

University of Central Arkansas

School of Nursing



Undergraduate Student Handbook

(BSN, and RN to BSN)

2020-2021



Welcome from the Director

It is my pleasure to welcome you to the University of Central Arkansas' School of Nursing. Commitment to excellence in nursing education and student success is our primary mission. Explore this handbook and our website to learn more about our programs and activities – let us help you achieve your professional goals.

~ Dr. Susan Gatto, PhD, RN

Welcome from the Undergraduate Program Coordinator

Congratulations on your entry into the University of Central Arkansas - School of Nursing. It is a special pleasure to welcome new and returning BSN students. You are entering an exciting time in the delivery of healthcare in Arkansas and throughout the nation, and your experiences with us will provide the knowledge, skills, and abilities to lead the way.

~ Dr. Julie Meaux, PhD, RN, CNE, FNAP



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About this Handbook

The Undergraduate Nursing Student Handbook contains policies and procedures for students in the Bachelor of Science in Nursing (BSN) programs (prelicensure BSN, and RN to BSN).

This is one of several official UCA publications you need as a UCA student. These publications contain rules, regulations, and policies that apply to all UCA students.

- The University of Central Arkansas Undergraduate Bulletin
- UCA Student Handbook
- UCA Police Department Policies and Regulations

The current edition of this handbook should be referred to throughout this academic year. The information in this handbook in no way exempts you from the requirements of the University as found in the other official publications.

Policies and procedures change over time. Changes in such vital areas as curriculum or requirements for graduation will not be made retroactively unless they are to the students' advantage and can be accommodated within the remaining time before graduation. Policy revisions made after July 2020 will be disseminated to students via UCA Gmail.

The UCA School of Nursing Undergraduate Student Handbook is updated every year and students are accountable to policies herein and revisions that have been sent by UCA Gmail.

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UCA School of Nursing

History

The School of Nursing was established in the spring of 1967 after the closure the baccalaureate nursing program at Ouachita Baptist College in Arkadelphia. The Ouachita Baptist College program was in existence for two years after replacing Little Rock's Baptist Medical System's diploma school of nursing.

In order to provide a continuation of education for the enrolled students, numbering more than 100, UCA (then State College of Arkansas) was asked to initiate a nursing program and accept the nursing students from Ouachita. The first class of 26 baccalaureate students graduated in the spring of 1969. The UCA School of Nursing was established with funding assistance from the city of Conway and by Governor Winthrop Rockefeller. The School of Nursing has been an integral part of the university's academic community since its inception. It has consistently received the administrative support and cooperation required to sustain quality undergraduate and graduate programs.

The BSN program received its initial National League for Nursing (NLN) accreditation in 1969. In keeping with the historical role of UCA as an institution for the preparation of teachers, a graduate program in nursing education (MSE) was established in 1970. In 1977, the graduate program was revised to offer a Master of Science in Nursing (MSN) degree. The MSN program was granted initial NLN accreditation in the fall of 1982. In 2014, the Doctor of Nursing Practice program received approval from the Higher Learning Commission and admitted the first cohort of DNP students. Full accreditation of the DNP program was awarded in 2015.

In 2016, the UCA Department of Nursing officially became the UCA School of Nursing and the Nabholz Center for Healthcare Simulation was established.

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Mission and Philosophy

Mission - The School of Nursing is committed to educating students at the undergraduate and graduate levels as leaders in the delivery of quality healthcare and advancement of the nursing profession.

Philosophy - Excellence in nursing education is achieved through dedicated nursing faculty and their ongoing commitment to teaching/learning, student success, scholarship, and service to the community. The process of learning involves student-teacher partnerships and cooperation in meeting student and program goals. The nursing faculty serves as role models who guide students in developing an understanding of the discipline and in developing leadership, accountability, cultural competence, safe and ethical practice, and interdisciplinary collaboration. Learning is a life-long endeavor that fosters intellectual and personal growth through critical thinking, active inquiry and creative endeavors.

- **Profession:** Nursing is a professional discipline concerned with meeting the health needs of a diverse and changing society. As a profession, nursing is legally and ethically accountable to society for the integrity and outcomes of its practice. Professional nursing is an art and a science grounded in general education and derived from the synthesis of empirical knowledge, aesthetics, personal knowledge, and ethics. Nursing knowledge is built through scholarly inquiry and study, self-reflection, and a variety of clinical and professional experiences.
- **Practice:** Nursing practice includes direct and indirect care, prevention and treatment of disease and illness, management of symptoms, and promotion of the health and well-being of self, individuals, families, groups, communities, and populations. Professional nursing practice requires the acquisition of knowledge, competencies and values; role development; self-awareness; and acceptance of sociopolitical, ethical and professional responsibilities. Caring is fundamental to nursing and encompasses the characteristics of empathy, compassion, sensitivity, and the ability to connect with patients with thoughtful attention to patients' needs, interests, and values.
- **People:** Nurses believe people are holistic beings with inherent dignity and worth who have the right and responsibility to participate in decisions that affect their health. Health is a dynamic state of physical, spiritual, emotional and psychosocial being, affected by genetics, environmental factors, personal behaviors, and abilities to adapt in a rapidly evolving environment. Health is expressed in terms of perceived wellness and illness, both of which can occur in the presence or absence of disease.

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Accreditation

The Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP) program, and the Post-graduate APRN certificate program are fully accredited by the [Commission on Collegiate Nursing Education](#) (CCNE). The BSN and MSN programs are also approved by the [Arkansas State Board of Nurses](#).

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ANA Code of Ethics for Nurses

Each student is to adhere to the values and ethics expressed in the ANA Code of Ethics for Nurses with Interpretive Statements (2015) The [Code can be viewed and purchased online](#).

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient/client, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient/client.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient/client care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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Baccalaureate of Science in Nursing (BSN) - Program Information

The baccalaureate of science in nursing (BSN) degree prepares nurses for a wide variety of professional roles and graduate study. Course work includes nursing science, research, leadership, and related sciences that inform the practice of nursing. It also provides the student with general education in math, humanities and social sciences. UCA offers a prelicensure BSN program for students who are not yet licensed. In addition, articulation options are available for licensed RN's to complete the BSN degree.

Conceptual Framework

The conceptual framework for the BSN program is the [Essentials of Baccalaureate Education for Professional Nursing Practice](#), (American Association of Colleges of Nurses (AACN), 2008).

Adopted by Faculty Organization: 2009

Program Objectives – Admission Classes of 2017 and 2018

At the completion of the degree program, the graduate is prepared to:

1. Engage in practice based on the integration of liberal education, nursing education, evidence, experience, and ethics. (BSN Essential 1, 3)
2. Assume responsibility for life-long learning and plan for professional career development. (BSN Essential 8)
3. Collaborate with patients/clients and interdisciplinary healthcare team members in decisions that influence the delivery of healthcare in an ever changing environment. (BSN Essential 6)
4. Allocate and manage physical, fiscal, and human resources to achieve optimal nursing care and outcomes. (BSN Essential 2, 5)
5. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively within interpersonal and professional relationships. (BSN Essential 6)
6. Incorporate scholarly inquiry, clinical reasoning, and information literacy to address simple and complex issues. (BSN Essential 1, 3)
7. Use healthcare technologies and information systems to improve patient/client care outcomes and create safe care environments. (BSN Essential 4)

8. Apply leadership concepts, skills, and decision making in the provision and improvement of nursing care. (BSN Essential 2)
9. Provide direct and indirect holistic, patient/client-centered care to individuals, families, groups, communities, and populations across a variety of settings. (BSN Essential 7, 9)
10. Engage in professional behaviors by adhering to legal, ethical, and professional standards. (BSN Essential 8, 9)
11. Participate in political and regulatory processes to shape the healthcare delivery system and advance the profession. (BSN Essential 5)
12. Coordinate, supervise, and delegate to healthcare team with safety and competence. (BSN Essential 9)
13. Engage in care of self in order to care for others. (BSN Essential 8, 9)

Revised by Faculty Organization: February 3, 2012

The BSN curriculum is designed to enable students to achieve program objectives. Level objectives are used to guide course work and activities at each level of the BSN curriculum. Level objectives for Levels II, Level III, and Level IV can be found in [Appendix A](#).

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Program Outcomes – Beginning with admission Class of 2019

1. Critical Inquiry – the ability to analyze new problems and situations to formulate informed opinions and conclusions.
2. Communication – The ability to develop and present ideas logically and effectively in order to enhance communication and collaboration among diverse individuals and groups.
3. Responsible Living – The ability to address real-world problems and find ethical solutions for individuals and society.
4. Diversity – The ability to analyze familiar cultural assumptions in the context of the world’s diverse values, traditions, and belief systems, as well as to analyze the major ideas, techniques, and processes that inform creative works within different cultural and historical contexts.
5. Collaboration – a complex partnership that occurs over time that allows effective functioning of nursing and Interprofessional teams, and fosters open communication, mutual respect, and shared decision-making to achieve quality outcomes.
6. Professional practice – competency in the professional role as care provider; designer, manager, or coordinator of care; and a member of the profession.

The BSN curriculum is designed to enable students to achieve program outcomes. Level objectives are used to guide course work and activities at each level of the BSN curriculum. Level objectives for Year 1 and Year 2 can be found in Appendix B.

On Campus - BSN Tracks

Prelicensure BSN Track

The prelicensure BSN track is designed for students who do not yet hold a nursing license. The prelicensure BSN track includes traditional face-to-face classes and online classes. Clinical

experiences range from simulated learning in the Nabholz Center for Healthcare Simulation, virtual clinical experiences, and clinical experiences in a variety of central Arkansas healthcare agencies, institutions, and communities. Upon successful completion of the program, the student is awarded a Bachelor of Science in Nursing (BSN) degree and is eligible to apply to take the Registered Nurse (RN) licensing examination (NCLEX-RN).

Prelicensure BSN - Plan of Study

The prelicensure BSN track requires a total of 120 semester credit hours, including at least 40 upper-division credit hours. The academic requirements or “Academic Map” for those admitted to the prelicensure BSN degree program in Fall 2017 and 2018 can be found on the UCA website.

The academic map for those admitted beginning in 2019 can be found on the UCA website at: <https://uca.edu/academicmaps/files/2019/04/2019-nurs-bsn-4yr.pdf>

Tuition and Fees for Prelicensure Nursing Students

The Student Accounts/Cashier’s Office is located in Bernard Hall Suite 110. (501) 450-5015. www.uca.edu/studentaccounts

UCA’s mission is to professionally assist students, parents, and third party agencies through the payment process and serve as the main monetary collection point for the University. We strive to offer the best possible service consistent with policies and regulations. We provide information, assistance, and education to students and parents so that they can fully understand the cost of attending the University, the dates when these costs are due, and methods for paying the costs. Specific information can be accessed via personal contact, our website, [myUCA](#), the student handbook, the undergraduate and graduate bulletins, and invoices. The dates, times and instructions for paying fees are extremely important to avoid monthly late payment charges.

The current tuition and fees can be found at <http://uca.edu/studentaccounts/tuition-and-fee-rates/>.

As a nursing student, you will be charged the following fees, in addition to other university fees:

1. A College of Health and Behavioral Sciences fee is assessed for all health science majors, including nursing, physical therapy, occupational therapy, and speech pathology due to the higher costs of these programs. Some of the revenue comes to the program to assist in obtaining faculty, some goes into the general revenue of the university to cover malpractice insurance, and some goes to the library for books and periodicals in the health fields.
2. A Nursing Assessment fee is required for all nursing courses. This fee pays for testing programs and standardized tests used throughout the curriculum.
3. A Nursing Technology and Lab fee is assessed for all nursing courses and is used to purchase and update equipment used in the nursing simulation lab and classrooms.
4. Go to the [School of Nursing](#) website for specific amount of the above fees. <http://uca.edu/nursing/special-fees/>.

Online Tracks

RN to BSN Track

Online programs have rapidly become commonplace in Universities, encouraging working professionals to pursue further education. Online courses have a flexible component not found in the traditional face-to-face classroom. However, students should expect to devote the same amount of time for online courses as they would for face-to-face courses. For each 3-credit course, the student should be prepared to devote 12-15 hours per week for course activities.

The RN-to-BSN track is for Registered Nurses (RNs) who are graduates of an accredited associate degree or hospital diploma program and seek a Bachelor of Science in Nursing (BSN) degree. Qualified RNs receive 41 hours of BSN nursing credit based on their prior educational program. RN to BSN courses are delivered completely online. The Leadership and Community Health courses also require practicum experiences that the student completes near their home location. The purpose of the practicum experience is to allow students to demonstrate achievement of required BSN competencies. Practicum experiences are required of all programs accredited by the Commission on Collegiate Nursing Education.

RN to BSN Plan of Study

The RN to BSN track can be completed in 12 months. Curriculum patterns for the RN to BSN full-time or part-time study can be found at: <https://uca.edu/nursing/rn-to-bsn-curriculum/>

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Tuition for Online Undergraduate Programs

Board policy 630 (Updated May 2017): Undergraduate fully online program \$285/semester credit hour.

Instructional Methods

The UCA School of Nursing uses innovative instructional methods to facilitate learning that may include face-to-face experiences in the traditional classroom setting, online learning, experiences in the Nabholz Center for Healthcare Simulation, and clinical experiences in various healthcare and community agencies located throughout Arkansas. These innovative approaches are intentionally placed into our degree programs and are a vital part of our student learning experiences.

Traditional Classrooms (prelicensure BSN)

Prelicensure students have coursework in traditional classrooms that are equipped with projectors, computers, and media players. Faculty members use technology and other teaching strategies to promote student engagement and active learning.

Online Learning (all BSN tracks)

The Blackboard® learning management system is used to augment classroom instruction or to deliver courses completely online. Access to Blackboard® course websites is automatic with enrollment in a course. Online course “shells” are created for all courses, enabling faculty to provide students with Internet access to materials and other online learning tools to promote learning. All students are required to learn and use the learning management system to gain access to course documents, syllabi, course announcements, testing information, online discussions and more. Blackboard® is an easy to use online learning tool accessible at any time, via the Internet. Please go to

https://bblearn.uca.edu/webapps/portal/execute/tabs/tabAction?tab_group_id=88.1 if you have questions or need assistance with Blackboard.

Nabholz Center for Healthcare Simulation (NCHS) – (prelicensure BSN)

The NCHS uses uniquely designed clinical simulation experiences to bring students into real-world environments for nursing practice. The NCHS provides the opportunity for students to become familiar with assessing patients, formulating nursing diagnoses, designing and implementing nursing interventions and evaluating the outcomes of care for patients in various clinical situations across the life span. Students use clinical reasoning to make clinical judgments and key decisions that impact patient care. Students are also given the opportunity to learn about and perform nursing techniques (such as medication administration or sterile procedures). When students enter the actual clinical setting, they are better prepared to care for patients and their families.

Clinical and/or Practicum Experiences (all BSN tracks)

Clinical and practicum experiences are designed to meet requirements of the degree track, individual course learning outcomes, and the specific learning needs of students. Clinical experiences are chosen based on the objectives for each clinical course and include direct and indirect care experiences in acute care, outpatient care, and community sites. Clinical and practicum experiences provide the student with hands-on experience and allow the student to apply theory to the practice of nursing.

Practicum experiences in Leadership and Community Health for students in the online RN to BSN track are individualized to the student. Students and faculty work together to design direct care experiences that are completed near the students home location. The purpose of the practicum experience is to allow the student to demonstrate achievement of BSN competencies.

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Program Admission Requirements

Abilities and Skills for Admission and Progression in Nursing

The UCA School of Nursing affirms that all students enrolled in the Baccalaureate Program must possess those intellectual, personal, motivational, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required for safe and ethical professional nursing practice.

Rationale: The professional nurse must possess the knowledge and ability to effectively assist his or her patient/client's biophysical, psychological, social, cultural, and intellectual domains. Further, the professional nurse must competently analyze the assessment data through intellectual processing to arrive at a definition of the patient/client's status or problem, plan independently or collaboratively for a full range of therapeutic interventions, execute all or part of the plans through nursing acts, and evaluate the care delivered and the patient/client responses to it.

The following abilities and skills are necessary to meet the requirements of the curriculum:

Technological accommodation can be made for some disabilities in these certain areas, but a candidate should be able to perform in a reasonably independent manner. Candidates admitted to and students' progressing through the nursing program are required to perform activities with or without reasonable accommodations in the classroom, lab and clinical settings. It is recommended that students consult with the UCA Office of Disability Support Services as they consider what reasonable accommodations may be appropriate to mitigate the impact of a disability. The use of a trained intermediary is not acceptable, in that a candidate's judgment must be mediated by someone else's power of observation and selection.

Skills and Abilities	Standards (Candidate must be able to):	Functional Abilities (may include but are not limited to):
Observation	<ul style="list-style-type: none"> Observe a patient/client accurately at a distance and close at hand 	<ul style="list-style-type: none"> Observation necessitates the functional use of the senses of sight, sound, smell, and touch.

Communication	<ul style="list-style-type: none"> • Speak, hear, and observe patients/clients in order to elicit information. • Communicate effectively and sensitively with patients/clients and convey information in oral and written form with all the healthcare team members. 	<ul style="list-style-type: none"> • Describe changes in mood, activity, and posture • Perceive nonverbal communications. • Communication includes speaking, reading, and writing.
Motor	<ul style="list-style-type: none"> • Have sufficient motor function to elicit information from patients/clients, gain access to patients/clients in a variety of care settings and to manipulate the equipment central to the treatment of patients/clients receiving professional nursing care. 	<ul style="list-style-type: none"> • Palpation, auscultation, percussion, and other assessment maneuvers; such actions require coordination of both gross and fine muscular movement, equilibrium, and functional use of the senses of touch and vision
Intellectual-Conceptual, Integrative, and Quantitative Abilities	<ul style="list-style-type: none"> • Abilities include measurement, calculation, reasoning, analysis, and synthesis. 	<ul style="list-style-type: none"> • Problem solving, the critical skill demanded of nurses, requires all of these intellectual abilities/standards. • Comprehension of three dimensional relationships and understanding that spatial relationships of the structures is essential.
Behavioral, Social and Emotional Attributes	<ul style="list-style-type: none"> • Possess the emotional health required for full utilization of his or her intellectual abilities, exercise good judgment, and prompt completion of all responsibilities attendant to the care of patients/clients. • Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities necessary for professional nursing. 	<ul style="list-style-type: none"> • Function effectively under stress • Adapt to changing environments/display flexibility • Demonstrate non-judgmental attitude and respect for others decisions • Maintain confidentiality/privacy
Attentiveness/Inquisitiveness	<ul style="list-style-type: none"> • Regularly attends class. (Extended absences are for relevant and serious reasons and approved, where applicable, by the appropriate authority.) • Acquires an interest in his/her courses and curricular subjects, demonstrating individual pursuit of further knowledge. 	<ul style="list-style-type: none"> • Is consistently on time and stays until the end of the experience. • Alertness during presentations; takes notes; asks appropriate questions; refrains from engaging in electronic communication that is not approved by the instructor. • Display critical thinking standards: clarity, accuracy, relevance, depth, breadth, logic, and significance
Professional Behavior	<ul style="list-style-type: none"> • Possess positive, open attitude toward peers, teachers and others during the course of nursing studies. Show appropriate respect for those placed in authority, both within the University and within society. • Function as a responsible, ethical, and law-abiding adult. • Student/student and student/faculty academic interchanges must be carried out in a reliable and trustworthy manner. 	<ul style="list-style-type: none"> • Maintain professional bearing in interpersonal relations (confidentiality/privacy). • Differentiate and establish personal and therapeutic boundaries. • Nursing school performance is expected as a primary commitment.
Cooperation	<ul style="list-style-type: none"> • Work effectively in large and small groups, with other members of the health team, 	<ul style="list-style-type: none"> • Function in a supportive and constructive fashion in group situations (make good use of feedback and evaluations).

	giving and accepting freely in the interchange of information.	<ul style="list-style-type: none"> Establish and maintain rapport with clients, families, peers, faculty and staff.
Personal Appearance	<ul style="list-style-type: none"> Personal hygiene and dress must always reflect the high standards expected of a professional nurse. 	<ul style="list-style-type: none"> Cleanliness, modesty, well-groomed, adheres to department dress code.
Moral, Ethical and Legal Standards Professional Role	<ul style="list-style-type: none"> Respect the rights and privacy of other individuals and does not violate laws of our society. Remain in compliance with ANA Standards of Practice and Arkansas State Board of Nursing Rules and Regulations regarding professional conduct. 	<ul style="list-style-type: none"> Always conduct self as a professional.

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Prelicensure BSN Admission Criteria (Fall application only)

- Cumulative GPA of 2.75 or above. Prerequisite GPA (45 hours) of 2.75 or above. Prerequisite Science GPA of 2.5 or above.
- A grade of “C” or above for all nursing prerequisite credit hours.
- BIOL 2410 Human Anatomy & Physiology must be successfully completed (C or better grade) by the end of the Fall term of application.
- Applicants not born in the United States or in a country where English is not the official language must document their English proficiency. An official score of 83 or higher on the iBT TOEFL exam is required. The exam must have been taken within the last two (2) calendar years. Only iBT TOEFL scores received directly from ETS or the UCA Testing Center will be accepted as valid.
- Presentation of a complete application within published deadlines.

Ranking criteria for qualified students who meet the admission criteria:

Applications are ranked according to GPA and deficits (prerequisite courses which are not complete by the end of the Fall semester).

- Students with higher GPAs will receive more points than those with lower GPAs. Grades received for courses taken concurrently in high school will be counted in the GPA calculations for admission into the BSN major.
- Course deficits (those prerequisites not completed by the end of the fall semester of application) can significantly impact the chances for admission into the nursing major. Please note: BIOL 2410 must be successfully completed in or before the fall term of application.
- Preference is given to UCA students. To be considered a UCA student, students must have 30 hours completed at UCA or taken concurrently in high school or a combination of both. Transfer students are also considered and ranked in the admission process.

- Application and Review Process –
 - Applications are accepted once a year (November 15st deadline) for admission the following Summer II semester. Application period Oct. 1, 2020 to Nov. 15th, 2020 for admission starting July 2021.
 - Applications are reviewed after final fall grades are reported.
 - Applicants are notified of their admission status by email before classes start in January. Admit status options include:
 - Full admit status- extended to qualified students who have completed all 60 credit hours of required nursing prerequisite courses.
 - Conditional admit status – extended to qualified students who have completed 45 credit hours of required nursing prerequisite courses. Students who are conditionally admitted **MUST** complete all nursing prerequisite courses prior to the beginning of the Summer II semester.
 - Wait list – qualified students who do not rank high enough for full or conditional admit may have the option to be on the wait list.
 - Qualified – but not ranked high enough for admission or wait list.
 - Not qualified
 - Decisions regarding admission are NOT given out over the phone.
 - Applicants who feel they were treated differently from other candidates in admissions decisions are to contact the Director of the UCA School of Nursing (501-450-3119) within 10 business days for information about the appeals process.
 - All appeals begin with the School of Nursing.

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RN to BSN Admission Criteria (Fall, Spring, or Summer Admission)

Admission is selective and competitive. Requirements for the nursing major are:

- Current unencumbered Arkansas RN license.
- Graduate of a nationally accredited nursing program leading to RN licensure. Graduates of non-nationally accredited schools may be considered on an individual basis.
- Minimum GPA of 2.5.
- A grade of “C” or above for all nursing prerequisite credit hours.
- Students may apply during the last semester of their RN program. Applicants lacking 1 or 2 pre-requisite courses may be considered for admission.
 - Students who graduated with an Associate degree in Nursing from one of the Arkansas Community College Partners should refer to the transfer agreement for that college when determining the courses needed to be eligible for admission into the UCA Nursing program (<https://uca.edu/2plus2/agreements/>).
 - Qualified RNs receive 41 hours of BSN nursing credit based on their prior educational program. Once admitted, students will complete 12 months of online courses (30 credit hours). The RN to BSN track is offered totally online.
- Complete Nursing Application for Admission.
- Work experience as specified by the [Arkansas Nursing Education Progression Model](#):

- < 12 months after graduation no work experience required.
- > 12 months after graduation 1000 hours of nursing employment in the last 12-24 months.
- Admission to UCA. The University application form is available on-line at <http://www.uca.edu/admissions> or call 1-501-450-3128. Students are encouraged to be under the advisement of a UCA School of Nursing Education Counselor prior to that time.
- International applicants whose native language is not English must demonstrate proficiency in the English language by submitting official TOEFL scores (required minimum of 83 or higher on the iBT). The exam must have been taken with the last two (2) calendar years.

Ranking criteria for qualified students who meet the admission criteria:

- Applications are ranked according to GPA and deficits (prerequisite courses which are not completed at the time of application).
 - Overall GPA, and Prerequisite GPA are calculated and the highest is used for ranking purposes.
 - While GPA is important, deficits can significantly impact one's chances for admission to the nursing major.

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New Student Requirements

Upon admission, and prior to each clinical course, students must present documentation that qualifies them to participate in clinical laboratory learning experiences. This documentation is necessary for student health, patient/client safety, and to fulfill contractual agreements with clinical agencies. All students enrolled in a clinical nursing course must submit documentation as specified by [CastleBranch](#). This material must be up to date at all times while the student is enrolled in the nursing program.

Students who fail to meet these requirements may be administratively withdrawn from the nursing course(s). Students are responsible for obtaining and ensuring they meet any other requirements of the clinical or educational agencies with which they affiliate. This may require additional vaccinations, clinical training, and/or policy training.

Students are encouraged to also keep a file with documentation submitted to CastleBranch. As a professional nurse you will be required to provide proof of immunity, CPR certification, etc. throughout your career.

Upon Acceptance to Program

Upon acceptance, students must complete background checks and clinical requirements through [CastleBranch](#) using the code- **NE62all** - for prelicensure students and **NE62rntobsn** for RN to BSN students. Enrollment is contingent upon **satisfactory evaluation** of the results of the background check. **See the Arkansas State Board information about Criminal Background Checks and Licensing Restrictions Based on Criminal Records in [Appendix F](#).**

- a. Go to <https://www.castlebranch.com/>

- b. Enter package code: **NE62all (prelicensure students) or NE62rntobsn (RN to BSN)**
- c. Enter payment information – Visa, MasterCard (credit or debit), or money order (approximately \$154) mailed to Castle Branch (NOTE: There is a processing fee for money orders). The student should follow online instructions to complete the order.

Upon completion of the background checks, the student will be directed to complete the “student requirements” and submit the documents listed below to CastleBranch. The documents can be submitted via scan, fax or U.S. mail. (Information is provided on the CastleBranch website). Dates must be clearly visible on the student’s documentation. Forms indicated below are available in your <https://www.castlebranch.com/account>.

Disclosure of offenses post-background check completion: Current students are required to immediately report to the Undergraduate Program Coordinator any arrest, criminal charge or conviction occurring after his or her background check has been completed. Required disclosure also includes, but is not limited to: allegations, investigations and/or disciplinary action from any licensing board or agency included under the Nationwide Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

Requirements:

Upon completion of a satisfactory background check, the student is required to submit the following documentation to CastleBranch.

- Due Dates
 - Prelicensure BSN – All documentation is due by July 1st .
 - RN to BSN students (Fall admission) – July 15th
 - RN to BSN students (Spring admission) – December 1st
 - RN to BSN students (Summer admission) – May 1st

**Due dates are subject to change by the Undergraduate Coordinator*

The State of Arkansas requires certain immunizations for all students regardless of program or track. All full- and part-time undergraduate students are required to complete the new student immunization/certification requirements outlined below through <https://www.castlebranch.com/> (Initiated by code **NE62all/NE62rntobsn**)

Please Note: If the student fails to provide documentation of requirements, she/he will not be allowed to begin/continue clinical course work and/or register for additional courses.

How to meet requirements:

- A. Clinical Requirements
 - a. **Measles, Mumps, Rubella:** Two (2) MMR vaccines OR lab evidence of immunity (positive titers) for Measles (Rubeola), Mumps, and Rubella.
 - b. **Varicella:** Two (2) Varicella vaccines given at least 28 days apart OR lab evidence of varicella immunity (positive titer).

- c. **Hepatitis B:** Proof of immunity (positive surface antibodies 10 or greater). Students who have not completed the 3-part series OR those who decline to receive the immunization must sign the Hepatitis B Waiver form.
 - d. Initial two-step **tuberculin skin test** (injections placed 1-3 weeks apart).
 - a. If both readings are negative, repeat one-step TB annually.
 - b. If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to the UCA School of Nursing and annual completion of the 'Annual Past-Positive TB Screening' form confirming the absence of symptoms by a physician, APRN, or PA. If there is evidence of a positive chest x-ray and/or symptoms of TB, the student must follow-up with a medical evaluation.
 - e. **Tetanus-Diphtheria-Pertussis (Tdap):** Documentation of vaccination within last ten years.
 - f. **Current CPR certification.** All students are required to successfully complete the American Heart Association's (AHA) Basic Life Support (BLS) for Healthcare Providers course. BLS provided by the AHA is the only BLS card accepted.
 - g. **Current health insurance** - Clinical sites require students to have health insurance to cover any illness or injury that may incur during the clinical training experience.
 - h. **Influenza:** Annual flu vaccination is required or an approved exemption through the UCA School of Nursing. Exemptions are allowed for sincerely held religious and personal beliefs, and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (Note: minor side effects, such as low grade fever, cold symptoms, or muscle aches are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season. Beliefs may change over time, medical conditions change, and new types of vaccine become available.
 - i. **Physical Exam:** Authenticated by a physician, APRN, or PA, documenting evidence of good physical and mental health (Not required for RN to BSN students).
- B. **AR Child Abuse History Clearance check** – download the 2 page clearance form and complete in the presence of a Notary. Then mail the completed form and \$10 check or money order to the Arkansas Department of Human Services. When you receive the results in the mail, scan results and upload to Castle Branch.
 - C. **Drug screen** – CastleBranch assigns you an approved facility based on your reported home address. Instructions will be available on your portal 24 hours after purchase of initial package.
 - D. **Background check:** statewide and federal criminal, and residence history.
 - E. **RN students only** - Copy of an unencumbered Registered Nurse's license in the state(s) where you reside/work or will be doing clinical training.

Some clinical sites may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. Once enrolled, the immunizations and titers can be done at UCA Student Health. A student who plans to use Student Health should go online at

<http://uca.edu/studenthealth/> to schedule an appointment. Students will be responsible for all charges incurred in order to meet clinical site requirements.

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Continuing Student Requirements

Disclosure of offenses post-background check completion: Current BSN students are required to immediately report to the Undergraduate Program Coordinator any arrest, criminal charge or conviction occurring after his or her background check has been completed. Required disclosure also includes, but is not limited to: allegations, investigations and/or disciplinary action from any licensing board or agency included under the Nationwide Healthcare Fraud and Abuse scan; Office of Inspector General (OIG), General Services Administration (GSA), FDA Debarment Check, Office of Regulatory Affairs (ORA), Office of Research Integrity (ORI), and Medicare and Medicaid Sanctions.

Maintaining Health Insurance, Immunization and Certification Requirements: Continuing BSN students must maintain current documentation within <https://www.castlebranch.com/> throughout enrollment.

Annual Background Check – continuing students are required to purchase a “recheck” package (NE62r) prior to the beginning of the Fall semester to remain in compliance with clinical agency requirements. The recheck package is approximately \$57.

Please note: If the student fails to provide documentation of requirements, she/he will not be allowed to begin/continue clinical course work and/or register for additional courses.

Students are required to update the following date-dependent documentation in <https://www.castlebranch.com/> when due:

1. Students must have **current health insurance** coverage. Clinical sites require the student to have health insurance to cover any illness or injury that he or she may incur during the clinical training experience.
2. Negative results of **annual tuberculin skin test**. If positive, medical evaluation and documentation of a clear chest x-ray within one year of admission to UCA School of Nursing and annual completion of the Annual Past-Positive TB Screening form (form available at www.castlebranch.com) confirming the absence of symptoms by a physician, APRN, or PA.
3. **Current CPR certification** - American Heart Association’s (AHA) Basic Life Support (BLS) for Healthcare Providers. BLS provided by the AHA is the only BLS card accepted.
4. **RN students only** - Copy of an unencumbered Registered Nurse’s license in the state(s) where you reside/work or will be doing clinical training.
7. **Influenza:** Annual flu vaccination is required. Exemptions are allowed for sincerely held religious and personal beliefs, and for medical contraindications such as a serious allergic reaction (anaphylaxis) or history of Guillain-Barre syndrome following a previous influenza vaccine. Documentation from medical provider will be required. (Note: minor side effects, such as low grade fever, cold symptoms, or muscle aches are not a medical contraindication to vaccination.) Exemptions must be applied for prior to each flu season.

Students should be aware that some clinical sites may require additional immunizations and/or blood titers, drug screening, or additional criminal background checks. Students will be responsible for all charges incurred in order to meet clinical site requirements.

Student Requirements When Returning from Leave of Absence: Any BSN student who completed a background check through Castle Branch but had a break in enrollment, including a deferral or leave of absence, must complete a new background check no more than 30 days prior to return. See Education Counselor for direction on what requirements need to be completed.

Accidents/Injury/Illnesses: Students are responsible for the costs of tests, treatment, and follow-up care for any accidents, injury, or illnesses that occur while enrolled as students at the University of Central Arkansas. Students are not entitled to worker's compensation benefits.

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Student Advising and Registration

The School of Nursing offers educational counseling/advising for all pre-nursing and nursing students. It is ultimately the student's responsibility to know and abide by the academic policies of the University and the School of Nursing. Students should be familiar with the degree requirements as stated in the UCA Undergraduate Bulletin and the critical deadlines and general information published in each schedule of courses.

Once admitted into the Nursing major, prelicensure BSN students are assigned a faculty advisor. Students are **required** to meet with their faculty advisor each semester **prior** to advanced registration. Faculty advisors are responsible for approving a student's plan of study and helping the student to assure that all degree requirements are being met.

RN to BSN students are advised by an Education Counselor, Mrs. Amanda Abramovitz. Mrs. Abramovitz is available by email at aabramovitz@uca.edu. RN students are provided a plan of study at the time of admission.

All students are to complete an Academic Advisor Evaluation each semester which is found in the same place as the Faculty Evaluations on the MyUCA website, "Evals".

Students must meet with their academic advisor and the Undergraduate Program Coordinator prior to withdrawing from a nursing course, the program, or the university.

Course Scheduling for Prelicensure Students

Courses in the nursing major are sequentially planned. This means that, unless otherwise specified, nursing courses must be successfully completed in the order and semester listed on the curriculum pattern. Since each nursing course is offered only once a year, an unsuccessful attempt of any course will result in a graduation date delay of at least one year.

Course Scheduling for BSN Completion Students

Courses in the BSN completion tracks are not sequentially planned. The student is responsible for meeting with the RN to BSN Education Counselor for course scheduling.

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Returning to the Nursing Program after interruption in plan of study

Students who return to the Nursing Program after an interruption in their plan of study (withdrawal or course failure) will be required to follow the most current curriculum plan and may be required to take additional courses in order to satisfy degree requirements.

****Students admitted to the prelicensure BSN track in Fall 2018** – A revised curriculum for the prelicensure BSN track began in Fall 2019. In the event that a student admitted to the prelicensure BSN track in Fall 2018 fails to achieve a “C” in a nursing class, withdraws from a nursing class, or alters the nursing course of study for any reason (for example, major health problem, family emergency, or active military service that prevents you from enrolling for a semester) the student will be required to follow the revised curriculum plan. The revised curriculum plan may require additional classes or credit hours.

Financial Aid

The Financial Aid Office of the University of Central Arkansas provides information and application materials for grants, loans, and scholarship aid. Information on other sources of financial aid may be obtained from the Student Financial Aid Office located in Harrin Hall Suite 200.

Course Cancellation

The School of Nursing reserves the right to limit enrollment and/or to cancel any course for which qualified faculty are not available and/or student enrollment is not sufficient.

Nursing Honors Program

During the spring semester of the Level III year, qualified students are invited to become candidates for School of Nursing Scholars. The student must have earned at least an overall GPA of 3.5 and a Nursing GPA of 3.7. The honors program offers opportunities to explore special interests in nursing through an independent project. Upon successful completion of the project, the student is eligible to graduate with honors in nursing. If final GPA meets university requirements, this distinction is noted on the student’s transcript and diploma and is recognized at commencement. See the UCA Undergraduate Bulletin section “Recognition of Academic Achievement” for more information.

Special Studies/Elective Courses in Nursing

Special Studies/Elective Courses provide students opportunities to study for NCLEX-RN examination, participate in guided readings, or study other content of interest. Many students elect to enroll in these courses when needing additional credit for full-time enrollment.

Degree Completion

The UCA Prelicensure BSN Curriculum assumes a high school college preparatory track, including chemistry and unconditional admission to UCA. Although designed to be completed in 4 years, many take longer. The BSN must be completed within 4 years of entering the major in order to ensure that a graduate's knowledge, skills, and competencies are equivalent to those required for licensure and practice as an entry level BSN RN.[Back](#)

Academic Policies

Blackboard® Course Management System

Blackboard® is the course management system at UCA and is used to facilitate presentation of course content, facilitate communication between students and faculty, present course materials and presentations, electronically submit assignments, and for online case discussions. Blackboard® is used for both online and traditional courses. All students should check their blackboard course frequently for assignments and communication from faculty and peers. Access to Blackboard® course websites is automatic with enrollment in the course. Please go to https://bblearn.uca.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id= 88 1 if you have questions or need assistance with Blackboard. Access your courses by logging on to <https://bblearn.uca.edu/>.

Academic Integrity

The mission of the University of Central Arkansas commits all members of the university community to acquiring, sharing, evaluating, and communicating knowledge. Such a commitment includes an expectation of academic integrity, an organizational and individual commitment to honesty, and responsibility in teaching and learning. By their affiliation with the University of Central Arkansas, all members of the university community are committed to shared responsibility for maintaining the highest standards of academic integrity. Students are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the UCA Student Handbook. Continued enrollment affirms a student's acceptance of this university policy. Although this policy focuses on the academic integrity in course-related work, its basis and context is the commitment made by the entire university community.

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Academic Misconduct and Plagiarism

Violation of the expectation of academic integrity is academic misconduct. Examples of misconduct commonly identified by universities include, but are not limited to, those listed here (definitions are quoted from the Random House Webster's Unabridged Dictionary, 1999 ed.):

- Cheating: to cheat is, in an academic context, "to take an examination or test in a

dishonest way, as by improper access to answers.” Cheating may also occur in the context of other academic assignments.

- **Plagiarism:** “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” This concept may apply to any kind of intellectual property.
- **Fabrication:** to fabricate is, in this context, “to fake; forge (a document, signature, etc.).” Fabrication is commonly associated with falsified research findings.

The university’s Academic Integrity Policy applies to all students enrolled in courses at the University of Central Arkansas. All forms of academic misconduct at the University of Central Arkansas will be regarded as serious. Penalties for academic misconduct may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

Nursing is a profession that is respected by the public. This respect is based on honesty and integrity. Acting dishonestly puts patients/clients and peers at risk. The faculty of the School of Nursing is dedicated to ensuring professional integrity. The School of Nursing subscribes to the definition of academic misconduct and/or plagiarism and adheres to the penalties in the current <https://uca.edu/student/student-handbook/>

Academic misconduct, including cheating, will not be ignored or tolerated. Those that are aware of academic misconduct (cheating) have the responsibility to confront and/or report the dishonest behaviors. The UCA Nursing Student Handbook policy on academic dishonesty will be implemented. Students who cheat and engage in academic misconduct jeopardize their standing in the UCA Nursing Program.

Honor Commitment

A sense of honor that includes and extends beyond academics is essential within nursing education. Commitment to integrity, ethical conduct, and high principles are vital components of this sense of honor. The faculty of the UCA School of Nursing is committed to maintaining standards of honesty, truth, fairness, civility, and concern for others. Students are personally responsible for and will be held accountable to uphold these standards.

As a UCA nursing student, you are agreeing to consistently demonstrate:

- **Truth:** honesty, faithfulness to fact or reality.
- **Justice:** uphold moral and legal principles.
- **Altruism:** concern for the welfare of others.

These standards and values are consistent with those identified by the nursing profession. They are reflected in the following documents: *Code for Nurses* (American Nurses Association, 2001) and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of College of Nursing, 2008).

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Academic Program Progression

Good Standing. Once admitted, a student's progress in the baccalaureate program is reviewed routinely. To remain in good standing the student must:

1. Maintain a cumulative grade point average of 2.0;
2. Earn a minimum grade of "C" in all courses required for the major (nursing and non-nursing);
3. Observe the fundamental rules of ethical conduct as described in the American Nurses' Association Code for Nurses (2001); and
4. Demonstrate the "Abilities and Skills for Admission to and the Progression within the Undergraduate Nursing Major".

The University and School of Nursing reserve the right to refuse the privilege of further attendance to a student when it has become evident that the student lacks the personal qualities, professional characteristics, or scholastic attainments essential for success (see current UCA [Undergraduate Bulletin](#), and "Abilities and Skills for Admission to and Progression within the Undergraduate Nursing Major").

Course Failures

Students with a failing grade of "D" or "F" in any required nursing course will not be permitted to enroll in nursing courses that require the failed course as a prerequisite and must:

- Immediately schedule an appointment with Susan Wood, Education Counselor – swood@uca.edu or 450-5526 – and fill out an “Intent to Return to the Nursing Major” form ([Appendix C](#)). Ms. Wood will assist students to develop a proposal for an alternate plan of study.
- After meeting with Ms. Wood, submit the “Intent to Return” form and the proposed alternate plan of study to the Undergraduate Program Coordinator (Dr. Julie Meaux, DHSC # 131) no later than 3 business days after University grades are posted for the semester.
- Final approval of the alternate plan of study will be made by Dr. Susan Gatto, School of Nursing Director, based on available resources.
- If a student is sitting out an entire semester it is imperative that the student confirm the intent to return and re-apply with the university before March 15th for the following Fall semester or October 15th for the following Spring semester. Reapplication to UCA can be completed on the Admissions website: <https://uca.edu/admissions/apply/>

*** A grade of "D" or "F" for any two (2) nursing courses will result in dismissal from the prelicensure nursing program, without eligibility for readmission.**

****Students admitted to the prelicensure BSN track in Fall 2018** – A new curriculum for the prelicensure BSN track began in Fall 2019. In the event that you fail to achieve a “C” in a nursing class, withdraw from a nursing class, or alter your nursing course of study for any reason (for example, major health problem, family emergency, or active military service that prevents you from enrolling for a semester) you will be required to follow the new curriculum plan. The new curriculum plan may require additional classes or credit hours.

Course or University Withdrawals

Students must meet with their academic advisor, course faculty, and Undergraduate Program Coordinator prior to withdrawing from either a nursing course or the Undergraduate Program. Any student who withdraws from a nursing course or the program, for any reason (academic or nonacademic), must:

- Immediately schedule an appointment with Susan Wood, Education Counselor – swood@uca.edu or 450-5526 – and fill out an “Intent to Return to the Nursing Major” form ([Appendix C](#)). Ms. Wood will assist students to develop a proposal for an alternate plan of study.
- After meeting with Ms. Wood, submit the “Intent to Return” form and the proposed alternate plan of study to the Undergraduate Program Coordinator (Dr. Julie Meaux, DHSC # 131) no later than 3 business days after University grades are posted for the semester.
- Final approval of the alternate plan of study will be made by Dr. Susan Gatto, School of Nursing Director, based on available resources. Readmission is neither automatic nor guaranteed and will be contingent on both program and individual factors.
- A student may be allowed to repeat a course two (2) times (if failed once and withdrew once). Upon the third attempt, the student must achieve a completion grade of a “C” or above.

Clinical Failure

A student who has been notified by the faculty member that he/she has failed the course due to clinical performance is not eligible to withdraw from the course with a W. A letter grade will be assigned.

Readmission after course/clinical failure

The “Intent to return to the Nursing Major” form is due to the Undergraduate Program Coordinator (Dr. Julie Meaux, DHSC #131) within three business days from when University grades are posted for the semester. Readmission is neither automatic nor guaranteed and will be contingent on both program and individual factors.

Students are eligible to submit an “Intent to return” form if they:

1. Received a "D" or "F" for one nursing course **or** a "W" in a nursing course.
2. Deviate from a full-time nursing pattern, for any reason (academic or nonacademic).
3. Have not been dismissed from the program.

Failure to adhere to an approved Alternate Progression Plan: If for any reason a student fails to adhere to the approved alternate progression plan, a revised progression plan following the same process as above must be submitted.

Requirement to repeat courses within 12 months: A student who does not progress (withdraws from or fails a course) will be required to repeat the course within 12 months of the semester of withdrawal or failure. Failure to reapply by the deadline, as noted in the BSN Student Handbook, will result in the student’s delay in progression for longer than 12 months resulting in the student being ineligible for readmission. [Back](#)

Appeal Procedures

The University and the School of Nursing provide students an opportunity to appeal decisions on policies affecting their academic standing. Avenues of appeal are described in the current UCA Student Handbook and Calendar.

For academic and personal (non-academic misconduct) appeals within the School of Nursing, the order in which to pursue the appeal process is:

1. Faculty member who assigned the grade.
2. Course Coordinator (if team taught course).
3. Director of the School of Nursing. The student must provide a written description of how he/she was treated differently from other students in the course and any other relevant information.

If not satisfied with the action of the Director of the School of Nursing, the student may appeal to the Dean of the College of Health and Behavioral Sciences following the procedure outlined in the current UCA Student Handbook and Calendar.

For other appeals, please follow the procedure outlined in the current UCA Student Handbook and Calendar.

1. Student Education Record Appeals
2. Academic Policy/Requirements Appeals
3. Academic Misconduct Appeals

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Formal Complaint

The UCA School of Nursing strives to provide an environment of mutual respect, cooperation, and understanding. Notwithstanding this commitment, problems and concerns sometimes occur. A formal complaint policy is available to students who wish to have a concern resolved regarding a person or process of the School of Nursing not covered by other existing policies, such as grade appeals, sexual harassment complaints, etc. These policies are addressed elsewhere in this handbook or in the UCA Student Handbook and Calendar. The complaint/concern should be provided in writing to the School of Nursing Director during the semester of occurrence, but no later than twenty (20) days from the first day of the following academic semester. The individual has the option of meeting with the Director informally prior to filling the written complaint in order to have a better understanding of the process. To pursue this informal meeting regarding the complaint, the students should make an appointment with the School of Nursing Director.

The formal complaint must contain the following: name of the person filing the complaint, complainant's phone number and e-mail address, date of the complaint, date of the occurrence, a detailed account of the incident or detailed explanation of the complaint, and any steps taken to seek resolution of the problem. The School of Nursing Director will, in a timely manner (usually within ten (10) business days), investigate the complaint, take appropriate action, and notify the student of the resolution of the matter. If the student is not satisfied with the resolution, the student may, within ten

(10) business day of date of the notification, appeal the resolution in writing to the Dean of the College of Health and Behavioral Sciences.

If the complaint is against the Director of the School of Nursing, the student should file the complaint directly with the Dean of the College of Health and Behavioral Sciences.

Formal complaints against the School of Nursing may also be filed with the accrediting or approving body. The student must follow the criteria and process established by the Commission on Collegiate Nursing Education (CCNE) and approved by the Arkansas State Board of Nursing.

Complaint Policy is Adapted from Pace University, Lienhard School of Nursing; College of Saint Benedict, Saint John's University; and North Central Missouri College. July, 2012.

Attendance

Traditional class, online learning, laboratory, simulation, clinical experiences, and any other course related activities are an integral part of nursing courses. Absences may jeopardize the student's ability to meet course objectives. **Due to the Covid-19 pandemic SON faculty are providing alternate scheduling and methods of instruction, and live-streaming or recording classes to minimize disruptions in learning and academic progression.**

The following attendance policy applies to all nursing courses, unless otherwise noted in course syllabi.

1. Students must notify the course faculty prior to an absence from a scheduled class (face-to-face or live-stream) or clinical.
2. Students must notify the course faculty prior to administration of a test if they are unable to take the test during the official testing period. Failure to do so will result in a zero (0) for the test. The course faculty will work with students to arrange alternate testing as soon as feasible.
3. Students must notify the clinical instructor/preceptor before a clinical absence. Leaving a message with School of Nursing staff members, clinical facility secretaries or sending word with classmates is not acceptable.
4. Following any absence it is the student's responsibility to meet with the course faculty to discuss student responsibilities for the absence.

Absences for personal trips/vacations, work related responsibilities, or other avoidable absences are unacceptable. Consequences of a student's failure to adhere to the attendance policy will be determined by the course faculty. Decisions are based on the student's successful attainment of course objectives. Ultimately, absences could result in a student's failure of a course.

In the last semester of the nursing program, students are encouraged to schedule job interviews during their "off" time that does not interfere with class or clinical days; or during Spring Break.

Attendance for Online Courses

Online courses meet online via Blackboard® asynchronously. Attendance will be measured in terms of scholarly and perceptive participation in online discussions, timely responses to online discussion questions, and written assignments electronically submitted by the deadlines. Poorly written, incomplete, and late assignments will result in lower scores.

Some online courses have a few mandatory face-to-face class meetings. Specific due dates and other important dates will be listed on the course calendar located on the Blackboard® homepage.

Student non-participation in online courses: The student is responsible to notify the course coordinator of extenuating circumstances that would prohibit him/her from completing course assignments in a timely manner. This is to be done prior to the assignment due date. Failure to participate in course activities will result in lower grades and potentially course failure. Online courses are not affected by inclement weather, unless the inclement weather is on a required face-to-face meeting days.

Testing Policies

Purpose: The purpose of the student testing policy is to assure an optimal testing environment, ensure test security, ensure security of student personal items and ensure compliance with fire code policies.

General policies:

- **The UCA School of Nursing requires undergraduate students to take exams on their laptops using Examplify, exam software provided by ExamSoft Worldwide, Inc.**
- Students are expected to take exams on the scheduled date/time.
- Students requiring special testing accommodations are required to make arrangements through the [Disability Resource Center](#), according to University policy.
- In the event that a student is unable to take an exam, a makeup exam can be scheduled if the student has notified the course coordinator via email prior to administration of the exam. **A 5% grade reduction will be applied to any exam not taken at the scheduled time.** An alternate form of the exam may be given at the discretion of the faculty.
- Exams will not be administered prior to the scheduled day/time, for any reason.

Remote and Secure Testing (Academic Year 2020-2021)

- Due to the Covid-19 pandemic, all testing during the 2020-2021 Academic Year will be conducted remotely using Examplify, ExamID, and Exam Monitor.
- **Cost to students for the remote testing software is \$100 to \$150 per semester.**
- Information on purchasing, downloading, and special features of Examplify, Exam ID, and Exam Monitor will be provided to students prior to the start of the semester.

Classroom testing:

- Prior to an exam, students are required to store all personal items (backpacks, phones, watches, caps/hats, purses, coats, etc.) in the locker room on the first floor of DHSC (Room 129)
- Students are expected to have their own lock to secure personal items.
- Lockers are not assigned, but will be used by multiple students from different classes during exams. Locks should be removed after each exam to allow use by other students.
- It is permissible (and encouraged) for students to share locker space if locker space becomes limited when several classes have tests at the same time.

- All exams will be proctored by faculty and with cameras located in the classroom.
- Students must bring a laptop computer and two pencils to the testing classroom. No other personal items will be allowed in the testing classroom.
- Dry erase will be provided, if needed.
- **A School of Nursing nametag or ID is required in order to test.**
- Students will be assigned random seating.
- Students should be in their seats and ready to begin the exam at the published testing start time.
- Once the exam is finished, students should exit the testing room.
- After the exam, students should retrieve personal items from the locker room (including lock).
- Students are asked **not** to congregate outside of the testing room after an exam. Students are asked to move to designated student areas in the Lobby or Lounge of DHSC.

Standardized Exams and Focused Reviews

Practice and proctored standardized examinations (i.e. non-instructor made tests) are administered during the program for the purpose of student evaluation. These exams are formatted similar to the NCLEX-RN, are standardized against national norms, and are valid and reliable. The examinations measure specialty content, comprehensive BSN program content, or comprehensive RN content in preparation for the NCLEX-RN.

Benchmark scores are set for each exam (see Appendix F) vary with different exams. The benchmark score is based on the national normed scores of the company providing the exam. Students who do not achieve the benchmark score will be required complete a focused review on the content that was missed. See course syllabi for instructions on completing the focused review.

Prior to being approved to take the NCLEX-RN exam, formalized NCLEX preparation might be required of some students based on individual test results and other NCLEX predictors.

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Inclement Weather

Students should check the UCA web page for official information regarding closure of the university due to hazardous weather conditions. If the university is open and hazardous conditions exist where the student lives, the individual is expected to make the judgment as to whether it is safe to travel to campus or the clinical setting. If the individual student decides it is not safe to travel, she/he is expected to follow the attendance policy guidelines regarding notification of faculty. In the event that the UCA campus is closed for any length of time, it is the student's responsibility to check both the UCA website and the Blackboard® website for all courses for specified instructions.

Online courses will continue, as planned, even if the campus is closed. If the UCA Internet system and/or Blackboard® are not working, students should call their instructors at the phone number(s) provided by the instructor.

Courses on campus may be converted to an online format or re-scheduled at the discretion of the faculty.

Grading Scale

The grading scale for Nursing Courses is as follows:

90.00 – 100% = A

80.00 – 89.99% = B

70.00 – 79.99% = C

60.00 – 69.99% = D

00.00 – 59.99% = F

Grades will be calculated to two decimals and will not be rounded.

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Student Responsibilities and Behavior

Name and Address Change

A School of Nursing Administrative Specialist maintains nursing student records. Name and/or address changes must be reported to the Undergraduate Program Coordinator and the UCA University Registrar (Harrin Hall) immediately. The address change form is available at [New link: https://uca.edu/registrar/files/2018/10/nameaddresschangeform.pdf](https://uca.edu/registrar/files/2018/10/nameaddresschangeform.pdf)

Electronic Communication

UCA faculty, staff, and students are provided with email accounts for the purpose of conducting official business related to academic and/or administrative functions. Because email is an effective way to disseminate information of importance, relevance and interest, and because it is an important tool to meet the academic and administrative needs of the university as a whole, it is the university's policy that email be an official communication mechanism with faculty, staff, and students. Students are required to use and maintain a UCA cub account address. This is the only email address that will be used for official communication with students, faculty, and staff regarding all academic and administrative matters. This policy does not preclude the use of any other methods of communication. Each individual course faculty may prescribe an alternative communication format for their course. See the course syllabus or ask the course coordinator of each nursing course.

UCA gmail has the ability to POP your emails to your Apple or Android mobile device. The available links are provided with instructions for you to sync your UCA email with your mobile device.

- iPhone – [Setup Instructions for Student](#)
- POP Android – [Setup Instructions for Student POP](#)

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Public Disclosure of Information

Directory information will be subject to public disclosure unless the student informs the School of Nursing Director, in writing, that this information should remain private. Written notification should be made each semester (before the end of the first week of classes) and should specify what information should or should not be included in the directory. Directory information includes: student name, address, nationality, classification by year, number of hours enrolled and completed, participation in

officially recognized activities and sports, dates of attendance (including matriculation and withdrawal dates), degrees, scholarships, and honors and awards received (including type and date received).

Confidentiality and HIPAA

All patient/client and proprietary information is considered confidential and protected by law as outlined in the 1996 Health Insurance Portability and Accountability Act (HIPAA). Students have an ethical and legal obligation to protect confidential information and to refrain from obtaining information that is not relevant to their assignment.

Confidentiality applies to all data whether obtained from the patient/client, family, healthcare members, charts/records, or other sources. Unauthorized use of confidential information or the violation of confidentiality may result in discipline up to and including dismissal from the nursing program and/or civil and criminal liability for the student. Copying or photographing patient/client information is strictly prohibited.

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Attendance Required at Professional Meetings (Prelicensure BSN)

To promote professional role development, attendance and participation in annual meetings may be required for nursing students. Students are encouraged to attend the annual Arkansas Nursing Student Association (ANSA) Convention. Additional information regarding the professional meetings will be provided in courses that require attendance. Students are responsible for their own registration costs and transportation. School of Nursing faculty members encourage student involvement in their professional organization as a means of leadership development. See the Nursing Student Association (NSA) advisors for additional opportunities for involvement.

Professional Boundaries

UCA Nursing students must understand and apply the National Council of State Boards of Nursing (www.ncsbn.org) concepts of professional boundaries. “As healthcare professionals, nurses strive to inspire confidence in their patients and their families, treat all patients and other healthcare providers professionally, and promote patients’ independence. Patients can expect a nurse/nursing student to act in their best interests and to respect their dignity. This means that the nurse/nursing student abstains from obtaining personal gain at the patient’s expense and refrains from inappropriate involvement in the patient’s personal relationships.” (National Council of State Boards of Nursing). UCA Nursing students must maintain professional boundaries as follows:

- The nursing student’s responsibility is to delineate and maintain boundaries.
- The nursing student should work within the zone of patient/client-centered care.
- The nursing student should examine any boundary crossing, be aware of its potential implications and avoid repeated crossings.
- Variables such as the care setting, community influences, patient/client needs and the nature of therapy affect the delineation of boundaries.
- Actions that overstep established boundaries to meet the needs of the nurse are boundary violations (such as personal relationships with patients/clients).

- The nursing student should avoid situations where he or she has a personal or business relationship with the patient/client.
- Post-termination relationships are complex, because the patient/client may need additional services. It may be difficult to determine when the nurse-patient/client relationship is truly terminated.
- Be careful about personal relationships with a patient/client who might continue to need nursing services (such as patients/clients with mental health issues or oncology patients/clients).

If a nursing student is faced with boundary issues, has violated professional boundaries, or knows of other nursing student who have violated professional boundaries, that person must contact a nursing faculty member, the program coordinator, or the School of Nursing Director immediately.

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Recording of Classes and Distribution of Course Materials by Students

Students are not permitted to video or audio record any part of the class without prior authorization from the instructor conducting the course activity. Permission must be obtained for each and every occurrence unless the instructor provides approval for recording all classes at the beginning of the course. If permission is granted, the student can only use the recording for his/her own personal use. The student must notify all the students in the class that the recording is being conducted. The recording cannot be downloaded, uploaded, or published in any form. The recordings must be destroyed at the end of the semester in which the student is enrolled unless the student receives the instructor's written permission to retain them.

Any recordings provided to the student via Blackboard® or any other electronic method is for the student's personal use only. The recordings may not be shared, downloaded, uploaded or published. The aims of this policy are: to respect the integrity and effectiveness of the classroom experience; protect students and faculty dignity and privacy; respect faculty and University rights in instructional materials; and comply with copyright law. Violations of this policy could result in disciplinary actions equivalent to the offense.

Adapted in part from University of Virginia

Criminal Charges

If a student has criminal charges filed against her/him, the student is to make a copy of all related materials and submit the material to the School of Nursing Director within 30 days of filing of the criminal charge or citation. It is the student's responsibility to keep the School of Nursing Director informed of the charge(s) and to provide any related paperwork.

Criminal behavior engaged in by a student might affect the student's academic standing and progression in the UCA nursing program. Each case is considered on an individual basis for Arkansas Licensed RNs in light of [ACA § 17-3-102 Arkansas State Board of Nursing](#) rules and policies regarding criminal behavior, ethical and professional standards of conduct, and contracts with clinical facilities. Sanctions can range from dismissal from the nursing program to probation for a period of time, and might include other disciplinary requirements based on the charge(s).

Substance Abuse Policy

The University of Central Arkansas (UCA) School of Nursing recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The School of Nursing is committed to protecting the safety, health and welfare of its faculty, staff, and students and people who come into contact with its faculty, staff and students during scheduled learning experiences. The School of Nursing strictly prohibits the illicit use, possession, sale, conveyance, distribution and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs.

Any nurse or nursing student who tests positive for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Arkansas Nurse Practice Act, ACA 17-87-309 (a)(3)(4) and (6); the Arkansas State Board Rules and Regulations Chapter Seven, Section XI.A and Section XV.A.6.m; the UCA Board of Trustee Policy 505 and 506, and the UCA Student Handbook, Drug Free Schools and Communities Policies.

Furthermore, any nurse who is aware that another nurse has violated a provision of the Arkansas Nurse Practice Act is obligated to report that nurse to the Board. A failure to do so in and of itself is a violation of the Arkansas Nurse Practice Act, ACA 17-87-309 (a)(6) and the Arkansas State Board Rules and Regulations Chapter Seven, Section XI.A and Section XV.A.6.j. Similar professional expectations apply to nursing students.

Any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, controlled substances or is abusing non-prescription or other prescriptive drugs is obligated to report this information to a School of Nursing faculty member.

The intent of the Substance Abuse Policy is not simply to identify those students who are chemically impaired, but it also attempts to assist the student in the return to a competent and safe level of practice and to achieve his/her goal of becoming a Registered Nurse. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are to be conducted in good faith with compassion, dignity, and confidentiality to the extent allowed by state and federal law.

The Substance Abuse Policy of the UCA School of Nursing is consistent with the University's policy.

Testing Procedures - The School of Nursing requires the student to submit to drug testing under any or all of the following circumstances:

- ❖ Random testing as required by the School of Nursing and/or clinical agencies
- ❖ For cause
- ❖ As part of a substance abuse recovery program

Cost - Students are responsible for the cost of drug screening.

Positive Results - Tests results will be considered positive if substance levels, excluding caffeine and nicotine, meet or exceed the Arkansas State Board of Nursing established threshold values for both immunoassay screening and gc/ms confirmation studies, and the Medical Review Officer verification investigation verifies unauthorized use of the substance. Positive tests are run twice to verify substances.

Split samples are saved at the original lab and may be sent to another SAMHAS approved lab for additional testing at the student's expense.

Confidentiality - All testing information, interviews, reports, statements and test results specifically related to the individual are confidential to the extent allowed by state and federal law. Drug test results will be received from the lab by the School of Nursing Director or her designee, and only authorized persons will be allowed to review this information. Records will be maintained in a safe, locked cabinet and/or password protected electronic database.

Treatment and Referral - The outcome of a positive drug screen may include any of the following: a warning, a learning agreement for behavioral change, referral for medical evaluation, or immediate dismissal from the program. The School of Nursing Director will refer persons identified as having substance abuse problems for therapeutic counseling regarding substance withdrawal and rehabilitation to a reliable source(s).

Admission and Reapplication with a History of Substance Abuse - A student will not be denied learning opportunities based on a history of substance abuse. The admission and reapplication process for a student who has previously tested positive for substance abuse will include:

- ❖ Demonstrated attendance at Alcoholics Anonymous (AA), Narcotic Anonymous (NA), or a treatment program of choice from a legitimate substance abuse counselor for a period of time designated by the School of Nursing Director. Evidence of participation must be submitted to the School of Nursing Director. Acceptable evidence shall consist of a written record of at least the date of each meeting, name of each group attended, purpose of the meeting, and signature or signed initials of the leader of each group attended.
- ❖ Demonstrate at least five (5) years of abstinence immediately prior to application.
- ❖ Submit letters of reference from all employers within the last five (5) years.
- ❖ Once admitted or readmitted, the student must sign an agreement to participate in monitoring by random drug screening consistent with the policy of the institution and the clinical agency where assigned patient/client care. The student will be responsible for the cost of testing.
- ❖ Once admitted or readmitted, the student must abstain at all times from the use of controlled or abuse-potential substances, including alcohol, except as prescribed by a licensed practitioner from whom medical attention is sought. The student shall inform all licensed practitioners who authorize prescriptions of controlled or abuse-potential substances of student's dependency on controlled or abuse-potential substances, and the student shall submit a written report identifying the medication, dosage, and the date the medication was prescribed. The prescribing practitioner(s) shall submit the report directly to the School of Nursing Director or designee within ten (10) days of the date of the prescription. (Adapted from the ASBN Suspension Motion, 0500.)

If a student who is readmitted to the nursing program has a positive test for substance abuse, the student will be dismissed from the program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the nursing program.

Random Checks and Testing for Cause - Students may be randomly selected to complete a urine drug screen for substance abuse. Students will be notified by letter to report to a selected drug screening facility within a defined time period. Students will be responsible for the cost of the drug screen. Failure

to complete the urine drug screen within the designated time frame will result in the student being administratively dropped from all courses and dismissed from the program. All students should anticipate being required to complete a urine drug screen at least once during the program. Students may also be required to complete a urine drug screen for suspicion of drug or alcohol use at any time.

Any nursing student, who demonstrates behavioral changes suspected to be related to substance abuse, including but not limited to alcohol, will be subject to testing. The nursing faculty member's decision to drug test will be drawn from those facts in light of the experience of the observer(s) and may be based on, but not be limited, to:

- observable phenomena, such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a substance of abuse;
- erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and/or deterioration of work performance;
- information that a student has caused or contributed to an accident as a result of substance abuse;
- information that a student has been arrested or charged with a substance abuse related offense;
- conviction by a court or being found guilty, plea of guilty, or a plea of no contest for substance abuse related offense.

Testing for cause will be conducted using the following policy/procedure:

1. The faculty member observes suspicious behavior. If circumstances permit, another appropriate person will be asked to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision whether to drug test will be made.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and if appropriate, clinical agency policies.
4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the nursing program. The student may continue to participate in classroom activities.
5. If the laboratory test is negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student will be allowed to return to class and clinical learning experience without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to clinical.
6. If any one laboratory test is positive for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the decision may include, but is not limited to any one or more of the following: warning, a learning agreement for behavioral change, referral for medical evaluation, or immediate suspension from the program.
7. Confidentiality will be maintained to the extent allowed by state and federal law.

Acknowledgements to the following nursing schools who submitted policies for use and review Community College of Southern Nevada; North West Arkansas Community College; Foothills Technical Institute; Ouachita Technical College; Harding University; Texarkana College; Jefferson Hospital Association, Inc.; University of Central Arkansas; University of Arkansas at Fayetteville; University of Arkansas Medical Sciences. Updated 8-4-2015

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Social Media

When used appropriately and in professional contexts, Social Media can be a useful platform for communicating healthcare education to the public, building professional connections and providing an outlet to share experiences. However, personal uses of social media can have serious consequences, especially if patient-specific information is shared. As students enrolled in the UCA School of Nursing, a pledge of confidentiality will be signed. If a student breaches HIPAA publically, the student will be held liable. HIPAA violations result in serious consequences.

Any infractions of this policy will result in disciplinary actions that range from dismissal from the nursing program to a grade of “F” in the course. **Additionally, it is the responsibility of the School of Nursing to report any breaches in patient/client confidentiality occurring via social networking sites to healthcare agencies.**

As healthcare workers, we pledge our confidentiality. If you post patient/client identifiable information (information that can identify a patient/client in any way), you are liable for breach of confidentiality. Even if you post information such as “the person that had the heart transplant today” you are disclosing patient/client identifiable information. This is considered a HIPAA violation. HIPAA violations can result in fines and jail terms. Arkansas nurses have had their nursing licenses’ disciplined by the Arkansas State Board of Nursing for posting information on social media about their patients/clients. Likewise, nurses have lost their jobs as a result of posting negative comments about their job or patients/clients. This can happen even if private information is not disclosed.

Nurse recruiters commonly check social media accounts for new hires. Less than professional comments (or inappropriate use, actions, or behaviors) can result in loss of a job opportunity. Defamatory comments on the Internet have resulted in civil lawsuits alleging defamation or slander.

American Nurses Association Principles for Social Networking

1. Nurses (and nursing students) must not transmit or place online individually identifiable patient/client information.
2. Nurses (and nursing students) must observe ethically prescribed professional patient/client-nurse boundaries. Accepting a patient/client’s “friend” request can damage the nurse-patient/client therapeutic relationship. Erosion of trust may occur as the patient/client discovers a nurse’s personal information.
3. Nurses (and nursing students) should understand that patients/clients, colleagues, institutions, and employers may view postings.
4. Nurses (and nursing students) should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses (and nursing students) should bring content that could harm a patients/client’s privacy, rights, or welfare to the attention of appropriate authorities. *The proper authority is the UCA School of Nursing Director
6. Nurses (and nursing students) should participate in developing institutional policies governing online conduct.

American Nurses Association 6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstances.

2. Do not share or post information or photos gained through the nurse-patient/client relationship. Taking photos during simulation laboratory or in clinical are strictly prohibited.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients/clients blurs this boundary. Contacting patient/client outside of the clinical experience is strictly prohibited.
4. Do not make disparaging remarks about patients/clients, employers, co-workers, nursing faculty, clinical instructors, or any other person, even if they are not identified. Be careful with the tone of your remarks.
5. Do not take photos or videos of patients/clients on personal devices, including cell phones.
6. Promptly report any breach of confidentiality or privacy.

How to Avoid Consequences Related To Social Media Usage

1. Follow school of nursing, university, and agency policies on social networking and Internet use.
 2. Know that healthcare agencies and the School of Nursing have the right to monitor online activity.
 3. Do Not share your clinical and/or work experiences on Facebook or any other social media site.
 4. Do Not Use social networking sites at work or during clinical experiences.
 5. Do Not upload images of yourself or others students/faculty in a clinical environment or in uniform.
 6. Do Not discuss clinical events or news stories about patients/clients, your educational institution, employer, or other healthcare agencies.
 7. Do Not give medical/healthcare advice online.
 8. Do Not discuss course related content. Use the Blackboard® site for course related discussions
- * Adapted from Prinz A. Professional social networking for nurses. *American Nurse Today* 2011, 6 (7): 30-32.

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Job Reference and Recommendation Letter Etiquette

The School of Nursing faculty and staff are committed to your goals. Faculty and staff provide references and recommendation letters as a favor to students provided proper etiquette is followed.

1. Ask faculty/staff for their permission before adding them to your reference contact list. The preferred method of asking for permission is face-to-face; however, mail or e-mail may be used. Using social media is not appropriate.
2. Be sure to ask faculty/staff how they wish to be contacted. Ask them to provide the name, credentials, title, address (mail or e-mail) and/or phone number they prefer you use.
3. Provide faculty/staff with the approximate deadline by which you will need the recommendation or reference letter completed. **Keep in mind you should give faculty/staff at least 2 weeks or 10 business days' notice to complete your reference or recommendation.**
4. Provide faculty/staff with a copy of your résumé, the requirements of the job, scholarship or other opportunities you are applying for, along with a list or explanation of the personal qualities you have that makes you qualified. Giving faculty/staff all the background information and other materials needed is the best way to assure the strongest recommendation for you. Be honest with your potential employer and faculty/staff about your experience and accomplishments. You are asking us to vouch for your qualifications and to misrepresent yourself also reflects badly on us.

5. Provide faculty/staff with the name, credentials, title, mailing address and any other necessary contact information of the person the recommendation or reference should be sent. Let faculty/staff know what form the reference/recommendation should be sent (letter, e-mail, online survey, etc.) If it is a letter, provide pre-addressed envelopes with postage.
6. Contact your past supervisors to ask if they would be willing to provide a reference for you. Regardless of whether you decide to list them as an official reference, your potential employer may follow up with your past places of employment to check your credentials. It's a good idea to contact your past employer in advance to get a sense of the type of reference they would be likely to provide if contacted.
7. Send a personal note or email thanking faculty/staff for the support. You may also want to call each reference individually to reiterate your thanks. Being gracious and polite is extremely important and may be viewed as a reflection of your professional demeanor.
8. Keep faculty/staff informed of the progress of your application. Regardless of whether you get the job/scholarship, it is polite to let everyone know the outcome. Your reference is investing time in your pursuits and deserves to be informed of any developments.

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Employment

Many students maintain employment while they are in the nursing program; however, any activities related to employment should be carefully scheduled around course and clinical schedules. Students in the traditional pre-licensure BSN program are cautioned about the heavy workload and are encouraged to limit work related commitments during the semester.

For students in the BSN completion track, online courses allow students to maintain employment while pursuing a higher degree; however, all students are expected to meet course and degree requirements. Students should expect to devote the same amount of time for online courses as they would for face-to-face courses. For each 3-credit course students should be prepared to devote 12-15 hours per week to reading and course activities.

Inclement Weather

Students should check the UCA web page for official information regarding closure of the university due to hazardous weather conditions. If the university is open and hazardous conditions exist where the student lives, the individual is expected to make the judgment as to whether it is safe to travel to campus or the clinical setting. If the individual student decides it is not safe to travel, she/he is expected to follow the attendance policy guidelines regarding notification of faculty.

In the event that the UCA campus is closed for any length of time, it is the student's responsibility to check both the UCA website and the Blackboard® website for all courses in which the student is enrolled. Students should check Blackboard® more than once the first day and daily after that during the time campus is closed to check for assignments and/or instructions for making up missed course time/content.

Students should check with course faculty for more specific guidelines and requirements. Courses may be converted to an online format or re-scheduled at the discretion of the faculty. Online courses will continue as

planned even if the campus is closed. If the UCA Internet system and/or Blackboard® are not working, students should call their instructors at the phone number(s) provided by the instructor.

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Professional Behaviors

The School of Nursing affirms that all students admitted to and enrolled in the Baccalaureate Program must exhibit those behaviors required to reflect the values of professional nursing practice.

Rationale: This policy is to differentiate professional behaviors from the *Abilities and Skills* policy, and to assess behaviors deemed critical for professional growth and development in nursing education and practice.

The following professional behaviors are necessary to meet the requirements of the curriculum:

The elements below are based on the UCA nursing objectives, AACN Essentials of Baccalaureate Nursing, QSEN, and the ANA Code of Ethics.

Professional Behavior	Observed/demonstrated (may include but not limited to)
1. Follows university, college, and school policies.	<ul style="list-style-type: none"> • Attendance • Academic integrity
2. Practices within the legal and ethical frameworks of nursing.	<ul style="list-style-type: none"> • Integrity in documentation • Privacy of health information
3. Assumes accountability for own actions and practices.	<ul style="list-style-type: none"> • Positive attitude • Care of self • Accountable for actions and decisions
4. Treats all individuals with respect and dignity.	<ul style="list-style-type: none"> • Is truthful in all verbal and written communication • Is not degrading of others • Displays courteous respect • Values and appreciates diversity
5. Shows respect for authority.	<ul style="list-style-type: none"> • Addresses persons in authority by proper title (Dr. Mrs. Mr. etc.) • Follows clinical facility policies
6. Demonstrates cultural sensitivity.	<ul style="list-style-type: none"> • Mindful of cultural influences of patients, faculty, and peers • Incorporates cultural preferences in patient care
7. Protects client's rights (privacy, autonomy, confidentiality).	<ul style="list-style-type: none"> • Adheres to HIPPA policy • Appropriate use of electronic medical records and other technology

8. Demonstrates initiative in seeking learning opportunities and resources.	<ul style="list-style-type: none"> Seeks out own learning experiences
9. Analyzes personal strengths and limitations in providing care.	<ul style="list-style-type: none"> Formative and summative evaluations
10. Incorporates constructive feedback for performance improvement.	<ul style="list-style-type: none"> Changes negative behavior Is not argumentative
11. Maintains professional appearance.	<ul style="list-style-type: none"> Adheres to school uniform policy
12. Displays civil behavior.	<ul style="list-style-type: none"> Tolerant of other's beliefs Is not verbally aggressive Is not degrading of others Is not critical of others
13. Maintains professional attitude.	<ul style="list-style-type: none"> Respect for others Cooperative with others Strong work ethic Commitment to profession
14. Arrives on time for all learning experiences.	<ul style="list-style-type: none"> Notifies faculty/supervisor in advance if absent or late
15. Prepares in advance for learning experiences.	<ul style="list-style-type: none"> Completed pre-clinical paperwork Complete class preparation Has all needed supplies for clinical experience
16. Identifies situations in which assistance is needed and/or appropriately seeks assistance.	<ul style="list-style-type: none"> Guidance from instructor or supervisor/mentor RN Seeks remediation from faculty and/or textbooks
17. Performs nursing skills and therapeutic procedures safely, competently, following standards of care.	<ul style="list-style-type: none"> Uses evidence based practice as rationale for actions

Expected Levels of Performance

Minimum expected performance	Upon completion of:
Novice-assisted	First semester of clinical practice
Assisted	Second semester of clinical practice
Assisted-supervised	All interim semesters of clinical practice
Supervised/Self-directed	Final semester of clinical practice

STUDENT CLINICAL EXPERIENCE AND SIMULATION

Clinical Experiences

The BSN curriculum includes planned clinical practice experiences that:

- ♣ enable students to integrate new knowledge and demonstrate attainment of program outcomes; and
- ♣ are evaluated by faculty.

Prelicensure BSN – Students in the prelicensure BSN program begin clinical and laboratory experiences in their first nursing courses. Clinical, laboratory, and simulation experiences vary by course and are designed to allow students to achieve course objectives. See course syllabi for details.

RN to BSN – Clinical practicum experiences for students in the online RN to BSN track are tailored to the needs of the student and the objectives of the course. Students collaborate with course faculty to arrange clinical practicum experiences near their home location. See course syllabus for instructions on arranging clinical practicum experiences and clinical preceptors.

Arkansas Student Passport

All students will use the Arkansas Student Passport system to complete required clinical training before reporting to a hospital to begin a clinical rotation. This system allows faculty, students, and clinical agency personnel to verify student completion of required clinical training and alleviates the need for students to repeat training if they have clinical experiences in more than one location. The cost to students is \$10.00 per year.

- Create a new account (new students) or login to your account at:
<http://passport.carelearning.com>.
 - When you begin this process, it will be easiest if you have access to your email account, as the program will require you to verify your account during the process.
- Purchase a year-long subscription for \$10.00.
- Your “classroom” will automatically be populated with the courses that are common to all students (i.e. Infection control, HIPAA, etc.). These courses are required annually for all students.

- You may also be required to complete education specific to the hospital that you are reporting to for your clinical rotation. You will be instructed to add those to your “classroom” as you need them.
- Should you experience difficulty, please email support@carelearning.com or call 866-617-3904.

Nabholz Center for Healthcare Simulation

The Nabholz Center for Healthcare Simulation (NCHS) office is located in DHSC 208. The NCHS is designed to simulate the actual nursing practice environment. A Graduate Assistant is available during posted hours to assist students. Borrowing lab equipment for off campus use is prohibited.

If you need to schedule an appointment with the NCHS Manager, please call 501-450-3230.

While in the Simulation Center, you must:

- Wear your white lab coat (or other designated clothing as required for the nursing course).
- Wear closed toe shoes.
- Wear your full uniform during check-offs and simulation labs.
- Return all items to their original places or to the area designated by the NCHS Manager or faculty.
- Clean up after yourself. Straighten the beds, etc. when you are finished in the lab.
- Inform the NCHS Manager or Graduate Assistant if you use the last item or if the supply is getting low.
- Do not put wet linens in the laundry hamper. Ask the NCHS Manager or Graduate Assistant for instructions.
- See the NCHS Manager for additional policies.

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Release of Student Information to Clinical Agencies

Clinical agency contract agreements often require the School of Nursing to provide protected information, such as student names and social security numbers, prior to the beginning of a clinical rotation. All protected information will be handled according to state laws.

Transportation

It is necessary that students have independent means of transportation for their clinical experiences, including individual visits to agencies or families.

Clinical Legal Documents (RN to BSN)

Facility contract/agreements (Memorandums of Agreement), preceptor information, and preceptor contracts must be completed, signed, and processed by the School of Nursing and University prior to the student participating in any clinical practicum experiences.

The University and School of Nursing have a number of ongoing facility contracts with many healthcare systems and hospitals in Arkansas. Large healthcare systems have purchased numerous private medical offices/clinics which makes facility/agency contract completion more complicated. Facility/agency contract approval can take 4 or more weeks to process, especially if the systems require their own contract rather than the UCA contract.

Many healthcare systems/agencies maintain yearly ongoing contracts with the UCA School of Nursing. **Collaborate with the course instructor to determine if a facility/agency contract is needed.**

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CLINICAL EVALUATIONS

For prelicensure BSN students, clinical performance is evaluated using a 5-point, criteria-referenced scale. An example of that scale will be provided by course faculty at the beginning of each clinical course.

Scale Label	Quality of Performance	Assistance
Independent 5	Proficient; coordinated; confident; Occasional expenditure of excess energy; within an expedient time period	Without supporting cues
Supervised 4	Efficient; coordinated; confident; Some expenditure of excess energy; within a reasonable time period	Occasional supportive cues
Assisted 3	Skillful in parts of behavior; inefficient and uncoordinated; expends excess energy; within a delayed time period	Frequent verbal and occasional physical directive cues in addition to supportive ones
Marginal 2	Unskilled; inefficient; considerable expenditure of excess energy; prolonged time period	Continuous verbal and frequent physical cues
Dependent 1	Unable to demonstrate procedure/behavior; lacks confidence, coordination, efficiency	Continuous verbal and physical cues
O	Not observed	
X	Not applicable	

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Uniform Policy (Prelicensure BSN)

Primary purposes for the uniform are identification, cleanliness, neatness, and to portray a professional image. These guidelines are designed for the protection of both the student and the patient/client.

Prelicensure students are required to purchase the UCA Nursing Uniform from American Discount Uniform Inc (www.americandiscountuniform.com). Phone 1-866-339-5177 ext. 100.

Components of the full uniform:

- Pewter gray uniform scrub top and pewter gray uniform pants or skirt.
- White crew socks

- As specified by OSHA standards, personnel providing direct patient/client care must wear socks or stockings and shoes with impermeable enclosed toes. Shoes must be constructed of an impervious, non-absorbent material, clean and in good repair. Shoes must be all white with no color or writing.

Uniform Specification:

- Uniform must meet the specifications provided to American Discount Uniform Inc.
- Fit should be appropriate to allow for optimal movement

Hair:

- Must be neat, clean, and of a natural color (hair dyed pink, blue, green, or other non-natural hues is not permitted).
- Hair should be off the collar or pulled back so that it does not interfere with patient/client care.
- Any accessories needed to secure hair must be consistent with the UCA color scheme (white, gray, black, or purple).
- Men – clean shaven; mustaches and beards are permissible if kept neatly trimmed.

Uniform Accessories for Clinical

- Name Pin: visible on the front of the uniform on the upper left side.
- Additional accessories:
 - A watch, with sweep second hand, shock proof, water proof, and durable.
 - A pair of bandage scissors, pen light, and pocket calculator.
 - A stethoscope with bell and diaphragm.
 - Black ink pen (no felt tip pens).
 - Sphygmomanometer with pocket aneroid gauge and adult size cuff.
 - Additional accessories may be required if not provided by agency.

Where to Wear the Uniform

- Full pewter gray scrub uniforms are worn when the student is engaged in UCA clinical nursing or simulation activities.
- White lab coats are to be worn to and from the clinical setting or in compliance with specific clinical policies. They should be removed when the student is engaged in direct patient/client care.
- On clinical site visits to see patients/clients or to read charts, students must wear the pewter gray scrub uniform or the UCA Nursing polo shirt with Khaki slacks (no cargo pockets). The name pin must be worn and be clearly visible.

The following are NOT allowed in ANY CLINICAL AREA:

- Nail polish or artificial nails. Natural nails must be trimmed;
- Strong body odors including, but not limited to, scented perfume or lotions, aftershave, hairspray, or offensive body odor;
- Chewing gum;
- Excessive hair accessories. Simple barrettes may be worn;
- Visible tattoos - cover with fitted clothing (grey or black long sleeves/turtleneck) worn under grey uniform. Tattoos on the hand cannot be covered due to the difficulty of proper washing and infection control.
- Print or colored undergarments that show through clothing;
- Excessive make-up;

- Tobacco use. All clinical facilities are smoke/tobacco free;
- Faded, torn, ripped or frayed clothing;
- Hats, scarves, caps, bandanas, plastic hair bags/shower caps; unless for medical conditions or safety purposes or established religious customs;
- Visible body piercing/jewelry except for ears; one pair of simple earrings and wedding bands are allowed. **All other piercings, spacers, and jewelry must be removed;**
- Open toed or open heeled shoes;
- Low riding pants – All pants must be worn at the natural waistline.

Addendum

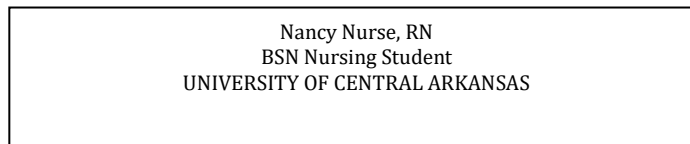
- If the agency's dress code is more restrictive than this policy, the student is expected to comply with the agency's policy.
- Exceptions to or differences in any of the policies may occur in some clinical areas or with individual instructors to meet the clinical experience requirements. Students will be notified of any exceptions.
- Faculty may dismiss a student from a clinical setting if the above policy is violated.
- Any questions should be discussed and clarified with the clinical instructor prior to clinical participation.

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Dress Code (RN to BSN)

The primary purpose for the dress code is identification, cleanliness, neatness, and to portray a professional image. These guidelines are designed for the protection of both the student and the patient/client.

The RN student is expected to wear a white lab coat. In accordance with the Arkansas State Board of Nursing Rules and Regulations, students are required to wear a nametag at all times in clinical areas. Students can purchase a nametag through the School of Nursing or any trophy/office supply business.



Lab Coat: White, clean, unstained, wrinkle-free; mid-thigh to knee length.

Name Pin:

- Visible on the front of the uniform on the upper left side.
- The top line of the name pin is printed with the “student's name, RN” and the second line is printed with the "UCA Nursing Student."

Shoes: As specified by OSHA standards, personnel providing direct patient/client care must wear socks or stockings and shoes with impermeable enclosed toes. Shoes must be constructed of an impervious, non-absorbent material, clean and in good repair. Shoes must be all white with not color or writing.

The following are NOT allowed:

- Nail polish or artificial nails. Natural nails must be trimmed;
- Strong odors including, but not limited to, scented perfume or lotions, aftershave, hairspray, or offensive body odor;
- Chewing gum;
- Excessive hair accessories. Simple barrettes may be worn;
- Visible tattoos - cover with fitted clothing (grey or black long sleeves/turtleneck). Tattoos on the hand cannot be covered due to the difficulty of proper washing and infection control.
- Print or colored undergarments that show through the uniform;
- Excessive make-up;
- Tobacco use. All clinical facilities are smoke/tobacco free;
- Faded, torn, ripped or frayed clothing;
- Midriff or off-the-shoulder blouses, sweaters, or dresses;
- Low neck lines on dresses, sweaters, or blouses
- Short dresses or skirts; dresses and skirts can be not shorter than 2 inches above the knee and not longer than mid-calf (unless established religious customs);
- Torn, ripped, or frayed clothing;
- Tight, sheer, or revealing clothing;
- Clothing with advertisements, sayings, or logos;
- Spaghetti strap or strapless shirts or dresses;
- Denim jeans;
- Shorts or sports attire;
- Hats, scarves, caps, bandanas, plastic hair bags/shower caps; unless for medical conditions or safety purposes or established religious customs;
- Visible body piercing/jewelry except for ears; one pair of simple earrings and wedding bands are allowed. All other piercings and jewelry must be removed;
- Open toed or open heeled shoes;
- Low riding pants – All pants must be worn at the natural waistline.

Addendum: If the agency's dress code is more restrictive than this policy, the student is expected to comply with the agency's policy. Exceptions to or differences in any of the policies may occur in some clinical areas or with individual instructors to meet the clinical experience requirements. Students will be notified of any exceptions. Faculty may dismiss a student from a clinical setting if the uniform policy is violated.

Any questions should be discussed and clarified with the clinical instructor prior to clinical participation.

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Infection Control Precautions

Policy - All undergraduate nursing students will maintain current knowledge and practice that is consistent with the most current Center for Disease Control and Prevention (CDC) guidelines for protecting healthcare workers and patients/clients from exposure to infectious diseases.

1. All students must complete an assignment on Standard, Transmission-based, and Latex precautions annually. Students will complete the Infection Control module offered through the [Arkansas Student Passport](#) system.
2. Once instructed on specific types of infection control precautions and patients/clients requiring precautions, a student's practice is to be consistent with the guidelines.
 - a. Failure to do this in the clinical setting can jeopardize the safety and well-being of patients/clients, visitors, staff, and the student and may result in the student's clinical failure.
 - b. Failure to do this in the simulated laboratory setting can jeopardize the safety and well-being of other students, faculty, staff, and the student and may lead to the student's course dismissal

Blood, Body Fluid, and Hazardous Exposure Policy and Protocol

(adapted from the University of Houston)

It is the policy of the UCA School of Nursing that any student engaging in a university sponsored program receive prompt medical attention, counseling, advisement and follow-up testing, in indicated, upon sustaining a skin injury from needle stick/sharps or mucous membrane splash from potentially contaminated person's blood or bodily fluids.

Exposure to another person's blood or body fluids by needle stick, splash or other exposure may place the student at risk for exposure to HIV, Hepatitis B, Hepatitis C or other infectious agents. Students are expected to follow the Centers for Disease Control and Prevention recommendations for Standard Precautions to reduce the risk of exposure.

Step 1 – Immediate Treatment Protocol

Percutaneous and non-intact skin injuries – Injuries from needles or other sharp objects where the integrity of the skin has been broken or where there is the suggestion that the integrity of the skin has been broken by a potentially contaminated item:

1. Wash the skin exposure site well with sudsy soap and running water. (Soap directly reduces the virus's ability to infect).
 - a. If water is not available, use alcohol.
 - b. Avoid using damaging substances such as bleach.
2. Remove any foreign materials embedded in the wound, if possible.
3. Do not "bleed" tissue. (There is no evidence that squeezing the wound reduces the risk of viral transmission).
4. Rinse well.
5. Proceed to Step 2...

Mucous membrane exposures – Exposures of eyes, nose, or mouth to blood, bodily fluids or other potentially contaminated items:

1. Treat a splash to the eye or mouth immediately with a water/bath rinse to the area with tap water, sterile saline or sterile water.
2. Proceed to Step 2...

Intact skin exposure – Where there is no suggestion that the integrity of the skin has been compromised by contaminated fluids:

1. Thoroughly clean and wash exposed intact skin.
2. Exposure of intact skin to potentially contaminated materials is not considered an exposure of any significant risk. Not is the person considered to be exposed or in need of evaluation.
3. Proceed to Step 2....

Step 2 – Exposure Reporting Protocol

1. Notify the supervisory faculty member immediately. The faculty member will advise you.
2. Notify the supervisor of the host facility immediately.
3. After notifying the Supervisor of the host facility and faculty, it may be necessary for you to follow host facility protocol, and obtain additional medical care and advice from your own health care provider.
 - a. Remind others (while you seek immediate medical attention) to obtain consent and test source individual's blood/fluids (requesting a rapid HIV antibody test) immediately or as soon as possible if the individual is not on the premises.
 - b. If the source individual is known to be infected with either HIV or HBV, testing need not be repeated to determine the known infectivity.
 - c. Identify and document the source individual, unless identification is not feasible or prohibited by law.
4. Depending on the nature of the exposure, it may be necessary to begin post-exposure prophylaxis (PEP) within hours of the exposure. For this reason, it is recommended that students seek medical advice immediately after informing the faculty member and the clinical supervisor of the host facility.
5. Within 24 hours of the incident, not later than the next business day, complete an accident report form. Submit one copy to faculty and keep one copy for your own records.

Student Financial Responsibility - Neither the host (clinical) agency nor the University is responsible for the cost of the care that is involved in the treatment, management, or surveillance of exposure to blood or body fluids. UCA School of Nursing students required to carry medical insurance and are financially responsible for all medical visits, lab tests, and prescriptions ordered for treatment of an exposure.

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Patient/Client Records/Reports/Assignments

All written or verbal reports/records/assignments regarding patients/clients are to be presented in an honest, clear, factual and respectful manner, consistent with professional standards. In addition, they must comply with agency standards and policies and with applicable laws such as HIPAA (Health Insurance Portability and Accountability Act). This applies to patients/clients from any setting, such as community or hospital); any type of patient/client report/record/assignment, such as course papers,

logs, or care plans; reports given to staff or in post-conference or class; and/or patient/client charting completed by the student. Violation of this policy is grounds for clinical failure and dismissal from the program.

Student Errors, Near Misses, and Deficiencies in Clinical and Simulation Laboratory

The faculty recognizes that no student will intentionally make an error when providing patient/client care. They also realize that students are human and that mistakes can and do occur. In order to ensure patient/client safety and as a result of an increasingly litigious society, the faculty has determined that in order to protect the patient/client and the student, and to verify that the student is a safe practitioner, the following procedures will be followed if a student makes an error of omission or commission or has a near miss in the clinical or simulation laboratory. Merriam-Webster.com defines a near miss as "a miss close enough to cause damage" and a "close call." According to the AHRQ definition, a near miss is an "event or situation that did not produce patient/client injury, but only because of chance."

- When a student or licensed personnel recognizes that an error or near miss has occurred, it is the student's responsibility to report the error or near miss immediately to the clinical nursing faculty and clinical agency.
- For clinical errors, an incident report will be filled out and filed with the clinical agency according to agency policy.
- Clinical instructors are to notify the Course Coordinator of any student errors, near misses, or deficiencies.
- The Course Coordinator is to notify the Undergraduate Program Coordinator or School of Nursing Director about the error, near miss, or deficiency.
- The student and the course faculty will complete the UCA School of Nursing Clinical Deficiency Form ([Appendix D](#)).
- The course faculty or laboratory coordinator will complete the UCA School of Nursing, Remediation Faculty Report ([Appendix D](#)).
- Once the student has satisfactorily completed the remediation plan, the clinical faculty will complete the UCA School of Nursing Post Remediation Clinical Observation Follow Up form ([Appendix D](#)).
- All forms related to the error, near miss, or deficiency will be attached to the student's clinical performance record and placed in the student's file.

Students not completing the remediation plan satisfactorily will receive a failing grade for the clinical portion of the course, which will result in failure of the course. Students making an error and not reporting it to the clinical faculty in a timely manner or found trying to cover-up or hide the error will be immediately dismissed from the clinical experience, dismissed from the course, and will receive an "F" grade for the course. A report of an error(s) must be submitted in writing to the School of Nursing Director if the error(s) requires legal intervention or is of great significance.

RESEARCH AND SCHOLARSHIP

Protection of Human Subjects

Any educational research sponsored by or conducted in the School of Nursing is subject to university and departmental policies and procedures. All educational research will comply with the policies and procedures of the UCA **Institutional Review Board** for the Protection of Human Subjects. Any information/data obtained from student and course records is subject to university policies and procedures and the Family Educational Rights and Privacy Act of 1974.

All proposals for research by students must be reviewed to ensure protection of human subjects. Students are to follow the policies and procedures of the UCA Institutional Review Board. A copy of the policies and procedures can be accessed on the Sponsored Programs homepage <https://uca.edu/sponsoredprograms/>. Students with questions should call Sponsored Programs at 501-450-3451.

Student Participation in Program Evaluation and Research

The School of Nursing routinely collects evaluative information and research data about the program which includes faculty, students, and/or courses. The information is not used to determine the academic standing of a student. The information is used to assist faculty with program evaluation and research. Students can expect: 1) that data will be obtained from student and course records for use in educational research and program evaluation; and 2) that observers will be present in the classroom or clinical setting for the purposes of collecting research data, evaluating/observing performance of the instructor, or testing educational instruments.

Data collected for educational research or program evaluation will not be used to influence a student's academic standing. It will be used as group data or to evaluate instructors, teaching strategies, courses and/or the program as a whole.

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Professional Organizations and Committees

School of Nursing Committees

Opportunities are available for student participation on the School of Nursing standing committees. School of Nursing standing committees include:

- Undergraduate Curriculum, Admissions, and Academic Affairs Committee.
- Evaluation and Quality Assurance Committee.
- Activities and Special Ceremonies Committee

Any student who is interested in serving on a SON committee should contact the Undergraduate Program Coordinator (Dr. Julie Meaux, juliem@uca.edu) for consideration. The names of students who are serving on undergraduate committees can be found on the School of Nursing website.

National Student Nurses' Association (NSNA) and Arkansas State Nursing Student Association (ASNSA) and UCA Nursing Student Association (UCA NSA)

ASNSA is a component of NSNA and is an organization of nursing and pre-nursing students. UCA has a state chapter of ASNSA. Membership entitles the individual to receive NSNA's official magazine – Imprint; reduced rates on products and services; opportunities to serve in the local chapter, state organization, or national organization; opportunities to compete for scholarships, and much more. The UCA NSA is an active chapter and has received many awards for their activities. They usually maintain the bulletin board at the 2nd floor elevator and have a display cabinet outside of suite 114. Contact any UCA NSA officer or the UCA NSA Faculty Advisor for more information.

Sigma Theta Tau International Honor Society of Nursing

Kappa Rho Chapter

The Kappa Rho Chapter of [Sigma Theta Tau, the International Honor Society of Nursing](#) was chartered in the spring of 1988. In spring 2002, the charter was reissued as Kappa Rho Chapter At-Large to include the Arkansas Tech University Nursing Program. Sigma Theta Tau is the only honor society for nursing. The first chapter was established in 1922. The

society recognizes superior achievement, facilitates leadership, supports scholarship in nursing, and strengthens individual commitment to ideals and purposes of professional nursing. Undergraduate students who meet Sigma Theta Tau's criteria are eligible for induction into the Kappa Rho Chapter. Level IV students who rank in the upper 35 percent of their graduating class and have achieved academic excellence are eligible for induction.

Induction into the Honor Society and Kappa Rho Chapter occurs in the fall semester of each year. For further information, contact the School of Nursing faculty counselor to Kappa Rho 501-450-3119.

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UCA Alumni Chapter

Founded in 1990, the Nursing Alumni Chapter is affiliated with the UCA Alumni Association. Purposes of the Nursing Alumni Chapter are to: 1) maintain a close relationship between the university and graduates of the programs in nursing; 2) maintain a medium for dissemination of information pertinent to professional nursing; and 3) to promote professionalism in nursing through the educational process. Membership is open to all graduates and former students of the nursing programs, present and past nursing faculty, and other individuals who are interested in affiliating with the Chapter. See School of Nursing Director for more information.

GRADUATION AND LICENSURE

Criminal Background and RN Licensure

See [Appendix F](#) for the Arkansas State Board Policies on criminal background checks and licensing restrictions based on criminal records. Most states, including Arkansas, require a state and federal criminal background check upon application for license. Per Arkansas State law, Act 1208 of 1999, persons **convicted** of a crime **may not be eligible** to be licensed as an LPN, RN, or APRN or to take the licensure exam(s). See the School of Nursing Director for more information.

School of Nursing Pin

The School of Nursing pin distinguishes University of Central Arkansas nursing graduates from those of other programs. A program pin has been a long-standing tradition in nursing. The UCA pin was designed by the first graduating baccalaureate class, the class of 1967. The UCA pin is diamond-shaped with the university seal placed on a purple background. It also has a BSN pin guard. The pins are available in 10K or 1/10K gold. Graduating students may purchase their pins through the School of Nursing in the last semester of course work or any time after graduation.

Application for Graduation

Application for graduation will be made prior to the expected date of graduation with the assistance of the School of Nursing Education Counselors. All School of Nursing and University requirements are to be met before a student may graduate and take the National Council Licensure Examination (NCLEX-RN).

Convocation

Convocation is a School of Nursing tradition. The purpose of the convocation ceremony is to recognize and celebrate the achievements of graduates from all Nursing degree programs. The ceremony is held the afternoon prior to the University's spring commencement or in the morning for fall commencement. During the ceremony, BSN graduates receive their nursing pins, MSN and DNP graduates are hooded, and post-MSN graduates receive their certificates. Participation in this event is encouraged, and family and friends are invited.

NCLEX-RN Exam, Application

Prior to taking the NCLEX-RN exam, candidates must submit documents and fees to both the Board of Nursing and testing service. In Arkansas, two separate submissions of documents and fees are

required. The School of Nursing works closely with graduating nursing students to assist them with the application process.

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NCLEX-RN Verification of Degree Policy

The Arkansas State Board of Nursing Registered Nurse Examination Application includes a recommendation from the School of Nursing Director. This recommendation will be provided for any UCA BSN graduate applying for the first NCLEX-RN attempt within two (2) years of graduation and who meets all other NCLEX-RN preparation requirements.

Expenses Prior to and After Graduation

During the spring semester prior to graduation nursing students usually encounter additional expenses. Some of those are listed below. The prices are estimates and some expenses are mandatory, while others are optional.

Estimated Required Expenses for Prelicensure Students

- Sigma Theta Tau Research Day (Registration and travel to host school) (\$25 - \$30 plus cost of travel to host school)
- Application for Graduation (\$30 – January) Cap and Gown (\$40 – March) – Gown is required for the Convocation Ceremony
- NCLEX-RN
 - Arkansas State Board of Nursing fee (\$75 – April)
 - Temporary Permit Arkansas State Board of Nursing fee (\$25 – April) - optional
 - NCLEX-RN exam fee (\$200 – April)
 - Fingerprints/ Background check/AR State Police Background check (\$15 to \$50)

Required Expenses for BSN Completion Students

- Application for Graduation (\$30 – January)
- Cap and Gown (\$40 – March) – Gown is required for the Convocation Ceremony

Optional Expenses for Level IV Prelicensure Students

- UCA Nursing Pin (\$40 and up – February)
- Graduation Invitations and Class Ring (Prices vary – order in March through Bookstore)
- Composite Picture (\$30 plus the cost of any package you purchase – March)
- NCLEX-RN Review Course (Prices range between \$300 - \$500 - April)

Optional Expenses for BSN Completion Students

- UCA Nursing Pin (\$40 and up – February)
- Graduation Invitations and Class Ring (Prices vary – order in March through Bookstore)
- Composite Picture (\$30 plus the cost of any package you purchase – March)

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Graduating Student Composite Picture

On the second floor of Doyne Health Science Center are the composite pictures of previous graduating classes. Traditionally, these have been presented to the School of Nursing by the graduating classes. As

with the convocation ceremony, the composite picture has become a tradition, but is not required of graduating students (both prelicensure and BSN completion students). People frequently stop to look at the pictures hanging in the hall. When alumni return to campus, they bring family members to see their class picture. It also serves as a testimony to the "up and coming" classes that success is attainable.

Each fall semester a senior student will be appointed to coordinate the class composite. Students who wish to include their picture and/or name on the composite picture must notify the composite picture coordinator.

AWARDS AND SCHOLARSHIPS

Outstanding Undergraduate Student Award

Source of Funding:	School of Nursing/Friends of Nursing Fund
Eligibility:	Current graduating pre-licensure BSN student
Selection:	Graduating pre-licensure students and Faculty nominate. The selection committee will then make the final selection based on individual criteria.
Criteria:	Treats all with openness and respect; seeks opportunities to promote personal professional development; incorporates interdisciplinary approach to professional nursing; uses styles of leadership that facilitate group process; fulfills professional obligations; exercises judgment about when to express a personal or professional opinion; uses a variety of professional communication techniques effectively; within the professional context, allows professional values to take precedence over personal values; is responsible and accountable for all professional actions and their consequences; in good academic standing.

Undergraduate Academic Excellence Award

Source of Funding:	School of Nursing/Friends of Nursing Fund
Eligibility:	Current graduating pre-licensure BSN student
Selection:	Scholarship and Awards Committee selects based on criteria.
Criteria:	Graduating pre-licensure student with the highest overall GPA. In the event that more than one student is eligible for the award, faculty will be provided with a list of eligible candidates and asked to vote for the student that they think most reflects the spirit of the award. Faculty will be asked to provide rationale/support for their selection. The selection committee will then tally the votes and make the final selection.

Undergraduate Clinical Excellence Award

Source of Funding:	School of Nursing/Friends of Nursing Fund
Eligibility:	Pre-licensure BSN; One Junior Nursing Student, and one senior Nursing student.
Selection:	Letter of recommendation from at least one clinical instructor. The selection committee will then make the final selection based on individual award criteria.
Criteria:	Student is respectful, accountable, seeks opportunities, facilitates leadership, exhibits professional behavior, exercises professional judgment, and in good academic standing.

Spirit of Nursing Award

Source of Funding:	National Student Nurses Association (NSNA)
Eligibility:	Pre-licensure BSN; current graduating student
Selection:	NSNA and Army Nurse Corps
Criteria:	Student demonstrates a commitment to excellence through community, professional, and academic achievements.

Ashcraft Nursing Scholarship & Riggs Ashcraft Nursing Scholarship

Source of Funding:	UCA Foundation
Eligibility:	Pre-licensure BSN; one awarded to a junior nursing student and one awarded to a progressing senior nursing student.
Selection:	Student submits Ashcraft scholarship specific application (Appendix E) in the spring semester. The selection committee will make final selection based on individual award criteria.
Criteria:	The award will be designated to an underrepresented minority nursing student (racial minority, ethnic minority, gender minority) and based on financial need of the student. First preference shall be given to a nursing student who is in the final year of the UCA BSN program and is in good academic standing in the Department of Nursing. The award recipient must be a U.S. citizen.

Barbara Harpe Nabholz Nursing Scholarship

Source of Funding:	UCA Foundation
Eligibility:	Pre-licensure BSN; Progressing senior nursing student.
Selection:	Student submits scholarship specific application (Appendix E) in the spring semester. The selection committee will make the final selection based on individual award criteria.
Criteria:	Eligibility: (1) single parent in financial need, (2) classified as a Level IV or Year 2 student for the next academic year, (3) enrolled in all required nursing courses for that academic year, and (4) in academic good standing in the School of Nursing. A student, who is enrolled in all required nursing courses, even if enrolled in less than 12 credit hours, is still eligible for the scholarship.

Crystal V. Crawford Scholarship

Source of Funding:	UCA Foundation
Eligibility:	Pre-licensure BSN; progressing junior nursing student or senior nursing student.
Selection:	Student submits general application for this scholarship in the spring semester. The selection committee will make the final selection based on individual award criteria.
Criteria:	Eligibility: (1) female nursing student, (2) graduate from an Arkansas high school, (3) award to a Progressing to Year 1 nursing student to be awarded during their Year 1 nursing year, (4) display need for financial aid, (5) if a student earns a 3.0 GPA during their Year 1, they may be awarded the same scholarship for Year 2

without reapplication.

Clara Forsberg Nursing Scholarship

Source of Funding: UCA Foundation
Eligibility: Pre-licensure BSN; progressing senior nursing student.
Selection: Undergraduate faculty nominate. The selection committee will make the final selection based on individual criteria.
Criteria: Displays professionalism in the classroom and in clinical areas; displays academic ability beyond the majority of the class.

Enda and Edward Vail Scholarship

Source of Funding: UCA Foundation
Eligibility: Pre-licensure BSN; Progressing junior nursing student or senior nursing student.
Selection: Student submits general application ([Appendix E](#)) in the spring semester. The selection committee will make the final selection based on individual award criteria.
Criteria: Good academic standing. GPA 3.0 or greater; involved in extracurricular activities; good solid student; responsible, engaged; not necessarily top grades; financial need.

Lauretta Koenigseder Nursing Scholarship

Source of Funding: UCA Foundation
Eligibility: Pre-licensure BSN; Progressing senior nursing student.
Selection: Student submits general application ([Appendix E](#)) in the spring semester. The selection committee will make the final selection based on individual award criteria.
Criteria: Student who displays quality nursing care and professionalism. Financial need is a consideration.

Martin Nursing Scholarship

Source of Funding: UCA Foundation
Eligibility: Pre-licensure BSN: junior nursing student or senior nursing student.
Selection: Student submits general application ([Appendix E](#)) in the spring semester. The selection committee will make the final selection based on individual award criteria.
Criteria: Eligibility: (1) accepted into the UCA nursing program, (2) financial need, (3) GPA of 3.0 or greater.

Others:

- Kappa Rho Chapter-at-Large Scholarships and Grants (call for applications each spring semester).

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Appendix A - Prelicensure BSN Level Objectives

(curriculum prior to 2019)

Level II Objectives

1. Integrates knowledge from nursing, the sciences and humanities to develop a foundation for practice and care of self.
 2. Begins personal transition into the professional role based on knowledge of the nursing profession, professional nursing standards, and personal goals.
 3. Recognizes effective professional relationships with nurses and interprofessional staff.
 4. Plans care in collaboration with patients/clients, preserving patient/client confidentiality and privacy while clarifying preference and values.
 5. Demonstrates awareness of cost and the need for conservation of health resources in providing Patient/Patient/client care.
 6. Communicates and documents honestly and accurately.
 7. Recognizes standardized terminology in the healthcare environment.
 8. Applies therapeutic communication within the nurse patient/client relationship.
 9. Demonstrates professional scholarly writing.
 10. Uses clinical reasoning and the nursing process to engage in problem solving.
 11. Accesses information systems in clinical and educational settings.
 12. Identifies roles and responsibilities of healthcare professionals.
 13. Provides individualized, patient/client-centered care with sensitivity to patient/client's needs, preferred practices, cultural beliefs, diversity and unique perspectives.
 14. Performs comprehensive assessments of adult patients/clients and the healthcare environment.
 15. Performs basic nursing skills with safety and competence.
 16. Assumes accountability as a healthcare provider.
 17. Uses legal standards, professional standards and nursing code of ethics to guide clinical practice.
 18. Provides care that reflects knowledge of political and regulatory processes.
 19. Identifies roles and responsibilities of healthcare professionals in regard to delegation and supervision of patient/client care.
 20. Integrates knowledge from nursing, the sciences, and humanities to develop a foundation for nursing practice and care of self.
 21. Recognizes professional boundaries.
 22. Recognizes the relationship between personal health, self-renewal and the ability to deliver sustained quality care.
 23. Assesses personal self-care behaviors.
- Revised 12.19.02; Revised 2.3.12

Level III Objectives

1. Provides safe and effective patient/client care utilizing knowledge of technical skills and scientific principles.
2. Assumes accountability for personal and professional behaviors.
3. Takes initiative to seek new learning opportunities.
4. Incorporates collaborative techniques to produce positive professional relationships.
5. Explores the impact of socio-cultural, economic, legal and political factors influencing healthcare access, equity and affordability, as related to vulnerable populations.
6. Expresses self effectively using multiple communication approaches in a variety of professional contexts.
7. Uses standardized terminology in the healthcare environment.
8. Uses the nursing process and selected theories as a framework for clinical reasoning, decision making, and nursing judgment.
9. Implements evidence based nursing interventions for managing care of individuals and families.
10. Uses healthcare technologies to impact patient/client outcomes and create safe environments.
11. Participates in quality and safety initiatives.
12. Uses knowledge of prioritization in decision making while retaining accountability for quality care.

13. Adapts assessment techniques and skills to accommodate unique characteristics and risks of individuals and families.
14. Plans and manages physical, psychological, social and spiritual needs of patient/client and family/caregiver.
15. Advocates for patients/clients and families to make informed decisions while respecting inherent worth and dignity.
16. Identifies an ethical decision making framework for clinical practice.
17. Clarifies personal and professional values recognizing the impact on decision-making, professional behavior and professional relationships.
18. Incorporates legal and professional nursing standards into practice.
19. Uses knowledge of financial, political, and regulatory processes in healthcare delivery.
20. Uses knowledge of prioritization and delegation while retaining accountability for quality care.
21. Establishes professional boundaries.
22. Practices and promotes self-care behaviors.

Revised 12.19.02; Revised 2.3.12

Level IV Objectives

1. Consistently uses principles, theories, models, and frameworks as a basis for practice, self-reflection, and professional relationships
2. Values lifelong learning to support excellence in nursing practice.
3. Explores resources to enhance self-learning, nursing practice, and career development.
4. Establishes and maintains effective relationships (i.e., team building, negotiation, conflict resolution) with diverse groups and disciplines.
5. Supports fairness and non-discrimination in delivery of care, allocation and use of healthcare resources, and development of healthcare policy.
6. Incorporates standardized terminology in the healthcare environment.
7. Reflects on and effectively self-corrects personal communication within professional contexts.
8. Identifies basic elements of the research process and models for applying evidence to clinical practice.
9. Collaborates in the collection, documentation, and dissemination of evidence.
10. Applies healthcare technologies to maximize outcomes for patients/clients.
11. Manages care utilizing principles of interdisciplinary models to maximize quality of life.
12. Participate in the development and implementation of creative strategies to influence system change.
13. Uses evidence to organize, manage, and evaluate strategies that promote healthy communities.
14. Participate in clinical prevention and population focused interventions during emergency situations and disasters.
15. Performs skills for efficient, safe and compassionate delivery of patient/client care.
16. Advocates for healthcare that is sensitive to patient/client needs, with particular emphasis on needs of vulnerable populations.
17. Demonstrates tolerance for the ambiguity and unpredictability of the world and the effect on healthcare.
18. Applies an ethical decision-making framework to clinical situations that incorporates moral concepts, professional ethics, law, and respects diverse values and beliefs.
19. Uses knowledge of healthcare systems, healthcare policy and professional nursing to influence healthcare delivery.
20. Advocates for professional standards of practice using organizational and political processes.
21. Applies prioritization and delegation principles in coordination of healthcare teams.
22. Integrates self-care behaviors into personal and professional lifestyle.
23. Maintains professional boundaries.

Revised 12.19.02; Revised 2.3.12

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Appendix B – Program Outcomes mapped to Level Objectives
(curriculum beginning 2019)

Critical Inquiry (Level objectives mapped to program outcome and linked to BSN Essential Competencies)

Year 1	Year 2
Integrate theories and concepts from liberal education into nursing practice (1.1)	Synthesize theories and concepts from liberal education to build an understanding of the human experience (1.2)
Uses skills of inquiry, analysis, and information literacy to explore practice issues (1.3)	Use skills of inquiry, analysis, and information literacy to address practice issues (1.3).
Recognize the knowledge and methods of a variety of disciplines to inform decision making (1.7).	Integrate the knowledge and methods of a variety of disciplines to inform decision making (1.7).
Demonstrate an awareness of complex organizational systems (2.3).	Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values (2.4)
Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice (2.6)	Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice (2.6)
	Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of healthcare (2.10).
	Participate in the development and implementation of imaginative and creative strategies to enable systems to change (2.12).
Explain the interrelationships among theory, practice, and research (3.1).	Demonstrate an understanding of the basic elements of the research process and models for applying evidence into clinical practice (3.2).
Evaluate the credibility of sources of information, including but not limited to data bases and internet resources (3.4)	Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes (3.5).
Uses evidence, clinical judgement, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care (3.6).	Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care (3.6).
Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes (4.4)	
Evaluate the validity of information sources that inform the delivery of care (4.6).	Evaluate data from all relevant sources, including technology, to inform the delivery of care (4.6)

	Participate in evaluation of information systems in practice settings through policy and procedure development (4.12).
Discuss legislative and regulatory processes relevant to the provision of healthcare (5.4).	Examine legislative and regulatory processes relevant to the provision of health care (5.4).
Uses evidence based practice to guide nursing care (7.5). Uses appropriate clinical judgment and decision making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations (7.9).	Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow-up throughout the lifespan (7.5).
Explores the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology (9.2).	Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology (9.2).
	Implement evidence based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan (9.8)
Monitor client outcomes to evaluate the effectiveness of psychobiological interventions (9.9).	
Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems (9.11).	
Develop a beginning understanding of complementary and alternative modalities and their role in health care (9.17).	

Communication - (Level objectives mapped to program outcome and linked to BSN Essential Competencies)

Year 1	Year 2
Use verbal, nonverbal, and technology to communicate effectively (1.4).	Use written, verbal, non-verbal, and emerging technology methods to communicate effectively (1.4).
	Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team (2.2).
Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice (4.1).	Develop skills in using patient care technologies, information systems, and communication devices that support safe nursing practice (4.1).
Use telecommunication technologies to assist in effective communication in a variety of healthcare settings (4.2).	
Use standardized terminology in a care environment that reflects a nursing's unique contribution to patient outcomes (4.5).	
	Articulate, through a nursing perspective issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas (5.10).
Recognizes the nursing role in advocating for consumers (5.12).	Advocate for consumers and the nursing profession (5.12).
Demonstrate effective communication techniques (6.3).	Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships (6.3).
Identify information and communication technologies in preventive care (7.6)	Use information and communication technologies in preventive care (7.6).
Protect patient privacy and confidentiality of patient records and other privileged communications (8.10)	

Determine caring and healing techniques that promote a therapeutic nurse patient relationship (9.21).	Engage in caring and healing techniques that promote a therapeutic nurse patient relationship (9.21).
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Responsible Living - (Level objectives mapped to program outcome and linked to BSN Essential Competencies)

Year 1	Year 2
	Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen (1.6).
	Value the ideal of lifelong learning to support excellence in nursing practice (1.9)
	Advocate for the protection of human subjects in the conduct of research (3.3).
Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes (3.9).	
Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy (4.8)	
Recognize the use of new patient care technologies for safe, quality care (4.10)	Advocate for the use of new patient care technologies for safe, quality care (4.10)
Identify ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations (5.9)	Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations (5.9).
	Advocate for high quality and safe patient care as a member of the interprofessional team (6.6).
	Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities (7.12).

Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers (8.4).	
	Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations (8.9).
	Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas (8.11).
Recognize unsafe, illegal, or unethical care practices (8.12)	Act to prevent unsafe, illegal, or unethical care practices (8.12).
Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care (8.14)	

Diversity - (Level objectives mapped to program outcome and linked to BSN Essential Competencies)

Year 1	Year 2
Discuss knowledge of social and cultural factors to the care of diverse populations. (1.5)	Apply knowledge of social and cultural factors to the care of diverse populations. (1.5)
Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system (1.8).	
Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice (5.6)	
Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery (5.8)	
Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline) (6.1)	-Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., education, and licensure requirements) (6.1).

Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups) (7.3).	Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations (7.3).
Deliver compassionate, patient-centered, evidence based care that respects patient and family preferences (9.5).	
Identify patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences (9.6).	-Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences (9.6).
Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care (9.7).	
Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care (9.18).	
	Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes (9.19).
	Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice (9.22).

Collaboration - (Level objectives mapped to program outcome and linked to BSN Essential Competencies)

Year 1	Year 2
Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other member of the healthcare team (2.5).	Collaborate in the collection, documentation, and dissemination of evidence (3.7).
	Use inter- and intra-professional communication and collaborative skills to deliver evidence based patient centered care (6.2).
Recognize nurses' unique perspective and role as a part of interprofessional teams to optimize patient outcomes (6.4).	Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes (6.4).
	Advocate for high quality and safe patient care as a member of the interprofessional team (6.6).
Identify appropriate teambuilding and collaborative strategies (6.5).	Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams (6.5).
Collaborative with patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions (7.7).	Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions (7.7).
Identify determinants of health and activities that contribute to health and the prevention of illness, injury, disability, and premature death (7.10).	Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death (7.10).
Articulate the knowledge, skills, and attitudes of the nursing profession (8.3).	Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession (8.3).
Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development (8.13).	Value pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development (8.13).
Recognize personal bias on difficult healthcare decisions that impact one's ability to provide care (8.8).	Communicate to the healthcare team ones' personal bias on difficult healthcare decisions that impact one's ability to provide care (8.8).
Communicate effectively with the patient and the patient's support network (9.4).	Communicate effectively with all members of the healthcare team, including the patient and the patient's support network (9.4).

Professional Practice Objectives - (Level objectives mapped to program outcome and linked to BSN Essential Competencies)

Year 1	Year 2
	Apply leadership concepts, skills, decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings (2.1).
Recognize factors that create a culture of safety (2.7).	Promote factors that create a culture of safety (2.7).
Promote achievement of safe and quality outcomes of care for diverse populations (2.8).	Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care (2.9).
	Employ principles of quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery (2.11).
Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed (3.8).	
Apply safeguards and decision-making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers (4.3).	
Recognize the role of information technology in improving patient care outcomes and creating a safe care environment (4.7)	
Apply patient-care technologies as appropriate to address the needs of a diverse patient population (4.9)	
Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice (4.11).	
	Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare needs (5.1)
	Describe how health care is organized financed, including the implications of business principles, such as patient and system cost factors (5.2).
	Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services (5.3).
Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice (5.5)	
Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice (5.7)	
	Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy (5.11)

Assess protective and predictive factors, including genetics, which influence the health of individuals and families. (7.1)	Assess protective and predictive factors, including genetics, which influence the health of groups, communities, and populations. (7.1)
Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems (7.2)	
Use behavioral change techniques to promote health (7.4).	Use behavioral change techniques to manage illness (7.4).
	Assess the health, healthcare, and emergency preparedness needs of a defined population (7.8).
Participate in clinical prevention interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity (7.11).	Participate in clinical prevention and population-focused interventions with attention to effectiveness, efficiency, cost-effectiveness, and equity (7.11).
Identify principles associated with social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities (7.12).	Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities (7.12).
	Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease (7.13).
Demonstrate the professional standards of moral, ethical, and legal conduct (8.1).	
Assume accountability for personal and professional behaviors (8.2).	
Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice (8.5).	
Reflect on one's own beliefs and values as they relate to professional practice (8.6).	Reflect on one's own beliefs and values as they relate to professional practice (8.6).
Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors (8.7).	
Conduct comprehensive and focused physical, behavioral, psychological, spiritual, and socioeconomic assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches (9.1).	Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches (9.1).
Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health-illness continuum, across the lifespan, and in all healthcare settings (9.3).	
Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver's knowledge of care requirements to promote safe care (9.10).	
Create a safe care environment that results in high quality patient outcomes (9.12).	
Revise the plan of care based on an ongoing evaluation of patient outcomes (9.13).	

Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team (9.14).	
	Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload (9.15),
Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care (9.16).	
	Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients (9.20).

Appendix C – Intent to Return to the Nursing Major

UNIVERSITY OF CENTRAL ARKANSAS
School of Nursing
*INTENT TO RETURN TO THE NURSING MAJOR

PLEASE PRINT OR TYPE – ANSWER EVERY QUESTION

1. NAME _____
 Last First Middle (Maiden)
2. Permanent Address _____
 Street City
3. School Address _____
 Street City
4. Phone number _____ Permanent Email Address: _____
5. UCA ID Number _____
6. Indicate semester AND course(s) that you were enrolled in that you did not successfully complete: _____
7. Indicate semester you wish to return Month _____ Year _____
8. Reason for leaving nursing program:
 _____ A. Made less than an "C" in a nursing course
 _____ B. Withdrew from a nursing course
 _____ C. Other: Please explain
9. Students who withdraw from nursing courses or earn less than a "C" in a nursing course must immediately schedule an appointment with Ms. Susan Wood (Education Counselor) by calling 501-450-3119 and develop an alternate progression plan. This "Intent to Return" form must be submitted to the Undergraduate Program Coordinator (Dr. Julie Meaux, DHSC 131) with the alternate progression plan within three days after university grades are posted for the semester.

*Requirement to repeat courses within 12 months: A student who does not progress (withdraws from or fails a course) will be required to repeat the course within 12 months of the semester of withdrawal or failure. Failure to submit the "Intent to Return" form by the deadline may result in the student's delay in progression for longer than 12 months resulting in the student being ineligible for readmission.

Student Signature

Date

Education Counselor

Date

Undergraduate Program Coordinator

Date

University of Central Arkansas
School of Nursing

***ALTERNATE PROGRESSION PLAN**

Name _____ Date _____

Address _____

City, State, Zip _____

E-Mail Address _____

Identification Number _____ Phone _____

Explain your reason for requesting an Alternate Progression Plan. Consult a School of Nursing, Education Counselor to develop a proposed alternate plan-of-study. List courses you intend to take by semester.

Signature: _____

Date: _____

Appendix D - Clinical Deficiency and Remediation Forms



**UNIVERSITY OF CENTRAL ARKANSAS
SCHOOL OF NURSING**
**Clinical Deficiency Form*

Please Choose One:

- Clinical Communication:** *The instructor has determined that the student needs assistance with one or more of the course clinical objectives (i.e. skills or interventions).*

- Clinical Warning:** *The instructor has determined that the student is not meeting the course clinical objectives and is in jeopardy of failing the clinical rotation.*

Date: _____
Course: _____
Student: _____
Clinical Faculty: _____

The following deficiencies were noted by course or clinical faculty on **(date)**. These deficiencies will result in failure to meet course and/or clinical objectives.

Objective: <i>As stated in course syllabus and/or clinical performance tool.</i>	Deficiency: <i>Description of student behavior constituting failure to meet the objective.</i>

Student Strengths:

Plan for Remediation:

Comments:

Course and/or clinical objectives must be met by **(date)**. Noncompliance will result in course failure.

Faculty (signature) _____ **Date:** _____
Student (signature) _____ **Date:** _____



UNIVERSITY OF CENTRAL ARKANSAS
SCHOOL OF NURSING
**Remediation Faculty Report*

Date began: _____

Date completed: (date)

Student Name:

Course:

Course Faculty:

Remediation Faculty:

Student failed to meet the following clinical objective(s):

Remediation plan:

Remediation faculty narrative note:

- Student has completed the remediation plan.

Student signature

Date

Remediation Faculty signature

Date



**UNIVERSITY OF CENTRAL ARKANSAS
SCHOOL OF NURSING**

**Post Remediation Clinical Observation Follow Up Form*

This is used by the clinical instructor when a student returns to clinical after engaging in remediation for a clinical deficiency.

Student Name: _____

Faculty Name: _____

Date of Deficiency: _____

Date of Remediation: _____

Date Returned to Clinical: _____

- This deficiency has been satisfactorily corrected
- The student continues to demonstrate clinical deficiency in the following area(s):

- Clinical warning has been issued to student

Clinical Faculty Signature Date

Student Signature Date

Appendix E – Scholarship Applications

UNIVERSITY OF CENTRAL ARKANSAS
School of Nursing

General Application for Undergraduate Scholarships and Awards

If you would like to be considered for a School of Nursing Undergraduate Scholarship/Award, please complete the following application. Information related to individual scholarships and awards can be found in the BSN Handbook. Applications must be submitted to the UCA School of Nursing Scholarship and Awards Committee Chairman by **February 26, 2021 @ 4pm.**

Name _____ UCA ID # _____

Current mailing address _____

City _____ State _____ Zip Code _____

Phone _____ Email _____

Current status in the nursing program:

- Undergraduate – Progressing junior nursing student
- Undergraduate – Progressing senior nursing student

Total credit hours currently enrolled in: _____ Total credit hours completed: _____

Please indicate which scholarships you are applying for. (Select all that apply)

_____ Crystal V. Crawford Scholarship

_____ Enda and Edward Vail Scholarship

_____ Laurette Koeningseder Nursing Scholarship

_____ Martin Nursing Scholarship

_____ Clara Forsberg Scholarship

On a separate page, please address each of the following:

1. Sources of financial assistance you are receiving this academic year. Percentage of your education and living expenses met by financial assistance.
2. Extracurricular activities, clubs, organizations, or community service involvement.
3. If currently employed, number of hours per week you work, place of employment, and phone number.
4. Personal statement of financial need.
5. Please submit a paragraph summarizing your academic and clinical accomplishments, professional goals, and plans for growth during the remainder of your educational program. (250 words or less)
6. Any additional information that you would like to provide to the committee in consideration of your application?
7. Specific to the Crystal V. Crawford Scholarship
 - a. Gender: _____
 - b. Where did you graduate from High School: _____

To the best of my knowledge, the information provided is accurate.

Name: _____

Date: _____

Applications and supporting documentation should be submitted to:

UCA School of Nursing
Attn: Scholarship and Awards Committee Chair
Doyle Health Science Center, Suite 130
201 Donaghey Ave.
Conway, AR 72035

UNIVERSITY OF CENTRAL ARKANSAS
School of Nursing

Ashcraft Nursing Scholarship

The award will be designated to an underrepresented minority nursing student (racial minority, ethnic minority, gender minority) and based on financial need of the student. First preference shall be given to a nursing student who is in the final year of the UCA BSN program and is in good academic standing in the Department of Nursing. The award recipient must be a U.S. citizen. Pre-licensure BSN applicants must be enrolled full-time in the nursing curriculum. RN to BSN nursing student applicants must be enrolled in six or more hours in the nursing curriculum. The scholarship will be paid in two equal installments on the dates of registration for the first and second semesters of the academic year, on the condition that the recipient has maintained a cumulative grade point average of 2.75 or above. Applications must be submitted to the UCA School of Nursing Scholarship and Awards Committee Chairman by **February 26th, 2021 @ 4:00 pm.**

Name _____UCA ID # _____

Current mailing address _____

Phone _____ Email _____

Current status in the nursing program:

- Junior Nursing Student
- RN to BSN

On a separate page, please address each of the following:

1. Personal statement of your financial need.
2. Sources of financial assistance you are receiving this academic year?
3. Current employment, if applicable (include number of hours worked per week and place of employment).
4. Additional information you believe would assist us in selecting the recipient for this scholarship.

To the best of my knowledge, the above information is accurate.

Signature

Date

UNIVERSITY OF CENTRAL ARKANSAS
School of Nursing

Barbara Harpe Nabholz Nursing Scholarship

The *Barbara Harpe Nabholz Nursing Scholarship* is provided by the Nabholz family in memory of their mother. In order to be eligible for this scholarship, the applicant must be: (1) a single parent in financial need, (2) classified as a senior nursing student for the next academic year, (3) enrolled in all required nursing courses for that academic year, and (4) in academic good standing in the School of Nursing. A student, who is enrolled in all required nursing courses, even if enrolled in less than 12 credit hours, is still eligible for the scholarship. The scholarship will provide up to full scholarship for one year. Applications must be submitted to the UCA School of Nursing Scholarship and Awards Committee Chairman by **February 26th, 2021 @ 4:00 pm.**

Name _____ UCA ID # _____

Current mailing address _____

Phone _____ Email _____

Current status in the nursing major: Year 1 _____ Level III _____

Total credit hours currently enrolled in: _____ Total credit hours completed: _____

On a separate page, please address each of the following:

1. Number and ages of your children who are living with you?
2. Sources of financial assistance you are receiving this academic year?
3. What percent of your education and living expenses are met by the above financial assistance?
4. If you are currently working, number of hours worked per week, place of employment, and phone number.
5. Sources of financial assistance you receive for your children?
6. What percentage of their living expenses are you responsible for?
7. If you have joint custody of your children, what is the percentage of time they are in your house?
8. Number and identification of other adults living in your house with you?
9. Additional information you believe would assist us in selecting the recipient for this scholarship.

I am a single parent with financial and parenting responsibilities for my child/children. To the best of my knowledge, the above information is accurate.

Signature

Date

Appendix E – Integration Plan for Standardized Exam 2020-2021



University of Central Arkansas
School of Nursing

Policy: Integration of ATI testing and remediation across the curriculum

Students will complete learning modules, and practice and proctored assessments in order to review foundational and advanced nursing concepts, and to improve testing skills in preparation for NCLEX-RN®.

In academic year 2020-2021 ATI practice and proctored exams will be integrated as follows:

Course	ATI
NURS 3305 Nursing Fundamentals	Nurse Logic - Beginner
NURS 4403 Maternal Newborn Nursing	2019 Maternal Newborn Practice A 2019 Maternal Newborn Practice B Maternal Newborn Proctored (Benchmark 66.7%)
NURS 3407 Psychiatric Mental Health Nursing	2019 Mental Health Practice A 2019 Mental Health Practice B Mental Health Proctored (Benchmark 66.7%)
NURS 4320 Health Policy	2019 Leadership Practice A 2019 Leadership Practice B Leadership Proctored (Benchmark 76.7%)
NURS 4505 Complex Health and 4525 Med-Surg II	2019 Adult Medical Surgical Practice A 2019 Adult Medical Surgical Practice B Adult Medical Surgical Proctored (Benchmark 68.9%)
NURS 3525 Medical Surgical Nursing I	2019 Fundamentals Practice A 2019 Fundamentals Practice B Fundamentals Proctored (Benchmark 63.3%)
NURS 3406 Child and Adolescent Nursing	2019 Care of Children Practice A 2019 Care of Children Practice B Care of Children Proctored (Benchmark 63.3%)
NURS 3304 Older Adult	2016 Nutrition Practice A 2016 Nutrition Practice B Nutrition Proctored (Benchmark 66.7%)
NURS 4510 Community Health Nursing	2019 Community Practice A 2019 Community Practice B Community Proctored (Benchmark 74%)
NURS 4430 Immersion	Pharmacology Practice A Pharmacology Practice B Pharmacology Proctored (Benchmark 71.7%) RN Comprehensive Predictor Practice A RN Comprehensive Predictor Practice B RN Comprehensive Predictor Proctored (69.3%)

Appendix F Arkansas State Board Policies on Criminal Backgrounds

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
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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 5-10-103;
 - (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 §§ 5-14-124 — 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 — 5-27-305, 5-27-402, and 5-27-403;
 - (25) Computer child pornography 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;
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- (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 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.
- (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:
 - (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.
- (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 an individual who holds a valid license on the effective date of this chapter.

