Dear RN to BSN Scholars,

Welcome to Samuel Merritt University’s RN to BSN Program! The program faculty and staff are honored that you chose our program and are eager to help you navigate new systems and achieve program outcomes. The purpose of our program is to help registered nurses:

• Discover their vision
• Find their voice
• Tell their story
• Own their practice

Our faculty and staff are never more than a phone call or e-mail away. But I have one caveat for you! In your professional life, you would never act on anyone’s verbal say-so. You’d check the policy or the order. Samuel Merritt University wants to support your good habits! Please rely on Samuel Merritt University’s official written policies and procedures published in:

• SMU Catalog and Student Handbook

• SMU Website

Program and course policies are published in:

• Course Syllabi
  Online in each of your Canvas Courses

This handbook includes selected information from the SMU Catalog and Student Handbook to ease your transition period into our program. Again, welcome to Samuel Merritt University. Our team is eager to partner with you in this exciting new stage of your career and remains firmly committed to your success.

Sincerely,

Richard MacIntyre, RN, PhD, FAAN
Professor and Program Director
RN-BSN STUDENT POST–ADMISSION CHECKLIST

All incoming scholars complete Student Health Requirements. Please visit the Student Health Portal to enter your health information, as well as upload all the required supporting documents. All health information must be submitted online as soon as possible after being accepted into the program—30 days before classes start to avoid registration holds. Log in here.

Did you....

• Upload the requirements for student health into the Medicat system?
• Forward your SMU email to your personal email account, if desired?
  o All email communication from the School of Nursing and the RN to BSN Program will be sent to your SMU email address.
• Complete the background check and drug abuse testing?
• Register for classes?
  o Registration is available at SMURF
• Purchase any required course textbooks?
  o Book list and purchase options are available at BOOKSTORE

If you have questions, please contact:
  Stephanie Davenport, Regional Coordinator for Bay Area
  sdavenport@samuelmerritt.edu
  or
  Alice Vestergaard, Regional Coordinator for Central Valley
  avestergaard@samuelmerritt.edu

CAMPUS LOCATIONS

Oakland Campus
3100 Summit Street, 3rd Floor
Oakland, CA 94609
510-869-6511 ext. 3765. Stephanie Davenport, Regional Coordinator: 510-869-8919

Sacramento Campus
2700 Gateway Oaks Dr., Suite 360
Sacramento, CA 95833
916-646-2770. Alice Vestergaard, Regional Coordinator: 916-646-2776

San Francisco Peninsula Campus
1720 S. Amphlett Blvd, Suite 300
San Mateo, CA 94402
650-292-5565. Stephanie Davenport, Regional Coordinator: 510-869-8919
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The RN to BSN program is designed for working Registered Nurses who want to earn a BSN. The program is offered at our campuses in Oakland, Sacramento, and San Mateo. Admission is in spring, summer, and fall semesters. The program is part time (6-7 units per semester) over five semesters (20 months). Scholars are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence.

RN TO BSN PROGRAM DESCRIPTION
Samuel Merritt University’s RN to BSN program is designed to help working RNs gain the knowledge, skills, and attitudes needed to change health care delivery. As a RN-BSN scholar, you will start the program with a meditation course to help strengthen your therapeutic presence and enrich your self-care practices. You will deepen your knowledge of the evidence and science that supports expert nursing care. You will hone your communication and teamwork skills. Because much of the health care system is designed for industry rather than patients, we will build your confidence and leadership skills to transform delivery systems into healing environments.

RN BSN PROGRAM GOALS AND PHILOSOPHY
Why we teach
• To enhance compassion, care for self, and nurture a vision for the nursing profession
• To use critical thinking to improve quality, safety and patient centered care
• To ground practice with a caring presence
• To change the organizational cultures where nursing is practiced
• Because education can change the world

How we teach
• With a focus on meaningful content applicable to nursing practice
• With passion and enthusiasm
• With compassion, love, and commitment
• With role modeling of professional values
• With active and effective technology-enhanced strategies
• With creative strategies to promote multiple ways of learning and knowing
• With a focus on the diverse strengths and experiences of each learner

How we assess learning
• By using planned assessments and structured feedback
• By using valid rubrics and guidelines
• By maintaining high standards for both teachers and learners
PROGRAM LEARNING OUTCOMES
The RN to BSN nursing program builds on a foundation of science and liberal arts, strengthens professional practice, and provides a foundation for graduate study. Based on the School’s philosophy and purposes, upon graduation, RN to BSN scholars will:

1. Demonstrate respect for the inherent dignity of individuals and groups in the delivery of nursing care within an appropriate moral, ethical and legal framework.
2. Integrate theory, research and knowledge from nursing, the physical, behavioral sciences, and humanities to improve the quality of care provided to clients.
3. Use effective communication principles in facilitating professional relationships with clients, families, and health care system colleagues.
4. Demonstrate clinical reasoning in planning, delivering and evaluating care directed at disease prevention, health promotion and restoration, across the life span to diverse clients.
5. Critically analyze research findings for application in the provision of therapeutic, evidence-based nursing interventions.
6. Analyze the effects of changing social, cultural, legal, economic, global political and ethical trends on healthcare policy, financing and regulatory environments.
7. Collaborate effectively with multidisciplinary practitioners to promote illness prevention and the health and welfare of individuals, families and communities.
8. Apply standards of practice within an ethical decision making framework in the provision of nursing care that meets clients' health care needs.
9. Use leadership and management principles in the delegation and supervision of nursing care while retaining accountability for the quality of care given to the client.
10. Use emerging health care information technologies to evaluate client care and advance client education.
11. Articulate a philosophy of self-care and professional development.

RN TO BSN DEGREE REQUIREMENTS
Registered Nurses with an Associate Degree who wish to obtain a Baccalaureate Degree in nursing may apply to the RN to BSN Program. RN graduates from diploma programs will be evaluated individually. Successful completion of a criminal background check, required health forms, and BLS for Healthcare Providers is also required prior to matriculation (See ‘Background Check Policy, page 133 of the 2015-2016 Catalog). Normally, all program credits (32) must be completed in residence. The requirements for admission to the program are:

- An Associate Degree in Nursing
- An unencumbered CA RN license (has not been restricted by the CA BRN)
- 68 transferable semester credits—all credits counting toward the Associate Degree in nursing are transferable
- Employed as a Registered Nurse
- Minimum recommended GPA of 2.5 (4-point scale)
- Two letters of recommendation attesting to clinical expertise and readiness to enroll in a RN to BSN program

For more information
### RN TO BSN GRADUATION REQUIREMENTS

- Completion of all courses stipulated by the program and the SMU School of Nursing, with a cumulative GPA of no less than 2.0
- Satisfaction of the program’s residency requirement (currently 32 credits)

### CURRICULUM

Education for the professional nurse builds on the liberal arts and sciences and skilled nursing practice, values, and attitudes. The RN to BSN curriculum is grounded in Caring Science, and applicable knowledge and theory from nursing and other disciplines. The RN to BSN program is a part-time program with sequential coursework. Scholars are expected to take all courses in a semester and each semester in sequence. Normally all courses are taken in residence.

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<thead>
<tr>
<th>TERM ONE</th>
<th>Caritas: Loving Kindness/ Authentic Presence/ Honor Others</th>
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<tbody>
<tr>
<td>GENED 410</td>
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<tr>
<td>GENED 431</td>
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<td>GENED 440</td>
<td>Health Policy I                                          1.0</td>
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<td>NURSG 460</td>
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<td>Health Policy II                                                  1.0</td>
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<tr>
<td>GENED 456</td>
<td>Genetics &amp; Genomics                                              2.0</td>
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<tr>
<td>NURSG 464</td>
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<td>NURSG 452</td>
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<td>NURSG 468</td>
<td>Quality, Safety &amp; Leadership IV                              2.0</td>
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<tr>
<td>GENED 490</td>
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| Total Units | 32 |


RN TO BSN COURSE DESCRIPTIONS

GENED 410 Mindfulness Based Stress Reduction
The central focus of this course is training in Mindfulness Based Stress Reduction (MBSR). Informed by a mind/body practice and an in-depth personal exploration of meditative awareness in everyday life, the place of the meditative mind in professional practice is explored. Students develop their capacity to become aware of, deliberately cultivate, and use intrinsic qualities in their personal and professional relationships. These qualities include non-judgmental awareness, concentration, openness, flexibility, equanimity, wisdom, warmth, and compassion for self and others and lead to a deeper appreciation of interdependence and connectedness in our daily lives. Research on benefits of MBSR and professional recommendations for using MBSR to support therapeutic presence and create safer healing environments is introduced. This is a face-to-face course with a small online component. 2 Units

GENED 431 Applied Research & Statistics I
This course is the first in a four-part series for understanding research findings. Students learn the components of a research article. Basic statistical principles for reading quantitative research are introduced with an emphasis on understanding descriptive research. This is a blended course with required online and face-to-face components. 1 Unit

GENED 432 Applied Research & Statistics II
This course is the second in a four-part series for understanding research findings. Students are introduced to computerized search processes for published research studies. The focus of this course is concepts of inferential statistics. Students learn to interpret p-values, effect sizes, power, and confidence intervals. This is a blended course with required online and face-to-face components. 1 Unit

GENED 433 Applied Research & Statistics III
This course is the third in a four-part statistics series for understanding research findings. Basic statistical principles for parametric and non-parametric testing are introduced. Students examine experimental studies and identify relationships between research hypotheses and study results. This is a blended course with required face-to-face and online components. 1 Unit

NURS 434 Applied Research & Statistics IV
This course is the final course in a four-part series for understanding research findings. Qualitative and quantitative designs, purposes, and terms are introduced. Concepts of evidence-based practice, including hierarchies of evidence and a format for clinical questions are introduced. Key concepts for understanding systematic reviews of the literature, meta-analysis, and meta-synthesis are introduced. Students conduct computerized searches for clinical guidelines and research evidence that address a select PICOTS question and summarize findings to effectively communicate practice applications for a quality or safety problem. This is a blended course with both online and face-to-face components. 2 Units
GENED 440 Health Policy I
The first course in this two-part series exploring health policy introduces the historical, political, and economic forces that shape the US health care system together with current mechanisms for reimbursing health care services. Social values including choice and social justice are discussed in relationship to challenges facing health care delivery in the United States. Students read health policy writers, journalists, and op-ed columnists from across the political spectrum to contextualize and develop their own values and positions, paying particular attention to research on access, costs, and outcomes. This is a blended course with required face-to-face and online components. 1 Unit

GENED 442 Health Policy II
The final course in this series exploring health policy compares research findings on access to health insurance and health care, quality of care, aggregate health outcomes, and costs of health care in the United States and other countries. Students learn how to improve policy that affects health through participation in community organizations. Students continue reading health policy writers, journalists, and op-ed columnists from across the political spectrum to contextualize and develop their own values and positions. This is a blended course with required face-to-face and online components. 1 Unit

NURSG 450 Pathophysiology & Pharmacology I
This first course in a two-part series integrates pathophysiologic and pharmacological phenomena that are commonly experienced by adult and older adult patients and focuses on cellular and tissue function and dysfunction, fluid and electrolyte balance, acid base balance, inflammation, pain, and the immune process. Pathophysiologic and pharmacological phenomena associated with the renal and cardiovascular systems are examined. Emphasis is placed on the nursing and pharmacological assessment and management of common patterns of health alterations. Students learn the pathophysiology underlying dysfunction, the inter-relatedness of body systems, and the multi system effects of pharmacologic agents across the lifespan. This is a blended course with required face-to-face and online components. 2 Units

NURSG 452 Pathophysiology & Pharmacology II
This second course in a two-part series integrates pathophysiologic and pharmacological phenomena that are commonly experienced by adult and older adult patients with pulmonary, endocrine, neurological, hematologic, GI, GU, and neoplastic disorders. Diabetes and sepsis are examined as examples of complex multisystem disorders. The mechanisms and processes by which diseases occur and body systems fail are examined in relation to how they affect other systems and body function. Emphasis is placed on the nursing and pharmacological assessment and management of common patterns of deterioration across the lifespan. The course is a blended course with face-to-face and online components. 2 Units
NURSG 454 Comprehensive Health Assessment
This course builds on the RN student’s prior knowledge and clinical experience in developing comprehensive health and physical assessment skills. The course focuses on analysis of physical findings, health behaviors, and lifestyle as the basis for client teaching. Assessment skills appropriate to outpatient and community settings are emphasized. Students learn a patient centered approach and best assessment practices through case studies, peer review, and simulation-based methods. This is an online course. 1 Unit

NURSG 454L Comprehensive Health Assessment Lab
This lab course builds on the RN student’s prior knowledge and clinical experience in developing comprehensive health and physical assessment skills. The course focuses on assessment skills appropriate to outpatient and community settings. Students learn a patient centered approach and best assessment practices through case studies, simulation-based methods, and laboratory sessions. This is a face-to-face course. 1 Unit

GENED 456 Genetics & Genomics
Students evaluate knowledge and attitudes about genetics and genomics; explore educational interventions that enhance literacy in genetics and pedigree analysis; examine the risks and benefits of genetic testing; discuss the ethical, legal, social, and privacy issues related to emerging technologies such as direct-to-consumer marketing of genetic tests, pharmacogenomics, and epigenetics. Related ethical, legal, and social implications that affect resource allocation and health policy are discussed. This is a blended course with online and face-to-face components. 2 Units

NURSG 460 Quality, Safety & Leadership I
The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The first course in this four-part series focuses on self-knowledge, ethics, and informatics. Students complete a variety of instruments to identify preferences and develop communication and teamwork skills, especially with those who have markedly different preferences. Using the American Nurses’ Association Code of Ethics for Nurses as a framework, students explore professional challenges associated with meeting the four key components of the professional nursing role: clinician/practitioner, teacher-learner, leader, and scientist. The informatics component focuses on emerging technologies used to record, retrieve, and critically analyze clinical data to improve nursing care. This is a blended course with required face-to-face and online components. 2 Units
NURSG 464 Quality, Safety & Leadership II
The chief purpose of leadership in the health care industry is to ensure safe, quality patient care. The second course in this four-part series focuses on organizational missions, cultures of safety, aggregate outcomes, and measures of change. Students access datasets used to evaluate practice against standards and identify a local quality or safety problem. Governmental and voluntary agencies that regulate health care are introduced. This is a blended course with required face-to-face and online components. 2 Units

NURSG 466 Quality, Safety & Leadership III
The chief purpose of leadership in the healthcare industry is to ensure safe, quality patient care. The third course in this four-part series focuses on local, national, and international patient safety goals. Students identify outcomes research, solutions from healthcare technology, and other strategies to improve patient care in a variety of settings. Students analyze current practices in the collection, storage, organization, retrieval, and analysis of healthcare data. Organizational cultures and dynamics are investigated for healthy work environments. This is a blended course with both face-to-face and online components. 2 Units

NURSG 466L Quality, Safety & Leadership III Practicum
This 45-hour clinical practicum presents opportunities for students to learn the history of successes and challenges associated with developing relationships, facilitating change, and shaping a quality improvement initiative that is a priority to the organization. Critical conversations related to delegation, supervision, evaluative feedback, negotiation, and inter-professional teamwork are identified and critiqued. Students evaluate and present the initiative and formally hand the project off to colleagues for follow-up. This is a face-to-face course. 1 Unit

NURSG 468 Quality, Safety & Leadership IV
The chief purpose of leadership in the healthcare industry is to promote healthy work environments that deliver safe, quality patient care. The final course in this four-part series focuses on developing the knowledge, skills and attitudes to transform healthcare delivery in the United States. Students use informatics, leadership theory and lessons learned to evaluate practice improvement projects. This is a blended course with required face-to-face and online components. 2 Units

NURSG 470 Community/ Public Health Nursing I
This course introduces the concept of community as client. Students learn about the special needs of vulnerable populations across the lifespan. The focus is on assessing the health of a population. This is a blended course with required face-to-face and online components. 1 Unit
**NURSG 470L Community/ Public Health Nursing I Practicum**
Students use the 45-hour clinical practicum to develop relationships within an agency, to cultivate partnerships within a community, to complete an organizational assessment and to begin a comprehensive assessment of a community. This course is face-to-face. 1 Unit

**NURSG 472 Community/ Public Health Nursing II**
This course focuses on principles of epidemiology. Students learn to assess, promote and maintain the health of communities. Organizational and community assessments are refined and used to increase awareness of available resources. The concept of community resilience is explored in relation to planning and organizing community health initiatives. The course culminates in an evidence-based plan for improving the health of a community. This is a blended course with required face-to-face and online components. 1 Unit

**NURSG 472L Community/ Public Health Nursing II Practicum**
Students use the 45-hour clinical practicum to conduct screenings, analyze disease incidents, provide health education, and implement interventions that are based on a comprehensive assessment. The assessment and plan is disseminated within the organization. This course is face-to-face. 1 Unit

**GENED 490 Humanities in Health & Illness**
Students explore how normative and deviant behaviors surrounding birth, life, suffering, and death are shaped in art—primarily novels, films and plays. Historical and cultural roles of caring for the sick and caring for souls are examined in relationship to a society’s literature and its understanding of personhood and community. This is a blended course with face-to-face and online and components. 2 Units
RN to BSN PROGRAM FACULTY & STAFF

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Manual Torres, PhD, Adjunct Assistant Professor
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Alice Vestergaard, EdD, CHES, Instructor
BA, University of California, Los Angeles; MS, San Francisco State University; MBA, National University; EdD, Nova Southeastern University

HOW TO FIND PEOPLE
• Go to any Samuel Merritt University Webpage
• Scroll to the bottom
• Click Online Directory

WHO DOES WHAT?

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<tr>
<th>Administration/Operations</th>
<th>Davenport, MacIntyre, Richards, Vestergaard</th>
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<td>Community Health</td>
<td>Balabis, Kaku, Noriega, Nwankpa, Shade, Vestergaard, Ungeheuer</td>
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<td>Research/ Stats</td>
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RN TO BSN PROGRAM POLICIES

ATTENDANCE
Punctuality and attendance for the entire class session are expected. Please arrive at least 10 minutes before the start of class. Program policy stipulates students attend a minimum number of classes to receive an A or B grade. There is no minimum class attendance required for a C grade.

- 1 hour orientation counts as one class session for each course
- 2-hour sessions count as one class session (normal)
- 4-hour sessions count as two class sessions (occasional)
- Saturdays count as three class sessions

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CANVAS (ACCESSING ONLINE CONTENT)
Depending upon the amount of online content in a course, students are expected to access Canvas every few days. Contact Canvas support if assistance is needed to resolve technical issues (888-233-7764). Inform the instructor of unresolved issues well before assignments are due. To receive important announcements from faculty, subscribe to automatic notifications in Canvas during the first week of the course.

SMU makes many Canvas resources available to you.
- Canvas provides 24/7 live support, by telephone (888-233-7764) and online chat.
- Canvas publishes excellent FAQs, both as articles in the Canvas Student Guide, and as videos on the Canvas Video Guide.
- Here is a short Canvas Student Orientation Video, with information on computer requirements for using Canvas.

If you have tried these resources and still need 1:1 help, you can set up an appointment with an Academic & Instructional Innovation (A&II) expert. You can phone the SMU Service Desk directly at 510-869-6836, or use the SMU Service Desk web page to submit an online help ticket.
COMPLAINTS POLICY & PROCEDURE
Samuel Merritt University has an institutional policy for complaints that students, faculty, staff and parties external to SMU have a right to invoke. This policy and its accompanying procedure can be accessed via the SMU website. An excerpt of that policy is provided below:

PURPOSE—Complaints are received, monitored, evaluated, and wherever possible within existing policy and resources, resolved. The University values information from students, faculty, staff, and the public that assists in assuring policies and procedures are applied appropriately and that continuing improvement of the institution takes place.

POLICY STATEMENT—The University has a clear and equitable process for receiving, acknowledging, resolving, or responding to complaints in a timely manner.

POLICY—A complaint is a concern or issue identified by a Samuel Merritt University (SMU) student, faculty, staff member, or external party with respect to the operations, services, conditions, or facilities of the University. Complaints concerning the personal lives of individuals connected to the University are not considered. Issues concerning academic or behavioral matters involving students and faculty are governed by the dispute resolution and grievance procedures outlined in the SMU Catalog and Student Handbook, and are not governed by the Complaint Policy as defined here.

In all cases, the policy requires that the complainant receive a preliminary response within three (3) business days and a follow-up response from a University employee or designated representative, within thirty (30) business days, describing the nature of the complaint and the response or resolution provided.

DISPUTE RESOLUTION PROCEDURE
The RN to BSN Program dispute resolution procedure is aligned with that defined by the University and the SoN. A full description of these procedures can be located in the Dispute and Grievance Policy in the SMU Catalog and Student Handbook (Academic, Personal, and Professional Integrity section), and the School of Nursing Dispute Resolution Procedure (Appendix 2 in this handbook). In all cases and phases of any dispute resolution, communication and behavior of all parties involved is expected to be professional and cordial.

According to the university-wide policy, the first step in the process by which student disputes and grievances are managed is that the student is expected to demonstrate good faith efforts to resolve differences with those directly involved (most often a faculty member) as soon as possible after the event(s). If the involved parties are unable to resolve the problem within five (5) working days of the event(s) the student shall contact the Program Director. The Program Director invokes the SoN Dispute Resolution Procedure wherein good faith efforts are continued to resolve the problem. If resolution is not reached, the student presents his/her case to the dean of nursing. Thereafter, the procedure to be followed is fully described in the Dispute and Grievance Policy in the University Catalog and Student Handbook.
DUE DATES & LATE WORK
Except for “tickets to class” all assignments are due Sundays at 11:59 pm. “Tickets to class” are generally hard copies of work handed in during the class session. Due dates in syllabi refer to the week, rather than the specific day because each section of the course meets on a different day.
1. Late quizzes, discussion posts, and discussion responses receive zero points.
   • Quizzes cannot be taken after the close or due date.
   • Online discussions take place over specific periods of time (generally 1-2 weeks). After published due dates, few students will read or reply to posts because they are focused on the next week’s discussion. Once the discussion is over, credit is no longer available.
2. The highest grade possible for other late assignments (papers, projects, etc.) is 74%.
3. Timely submission of assignments ensures that faculty will have sufficient time to evaluate student work. Submit assignments early to avoid penalties.

ELECTRONIC DEVICES
Avoid using electronic devices during class sessions except when instructed to do so. The use of electronic devices during class disrupts the learning environment.

GRADING POLICY
All nursing courses must be completed with no grade lower than “C”. A passing grade must be achieved in both clinical and theory components for successful completion of courses with a clinical component. Clinical grading is defined as satisfactory/unsatisfactory. Course grading criteria is specific to each program and each class. Each syllabus will clearly state the requirements to pass the class. Scholars are expected to read syllabi carefully.

Definitions
A. Outstanding undergraduate work defines itself. Meeting the established criteria is insufficient for this grade. The faculty recognizes that determining what constitutes outstanding work at the university level is highly subjective and based on the unique backgrounds and perspectives of individual faculty members. When the majority of undergraduate work is evaluated as outstanding, the word loses its meaning.
B. Very Good, above average undergraduate work. Generally, this is work that meets all or most of the established criteria and shows potential for developing greater insight. This grade is consistent with a recommendation for graduate school.
C. Satisfactory undergraduate work fully meets related course learning outcomes and is consistent with professional and accreditation standards expectations for baccalaureate nursing.
D. Below Expectations for undergraduate work (not available as a course grade)
F. Unacceptable undergraduate work.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90 - 93%</td>
</tr>
<tr>
<td>A</td>
<td>87 - 89%</td>
</tr>
<tr>
<td>B+</td>
<td>84 - 86%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79%</td>
</tr>
<tr>
<td>C</td>
<td>74 - 76%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 74%</td>
</tr>
<tr>
<td>F</td>
<td></td>
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</tbody>
</table>

“A+” grades not the norm
When the A grade is assigned to an assignment, the score is most frequently 95%. This does not mean anyone “lost points.” 95% is a bright gold star equated with outstanding work. On occasion, a faculty member may assign 100%—the platinum star; however, “A+” is not an available course grade at the university level and the 100% designation is rare.

Rubrics
Carefully review the grading rubric on Canvas before beginning an assignment. The faculty establishes rubrics to describe—as best we can—what A, B, and C work looks like for each of our established criteria.

HEALTH RECORDS AND REQUIREMENTS FOR CLINICAL COURSES
Admission requirements have been established within the University in collaboration with clinical agencies. Students are responsible for all requirements at the time of admission and when placed in a clinical agency.

- **Criminal Background Check**
  A background check is required for all entering students.

- **Drug-Test**
  If required, students must have a clear 8-panel drug screen.

- **Live Scan**
  If required, students must have a clear Department of Justice report.

Registered Nurses are committed to the promotion of health, the prevention of illness and adherence to those principles and practices that promote safety and wellbeing for their patients and themselves. Therefore, the following policies are in accordance with the California Department of Health, Centers for Disease Control’s Recommendations for Immunization for Health-Care Workers (MMWR-12/26/97/46(RR-18);(1-42) and the various clinical agencies affiliated with Samuel Merritt University.

All incoming students are expected to provide validated proof of compliance with all health records and all related requirements for admission as outlined in the University Catalog and pre-admission materials. Students are expected to upload all required health records into the Student Health Portal. Log in here.
SCHOOL OF NURSING MISSION STATEMENT
We are committed to educational innovation in theory and practice to prepare highly competent professional nursing leaders who are engaged in the advancement of nursing practice and the improvement of health for diverse populations/peoples.

SCHOOL OF NURSING GOALS
The goals of the Baccalaureate Nursing Programs at Samuel Merritt University are to:
1. Educate professionals who are grounded in the liberal arts and the discipline of nursing and who demonstrate competence in practice, skills in inquiry, and who are guided by ethical and humanistic values.
2. Offer baccalaureate education in nursing for learners with varied educational and cultural backgrounds who are capable of providing health care to diverse client populations and exercising leadership in a variety of settings.
3. Provide a forum for analysis of issues in nursing and health care that supports the preparation of graduates who are client advocates and who are able to facilitate change in health care environments.
4. Provide an environment in which faculty and students engage in scholarly activities in order to contribute to the body of nursing knowledge through practice, education, and research.
5. Prepare graduates who are consumers of research with an ability to translate research findings into practice and who are prepared for graduate education.
6. Prepare graduates who contribute to the advancement of nursing as a profession and to the improvement of health care through participation in professional organizations.
7. Prepare professionals who are capable of exercising citizenship in a world community and have an appreciation for community service, life-long learning, and an enriched human existence.
SCHOOL OF NURSING VALUES

Social Justice
We believe in a fair, equitable, ethical, respectful, and dignified environment.

Evidence-based
We believe in the conscientious, explicit, and judicious use of current best evidence in guiding nursing education and clinical decisions about the care of individuals, groups, and communities.

Culture
We are committed to self-evaluation and self-critique to redress power imbalances and to develop and maintain mutually respectful and dynamic partnerships with individuals, groups, and communities. We recognize that culture matters in clinical care and in the educational environment. Culture comprises multiple variables and is a process of meaning making in which faculty and students are engaged with others.

Lifelong Learning
We are committed to life-long, continual self-assessment and the conscientious and diligent pursuit of excellence.

Compassion and Caring
We treat those we serve, and one another, with concern, kindness and respect.

Collaboration and Partnership
We continually seek to collaborate with a focus on merging the insights of persons with differing perspectives, recognition of other’s concerns and expertise, with a high degree of assertiveness and cooperation to jointly develop integrated solutions.
SCHOOL OF NURSING POLICIES

ACADEMIC INTEGRITY AND CODE OF CONDUCT
The SoN places great importance on high ethical and moral standards. Students are expected to be honest and trustworthy in all aspects of their educational program. In addition to the University academic integrity policy, the following special conditions apply:

Testing
The faculty controls the option of seating arrangements, movement in the room, leaving the room, and stopping an exam for violation of the honesty policy. Any violation of test security will be considered an act of dishonesty (e.g., copying tests, passing information to other students, and looking at another student’s test).

ACADEMIC PROBATION AND DISMISSAL POLICY
Students who do not maintain a cumulative GPA of 2.0 will be placed on academic probation. See University Catalog for full probation and dismissal policy: https://www.samuelmerritt.edu/files/catalogs

ACADEMIC WRITING IN NURSING (APA)
All references used in written assignments must be documented. Failure to do so is considered plagiarism and can put a student at risk for no credit for an assignment or failure of a course. Students are expected to complete their own assignments. Copying the work of another person is dishonest. Guidelines for the proper citation of references used in any assignment can be found in the APA Manual (usually available in the bookstore), https://www.samuelmerritt.edu/library/research/writing, or the Purdue Owl site. Indiana University has published resources on how to avoid plagiarism. You may also wish to take advantage of Internet resources such as, www.turnitin.com to check your own understanding or plagiarism prior to submitting a paper. Some courses require a Turnitin Assignment.

ACCIDENT OR UNUSUAL OCCURRENCE
A student involved in an accident or unusual occurrence that may cause actual or potential harm must report the incident to their clinical faculty immediately. Proper documentation of the incident must be made within 24 hours. https://www.samuelmerritt.edu/human_resources/occupational_injury The report must be submitted to the Program Director.

CODE OF ETHICS FOR NURSES
American Nurses Association (ANA) Code of Ethics
The Code of Ethics for Nurses was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. You are encouraged to download a free copy of the 2nd edition of the nursing code of ethics from the American Nurses Association for your own use at http://www.samuelmerritt.edu/library/ana.
CONFIDENTIALITY OF PATIENT INFORMATION
Patients in health care institutions (hospitals, nursing homes, skilled nursing facilities, out-patient clinics, etc.) have a right to privacy and confidentiality regarding information about them, including the fact that they are a patient or resident of the institution. While in the clinical setting it is possible for a student to work with, have access to, and overhear information regarding patients, physicians and others. Therefore, information students receive in the course of their clinical experiences is considered confidential. Release of this data (oral, written or electronic) in any manner to an individual or entity, which is not authorized to have this data, is a violation of Health Insurance Portability and Accountability Act (HIPAA) regulations.

CONFIDENTIALITY OF STUDENT INFORMATION
Academic institutions are bound by the Family Educational Rights and Privacy Act (FERPA). FERPA mandates that we keep all student information confidential. FERPA is to students what HIPAA is to patients in the healthcare arenas. For more information on FERPA see: http://www.samuelmerritt.edu/files/forms/family_educational_rights_and_privacy_act_ferpa.pdf

As part of your admission process you were asked to complete a FERPA Confidentiality of Information form which will be kept in your student file should the university be asked about your student status.

At the beginning of each program students are asked to sign a Permission To Photograph document for sharing in employer or university publications. These documents are kept in each student's school file.
NURSING HONOR SOCIETY

Nu Xi At Large Chapter is a formally recognized chapter of the international nursing honor society, Sigma Theta Tau International (STTI). The departments or schools of nursing from three universities in the San Francisco East Bay region participate in the support of Nu Xi At Large Chapter. These institutions include: Samuel Merritt University, Holy Names University and California State University East Bay.

Undergraduate students at any of the three participating Universities are eligible for membership. To become a member the student must have completed at least ½ of the nursing curriculum, rank in the upper 35 percent of their graduating class and have achieved a GPA of at least a 3.0. At the appropriate time each semester, faculty evaluate students who meet the criteria for membership. The student then receives an invitation to join the honor society. The invitation is good for 1 year after the initial invitation. Students who are not invited to join during their academic program may choose to join as a Nursing Leader following graduation.

For more information, please see the STTI web site.

SAMUEL MERRITT UNIVERSITY

ACADEMIC CALENDAR

See next page for our Fall 2016 to Summer 2021 Academic Calendar. RN to BSN orientation dates may vary but all other dates should be the same. The five-year calendar is also available here.
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<tbody>
<tr>
<td><strong>FALL TERM</strong></td>
<td></td>
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<tr>
<td>New student orientation</td>
<td>9/8-9/9</td>
<td>9/7-9/8</td>
<td>9/5-9/7</td>
<td>9/5-9/6</td>
<td>9/3-9/4</td>
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<tr>
<td>Last day to register</td>
<td>9/23/2016</td>
<td>9/22/2017</td>
<td>9/21/2018</td>
<td>9/20/2019</td>
<td>9/18/2020</td>
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<tr>
<td>Last day of Fall term classes</td>
<td>12/16/2016</td>
<td>12/15/2017</td>
<td>12/14/2018</td>
<td>12/13/2019</td>
<td>12/12/2020</td>
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<tr>
<td>Final examinations</td>
<td>12/19 - 12/23</td>
<td>12/18 - 12/22</td>
<td>12/17 - 12/21</td>
<td>12/16 - 12/20</td>
<td>12/14 - 12/18</td>
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<tr>
<td><strong>SPRING TERM</strong></td>
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<tr>
<td>Add/drop period</td>
<td>01/09 - 01/20</td>
<td>01/08 - 01/19</td>
<td>01/07 - 01/18</td>
<td>01/06 - 01/17</td>
<td>01/05 - 01/15</td>
</tr>
<tr>
<td>Last day to register</td>
<td>1/20/2017</td>
<td>1/19/2018</td>
<td>1/18/2019</td>
<td>1/17/2020</td>
<td>1/15/2021</td>
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<td>Martin Luther King, Jr. holiday</td>
<td>1/16/2017</td>
<td>1/15/2018</td>
<td>1/14/2019</td>
<td>1/13/2020</td>
<td>1/12/2021</td>
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<tr>
<td>Summer term advising</td>
<td>03/13 - 03/24</td>
<td>03/12 - 03/23</td>
<td>03/11 - 03/22</td>
<td>03/09 - 03/20</td>
<td>03/08 - 03/19</td>
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<tr>
<td>Summer term registration</td>
<td>03/27 - 03/31</td>
<td>03/26 - 03/30</td>
<td>03/25 - 03/29</td>
<td>03/23 - 03/27</td>
<td>03/22 - 03/26</td>
</tr>
<tr>
<td>Final examinations</td>
<td>04/17 - 04/21</td>
<td>04/16 - 04/20</td>
<td>04/15 - 04/19</td>
<td>04/14 - 04/17</td>
<td>04/13 - 04/16</td>
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<tr>
<td><strong>SUMMER TERM</strong></td>
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<tr>
<td>Add/drop period</td>
<td>05/08 - 05/19</td>
<td>05/07 - 05/18</td>
<td>05/06 - 05/17</td>
<td>05/04 - 05/15</td>
<td>05/03 - 05/14</td>
</tr>
<tr>
<td>Last day to register</td>
<td>5/19/2017</td>
<td>5/18/2018</td>
<td>5/17/2019</td>
<td>5/15/2020</td>
<td>5/14/2021</td>
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<td>Independence Day holiday</td>
<td>7/3-7/5</td>
<td>7/4-7/6</td>
<td>7/3-7/5</td>
<td>7/2-7/6</td>
<td>7/1-7/6</td>
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<td>07/17 - 07/28</td>
<td>07/16 - 07/27</td>
<td>07/15 - 07/26</td>
<td>07/13 - 07/24</td>
<td>07/12 - 07/23</td>
</tr>
<tr>
<td>Fall term registration</td>
<td>07/31 - 08/04</td>
<td>07/30 - 08/03</td>
<td>07/29 - 08/02</td>
<td>07/27 - 08/01</td>
<td>07/26 - 07/30</td>
</tr>
<tr>
<td>Last day of Summer term classes</td>
<td>8/11/2017</td>
<td>8/10/2018</td>
<td>8/9/2019</td>
<td>8/7/2020</td>
<td>8/6/2021</td>
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<tr>
<td>Final examinations</td>
<td>08/14 - 08/18</td>
<td>08/13 - 08/17</td>
<td>08/12 - 08/16</td>
<td>08/10 - 08/14</td>
<td>08/09 - 08/13</td>
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</tbody>
</table>
COUNSELING
Confidential counseling services are provided to assist students in making positive adjustments in their academic and personal lives. Professional counselors offer assistance in dealing with personal crises, self-esteem building, assertive skill development, problem solving, decision making, time and multiple role management, test anxiety and career development. Counselors do not provide diagnosis or treatment for severe emotional difficulties, but can provide immediate and appropriate referrals. Services are confidential and 10 free sessions are offered to each student. Students are encouraged to visit the Student Health and Counseling (SHAC) site at for a description of available services and contact information to make an appointment.

LIBRARY INFORMATION

SAMUEL MERRITT UNIVERSITY LIBRARY – JOHN A. GRAZIANO LIBRARY
Health Education Center
400 Hawthorne Avenue, Oakland
http://www.samuelmerritt.edu/library
510-869-8900 (Circulation Desk available during open hours)

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday – Thursday</td>
<td>7:30am – 10:00pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30am – 5:00pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00am – 4:00Pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Noon – 10:00pm</td>
</tr>
</tbody>
</table>

For holiday closures and extended hours for finals: http://www.samuelmerritt.edu/library/about/oak

Wear your name badge when visiting the library. Entry to the library is through badge access only evenings after 5pm and on weekends. Your badge is needed in order to check out library materials. For extended research assistance an appointment is recommended. Ebooks, ejournals, and databases are accessible on and off campus. Group study rooms can be reserved. Computers with Microsoft Office and Internet are available in the library and in the Health Education Center Computer Lab. Contact information is available at http://www.samuelmerritt.edu/library/about/ask

SACRAMENTO CAMPUS LIBRARY
2710 N. Gateway Oaks Drive, Suite 360
Sacramento CA 9583
http://samuelmerritt.libguides.com/saclibrary
Library Hours: Monday – Sunday 6:00 am – 10:00 pm

Ask a Librarian:
Jennifer Scolari, MLS, Sacramento Campus Librarian
jscolari@samuelmerritt.edu
916-646-2767
Your SMU Student Badge is required in order to access the library. Virtual access to the library is available anytime by going to http://www.samuelmerritt.edu/library. To access these resources off campus, enter your SMU login and password when prompted. For extended research assistance an appointment is recommended. Contact information is available at http://www.samuelmerritt.edu/library/about/ask.

SAN FRANCISCO PENINSULA CAMPUS LIBRARY
1720 S. Amphlett Blvd. Suite #329
San Mateo, CA 94402
http://samuelmerritt.libguides.com/sfplibrary
Library Hours: Monday – Friday 7:00 am – 7:00 pm

Ask a Librarian:
Geri Bodeker, MS, MLIS, San Francisco Peninsula Campus Librarian
650-292-5578
gbodeker@samuelmerritt.edu

TECHNOLOGY REQUIREMENTS

CANVAS
Students are expected to access the canvas course at least 3-4 days every week and as often as required to successfully complete the course. Contact Canvas support if assistance is needed to resolve technical issues. Inform the instructor well before assignments are due if there are technical problems.

Canvas Support
Phone: 888-233-7764 (available 24/7) OR Click “Help” for Chat with support technician (see upper right corner of Canvas login site)

EMAIL
Students receive an SMU email address upon entry of the program. Student email is utilized as the primary medium of correspondence between, student, faculty and staff in an effort to streamline communications throughout the University community. SMU faculty and staff shall use the samuelmerritt.edu email system as the primary communication medium for the distribution of official documents and information to the University community.

Student email is stored in Microsoft Office 365 and hosted in a cloud environment. Students are expected to check their email as well as manage file content on a regular basis throughout their entire enrollment. Anytime an individual’s storage becomes
excessive the University reserves the right to reduce the user’s email contents to an appropriate level.

OTHER TECHNOLOGY REQUIREMENTS
While tablets, smartphones and other mobile devices may allow for completion of some coursework, they are not guaranteed to work in all areas. Please ensure you have a Windows or Mac based computer available to complete coursework in the event your selected mobile device does not meet the needs of the course.

For questions regarding these requirements
- Visit our IT service desk at: https://www.samuelmerritt.edu/servicedesk
- Create a support ticket at: https://support.samuelmerritt.edu/
- Phone the Help Desk at 510-869-6836 8:00 AM – 6:00 PM Monday-Friday

For a full list of minimum system and browser requirements
- Visit: https://www.samuelmerritt.edu/information_technology/tech-specs

UNIVERSITY POLICIES

ACADEMIC INTEGRITY
Samuel Merritt University affirms the belief that integrity, truth, respect, and honesty are the foundations for our interactions as an academic institution. All students are expected to abide by the policies of academic honesty and integrity as outlined in the catalogue/student handbook. Please note that the Code of Ethics is published in the University Catalog.

Since dishonesty in any form harms the individual, other people, the community, and the University, policies on academic integrity will be strictly enforced. We expect you to be familiar with the guidelines for behavior, to follow them, and to know the consequences of violating these standards of ethical behavior.

As noted in the Student Handbook/University Catalog, faculty reserve the right to deal with individual instances of academic dishonesty by imposing sanctions such as failure on a paper or project or even failure of the course. The following resources will help you to identify and avoid committing one of the most common sources of deliberate and inadvertent academic dishonesty, plagiarism: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml.

COMPLAINT, DISPUTE RESOLUTION, AND GRIEVANCE POLICY
The University definitions of complaint, dispute, and grievance can be found by searching on these terms in the University Catalog.

COURSE EVALUATION
Students have the opportunity to provide feedback to the instructor during the course. All students are expected to complete an anonymous course evaluation at the end of each course term.
DISABILITY RESOURCE CENTER
Samuel Merritt University recognizes disability as an aspect of diversity that is integral to society and to the campus community. It is the policy and practice of Samuel Merritt University to create inclusive learning environments. The Disability Resource Center (DRC) works with students and faculty to create accommodations when necessary to provide equal access to University services and facilities. If you would like to discuss disability-related needs, please contact the DRC for a confidential appointment at drc@samuelmerritt.edu. Accommodations cannot be applied retroactively, so please reach out early.

RECORDING OF LEARNING ACTIVITIES
Audio recordings of class lectures are permitted in this course, with advance notice to the instructor. Recordings should not be posted online or otherwise disseminated outside the class. Recording small group or one-on-one conversations should not take place without the agreement of all parties being recorded. Recordings should be destroyed after the course is completed.

TITLE IX STATEMENT
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://www.samuelmerritt.edu/sexual_violence/smu_policy

WITHDRAWAL FROM COURSE
After the end of the drop/add period, a student may withdraw from a course without academic penalty up until the midpoint of the course, as specified in the course syllabus, or when no more than 50 percent of the course has been completed, whichever occurs last. A student may withdraw from a single course only once. The course remains on the student transcript with a grade of “W”. Petitions to withdraw from a course beyond this period would be approved only for serious and compelling reasons such as serious accident or illness. The approval of the instructor and the department chair are required on the petition form, which the student files in the Registrar’s Office. If the petition is granted, the course remains on the student record with a “W” grade. If the petition is denied or the student fails to complete course requirements without formally withdrawing, the grade will be determined by the instructor based on the grading policy and requirements as noted in the course syllabus (See Withdrawal from the University and Refund Policies).
Statement Confirming Receipt of the 2016-2017 RN to BSN Program Nursing Student Handbook

I, _______________________________________________ acknowledge that I have
(Print Name)
received a personal copy of the Samuel Merritt University RN to BSN Program Student Handbook 2016–2017.

I understand it is my responsibility to become familiar with the contents of this handbook and to abide by the policies, procedures, and educational objectives contained herein during the course of my matriculation in the program.

I accept the fact that policies and procedures may be revised and added at the discretion of program administration and that, when notified in a timely and appropriate manner, I will hold myself accountable to those new directives.

__________________________________________    ______________________
Signature                                      Date