

Butler University

Bachelor of Science in Nursing



Student Handbook
2026-2027

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Forward

The Nursing Handbook is an extension of the College of Health Professions (CHP) student handbook and is intended to provide students information regarding programs of study, requirements, policies, and procedures that pertain to students while enrolled in the Bachelor of Science in Nursing program. Students are responsible for the information in this Handbook. **In cases of perceived conflict, the CHP Student Handbook shall take precedence.** The Nursing program Student Handbook does not constitute a contract with the Butler University Nursing program, either expressed or implied. The Butler University Nursing program reserves the right at any time to change, delete, or add to any of the provisions at its sole discretion. Furthermore, the provisions of this document are designed by the Butler University Nursing program to serve as firm guidelines rather than absolute rules, and exceptions may be made based on extenuating circumstances. Changes made to the Nursing Handbook will be communicated to the student promptly.

Message from The Director

Welcome to the Bachelor of Science in Nursing program at Butler University! It is with immense pleasure and enthusiasm that I extend a warm welcome to each of you as you begin your transformative journey into the world of Nursing. On behalf of the entire faculty and staff, I am delighted to welcome you.

As you step into this profession, you are embarking on a path that not only demands knowledge, skill, and determination but also calls for a deep commitment to compassion, empathy, and the well-being of diverse patient populations. Nursing is more than a career; it is a calling to make a positive impact on the lives of individuals and communities.

Butler University is not just a place of learning; it is a community where you will find support, guidance, and inspiration. The faculty members are dedicated professionals with a wealth of experience, and they are committed to helping you develop the knowledge and skills necessary to excel in any path of Nursing you choose. Your fellow students will become your allies, supporting, and learning alongside you throughout this challenging and rewarding journey.

As you immerse yourself in the curriculum, clinical, and hands-on training, remember each experience is an opportunity for growth. Embrace the journey with an open mind and a compassionate heart, for it is through these experiences that you will become not just skilled healthcare professionals but compassionate advocates for those in need.

Always remember, Nursing is an evolving field, and your role will extend beyond the hospital walls. You will be agents of change in healthcare, contributing to advancements in patient care and healthcare systems. The impact you make will go far beyond the clinical setting.

So, welcome to our Nursing family. Embrace the challenges, celebrate the victories, and never underestimate the profound difference you can make in the lives of others. You are not just students; you are the future of Nursing, and we have full confidence in your ability to thrive and excel. We look forward to supporting you and witnessing the incredible contributions you will make to the field of Nursing.

A handwritten signature in black ink that reads "Seth Carey". The signature is fluid and cursive, with the first name "Seth" and last name "Carey" clearly distinguishable.

Seth Carey DNP, MSN Ed., MBA, RN, CNE
Nursing Program Director
College of Health Professions

Faculty Information

College of Health Professions Administration

Dean: Robert Soltis, PhD

Executive Associate Dean: Jennifer Snyder, PhD, PA-C

Associate Dean of External Partners: Julie Koehler, PharmD, FCCP

Assistant Dean of Student Services: Gayle Hartleroad, EdD, MA, BS

Associate Dean of Faculty & Staff: Chris Roman, PA

Faculty and Staff

Interim Department Chair: Jennifer Zorn, DMS, PA-C

Program Director & Assistant Professor: Seth Carey, DNP, MSN Ed., MBA, RN, CNE

Assistant Professor & Experiential Coordinator: Deborah Spoerner DNP, MSN, APRN, CPNP

Assistant Professor: Mark Ailor EdD, MSN, BA, RN, CNE, CHSE

Assistant Professor: LeeAnn Shondell DNP, FNP-BC

Assistant Professor: Tanya Coltrain MSN Ed., RN, CPN

Nursing Administrative Specialist: Susan Morton

Butler University Mission

Butler University, founded on ideals of equity and academic excellence, creates, and fosters a collaborative, stimulating intellectual learning environment. We are inspired to boldly innovate and broadly educate, enriching communities and preparing all learners to lead meaningful lives.

College of Health Professions Values & Goals

Values

- Professionally focused— Inspired with excellence in teaching and model life-long learning. We have a passion for our life work and have dedicated our careers to training the next generation of health care providers and educators. We look for new ways to improve learning, and we adapt to the need for new knowledge, skills, and attitudes. We share our practical experiences with our students so that what they learn is directly connected to actual patient care or to our scholarship. We utilize real-life experiences whenever possible so that students develop an appreciation for the patient and the societal variables that add complexity to care of an individual or of a population. As faculty, we have developed a collaborative learning environment and are respectful and supportive of one another.
- Student focused— Dedicated to our students. We are dedicated to our students and are committed to their development, both inside and outside the classroom, with teaching, advising, project oversight, and experiential learning.
- Patient focused— Dedicated to our patients and our professions. We are experienced health care practitioners and investigators who exude a high regard for patient care that extends to our students. We teach others so our professions can excel and provide better patient care and research each day.

Goals

- Educate and Practice: Advance the practice of our healthcare professions and the importance of an interdisciplinary approach by providing effective and innovative programs for undergraduate, graduate, and professional level learners.
- Research and Scholarly Activity: Conduct focused research and scholarly activity consistent with our expertise and tied to student experiences.
- Public Health, Service, and Leadership: Foster leadership and service for students, faculty, and staff through public health-related community outreach, University and College service, and involvement in professional organizations.
- Employer of Choice: Create a desirable employment environment that provides leadership, personal growth, and resources, contributing to the ongoing vitality of our programs.
- Collaboration: Develop collaborations to increase the reach and effectiveness of our programs and public health initiatives.

Nursing Program Philosophy, Mission, and Outcomes

Philosophy

Butler University's Nursing curriculum is rooted in Patricia Benner's 'Novice to Expert' model,¹ and extending Miller's Pyramid.² Together, they serve as the organizing frameworks and provide philosophical structure for students and faculty. With early patient exposure, the curriculum is based on the novice student— who is unable to use discretionary judgment— progressively

transitioning to the development of advanced knowledge and skill acquisition. In addition, the student's emotional intelligence is developed to demonstrate caring, clinical judgement, advocacy, ethics, collaboration, professional development, and cultural competence. Benner highlights the differences between practical knowledge (“knowing how”) and theoretical knowledge (“knowing that”), asserting that knowledge is embedded in expertise and expertise develops with experience and exposure to clinical situations.³

Butler University’s Nursing program has been mapped to specific, practice-based experience goals in accordance with the AACN’s Essentials for curriculum outline.⁴ Course design reflects the expectations of student learning with clear linkage from individual course objectives and across the curriculum to the BSN student learning outcomes. The curriculum intentionally exposes students to the Essentials early and uses progressively advanced scenarios and clinical environments with added responsibility to acquire expertise. The program has adopted Miller’s suggestions that the initial theoretical assessments be used while moving to evaluations based on clinical performance.

By incorporating these principles into the Butler University Nursing curriculum, students are immersed in a holistic framework that encompasses Benner's model with an emphasis on experiential learning, compassionate care, and professional growth.

Caring:

Caring is at the heart of Nursing practice. Caring involves developing genuine connections with patients, empathizing with their experiences, and providing holistic care which addresses their physical, emotional, and spiritual needs.

Skill Acquisition and Development:

Nursing practice evolves through stages of skill acquisition, from novice to expert, as outlined by Benner.

Clinical Judgment and Critical Thinking:

Students and faculty at Butler University foster the development of clinical judgment and critical thinking skills. Nurses should encompass the ability to assess situations, analyze data, and make sound decisions in complex and dynamic healthcare environments.

Patient Advocacy and Empowerment:

Students will be empowered to advocate for their patients' rights, preferences, and well-being. Effective communication, collaboration with interdisciplinary teams, and championing patient-centered care approaches allow nurses to become patient advocates. Nurses should strive to empower patients to actively participate in their own care decisions.

Ethical Practice and Moral Agency:

Students and faculty at Butler University will uphold ethical principles and moral agency in Nursing practice. Nurses must navigate ethical dilemmas with integrity, compassion, and respect for diverse values and beliefs. Students will adhere to professional Codes of Ethics and promote a culture of ethical awareness and reflection.

Interprofessional Collaboration:

Emphasis will be placed on the importance of interprofessional collaboration in providing high-quality patient care. Nurses should work collaboratively with other healthcare professionals, recognizing and respecting each team member's unique contributions and expertise. Effective communication and teamwork are essential for achieving positive patient outcomes.

Continual Professional Development:

Students will be supported in their ongoing professional development and lifelong learning journey of Nursing. They will be encouraged to participate in continuing education programs, pursuit of advanced certifications, and engagement in research and evidence-based practice initiatives. At Butler University, a culture that values innovation, creativity, and the pursuit of excellence in nursing practice will be emphasized.

Cultural Competence and Diversity:

Cultural competence and sensitivity to diversity in Nursing practice will be promoted throughout the curriculum and in practice. Students will recognize and respect the cultural, social, and religious backgrounds of patients and their families. Provide culturally competent care sensitive to individual beliefs, values, and preferences and strive to eliminate access to care barriers related to the Social Determinants of Health (SDOH).

Quality constructed, multiple-choice questions and case-based scenarios and discussions will be used to test cognitive capabilities. Prior to and concurrent with clinicals, simulations with deliberative practice and objective structured clinical examinations will be used to test the Nursing student's competence. These will be evaluated through think-aloud protocols where students verbalize their reasoning process and demonstrate their skills compared to standardized checklists to provide a desired level of objectivity. Students will reflect on experiences and be given formative feedback through clinical evaluation tools. As students academically progress through the curriculum, they will be evaluated from areas of 'not trusted to perform' to trusted to perform with 'intentional supervision at key points in time,' to 'trusted performance without supervision' at graduation.

1. Benner, Patricia. From Novice to Expert. *AJN, American Journal of Nursing* 82(3): p 402-407, March 1982.
2. ten Cate O, Carraccio C, Damodaran A, et al. Entrustment decision making: extending Miller's Pyramid. *Acad Med.* 2021;96(2):199-204. doi:10.1097/ACM.0000000000003800
3. Benner, P. (1984). From novice to expert: excellence and power in clinical nursing practice. Menlo Park, CA: Addison-Wesley.
4. American Association of Colleges of Nursing. (2026). The Essentials: Core competencies for professional nursing education. Accessible online at <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2026.pdf>

Mission

Our mission at Butler University's Nursing program is to provide healthcare workers with an innovative curriculum that merges academic knowledge and practical skills. We aspire to cultivate a diverse community of learners by focusing on restorative care, ethical practice, and evidence-based techniques. Our mission is to graduate qualified and compassionate nurses who will positively impact the community around them through innovative teaching strategies and hands-on clinical experiences. We are committed to establishing a culture of lifelong learning, professionalism, and community involvement, preparing our graduates to address the increasing challenges of healthcare with resilience and excellence.

Nursing Student Learning Outcomes/Objectives

Students successfully completing the Bachelor of Science in Nursing program will be able to:

- Integrate natural & social sciences and nursing science with clinical judgement to solve complex problems and optimize health outcomes. (Domain 1 Knowledge)
- Demonstrate ethical, professional, compassionate, and culturally sensitive behavior in delivery and coordination of care. (Domain 2 Person Centered Care and Domain 9 Professionalism)
- Apply concepts of health promotion, disease prevention, and advocacy to improve the health of populations. (Domains 3 Population Health)
- Apply nursing science and best practice guidelines to support person-centered care, quality, and optimal outcomes. (Domain 4 Scholarship)
- Implement quality and safety practices and processes within the care setting and across systems. (Domain 5 Quality and Safety)
- Advocate effectively both inter- and intra-professionally through communication and collaboration, with patients, families, and communities to deliver quality care and enhance the overall healthcare experience. (Domain 6 Interprofessional Partnerships)
- Demonstrate effective leadership and proactive care coordination within complex systems of healthcare. (Domain 7 Systems Based Practice)
- Utilize technology to support safety, quality, and decision-making in nursing practice and to innovate healthcare delivery. (Domain 8 Technology)
- Demonstrate principles of professionalism central to the nursing profession including autonomy, integrity, advocacy, social justice, compassion, commitment to the profession to achieve optimal health outcomes for diverse patient populations. (Domain 9 Professionalism)
- Integrate the value for self-care and on-going professional development into the role of the professional nurse. (Domain 10 Personal Professional Leadership Development)

Program Accreditation

The Higher Learning Commission initially accredited the Bachelor of Science in Nursing program in April 2024. The Indiana State Board of Nursing gave initial accreditation in May 2024. The baccalaureate degree in nursing at Butler University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791. Applying for accreditation does not guarantee that accreditation will be granted. Applying for accreditation does not guarantee that accreditation will be granted.

Liability Insurance

Butler University provides professional liability insurance for all nursing students for didactic and experiential coursework. This insurance applies only while students are in the United States and are acting within their duties as nursing students under the supervision of the faculty of the Nursing program and other program-approved preceptors approved by the program. This insurance does not replace personal health insurance required to be obtained by the student.

Admission Requirements

First-Year Admission Requirements

Butler University general admission requirements can be found [here](#).

Preferred admission requirements for the Bachelor of Science Nursing Major are as follows:

- Applicant shall be graduated from a state approved high school or its equivalent. Transcripts must be received for admission.
- A person who has qualified for equivalency to high school graduation based on satisfactory completion of the general equivalency degree (GED) test with proof of the following:
 - A copy of the test results listing individual and total scores validating satisfactory test completion
 - Satisfactory completion of college courses relevant and nursing may nullify unsatisfactory test scores.
- Students applying to the Nursing program must be at least 18 years old at the time their clinical rotations begin (spring semester of their first year).
- Deadlines:
 - November 1 Early Decision
 - Decisions sent by Dec. 20
 - *Deposit Due Feb. 1
 - November 1 Early Action
 - Decisions sent by Dec. 20
 - Deposit Due by May 1
 - February 1 Regular Decision
 - Decisions sent by Feb. 15
 - Deposit Due by May 1

*Deposits are applied to student accounts via a credit at the time of matriculation.

- High School Coursework
 - English: 4 years
 - Mathematics: 3 years (4 years preferred, pre-calc & statistics preferred)
 - Laboratory Science: 3 years (4 years preferred (biology & chemistry required))
 - Social Studies/History: 3 years
 - World Language: 2 years of the same language
 - Anatomy & Physiology encouraged.
- Home school educated students may be considered, contact the Office of Admission for requirements.
- Overall high school GPA of at least 3.25 weighted/3.0 unweighted
- Additional criteria to be considered for admissions with examples:
 - Work Experience demonstrating commitment to others or the position
 - Community Involvement demonstrating sustained service to others or community
 - Personal Statement identifying students' discernment and/or understanding of the nursing profession.
 - Writing sample/short answer questions to assess writing style and ability to answer questions succinctly.
 - Leadership experience

Advanced Course Placement

- Students who successfully complete Advanced Placement (AP), International Baccalaureate (IB), or dual-credit courses in high school are eligible for advanced course placement at Butler. Learn more [here](#).
- Butler University's Nursing program curriculum may allow the following coursework for AP/IB credit or college credit transfer:
 - Chemistry (with lab)
 - Anatomy & Physiology I (with lab)
 - Anatomy & Physiology II (with lab)
 - Microbiology (with lab)
 - Nutrition
 - Psychology/Lifespan Development
- Using transfer credit to fulfill the Butler Core also may be possible, provided the course is consistent with the learning objectives of the specific Core area; see "Key Components" on the Core Curriculum website). For further information on using transfer credit to fulfill the Core Curriculum, visit [Transfer Credit](#).

Transfer Student Admissions

Transfer students must meet Butler University's overall transfer criteria, as well as any major-specific requirements. A limited number of seats are available for transfer students; early application is highly encouraged.

Students who have been enrolled in previous Nursing programs may be required to submit additional information to be eligible for admission.

Butler University general transfer admission requirements can be found [here](#).

Transfer admission requirements for the Bachelor of Science Nursing Major are as follows:

- Deadlines:
 - February 1 Application Deadline
 - Decisions sent by Mar. 15
 - Deposit Due by May 1*
- *Internal transfers deposit will be waived as a deposit for first year admission has already been collected and applied to their student account.

The major specific requirements include:

- Undergraduate minimum GPA of 3.0 on a 4.0 scale
- Science coursework (100-level or higher) GPA of 3.0 or higher on a 4.0 scale
 - Science coursework must be completed with a grade of B or higher.
 - Science courses eligible for possible transfer and used to calculate science GPA are Chemistry, Microbiology, Anatomy & Physiology 1 & 2
 - Science courses must be completed within 5 years of application for admission and transfer of credit.

- Advanced Course Placement
 - Students who successfully complete AP, International Baccalaureate, or dual-credit courses in high school are eligible for advanced course placement at Butler. [Learn more.](#)
 - Butler University's Nursing program curriculum may allow only the following coursework for AP/IB credit or college credit transfer:
 - Chemistry (with lab)
 - Anatomy & Physiology I (with lab)
 - Anatomy & Physiology II (with lab)
 - Microbiology (with lab)
 - Nutrition
 - Psychology/Lifespan Development
 - Using transfer credit to fulfill the Butler Core also may be possible, provided the course is consistent with the learning objectives of the specific Core area and approved by the University; see "Key Components" on the Core Curriculum website). For further information on using transfer credit to fulfill the Core Curriculum, visit Transfer Credit.

Technology Requirements and Information

The following are minimum computer hardware/software requirements and basic computing skills that are necessary for all students.

Hardware

Hardware

- 8 GB RAM minimum (16 GB recommended)
- Intel Core i5/Apple M1 processor or equivalent (or newer)
- Windows 11 (Windows 10 may be supported by some software but Windows 11 is recommended)
- macOS 15 (Sequoia) or later (or the current version supported by required software)
- 256 GB or greater storage (internal, external, or cloud-based storage for file backup)
- Reliable Wi-Fi capability
- High-speed broadband internet connection
- Webcam and microphone for remote meetings, virtual simulations, and online assessments
- At least one available USB-C, USB-A, or compatible adapter, as needed for peripherals

Chromebooks, iPads, Android tablets, and other mobile devices are not recommended and may not be compatible with required testing, simulation, and course software. Students should plan to use a Windows or macOS laptop that meets the specifications above.

Students are responsible for ensuring their devices remain compatible with all required educational software throughout the program.

Software

- Microsoft Office (Word, Excel, PowerPoint)
- Google Chrome – for either PC or Mac
- Adobe Acrobat Reader

Butler students may be eligible for [discounted software](#).

Required Computer Skills

Students should be knowledgeable about the basic functions of their computer including the use of its software and capability within programs.

HELP Desk

The HELP Desk provides a single point of contact for the technology needs of Butler students, faculty, and staff. The Help Desk provides phone, email, and walk-in support for various technology services.

Contact the HELP Desk

Submit and view service requests [online](#).

Phone: 317-940-HELP (4357)

Email: helpdesk@butler.edu

Walk-in: Irwin Library, 3rd Floor

Curriculum

Core

The Core Curriculum is required for all baccalaureate and associate degrees. All Butler undergraduates, no matter their major field of study, complete the Core Curriculum. Core Curriculum courses are not open to graduate students. To avoid scheduling conflicts, students must consult their academic advisor before registration each semester to help plan their experiences in the [Core Curriculum](#) and non-Nursing courses.

Core classes include:

- First Year Seminar: English composition (FYS)
- Global and Historical Studies (GHS)
- Social World: Psychological Inquiry
- Texts and Ideas: English composition (TI)
- Analytic Reasoning: Statistically Speaking OR Elementary Statistics
- Perspectives in the Creative Arts (PCA)
- Well Being—Personal wellness (WB)
- Natural World: Chemistry, Microbiology, A&P 1 & 2

Additional Graduation Requirements

Indianapolis Community Requirement

Indianapolis Community Requirement (ICR) is a civic-learning component of the Core Curriculum that enhances academic learning while helping students become active citizens of their communities and of the world. Students must take one course in any part of the University

that involves active engagement with the Indianapolis community. NUR102: Fundamental Knowledge for Nursing Practice includes the ICR requirement.

Butler Cultural Requirement

Butler University has a rich set of cultural activities in the form of artistic performances, seminars, and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement (BCR) is to engage students in these most valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life. Students must attend eight cultural events on the Butler campus, such as lectures, performances, recitals, or exhibitions. Events eligible for BCR credit carry the BCR symbol. Ideally, attendance will be spread out over students' time at Butler, but this is not required.

For complete information, please see the Butler University [Bulletin](#).

Bachelor of Science in Nursing Curriculum Outline

Course Number	Fall Term	SEM HRS
NUR107	Chemistry with Lab	4
NUR203	Anatomy & Physiology I with Lab	3
FYS101	First Year Seminar	3
SW250-PS*	Psychological Inquiry	3
NUR101	Introduction to Nursing Profession with Lab	3

Course Number	Spring Term	SEM HRS
NUR106	Microbiology with Lab	4
NUR204	Anatomy & Physiology II with Lab	3
FYS102	First Year Seminar	3
AR210 or MA162*	Statistically Speaking or Elementary Statistics	3
NUR102	Fundamental Knowledge for Nursing Practice with Lab– Includes ICR	5

Course Number	Fall Term	SEM HRS
BSHS310	Nutrition for Healthcare Professionals	3
TI*	Texts and Ideas	3
GHS*	Global and Historical Studies	3
WB*	Well Being	1
NUR207	Pathophysiology and Pharmacology for Nursing I	3
NUR209	Comprehensive Health Assessment with Lab and Clinicals	5

Course Number	Spring Term	SEM HRS
NUR205	Psychology and Lifespan Development	3

PCA*	Perspectives in the Creative Arts	3
GHS*	Global and Historical Studies	3
NUR208	Pathophysiology and Pharmacology for Nursing II	3
NUR210	Person-Centered Care: Adult and Gerontological Nursing with Lab and Clinicals	5

Course Number	Fall Term	SEM HRS
NUR303	Social Determinants of Health for Nursing – includes SJD	3
NUR309	Person-Centered Care: Pediatric Nursing with Simulation and Clinicals	5
NUR311	Population and Public Health: Community Nursing with Clinicals	4
NUR315	Leadership: Professional Nursing	3

Course Number	Spring Term	SEM HRS
NUR304	Case Management, Regenerative, and Restorative Care	3
NUR310	Person-Centered Care: Psychiatric/Mental Health Nursing with Simulation and Clinicals	5
NUR312	Palliative and Hospice Nursing Care	3
NUR316	Evidence Based Practice and Scholarship in Nursing	3

Course Number	Fall Term	SEM HRS
NUR417	Leadership: Quality and Safety	3
NUR413	Person-Centered Care: OB and Women's Health with Simulation and Clinical	5
NUR415	Care Coordination and Advocacy Across the Continuum	3
NUR405	Healthcare Technology and Innovation	3

Course Number	Spring Term	SEM HRS
NUR402	Specialty Focus Nursing (NUR) Elective with Clinical	3
NUR414	Transition to Professional Nursing Practice with Clinical	6
NUR416	Self-Care and Reflective Practice (hybrid)	3
NUR420	NCLEX Prep Seminar (hybrid)	2
	Program Total	126

*CORE nursing courses do not necessarily follow the exact sequence shown above and are scheduled based on course availability and program scheduling.

One (1) clinical credit is equivalent to three (3) hours of clinical per week or 45 total clinical hours a semester. One (1) lab credit hour is equivalent to two (2) lab hours per week or 30 total lab hours a semester.

Nursing (NUR) Course Descriptions

For all class descriptions and credit hours refer to the Butler University [Bulletin](#) for a detailed description.

Academic Advising

As advisors, faculty members advise; they do not make decisions for students. Faculty members primarily are academic advisors, but they also are available to assist with any problem, which even remotely affects academic progress. They may not have all the answers, but they will help find the right people who do have the answers. The student is responsible for ensuring they have the correct requirements for graduation. Academic advisors do not counsel students on medical, personal, or mental health issues; rather, they will refer students to campus resources.

As advisors, faculty members are available anytime during the school year, not just during class registration periods. If a student's academic advisor is unavailable and has an emergent issue that needs more immediate attention, they should contact the Office of Student Success or the Assistant Dean of Student Affairs for help. In instances where advisors will be on a prolonged leave (birth-related leave, sabbatical, etc.); students will temporarily be assigned another academic advisor.

Chain of Command/Student Complaints & Concerns

Refer to the CHP Student Handbook, section titled "Student Complaints & Concerns."

Tuition and Fees

Students are financially responsible for all tuition and fees associated with the program as outlined on the Nursing program website or within course syllabi.

Health Requirements/Clinical Documentation

Health requirements/documentation should be uploaded to the clinical compliance portal before beginning courses in the first term. Failure to maintain up to date and accurate clinical compliance documents to the proper portal may result in course failure, a delay in graduation, and/or removal from the BSN program.

Physical Examination

Students must have a physical exam by a licensed healthcare provider completed on an annual basis. The required physical examination and many immunizations may be provided at Butler University Health Services prior to orientation. Appointments for physical examinations can be scheduled [here](#). Students are financially responsible for the costs associated with obtaining physical exams. If students have any questions or concerns, call 317-940-9385.

Immunizations/Clinical Requirements

Healthcare facilities increasingly require healthcare workers and students to be vaccinated against vaccine-preventable diseases to reduce the risk of disease transmission and protect patients, healthcare personnel, and the communities they serve. Students admitted to the BSN program are expected to comply with all University, CHP, nursing program, and clinical agency immunization requirements or seek an approved medical or religious exemption through the CHP's established exemption process using the designated exemption request form.

Students are financially responsible for all costs associated with required immunizations, laboratory testing, and clinical compliance documentation.

The BSN program requires the following immunizations and documentation prior to matriculation and participation in clinical experiences, unless an approved medical or religious exemption has been granted through the CHP exemption process:

- Tdap must be up to date (within the last years 10 years).
- Hepatitis B (3 or 2, depending on product given)
 - Must provide dates of two valid immunizations with Heplisay-B; or must provide dates of three valid immunizations with RecombivaxHB or Engerix-B and;
 - Must provide a quantitative (numeric) blood test as proof of serum immune titers
- Varicella (Chicken Pox) (2)
 - Must provide dates of two valid immunizations or
 - Must provide a quantitative (numeric) blood test as proof of serum immune titers.
- MMR (Measles, Mumps, and Rubella) (2)
 - Must provide dates of two valid immunizations or
 - Must provide proof of serum titers immune results.

Recommended

- Meningococcal B vaccine for students under 26 years of age (2)
- Meningococcal conjugate vaccine Serogroups ACWY (2)
- COVID-19
 - If applicable, must provide date and proof of completed vaccination series.
 - If applicable, must provide date(s) of additional booster immunizations received.
- Hepatitis A
- HPV series for men and women (2-3)
- Influenza

Additional Immunizations and Screening Tests

Students will need to have an initial and annual IGRA/QuantiFERON Gold Plus blood testing for tuberculosis.

Health History & TB Questionnaire

All students must access the myhealth.butler.edu portal using the Butler ID and password you received via email. Access to the Health History and Tuberculosis Screening Questionnaires is located there. Students with questions or concerns should contact 317-940-9385 or healthservices@butler.edu.

Antibody Titers & TB Skin Tests

Blood draws for Varicella, Rubella, Rubeola, Mumps and Hepatitis B as well as IGRA/QuantiFERON Gold Plus blood testing can be done in conjunction with Student Health Services. If you have had a positive TB skin test in the past, you will need to submit a copy of the TB test result, physician clearance documented on letterhead from the past 12 months, and a copy of the chest x-ray report if completed as a part of a TB work up/evaluation/treatment during orientation.

Criminal Background Check

On January 1, 2004, the Joint Commission on Accreditation of Healthcare organizations (JCAHO) instituted new regulations that must be followed for hospitals, home health agencies, clinics, etc., to gain or maintain accreditation status. One of these regulations requires that all persons who are involved with inpatient care activities, i.e., employees, volunteers, and students, must have criminal background checks.

Candidates admitted to the Nursing program will undergo an initial and annual criminal background check. Students will be required to pay for this process. Continuation within the program is dependent on an acceptable background check that would allow completion of the program and credentialing requirements and is at the discretion of the Program Director in consultation with the Office of the Dean and clinical affiliations. Any infractions may prevent continuation in the Program, delay or prevent clinical placement, graduation, and/or licensure. Should an incident occur any time during the program, the student must self-report the incident to the Associate Dean of the College immediately.

More information will be provided to students to obtain criminal background checks in a timely manner.

Drug Screen

Health care providers are entrusted with the health, safety, and welfare of patients, have access to controlled substances, confidential information, and operate in settings that require the exercise of good judgment and ethical behavior. Therefore, it is imperative that an assessment of the student's possible impairment that could diminish the student's capacity to function in such a setting be evaluated. This helps to promote the highest level of integrity in patient care.

Clinical facilities that serve as educational and training sites for students increasingly require drug screening for individuals who provide services within the facility and particularly for those individuals who provide patient care. Clinical rotations are an essential element of the curriculum and are required of nursing degree programs. In addition, many licensing agencies require that individuals pass a drug screen as a condition of licensure and/or employment. Thus, it is in the interest of both students and the Program to identify and resolve potential issues where a student may not be allowed to participate in a clinical rotation due to the use of controlled or illegal substances.

The Program has the responsibility to attend to factors that may adversely affect the security of the clinical environment and thus increase liability exposure. As a result, the program seeks to enhance its scrutiny of the students involved in patient care activities and who are in clinical settings.

Process

All students will be required to undergo an initial and annual drug screen for clinical rotations. A negative drug screen is required for participation in any clinical experience. Additionally, at any point in the program, a student may be requested to undergo an immediate, random drug screen if there is a compelling indication to do so. The program may re-screen students at any time.

Students enrolled in the nursing program will receive information about the requirement for drug screening, deadlines for compliance, results reporting, and associated fees. Students will be responsible for the cost of required drug screening.

Results of the student drug screen will be reported to the program director and experiential learning coordinator. Students who receive a positive screen will be reviewed by the Nursing Program and/or College's Student Professional Conduct Committee and are subject to the Student Substance Use, Abuse and/or Dependency Policy of the College as printed in the CHP Student Handbook.

The student has the right to review the information reported by the designated vendor for accuracy and completeness and to request that the designated vendor verify that the drug screen results are correct. The student should be prepared to validate any positive results with the laboratory Medical Review Officer within 24 hours of testing. Failure to respond immediately to these requests could result in disciplinary action, delay in clinical start dates, and/or dismissal from the program. Prior to making a final determination that may adversely affect the student, the program will inform the student of his/her rights, how to contact the designated vendor to challenge the accuracy of the report, and the role of the designated vendor in any decisions made.

If required by a specific clinical site, a student may be required to submit to an additional drug screening based on the contractual agreements with those clinical sites. This may occur through the designated vendor, or it is possible that a contract with a specific clinical training site may have specific requirements dictating the process, handling, and reporting of "for cause" drug screening of an individual student while the student is participating in a clinical rotation there. All drug screens are obtained at the student's expense.

Students who refuse to submit to any required drug screen will be dismissed from the program.

Positive Drug Screen Results

Students who do not pass a required drug screen may face disciplinary action, including administrative withdrawal from courses, placement on a leave of absence, or dismissal from the program. Students may be referred for evaluation and treatment as a condition for remaining in the program. Costs incurred are the responsibility of the student.

Students found to have a substance use problem that will likely pose a danger to patient care, as determined through the drug screening process and/or subsequent evaluations, will be referred for independent evaluation.

BLS Training

All students are required to complete the final steps of Basic Life Support (BLS)/CPR for providers through the American Heart Association or American Red Cross Provider certification (any other forms of certification will not be accepted) as needed based on expiration of certification. Recertification compliance must be maintained during the entire program and must be renewed every two (2) years. The BLS certification and maintenance of recertification is the fiscal responsibility of the student.

*Clinical sites may require additional requirements. If so, this will be communicated to the student in a timely manner but must be completed prior to the clinical beginning and in accordance with the clinical site's guidelines.

Health Insurance

All students must carry personal health insurance. Students must demonstrate proof of insurance before matriculating at the university and annually. The information must include the name of the insurance company and the policy number. More information regarding obtaining health insurance through the university can be found [here](#).

Full Time Status

All students in the BSN program must, at a minimum, be full time status unless permission is obtained by the Nursing Program's Academic Progression Committee or Executive Associate Dean of Academic and Administrative Services. Registration for more than full time (or twenty credit hours) is strongly discouraged. Enrollment in additional non-Nursing curriculum required courses may not interfere with clinical obligations at any time.

Course Repeat Policy

A student may repeat a course only once.

University Grade Point Average Scale

For information regarding University GPA scale go [here](#).

Nursing Program Grading Scale

A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	75-76.99
C-	70-74.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	<59.99

No rounding will occur on individual course grades, final grades, or assignments.

Evaluation

Specific course and clinical assessment requirements and rubrics will be posted on Canvas or within course syllabus for students to access.

The process for student outcome evaluations will be consistent with methods used across the College and includes written exams, case studies, activities, and projects within individual courses. Assessments will be qualitative and quantitative and correspond to course objectives,

student learning outcomes, and program goals. Clinical, simulation, and lab experiences will be graded on a pass/fail or satisfactory/unsatisfactory basis. To maintain forward academic progression, clinical, simulation, and lab experiences must be deemed “satisfactorily.”

Academic Progression

All students' academic progression will be reviewed at the end of every academic term and session. To progress academically, the student must meet the following minimum requirements:

1. An overall course average of 75% (C) or higher is required in all Nursing (NUR) courses to continue in the Nursing program.
 - Students who achieve less than a 75% overall course average will be reviewed by the Academic Progression Committee for determination of advancement (see College handbook).
2. All students must earn a cumulative average grade of “C” or better at the end of each term (grade point average of 2.0 and higher).
3. Failure in any component of a Nursing course (lecture, lab, or clinical) requires the repeating of all components (lecture, lab, and clinical) of that course.
4. Students who receive an unsatisfactory grade in any experiential component of a course, will receive a failing grade (74% or below) in the course, regardless of other submitted course work.
5. Students must meet university requirements for graduation.

Violation of Progression Policies

The Nursing Academic Progression Committees (APC) may dismiss a student from the program for not meeting academic standards. Students who are dismissed can reapply to the same program after a specified period (see “Reapplication Process for Dismissed Students” in the CHP student handbook). Examples of such violations include:

- The student has failed to satisfy stipulations for more than one academic term while a student in the College.
- The student has failed the same required course twice in the College or University.
- The student fails or receives a grade of “unsatisfactory” in any two experiential learning courses while enrolled in any CHP program.
- Students with a cumulative GPA of less than 2.0 are placed on university probation. Two consecutive semesters of earned GPAs less than 2.0 will lead to termination from the university and college.
- Academic failure is defined as earning less than a C in two or more nursing (NUR) courses.
- Any student who withdraws more than two times from any Nursing (NUR) course.

Conduct

Students must meet the Code of Ethics as adopted by the American Nurses Association and conduct policies within the University and College Handbooks.

Faculty, staff, or students may refer a student to the Student Professional Conduct Committee for students who allegedly violate any policies outlined in University or College student handbooks or the Code of Ethics as adopted by the American Nurses Association (See College Handbook for procedures). The Student Professional Conduct Committee (SPCC) reviews the allegations of

students whose personal integrity, clinical judgment, or conduct demonstrates unfitness to continue education in the profession of Nursing. Examples of conduct issues include, but are not limited to, the following:

- Failure to comply with rules and/or policies as outlined in *the Butler University Student Handbook*, the *CHP student handbook*, and/or *the Nursing Student Handbook*.
- Falsification of application(s) or any other information.
- Any violations of academic integrity (cheating, plagiarism, sharing exams, obtaining unauthorized digital copies of exams, or photos of exam questions, test bank questions, etc.) in accordance with the University and College.
- Unsafe, illegal, incompetent, unprofessional or unethical clinical behavior.
- HIPAA violations, included but not limited to accessing personal health records, viewing health records outside of patient assignments, etc.
- Failure to meet attendance policy.

Students will receive written notification of the APC or SPCC's outcome/decision and any stipulations associated with the decision from the Executive Associate Dean of Academic and Administrative Services.

Withdrawal from a Course

Students may not withdraw from the same nursing (NUR) course more than once or accumulate more than two (2) withdrawals from nursing (NUR) courses throughout the curriculum.

Prior to withdrawing from a course, students must consult their academic advisor and discuss potential academic ramifications related to maintaining Nursing program status, course sequencing, full time student status, and probationary status. The Nursing Program has a more restrictive policy regarding withdrawals than the College/University. Additionally, students should receive counseling from appropriate entities related to non-academic ramifications, including housing, financial aid, and NCAA eligibility and more. Students should consult the Registrar's website for the ability to withdrawal, including deadlines and the University policies regarding course withdrawal and course repeat. The class will appear on the student's transcript with a grade of W. Students should be aware of dates related to tuition refund by consulting the refund policy on Butler's Student Accounts webpage. It is important to note that these dates are often different from the Registrar's withdrawal deadlines. Courses taken during the summer have much shorter drop and withdraw deadlines and tuition refund schedules based on the start date and the course's shorter length.

It is the student's responsibility to consult the Financial Aid Office (Robertson Hall—lower level) and the Office of Student Accounts (Jordan Hall 102) to determine how withdrawing from a course will impact financial aid, tuition, and eligibility for tuition refund.

To access University information regarding policies surrounding class drop, add, or withdrawal, visit [here](#).

Withdrawal from the University

If it becomes necessary to withdraw completely from Butler University, a student should confer at once with the Associate Dean of Academic and Administrative Services. The Assistant Dean of Student Affairs may be consulted to help a student navigate through this process or determine the withdrawal that best fits their situation. To be considered, a request for a withdrawal must occur prior to the final exam week of the term/session. There are two types of withdrawals that could be issued at the time of the request or based on last date of attendance in specific situations. These are administrative or medical withdrawals.

- Administrative withdrawal - In instances where an administrative withdrawal is being sought, students must consult with the Associate Dean of Academic and Administrative Services to discuss specific extenuating circumstances. The Associate Dean or Dean, regardless of whether the student is passing all courses or not, may consider an administrative withdrawal. The withdrawal will be from all courses if circumstances warrant. Stipulations may be imposed for future re-enrollment.
- Medical withdrawal - A medical withdrawal can only be approved by the University's Office of the Dean of Students. A withdrawal will be from all courses. Stipulations may be imposed for future re-enrollment.

Any student may completely withdraw from any program in the CHP at any time, by following the standard withdrawal policies of the University and the College. The program will accept the decision to withdraw if this decision is communicated in oral, electronic, or written format to any faculty member of the College. The faculty member to whom this decision was communicated will document this decision in writing and forward it to the Associate Dean of Academic and Administrative Services. The Associate Dean will attempt to verify this via email. If no response is received, the Associate Dean will send a certified letter to the student, asking the student to confirm or deny their intention to withdraw from the program. Note: failure to confirm or deny this intention within two calendar weeks of receipt will be interpreted as a confirmation of a withdrawal decision. Confirmation of a withdrawal decision frees the program of any further responsibility to the withdrawn student. Non-attendance and/or nonpayment does not constitute a withdrawal from Butler University.

Students who completely withdraw from Butler University are asked to complete an exit interview with a member of the Office of the Vice President for Student Affairs (Atherton Union) or the Center for Academic Success and Exploration (Jordan Hall 136). Students can email learning@butler.edu to arrange for a short exit interview.

All equipment (computers, laboratory supplies, books, manuals, software, etc.) owned by the University or College shall be returned to the appropriate office of the University at the time of departure.

Leave of Absence for Students in the Professional Programs

A student accepted into or already enrolled in the professional phase of a CHP program may be granted a leave of absence (LOA) and moved to inactive status for a period of no longer than one calendar year counted from the beginning of the semester the leave is taken. Requests for a Leave of Absence must be made and approved by the Office of the Associate Dean of Academic and Administrative Services. Decisions will be made with the program director.

For a leave of absence in professional programs:

- The student must return at the beginning of the next available term when the next appropriate courses are offered. No extension will be granted beyond one calendar year.
- To return from a LOA, the student must notify the Associate Dean of Academic and Administrative Services prior to the date stipulated in the LOA letter.
- Students seeking renewed enrollment in the CHP after an absence from the College of more than two semesters must seek approval for renewed enrollment from the Dean of the College.
- Remedial coursework and/or assessment of current knowledge and skills may be required as a condition for renewed enrollment as assessed by the Nursing APC.
- Students who take a leave of absence from any professional program of the College return into the respective curriculum in effect at the time of the student's return. Since curricula change, this may require that the returning student successfully complete courses that were not required in the student's initial program of study or those that have changed.

Students who are granted a leave of absence are expected to return any University or College-owned property (e.g., computers, software, laboratory supplies, books, manuals, etc.) prior to departure unless specific arrangements are made in advance and in writing with the Office of the Associate Dean of Academic and Administrative Services.

Readmission Policies

A student dismissed from the Nursing program may petition for readmission after a time lapse of at least one academic semester (note: re-entry point will depend on course sequencing). The exact period will be recommended by the Nursing APC and noted in the student's dismissal letter. Note: readmission will not be considered where more than two (2) years have lapsed. Beyond two (2) years, students desiring to return to the professional program must re-apply through university admission for consideration and must be re-evaluated along with other applicants.

The petition for readmission to either undergraduate, graduate, or professional program must be in writing (by letter or e-mail) and addressed to the Executive Associate Dean of Academic and Administrative Services for the College of Health Professions. In addition, transcripts for courses taken elsewhere (when applicable) should accompany the letter. The letter of petition and any supporting documentation must be submitted at least 60 days prior to the start date of the term for which the student wishes to re-enroll. The Dean will make the final decision on readmission.

If re-enrollment is granted, the nursing student may be required to retake certain aspects of the curriculum or undergo assessment of current knowledge and skills as a condition for readmission based on the recommendation of the Nursing Academic Progression Committee.

Student Personnel Services

Counseling & Guidance

Butler University students have access to [counseling and consultation services](#). Butler University's Counseling and Consultation Services is committed to providing mental health services to students to help them achieve their academic and personal goals, promote their holistic well-being, and enhance their college experience.

Health Services

Butler University students have access to [health services](#).

Center for Academic Success and Exploration

[Academic success services](#) within The Student Success Center are designed to assist students who are interested in enhancing their study skills; who need help with their coursework; and who need one-on-one support to address areas of academic concern.

Tutoring and Study Tables

Individualized Peer Tutoring is available to Butler students, free of charge, through the Center for Academic Success and Exploration. This service is available primarily for undergraduate math and science courses. Individualized Peer Tutoring allows Butler students to meet one-on-one with peer tutors to receive course-specific help for a particular subject area.

[Study Tables](#) are group walk-in tutoring sessions that meet regularly at a specific time and location. Study Tables are coordinated by each respective department, and students are typically notified of the schedule within the first two weeks of the semester.

Financial Aid

Students in the Bachelor of Science in Nursing program are eligible for [financial aid](#).

Housing

Butler University students can access housing information [here](#).

Student Organization

While students are enrolled in the Nursing program, eligibility in the following programs include, but are not limited to:

- National Student Nurses Association/Butler Student Nurses Association
- American Nurses Association
- Sigma Theta Tau
- Health Occupation Students of America (HOSA)

While memberships of these organizations are not required for successful completion of the Nursing program, they are strongly encouraged. For more information, visit the respective website for each organization/association.

Honors Program

Information regarding the honors program can be found [here](#).

Job Placement

For assistance with your resume and cover letter, practice your interviewing skills, help you explore job options, network with professionals, and search for internships and full-time opportunities contact [Career and Professional Success](#) (CaPS).

Policies and Standards for Nursing

Code of Ethics

Students are expected to abide by the [American Nurses Association \(ANA\) Code of Ethics](#). The Code of Ethics for Nurses serves as a manual for performing nursing duties in a way that upholds the ethical standards of the profession and provides high-quality nursing care. It is the student's responsibility to familiarize themselves with (through orientation, Q&A, or self) and abide by the policies specified in the ANA Code of Ethics.

Social Media Policy

Together, the Marketing and Communications Division, and Instructional Technology, work with University Colleges, departments, and groups to ensure that externally focused digital communications serve the University's mission and goals. Such outward electronic communication includes University-affiliated social media platforms, including Twitter, Facebook, Flickr, LinkedIn, Instagram, etc.

When using a university-affiliated account, you are representing Butler University and are expected to adhere to the highest standards of ethical and professional behavior. To inquire about creating a social media presence for your department, group, or area, please contact Butler University's Marketing and Communications Department, social@butler.edu.

Guidelines for social media are meant for all students, faculty, and staff at Butler University. Complete information may be found [here](#).

Guidelines for All Social Media Usage

These guidelines should be considered for university and personal social media sites.

- Think prior to posting. Do not consider any information posted to social media sites and blogs as private, even if you are using the strongest privacy settings. If you would not say it in public, do not say it online.
- Be respectful. Avoid posting obscene, vulgar, libelous, or defamatory statements. You can be held legally liable for any comment you make online.
- Read and obey the Terms of Service for all social media tools before posting anything.
- Never post confidential and proprietary information. All Butler faculty and staff must adhere to all University policies and procedures, as well as Federal standards, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).
- Be respectful of copyright and trademark information, including Butler University logos

and marks. More information and guidelines regarding logos, licensing, and trademarks, is available through Butler University's Marketing and Communications Department.

HIPAA

The primary goal of the law is to make it easier for people to keep health insurance, protect the confidentiality and security of healthcare information, and help the healthcare industry control administrative costs. Once matriculated, all students must complete HIPAA training prior to beginning clinical rotations and then annually. Violations of HIPAA compliance may result in dismissal.

HIPAA training can be located at

<https://butler.catalog.instructure.com/browse/professionaldevelopment/courses/hipaa>

Non-discrimination & Harassment

For information regarding non-discrimination and harassment refer to the CHP student handbook section titled "Non-discrimination and Harassment."

Butler does not discriminate based on race, color, religion, national origin, age, disability, citizenship status, military status, sex, gender, sexual orientation, gender identity, gender expression, or genetic information.

Technical Standards/Essential Functions

Butler University is committed to treating all individuals within the university, including those with disabilities, in a fair and equitable manner. It is the policy and practice of the university to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Under these laws, no otherwise qualified individual with a disability will be denied access to or participation in services, programs, and activities at Butler University. Individuals must meet academic and technical standards, with or without reasonable accommodations. "The term technical standards refer to all non-academic admission criteria that are essential to participation in the program" (McKee et al., 2020).

Butler students with a disability who would like to request an accommodation must report their disability directly to Student Disability Services (SDS). Students can begin the registration process by completing an [SDS Interest Form](#). For more information on accommodations, visit the [SDS website](#).

Standard	The student can:	Examples*
Cognitive	• demonstrate strong intellectual abilities, including critical thinking, to effectively apply both clinical and academic judgment; • perform mathematical calculations, engaging in sound problem-solving, analyzing and synthesizing complex information, retaining key knowledge, and utilizing technology proficiently; • understand and interpret three-dimensional and spatial relationships;	Case studies, gather/interpret data in a variety of settings, simulation scenarios, drug interactions, problem solving, Anatomage tables, technical/lab skills, etc.

	maintain focus and attentiveness during laboratory exercises, didactic sessions, and clinical practice.	
Communication	- communicate effectively to gather information and clearly convey that information to others. - read and understand written English text in a variety of formats. - use an appropriate tone that aligns with the context, audience, and purpose of communication. - apply communication skills in a variety of formats including written, verbal, electronic, or assisted. - read and understand text and professional documents - analyze and interpret information from materials to apply knowledge effectively. - produce clear, concise, and logically organized written documents that convey meaning effectively without ambiguity while adhering to standards of spelling, grammar, and punctuation.	Facilitating open and productive communication for patient care, e-mails, phone conversations, interprofessional communication, dialogue in class, reading textbooks, electronic health record, written assignments, interpretation services, research articles, policies, etc.
Observation	- obtain, analyze, interpret, and assess information from various sources and learning methods. - recognize and evaluate changes in a clinical situation - identify sensory cues in a clinical situation.	reviewing digital resources, computer systems, lectures, discussions, images, slides, videos, case studies, exams, change in clinical status, system alarms, physical exam, temperature, patient skin color, etc.
Motor	- execute the necessary motor movements to conduct a thorough physical examination, perform diagnostic maneuvers, and deliver or direct patient care. - Perform technical skills in a specified time frame when clinically necessary. - Maintain stamina while performing technical skills and endurance for the duration of the learning period.	percussion, auscultation, palpation, 2 minutes of chest compressions, long clinical days, lifting, patient transfer, turning patients, ambulation, etc.
Behavioral & Social	- apply their abilities and exercise sound judgment in a professional, timely manner, under demanding workloads in stressful and changing environments. - show compassion, sensitivity, and concern for others while maintaining professional integrity at all times.	interacting appropriately with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds,

	• demonstrate integrity, ethical conduct, and accountability at all times. • accept and integrate constructive feedback in various forms in a professional manner, maintaining flexibility and adaptability, and striving for improvement. • function cooperatively and effectively in a variety of learning environments.	adherence to professional nursing standards, handbook policies, evaluation tools, response to stressful and changing situations, etc.
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*These examples are intended to illustrate how each technical standard may be applied to nursing education and practice, and to help students understand the expectations in a variety of contexts. However, these examples are not exhaustive or all-encompassing. Students are expected to apply the technical standards to all nursing educational activities, including settings and scenarios not outlined here.

A student establishes eligibility by submitting the appropriate written documentation to the office of Student Disability Services (SDS). Reasonable accommodations are determined through individualized interview with the student as well as review of diagnostic data and history.

Attendance & Tardiness

Attendance and being on time are professional expectations of all Nursing students. Students who violate the below requirements will be referred to the Student Professional Conduct Committee.

Clinical/Lab

- Attendance is mandatory for all assigned experiential learning (SIM/lab/clinical) opportunities. If an absence is necessary, the student assumes responsibility for notifying the appropriate instructor(s) in advance of the class or scheduled experience.
- Students are expected to be in the appropriate uniform, on time for all experiential learning encounters, in the designated meeting place, with their necessary equipment, and prepared at the scheduled time.
- A maximum of two excused clinical absences will be allowed at the discretion of the Program Director or Experiential Learning Coordinator. Clinical makeup will be assigned by the experiential learning coordinator and is required.
- More than two excused clinical absences may result in course failure and referral to the SPCC.
- Students who do not call, in advance, or do not show to experiential learning experiences without proper notification constitute an unexcused absence.
- An unexcused absence may result in remediation, course failure, and/or referral to the Student Professional Conduct Committee.
- Absence(s) due to military service and/or civil obligations (e.g., court required appearances) should be discussed with the program director, as soon as they become known, and they will be handled according to state and/or federal law.
- Successful completion of all required clinical hours and submission of all required clinical paperwork are mandatory components of experiential learning courses. Failure to complete these requirements satisfactorily may result in remediation, delayed progression, course failure, and/or referral to the Student Professional Conduct Committee.

- Bereavement absences should be requested to the Program Director.

Classroom

In accordance with the University Attendance policy, if it is necessary for a student to be absent from a course related experience, the instructor(s) should be notified in person, by telephone, email, or text message. As an alternative when offices are closed, a recorded message can be left on the instructor's voicemail. Students should consult the course syllabus for course-specific policies related to excused and unexcused absence(s) from a course as faculty are authorized to set course attendance policies.

In the event of a family emergency or personal crisis where the student must make an urgent departure from campus, the Assistant Dean of Student Affairs may be contacted as a single point of contact for all the student's faculty. Upon return to campus, necessary documentation can also be shared through the Office of Student Success, and the Assistant Dean will work with the student, as needed, to coordinate any make-up work.

Hybrid Course Participation

Hybrid courses involve blending online and face-to-face environments for course content and activities. The amount of time required to complete coursework online and attend campus-based classroom sessions varies. Instructors determine how much time is spent in each learning environment. A hybrid course at Butler delivers 25-89% of the course online and requires some campus-based meetings. Course syllabus will have the scheduled meeting dates for each course posted for students to view.

More information on hybrid courses and requirements can be found [here](#) and/or in Canvas for each course.

Cell Phone/Electronics

Cell phones are allowed in classroom settings but must be in silent mode. However, personal use is prohibited. Students should not use cell phones, smart watches, tablets, or computers for non-class activities during class time. Devices permitted by a clinical facility (if applicable) may not be used while delivering direct patient care. The use of electronic devices in a clinical setting must be limited to clinical preparation and research and only in consultation with the clinical instructor.

Clinical Assignments

- Clinical laboratory experiences are designed to provide students with the opportunity to apply nursing skills in a hands-on format. Clinical experiences are matched to meet specific courses and learning outcomes.
- Registration for clinical and laboratory experiences (where applicable) occurs simultaneously/concurrently with lecture registration. Students may not register for more than one clinical per day. Students must have at least eight (8) hours between clinical experiences.

- Students must have at least eight (8) hours between employed positions and clinicals experience. For example, students may not work the nightshift before an expected dayshift clinical experience.
- Students are responsible for providing their own transportation to clinical/laboratory experiences for any required hours.
- Students must respect the privacy of each patient they provide nursing care for and must keep all information about patients and families confidential. You may not screenshot any part of the patient record or print material used in patient care. This will result in an unsatisfactory clinical experience and failure of the course.
- Successful completion of all required clinical hours and submission of all required clinical paperwork are mandatory components of experiential learning courses. Failure to complete these requirements satisfactorily may result in remediation, delayed progression, course failure, and/or referral to the Student Professional Conduct Committee.

Clinical Conduct & Evaluation

Clinical performance is an integral component of the educational process in Nursing. Satisfactory clinical performance is expected. Clinical objectives and student behaviors that demonstrate competency to meet these objectives are defined for each course and are in the syllabus and defined in the clinical evaluation tool. A student's clinical performance is assessed by the clinical faculty at the midterm and the end of term in each course and will be uploaded to the course gradebook on Canvas. Students must earn a grade of "satisfactory" on their final clinical evaluation for successful completion of the clinical component of the course. Students who earn unsatisfactory in any component of their final clinical evaluation tool, will receive a "C-" or earned course grade, whichever is lower.

Professional behaviors expected of the student are confidentiality, respect, accountability, valuing of people's differences, preparation to ensure safe clinical practice, and adherence to Butler University, CHP, and clinical sites' policies and procedures. All Nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of themselves and of other students to their clinical faculty.

Students may be removed from clinical experiences or classes at any time in a course for unsafe, unprofessional behavior, or for failure to meet the critical requirements of nursing practice identified in the clinical evaluation tool (located in canvas in courses with a clinical component). Removal from the clinical experience may result in course failure and referral to the Student Professional Conduct Committee.

1. Clinical experiences are graded on a satisfactory/unsatisfactory basis. Failure of a clinical rotation will result in failure of the course.
2. Students enrolled in nursing courses must demonstrate professional behavior throughout their entire clinical experience. Failure to meet these expectations may result in failure of the course.
3. Information must remain up to date with the program's expectations reported within Exxat during all clinical courses, or a clinical failure may occur.

4. Due to the intensive nature and required preparation necessary for success, students should not engage in employment/outside activities prior to clinical participation that might compromise the student's abilities required during the clinical experience.
5. Students will not consume alcohol or other substances that could affect performance or impair judgement of clinical preparation/participation.
6. Students must comply with the Dress Code Guidelines in “Dress Code in the Clinical, Lab, and Simulation Setting”.
7. No tobacco or nicotine products are to be used during clinical. This includes regular or e-cigarettes, vaping, chewing tobacco, dip, or snuff.

Drugs & Alcohol

For policies regarding drugs and alcohol, refer to the CHP Student Handbook under the section titled “College Evaluation of Unprofessional Conduct for Graduate and Professional Students.”

Dress Code in the Clinical, Lab, and Simulation Setting

It is an expectation that students enrolled in the Nursing curriculum will dress in a manner that is reflective of a professional Nursing student and in accordance with the CHP dress code policies. Requirements for appearance in all clinical, lab, and simulation settings are as follows:

Overall appearance is to convey a professional image.
Uniforms must be navy blue with Butler University approved Nursing logo embroidered on the left chest. The uniform should be clean, wrinkle-free, and properly fitted to ensure comfort and professionalism.
Shoes must be made of an impermeable material (no crocs, open-toed shoes, sandals, etc.)
Undergarments must not be visible through clothing.
ID Badge must always be worn above the waist while in the clinical, lab, and simulation setting. Additional badge requirements may be required by the clinical facility and must be followed.
Hair, eyelashes, makeup, clothing, or jewelry that may draw undue attention or cause a distraction are prohibited. Hair must be kept neatly groomed and styled in a way that does not interfere with patient care or sterile procedures. Bulky or attention-drawing hair accessories are also not allowed. Head coverings or jewelry worn for religious reasons are allowed. Head coverings should be solid in color.
Jewelry should be limited to a single ring, if desired. Students are permitted to wear one small stud earring per ear. No facial jewelry or tongue piercings are allowed. Butler University or clinical agencies are not responsible for any lost or stolen jewelry items worn during these experiences.
An approved scrub jacket/coat and have a program approved embroidered logo on the left chest. No other sweatshirts or pullovers are allowed.
Undershirts may be worn and must be solid in color (grey, navy, white, or black).
Nails should be clean and neatly trimmed. No nail polish is allowed. Artificial nails may not be worn.
Tattoos may be asked to be covered per the discretion of the clinical facility or faculty/staff member.

• Fragrances such as perfumes, colognes, lotions, etc. are not permitted.
• Students must arrive at the clinical setting fully prepared including stethoscope, watch with a second hand (smart watches are not permitted), pen/pencil, and any required clinical paperwork.
• Any variation needed for the above policies (i.e. medical, religious, or cultural) should be requested from the program director and/or Student Disability Services (SDS).

Math & Medication Competency

Medication calculations, dosage calculations, and medication safety are essential competencies for ensuring patient safety and are required skills in clinical practice and for success on the NCLEX-RN. Competency related to math calculations and medication administration may be assessed throughout the curriculum in a variety of formats.

Infection Control/Preventions

Standard/Universal Precautions

Standard/universal precautions are an approach to infection control in which all human blood and certain human body fluids are to be treated as if known to be infectious for human blood-borne pathogens. The proper application of standard/universal precautions will minimize any transmission of blood borne pathogens from a health care worker to patient, patient to health care worker, or patient to patient.

The CHP at Butler University requires all students to abide by the CDC Standard/Universal Precautions in all client contacts. The following measures for preventing blood-borne pathogen transmission in health care settings are recommended by the CDC.

Bloodborne pathogens are micro-organisms in human blood that can cause disease in humans. As a Nursing student, you will be participating in care giving activities and may be exposed to infectious diseases and/or communicable diseases. To reduce your risk of exposure, the following guidelines affect you as you engage in the practice of nursing.

1. All Nursing students are expected to follow Universal Precautions to prevent contact with blood and body fluids which are potentially infective. Because Nursing students may have direct contact with blood and other body fluids, the CHP and the Indiana State Board of Nursing requires training in Universal Precautions. This training will be given prior to caring for patients in the clinical setting or simulated patient environments.

Students should be aware of the CDC guidelines related to universal precautions which can be found [here](#).

Students will be asked to complete a bloodborne pathogen training module before starting clinical rotations. This training can be located [here](#).

Needle Stick and Body Fluid

Procedures

Students may be involved in activities that expose them to risks associated with blood borne pathogens and hazardous substances. Examples of such activities include participation in health fairs or clinics, class or laboratory activities, or clinical experiences in ambulatory, inpatient, and surgical settings. This Policy is based on Centers for Disease Control (CDC) guidelines and outlines recommended procedures for students in the event of a needlestick injury or biohazard exposure. Students who experience a needlestick injury or biohazard exposure during Butler-approved on or off-campus activities should follow the procedures outlined below.

It is important to note that students will be responsible for any costs associated with recommended testing and/or treatment following a needlestick injury or biohazard exposure.

If a student experiences a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during participation in a Butler-sponsored health fair or clinic, the following steps should be taken:

Step 1: Provide immediate care to the site of injury/exposure.¹

- Immediately wash injury or exposed area with soap and water for 15 minutes using wash station locations in your area.
- Apply direct pressure to any laceration(s) to control bleeding.
- Flush any exposed mucous membranes with water:
 - Mouth: Rinse several times with water
 - Eyes:
 - Remove any contact lenses.
 - If eye wash station is available, flush eyes for 15 minutes.
 - If eye wash station is not available, have a peer flush eyes with 500 mL lactated ringers or normal saline.
 - If unable to do the above, then flush under the sink with water (preferably tepid) for 15 minutes or as tolerated.
 - Keep eyes open and rotate eyeballs in all directions to remove contamination from around the eyes. Help may be needed to hold the eyelids open.

Step 2: Seek medical evaluation.

- Students will need to always have their health insurance information accessible. Students who experience a needlestick injury or biohazard exposure during a class or laboratory activity, during an experiential rotation, or during a Butler-sponsored health fair event or clinic will be responsible for any costs associated with any testing and care provided by the site at which testing, and care are sought.
- Following a needlestick injury or biohazard exposure, it is critical that the appropriate steps are taken in a timely manner. Students SHOULD seek care within 30 minutes of sustaining injury or exposure at either the clinical site where the incident occurred (if during an off-campus experiential rotation), or at a

nearby Emergency Department or Urgent Care Provider (see below under “Local Urgent Care Provider”) in the area.

- Students who experience accidental exposure during an experiential rotation should immediately notify the preceptor of the injury/exposure and determine what procedures exist at that site to deal with needlestick/biohazard situations. Based on the services provided at the site, the student should have the appropriate steps taken based on the site’s protocol for needlesticks/biohazard exposure. If the clinical site has no protocol in place, or if urgent care at the site is not accessible, the student should then seek care at the nearest Emergency Department or Urgent Care Provider.
- Students who experience needlestick injury/exposure during participation in a Butler-sponsored health fair or clinic or during a class or laboratory should immediately notify the faculty member overseeing the health fair, clinic, class or laboratory. Together, the student and faculty member can work to determine where the nearest Emergency Department or Urgent Care site is located so that the appropriate laboratory tests can be collected in a timely manner, and any necessary care can be sought.
- Local Urgent Care Provider: Concentra is an urgent care provider offering care at several locations in and around the Indianapolis area. The Concentra website, www.concentra.com, can be accessed for up-to-date location information and operating hours.
- Recommended laboratory tests following needlestick or mucous membrane exposures to potential blood-borne pathogens include:

NOTE:

If the injured student is an employee of Butler University AND the injury or exposure occurred while on the job, the student-employee should seek care at Concentra, which is an in-network urgent care provider selected by Butler University to treat all non-critical on-the-job injuries. Upon arrival to a Concentra location, Butler student-employees should inform Concentra staff that they are a Butler University student-employee and that they were injured while on the job.

However, if the injured student is a Butler student-employee but the injury was NOT sustained while working for Butler, the injured student should present their OWN health insurance to Concentra or to the specific site where testing and care are being sought.

Student Testing:

- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV Antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B SAB (Hepatitis B Surface Antibody)

Source Patient Testing:

- Hepatitis B SAG (Hepatitis B Surface Antigen)
- Hepatitis C Antibody
- HIV antibody (Human Immunodeficiency Virus) when consent is given
- Hepatitis B Core Antibody when the exposed patient is HBSAB negative
- Other tests for confirmation of diagnosis when clinically indicated

Step 3: REPORT, notify, and seek follow-up care if needed.

- It should be noted that Butler University Health Services does NOT provide initial treatment for needlestick injuries or biohazard exposures. However, Butler University Health Services may, in some cases, be available to guide follow-up care if applicable and if desired by the affected student.
- In all cases of needlestick injury or biohazard exposure during Butler-approved on- or off-campus activities that were NOT sustained while working on the job as a student-employee, a CHP Exposure Incident Report Form (See Appendix A) should be completed by the student and submitted to the appropriate faculty director as outlined below:
 - In the case of an injury or exposure during an experiential rotation (whether off-campus or on-campus), the appropriate Director of Experiential Education (Pharmacy, PA, or Nursing) shall be notified of the incident by the student within 24 hours of the incident.
 - In the case of an injury or exposure during a Butler-approved class, laboratory, health fair or clinic, the appropriate Academic Program Director (Pharmacy, PA, Nursing, or Health Sciences) shall be notified of the incident by the student within 24 hours of the incident.
 - CHP Experiential and Academic Program Directors will maintain a record of any received CHP Exposure Incident Report Forms on file and will also forward an electronic copy of each form received to Stephanie Lovett (slovett@butler.edu) in the Office of General Counsel, Dugan Hall, Ste. 130, Butler University to be kept on file.
- In all cases of needlestick injury or biohazard exposure sustained by a Butler University student-employee while working on the job, a Faculty/Staff/Student-Employee Accident/Incident Report Form (https://www.butler.edu/human-resources/wp-content/uploads/sites/14/2022/01/incident_report_form_2018.pdf) should be completed by the student-employee AND by the student-employee's supervisor within 24 hours and then immediately sent to Human Resources in JH-037.

ATI Comprehensive Predictor

In the final semester, students will take two ATI Comprehensive Predictors to determine readiness for the NCLEX-RN. Regardless of the score on the first attempt, all students are required to take both attempts on the predictor. Remediation on both predictors is required.

All students are strongly encouraged to achieve a minimum of a 91% probability of passing NCLEX-RN on the ATI Comprehensive Predictor. Additional remediation post-graduation and mentorship with faculty will be strongly encouraged for students who are unable to achieve a 91% probability of passing NCLEX-RN on the ATI Comprehensive Predictor.

Licensure

Students who successfully complete all program requirements will be eligible to take the NCLEX-RN. Students will be provided with information for completing NCLEX-RN registration from the Nursing department. Upon successful graduation and fulfillment of ATI requirements, the applicant is responsible for applying, registering, and scheduling the NCLEX-RN test, as well as paying all associated expenses.

Information regarding taking the NCLEX-RN exam for the State of Indiana can be found at the Indiana State Board website. If a student chooses to seek licensure in any state other than Indiana, it is the applicant's responsibility to obtain the necessary application and information. Students will be provided with program codes during the NCLEX-RN registration process.

Successful completion of the Nursing program does not guarantee licensure, certification, or employment in Nursing. Please consult state regulatory Nursing boards prior to graduation for any questions regarding licensure requirements.