts from nursing and related fields by making competent nursing decisions when providing restoration or rehabilitation care for individuals in a structured setting.

2. Recognize the importance of nursing research in advancing nursing practice.

3. Read, write, and speak English clearly in order to acquire knowledge, and convey and discuss ideas.

4. Utilize the nursing process to guide the nursing care of individuals with common acute and/or chronic health problems in a structured setting.

5. Participate as a member of the health team in a structured setting to restore the health of individuals.

6. Apply principles of organization and management in the care of clients in a structured setting.

7. Identify client learning needs and provide appropriate patient teaching for individuals in a structured setting.

8. Demonstrate recognition of own learning needs by seeking assistance with professional development.

9. Demonstrate an awareness of legal responsibilities for professional nursing practice.

END OF PROGRAM OBJECTIVES

Graduates will:

1. Analyze knowledge from nursing and related fields into nursing practice decisions with multicultural clients in a variety of settings.

2. Evaluate research from nursing and related disciplines for application to nursing practice.

3. Demonstrate effective communication.

4. Utilize the nursing process to assess and analyze client data, and to plan, implement, and evaluate goals and objectives of client-centered care for individuals, families, and communities.

5. Collaborate with the client, significant others, and health care providers to improve the quality of care.

6. Assume a leadership role by serving as advocate, change agent, manager, and coordinator of care.

7. Perform health education activities for diverse populations.

8. Assume responsibility for personal and professional education and for learning as a life-long process.

9. Appraise ethical and legal responsibility and accountability for professional nursing practice.
OVERVIEW OF THE RN-BSN PROGRAM

California University's Department of Nursing provides an upper division program leading to a Bachelor of Science in Nursing degree for registered nurses who have graduated from an accredited associate degree or diploma program, and hold a RN license in the Commonwealth of Pennsylvania or in the state/country of employment. The program is accredited by the Commission on Collegiate Nursing Education.

The Academic Passport, as discussed in the Undergraduate Catalog, recognizes 30 credits of general education and 30 credits lower division nursing. Students with more than 30 credits of general education may transfer the additional coursework under General Education or Free electives. A total of 120 credits are required for the BSN degree.

CURRICULUM REQUIREMENTS

I. General Education (minimum of 40 credits) - See General Education menus for acceptable courses to meet the requirements. Once students’ transcripts are evaluated and posted to the students’ Degree Works file, students are required to check their Degree Works for accuracy on a frequent basis.

A. Composition Skills (3 credits)
   (English Comp I ENG 101)
B. Public Speaking (3 credits)
C. Statistics (3 credits)
   (MAT 205 recommended; or MAT 215 or 225)
D. Natural Sciences (4 credits)
   (Microbiology)
E. Social Sciences (3 credits)
   (Sociology, or Psychology)
F. Humanities (3 credits)
G. Fine Arts (3 credits)
H. Technological Literacy (3 credits)
   (One 3 cr. course, or Three 1 cr. courses)
I. Required Related Courses (8 credits)
   (Anatomy/Physiology I and II)
J. Free Electives (9 credits or as many as needed to reach 120 credits)

II. Entry Level Portfolio (12 credits)**

Earned Through Completion of the Entry Level Portfolio Orientation, and Successful Completion/Faculty Review of the Portfolio. Portfolio components included are:
III. Nursing Major Requirements (63 credits)

A. Nursing Transfer from Basic Nursing Program (30 credits)

B. Nursing – RN-BSN Courses (33 credits)**

- Philosophy of Professional Nursing (NUR 330) 3 credits
- Health Assessment (NUR 350) 3 credits
- Nursing Research & EBP (NUR 360) 3 credits
- Leadership & Change in Nursing (NUR 375) 6 credits
- Nursing Informatics (NUR 420) 3 credits
- Trends & Issues in Nursing (NUR 450) 3 credits
- Family Health Nursing (NUR 470) 6 credits
- Community Health Nursing (NUR 475) 6 credits

**To be completed at California University of Pennsylvania
California University of Pennsylvania

Bachelor of Science in Nursing
College of Science & Technology
Major: Nursing (RN to BSN)
Major Code: 7505

Credits Required: 120
Concentration: None
Minor: None
Required Minor Code: None

General Education (40 Credits)

Building a Sense of Community
UNI 100: First Year Seminar—waived

Composition (3 credits)
ENG 101: Composition I

Public Speaking (3 credits)
Any Public Speaking Course

Mathematics and Quantitative Literacy (3 credits)
Statistics (Recommend MAT 205 Statistics for Health Sciences, MAT 215, or MAT 225)

Health and Wellness (3 credits)
(By Required Portfolio)

Technological Literacy (3 credits)
Any Computer Science Course

Humanities (3 credits)
Any Humanities Course

Fine Arts (3 credits)
Any Fine Arts Course

Natural Sciences (4 credits)
BIO 226: Basic Microbiology

Social Sciences (3 credits)
Any Social Sciences Course

General Education Options (12 credits)
ENG 102: Composition II
Natural Sciences (by Required Portfolio)
Ethics and Multicultural Awareness (by Required Portfolio)
Public Speaking/Communications (by Required Portfolio)

Additional Major Requirements
(Not counted toward the General Education requirements)

Special Experience Course (1 course required)
NUR 475: Community Health Nursing

Upper-Division Writing Component Courses (2 courses required) *
NUR 375: Leadership & Change in Nursing
NUR 470: Family Health Nursing

Laboratory Course (1 course required)
BIO 260: Anatomy & Physiology II

Program Requirements

Required Major Courses (33 credits)
NUR 330: Philosophy Prof Nursing (3 credits)
NUR 350: Health Assessment (3 credits)
NUR 360: Nsg Research & Evidence Based Practice (3 credits)
NUR 375: Leadership & Change in Nsg (6 credits)
NUR 420: Nursing Informatics (3 credits)
NUR 450: Trends & Issues in Nsg (3 credits)
NUR 470: Family Health Nursing (6 credits)
NUR 475: Community Health Nursing (6 credits)

Required Related Courses (8 credits)
BIO 230: Anatomy & Physiology I (4 credits)
BIO 260: Anatomy & Physiology II (4 credits)

Transfer Credits (30 credits) **

Free Electives (9 credits)

Program Notes:
This professional BSN program is for RNs who are graduates of diploma or associate degree basic nursing programs.
*Courses pending Gen Ed Committee review
**30 transfer credits are allowed for lower division nursing courses, and additional credits may transfer per university policy. 12 credits are awarded through a required entry-level portfolio evaluation
## DEPARTMENT OF NURSING—RN-BSN PROGRESSION PLANS

### RN-BSN Full-Time, Fall Cohort Start, 3 semesters

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<tr>
<th>FALL</th>
<th>SPRING</th>
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<tr>
<td>NUR 330 Philosophy of Professional Nursing (3); 1st 8-wks</td>
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### RN-BSN Full-Time, Spring Cohort Start, 3 semesters

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<td>NUR 450 Trends &amp; Issues in Nursing (3); 1st 8-wks</td>
</tr>
<tr>
<td>NUR 360 Nursing Research &amp; EBP (3); 2nd 8-wks</td>
<td>NUR 350 Health Assessment (3); 2nd 5-wks</td>
<td>NUR 475 Community Health Nursing (6); 15-wks</td>
</tr>
<tr>
<td>NUR 470 Family Health Nursing (6); 15-wks</td>
<td>NUR 375 Leadership &amp; Change in Nursing (6); 10-wks</td>
<td></td>
</tr>
<tr>
<td>TOTAL: 12 Credits</td>
<td>Total: 12 Credits</td>
<td>Total: 9 Credits</td>
</tr>
</tbody>
</table>

### RN-BSN Part-Time, Fall Cohort Start, 4 semesters

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 330 Philosophy of Professional Nursing (3); 1st 8-wks</td>
<td>NUR 350 Health Assessment (3); 1st 8-wks</td>
<td>NUR 420 Nursing Informatics (3); 1st 5-wks</td>
<td></td>
</tr>
<tr>
<td>NUR 470 Family Health Nursing (6); 15-wks</td>
<td>NUR 360 Nursing Research &amp; EBP (3); 2nd 8-wks</td>
<td>NUR 375 Leadership &amp; Change in Nursing (6); 10-wks</td>
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<tr>
<td></td>
<td></td>
<td>NUR 450 Trends &amp; Issues in Nursing (3); 1st 8-wks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 475 Community Health Nursing (6); 15-wks</td>
<td></td>
</tr>
<tr>
<td>TOTAL: 9 Credits</td>
<td>TOTAL: 6 Credits</td>
<td>TOTAL: 9 Credits</td>
<td>TOTAL: 9 Credits</td>
</tr>
</tbody>
</table>

### RN-BSN Part-Time, Spring Cohort Start, 4 semesters

<table>
<thead>
<tr>
<th>SPRING</th>
<th>SUMMER</th>
<th>FALL</th>
<th>SPRING</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 330 Philosophy of Professional Nursing (3); 1st 8-wks</td>
<td>NUR 420 Nursing Informatics (3); 1st 5-wks</td>
<td>NUR 450 Trends &amp; Issues in Nursing (3); 1st 8-wks</td>
<td></td>
</tr>
<tr>
<td>NUR 370 Nursing Research &amp; EBP (3); 2nd 8-wks</td>
<td>NUR 375 Leadership &amp; Change in Nursing (6); 10-wks</td>
<td>NUR 475 Community Health Nursing (6); 15-wks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 350 Health Assessment (3); 1st 8-wks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NUR 470 Family Health Nursing (6); 15-wks</td>
<td></td>
</tr>
<tr>
<td>TOTAL: 6 Credits</td>
<td>TOTAL: 9 Credits</td>
<td>TOTAL: 9 Credits</td>
<td>TOTAL: 9 Credits</td>
</tr>
</tbody>
</table>
CATALOG DESCRIPTION OF BSN COURSES

The following eight upper division nursing courses are designed to enhance the RN's previously demonstrated knowledge and skills.

NUR 330. Philosophy of Professional Nursing. (3 credits)

This course focuses on the re-socialization of the RN student from a technical to a full professional nursing role through an overview/synthesis of the conceptual foundations of professional nursing practice. Facilitation of this change will be through incorporation of principles and concepts of self-awareness and self-directed learning throughout discussions of professional self-concept development, theoretical bases of professional nursing, and delivery of professional nursing as related to the various roles of the professional nurse. (Prerequisite: BSN Major).

NUR 350. Health Assessment. (3 credits)

This course focuses on the opportunity for the student to develop and practice skills in the use of data-gathering methods and techniques for the health assessment of individuals throughout the developmental life span. Emphasis is on history taking and physical assessment of adults using a systems approach, focusing on variations across cultures and variations in findings at different stages of adulthood. (Prerequisite: BSN Major).

NUR 360. Nursing Research & Evidence Based Practice (3 credits)

This course is designed to increase the professional nurse's knowledge and use of the research process. Emphasis is on reading, interpreting, and evaluating research findings considering ethical and practical aspects as the basis for evidence-based nursing practice. (Prerequisite: BSN Major).

NUR 375. Leadership and Change in Nursing. (6 credits: 3 credits theory and 3 credits clinical)

This course focuses on analysis and synthesis of concepts in nursing and related fields regarding planned change and group development through study and experience in group process and leadership roles. Selected clinical experiences provide for application of theory in critical analysis of situations and decision-making within the practice of nursing to meet emerging health needs of consumers. *This course includes a clinical practicum experience. (Prerequisite: BSN Major).

NUR 420. Nursing Informatics (3 credits)

This course introduces the learner to the history and current state of health informatics, basic informatics concepts, health information management systems and the use of technology to improve healthcare within the framework of interprofessional communication. The course will provide the learner with the knowledge and skills needed to competently practice and provide patient care
through the use of current and emerging healthcare technology. Content includes legal and ethical considerations associated with nursing informatics, as well as the exploration of patient care technologies to support clinical decisions, provide safe, quality patient care, document nurse sensitive indicators and the role of nursing informatics in communication strategies. (Prerequisite: BSN Major).

NUR 450. Trends and Issues in Nursing. (3 credits)

This course focuses on the analysis of professional nursing and bioethical issues within a systems framework. Implications for professional nursing practice in the health care delivery system are emphasized. (Prerequisite: BSN Major).

NUR 470. Family Health Nursing. (6 credits: 3 credits theory and 3 credits clinical).

This course focuses on the theory and practice of family nursing, a domain within professional nursing which is rapidly becoming an integral part of generalist practice. Emphasis will be on the recognition that family nursing is conceptually and empirically distinct from nursing of individuals. A variety of nursing and family theories will provide the basis for serving families as units as well as family subsystems and individual family members. Family assessment, family nursing diagnoses, family nursing roles and goals from health promotion through rehabilitation, theoretical approaches which guide family assessment and intervention, and general family nursing interventions will be addressed. *This course includes a clinical practicum experience. (Prerequisite: BSN Major)

NUR 475. Community Health Nursing. (6 credits: 3 credits theory and 3 credits clinical)

This course focuses on the synthesis of theories from nursing and the public health sciences. The emphasis is on improving the health of the community by identifying sub-groups that are at risk for illness, disability or premature death. Emphasis will be on epidemiology, history of public health science, social policy, ethical, legislative/ political issues related to health care, social justice, community organizations, special needs of aggregates, and trends in community health care administration. *This course includes a clinical practicum experience. (Prerequisite: BSN Major).
SERVICES AND RESOURCES

The following services are available to all BSN students, regardless of the campus attended:

WRITING CENTER

Cal U’s Writing Center can help students in all stages of the writing process. From planning a paper to editing a final draft, writing center consultants are trained to address the needs of student writers. Consultants offer students suggestions and teach students various methods to improve their writing through face-to-face sessions, lasting up to 50 minutes, and emailed papers. To email Cal U’s Writing Center a paper, send it to writingctr@calu.edu. If you have a question or need help, call us at 724-938-4336.

INSTRUCTIONAL COMPUTING FACILITY

The Instructional Computing Facility is located in Noss Hall on the CALU campus for students who need a computer and printer for their writing assignments. There are classes scheduled to use the Lab, and a sign on the door will tell you if it is open for student use. Bring a portable storage device for saving your files (The computers won’t let you use the hard drive). For hours or to make an appointment, phone 724-938-4335.

MATH LAB

The University staffs a Math Lab in Noss Hall Room 115. The lab is set up to help students with specific math courses. There are assistants available to tutor in courses ranging from Basic Mathematics to Statistical Analysis II. Also available are computer assisted instruction for many topics in arithmetic algebra and calculus. If you are having a problem in a particular math course, visit the Math Lab. Phone 724-938-5893 for further information or to schedule a one-on-one tutoring session.

FINANCIAL AID

The Financial Aid Office is located in Room 105 of Dixon Hall. The office hours are 8 AM – 4 PM, Monday through Friday. Appointments are encouraged by calling 724-938-4415.

OTHER SUPPORT SERVICES

If you experience any problems with registering for classes, financial concerns, computing or online learning, etc., please contact the appropriate office below during regular business hours (Monday thru Friday, 8:00 a.m. to 4:00 p.m.).

Computing Services/Help Desk  Logging into system-password problems (724)-938-5911
Academic Records  Student Data (Undergraduate) (724)-938-4435
Bursars’ Office  Billing (724)-938-4431
Financial Aid Office  Financial Aid (724)-938-4415
NURSING HONOR SOCIETY

SIGMA THETA TAU INTERNATIONAL

The California University of Pennsylvania Department of Nursing, Sigma Theta Tau International Chapter is Pi Rho Chapter. Sigma Theta Tau is the International Honor Society for Nursing. Sigma Theta Tau provides leadership and scholarship in nursing practice, education, and research to improve patient care and enhance the health of all people. Eligibility requirements for BSN students include: completion of half of the nursing curriculum (NUR courses), a grade point average (GPA) of 3.0 or higher, and rank in the upper 35% of the class.

SCHOLARSHIPS

A number of scholarship opportunities are available and are listed in the California University of PA Undergraduate Catalog. Additional scholarship information is shared with eligible junior and senior nursing students throughout the program as the Nursing Department receives information.
I. ADMISSION

Prior to admission to BSN nursing courses, the following requirements must be met:

A. Academic Requirements

1. Minimum 2.00 GPA in associate’s nursing degree or nursing diploma program, verified with official transcripts. For international students, scholastic record comparable to that reflected by a 2.00 GPA verified with official transcripts.

2. Graduation from an Accreditation Commission for Education in Nursing (ACEN, formerly NLNAC) accredited associate degree or diploma program in nursing.

3. Unencumbered RN licensure in the state in which the applicant is employed in nursing. International students need to be licensed in their country of residence.

B. Additional BSN Program Admission Requirements:

1. For programs attended outside of the United States, with the exception of Canada, applicants must submit a credential evaluation from the Commission on Graduates of Foreign Nursing Schools (CGFNS) for nursing course work and World Education Services (WES) for non-nursing course work.

2. For international students, completion of a basic nursing degree, if available, in the country of origin.

3. International students need to be licensed in the country in which they are employed in nursing.

4. Prospective international degree students staying in their countries of origin and taking an online program should also review International Applicants information for admission consideration in the Graduate Catalog.

5. Evidence of proficiency in oral and written English is requested if the applicant's native language is not English, the Test of English as a Foreign Language (TOEFL) is suggested.

6. California University welcomes students from countries throughout the world. If you are an international student who will stay in your
country of origin while earning your degree through Global Online, click on this link and follow these steps for admission consideration.

C. Transcript evaluation*

Policies pertaining to the Academic Passport and Student Transfer Policy are detailed in the University’s Undergraduate Catalog.

An RN-BSN student admitted to CALU will be awarded 30 credits from his/her basic (pre-licensure) nursing program. Students with more than 30 credits of general education may transfer additional credits as appropriate to meet program requirements. Students with fewer than 30 credits of general education must communicate with an academic advisor to determine courses needed for graduation.

D. Challenge Examinations

Challenge examinations exist for students who have fewer than 30 general education credits of general education from their basic nursing program.

1. College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) Program

Courses in the nursing program that can be challenged by CLEP or DSST examinations are:
   - English Composition I, English Composition II,
   - Tech Literacy, Humanities, Fine Arts, Statistics,
   - and Free Electives

Students can access the CLEP sampler online at http://www.collegeboard.com/clep and access the DSST sampler online at http://getcollegecredit.com. Also, individual study guides may be ordered from CLEP for a fee (see the university website for details).

Tests can be taken at Cal U’s main campus or at a location close to you. For further information, contact Claire Pizer at the Office of Academic Success at 724-938-5779.

2. NLN Science Examinations

Students may validate knowledge in the Natural Sciences by taking the National League for Nursing (NLN) Science Examinations. Areas tested and number of credits awarded are:

   Anatomy/Physiology       8 credits
   Microbiology             4 credits

These exams are administered in the Department of Nursing. In order to receive credit, the student must achieve a 60% passing grade on the
exam for the particular area to be challenged. If the student does not achieve a 60% grade on the exam, the student may retake the exam one time. If unsuccessful on the second attempt, the student must take the course. For additional information or to schedule the exam, contact the Department of Nursing.

E. Entry Level Portfolio

The Entry Level Portfolio (ELP) must be submitted as a COMPLETE document by the first day of classes. Successful review of the portfolio by the academic advisor will result in the awarding of 12 general education credits by portfolio for university required courses. Refer to Entry Level Portfolio Manual for guidelines and required components which can be found in D2L RN-BSN Orientation Center. In addition, note the following policies and procedures regarding the ELP:

• Payment must be paid prior to the start of the semester and can be made either electronically (credit care, electronic check ACH) or by cashier’s check or money order in the amount designated in the ELP registration materials, made out to California University of Pennsylvania.

• Students admitted immediately prior to the start of the semester have a one week extension from the start of the semester to complete the ELP.

• NOTE: Students who do not submit all requirements, including the appropriate fee on or before the due dates indicated, and/or do not obtain a successful faculty evaluation of the portfolio:

  a) will NOT receive 12 general education credits;

  b) will NOT be allowed to continue in the BSN major. Students may complete the semester for which they are registered, but they will NOT be permitted to register for additional nursing courses until they have successfully met the requirements – and space in the program is available for them to return (seats will not be held).
II. PROGRESSION & RETENTION

A. Entry requirements: current RN license (or validation of license) and CPR certification must be maintained in the student admission file throughout the program.

B. Grading Scale & Academic Requirement for BSN students

1. The courses in the Upper Division Nursing Program are graded according to the following scale:

<table>
<thead>
<tr>
<th>1 credit courses</th>
<th>NUR 485</th>
<th>2 credit courses</th>
<th>NUR 410</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 – 100 points</td>
<td>A</td>
<td>192 – 200 points</td>
</tr>
<tr>
<td>A–</td>
<td>93 – 95</td>
<td>A–</td>
<td>185 – 191</td>
</tr>
<tr>
<td>B+</td>
<td>90 – 92</td>
<td>B+</td>
<td>180 – 184</td>
</tr>
<tr>
<td>B</td>
<td>87 – 89</td>
<td>B</td>
<td>174 – 179</td>
</tr>
<tr>
<td>B–</td>
<td>85 – 86</td>
<td>B–</td>
<td>170 – 173</td>
</tr>
<tr>
<td>C+</td>
<td>81 – 84</td>
<td>C+</td>
<td>162 – 169</td>
</tr>
<tr>
<td>C</td>
<td>78 – 80</td>
<td>C</td>
<td>156 – 161</td>
</tr>
<tr>
<td>C–</td>
<td>75 – 77</td>
<td>C–</td>
<td>150 – 155</td>
</tr>
<tr>
<td>D</td>
<td>69 – 74</td>
<td>D</td>
<td>139 – 149</td>
</tr>
<tr>
<td>F</td>
<td>68 and below</td>
<td>F</td>
<td>137 and below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3 credit courses</th>
<th>NUR 330, 350, 370, 450</th>
<th>6 credit courses</th>
<th>NUR 375, 470, 475</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>288 – 300 points</td>
<td>A</td>
<td>480 – 500 points</td>
</tr>
<tr>
<td>A–</td>
<td>279 – 287</td>
<td>A–</td>
<td>465 – 479</td>
</tr>
<tr>
<td>B+</td>
<td>270 – 278</td>
<td>B+</td>
<td>450 – 464</td>
</tr>
<tr>
<td>B</td>
<td>261 – 269</td>
<td>B</td>
<td>435 – 449</td>
</tr>
<tr>
<td>C+</td>
<td>243 – 254</td>
<td>C+</td>
<td>405 – 424</td>
</tr>
<tr>
<td>C</td>
<td>234 – 242</td>
<td>C</td>
<td>390 – 404</td>
</tr>
<tr>
<td>D</td>
<td>207 – 224</td>
<td>D</td>
<td>345 – 374</td>
</tr>
<tr>
<td>F</td>
<td>206 and below</td>
<td>F</td>
<td>344 and below</td>
</tr>
</tbody>
</table>

2. A minimum grade of “C” is required in all nursing courses. A C minus or below is failing.

3. If a student earns a grade lower than a “C” in a nursing course, he/she is required to successfully repeat the course.

4. When there is a clinical component of the nursing course, a minimum of a “C” is required in the theoretical portion, and a satisfactory rating (“C” or above) in the clinical component to pass the course.

5. If a student earns a grade lower than a “C” in the theoretical portion of a course or earns an unsatisfactory rating (lower than a “C”) in the clinical portion, he/she is required to successfully repeat both theory and clinical portions of that course.
6. Should a student fail to achieve a 2.0 GPA in the nursing courses, that student must repeat the most recently completed course(s) in which a grade of “C” or less was earned.

C. Repeating a Nursing Course

1. A student wishing to repeat a nursing course must notify his/her academic advisor for appropriate advisement.

2. A student may repeat a nursing course one (1) time only.

3. Failure to achieve an acceptable grade in the repeated nursing course would result in being dropped from the nursing major.

4. A student may not repeat more than two (2) individual nursing courses.

It should be understood that a student dropped from the nursing program is not by such action dismissed from pursuing other degree options from the University.

III. CLASSROOM REQUIREMENTS

A. Written Papers/Assignments

1. Assigned papers/assignments are to be typed according to the most current edition of the American Psychological Association (APA) writing style format, unless directed otherwise by the faculty member for a course.

2. In addition to the information required by APA on the cover page, follow with the course number and section (e.g., NUR 330-G3), and date of submission (e.g., September 7, 2015), unless otherwise directed by the faculty member for a course. Abstracts are not required for APA papers.

3. See individual course syllabi for other specific requirements per the faculty member for the course.

B. Late Assignment Policy

Failure to submit assignments on time will result in lowering of the student's points for that assignment as follows: (exceptions for extenuating circumstances may be made on a case by case basis if the instructor is contacted prior to the assignment due date)

1 day late = 10% reduction
2 days late = 20% reduction
3 days late= 30% reduction.
More than 3 days late= no points will be awarded
An incorrectly submitted paper will not be accepted as a valid excuse for a late submission so students need to send the correctly saved document to the correct Dropbox.

C. Class Participation

1. See individual course Supplements to the Syllabi for other specific requirements per the faculty member for the course.

D. Academic Integrity Policy

Truth and honesty are necessary prerequisites for education as well as personal and professional growth. Therefore, academic dishonesty in any form (cheating, facilitating cheating, plagiarism, etc.) will not be tolerated. Incidents of academic dishonesty will be regarded on an individual basis, according to the policy stated in the university’s Undergraduate Catalog.

E. Accommodations for Students with Disabilities

Reasonable accommodations require approval by the Office for Students with Disabilities (OSD).

All of the following are required:

- The student submits the appropriate documentation to OSD.
- The student requests accommodation through appropriate OSD procedures.
- The requested accommodation does not substantially alter the fundamental nature of the academic and/or technical standards of the coursework and/or program.
- The requested accommodation is supported by the documentation on file.

The most commonly requested reasonable accommodations include:

- Extended test time
- Separate test location
- Taped texts and/or Reading Edge
- Note taker
- Test reader
- Test scribe and/or use of computer
- Access to available assistive equipment
- Priority registration
- Physical access to programs and services
- Other accommodations specific to the disability as requested and approved

The following are noted:

- The decision regarding appropriate and reasonable accommodation rests with the Office for Students with Disabilities.
The Office for Students with Disabilities reserves the right to request additional documentation.
Services of a personal nature are the responsibility of the student.

Office for Students with Disabilities
California University of Pennsylvania
250 University Ave.
Box #7
California, PA 15419
osdmail@calu.edu

724-938-5781
FAX 724-938-4599

IV. HONORS CONVOCATION

In order to be named a Presidential Scholar at the annual Honors Convocation in the spring semester, students must have a cumulative GPA of 3.25 in the baccalaureate program and have completed 60 credits (junior) and 90 credits (senior). At least 30 of those credits must have been taken at California University of PA.

V. HONORS AT GRADUATION

The full policy for honors at graduation can be found at the following link:
http://www.calu.edu/academics/academic-affairs/academic-policies/undergraduate/Honors%20at%20Graduation.pdf

VI. COMMUNICATION & GRIEVANCE PROCESS FOR BSN STUDENTS

The Department of Nursing follows the university’s undergraduate policy/procedure for “Appealing a Grade or Other Academic Decision” for grievances. http://www.calu.edu/current-students/academic-resources/catalogs/undergraduate/ugcatalog.htm

VII. WITHDRAWAL

The Department of Nursing follows the university’s undergraduate policy/procedure for “Procedures to Withdraw from a Class or the University.”
http://www.calu.edu/academics/online-programs/letters/drop/index.htm
Please email calugo@calu.edu with your information and reason why you are cancelling or withdrawing your classes and if you are planning to return to CalU in future.

VIII. READMISSION POLICIES
IX. REGISTRATION FOR CLASSES
The Department of Nursing follows the university’s undergraduate policy/procedure for “Registration.” [http://www.calu.edu/academics/academic-affairs/academic-policies/undergraduate/Registration.pdf](http://www.calu.edu/academics/academic-affairs/academic-policies/undergraduate/Registration.pdf)