

**Baptist Health College
Little Rock
School of Nursing
Associate of Applied Science
SCHOOL SPECIFIC SECTION
STUDENT HANDBOOK

Spring 2026**

Owned and Sponsored by: Baptist Health, Little Rock, Arkansas
Operated by: Baptist Health Medical Center-Little Rock

CERTIFICATION STATEMENT

Baptist Health, its schools and their administrators reserve the right to restrict, or limit enrollment in any course and make changes in the provisions (organization, fees, program offerings, curricula, courses, requirements and so forth) in this handbook when such action is deemed to be in the best interest of the student or a particular school. The provisions herein do not represent, in any way, a contract between the student, prospective or otherwise, and the administration of a school. This handbook replaces all handbooks previously published.

FORWARD

This handbook is provided to the student to serve as an overall guide to the Baptist Health College Little Rock-School of Nursing. Policies contained herein are current at the time of printing; however, policies, procedures and information contained within require continual evaluation, review, and approval.

Therefore, the faculty and administration of the school reserve the right to change the policies, procedures and general information at any time without prior notice, according to policy; all new and revised policies are posted on appropriate and designated student bulletin boards, for a defined period of time or students receive electronic notification of new or revised policies. Additionally, changes will be made on the website version. Students are expected to remain informed by checking the schools' website regularly at www.bhcllr.edu.

STATEMENT REGARDING STUDENT HANDBOOK

Students enrolled in the Baptist Health College Little Rock are responsible for information contained in the current Student Handbook and current Catalog. Students enrolled in a program of study are expected to comply with all policies of: a) Baptist Health College Little Rock, b) all institutions with which the schools are affiliated, and c) the respective program of enrollment. Additional details of policies that specifically pertain to a student's specific program of enrollment are applicable and are located herein in the program's respective School Specific section.

First Printed in 1922

Baptist Health College Little Rock-
School of Nursing
School Specific Student Handbook Section

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SCHOOL OF NURSING
NEW STUDENT

WELCOME

WELCOME to the Baptist Health College Little Rock (BHCLR) - School of Nursing (BHCLR-SN). This will be an exciting time in which you will learn the principles and practice of professional nursing, achievement in the clinical area, and develop a sense of pride and achievement in your new chosen career.

The purpose of the school specific section Student Handbook is to acquaint you with the policies of the School and familiarize you with the processes used to determine your progress through the program.

The contents herein pertain primarily to your education at the school; however, a large portion will also apply to your performance as a professional student in any healthcare setting.

Read this Handbook thoroughly and carefully, as you are accountable for the information herein contained. If at any point in the program you need clarification of the contents herein, please contact your respective Associate Dean.

Again, welcome to the school. We look forward to teaching and learning with you during your enrollment and being a part of your professional development.

Yours Truly,
Administration and Faculty

INTRODUCTORY

HISTORY

The BHCLR–School of Nursing opened in 1920 to prepare individuals to become registered nurses. Following closure for a nine-year period, the school was re-established as a diploma program in 1976. In 1987, the school added the LPN/LPTN to RN Accelerated Program for licensed practical nurses and licensed psychiatric technician nurses to become registered nurses. In 2006, the Accelerated Track began accepting certified paramedics.

In 1990, the school was extended to Northwest Arkansas, Baptist Health School of Nursing Northwest, under the joint sponsorship of Northwest Medical Center and Washington Regional Medical Center. The off-campus extension grew rapidly and in 1998 ownership of the extension of the school was transferred to Northwest Regional Medical Center and Washington Regional Medical Center. A southeast Arkansas extension for the LPN/LPTN to RN Accelerated Program (Baptist Health School of Nursing Southeast), sponsored by the Southeast Hospital Consortia and in cooperation with Great Rivers Technical Institute began in January 1997 at McGehee, Arkansas. The school had full approval status from the Arkansas State Board of Nursing (ASBN) and was accredited by the National League for Nursing Accrediting Commission (NLNAC). The Baptist Health School of Nursing Southeast officially closed December 2007.

In July 2015 BHCLR–School of Nursing enrolled its first associates of applied science (AAS) nursing class. Faculty from an affiliating college provide general education and science courses for nursing students. Due to the trends in healthcare and nursing, BHCLR–School of Nursing saw the need to transition to a degree granting program. The last diploma class graduated in June 2016.

Beginning with its first establishment, the school has served the healthcare community by providing a quality educational program which prepares the graduate for direct, first-time entry into the profession as a registered nurse (RN).

PROGRAM OVERVIEW

The school exemplifies the philosophy and values of Baptist Health (BH) by emphasizing the values of Service, Honesty, Respect Stewardship, and Performance. In addition, the school is committed to providing quality patient care.

Christian beliefs, attitudes, and spiritual perspectives are integrated in the curriculum. This serves as a framework for providing patient care and for developing personal and professional conduct by BHCLR nursing students.

A nurse must demonstrate proficiency in the profession. In addition, the nurse should exhibit an appreciation of their role within the healthcare field which includes an understanding of the organizational culture within the healthcare setting.

The school is composed of faculty, students, and administrative support staff. The school offers two (2) curriculum tracks. Each curriculum track is designed for a specific category of student: traditional or accelerated.

The faculty is responsible for planning, implementing and evaluating the total program of study in accordance with Arkansas State Board of Nursing (ASBN) Minimum Standards, the Accreditation Commission for Education in Nursing (AECN) and the Accrediting Bureau of Health Education Schools (ABHES) Standards.

The faculty is committed to providing entry-level competent graduates to the healthcare community by promoting high standards of nursing education and for the professional development of students. The program of study is found in the BHCLR Catalog.

MISSION STATEMENT

The BHCLR- School of Nursing shapes the health care of Arkansans by educating and mentoring nursing students with excellence and Christian compassion.

VALUES

The BHCLR-School of Nursing supports the Values and Code of Ethical Conduct of BH. The Christian values of Service, Honesty, Respect, Stewardship and Performance provide the framework for all operations within the school.

PHILOSOPHY

Baptist Health College Little Rock-School of Nursing, as an educational unit owned and operated by Baptist Health Medical Center-Little Rock, supports Baptist Health Philosophy, Belief, Mission, Values, and Vision Statement and those of affiliating institutions and communities of interest. The school strives to prepare graduates who demonstrate professionalism by practicing in hospitals, and other contemporary healthcare environments with awareness of health care needs of the local, regional, national, and global communities.

The faculty accomplishes this purpose in the context of the Christian values and the following beliefs: Nursing is a value-directed, culturally sensitive, caring profession that embodies advocacy for the consumer and the healthcare system to improve the quality and delivery of healthcare within the ethical principles and legal standards of safe practice. As a leader in the healthcare system, the nurse focuses on human needs, and facilitates achievement of optimum wellness in individuals, families, and groups. The nurse cares for individuals across the lifespan by intervening to meet healthcare needs according to the Quality and Safety Education for Nurses (QSEN) competencies.

Education is the formal and informal experience(s) that incorporates past and newly acquired knowledge, skills, and values to affect behavioral change. The process of learning is lifelong and is unique to each individual. Learning occurs with each life experience and is influenced by the developmental level and motivation of the learner. The methodology for teaching nursing best practice is the use of critical thinking, and clinical reasoning to support clinical judgment as the interdependent problem solving method(s) inherent in nursing. The nurse is an integral part of decision making within the multidisciplinary approach of the healthcare team. Professional nursing practice requires specialized education incorporating research and evidence-based theoretical knowledge from nursing, medical, behavioral, physical, and natural sciences.

Professional nursing education involves progressive experiences that promote personal and professional development. This education is best acquired in a caring, nurturing environment characterized by opportunities for creativity and self-direction. The faculty is committed to providing an environment that enhances the acquisition of knowledge, skills, attitudes, and values while pursuing customer satisfaction and continuous improvement for individuals from the time of admission through graduation. The program of study provides a framework for progressing the student through a specialized curriculum that integrates policies, classroom instruction, computer learning activities, skills laboratory practice, simulation experiences, utilization of a learning management system (LMS), with clinical laboratory practice to optimize the professional development of the student. The faculty plans, implements, and evaluates an educational program that includes an organized curriculum, academic advising, counseling services, utilization of LMS, student development, and student government. The faculty is committed to demonstrate scholarship, evidence-based teaching and clinical practices that are implemented in classroom, skills laboratory, clinical, and distance/hybrid teaching methodologies. In addition, the faculty establishes a supportive, nurturing environment for students.

Goal

Baptist Health College Little Rock-School of Nursing exists to prepare a graduate that demonstrates critical reasoning and clinical judgment and a commitment to the nursing profession. This is facilitated by fostering personal and professional growth and by serving the community as a competent healthcare advocate, leader, manager, provider and teacher.

BELIEF

The BHCLR-School of Nursing shares the values of Baptist Health. Baptist Health is more than a business; it is a healing ministry. Our healing ministry is based on the revelation of God through creation, the Bible and Jesus Christ. At Baptist Health, care of the whole person, body, mind and spirit, is an expression of Christian faith. We are instruments of God's restorative power and are responsible for giving compassionate care.

PROGRAM OUTCOMES

- I. Integrate theoretical knowledge, clinical decision making, and the nursing process to plan client-centered care in a variety of healthcare settings across the lifespan.
- II. Utilize a culturally competent, holistic approach to execute evidence-based, client centered education and care in a variety of healthcare settings to individuals across the lifespan.
- III. Coordinate client-centered care according to ethical principles and legal standards to promote a culture of safety.
- IV. Exemplify professional nursing skills, attitudes and behaviors while managing, collaborating, and communicating with the client and multidisciplinary healthcare team.
- V. Interpret client data and utilize technology to support decision making and improve safety and quality of care.
- VI. Utilize the principles of pharmacology when providing nursing care for clients across the lifespan.

STANDARDS

The school is composed of faculty, students, support staff, and a program of studies that offers learning experiences to prepare students for entry in the role of nursing. Faculty is responsible for planning, implementing, and evaluating the total program of studies in accordance with Arkansas State Board of Nursing Standards (minimum requirements), the Accreditation Commission for Education in Nursing, and the Accrediting Bureau of Health Education Schools Standards.

STUDENT PROFESSIONAL DEVELOPMENT

Student behavior should reflect development and incorporation of BHCLR-SN Values, a positive and cooperative attitude, capability to benefit from counseling or advising services, compliance with policies of BH, BHCLR and BHCLR-SN, fulfillment of faculty expectations and demonstration of an understanding of the professional role of nursing.

SCHOOL SEAL, PIN, AND EMBLEM

The BHCLR-SN pin and cap are symbols of the school and are often used as an insignia. Both were designed in 1921 by Miss Elizabeth Shearer, the first superintendent (Director) of the school. The cap became known and seen on a worldwide basis. In 1993, the last capping ceremony was held, as caps ceased to be part of the student uniform. The cap is on display in the archives room at BHCLR. It is unknown if a description of the pin was written at that time. If it was, somehow it has been lost through the years. The following description was written in 1993:

The design of the solid gold pin is an adaptation of the Maltese Cross. A wide, raised band adorns the edges of each cross arm. The multiple networks of nursing are represented by an interlocking mesh covering the inside area of each arm. Man's continuum of life is represented by the raised large wide circle surrounding a smooth, raised cross. The raised cross represents the fundamental Christian beliefs of the school and a relationship to our Savior, Jesus Christ and His healing ministry. The rays of light emanating from behind the cross signify eternal hope and salvation. The name of the school is inlaid in blue lettering within the circle.

As the name of the hospital changed through the years, the name of the school changed in concert - - 1921-1940 Baptist State Hospital Training School of Nurses; 1950-1966 Arkansas Baptist Hospital School of Nursing; 1967 Arkansas Baptist Medical Center School of Nursing; 1968 Arkansas Baptist Hospital School of Nursing; 1976-1987 Baptist System School of Nursing; 1988-1990 Baptist Medical System School of Nursing; 1991-1997 Baptist School of Nursing; 1998-2006; Baptist Health School of Nursing; 2007- 2015 Baptist Health Schools Little Rock School of Nursing, and 2015- Baptist Health College Little Rock – School of Nursing- - as did the name within the circle. The school name reflected on a graduate's pin was current at the time the individual graduated. Each graduate will receive a School of Nursing pin upon completion of the program.

The R.N. pin guard is not considered, by the school, to be an official part of the symbol; however, many graduates choose to purchase and wear a guard, as added security of the pin.

SCHOOL POEM, PRAYER, AND SONG

The following poem My Cap and prayer, Nurse's Prayer, are the official Baptist Health College Little Rock- School of Nursing poem and prayer. Although few nurses wear caps in current times, it remains the symbol of nursing. The authors are not known, but the words bring hope and inspiration to faculty, students and graduates.

MY CAP

It's only a piece of white muslin
Perched on the top on my head,
Its value to some may mean
nothing, To me it's a symbol
instead.

A symbol of hope, cheer and comfort,
To those who are suffering and ill,
To me it gives strength unbelieving, My
work to perform with a will!

Sometimes I am discouraged, disheartened,
My tasks seem to hopeless to me,
My cap seems to speak of a promise - -
Of things I want to be!

No jewels adorn its wide brim,
So simple and plain is its line - -
Treat it with reverence and honor,
For there's only one cap of its
kind!

-Author Unknown

A NURSE'S PRAYER

My mission; Lord, is, "mercy abide with me that I will not forget." At times, I may weaken after long hours, renew my strength- -
for I am only human.

If my patients and doctors at times become demanding, let me not forget, I above chose to serve with grace and spiritual beauty.
Lord, inspire me on to help mankind.

-Author Unknown

Baptist Health College Little Rock- School of Nursing SONG

The Baptist Health College Little Rock- School of Nursing Song was written by Doris Lundghest, an alumnus of the school. The words remain appropriate today.

To BHCLR-SN we will always be true,
We will always be loyal to you,
Unite in purpose we stand,
For the Best Nursing College in the
land, Your praises forever we'll
sing, Throughout all the ages we
will ring, We will always be loyal
to you, We will always be loyal to
you.

Author: Doris Lundghest

The official school emblem shall be the same as that of Baptist Health. The official school seal is applied to the official school transcript and other official documents as determined by the Chancellor. The seal is maintained in a confidential area and accessed only by designated individuals.

ACCREDITATION, APPROVAL, LICENSURE AND MEMBERSHIP

The school will provide the student with the highest standards of education and training as identified in the school mission, philosophy and outcomes. The belief, values, mission and Code of Ethical Conduct of BH will help guide the student toward attaining customer satisfaction.

The faculty of BHCLR-SN believes the school should provide a learning environment to the student through the classroom, skills laboratory (if applicable), and clinical laboratory work, inclusive of the BH values of Service, Honesty, Respect, Stewardship, and Performance with a commitment to providing quality patient care.

The Dean, Schools of Nursing is responsible for administrative activities of the school. The Associate Dean and Coordinator are responsible for facilitating and managing the day to day operations of the school. Course Leaders manage course activities. The faculty is responsible for admission, maintenance of student records, scheduling, grade reporting, teaching, coordination of classroom teaching and clinical rotation supervision.

The customer in the BHCLR-SN includes students who have been admitted into the program, the department of nursing in affiliated hospitals, the support staff, and the administrative staff. It is the goal of the school to provide support to each member of the customer.

BHCLR-SN is approved by the Arkansas State Board of Nursing (ASBN), accredited by the Accreditation Commission for Education in Nursing (ACEN), and accredited by the Accrediting Bureau of Health Education Schools (ABHES).

Arkansas State Board of Nursing (ASBN)
Nursing University Tower Building, Suite 800
1123 South University Ave. 3343
Little Rock, Arkansas 72204-1619

Phone (501) 686-2700
Fax (501) 686-2714
E-Mail www.state.ar.us/nurse

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Phone (404) 975-5000
Fax (404) 975-5020
E-Mail www.acenursing.org

Accrediting Bureau of Health Education Schools (ABHES)
7777 Leesburg Pike, Suite 314 N.
Falls Church, Virginia 22043
Phone (703) 917-9503
Fax (703) 917-4109
E-Mail info@abhес.org

Completion of the program of study and graduation assures eligibility to apply for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Successful candidates on the NCLEX-RN are recognized as a Registered Nurse, having demonstrated competency and quality performance in the profession.

However, persons that have pleaded guilty or nolo contendere to, or been found guilty of an offense listed in ACA §17-87-312. Criminal background checks and ACA §17-3-102 Licensing restrictions based on criminal records in the Nurse Practice Act of the State of Arkansas* may not be eligible to receive or hold a license issued by the Arkansas State Board of Nursing.

Graduation from Baptist Health College Little Rock – School of Nursing does not assure the Arkansas State Board of Nursing’s approval to take the licensure examination. See

www.arsbn.arkansas.gov/lawsRules/Documents/SUBCHAPTER_3.pdf. * Below is the ACA § 17-87-312 in its entirety.

17-87-312. Criminal background checks.

- (a)
 - (1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Division of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.
 - (2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section.
- (b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.
- (c) The applicant shall sign a release of information to the board and shall be responsible to the Division of Arkansas State Police for the payment of any fee associated with the criminal background check.
- (d) Upon completion of the criminal background check, the Identification Bureau of the Division of Arkansas State Police shall forward to the board all releasable information obtained concerning the applicant.

(e) For purposes of this section, the board shall follow the licensing restrictions based on criminal records under § 17-3-102.

(f)

- (1) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check.
- (2) The permit shall be valid for no more than six (6) months.

(g)

- (1) Any information received by the board from the Identification Bureau of the Division of Arkansas State Police under this section shall not be available for examination except by:

(A) The affected applicant for licensure or his or her authorized representative; or

(B) The person whose license is subject to revocation or his or her authorized representative.

- (2) No record, file, or document shall be removed from the custody of the Division of Arkansas State Police.

(h) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.

(i) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.

(j) The board shall adopt the necessary rules to fully implement the provisions of this section.

(k)

- (1) The board may participate at the state and federal level in programs that provide notification of an arrest subsequent to an initial background check that is conducted through available governmental systems.

- (2) The board may submit an applicant's fingerprints to the federal Next Generation Identification system.

- (3) The fingerprints may be searched by future submissions to the Next Generation Identification system, including latent fingerprint searches.

- (4) An applicant enrolled in the Next Generation Identification system is not required to re-fingerprint when a subsequent request for a state or federal criminal history background check is required if:

(A) A legible set of the applicant's fingerprints is obtained when the applicant enrolls in the Next Generation Identification system; and

(B) The applicant is subject to the Rap Back service of the Next Generation Identification system.

- (l) The Identification Bureau of the Division of Arkansas State Police and the Federal Bureau of Investigation may maintain fingerprints in the Integrated Automated Fingerprint Identification System

17-3-102. Licensing restrictions based on criminal records.

(a) An individual is not eligible to receive or hold a license issued by a licensing entity if that individual has pleaded guilty or nolo contendere to or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court, unless the conviction was lawfully sealed under the Comprehensive Criminal Record Sealing Act of 2013, § 16-90-1401 et seq., or otherwise previously sealed, pardoned or expunged under prior law:

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree and second degree as prohibited in §§ 5-10-102 and 510103;
- (3) Manslaughter as prohibited in § 5-10-104;
- (4) Negligent homicide as prohibited in § 5-10-105;
- (5) Kidnapping as prohibited in § 5-11-102;
- (6) False imprisonment in the first degree as prohibited in § 5- 11-103;
- (7) Permanent detention or restraint as prohibited in § 5-11- 106;
- (8) Robbery as prohibited in § 5-12-102;
- (9) Aggravated robbery as prohibited in § 5-12-103;
- (10) Battery in the first degree as prohibited in § 5-13-201;
- (11) Aggravated assault as prohibited in § 5-13-204;
- (12) Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;
- (13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
- (14) Terroristic threatening in the first degree as prohibited in § 5-13-301;
- (15) Rape as prohibited in § 5-14-103;
- (16) Sexual indecency with a child as prohibited in § 5-14-110;
- (17) Sexual extortion as prohibited in § 5-14-113;
- (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 514-124 — 5-14-127;
- (19) Incest as prohibited in § 5-26-202;
- (20) Offenses against the family as prohibited in §§ 5-26-303 — 5-26-306;

- (21) Endangering the welfare of an incompetent person in the first degree, as prohibited in § 5-27-201;
- (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
- (23) Permitting the abuse of a minor as prohibited in § 5-27- 221;
- (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27305, 5-27-402, and 5-27-403;
- (25) Possession or use of child sexual abuse material as prohibited in § 5-27-603;
- (26) Computer exploitation of a child in the first degree as prohibited in § 5-27- 605;
- (27) Felony adult abuse as prohibited in § 5-28-103;
- (28) Theft of property as prohibited in § 5-36-103;
- (29) Theft by receiving as prohibited in § 5-36-106;
- (30) Arson as prohibited in § 5-38-301;
- (31) Burglary as prohibited in § 5-39-201
- (32) Felony violation of the Uniform Controlled Substances Act, §§ 5-64-101 — 5-64-510, as prohibited in the former § 5-64-401, and §§ 5-64- 419 — 5-64-442;
- (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104;
- (34) Stalking as prohibited in § 5-71-229;
- (35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy, as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection; and
- (36) All other crimes referenced in this title.

(b)

(1) If an individual has been convicted of a crime listed in subsection (a) of this section, a licensing entity may waive disqualification or revocation of a license based on the conviction if a request for a waiver is made by:

(A) An affected applicant for a license; or

(B) The individual holding a license is subject to revocation.

(2) A basis upon which a waiver may be granted includes without limitation:

(A)The age at which the offense was committed;

- (B) The circumstances surrounding the offense;
- (C) The length of time since the offense was committed;
- (D) Subsequent work history since the offense was committed;
- (E) Employment references since the offense was committed;
- (F) Character references since the offense was committed;
- (G) Relevance of the offense to the occupational license; and
- (H) Other evidence demonstrating that licensure of the applicant does not pose a threat to the health or safety of the public.

(3) The waiver requirements of this section are not required for a renewal of a license if an individual has been convicted of a crime listed in subsection (a) of this section and has either:

- (A) Completed the waiver requirements of this section at his or her initial licensure;
- (B) Been licensed in this state before the enactment of subsection (a) of this section; or
- (C) Attended a professional or occupational school, program, or training in pursuit of an occupational license before the enactment of subsection (a) of this section and would have been qualified to hold an occupational license on or before July 24, 2019.

(c) If an individual has a valid criminal conviction for an offense that could disqualify the individual from receiving a license, the disqualification shall not be considered for more than five (5) years from the date of conviction or incarceration or on which probation ends, whichever date is the latest, if the individual:

- (A) Was not convicted for committing a violent or sexual offense; and
- (B) Has not been convicted of any other offense during the five-year disqualification Period.

(d) A licensing entity shall not, as a basis upon which a license may be granted or denied:

- (1) Use vague or generic terms, including without limitation the phrase "moral turpitude" and "good character"; or
- (2) Consider arrests without a subsequent conviction

(e) Due to the serious nature of the offenses, the following shall result in permanent disqualification for licensure, regardless of the date of conviction or the date on which probation or incarceration ends unless a waiver is granted under subsection (b) of this section: :

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;

- (3) Kidnapping as prohibited in § 5-11-102;
 - (4) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
 - (5) Rape as prohibited in § 5-14-103;
 - (6) Sexual extortion as prohibited in § 5-14-113;
 - (7) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;
 - (8) Incest as prohibited in § 5-26-202;
 - (9) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
 - (10) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
 - (11) Adult abuse that constitutes a felony as prohibited in § 5-28-103; and
 - (12) Arson as prohibited in § 5-38-301.
 - (13) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403.
- (f) This chapter does not preclude a licensing entity from taking emergency action against a licensee as authorized under § 25-15-211 for the sake of public health, safety, or welfare.
- (g) The permanent disqualification for an offense listed in subsection (e) of this section does not apply to:
- (1) An individual who holds a valid license on July 24, 2019;
 - (2) An individual who holds a valid license on or before July 24, 2019, but failed to renew his or her license for any reason; or
 - (3) An individual who was a student on or before July 24, 2019, in a professional or occupational school, program, or training in pursuit of an occupational license and would have been qualified to hold an occupational license on or before July 24, 2019.
- (h) This section does not apply to licensure or certification:
- (1) Of professions not governed by this title;
 - (2) Of polygraph examiners and voice stress analysis examiners under § 17-39-101 et seq.;
 - (3) Of private investigators and private security agencies under the Private Security Agency, Private Investigator, and School Security Licensing and Credentialing Act, § 17-40-101 et seq.;
 - (4) Of body artists under § 17-26-601 et seq. who hold a valid license on or before July 1, 2024; or

(5) Of cosmetologists licensed under Title 17, Chapter 26, Subchapter 3.

AFFILIATIONS

Academic

The BHCLR-School of Nursing maintains a contractual partnership with a college or university for the provision of required science and general education courses that provide a foundation of knowledge to support the upper division of the nursing major. General Education courses at BHCLR are offered through University of Arkansas- Pulaski Technical College.

The BHCLR – SN works cooperatively with Arkansas Tech University (AR Tech), the University of Central Arkansas (UCA), Capella University, and the University of AR (U of A) to offer qualified BHCLR-SN graduates a seamless and online option to complete a Bachelor of Science in Nursing degree. The complete agreement between BHCLR and AR Tech University, UCA, and U of A is student-friendly and accessible. Additional information is located on the school's website at [www. bhclr.edu](http://www.bhclr.edu).

Clinical

The BHCLR – School of Nursing has multiple clinical affiliates located throughout the state of Arkansas. These clinical affiliations provide students with learning opportunities in a variety of settings.

ADMINISTRATION, FACULTY AND STAFF

Baptist Health Executive Officers

Troy Wells, CEO, Baptist Health

Baptist Health Medical Center- Little Rock Executive Officer

Mike Perkins President, BHMC-LR

BHCLR-SN Administrative Officers

Karen James, PhD, OTR/L.....Interim President of BHCLR

Crystal Rose, PhD, RN.....Dean, School of Nursing

Schelista Glenn, DNP, MHA, RN.....Associate Dean, School of Nursing

FACULTY

Heather Baker, MNsc, RN, CNE	Kimberly Baranski, MSN, RN	Julie Clark, MSN, RN, RNC-NIC	Cristena Cook, MSN, RN	Katherine Crow, DNP, RN, CNE
Whitney Eagle, MSN, RN, CPN	Cassandra Fonseca, DHA, BSN, NPD-BC, CNOR	Lindsey Gates, DNP, APRN, CPNP	Stacey Guthro, MSN, RN	Lena Harvey, DNP, RN
Heather Hartness, MSN, RN	Nancy Jarrett, DNP, RN	Katherine Jett, PhD, RN, NEA-BC	Jenifer Johnson, MNsc, RN	Alana Kaucher, DNP, RN

Randi Mackey, MSN,RN	Laurie Croft Martin, MSN, RN	Jessica Mathisen, MSN, RN	Debra McIndoe, DNP, RN	Heidi Niswander, DNP, RN, CHSE
Debbie Oglesby, PhD, RN, CNE	Candice Palmer, MSN RNC-NIC, PMC-NE	Stacy Palmer, DNP, RN		Kristi Porter, MSN, APRN
Christa Jones, MSN, APRN, PMHNP-BC	Betty Rochon, MSN, RN, CMSRN	Jordan Sanders, MSN, RN	Johnnie Schaumleffel MSN, APRN, FNP- BC, FNP-C, CEN	Kristen Stark,MSN, RN
Tabori Tidwell, MSN/Ed, RN	Diane Wood, DNP, RN, CMSRN			

BHCLR PROFESSIONAL STAFF

John Ramsay, BA	Senior Systems Administrator
Jamie Clark, Ed.D., MBA	Dean of Business Affairs and College Operations, Title IX Coordinator
P. Hope Coleman, PhD, CPE, CBC	Academic & Spiritual Counselor
Richard Growsn, BBA	Systems Administrator
Allison Hiblong.....	Disability Services Specialist
Kristin Waddell, BSEd	Registrar
Christy Garrett-Jones , BS	Financial Aid Director
Emily Rozario, MLIS	BHCLR Head Librarian
LaQuinta Fleming, BS	Assistant Financial Aid Director
Whit Ables.....	Enrollment Coordinator
Makenzie Hall, BS.....	Marketing & Recruitment Specialist

BHCLR SUPPORT STAFF

Peggy Oaks.....	College Support Staff
Lyndsay Risley	Secretary of Nursing & Allied Health
Taylor Hoffard, M.Ed, MA, BA.....	Executive Assistant II to President
Alida Gutierrez.....	Assistant Director of Admissions
Jessica Westerman.....	Enrollment Services Advisor I
Charissa Nichols	Enrollment Services Advisor I
LaFanta Jackson	Enrollment Services Advisor I
Kimberly Moore	Financial Aid Advisor
Jamie Ramey, BBA	Accounting Specialist III
Robin Shepherd	Enrollment Services Advisor I
Stacey Sides, AA	Assistant Registrar
Stephen Thomas	Maintenance Technician
Vanessa Wilson, AA	Accounting Specialist III

FACULTY CLASS SPONSORS

Each entering class is assigned a minimum of two (2) faculty sponsors. The sponsors are faculty members who volunteer for the assignment because they consider it a privilege to contribute time, knowledge and expertise to reward student professional development. The general role of class sponsors is as follows:

1. attend class meetings,
2. coordinate class officer elections,
3. assist class as needed,
4. provide guidance according to policies (BH, BHCLR, BHCLR-SN and affiliating college, clinical agencies or university) that relate to class business, and
5. follow class sponsor guidelines and work closely with respective administrative individual or designee and Special Events Committee.

GENERAL INFORMATION

ADMINISTRATIVE SERVICES

School administrative staff provide numerous student services free of charge to the student (except for official transcripts). A student needing such services is required to:

1. Obtain the Administrative Service Request Form or Transcript Request form from Admissions or Student Services. These forms can also be found [at www.bhclr.edu](http://www.bhclr.edu)
2. Submit completed form to designated staff.
3. Administrative staff will follow through with fulfilling the request for the student; two (2) weeks is the usual time period needed to complete most requests.

FACULTY ORGANIZATION

The Faculty Organization (FO) provides each member with the authority and responsibility to accomplish the goal of the school by participating in the planning, development, implementation and evaluation of school outcomes. All faculty are members and serve on various standing committees and task forces. Committees fulfill specific functions that in turn, fulfill the overall functions of the organization. Student representatives are invited, when appropriate, to serve on standing committees, sub-committees and task forces.

RE-ENTRY REQUIREMENTS

BHCLR-School of Nursing-Traditional allows students who have had one unsuccessful term in nursing to apply for reentry into a course(s) one time during the program.

I. Students in the RNT program will be eligible to apply for one (1) re-entry attempt into the program in the event that a student is academically unsuccessful in a BHCLR-RNT course(s). If a student withdraws from a BHCLR-RNT course(s) due to significant extenuating circumstances outside

the student's control, the committee may consider not counting the attempt as the student's one (1) re-entry attempt.

II. Previous entry and unsuccessful completion of an outside nursing program will be considered when determining eligibility for a re-entry attempt at BHCLR-RNT unless the student can provide official, documented proof that the student withdrew from an outside program due to significant extenuating circumstances outside the student's control.

III. Additionally, if a student withdraws from or receives a failing grade in a nursing course in an outside program that does not have a commensurate course requirement at BHCLR, that failing grade for the individual course will not be considered during the re-entry application process. However, any withdrawal from or failed attempts at nursing courses commensurate to those required within the BHCLR-RNT program will still count as a previous attempt and re-entry application will be denied.

IV. Official, documented proof of extenuating circumstances outside the student's control must be submitted to the Selection III committee in order for an application for re-entry to be considered.

V. Each re-entry student will be ranked according to the approved Selection III Rating Tool. Scored areas that will affect the applicant's re-entry score are as follows:

1. A student who is eligible for re-entry must complete the Re-entry Application and the Self-Evaluation form. On the Self-Evaluation form, the student will have the opportunity to select *a clinical faculty who observed the student in clinical situations within the last (current) semester* to complete a Selection III Clinical Faculty Evaluation. The score from the Selection III Clinical Faculty Evaluation is worth up to 25 points of the applicant's re-entry score.
2. The course leader for the course(s) within which the student is seeking re-entry will also complete a Selection III Course Leader Evaluation on the student. The score from the Selection III Course Leader Evaluation is worth up to 25 points of the applicant's re-entry score. If a student is failing or withdrawing from more than one course, each individual Course Leader will be asked to complete a Selection III Course Leader Evaluation of the student and the scores will be averaged before being included in the applicant's re-entry score.
3. The student will be required to complete the Selection III Self-Evaluation Tool. This Self-Evaluation will be assigned a score per the accompanying rubric by the Selection III Chair. The Selection III Self-Evaluation Tool is worth up to five (5) points of the applicant's re-entry score.
4. Any disciplinary action incurred by the student while at BHCLR-RNT will negatively impact the student's ranking score as follows:

-Verbal Counseling = No penalty

-Written Warning- Attendance = two (2) point penalty

-Written Warning- Conduct/Behavior = five (5) point penalty

-Probation- Attendance = ten (10) point penalty

-Probation- Conduct/Behavior = ten (10) point penalty

-Non-compliance with Probation Terms = twelve (12) point penalty

5. The highest level of BHCLR Corrective Action for each disciplinary issue within a course will be deducted from the applicant's score. If disciplinary actions span more than one course that the student is applying for re-entry into, each course's highest disciplinary action will be documented and deducted from the applicant's score.

VI. Successful first-time completion of nursing courses at BHCLR-RNT will earn the student one (1) point per course to be added to the applicant's re-entry score.

1. A score of 50% or greater of the points available to the individual student applicant will be required in order to be granted re-entry into the BHCLR-RNT program. If an individual student applicant does not earn 50% of the points available to them on their re-entry score, that student will not be selected for re-entry into the BHCLR-RNT program.
2. Every student who applies for re-entry will be required to submit all appropriate paperwork and documentation requested by the Selection III committee.
3. All re-entry applications will be reviewed by a minimum of two (2) Selection III Committee Members within a reasonable amount of time to ensure applicants have the opportunity to immediately re-enter into the next semester if approved through the re-entry application process.
4. Selection III Committee Chair will be the final review of each re-entry application and will complete a decision letter informing the applicant of the status of their re-entry application following the Selection III Committee process.

VII.

1. The Selection III / Reentry Committee will not review a student's reentry application file if the student has an incomplete grade, is in an active grievance, and/or has an outstanding balance.
2. The Selection III / Reentry Committee will make all selection decisions and academic course plans. Enrollment Services will communicate next steps with the student.
3. If selected, students who are out of instruction for one semester will be required to enroll and take all courses at the level of reentry regardless of previously earned credit.
4. Students who pause enrollment for over one year are eligible to apply to start over at the beginning of the program curriculum. These students will be ranked utilizing the Freshman rating tool.
5. All students reentering Sophomore II must enroll and successfully complete NSG 2501: Synthesis of Nursing Concepts course regardless of previously earned credit.

STUDENT CLASSIFICATION AND IDENTIFICATION

A student is classified according to the level of study associated with the program.

1. Traditional Track Plus General Education Prep may enroll in general education course(s).
2. Freshman: enrolled in Freshman courses as identified by curriculum plan.
3. Sophomore I: enrolled in Sophomore I courses as identified by curriculum plan.
4. Sophomore II: enrolled in Sophomore II courses as identified by curriculum plan.
5. Graduate Candidate: eligible to participate in commencement ceremony, but has not yet fulfilled all graduation requirements.
6. Graduate: successfully completed the program of study and fulfilled all requirements for graduation; awarded diploma, school pin and cap if requested.
7. Non-graduate: not enrolled in active study and has neither completed the program of study, according to educational plan nor fulfilled all requirements for graduation within a defined period.

IDENTIFICATION BADGE

A student is identified by a student identification badge (ID) worn at all times in upper left shoulder area, with photo, name and title visible. Failure to wear ID Badge as required may lead to corrective action by the school.

CREDIT BY EXAMINATION

Credit by examination may also be considered in the transfer of certain general education courses. Credit may be obtained through the College Level Examination Program (CLEP) and in Advanced Placement Program (AP) exams. BHCLR uses the following policies for awarding transfer credit by examination to students:

- Transfer credit may be awarded for courses that have received CLEP or AP credit from a regionally accredited institution.
- Students must be currently enrolled at BHCLR before CLEP or AP credit can be posted to the transcript.
- CLEP credit may be awarded for Chemistry, College Algebra, English Composition, Sociology and Psychology,
- AP credit may be awarded for credit for Chemistry, English Composition and Psychology.
- No grade is awarded for credit, and credit is not calculated in the grade-point average (GPA).
- Credit will not be awarded if the class has been taken and a grade of "C" or better has been earned.
- Official AP & CLEP score reports must be submitted to BHCLR.
- Additional information concerning credit by examination policies, tests accepted and required scores is available on the BHCLR website.

Licensed Practical Nurse (LPN), Licensed Psychiatric Technician Nurse (LPTN), or Licensed Vocational Nurse (LVN) students receive advanced placement to the Sophomore I Semester in the Accelerated Track based on successful passage of the National Council for Licensure Examination –Practical Nurse (NCLEX-PN). The school complies with the Arkansas Nursing Articulation Model approved by the National Association of Nurse Educator Programs (NANEP).

Arkansas Certified Paramedics (ACP), and Nationally Registered Paramedics receive advanced placement to the Sophomore I Semester in the Accelerated Track based on successful passage of National Registry Paramedic Examination and holds a current Arkansas Paramedic License. A student seeking credit by examination for designated required general education courses contacts the Registrar for information.

IMMUNIZATIONS

Students must maintain a current American Heart Association BLS certification and current immunization record throughout the nursing program. The American Heart Association BLS certification must not expire during the current semester. The student will be required to renew the BLS certification prior to beginning of the semester in which the expiration would occur. For example if your expiration date is 10/2025, it must be renewed prior to the start of the July 2025 start date.

Students are to submit documentation of required immunizations to Viewpoint. See catalog for specific immunization requirements. Immunization documents must be submitted and approved within 7 days from the first day of class. Immunizations must remain current throughout enrollment of the nursing program. Students who are not in compliance with immunization requirements after the 7th day will be required to meet with the immunization coordinator within the respective semester level. If the student does not meet the immunization requirements within 3 business days of meeting or have a follow up appointment with the semester immunization coordinator, the student will be required to meet with the Associate Dean of Nursing. Failure to comply with immunization requirements may result in loss of access to courses within the learning management system and suspension from learning activities in the classroom and/or in clinical. If a student is unable to attend clinical due to non-compliance, the student will be required to make up all missed clinical (make up fees will apply).

DRESS CODE

The purpose of the dress code is to reflect a positive image of the student and the college to the public. This positive image demonstrates professional pride and respect for faculty, guest speakers, classmates, visitors, patients and staff.

Faculty are accountable for student dress code enforcement in compliance with the current policy including judgment for appropriateness and acceptability. Students are expected to behave in a manner while in uniform that reflects positively on the college, the profession, and the student body. Corrective action may be taken for non-compliance.

Faculty are accountable for ensuring student compliance with clinical laboratory dress codes as identified in the programmatic student handbook.

DRESS CODE: CAMPUS AND CLASSROOM

Attire on campus or in the classroom is in compliance with the following dress code and the BHCLR Dress Code. Faculty firmly enforces the codes and applies corrective action for non-compliance. The purpose of the dress code is to reflect a positive image of the student and the college to the public.

Noncompliance with the required dress code will result in inability to attend learning experience(s) and will result in corrective action.

A student may be temporarily suspended from campus, a learning experience or college activity, by faculty and/or administration, if not in compliance with the dress code. Repeated noncompliance shall result in further corrective action. If such suspension results in a student need for course work make-up, all make-up fees will be applicable and due in full. Repeated noncompliance will result in further disciplinary action by the college.

BHCLR-SN specific Campus/Classroom Dress Code policies are identified as follows:

While on campus, attending lectures, or skills labs, students are required to wear solid light gray scrub attire. Scrub attire must be neat, clean, in good condition, and have a professional fit, including but not limited to no tight fitting, gapping, low rise pants etc. Scrubs must be professional in appearance and appropriately fitted to support safe client care. Tight fitting, gapping, low rise, or legging-style are not permitted. Decorative trim or “piping” is not acceptable.

Tee shirts/ Sweatshirts: Students are allowed to wear any official BHCLR top or any official/approved program specific top purchased by the student, with gray scrub pants.

Jacket: Plain navy or black front zipped jackets or light gray lab coats may be worn over light gray scrub tops. Pull-over-the-head jackets, hoodies or denim are NOT allowed. Extreme logos are NOT allowed.

Hose/Socks: When hose or socks are worn with pants or a dress, they must be without ornamentation (i.e. bells, beads).

Shoes: Shoes are to be worn at all times. Shoes with enclosed heels and toes must be worn with scrub attire. Shoes must be clean. Open heel, open toe, shoes with “holes,” or skele-toe type shoes are not acceptable.

Undergarments: Undergarments, including bras for females, are worn at all times. Colored or decorative undergarments are not worn with light colored clothing.

Hair: Hair is neat, clean, of style and color appropriate for professional student appearance.

Cologne/ After Shave: No scented colognes, perfumes, after shaves, lotions, or other strong odors are acceptable. Neck scarves: only white, navy, or black may be worn.

Tattoos: Tattoos must not be visible above the collar. Visible tattoos must not be extreme, obscene, or offending and must reflect a professional appearance.

Identification Badge: Student identification badge is worn at all times and is to be worn on the upper left shoulder area with the picture facing out. Decorative stickers, pins, or other attachments on the badge are not acceptable. Temporary badges are available at the front desk.

Jewelry: Jewelry, including piercings, should be small enough and of an appearance not to interfere with equipment or educational activities.

The following items are not acceptable:

Students are not allowed to wear shorts, mini-skirts, bare midriff styles, shirts with unacceptable designs and /or slogans, spaghetti straps, caps, hats, sunglasses in the classroom, jeans or pants with holes in the fabric.

Denim is not allowed in any academic or clinical setting.

No head covering may be worn inside the building with the exception of those required by religious practice or a medical condition.

DRESS CODE: CLINICAL LABORATORY: OFFICIAL SCHOOL UNIFORM

Attire while in the clinical laboratory is in compliance with the following dress code. Faculty enforces the dress code. *Noncompliance with required dress code will result in inability to attend learning experience(s) and will result in corrective action.*

Students are required to wear solid light gray scrub top and pants or solid light gray scrub dress, knee length or longer, and a solid color light gray jacket during scheduled clinical laboratory activities. Attire must be neat, clean, in good condition, and have a professional fit, including but not limited to no tight fitting, gapping, low rise pants etc. Decorative trim or “piping” is not acceptable.

Tee shirts: Tee shirts are optional to wear under the clinical laboratory scrub attire. Tee shirts must be plain white with round or turtleneck (no wording) and may have long or short sleeves. Tee shirts must be worn under top and tucked in.

Identification badge: Student identification badge is worn at all times and is to be worn on the upper left shoulder area with the picture facing out. Decorative stickers, pins, or other attachments worn on the badge are not acceptable.

Undergarments: Undergarments are worn at all times and must be of a color appropriate to skin hue. Undergarments should not be visible or showing through clothing.

Lab coats: Lab coats are required to be worn in procedural areas. (i.e., operating rooms, cath lab, L&D, GI lab, interventional radiology.)

Shoes: Shoes must be of a neutral color (white, gray, navy, black) with enclosed heels and toes. Clean neutral color shoelaces are worn as appropriate for shoe style. Shoes should have no holes, with solid material covering the entire surface of the foot. Shoes must be clean.

Hose or socks: Hose or socks are worn at all times. Hose only, without ornamentation, are to be worn with skirts/dresses. Hose should be of a color that blends with the skin. Socks of a neutral color (white, gray, navy, black) are to be worn with the pants and without ornamentation. Hose or socks of other colors or with decorations, beads, etc. are not acceptable.

Hair: Hair must be neat, clean, and well groomed. Long hair must not interfere with providing safe patient care. Facial hair (beards and mustaches) may be worn if kept neatly trimmed and must not interfere in safe patient care (i.e., masks not fitting properly).

Nails: Nails must be clean, short in length. Clear or pale opaque nail polish is allowed. Nail art, artificial nails, and chipped nail polish are not allowed.

Tattoos: Tattoos must not be visible above the collar.

Jewelry: Jewelry should be small enough and of an appearance so as not to interfere with equipment or safe patient care. Buttons, pins, badges, ribbons or other items indicating support of a particular campaign, organization or cause are not to be worn unless approved by BHCLR Administration.

ACADEMIC

The process of becoming a registered nurse begins with the basic principles of nursing incorporated with those of sciences and general education. The provision of nursing care, critical thinking, and management of nursing care provided by others require the transference of knowledge.

ACADEMIC ADVISING

Faculty serve as academic advisors to students. A student is notified of their assigned advisor at the beginning of each semester. A student is expected to contact their academic advisor for an initial conference. Faculty advisors may contact the student to arrange for conferences as needed. Faculty appointments may not be made during scheduled class sessions as attendance to class sessions is expected.

ACADEMIC DISHONESTY

Academic dishonesty is in direct opposition to the Baptist Health Code of Ethical Conduct. Academic dishonesty may include, but is not limited to, cheating, plagiarism, fabrication or unapproved collaboration to gain an academic advantage. Course assignments must reflect a student's own individual thoughts and work and avoid plagiarism or improperly using another individual's intellectual property and/or artificial intelligence (AI) software such as ChatGPT. A grade of zero (0) in theory and unsatisfactory progress (UP) in clinical will be given to a student submitting duplicated papers/assignments. Any Academic Integrity violations, as defined above, will be subject to immediate Conduct Behavior Probation.

ACADEMIC PROBATION

The status of academic probation indicates that the student's continued enrollment in the program is at risk. Conditions specified will remain in effect for the remainder of the course.

1. A student is placed on probation for academic reasons by the respective Associate Dean or designee.
2. Probationary terms are determined on an individual basis by the respective Associate Dean or designee.
3. Failure to meet designated probationary terms may result in academic suspension or academic dismissal.

ATTENDANCE, ABSENCE AND TARDY

Student attendance, including absence and tardy, are described in the following summarized policies:

1. Regular and prompt attendance at all scheduled learning experiences is required for the student in order to meet the outcomes of each nursing course and to demonstrate progressive professional development.
2. Faculty understand a student may be absent from class due to situations not in student's control; however, it is also understood that an absent student is not gaining benefit of school offerings. Therefore, an attendance record is maintained for each student for each nursing course. A record of repeated absenteeism and tardiness will lead to corrective action.
3. The student is required to notify the assigned classroom, computer laboratory, skills laboratory, or clinical faculty of an absence or tardy occurrence prior to the scheduled class, skills laboratory, clinical or activity starting time.
4. Attendance at scheduled learning experiences during inclement weather, including winter storms, is expected unless otherwise notified by Course Leader or school official, unless BHCLR Inclement Weather policy is initiated by administration.
5. A student may be charged a fee for any makeup learning such as clinical and exams.
6. An absence of five (5) consecutive school days without notification to course faculty may result in Administrative Withdrawal of the student by the college.

7. A student absent from classroom, computer laboratory, or scheduled clinical learning experiences because of a health care provider's order or health problem requiring medical intervention must provide the course faculty a written clearance from the healthcare provider prior to resuming study. The statement must include clearance to attend classes and to perform course required clinical laboratory activities including school required essential functions upon return to campus.
8. A student absent from classroom, computer laboratory, or scheduled clinical learning experiences because of a death in immediate family (spouse, parent, sibling, grandparent, or child) must provide evidence of the death on return to school (obituary, funeral program, etc.) or as directed by respective Associate Dean or designee. Official documentation must be submitted as requested by the school upon return to campus.
9. If absence or tardy occurs because of an arrest or court order, the student is required to contact either the assigned classroom, computer laboratory, skills laboratory, or clinical faculty regarding expected date or time of return. Official documentation must be submitted as requested by the school upon return to campus.
10. If absence or tardy occurs because of military duty, the student is required to contact either the assigned classroom, computer laboratory, skills laboratory, or clinical faculty regarding expected date or time of return. Official documentation must be submitted as requested by the school upon return to campus.

Attendance Definitions

Absence: Not present at scheduled learning experience.

Excused absence: An absence which does not count against a student attendance record, limited to: Title IX accommodations, court appearances, military duty and approved funeral leave for immediate family member (spouse, parent, sibling, grandparent, or child), and unanticipated, unavoidable, accident or illness resulting in hospitalization.

Unexcused absence: Absence which counts against a student attendance record; including (but not limited to) absence due to minor illness, medical condition or a healthcare provider's order.

RN Traditional Theory Attendance

Theory attendance will be recorded as hours missed. Attendance will be recorded per course. Faculty may take attendance at any point during lecture. Attendance will be recorded utilizing the course attendance roster. Any student who is not present at the time that attendance is taken and does not sign the attendance roster at that time will be counted absent. Students are expected to attend class regularly as attendance is consistently found to increase student success.

Corrective Action for Classroom Attendance is as follows:

Students who miss 8% of theory contact hours will receive a Written Warning
Students who miss 12% of theory contact hours will be placed on Conduct Probation by the Coordinator or designee.
Students who miss 16% of theory contact hours may be Administratively Withdrawn by the Coordinator.

RN Traditional Theory Exam Attendance

1. All examinations are mandatory. A student will be allowed to make-up one (1) examination with a 10% reduction in the exam score. The student must communicate with the course leader within 24 hour of the scheduled exam time.

2. No student may enter into the exam room after 15 minutes have passed from the start time of the exam or if the first student completed the exam has exited the room. The student will be counted as missing the exam.
3. Any student missing more than one examination in any course will receive a zero (0) for subsequently missed examinations.
4. A fee may be charged to the student to cover the school's expenses associated with make-up examinations.

RN Traditional Clinical Laboratory Attendance

Clinical laboratory attendance will be recorded as days missed. Attendance will be recorded per semester and will include time missed in all courses. Any student who is tardy by thirty (30) minutes or more will be counted absent. Students will be required to make-up all clinical laboratory days missed. *Clinical make-up days include absences and unsatisfactory completion of learning outcomes.* Students will be required to attend the scheduled clinical make-up experiences as outlined on the calendar. Any student who fails to attend these make-up experiences will receive an unsatisfactory clinical grade. Students will receive a written warning upon missing one week of scheduled clinical. Students will be placed on conduct probation by the Coordinator upon missing their third clinical day. Any student who is absent more than five (5) days may be administratively withdrawn by the Associate Dean. Corrective Action for Clinical Laboratory Attendance is course specific and is found in the course syllabus.

RNA Theory Exam Attendance

All students will be required to take the Comprehensive Final Examination as scheduled. Students who are absent for a course examination will be required to replace the missed examination with the comprehensive examination grade. Students will only be allowed to replace one examination with the comprehensive final. Any student missing more than one examination in any course will receive a zero (0) for subsequent missed examinations.

RNA Hybrid/Blended Attendance

Theory attendance will be recorded as hours missed. Attendance will be recorded per course. Faculty may take attendance at any point during a learning activity. Attendance will be recorded utilizing the course roster and/or required learning activities. Any student who is not present at the time that attendance is taken and does not sign the attendance roster at that time will be counted absent. Students are expected to attend class regularly as attendance is consistently found to increase student success. The corrective action steps are outlined below.

Corrective Action for Theory Attendance is as follows:

- Students who miss 8% of theory contact hours will receive a Written Warning.
- Students who miss 12% of theory contact hours will be placed on Conduct Probation by the Associate Dean.
- Students who miss 16% of theory contact hours may be Administratively Withdrawn by the Associate Dean.

RNA Hybrid/Blended Classroom Participation

Students enrolled in hybrid course(s) are expected to complete required course work through online electronic and face to face (F2F) forums as assigned. Students must participate in all online activities such as instructor to student discussion, student to student discussion, quizzes, exams, and other online exercises.

Students who do not complete the learning activity for the week in the online classroom will be marked absent for the lecture hours for that week. Failure to complete the learning assignment will result in a grade of zero. If a student does not participate in the learning activities for two consecutive weeks, he/she will be administratively removed from the program

Students enrolled in hybrid course(s) may be required to attend specified classroom learning experience face to face (F2F).

RNA Clinical Attendance

Clinical Laboratory attendance will be recorded as days missed. Any student who is absent more than 4 days will be administratively withdrawn from the program by the Associate Dean. The corrective action steps are outlined below.

Corrective Action for Clinical Laboratory Attendance is as follows:

Students who miss 2 clinical days will receive a Written Warning

Students who miss 3 clinical days will be placed on Conduct Probation by the Associate Dean.

Students who miss more than 4 clinical days will be Administratively Withdrawn by the Associate Dean.

BREAKS AND MEAL TIMES

Students are scheduled breaks and meal times during learning activities. Classroom break is typically ten minutes after each fifty minutes of classroom instruction and mealtime is a minimum of forty-five minutes. Classroom mealtimes are reflected on the course calendar.

Clinical breaks and mealtime may be assigned by the clinical faculty, nurse or preceptor and are based on established policies of the clinical agency or patient care assignments.

To ensure continued patient care and safety, students are required to report to the responsible faculty or clinical nurse responsible for their patients prior to leaving on break or meal and on return to the clinical unit after break or meal.

SIMULATION

The purpose of Simulation is to provide our students an educational experience in a dynamic and diverse learning environment. BHCLR aims to provide high quality, evidence-based learning opportunities while promoting nursing student clinical competence. Simulation activities are designed to correlate with theory content. Simulation experiences including prebriefs and debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.

EDUCATIONAL PLAN

A student's Educational Plan (E.P.) serves as a guide for the sequencing of the required courses reflected in the program of study. A college official develops the plan before the selected applicant enrolls. Changes in the plan may be requested by contacting the Registrar. The student must have approval from the Associate Dean or Coordinator prior to deviation from the educational plan. Deviation in the EP may jeopardize enrollment and completion of the program of study. Educational Plans reflect all required courses for nursing enrolled students; this plan must be followed by students of all classifications.

GRADING SYSTEM

It is the primary responsibility of each program to provide a teaching, learning BH cultural environment that promotes student maximum learning. Each program has a respective grading system published in the catalog and student handbook.

Faculty have discretion in the evaluation of a student's performance in all areas of learning. Students and graduates, in turn, provide information and data to the school and the faculty related to their level of satisfaction regarding the program of studies, teaching and learning environment and the culture within.

The system of grading adopted by the faculty and the program is for the purpose of grade determination and ultimately the progression, promotion and graduation of students.

The final grade of “C” or above is required for the theory component of a nursing course and a satisfactory (S) for the clinical laboratory and/or nursing skills laboratory components of a nursing course. If a student achieves less than a final grade of “C” for theory or an Unsatisfactory “U” for clinical laboratory and/or nursing skills laboratory, all components of the nursing course must be repeated.

The school utilizes a grading system to signify student progression and the quality of learning as the student moves through the program of study. A course grade and the Grade Point Average (GPA) is determined and assigned through an established and approved process. The GPA is used for many purposes: to mention a few, but not limited to: Honors recognition at commencement, scholarship awards, and student academic record on the official transcript of the School.

Baptist Health College Little Rock- School of Nursing Grading System

Theory Grade

1. Faculty evaluate student learning and assign a final theory grade at the end of the nursing course based on student achievement of course outcomes in the classroom. Final theory grade is determined according to the following grading scale:

Grade	Percent Range	Quality	Value
A	90-100	Outstanding	4
B	80-89	Above Satisfactory	3
C	77-79	Satisfactory	2
D	70-76	Unsatisfactory	1
F	0-69	Failing	0
I	0	Incomplete	0
W	0	Withdrawal	0
WX	0	Administrative Withdrawal	0

2. The theory grade component of a nursing course is determined by the total points possible for theory examinations, assignments, quizzes (if applicable) and/or final exam for each nursing course as identified on the respective course syllabus. The final theory grade is a percentage of the points earned divided by the total points available.
3. The final theory grade is recorded on the official transcript of the school.

NURSING SKILLS LABORATORY GRADE

1. Faculty evaluate student learning in the Nursing Skills Laboratory (NSL) and determine a final nursing skills laboratory grade to be assigned at the end of a nursing course. The grade is based on professional faculty judgment of the student’s achievement of the behavioral indicators which measure each course outcome.
2. The Record of Nursing Skills Laboratory Progress (RNSLP) is the evaluation tool used to document the student’s performance in the NSL setting and ultimately the student’s achievements of the behavioral indicator(s) which measure each course outcome. The RNSLP and evaluation of performance is shared with

the student as determined by the nursing course faculty. The student's performance is assigned a quality performance rating symbol using the following:

<u>Quality Performance</u>	<u>Rating Symbol</u>
Satisfactory Progress	SP
Unsatisfactory Progress	UP
Incomplete Progress	IP
Not Applicable	NA
Not Observed	NO
Opportunity Not Available	ONA

PROCESS:

1. Each vertical column of the RNSLP denotes an evaluative time frame in which the student is in the nursing skills laboratory setting. A rating symbol, shown in #2 above, is used to denote the student's quality performance of each behavioral indicator and is placed in the vertical column of the RNSLP.
2. If a student achieves a rating symbol of "IP" or "UP" in the vertical column of the RNSLP, the rating symbol of "IP" or "UP" is assigned to the course outcomes.
3. The faculty review the rating symbol assigned to each course outcome and after analysis determine an Indicator Final Rating (IFR) for each course outcome. Determination of the IFR is accomplished by evaluating the student's progressive development and overall performance in the nursing course. The following is used to document the IFR:

<u>Quality Performance</u>	<u>Rating Symbol</u>
Satisfactory	S
Unsatisfactory	U
Incomplete	I

4. If a student receives an IFR rating symbol of incomplete "I" for the performance of a course outcome recorded on the RNSLP, the symbol "I" is assigned. An incomplete "I" grade indicates the student has not yet fulfilled course requirements and that either additional coursework is needed or make-up work is to be completed. An incomplete will convert to a course grade of "F" if the student is Unsatisfactory "U" or has not completed required work within the identified time frame.
5. If a student receives an IFR rating symbol of unsatisfactory "U" for the performance of any course outcome, achievement of the "U" rating will convert to a course grade of "F" and will be reflected on the official transcript and the student will neither progress nor promote.
6. A student must achieve Satisfactory "S" for all course outcomes to progress or promote.

CLINICAL LABORATORY GRADE

1. Faculty evaluate student learning in the Clinical Laboratory (CL) and determine a Final Clinical Laboratory grade to be assigned at the end of a nursing course. The grade is based on professional faculty judgment of the student's achievement of the behavioral indicators which measure each course outcome.

2. The Record of Clinical Progress (RCP) is the evaluation tool used to document the student's performance in the CL setting and ultimately the student's achievements of the behavioral indicators which measure each course outcome. The RCP and evaluation of performance is shared with the student as determined by the nursing course faculty. The student's performance is assigned a quality performance rating symbol using the following:

<u>Quality Performance</u>	<u>Rating Symbol</u>
Satisfactory Progress	SP
Unsatisfactory Progress	UP
Incomplete Progress	IP
Not Applicable	NA
Not Observed	NO
Opportunity Not Available	ONA

PROCESS:

1. Each vertical column of the (RCP) denotes an evaluative time frame in which the student is in the clinical setting. A rating symbol, shown in #2 above, is used to denote the student's quality performance of each behavioral indicator and is placed in the vertical column of the RCP.
2. If a student achieves a rating symbol of "IP" or "UP", in the vertical column of the RCP, the rating symbol of "IP" or "UP" is assigned to the course outcome.
3. The faculty review the rating symbol assigned to each course outcome and after analysis determine an indicator final rating (IFR) for each course outcome. Determination of the IFR is accomplished by evaluating the student's progressive development and overall performance in the nursing course. The following is used to document the IFR.

<u>Quality Performance</u>	<u>Rating Symbol</u>
Satisfactory	S
Unsatisfactory	U
Incomplete	I

4. If a student receives an IFR rating symbol of Incomplete "I" for the performance of a course outcome recorded on the RCP the symbol "I" is assigned. An incomplete "I" grade indicates the student has not yet fulfilled course requirements and that either additional coursework is needed or make-up work is to be completed. An incomplete "I" grade indicates the student has not yet fulfilled course requirements and that either additional coursework is needed or make-up work is to be completed. An incomplete will convert to a course grade of "F" if the student is Unsatisfactory "U" or has not completed required work within the identified time frame.
5. If a student receives an IFR rating symbol of unsatisfactory "U" for the performance of any course outcome, achievement of the "U" rating will convert to a course grade of "F" and will be reflected on the official transcript and the student will neither progress nor promote.
6. A final clinical laboratory grade of satisfactory "S" is required to progress and for promotion.

INCOMPLETE GRADE

1. The assignment of an incomplete grade is at the discretion of the faculty. An incomplete "I" grade indicates the student has not yet fulfilled course requirements and that either additional coursework is needed or

makeup work is to be completed. A final judgment and final grade determination of the student's performance is made after the student fulfills the specified course work.

2. The incomplete grade must be cleared by satisfactory completion of all additional required course work designated in writing and within the established time frame set by the faculty.
3. If the incomplete grade is not cleared as described in #2 above, the "I" shall be converted by the faculty as either a final grade of "F" for Theory, "U" unsatisfactory for CL and, if appropriate, the NSL. If a student receives an IFR rating symbol of unsatisfactory "U" for the performance of any course outcome, achievement of the "U" rating will convert to a course grade of "F" and will be reflected on the official transcript and the student will neither progress nor promote.
4. All policies related to expenses incurred by the school associated with a student's clearance of an incomplete grade apply. Financial Services must be contacted by the student for information and payment of fee.
5. Students who are suspended for investigative purposes and who are reinstated, will be allowed to make up incomplete course work without payment of make-up fees.
6. Dismissed students will not be allowed to make up incomplete course work

PROMOTION AND PROGRESSION (Clinical Laboratory and Nursing Skills Laboratory)

1. A student must progress each clinical week toward achievement of each course outcome and by course end, have at least performed each course outcome with a Satisfactory "S" rating. The clinical rating symbols of SP, UP, IP, ONA and NA, NO are documented to denote progression of the student toward achievement of the course outcomes by a quality level of performance. The following weekly progress rating is used:
2. Final determination of the student's progress is documented in the column under the heading Indicator Final Rating (IFR) on the Record of Clinical Progress (RCP).
3. The IFR for CL and NSL are determined using the following criteria.
 - 3.1 Satisfactory "S": by course end, the student has achieved the course outcome by performing with progressive learning:
 - 3.1.1 all behavioral indicators related to each course outcome,
 - 3.1.2 essential psychomotor skills according to policy and established process(es), and
 - 3.1.3 each course outcome without either continual faculty guidance, intensive supervision or maximum assistance from other
 - 3.2 Unsatisfactory "U": by course end, the student has not achieved the course outcome by performing with progressive learning:
 - 3.2.1 all behavioral indicators related to each course outcome,
 - 3.2.2 consistent progress in the performance of each behavioral indicator related to a course outcome,

- 3.2.3 essential psychomotor skills according to policy and established process(es), and
- 3.2.4 each course outcome with either continual faculty guidance, intense supervision or maximal assistance from others.
- 3.2.5 student dismissed or administratively withdrawn for cause or conduct is automatically assigned a “WX”. Dismissal is reflected on the official school transcript.
- 3.3 An established process is followed by both faculty and students in the notification of the student of outcome grades (progressive or final):
 - 3.3.1 Student progress in the performance of behavioral indicators, which measure clinical outcomes, must be at least a Satisfactory “S”, is documented by the clinical faculty on the RCP and/or RNSLP.
 - 3.3.2 Documentation of Unsatisfactory “U” progress on the RCP and/or RNSLP is shared with a student according to an established process described in the respective course syllabus. The student signs and dates the documentation and is given the opportunity to ask questions and write comments.
 - 3.3.3 Upon completion of the course, each student receives a final evaluation and receives final course grade(s).
 - 3.3.4 Faculty member records the final grades according to established policies and processes.

GRADE POINT AVERAGE CALCULATION

1. The faculty utilizes the following GPA schedule, policies, and formulas for the calculation of total value points and grade point average (GPA):

- 1.1 grades and corresponding value points:

A	4
B	3
C	2
D	1
F	0
I	0

2. All courses on the official transcript comprise the cumulative GPA. The GPA is based on the final grades of all courses completed at an established point-in-time.

CUMULATIVE GRADE POINT AVERAGE CALCULATION (CGPA)

1. Value points are calculated by multiplying the number of course credits by the corresponding grade value of the final letter grade(s) of each required course completed. The sum of value points is the total value points.

- 1.1 Course credits are multiplied by the course grade value points = Total Value Points.

2. GPA is calculated by dividing the total value points by the total credits completed. The dividend is the GPA.

- 2.1 Divide total value points by the total credits = GPA. The GPA (dividend) is recorded to the hundredth (two numbers to the right of the decimal point). Rounding is not used in the calculation.
3. The CGPA is calculated by dividing the total value points by the total credits of all required courses (only those reflected in the program of study) completed to date. The dividend is the CGPA.
 - 3.1 Divide the total value points of all required courses by the total credits of all required credits = CGPA. The resulting CGPA (dividend) is carried to the hundredth (two numbers to the right past the decimal) and recorded.
4. The GPA and CGPA are calculated by using all final course grades reflected on the official school transcript.
5. Original grade of repeated course, if applicable, is reflected on the official transcript in parentheses but is not used in GPA or CGPA. All final course grades are reflected on the official school transcript.

HONORS

BHCLR-SN recognizes student academic excellence at Commencement. See BHCLR catalog for Academic Honors scale.

PROGRESSION AND PROMOTION

Progression and promotion policies give direction for the retention of students, as he/she progress through the program of study. In addition, an individualized Educational Plan is developed and signed on entry and must be followed as written.

1. A student is expected to satisfactorily fulfill requirements for all nursing courses as outlined in the course syllabus and materials in order to progress within, promote through, and graduate from the program of study.
2. The minimum final grade for a nursing course to progression is a “C”.
3. Each student’s Educational Plan must be followed to ensure progression and promotion through the program of study and graduate on schedule.
 - 3.1 If a student does not follow the Educational Plan, their status will be changed by the Respective Coordinator from full-time to either BH/PTC or academic suspension.
 - 3.2 If a student chooses to not follow the Educational Plan, neither progression nor promotion will occur, until the student provides evidence that they are in compliance with the plan.
 - 3.3 Written approval to deviate from the Educational Plan from the respective Coordinator is required. Otherwise, the student’s continuation in the program and planned graduation is at risk.
 - 3.3.5 A student who does not achieve the minimum final required grade of “C” in each nursing course, on re-entry and does not achieve at least the minimum final grade

in that same or a different nursing course may not continue in the program and is administratively withdrawn.

- 3.3.6 A student who does not achieve a final grade of “C” in a required general education course will be reviewed by the appropriate Coordinator for continued enrollment in the School of Nursing.

Progression

Freshman:

A Freshman student may be promoted to Sophomore I nursing courses after satisfactory fulfillment of all Freshman requirements, which includes all freshman nursing courses, school requirements and be in compliance with the Educational Plan. Freshmen are required to complete 2 hours of community service in order to progress to Sophomore I. The student must maintain a current American Heart Association BLS certification and current immunization record.

Sophomore I:

A Sophomore I student may be promoted to Sophomore II nursing courses after satisfactory fulfillment of all Sophomore I requirements which include all Sophomore I nursing courses, school requirements and be in compliance with the Educational Plan. Sophomore I are required to complete 2 hours of community service in order to progress to Sophomore II. The student must maintain a current American Heart Association BLS certification and current immunization record.

Sophomore II:

A Sophomore II may be promoted to graduation candidate status after satisfactory fulfillment of all sophomore II and graduation requirements. The student must complete all required standardized testing and remediation as applicable by the established date in the course syllabus. Must have completed 2 hours of community service as a sophomore II to graduate. The student must maintain a current American Heart Association BLS certification and current immunization record.

Accelerated Sophomore I:

An Accelerated Sophomore I student may be promoted to Sophomore II nursing courses after satisfactory fulfillment of all accelerated Sophomore I requirements which include all accelerated Sophomore I nursing courses, school requirements and be in compliance with the Educational Plan. The student must maintain a current American Heart Association BLS certification and current immunization record.

Accelerated Sophomore II:

An Accelerated Sophomore II may be promoted to graduation candidate status after satisfactory fulfillment of all accelerated sophomore II and graduation requirements. The student must complete all required standardized testing and remediation as applicable by the established date in the course syllabus. Must have completed 3 hours of community service as a sophomore I or sophomore II. The student must maintain a current American Heart Association BLS certification and current immunization record.

Graduate:

A graduation candidate achieves graduate status after all requirements for graduation are fulfilled.

Non-graduate:

An individual that has not met the graduation requirements.

A student may be promoted through the program of study and graduate on the basis of faculty recommendation for graduate candidate status by the following criteria:

1. achieve at least a minimum final grade of “C” in all required courses, and
2. fulfill school requirements.
3. fulfill graduation requirements.

Commencement Requirements for students choosing to participate in commencement ceremony:

1. wear required school attire at the ceremony.

Graduation Requirements

1. See Catalog for specific graduation requirements.

STUDENTS WHO DO NOT CLEAR

All graduate candidates are expected to complete the BHCLR curriculum according to his/her Educational Plan. Failure to follow the Educational Plan, initiated on entry, or deviating from the Educational Plan without prior Coordinator or Registrar approval will result in Administrative Withdrawal. Upon successful completion of Educational Plan requirements, progression and promotion and graduation requirements, a student may qualify as a graduate candidate. All graduate candidates are required to complete the clearance process as scheduled at the end of the Sophomore II semester. In the event that a student does not complete the clearance process as scheduled, the rationale is categorized as non-academic or academic and the following policies apply:

Non academic

A student not clearing for graduation, because of non-academic reasons, must complete the clearance process within thirty (30) calendar days after the end of the Sophomore II semester. Nonacademic reasons may include, but are not limited to: failure to provide photograph for composite display; financial outstanding balance; missing CLEP scores; missing official transcript(s) and any additional information required by the school.

1. The student shall be reclassified to non-graduate status, thirty (30) calendar days after the end of the Sophomore II semester.
 - 1.1 Non-graduate status will not receive authorization by the Dean to sit for the RN licensure examination.
 - 1.2 Further action may include additional requirements, including but not limited to: repeating Sophomore II nursing courses, repeating the NCLEX review course, and completion of additional work to enhance the chances of successful performance on the licensure examination. Once additional requirements have been successfully met, reclassification from non-graduate status to graduate candidate status will occur and completion of the clearance process is required.

Academic

A student not clearing for graduation, because of academic reasons must complete the clearance process within the identified timeframe as delineated by policy herein. Academic reasons may include, but are not limited to: Incomplete “I” course work, lacking required general education courses, or other.

1. The student that receives an “I” on course work must successfully complete academic deficiencies according to faculty requirements or within a maximum of two (2) calendar months after the end of the senior semester.
 - 1.1 The student is required to fulfill additional academic requirements, at student expense, as determined by the faculty.
 - 1.2 The student shall be reclassified to non-graduate status; in the event the student is unsuccessful in completing academic deficiencies or within two (2) calendar months after the end of the Sophomore II semester. Non-graduate status will not receive authorization by the Dean to sit for the RN licensure examination.
 - 1.3 Further action may include additional requirements, including but not limited to: repeating Sophomore II nursing courses, repeating the NCLEX review course, and completion of additional work to enhance the chances of successful performance on the licensure examination.
 - 1.4 The student’s authorization of graduation will not be digitally uploaded nor will the student be verified by the dean on the ASBN portal until the student has completely cleared through the registrar and deemed eligible for graduation.
2. The student that lacks all required general education courses must successfully complete academic deficiencies within a maximum of six (6) calendar months after the end of the Sophomore II semester.
 - 2.1 The student shall be reclassified to non-graduate status in the event he/she is unsuccessful in completing all required general education courses within six (6) calendar months after the end of the Sophomore II semester. Non-graduate status will not receive authorization by the Dean to sit for the RN licensure examination.
 - 2.2 Further action may include additional requirements, including but not limited to: repeating Sophomore II nursing courses, repeating the NCLEX review course, and completion of additional work to enhance the chances of successful performance on the licensure examination.

An individual that is not successful in meeting requirements and remains classified as non-graduate may apply for reentry according to the reentry policy located herein. Application for reentry is required in order to be considered for resumption of study. All reentry policies apply. Reentry is not guaranteed.

CLASSROOM BEHAVIOR EXPECTATIONS

Baptist Health College Little Rock faculty strive to maintain an environment that is conducive to learning. As a student progresses through the course, the faculty expects, from the student, behaviors that exemplify Baptist Health Values of Service, Honesty, Respect, Stewardship, and Performance. Further, there is the expectation of the highest standards of civility, professionalism and cooperation during conducting of business both inside and outside the classroom. Students are to conduct themselves in a respectful and professional manner in the academic setting at all times. Faculty has the authority to enforce Classroom Behavior Expectations, including but not limited to sending the student out of the learning activity. Further, students are to adhere to the Student Rights and Responsibilities as described herein the Student Handbook.

Behavior that does not exemplify Baptist Health Values and Code of Ethical Conduct is subject to corrective action. Refer to Corrective Action Policies located in the General Section of the Student Handbook.

The following are expectations for promoting a positive, professional learning environment:

1. Students are to address the faculty by the surname and not by the first or given name.
2. Students that are assigned learning experiences in the classroom/skills laboratory or computer laboratory setting shall arrive on time and in approved dress code.
 - 2.1 Arriving past the scheduled time is disruptive to the class faculty and peers and is counted as tardy. Student may not be allowed to enter the classroom.
3. Students will be prepared for and remain in each class until the faculty has completed the learning activity and dismissed the class.
 - 3.1 Students are to leave the learning activity only during scheduled breaks and return within the identified break time.
 - 3.2 Students are accountable for all materials presented in each scheduled learning activity including but not limited to handouts and required readings. Preparation for learning activity includes reviewing the outcomes and completing the required readings and assignments prior to class or learning activity.
4. Students are expected to listen and follow directions without continued faculty prompting and respect the rights and property of others.
5. Students' identification badge must be worn at all times on the upper left shoulder area, with photo, name and title visible.
6. Students are held to the honor code and not participate in any academically dishonest behaviors, including but not limited to cheating on examinations, photographing examination items, or reconstructing examination items after the examination. Examsoft/Examplify are utilized for online testing. Please refer to the course syllabus for specifics and processes related to online testing.
7. Students are to refrain from disruptive behavior(s) in the classroom. Disruptive behavior is identified as anything that disturbs other students or faculty during the learning experience, including but not limited to the following:
 - 7.1 Electronic devices:
 - 7.1.1 Use of any personal electronic device with the exception of personal laptop are not permitted during examinations, quizzes, or examination reviews. These devices are not allowed in the classroom during the testing or review situation (skills/examination/test review). If such devices are heard or observed, faculty have the authority to hold devices until testing activity is concluded.
 - 7.1.2 If a student carries these devices while in classroom, skills laboratory or computer laboratory learning experiences, the devices must be placed in either "off", "silent" or "vibrate" mode.
 - 7.1.3 Use of electronic devices (including sending or receiving texts or calls, listening to MP3 players or iPods) is limited to break and mealtimes.

- 7.1.4 Use of a personal laptop or iPad while in the classroom/ skills laboratory or computer laboratory is limited to activities associated with the learning experience. Surfing the internet, participating in social networking sites, playing games or participation in other activities not relevant to class is not allowed. Faculty has the authority to require a student to discontinue its use if deemed disruptive.
- 7.1.5 Use of auditory taping devices for recording of lectures must be pre-approved by the respective faculty. Video recording of any classroom learning activities is strictly prohibited.
- 7.2 Talking: Side conversations (talking) are disruptive to the classroom learning experience. A student may respectfully contribute to the class discussion and ask questions by raising his/her hand to be recognized. The student is expected to treat everyone in class and on campus with respect.
 - 7.2.1 Conversations that are not relevant to classroom discussion should be conducted outside the learning environment.
 - 7.2.2 Dominating classroom discussion, interrupting or belittling other students, challenging faculty authority, arguing, making offensive remarks or other inappropriate means of communicating are not allowed. Faculty has the authority to remove the student from the learning experience as necessary.
 - 7.2.3 Classroom “announcements” and emails must be approved by the respective Course Leader, prior to addressing the class as a whole.
- 7.3 Overt inattentiveness: Activities that demonstrate overt inattentiveness are disruptive to the classroom learning experience and should be avoided. These activities include, but are not limited to:
 - Sleeping during class
 - Reading material that is not relevant to learning activity
 - Conducting other activities during class (texting, games)
 - Staying too long for breaks and returning late
 - Making disruptive noises.

- 8. Students should conduct themselves in an “onstage” professional manner when using cell phones or having conversations outside the classroom and refrain from loud talking in the halls.

Personal Electronic Devices

- 1. Personal electronic devices may never be used to capture, store or transmit protected health information. Students who violate this policy are subject to corrective action up to and including immediate dismissal.
- 2. The utilization of personal electronic devices to exhibit or transmit to fellow students, faculty, or staff of BHCLR materials deemed obscene, offensive, or sexually suggestive, including text messages, photographs, or videos, is strictly forbidden. Any student found to be in violation of this policy will be subject to corrective action up to and including immediate dismissal.

3. Any BHCLR or BH employee has the authority and discretion to refuse to be audio or video recorded or in situations where audio or video recording is in progress to require that it be discontinued. This authority extends to any location on the BHCLR campus, all Baptist Health (BH) or affiliated clinical facilities, and any location utilized for BHCLR learning or meeting purposes.
4. Students are not permitted to use personal electronic devices to capture photos or video/audio recordings of other individuals, including BHCLR employees and students, without their consent.

Artificial Intelligence

Use of AI in the classroom setting:

- a. Use of AI, including but not limited to smart glasses, in the classroom setting is prohibited. Students wishing to audio record a lecture must receive prior approval from the faculty and must utilize a standard recording device that does not have AI features.
- b. If faculty wish to use AI during selective learning experiences, such use will be defined by the faculty and will apply only to that defined experience. Faculty have the authority to define acceptable use of AI as well as the authority to require students to discontinue use of AI at any time.
- c. Use of AI during quizzes and exams is strictly prohibited.

Use of AI in the skills lab setting

- a. Because the skills lab setting is preparing students for the clinical setting, the use of AI is prohibited while in the skills lab and during skills lab learning experiences.

Use of AI in the clinical setting:

- a. Use of any AI in the clinical setting, including simulation settings, is prohibited.
- b. The clinical setting is defined as anywhere on the premises of the clinical site, including but not limited to patient care areas, visiting areas, cafeteria, break rooms, nurses stations, etc.
- c. Students are prohibited from using AI to generate or complete any clinical documentation including history and physicals and any other patient records. Student clinical documentation must be directly authored by the student.

Use of AI for coursework:

- a. AI may be used for assignments at the discretion of the faculty and must follow guidelines as set forth by the faculty including
 1. Acknowledged use of AI to complete the assignment and
 2. Citation of AI sources used for the assignment.
- b. Students are solely responsible for reliability, accuracy and quality of any information obtained from AI.

Students are required to adhere to the guidelines outlined in this policy as well as any other form of instruction provided by faculty or BHCLR academic leaders. Failure to do so can result in disciplinary action.

CLINICAL LABORATORY POLICIES AND EXPECTATIONS

Policies related to student conduct in the clinical laboratory are fundamental to patient or student safety and necessary for a high quality of service and overall operations within the clinical area. Students provide the care required for assigned patient(s) according to level of learning and competency, or as directed by clinical faculty, preceptor or responsible staff Registered Nurse (RN). The following policies are in effect beginning with the first scheduled clinical day. Failure to follow Clinical Laboratory Policies and Expectations will result in corrective action by the school.

1. Students that are assigned learning experiences in the clinical laboratory setting shall arrive in dress code, on time, remain on site, take breaks and mealtimes and depart from clinical site according to school policies, Student Handbook and course requirements as reflected in the course syllabi and guidelines for the course in which they are enrolled.
 - 1.1 Students are required to be in their assigned clinical area either prior to or at their scheduled time; Arriving past the scheduled time is a tardy, refer to Clinical Attendance policy.
 - 1.2 Students in a clinical laboratory setting that requires surgical attire must wear a laboratory coat over the scrubs when leaving the area. Surgical attire shall not be worn out of the department or hospital.
2. At no time during the assigned clinical laboratory activity (day, evening etc.) shall a student leave the clinical area, or facility (hospital, clinic, agency and so forth) without first receiving permission to do so from the Clinical Faculty or assigned preceptor.
3. Students must obtain permission from assigned clinical faculty or respective staff nurse before leaving the clinical laboratory area or facility for any reason, including but not limited to class attendance (if applicable), patient care activities (physical therapy, GI lab, off campus transport, etc.) or learning opportunities away from assigned area or unit.
 - 3.1 Students must obtain permission from the Faculty or Course Leader before leaving early from assigned clinical laboratory activity.
 - 3.2 Students must communicate a handoff report on assigned client status and care to staff RN or respective clinical faculty prior to leaving the clinical area.
4. Students must obtain permission from the respective staff RN or assigned clinical faculty before going on break: two (2) breaks (one (1) in morning and one (1) in afternoon) if on a twelve-hour shift; time allowed for each break is fifteen (15) minutes or as identified in course guidelines.
 - 4.1 Meal breaks are taken according to respective course guidelines. A student may on occasion be asked to delay meal or break to assist in cases of emergencies. The evening shift meal break is as assigned.
 - 4.2 Students must communicate a handoff report on assigned client status and care to staff RN or respective clinical faculty prior to leaving the clinical area.
5. Student's identification badge must be worn at all times on the upper left shoulder area, with photo, name and title visible.

6. Students are expected to be courteous in the use of facility elevators, including but not limited to allowing patients, family members and visitors to have priority on elevator use at clinical sites. Students are encouraged to utilize the stairs when going up only one (1) flight or down only two (2) flights.
7. Food or beverages are not permitted in the clinical laboratory except in employee lounges or cafeteria, or as approved by Clinical Faculty.
8. Use of personal electronic devices prohibited (unless directed by faculty for documentation) during clinical laboratory in any patient care area or while providing patient care. Faculty have the authority to require a student to discontinue its use, if deemed disruptive or concerns with patient privacy/HIPPA.
 - 8.1 If a student carries a cell phone while in clinical, the devices must be turned to silent. Use of cell phones including texting or calling) is limited to break and mealtimes in off stage areas only; never in the presence of patients or their family members.
 - 8.2 Texting, taking photographs, videoing, participating in online social networking sites (Facebook, Twitter, MySpace, etc.) or conducting Internet activities is not permitted during clinical. Exception to Internet access is allowed in the event the student is directed to do research and/or complete an assignment by the respective clinical faculty.
 - 8.3 Students must never take photos or videos of any patient or patient information via personal electronic device.
9. Gum chewing is not permitted in clinical laboratory.
10. Students are to maintain professional boundaries with patients, peers, faculty and staff members at all times. Students are not allowed to have personal visitors while in the clinical laboratory area.
11. Students are expected to immediately report any accident or error to the assigned clinical faculty of the area regardless of how minor it might seem to be.
12. The Clinical Faculty is responsible for the clinical education and conduct of his or her assigned student(s).
 - 12.1 Students must follow directions for patient care from the responsible staff RN in order to maintain safety and continuity of patient care.
 - 12.2 During clinical laboratory, students are under the direct supervision of an RN and the Clinical Faculty. The student is responsible for informing the course leader and their respective Coordinator if direct supervision does not occur.
13. Students must communicate a handoff report to the staff nurse responsible for the patient prior to departing the clinical area and facility at the end of the clinical assigned time.
 - 13.1 The report must include all nursing care provided by the student to assigned patient,
 - 13.2 Status of patient's condition and
 - 13.3 Other as indicated, as course requires.
14. If a Clinical Faculty, responsible RN, clinical supervisor, or designee directs the students to remain in the area or in the facility, beyond the clinical assigned time, the student must remain until released to leave. This is especially true in the following situations:

- 14.1 Controlled substance (narcotics, etc.) count is deemed erroneous,
 - 14.2 Medication error(s) related to assigned patient,
 - 14.3 Assigned patient's condition warrants
 - 14.4 Theft of property (patient, employee, or others),
 - 14.5 Questions regarding the assigned patient's medical record,
 - 14.6 Time of "Disaster" as defined by Baptist Health, and
 - 14.7 Fire.
- 15. Additional requirements may be found in a respective nursing course syllabus and/or other situations as deemed necessary by the assigned Clinical Faculty.
 - 16. In situations regarding patient safety and care provided by a student, and the student and faculty have left the facility, he/she must comply with the facility's request, up to and including return to the facility.
 - 17. Students are only to access Epic in the clinical setting. Students are not to access Epic from off campus or from home.

PRECEPTORS

Clinical preceptors may be engaged in selected clinical nursing courses within the program of study. Students are assigned with clinical preceptors by course faculty. Throughout the clinical rotation preceptors facilitate student learning, directly supervise student's performance and participate in clinical evaluation of assigned student(s).

While assigned with preceptors, students are required to comply with all applicable program policies, dress code, course requirements and policies of the clinical facility related to patient care.

Faculty and students evaluate preceptors at course end; individualized reported outcomes are shared with the preceptor(s) involved.

MAKE-UP COURSE WORK

The opportunity to make-up missed course work, including clinical and examinations may be available to a student who has been absent. Faculty and students have the primary responsibilities in the make-up course work. Faculty have the discretion, with prior Associate Dean approval, in permitting the student to make-up missed course work, including examinations. The student has the responsibility to follow-through and succeed. Two factors are important in the consideration of a make-up request: the student's follow-through with policy regarding the absence and the student's previous attendance record. All absences are subject to verification by faculty or school administration. A fee is charged to cover the program's expense associated with the make-up work or examination preparation, proctoring and grading.

Failure to take scheduled, prearranged make-up examination on the day and time designated by course end will result in a test score of zero (0) for that examination. The score will be included in calculation of final theory grade. Failure to complete prescheduled clinical make-up may result in a "U" in the clinical and "F" in the course.

Make-up fees are established by the Business Office. In general, the fees charged are based on the administrative cost per hour for examination make-up and per clock hour for clinical time made up.

The makeup fee may be waived in the following circumstances at the discretion of the course leader or coordinator:

- 1.1.1 absence occurred as a result of faculty instructing student to leave learning activity related to student health issue,
- 1.1.2 death of immediate family member,
- 1.1.3 hospitalization of the student or immediate family member,
- 1.1.4 court appearance or jury duty,
- 1.1.5 military purposes.

MEDICATION ADMINISTRATION SAFETY

The student shall adhere to the principles and processes of safe medication administration to patients according to established program policies and processes and clinical agency policies.

1. A student failing to demonstrate the principles and the processes of safe medication administration in clinical performance has committed a medication error according to established BHCLR-SN criteria.
2. A student prevented from breaching principles and processes of safe medication administration to a patient, by faculty or clinical staff intervention, has committed a medication error according to established BHCLR-SN criteria.
3. A student who commits a medication error will:
 - 3.1 immediately report medication error to a clinical faculty and the registered nurse responsible for care of the patient. Failure to report a medication error to clinical faculty will result in corrective action,
 - 3.2 follow the clinical faculty's guidance regarding nursing intervention for patient safety,
 - 3.3 work with clinical faculty to follow guideline as established by the faculty to contact the healthcare provider,
 - 3.4 document the medication error according to the respective clinical setting policy. The clinical faculty will co-sign all documentation related to the error,
 - 3.5 submit original documentation to supervisor of clinical setting and a copy of the documentation to the clinical faculty,
 - 3.6 receive an unsatisfactory progress (UP) on course outcome for safe medication administration on the record of clinical progress for that course clinical week,
 - 3.7 meet with BHCLR Medication Safety Committee and comply with outcome decision of committee,

- 3.8 satisfactorily repeat the demonstration of medication administration process in the presence of a clinical faculty,
 - 3.9 be restricted to medication administration only in the presence of a clinical faculty prior to approval for resuming independent medication administration in a clinical setting,
 - 3.10 make up fees apply if additional clinical time is required in order for the student to meet clinical outcomes.
4. The Medication Safety Committee:
- 4.1 has authority to determine number of unsafe medication administrations occurrences committed by a student in a given incident. The number determined by the committee is recorded on Medication Safety Committee form,
 - 4.2 will review each medication error and may require additional learning opportunities. The student's respective clinical evaluation outcome will reflect incomplete progress "IP" until all additional learning opportunities are satisfactorily completed and submitted to the Medication Safety Committee Chairman,
 - 4.3 may recommend a plan of action, non-progression, probation, suspension or dismissal of a student citing unsafe nursing care as the rationale,
 - 4.4 the following occurrences are defined as unsafe medication administration (list is non-inclusive):
 - 4.4.1 incorrect medication,
 - 4.4.2 incorrect dosage,
 - 4.4.3 incorrect day or time,
 - 4.4.4 incorrect patient,
 - 4.4.5 incorrect route of administration,
 - 4.4.6 incorrect assessment,
 - 4.4.7 incorrect transcription of the provider's medication order,
 - 4.4.8 incorrect evaluation,
 - 4.4.9 incorrect documentation of administration of medication,
 - 4.4.10 incorrect I.V. therapy regulation or administration,
 - 4.4.11 incorrect I.V. rate calculation,
 - 4.4.12 omission of medication as ordered,
 - 4.4.13 medication administered to patient who has a recorded allergy to the medication,
 - 4.4.14 medication not ordered by the provider is administered to patient,

- 4.4.15 failure to provide nutritional supplement (snacks, fluids) as scheduled,
- 4.4.16 failure to follow clinical setting procedure(s) for administration of medications,
- 4.4.17 faculty intervention preventing a student from breaching principles of safe medication administration to a patient,
- 4.4.18 student prevented from breaching principles or processes of safe medication administration by nursing staff intervention,
- 4.4.19 failure to follow any of the “ten rights.”

NURSING STUDENT ROLE: MEDICATION ADMINISTRATION

Nursing student adheres to the policies and procedures of the assigned clinical institution and administers medication(s) only within the student’s scope of practice.

Student demonstrates medication administration competencies as required by each specific course. See specific course syllabus.

Student may administer medication(s) under the supervision of the clinical faculty or designated preceptor (assigned by clinical faculty). A student administering any medication(s) without prior clinical faculty/designated preceptor notification will be subject to corrective action.

Student will administer medications according to the specific course medication guideline. See specific course medication guideline for further requirements.

Student may not copy or take a picture of any part of the Medication Administration Record (MAR).

Student documents medication administration according to assigned clinical institution policy.

The student is activated in the PYXIS System by the assigned faculty and follows all BH policies related to medication administration utilizing the PYXIS System.

Student does not witness any consent form and does not take any telephone or verbal order from a healthcare provider. Other restrictions may apply on a unit specific basis and may include medication administration, procedures, and other activities. Students will not have PCA or Epidural keys in their possession. Students are not permitted to administer blood or blood products. Students cannot push IV controlled medications. Students cannot titrate any continuous IV medications. Students cannot initiate or titrate any sedatives or paralytics.

In the event of accidental needle stick or exposure, student must report all exposure(s) to clinical faculty and comply with all policies regarding the follow-up.

STUDENT DIRECT COST

Detailed information about the program cost(s) may be found on the school specific Cost Plan, available at the Business Office and online at www.bhcllr.edu.

STUDENT GOVERNANCE

The school's form of student governance is a Student Government Organization.

1. The BHCLR-SN grant each class the privilege to self-govern within the values, policies and philosophies of the school and BH.
2. School policies and Student Government rules and procedures provide the framework for conduction of business, projects, and activities.
3. The BHCLR grants to each class the privilege of representation on specified BHCLR-SN standing committees.
4. Class presidents serve as student representatives on the Grievance Panel for situations involving a student with the same classification on their respective campus.
5. Class meetings and activities are scheduled by the president when classes are not in session. School policies and student class government rules of procedures provide the framework for conduction of business, projects and activities.
6. A class may conduct fund raising activities for student emergency fund, humanitarian contributions, and to attend conferences. All fundraising events/activities must be pre-approved by the Dean of Business Affairs and College Operations.
7. A student either on probation, suspension, or an academic reentry student is not eligible to hold a class officer position in Student Governance. Student Governance nominations must be cleared through the Associate Dean or Dean, prior to creation of the class ballot.

STUDENT GOVERNMENT RULES OF PROCEDURES

According to the school philosophy, the school provides the opportunity to participate in their own government, into the overall operation of the school and have input in the management of the school. Through participation, a student experiences leadership, citizenship development and the democratic process as part of their professional and personal growth.

ARTICLE I - NAME

The name of the student government organization shall be the Baptist Health College Little Rock-School of Nursing Student Government Organization.

ARTICLE II – PURPOSE

The purpose of the Organization is to provide students an opportunity to learn and participate in the democratic process, develop leadership skills and to contribute to the overall operation and continuous improvement of the school.

ARTICLE III – GOAL

The overall goal of the Organization shall be to encourage each student to participate in the democratic process by working together toward common goals and problem solving.

ARTICLE IV – MEMBERSHIP

Membership in the Organization shall consist of Sophomore I and Sophomore II nursing students. Students not currently enrolled in nursing courses are not eligible to hold office.

ARTICLE V - OFFICERS AND DUTIES

Section 1 - Elected

Officers of the class shall be elected by Sophomore I and Sophomore II nursing students. Officers include:

1. President,
2. Vice President,
3. Secretary,
4. Treasurer,
5. Historian,
6. Three Student representatives

Officers must maintain a grade point average (GPA) of 2.1 or greater.

The President shall:

1. schedule and preside at all meetings,
2. generally supervise all activities of the class,
3. serve on the grievance panel according to school policy, when another student has initiated the grievance procedure,
4. co-sign all receipts of funds collected by class,
5. may be invited to BHCLR-SN Faculty Organization/ BHCLR Advisory Board meetings,
6. meet with school official(s) as appropriate,
7. present class proposals to BHCLR Administration,
8. appoint or call for election of members of class committees,
9. represent the class by attending Medication Safety Committee Meetings.

The Vice President shall:

1. in the absence of the president, assume all duties, authority and responsibility of the president,
2. preside as Chairman of the Class Program Committee, and
3. may be invited to the BHCLR Department meeting/ BHCLR Advisory Board meeting.

4. represent the class by attending Retention Committee Meetings.

The Secretary shall:

1. record the minutes of each class meeting using school format,
2. maintain class records,
3. attend all class meetings or arrange for one of the other officers as a substitute to take minutes,
4. perform other duties include those that usually pertain to the office, and
5. represent the class by attending Student Development Committee meetings

The Treasurer shall:

1. manage class funds with Faculty class sponsor in an orderly, ethical and legal manner,
2. establish a receipt book with sequential numbers on the receipts (obtained from the school office),
3. coordinate class financial information with the Faculty Class Sponsor,
4. give treasurer's report at all class business meetings, and
5. represent the class by attending Student Development Committee meetings.

The Historian may work with class members and Faculty Class Sponsor:

1. develop a class presentation that includes mementos, photos and other articles of historical significance related to the class, and
2. place any class memorabilia/presentations in the school archive collection after graduation of the respective class and, represent the class by attending Special Event Committee Meetings.

The student representatives shall:

1. serve on standing committees of the Faculty Organization as a class representative if not designated by elected officer or committee position,
2. represent the class on the following respective standing committees of the Faculty Organization or BHCLR:
 - 2.1. Medication Safety
 - 2.2. Student Development
 - 2.3. Special Events
 - 2.4. Retention

Section 2 - Appointed

Class committee chairmen represent their respective class on standing committees of the Faculty Organization as described in Article VI.

ARTICLE VI - TERMS OF OFFICERS

Class officers shall be elected in accordance with Article X, Sections I and 2 and serve the following terms:

Sophomore I/Sophomore II	Begins when elected in the sophomore I semester and ends upon commencement. Accelerated Track officers are elected as sophomore I students.
Student Representatives	Begins when respective class officers are elected and terminates when successor is appointed or elected.
Members at Large	Begins when respective class officers are elected and terminates when successor is appointed or elected.
Committee Chairs	Begins when elected or appointed by respective class president and terminates when successor is appointed or elected.

ARTICLE VII - MEETINGS

Class meetings are as scheduled based on need and announced to the class. Activities and meetings shall be conducted within the framework of school policies and Student Government Rules of Procedure. Attendance is strongly suggested in order to fulfill the purpose and achieve the goal of the student government organization. Called class meetings and activities may be scheduled by the president when course classes are not in session.

ARTICLE VIII - COMMITTEES

Section 1 - Special Committees and Process Teams

Special committees and process teams shall be created as needed by the president. Committee chairmen and team leaders shall give progress reports at each class meeting and submit a written report to the class secretary for inclusion in class records.

Section 2 - Program Committee

The program committee shall consist of three class members elected or appointed by the president. The vice president serves as chairman. Functions of the committee include:

1. plan, organize and conduct program events for the class (program events may include, but are not limited to, socials, holiday celebrations, fund raising programs such as talent shows, plays and video productions),
2. chairman represents the class by serving on the Special Events Committee of the Faculty Organization., and
3. chairman shall give progress reports at each class meeting and submit a written report to the class secretary for inclusion in class records.

Section 3 - Nominating Committee

The nominating committee shall consist of an elected chairman and two elected class members. Functions of the committee include:

1. prepare the slate of nominees for class officers who agree to serve before election by class membership,
2. prepare the ballot,
3. manage the election,
4. ballots are counted by class sponsors,
5. provide list of new officers to class sponsors for announcement to faculty and for publication, and 6. provide names of nominees to president for offices vacated between established election years.

ARTICLE IX – QUORUM

Members attending class meetings, committee meetings, council meetings and all other student meetings, except the nominating committee, shall be considered a quorum.

ARTICLE X - ELECTIONS AND VOTING

Section 1 – Elections

Nominations by the student body shall be made within two (2) weeks following the beginning of each election period.

The nominating committee develops a ballot reflecting a slate of officer nominees and disseminates among class members for voting five (5) school days prior to the next scheduled class meeting.

Sophomore I/Sophomore II officers shall be elected at the end of the freshman semester and serve until commencement.

Accelerated Sophomore I officers shall be elected within four (4) weeks following the beginning of the semester and serve until commencement.

Section 2 – Voting

Elections shall occur through secret ballot. Voting outcomes shall be tallied by two (2) class sponsors. Class sponsors announce voting outcome.

ARTICLE XI - VOTING ON CLASS ISSUES

The majority rule will prevail during class meetings. A minimum vote of 51% of class members present will determine passage of a motion. Class business voting is by show of hands, voice vote or as designated by the president. Certain business matters requiring a vote can be made by secret ballot if agreed upon by 51% of those present.

ARTICLE XII - VACANCY OF OFFICE

In the event the president is unable to complete service of elected term of office, the vice president shall assume full duties and responsibilities of the office. A special election shall be held to fill the position of vice-president within two (2) weeks after the presidential vacancy occurs or after a new semester begins.

In the event of vacancies in other offices, a special election shall be held within two (2) weeks after the vacancy occurs or after a new semester begins.

ARTICLE XIII - CLASS DUES

The decision to collect class dues and the amount thereof, shall be voted on by each class, for that class, at the first class meeting.

ARTICLE XIV - AMENDMENTS

Student government rules of procedure may be amended, adopted, or repealed as a recommendation by the student body at any regular class meeting. The recommendation then is forwarded to BHCLR Dean, Schools of Nursing and BHCLR-SN Faculty Organization for consideration. Revisions shall become effective after adoption by the total student body and final approval by the BHCLR-SN Faculty Organization.

ARTICLE XV - PARLIAMENTARY AUTHORITY

Robert's Rules of Order, current edition, will prevail as parliamentary authority during meetings.

Adopted by Classes: 1985 & 1986

Approved: May 1985 ([Admin. Com.](#)) Edited: May 1986 ([Admin. Com.](#) And 1986 Class President)

Amendment to Article XIII - Voting on Class Issues

Approved by Admin: Com., July 1, 1986

Amendment to Article XIII - Voting on Class Issues - Adopted 1990

Amendment to Article X - Elections and Voting - Adopted 1991;

Approved: by L.T. August 1991 Revision and Amendments - Adopted September 1994; BHSNAH Approved: December 1994.

Edited: December 2003

Edited: April 2007

Revised: July 2008

Revised: February 2010

Amendment to Article VIII Section 4 - History Committee - Deleted 2012

CALENDAR

The BHCLR-SN Academic Calendar is available in the BHCLR Catalog at www.bhclr.edu

PROFESSIONAL CURRICULUM

The Baptist Health College Little Rock-School of Nursing Professional Curriculum is available in the BHCLR All Schools Catalog at www.bhclr.edu

BAPTIST HEALTH COLLEGE DEFINITIONS

Academic Advising:

Guiding students during their progression through the Program of Study.

Academic Advisor:

One who advises, encourages, counsels, cautions, warns, recommends, and appraises students.

Academic Dismissal:

Administrative termination of student's academic relationship with Baptist Health College Little Rock (BHCLR).

Academic Probation:

Status assigned to indicate a student is at risk for continued enrollment in the school for academic reasons. It usually carries specific conditions which must be fulfilled before status is removed.

Academic Progression:

Students must make satisfactory academic progress toward completion of an associate of applied science degree or certificate. "Satisfactory academic progress" is defined separately by each program in their respective policies related to grading scales, progression and promotion, grading, commencement, and graduation.

Academic Suspension:

Removal from school campus for a defined period of time due to academic performance. Counseling, treatment, remedial work, and other condition(s) may be set forth before resumption of study is allowed.

Academic Year: Student

The annual period of session of BHCLR, beginning in July and ending in May or June.

Active Learning Activities/Strategies:

Defined broadly as strategies requiring the students to be interactively involved in the classroom or online learning: using teaching strategies other than faculty lecturing or playing media and students listening/watching. Examples might include case-based learning, group discussion, role-playing, flipped classroom, game-based learning, one-minute papers or summaries, concept maps, brainstorming challenges, peer instruction, or polling

Adjunct Faculty-Teaching:

A faculty member who facilitates fulfillment of the Mission, Beliefs, and Values of Baptist Health and Baptist Health College Little Rock by exemplifying the Baptist Health Values and temporarily assisting course teaching faculty in instruction and clinical supervision of students as the need arises.

Administrative Dismissal:

Administrative termination of student's relationship with BHCLR.

Administrative Probation:

Status assigned to a student indicating the student is at risk for continued enrollment in school based on performance in student development.

Administrative Suspension:

Removal from academics, student development activities, and school campus for a defined period of time. Counseling, treatment, remedial work, and other condition(s) may be set forth before resumption of study.

Administrative Withdrawal:

Status assigned indicating a student's behavior is not in keeping with school policy and values.

Advanced Placement Students (APS):

A student who is authorized for admittance into the BHCLR by the Selection III Committee with nursing course credit awarded by another school of nursing.

Affiliating Institutions:

An established organization with which Baptist Health and/or BHCLR are closely associated. The association may be formal or informal with written agreements.

Attendance:

Behavior modification policies and processes are initiated when student attendance record does not exemplify expectations reflected in attendance policies established by BHCLR. The school may also take disciplinary action as a result of excessive absenteeism or tardiness. Such action may include, but is not limited to, additional course work, grading penalty, make-up examinations, standardized examinations, repeat course(s), administrative withdrawal, suspension, or dismissal.

Attrition:

Voluntarily withdrawn, administratively withdrawn, or dismissed and no longer eligible to return to study; beyond 1.5 length of program.

Cheating:

A form of dishonest conduct that includes, but not limited to, behaviors prior to, during and after the taking of a course examination; course work, plagiarism and any other acts that are generally considered to be attempts to give one an unfair benefit of achieving the minimum required or higher score, grade, or evaluation.

Classroom Learning Experiences:

A room in which one learns or gains experience through multiple learning tools including; face-to-face lecture, power point presentations, learning objectives, and outlines.

Clinical Laboratory Learning Experience:

An environment which provides actual learning experiences and opportunities to apply theoretical knowledge.

Clinical Judgment:

Clinical Judgment is defined as the observed outcome of critical thinking and decision making. It is an iterative process that uses knowledge to observe and assess presenting situations, identify a priority client concern and generate the best possible evidence-based solutions in order to deliver safe client care.

Clinical Reasoning:

The process by which cues are observed, information is processed, the client's problem(s) or situation is understood, a plan is developed, interventions are implemented, evaluation and outcomes are reflected upon and learning occurs from this process of critical thinking.

Collaborating:

The interactive relationship among individuals who share the same goals, philosophy, and purpose; who understand each other's professional and personal skills; and who value each other's unique characteristics.

Commencement:

The ceremony in which the diploma and the school pin may be awarded.

Competent:

Achieved BHCLR curriculum outcomes/objectives at a satisfactory level; the ability to practice safely by applying theoretical knowledge through professional skills and tasks according to established standards and principles.

Computer Learning Experience:

Instruction or scholarship knowledge gained from computer programs rather than from direct personal experience.

Consistent Progress:

Steady movement toward achievement of course outcomes/objectives; evidence of progressive personal and pre- professional development.

Contact Hours:

A period of time in which there is instructor-student contact in either the classroom, nursing skills laboratory, computer laboratory, or clinical laboratory.

Corrective Action:

Action(s) taken by BHCLR or designees to modify or correct a student's conduct which may include verbal coaching up to administrative dismissal for cause.

Counseling Services:

Guidance offered by the BHCLR counselor to help a person resolve social or personal problems.

Course:

A series of interrelated studies which begins and ends within a defined time frame and may include practical application and/or experiential learning.

Credit Hours:

Number of hours credited are based on national standards or formulas established by the schools.

Critical Thinking:

Skills in reasoning, analysis, decision making, and problem solving relevant to the discipline of the healthcare professional.

Culture Competent:

Being aware of variations in a population with beliefs, values, and traditions which guide behaviors.

Curriculum:

Course offerings that make-up the program of study.

Curriculum Cycle:

The time period between which a course is initially offered in an academic year until the course is offered again the next academic year.

Curriculum Plan:

The list of courses, the academic credit they carry and the suggested sequencing.

Decision Making Model:

A unique process that involves the correlation between knowledge of pre-existing pathological conditions, explicit client information, nursing care and experiential learning.

Distance Learning Experience:

A formal educational process in which all of the instruction occurs when a student and instructor are separated by place and/or time. Instruction may be synchronous or asynchronous and may employ audio, video, or other computer technologies.

Educational Plan:

A plan developed for a student enrolled in BHCLR that must be followed in order to meet graduation requirements.

Educational Program:

The totality of school activities derived from the philosophy that is designed to achieve specific educational goals.

Enrolled:

Registration process completed, listed on the initial course roll and attended first day of program courses.

Essential Psychomotor Skills:

Essential skills which every student must perform safely prior to progression and/or promotion.

Evaluation:

Systematic method of reviewing the planned and implemented scheme or design to assess the attainment of specific outcomes/objectives.

Evidence-Based Practice:

Entails making decisions about how to promote health or provide care by integrating the best available evidence with practitioner expertise and other resources, and with the characteristics, state, needs, values and preferences of those who will be affected. This is done in a manner that is compatible with the environmental and organizational context. Evidence is comprised of research findings derived from the systematic collection of data through observation and experiment and the formulation of questions and testing of hypotheses.

Faculty: Teaching

One who facilitates fulfillment of the Mission, Goals, and Vision of BH and BHCLR by exemplifying BH values, educating students for entry into health professionals and participating in Continuous Quality Improvement. Their principal responsibility is to prepare competent graduates.

Faculty: Non-teaching

One who facilitates fulfillment of the Mission, Goals, and Vision of BH and BHCLR by exemplifying BH values, assisting teaching faculty in testing registered nurse applicants and students and participating in admission and recruitment activities.

First Time Entry:

Registered for the first time as a student.

Formal Experiences:

Student learning experiences/activities which are scheduled or assigned by faculty.

Full-time Student:

Enrolled in 12 or more credit hours per Fall or Spring Semester. Graduation track and course load of credit hours may not reflect full-time student load.

Good Standing Status:

Behavior and performance reflect fulfillment of academic requirements, compliance with school, hospital, and agency policies, the Student Honor Code, School Values, BH Code of Ethical Conduct, and no financial obligations outstanding.

Graduate:

One who fulfilled all requirements of the respective BHCLR of enrollment.

Graduation:

The awarding of a diploma and the appropriate School Pin signifying the successful completion of the program of study and fulfillment of all graduation requirements; not always simultaneous with Commencement Ceremony.

Health Teaching:

A process by which individuals, families, and groups are assisted to achieve and maintain optimum wellness. This can occur through the use of formal or informal methods.

Hybrid Learning Experience:

An educational process in which instruction is delivered through a combination of both face-to-face instruction and distance education technology. The face-to-face components may incorporate experiences such as examinations, theory, and/or clinical experiences when the student is required to be present on campus or at an associated clinical affiliate.

Indicator:

Specific descriptor of clinical behavior that contributes to the measurement of student's ability to apply theory and skills in the clinical laboratory practice settings.

Informal Experiences:

Integrating unplanned events into client care that must be managed and communicated efficiently.

Managed Care:

A health care delivery system that supports cost-effective, client outcome-oriented care.

Multi-disciplinary Approach:

Method used by several areas of expertise to integrate different ideas and achieve a specific goal.

National Patient Safety Goals (NPSG)

According to the Joint Commission, the National Patient Safety Goals are standards that help accredited organizations address specific areas of concern in regard to patient safety.

Nursing Care:

Care essential to or help in the promotion, maintenance and restoration of health and well-being or prevention of illness in clients of all ages. It includes a "head, hand, heart" approach which integrates practical knowledge and technical skill with empathetic understanding to provide humane and sensitive care.

Nursing Process:

A systematic method of providing safe and effective nursing care utilizing the framework of assessing, planning, implementing and evaluation.

Nursing Roles:

Autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying clients.

Nursing Skills Laboratory Experience:

A process where students practice skills prior to proceeding to clinical practice. The experience enables students to apply theory to practice. The overall aim is to acquire psychomotor skills as well as to develop interpersonal skills, direction, and confidence.

Part-time Student:

Enrolled in less than 12 credit hours per Fall Semester or Spring Semester and less than 6 credit hours per Summer Semester.

Problem Solving:

A series of decision making steps designed to organize thought to reach the best solution to a problem.

Professional:

A person who has competence in a particular field or occupation; one who is accountable.

Professional Development:

Continued acquisition of knowledge through education, professional activities, and participation in the research process.

Professionalism:

Conduct which manifests the educational requirements, legal standards, ethical principle, and requirements of practice based on the philosophy of specialized field of study.

Program of Study:

Experience that students have while enrolled at BHCLR.

Progression:

Movement from one course to another within the same student classification.

Progressive Experience:

A concept based on the principle that learning occurs gradually through discovery and experience.

Promotion:

Advancement in student classification.

Psychomotor Skills:

Physical activity associated with mental processes and the related performance of skills and tasks.

Quality and Education for Nurses (QSEN):

Competencies that reflect a new identity for nurses which demonstrates knowledge, skills, and attitudes (KSA). QSEN emphasis is on quality and safety in patient care.

Reentry Applicant:

A student previously enrolled in the school to which reentry is sought. Study resumed after Academic Suspension, or Voluntary Change of Status. Discontinued study for some reason; reapplied, selected, entered, and studies resumed.

Registration Process:

A class schedule obtained, necessary forms completed, and required tuition and fees paid or payment arranged.

Restitution:

Reimbursement to school for damage to or misappropriation of property.

Retention:

Enrolled in a course, eligible to progress according to program of study, eligible for reentry, or graduated. May not be enrolled at a given time but remains eligible to resume study within 1.5 times length of program of study.

School Campus:

All areas where student instruction is provided; includes affiliate and contracted clinical settings.

Selected Individuals:

Applicants who are selected for entry by a respective selection committee to a specific BHCLR program of study according to established criteria, requirements, and processes.

Semester:

A specific time period during which one or more courses are taught.

Skills:

Proficiency, competency, or dexterity that is acquired or developed through training or experience.

Spiritual Care:

Responds to basic universal human needs-needs that are not necessarily religious, nor limited to end-of life concerns.

Student Development:

Activities that promote the professional and personal development of a student to fulfill the role of a beginning healthcare professional.

Student Government:

Privilege of self-governance which fosters leadership and citizenship within the policies and philosophy of BHCLR, BHMC-LR, and BH.

Syllabus:

A summary, in school approved outline format, listing the main points of the course; evaluation methods, objectives/outcomes, content, teaching plan, and specific policies as applicable.

Teaching Methodologies:

The techniques or strategies used by faculty to promote learning.

Test Proctors-Non-teaching:

A faculty member who facilitates fulfillment of the Mission, Beliefs, and Values of Baptist Health and Baptist Health College Little Rock by exemplifying the Baptist Health values, assisting teaching faculty in administering test to applicants and students, and end of course evaluations according to established guidelines.

Theoretical Knowledge:

A sum of what an individual knows about the subject matter of a discipline based on information and principles related to a set of facts, a science, or an art.

Theory:

A set of interrelated ideas that give a systematic review of phenomena that is explanatory and/or predictive in nature.

Therapeutic Interpersonal Relationship:

Interaction that is goal directed and purposeful.

Baptist Health College- School of Nursing

STUDENT HANDBOOK VERIFICATION

Master Signature Page

The Baptist Health College School of Nursing Student Handbook contains policies and procedures for Fall 2025. I acknowledge that it is my responsibility to periodically review the Handbook for updates.

I understand that I am responsible for all of the information contained in the School of Nursing Handbook and agree to abide by all policies, contracts, and requirements contained therein, including but not limited to:

Immunizations

Dress Code: Campus & Classroom

Dress Code: Clinical Laboratory

Academic Advising

Academic Dishonesty

Academic Probation

Attendance

Grading System

Nursing Skills Laboratory Grade

Clinical Laboratory Grade

Classroom Behavior Expectations

Clinical Laboratory Policies and Expectations

Makeup Course Work

Medication Administration Safety

I understand and agree that failure to abide by the terms set forth in the Handbook could result in corrective action, up to and including dismissal from the nursing program.

Print Student Name

Date

Student Signature

