



**Registered Nurse to Bachelor's of Science
in Nursing (RN-BSN) Program
Student Handbook**

Fall 2025 – Summer 2026



RN-BSN Program

Nursing

Health, Sciences, Education, and Wellness Institute (HSEWI)

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Introduction to Bellevue College Nursing Program

The faculty and staff of the Bellevue College RN-BSN program value you and your participation and want to help you succeed. We are committed to health care equity and to building an inclusive environment for learning.

The RN-BSN Student Handbook will provide you with important information about the policies, curriculum, and expectations of the nursing program. Students are responsible for knowing and following the contents of the handbook. When students complete the electronic **Handbook Attestation Form** as part of their RN-BSN Program Orientation, they acknowledge having read and understood the nursing program policies and procedures outlined in this handbook. Students are also responsible for adhering to [BC policies and procedures](#).

The faculty and staff are here to support students and facilitate student achievement. Student success becomes faculty and program success. The nursing faculty contact information listed below is only a short list of those who are available for ongoing student support. Additional contact information for nursing faculty and staff can be found at the [Staff and Faculty webpage](#). Prospective and current students can contact the program at rnbsn@bellevuecollege.edu. Program offices are located at T-308. Additional academic and administrative support is always available through [resources for current students](#).

Faculty:

| | |
|---|--|
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| | |
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Vlasta Hillger

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Nursing Program Specialist

RN-BSN Program Outcomes

Upon completion of the Nursing Baccalaureate degree, students will be able to:

- Demonstrate principles of leadership, management and continuous quality improvement related to patient safety, equity, and healthcare systems.
- Apply research findings from nursing and other healthcare disciplines to clinical practice.
- Demonstrate global and cultural awareness through professional communication, collaboration and advocating to address health care inequities and social injustice.
- Analyze the impact of disparities, social determinants of health, and climate change on individual and population outcomes.
- Develop communication and interpersonal skills to resolve conflicts and promote positive working environments.
- Utilize innovative patient care technologies, social platforms and information management systems to maximize healthcare outcomes.

Common Abbreviations Used in this Document

BC- Bellevue College

HSEWI- Health Sciences, Education and Wellness Institute

ADN- Associate Degree in Nursing

RN- Registered Nurse

RN-BSN- Registered Nurse to Bachelor's of Science in Nursing

Section 1: RN-BSN Program Information

A. Accreditation and Approval

The Bellevue College RN-BSN Program is approved by the [Washington State Board of Nursing](#).

The Baccalaureate Degree in Nursing Program at Bellevue College is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington DC, 20001, 202-557-6791.



B. Vision, Mission, Core Values, and Philosophy

The RN-BSN program's vision, mission, and core values are well aligned with Bellevue College's mission, vision, and values. Our Philosophy is integrated within everything we do in the Rn-BSN program.

Vision

As nursing, like other areas of healthcare, becomes more advanced and complex, more nursing roles now require a Bachelor of Science in Nursing (BSN) to accompany the professional credential (RN) for practice. In 2010, several local hospitals asked Bellevue College to develop an RN-BSN Program to provide a pathway for their current RNs to achieve the BSN. Bellevue College added this pathway to the BSN to serve all associate-degree in nursing (ADN) and diploma graduates. Preparing nurses to design the future of healthcare as clinical providers and contributors to leadership and policy is at the core of the educational program.

Bellevue College was approved by the Washington State Board of Community and Technical Colleges (SBCTC) to implement an RN-Baccalaureate degree with admission of

students in fall quarter of 2013. BC was the second community college to be granted SBCTC permission to offer an RN-BSN pathway. BC received approval from the Northwest Commission on Colleges and Universities (NWCCU) to offer this degree. Since 2013 the BC RN-BSN Program has been accredited nationally by the Commission on Collegiate Nursing Education (CCNE) and approved by the Washington State Board of Nursing (WABON).

The BC RN-BSN Program is designed to educate RN generalists in healthcare management, healthcare leadership, and healthcare information technology. Additionally, the program draws on faculty experience and expertise to lead students in health promotion of special populations, aggregates, and communities.

Mission

The Bellevue College RN-BSN program aligns with the Bellevue College Mission of life-long learning by providing a high-quality, flexible, accessible education which builds upon the academic foundations and experience of the associate degree or diploma prepared nurse. The RN-BSN graduate utilizes evidence-based practice to improve the health, wellness and quality of life of diverse communities. Graduates are prepared to act as leaders and change agents in a dynamic healthcare environment, advancing pluralism, inclusion and awareness of being global citizens.

Core Values

Bellevue College Nursing upholds its mission of excellence in nursing education and practice, guided by core values that are woven throughout the program:

- Health Equity
- Inclusivity & Cultural Humility
- Leadership & Change Advocacy
- Professional Accountability
- Innovation
- Evidence-based Practice & Inquiry
- Collaboration & Partnership

Philosophy

The Bellevue College RN-BSN Nursing Philosophy is based upon the concepts of:

- AACN The Essentials: Core Competencies for Professional Nursing Education (2021)

- American Nurses Association (ANA) Code of Ethics
- Quality Safety Education for Nurses (QSEN)
- John Hopkins Evidence-Based Practice Model
- CCNE Standards
- Bellevue College Vision, Core Values, and Mission

In alignment with the mission and goals of Bellevue College and guided by the nursing faculty's vision, mission, and core values, our nursing philosophy encompasses preparing students for life-long learning, offering a high-quality, flexible, accessible education which builds upon the academic foundations and experience of the associate degree prepared nurse. The program is responsive to the community's changing needs and represents the college's diverse demographics. The RN-BSN Program provides full and equal access to opportunities for educational advancement.

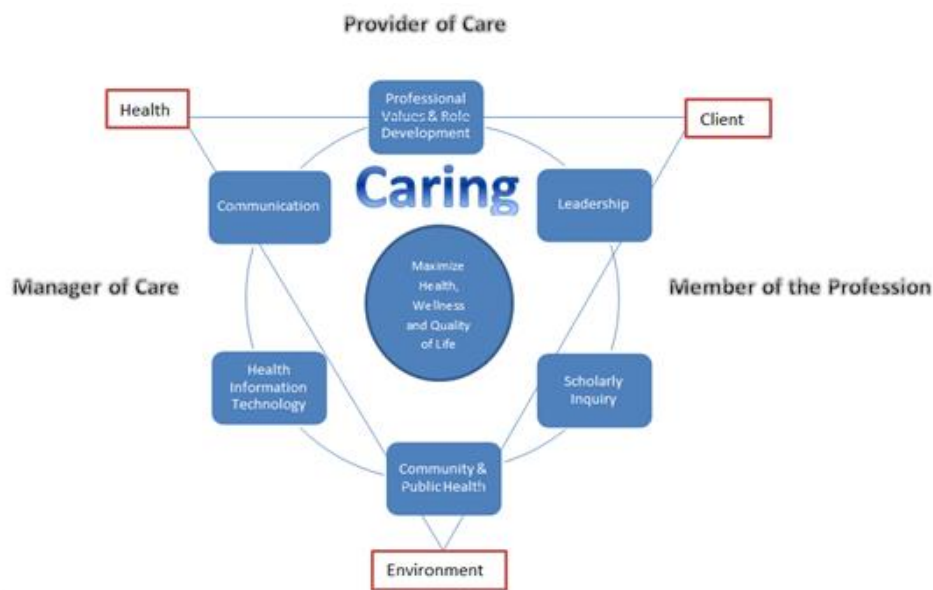
The RN-BSN Program enhances professional values and role development, scholarly inquiry, leadership, management, communication skills, health information technology skills, and community and public health skills of each student. This prepares graduates to be providers of care, managers of care, active members of the profession, and leaders in healthcare.

The faculty believes that each student is a unique individual with varying needs and goals. Cultural diversity, life experiences, and changing socioeconomic factors affect each student differently. To this end, faculty try to provide an environment that helps students realize their full potential. Four major concepts within nursing's metaparadigm are used to frame and guide nursing education in the RN-BSN Program.

- **Person:** Each person is a complex, unique, biopsychosocial and cognitive organism that has unlimited potential for growth and development. Human beings exist as biological individuals with strong interactive psychological, social, and spiritual bonds to those around them; they can survive by themselves but thrive within families, groups and communities. Their continuous interaction with internal and external environments is reflected through action and thought. Consistent with humanistic learning theory, there is an assumption that all human beings have an innate desire to survive and grow in a positive way. Life-long learning is both personally and professionally oriented. This conceptual definition promotes mutual respect regarding human differences and prepares students to design holistic and collaborative care meeting identified needs throughout the life span.

- **Health and Wellness:** This concept represents a multidimensional and holistic state that changes in response to the environment. Perception of health is subjective and dynamic; it is located on a continuum that is subject to socio-cultural beliefs and influences. This conceptual perspective guides students in offering high quality, competent, ethical and culturally competent care within their scope of practice. This concept encourages students to recognize the many variations of perceived health as they collaborate with others to promote the maximum potential of individuals, families and communities.
- **Nursing:** The discipline of professional nursing addresses clinicians who strive to provide safe, high quality, evidence-based care to a culturally diverse population with respect and dignity. The profession of nursing values life-long learning to address increasingly complex health care delivery systems and considers the interaction of biological, psychological, spiritual, cultural, ethical and socio-economic variables in the delivery of nursing care. Using this conceptual definition as a foundation, faculty work with students to apply knowledge from the liberal arts, sciences, informatics, and the body of knowledge within nursing and other health related disciplines to promote an interdisciplinary, collaborative and meaningful educational experience.
- **Environment:** The environment is both external and internal and encompasses more than physical surroundings. The perception of environment is comprised of physical features, psychological and social phenomena, and spiritual dimensions. These multiple environments are overlapping, dynamic and complex; they consist not of just the perceived present, but of the remembered past and anticipated future. Environmental perceptions are continuously interacting with each other and with human beings as individuals, families, groups, communities, and populations. Students are encouraged to explore how human beings respond to internal and external stimuli as they assess, plan, implement, and evaluate care.

Conceptual Framework



This conceptual framework reflects the philosophy and mission of the RN-BSN Program. Caring is the central concept of the framework. Caring is both an art and a science that encompasses a holistic human orientation to consider all experiences in the healthcare environment. The RN-BSN Program uses Swanson’s caring processes (knowing, being with, doing for, enabling, and maintaining belief) as the lens for nursing education and nursing care.

We believe that through caring, nurses maximize the health, wellness and quality of life of our clients and community. Through professional values, role development, scholarly inquiry, leadership, communication skills, health information technology and community and public health, graduates become managers of care, providers of care and active members of the profession.

C. Curriculum Design Model

The RN-BSN program is designed for licensed registered nurses (RNs)—typically those with an associate degree or diploma—who seek to further their education, expand their professional scope, and enhance their impact within the healthcare system. This program builds on prior nursing education and experience, offering advanced coursework in nursing theory, evidence-based practice, community and population health, health informatics,

leadership, and research. It also includes experiential learning such as fieldwork placements and a capstone project done in the field.

Completing an RN-BSN program supports nurses in refining their clinical reasoning, leadership, and systems-thinking skills, while also opening doors to broader career pathways, graduate education opportunities, and potential for increased earning potential. The curriculum is designed to be inclusive of diverse nursing backgrounds and adaptable to the evolving needs of today's healthcare environments.

The RN-BSN curriculum is designed around program and course learning outcomes in the following concept areas:

- Clinical Judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health
- Leadership and Management

Student Learning Outcomes (SLOs) are the broad, measurable outcomes that prepare students to become competent providers, managers of care and members of the nursing profession. RN-BSN SLOs are achieved through course work, fieldwork experiences, and completion of a scholarly project. It is anticipated that graduates will achieve competency in the above areas, with focus on the following concepts areas:

1. **Communication:** Utilize effective, culturally sensitive, and ethical communication methods to collaborate with patients, families, communities and health care providers. Communication methods include oral, written, and electronic formats that promote sending and receiving information.
2. **Clinical Judgment:** The outcomes of critical thinking in nursing practice. Clinical judgment begins with an end in mind. Judgments are about evidence, meaning and outcomes achieved. Clinical reasoning is the process used to assimilate information, analyze data, and make decisions regarding patient care.
3. **Leadership and Management:** Synthesize leadership and management principles to promote professional development and optimal patient-focused outcomes.

Scope of professional development ranges from self to the entire profession. Client focused outcomes may be individual, family, and/or community oriented.

4. **Evidence-Based Practice:** Develop a consistent, problem-solving approach to clinical practice that integrates current evidence (scientific, published nursing research), clinical expertise, and individual/family/community preferences and values.

Nursing curricula are designed using frameworks and data from these professional sources:

- [AACN The Essentials: Core Competencies for Professional Nursing Education](#) (AACN, 2021)
- [Nursing Scope and Standards of Practice](#) (ANA, 2021)
- [American Nurses Association Code of Ethics for Nurses](#) (ANA, 2025)
- [AACN Interprofessional Education](#) (AACN, 2023)
- [Quality and Safety Education for Nurses](#) (QSEN, 2021)
- [ANA Official Position Statements](#) (ANA, 2018)
- [Healthcare Informatics and Management Systems Society](#) (HIMSS, 2025)
- [Healthy People 2030](#) (US Department of Health and Human Services, 2030)
- [National Patient Safety Goals](#) (The Joint Commission, 2025)
- [Association of Community Health nursing Educators](#) (2025)
- [American Psychological Association](#) (7th Edition)

Teaching methodologies are based on cognitive (thinking), affective (feeling), and psychomotor (doing) domains of learning. Adult learning theories inform a collaborative environment where the student is an active participant in the learning process. Simulation provides experimental hands-on learning. Technology and informatics facilitate innovative, accessible learning. The curriculum design model is based on a cycle of evaluation and revision that responds to changing healthcare demands.

D. Nursing Faculty and Staff

Please visit our website for a list of nursing faculty and staff: [Staff & Faculty :: Nursing](#)

Faculty Cohort Advisors

Each nursing student cohort will be assigned a nursing faculty cohort advisor. The faculty cohort advisor will be able to provide direction regarding courses and college resources.

Faculty Advising Week occurs week 6 of each quarter. Additionally, faculty advisors are available to meet with students regarding personal and academic support by appointment.

See list of Faculty Cohort Advisors on Canvas Courses.

| Admission Cohort | Assigned Cohort Advisor |
|------------------|--|
| Summer 2025 | April Ambalina |
| Fall 2025 | Lisa Tedeschi, Shadi Kanan, Marilu Bumgardner |

E. Communication Chain

If students have concerns about the nursing program or classes, it is expected that students will follow these lines of communication:

Lecture/Fieldwork Instructor
 ↓
 Faculty Cohort Advisor
 ↓
 RN-BSN Program Chair
 ↓
 Associate Dean of Nursing
 ↓
 Dean of Health Sciences, Education and Wellness Institute

Section 2: BC Information and Resources

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the college life, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect. <https://www.bellevuecollege.edu/inclusion/>

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college

personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

<https://www.bellevuecollege.edu/equal-opportunity/>

Bellevue College offers a wide range of student support services to help you succeed academically, personally, and professionally. Resources include tutoring, writing support for nursing students, mental health counseling, housing and food assistance, financial aid, disability accommodations, multicultural services, childcare, and technology support.

We encourage all nursing students to become familiar with these services early in the program. Many supports—such as the Academic Success Center, Benefits Hub, Counseling Center, and Disability Resource Center—can be especially helpful as you navigate the demands of nursing school.

Explore the full list of campus resources here: <https://www.bellevuecollege.edu/student-life/campus-services-activities/>

Section 3: RN-BSN Curriculum

A. Program Requirements and Sequencing

The RN-BSN Program is a part of the Bellevue College Health Sciences, Education and Wellness Institute (HSEWI) Division. Information about the RN-BSN degree pathway is available at the [Bellevue College Catalog, RN-BSN program](#) webpage, and the [RN-BSN Program Application Instructions](#) webpage.

The RN-BSN plan of study includes a full-time and a part-time progression. The Nursing RN to BSN, BS page in the [BC Course Catalog](#) provides the full credit requirements for the BS degree. Students who want to transfer credits from another accredited institution should go to the [Transfer Credits to Bellevue College](#) webpage or contact [Student Central](#).

Education Plans

Each student receives an individualized Education Plan, developed by the Program Chair based on their chosen progression (full-time or part-time) as indicated at the time of admission. This Education Plan outlines the required nursing and general education

courses in a specific sequence that must be followed as designed. The sequencing is intentional—many courses are only offered in select quarters, and taking courses out of order is not permitted. Students receive their finalized Education Plan by orientation day and are expected to register for their courses by the deadlines outlined in the [Bellevue College Academic Calendar](#).

By enrolling in the RN-BSN program, students commit to following their designated Education Plan, attending required courses and fieldwork experiences, and completing all course requirements within the timeline established by the program. Deviation from the Education Plan—whether by course withdrawal, failure, or change in availability—may result in significant delays in program progression and graduation. Students who become out of sequence must notify the Program Manager and Program Chair immediately. Their Education Plan will be reviewed and revised by the Program Chair as appropriate.

If a student wishes to switch from full-time to part-time progression (or vice versa), they must schedule a meeting with their Faculty Advisor to determine feasibility. Approval for changes in progression is not guaranteed and depends on factors such as course availability and fieldwork capacity. These requests are considered on a case-by-case basis.

RN License and Current Nursing Employment Requirements

Students may begin Quarter 1 of the RN-BSN program while awaiting their RN license. However, in order to progress into fieldwork placements—which typically begin in **Quarter 2**—students must hold an **active, unencumbered RN license**. Participation in fieldwork is contingent on licensure status, and failure to meet this requirement may result in delays in progression or course or program withdrawal.

The Washington State Board of Nursing (WABON) requires RNs to complete at least 96 hours of active nursing practice within the last 12 months at the time of license renewal. Therefore, maintaining current nursing practice is essential for both license renewal and clinical preparedness.

Students are responsible for:

- Ensuring their RN license is active before the start of Quarter 2.
- Keeping their license valid and in good standing throughout the program.
- Communicating early with the Program Chair if they have been out of practice or foresee challenges with fieldwork readiness.

Because our fieldwork sites and capstone experiences expect students to demonstrate current nursing practice and professional competence, **the program strongly encourages all students to be employed as an RN early in the program.** Employment supports clinical relevance, builds field experience, and strengthens readiness for real-world application of leadership and scholarly skills.

Students are responsible for identifying and securing their own mentor and fieldwork site for the capstone experience in **NURS 421: Leadership Scholarly Project.** The mentor should be a qualified healthcare professional, with a baccalaureate degree, in the student's chosen specialty area, and the site must align with the goals of the capstone project and be approved by faculty.

To support this, students begin preparatory work in **NURS 321: Scholarly Inquiry Project Development** in Quarter 2. Early networking and professional engagement—ideally through RN employment—are highly encouraged to ensure capstone readiness.

Securing a site is student-driven, and failure to secure an approved mentor and site may result in a delay in course enrollment, program progression, and graduation.

Students are encouraged to consult with faculty and the Program Chair early in the program if support is needed to identify potential mentors and networking opportunities.

Fieldwork Courses Requirements and Site Expectations

All BSN courses are theory-based and graded (A, B, C, D, etc.). Some, such as NURS 321 and NURS 410, prepare students for fieldwork. While NURS 485 and 421 are theory-based, they include a fieldwork component requiring a minimum number of tracked on-site hours, projects, and presentations.

Preceptor and Site Requirements for Fieldwork Courses

For the community health fieldwork (NURS 485), students will be assigned to an approved site and mentor/preceptor. For the leadership fieldwork (NURS 421), students are required to propose their own site and mentor; however, both the site and preceptor must receive program approval before hours may begin.

Guidance for students on selecting appropriate fieldwork sites and mentors/preceptors for NURS 421:

- Students are responsible for securing a qualified mentor or preceptor for **NURS 421**, starting with exploratory assignments in **NURS 321**.
- Mentors must hold a **BSN or bachelor's degree in the healthcare field** and be able to support students in applying leadership concepts in a real-world setting.
- The mentor may be a bachelor's prepared and qualified, licensed healthcare professional (e.g., registered nurse, physician, nurse practitioner, respiratory therapist, or social worker).
- The site should support diverse populations or community engagement.
- The site should offer experiences aligned with BSN program outcomes, including but not limited to evidence-based practice, cultural awareness, professional communication, leadership, quality improvement, systems thinking, Health informatics

B. RN-BSN Program Courses

| NURSING COURSES | Credits |
|--|----------------|
| NURS 302: Foundations of BSN Practice | 4 |
| NURS 320: Foundations of Scholarly Inquiry | 3 |
| NURS 321: Scholarly Inquiry Project Development | 2 |
| NURS 410: Community and Public Health Nursing | 5 |
| NURS 485: Fieldwork for Community & Public Health Nursing | 2 |
| NURS 360: Management in Healthcare | 4 |
| NURS 420: Leadership in Healthcare | 3 |
| NURS 460: Health Information Technology | 5 |
| NURS 421: Leadership Scholarly Project | 2 |
| Total Nursing Core | 30 |
| GENERAL EDUCATION COURSES | |
| PHIL 365: Biomedical Ethics or CMST 330: Intercultural Health Communications | 5 |

| | |
|--|-----------|
| ECON 315: Economics of Healthcare | 5 |
| ANTH& 235: Cross-Cultural Medicine or SOC 244: Medical Sociology | 5 |
| Total General Education | 15 |
| Total RN-BSN Program coursework | 45 |
| Credits applied from completing NCLEX successfully | 45 |
| Credits applied from earned ADN Degree | 90 |
| Total applied credits | 135 |
| CREDITS required for graduation | 180 |

C. Example Education Plans (Summer Admission)

The following Education Plans are provided as examples only and are based on a Summer admission cohort. These samples are intended to give prospective and current students a general idea of what a full-time or part-time course load may look like, including the approximate number of credits per quarter. Please note that actual course offerings, sequencing, and credit values may vary from year to year. Additionally, General Education course requirements may differ based on prior academic history, transferred credits, and availability of course offerings.

These example Education Plans should not be used as a definitive guide for planning enrollment in specific courses each quarter. **All students will receive a personalized Education Plan**, developed by the Program Chair.

Important Note: International students and students receiving financial aid may have specific credit requirements that must be met each quarter. These students are responsible for consulting with the respective International Education and Financial Aid departments to understand their unique requirements. It is the student's responsibility to inform the Program Chair of any such requirements so that their Education Plan can be appropriately adjusted.

| Plan of Study for Full Time Progression (4 Quarters) | | | |
|--|--------------------------------|--------------------------------|--------------------------------|
| Summer25 | Fall25 | Winter26 | Spring26 |
| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
| NURS 302 (4 credits) | NURS 321 (2 credits) | NURS 485 (2 credits) | NURS 421 (2 credits) |
| NURS 320 (3 credits) | NURS 410 (5 credits) | NURS 420 (3 credits) | NURS 460 (5 credits) |
| CMST 330 (5 credits) | ECON 315 (5 credits) | NURS 360 (4 credits) | ANTH 235 (5 credits) |

| Plan of Study for Part Time Progression (6 Quarters) | | | |
|--|--------|----------|----------|
| Summer25 | Fall25 | Winter26 | Spring26 |

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| NURS 302 (4 credits) | NURS 321 (2 credits) | NURS 485 (2 credits) | NURS 420 (3 credits) |
| NURS 320 (3 credits) | NURS 410 (5 credits) | ECON 315 (5 credits) | NURS 360 (4 credits) |
| Summer26 | Fall26 | | |
| Quarter 5 | Quarter 6 | | |
| NURS 421 (2 credits) | CMST 330 (5 credits) | | |
| NURS 460 (5 credits) | ANTH 235 (5 credits) | | |

D. Transfer Credit for Previous Coursework

The Bellevue College RN-BSN Program accepts credits earned at institutions accredited by a regional accrediting association, provided that such credits have been earned through college-level courses applicable to the student's program at BC. Transfer credits are **not** accepted for nursing courses. Information regarding how to transfer credits for review and approval can be found on the website: [Transfer Credits to Bellevue College - Bellevue College](#).

Section 4: Student Success

A. Grading

Bellevue College uses a 4-point grading scale for theory courses (see [BC Policy 3000: Grading](#)) and has established progressive interventions for students who require additional academic support (see [BC Policy 3200 / 3200P Academic Standing](#)).

A final course grade of "C" or above is required to pass any nursing course. Students who earn a grade below "C" will not be able to progress to the next course. The following is the RN-BSN Program grading scale:

| Passing | Failing |
|------------|------------|
| A = 95-100 | C- = 70-72 |
| A- = 90-94 | D+ = 66-69 |

| | |
|------------|-----------|
| B+ = 86-89 | D = 60-65 |
| B = 83-85 | F = 0-60 |
| B- = 80-82 | |
| C+ = 76-79 | |
| C = 73-75 | |

1. A passing grade is earned when you meet the objectives of the course and successfully complete the required course assignments and attendance requirements.
2. End of quarter grades will be posted on your ctcLink account. Grades reflected in Canvas are unofficial.
3. If you wish to contest a grade or score, you meet first with the course instructor and then follow the channel of communication within the program (Program Chair, then Associate Dean of Nursing, then HEWSI Dean). If the dispute is not resolved, you may follow the [college policies for grade dispute](#).
4. Due to security concerns and FERPA requirements, faculty members are not permitted to issue grades by telephone or email.

B. Progression in the RN-BSN Program

General Progression Requirements

Student progression in the RN-BSN program is dependent on successful completion of all mandatory course requirements as outlined in each course syllabus. The term “course” refers to theory and fieldwork components. Additional progression requirements include:

- In-class and on-site fieldwork attendance
- Professional behavior and interactions
- Adherence to safety standards in both classroom and fieldwork settings

Faculty members have the right and responsibility to restrict a student’s participation in class or fieldwork if there are concerns related to safe nursing practice, agency policy adherence, or the well-being of others.

Interruptions in Progression

A student's progress may be interrupted for several reasons, including but not limited to:

- Course failure ("C-" or below or "Unsatisfactory")
- Withdrawal from a course or the program
- Approved Leave of Absence (LOA)
- Dismissal from program

Re-Entry Plan and Process

Any student intending to return following an interruption in program progression must meet with the Program Chair to develop a Re-Entry Plan at the time of initial interruption.

During the Re-Entry Meeting, Students are expected to:

- Discuss factors contributing to the interruption
- Contribute to a plan for future success
- Provide documentation if applicable

The Re-Entry Plan must be signed by both the student and the Program Chair to be valid. All students are subject to the policies and curriculum in place at the time of re-entry. Re-entry is not guaranteed and is dependent on space availability. **Students must re-enter within 365 days of the last quarter attended.**

Course Failure

A final course grade of "C" or above is required to pass any nursing course. Students who earn a grade below "C" will not be able to progress to the next course. If a student earns a grade below "C" in any course in their Education Plan, **students are expected to:**

- **Promptly set up a meeting with the course faculty**

Faculty can help students understand where the challenges were—whether it was related to exams, assignments, participation, clinical judgment, or fieldwork standards. During this meeting, review course performance and ask for feedback and recommendations on how to improve if able to retake.

- **Request a Re-Entry Meeting with their Faculty Advisor and/or Program Chair within 1 week after receiving the official grade**

A Course Failure is considered an Interruption in Progression; thus a *Re-Entry Plan* is required and the Education Plan must be revised.

Please note: Any combination of **three course failures and/or course withdrawals**, as well as a **failure to enroll in nursing courses for more than four consecutive quarters (365 days)**, may result in administrative dismissal from the RN-BSN program.

Leave of Absence (LOA)

Students may request a LOA for personal, family, or emergency reasons.

LOA Process:

- Submit a written LOA request via email to the Program Chair and Program Manager, outlining the reason.
- Meet with the Program Chair to develop a Re-Entry Plan.
- Monitor BC email at least twice weekly for program updates.

Additional LOA Responsibilities:

- Complete [BC Term Activation](#), if required
- Respond to program emails
- Follow all terms in the re-entry plan

Course Withdrawal

Students should not withdraw from a course without first meeting with their Nursing Faculty Advisor or the Program Chair. Unapproved course withdrawal may result in program dismissal.

- **BC Withdrawal Policy:** Refer to [Policy 2450 – Official Withdrawal from a Course\(s\)](#)
- Withdrawals may have implications for tuition and financial aid.
- Students pursuing other BC programs after withdrawal will be dismissed from the RN-BSN program and must reapply for future admission.

Students who withdraw without an LOA are not guaranteed re-entry and should follow the LOA policy if planning to return.

Dismissal from the RN-BSN Program

Students may be dismissed from the program for the following reasons:

Academic Reasons:

- Any combination of:
 - Three course failures and/or withdrawals in any of the nursing core or general education courses.
 - Failure to enroll in nursing courses for more than **4 consecutive quarters** (365 days).

Professional or Conduct-Related Reasons:

- Failure to meet expectations outlined in Professional Accountability and Growth Evaluation (PAGE).
- Repeated or significant violations of professional standards or BC Student Conduct Code Policy 2050.
- Behavior that compromises patient safety.

Any serious violation of professional standards or behavior that places a patient or others at risk may result in immediate and permanent dismissal without eligibility for readmission.

C. Student Participation in Program Governance

As community stakeholders, students are encouraged to engage in institutional and program-wide governance to support attainment of the program outcomes.

Student Cohort Representative

Becoming a Cohort Representative is a valuable leadership opportunity that supports student-faculty communication and contributes to the continuous improvement of the nursing program. Cohort Representatives play an essential role in nursing program governance, serve as advocates for their peers, and develop professional skills that are foundational to nursing leadership.

| RN-BSN Program |
|--|
| Represent the cohort at Curriculum Committee and Advisory Board meetings |
| Act as liaison between students and faculty |

Report meeting updates to their cohort

All Cohort Representatives Are Expected To:

- Represent their cohort with professionalism and integrity
- Communicate respectfully between students and faculty
- Attend required meetings and actively participate
- Sharing cohort concerns and appreciations
- Share relevant updates with peers
- Uphold confidentiality and promote a positive learning environment

Curriculum Committee Meetings

The RN-BSN Curriculum Committee includes RN-BSN faculty, the Program Chair, Associate Dean, and student representatives. During their first quarter, each cohort selects 1–2 student reps for a one-year term.

Advisory Board Meetings

The primary purpose of advisory committees is to serve as advisors to the college, providing advocacy, recommendations, and support for quality professional-technical degrees. The nursing program advisory board meets regularly to advise the faculty and help to evaluate and update the curriculum.

These meetings give students a platform to share their experiences and contribute to program discussions. The nursing advisory board includes stakeholders such as clinical partners, hospital managers, faculty, students, leadership, and community advocates.

Section 5: Instruction and Course Policies

Instruction is conducted using various teaching modalities: theoretical instruction (on-ground or hybrid), and face-to-face fieldwork (direct client care and/or interprofessional collaboration). It is an expectation that students be punctual and attend theory courses, and fieldwork experiences on the designated days and at the specified times. Please refer to each course syllabus for specific details.

A. Credit and Clock Hours

The RN-BSN program adheres to the standards set by Bellevue College and the Washington State Board of Nursing regarding the assignment of credit and clock hours.

- **Credit Hours:** For theory-based (didactic) courses, one quarter credit represents one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 11 weeks. For example, a 5-credit theory course would equate to approximately 55 contact hours of instruction and 110 hours of independent study.
- **Fieldwork/Clinical Hours:** For fieldwork courses, one credit is typically equivalent to 35 hours of fieldwork or clinical practice. Fieldwork includes direct client care, community engagement, or interprofessional collaboration and is designed to reinforce theoretical knowledge through experiential learning.
- **Hybrid Courses:** All courses in the RN-BSN program are hybrid courses, the same credit-to-clock hour ratio applies. Learning is delivered through a combination of asynchronous and synchronous activities, with clear expectations for engagement, participation, and completion of assigned work. These instructional hours are equivalent in rigor and scope to on-ground formats.

Students are expected to complete all required hours for each course to receive credit. Attendance, participation, and timely submission of coursework are essential for meeting the learning outcomes tied to both theory and fieldwork instruction. Please refer to individual course syllabi for detailed breakdowns of expectations per course.

B. Examinations, Tests and Quizzes

All exams, tests, and quizzes in the RN-BSN program are **online, asynchronous**, and must be completed **independently** by the specified **due date and time**.

Expectations

- **Independent Work Only:** Unless otherwise stated by the instructor, all exams, tests, and quizzes must be completed by the student alone.

- Closed-Book Format: The use of notes, textbooks, websites, AI tools (e.g., ChatGPT, Grammarly), phones, smartwatches, messaging apps, or help from others is not allowed.
- Academic Integrity: Any unauthorized assistance will be considered academic dishonesty and subject to college policies.
- Exam Monitoring: Instructors may require the use of software and webcam that records your screen and/or yourself and surrounding area during exams. Students must follow all setup and technical instructions to complete the exam successfully.

Missed Exams

- Advance Notice Required: If a student cannot complete an exam on time, they must contact the instructor before the deadline.
- Make-Up Approval: Make-up exams are approved at the instructor's discretion and may require documentation. Unapproved or unexcused missed exams will receive a zero.

Excused Absences (typically approved):

- Personal illness or injury (provider note)
- Hospitalization of self or dependent
- Death or serious illness in immediate family
- Jury duty or court-mandated appearance
- Religious observance (with advance notice)
- Approved DRC accommodations

Unexcused Absences (not approved):

- Leisure travel or family events
- Routine medical or dental appointments
- Work or childcare conflicts
- Transportation issues or oversleeping

C. Attendance Requirements (Theory & Fieldwork Courses)

Attendance is an essential professional obligation in both classroom and clinical/fieldwork environments. 100% attendance is generally expected for all classes and clinicals/fieldwork sessions.

Theory Courses:

Each theory course typically includes two (2) to four (4) required in-person or synchronous remote class sessions.

- **Minimum Requirements:** Students must attend a minimum of 67% of scheduled sessions in each course to meet attendance expectations. For example, this means attending at least 2 out of 3 classes or 3 out of 4 sessions.
- **Attendance Points:** Attendance contributes 10–15% of the final course grade, depending on the course. Specific grading details are outlined in each course syllabus.
- **Missing a Scheduled Class:**
 - **Notify Instructor:** Students must notify the instructor in advance if they are unable to attend a scheduled class session.
 - **Make-Up Assignment:** Students who miss one session may be offered one (1) make-up assignment to recover partial attendance points associated with that session. However, this **does not replace the missed class for attendance minimum purposes.**
- **Remote Participation:** Attendance of in-person class sessions remotely via Zoom or Microsoft Teams is only permitted when **formally approved through college-supported accommodations** (e.g., DRC, Title IX) and arranged in advance with the instructor.

If a student does not meet the 67% attendance minimum, they will be required to meet with the Program Chair to discuss their academic performance, reasons for nonattendance, and ability to progress in the RN-BSN program. Continuation in the course and program will be determined on a case-by-case basis, considering course learning outcomes, overall academic standing, and the student’s plan for success. Students may be required to complete additional assignments or other learning activities to demonstrate achievement of course outcomes in order to pass the course and progress in the program. In some cases, receiving a failing grade of “C-” due to noncompliance with course attendance expectations may be the outcome, if minimum expectations cannot be met.

Fieldwork Courses:

Each fieldwork course in the RN-BSN program is worth 2 credits, requiring a total of 66 hours of student effort over the quarter.

In each fieldwork course, students must complete:

- **A minimum of 35 hours of direct fieldwork experience**, which may include client engagement, interprofessional collaboration, or community-based activities as approved by the instructor.
- **A minimum of 31 hours of project-related work**, which may include planning, research, reflection, documentation, and other instructor-approved activities that support the fieldwork project.
- Students are responsible for accurately logging, tracking all hours and attaining approval of all logged hours and activities. Completion of the full 66 hours, along with assignments, presentations and attendance at required sessions and meetings with the instructor is required to receive credit for the course.

Failure to meet these requirements will result in course failure, regardless of academic performance. If a student is at risk of falling short of the required hours, the instructor will recommend withdrawal from the course (if within the college's withdrawal period). After the withdrawal deadline, students who do not meet the minimum hour requirements will receive a **failing grade of "C-"** due to noncompliance with course fieldwork expectations.

D. Academic Integrity

The following are considered academic dishonesty and are strictly prohibited:

- Copying, saving, or photographing any part of an assessment
- Sharing or discussing questions or answers with others outside of approved collaborative testing
- Posting content to websites, group chats, or social media
- Using unauthorized notes, websites, AI tools, or receiving outside help
- Logging in under another student's credentials

Violations are subject to disciplinary action under the Student Code of Conduct and may include a score of zero, formal warning, probation, or dismissal from the program.

E. Clinical/Fieldwork Onboarding Expectations

Clinical/fieldwork experiences are conducted at healthcare organizations and community partners who have entered a contract (affiliation agreement) with Bellevue College to host

nursing students. Fieldwork experiences include onsite healthcare hours. It is the student's responsibility to be flexible and adhere to the fieldwork schedule set forth by the healthcare and community partners.

Communication with Healthcare/Community Partners

Per the Affiliation Agreements with our clinical/community sites, students are not permitted to contact or communicate directly with healthcare partners regarding clinical placements. All questions, concerns, scheduling, or issues related to clinical sites must be directed to the Work-Based Learning Coordinator and follow the established communication chain.

If a healthcare site contacts a student directly, the student must not respond and must immediately notify faculty and the Work-Based Learning Coordinator before taking any further action or communication. This policy ensures we maintain professional relationships and adhere to the terms agreed upon with our clinical partners. Failure to follow this policy may result in disciplinary action.

Exchanging Clinical/Fieldwork Placements with Other Students

Students who request to exchange fieldwork placements with another student within a clinical/fieldwork course, due to hardship, may request to do so within the timeframe set by the clinical coordinator. All approvals for fieldwork placement switches will be at the discretion of the clinical placement coordinator and program chair. Students must complete the following requirements:

- Students that are switching will be fully compliant with all universal onboarding requirements by the established deadline. No extension of the deadline will be given without documented extenuating circumstances.
- The student wishing to exchange placement must find another student with whom to switch.
- Both students must agree to the switch and email the clinical placement coordinator and program chair with their consent to switch.
- Further exchanges within the fieldwork course will not be permitted.
- Students are responsible for making sure that they are not causing schedule conflicts within their own schedules.

Onboarding Requirements

To participate in clinical experiences, students must submit all required clinical onboarding paperwork to the Canvas onboarding course and to the healthcare partner (if assigned) before the designated deadline. Please keep in mind that Bellevue College does not set or control clinical site standards or documentation requirements. These requirements are separate from a student's employment at a site and must still be completed. Failure to submit paperwork by the designated deadline prohibits the student from participating in clinical/fieldwork courses and will have to create a re-entry plan with the faculty advisor.

Students will not be cleared to attend clinical/fieldwork courses if the onboarding requirements listed on the Canvas site are not completed by the deadlines posted in Canvas. This may result in absences and/or withdrawal from the course.

Vaccinations and Background Checks

Students enrolled in a clinical/fieldwork practice course must follow the vaccination requirements for the clinical/fieldwork site. **Bellevue College does not make any guarantees of placement for practicum or external sites to students not fully vaccinated.** Healthcare partner facilities and businesses may deny access to the site to students not fully vaccinated (all vaccinations listed on the Clinical Passport), which may result in an inability to fulfill academic requirements. Alternatives to clinical work and site placements may not be available, and students may not be able to finish the program. The RN-BSN program cannot guarantee placement at a clinical site that permits a medical or religious vaccine exemption.

To comply with affiliation agreements between clinical/fieldwork sites and Bellevue College, students participating in clinical placements are expected to follow all background check requirements. Bellevue College uses Castle Branch (CB), a FERPA-compliant organization, to administer yearly background checks. Some healthcare partners may require additional background checks through the Department of Social and Health Services (DSHS).

Students should be aware that some clinical/fieldwork sites may require finger printing for federal background checks and/or may be conducting random drug screens.

Students should review [State Board of Nursing](#) policies regarding criminal history impacts on licensure. Pursuant to the affiliation agreements, criminal history may impact a student's ability to participate in clinical placements.

Fit-Testing

Students are not allowed in rooms that require Airborne precautions without having an up-to-date fit testing. Respirator Fit testing is not provided by the Bellevue College Nursing program. If clinical/fieldwork sites require fit testing, students will need to provide evidence of a valid fit test record.

Clinical/Fieldwork Mandatory Orientations

In some cases, a student may be placed with a healthcare partner that requires a clinical/fieldwork orientation scheduled during Bellevue College academic breaks. Students must attend these mandatory orientations. There may not be a make-up opportunity for site-specific clinical/fieldwork orientations.

A student who does not attend a mandatory clinical/fieldwork orientation will forfeit the fieldwork experience, will not progress in the nursing program, and will need to meet with the Faculty Advisor to discuss a Re-Entry plan.

Our healthcare partners may have additional restrictions, therefore if a student is unable to participate in their assigned/fieldwork clinical experience, the student will need to meet with the Faculty Advisor and/or Program Chair.

F. Nursing Student Dress Code Policy

As a nursing student, you're preparing to be a healthcare professional. How you dress matters—for safety, professionalism, and respect for the people you care for. Whether you're in class, lab, clinical, fieldwork, or online, your appearance should reflect that you're part of the nursing profession.

We're committed to supporting **cultural, religious, and accessibility needs**.

Accommodations related to attire (e.g., head coverings, modesty-related clothing, medical alert jewelry, orthotic footwear) will be respected. You are encouraged to contact faculty or the program chair in advance to discuss any specific accommodation requests.

On Campus Class:

- Wear clean, modest, and school-appropriate clothes.
- No pajamas, slippers, or clothing with explicit or inflammatory graphics.
- Hats and hoods should stay off unless worn for religious or medical reasons.

Remote Online Class:

- Wear attire appropriate for a classroom or professional meeting.
- Keep your camera on (if required), sit in a well-lit and relatively uncluttered area, and use your full name display.
- Avoid distractions in the background and dress as if attending class in person.

*If your home environment is not conducive to these requirements, check with faculty about campus-based options for attending online classes.

Clinical / Fieldwork

Each clinical/fieldwork facility has its own dress code policy. It is essential to follow the specific dress code set by the clinical/fieldwork site, as their policies take precedence over Bellevue College's dress code if there is any discrepancy. Always be respectful of the facility's expectations and guidelines to maintain professionalism and ensure a positive experience during your clinical rotations.

General Acceptance:

- Tattoos and piercings are generally accepted in the workplace as long as they are not offensive, unprofessional, or distracting.
- Industry-Specific Considerations:
- Some professions may have stricter standards regarding the visibility and type of body art.
- Employer Policies:
- It's important to be aware of your employer's policies regarding tattoos and piercings.
- Discrimination:
- While Title VII of the Civil Rights Act of 1964 protects employees from discrimination based on race, color, religion, sex, and national origin, it does not yet prohibit discrimination based on tattoos or other forms of body art

What to wear in a clinical setting:

- Scrub top and pants (if in a medical-based setting)
- BC student photo ID badge.

- Watch with a second hand or digital timer.
- Closed-toe, closed-heel, non-slip shoes.
- Plain white, black, or grey undershirt (if needed).
- Hair pulled back and neat.
- Clean, short nails without chipped polish or artificial nails.
- No strong scents.
- Minimal jewelry (jewelry cannot interfere with patient care, safety, or infection control).

Tattoos, piercings, facial hair: Tattoos and piercings are generally accepted in the workplace as long as they are not offensive, unprofessional, or distracting. Adhere to clinical site policies, as they meet the safety rules of the clinical site. Ask if you're unsure.

Important: If you do not follow the dress code, you will be sent home and lose clinical hours.

Presentations Dress Code: When delivering or attending presentations (e.g. guest lectures (remote or in-person)), students are expected to elevate their appearance to reflect the professional nature of the event.

Attire:

- Business casual clothes like a button-down shirt, blouse, slacks, or skirt.
- Clean shoes (closed-toe preferred).
- Avoid overly casual items such as faded or ripped jeans, hoodies, or athletic wear.
- Midriff-baring and very short shorts are generally considered inappropriate in a professional setting.

G. Audio/Video Recording Policy:

To protect student privacy, patient confidentiality, and the integrity of the learning environment, audio and video recording of any class session—including theory, lab, clinical/fieldwork, or simulation—is strictly prohibited unless explicit permission has been granted in advance by the instructor and all parties involved.

H. Invasive Procedures at Fieldwork Site Policy

All students are responsible for reading and adhering to these protocols, which are found on the Bellevue College Nursing webpage.

I. Medical Marijuana/ Impairment at Clinical/Fieldwork Sites

Nursing students are expected to be physically and mentally fit to provide safe, effective patient care at all times. **Impairment due to drugs, alcohol, or any other substance—including medical marijuana—is strictly prohibited** in all clinical/fieldwork, classroom, and lab settings.

Although medical marijuana may be legal under state law, it remains prohibited under federal law and is **not permitted** in any aspect of the nursing program. Students may not use or be under the influence of marijuana, including medical marijuana, while participating in any program-related activity.

Any student suspected of being impaired will be removed from the learning environment immediately, and the incident will be reviewed. **Violation of this policy may result in disciplinary action, up to and including dismissal from the program.**

J. Patient Confidentiality

Patients are entitled to the confidentiality of their medical information. Federal legislation, the Health Insurance Portability and Accountability Act (HIPAA), mandates that no personally identifiable patient information be released without the patient's permission.

Students may share non-identifiable information for course and learning purposes within the confidential clinical/fieldwork site and classroom only.

Clinical agencies require that absolutely no reference to a patient, even if de-identified, be shared electronically via email or on social networking sites such as Facebook. Sharing de-identified patient information on Canvas is permissible as directed by the instructor since Canvas access is password protected. Pictures, audio, or video recordings of patients must never be taken.

Section 6: Professionalism Standards and Process

Professionalism is the foundation of safe, ethical, and compassionate nursing care. As a Bellevue College Nursing student, your conduct reflects not only on you as an individual, but also on the integrity of the nursing program, the college, and the nursing profession at large.

Professional behavior ensures effective teamwork, builds trust with patients and families, and supports high-quality care. At Bellevue College, we are committed to fostering a learning environment grounded in respect, accountability, and cultural humility. We recognize that students come from diverse backgrounds and experiences, and we strive to support every student's growth into the professional role of a nurse.

Expected Professional Behaviors

- Demonstrate accountability for their actions and academic work
- Communicate respectfully and effectively with peers, faculty, patients, and clinical staff
- Arrive on time and prepared for all learning experiences
- Maintain patient confidentiality and adhere to HIPAA standards as outlined in facility policies
- Follow all clinical and fieldwork site, Bellevue College, and classroom policies, including dress code and electronic device use
- Engage actively and constructively in all components of the program
- Accept feedback with openness and apply it to improve performance
- [Adhere to ethical guidelines from the American Nurses Association \(ANA\), International Council of Nurses \(ICN\), and National Student Nurses' Association \(NSNA\)](#)

Insufficient Professional Behaviors

- Repeated tardiness or absences
- Dismissive, disrespectful, or aggressive language or actions
- Lack of preparation or refusal to engage in required learning experiences
- Dismissal of feedback or unwillingness to reflect on performance
- Sharing confidential information without a valid academic or clinical reason

- Use of cell phones or technology in violation of site-specific or classroom policies
- Inappropriate use of social media that negatively affects peers, instructors, patients, or staff
- Non-compliance with dress code and hygiene expectations

Addressing Professionalism Concerns: Guided Conversations and Process

The RN-BSN program believes in early, supportive intervention and a clear, structured approach to professionalism development. Most professionalism concerns will first be addressed through a guided conversation, followed—if needed—by the following progressive accountability process.

Step 1: Guided Conversation

- When a concern is identified, the student will meet with a faculty member to:
 - Review professionalism expectations
 - Explore potential barriers or contributing factors
 - Identify culturally responsive supports and strategies
 - Document the conversation, including agreed-upon next steps
- This meeting is developmental in nature and is not considered formal discipline. The focus is on understanding, reflection, and growth.

Step 2: Initial Concern

- If professionalism concerns continue, the concern will be **formally documented**. This includes:
 - A written summary of the concern(s)
 - Specific expectations for improvement
 - Documentation shared with the student and filed with the program

Step 3: Ongoing Concern

- If there is insufficient improvement or new professionalism concerns arise, a **formal plan** is initiated. This includes:
 - A review of previous documentation
 - A more detailed support plan, possibly including check-ins, referrals to support services, or mentorship

- Notification that further violations may lead to final warning or dismissal consideration

Step 4: Final Warning

- If professionalism issues persist, the student will receive a final warning. This final warning includes:
 - A clear statement that further violation will result in a faculty vote regarding dismissal from the RN-BSN program
 - A final opportunity for the student to reflect and improve

Step 5: Dismissal Vote

- If additional professionalism violations occur after the final warning notification, a faculty vote will be held to determine whether the student will be dismissed from the program. The student will be notified of the decision and provided with appeal information in accordance with Bellevue College policy.

Special Considerations

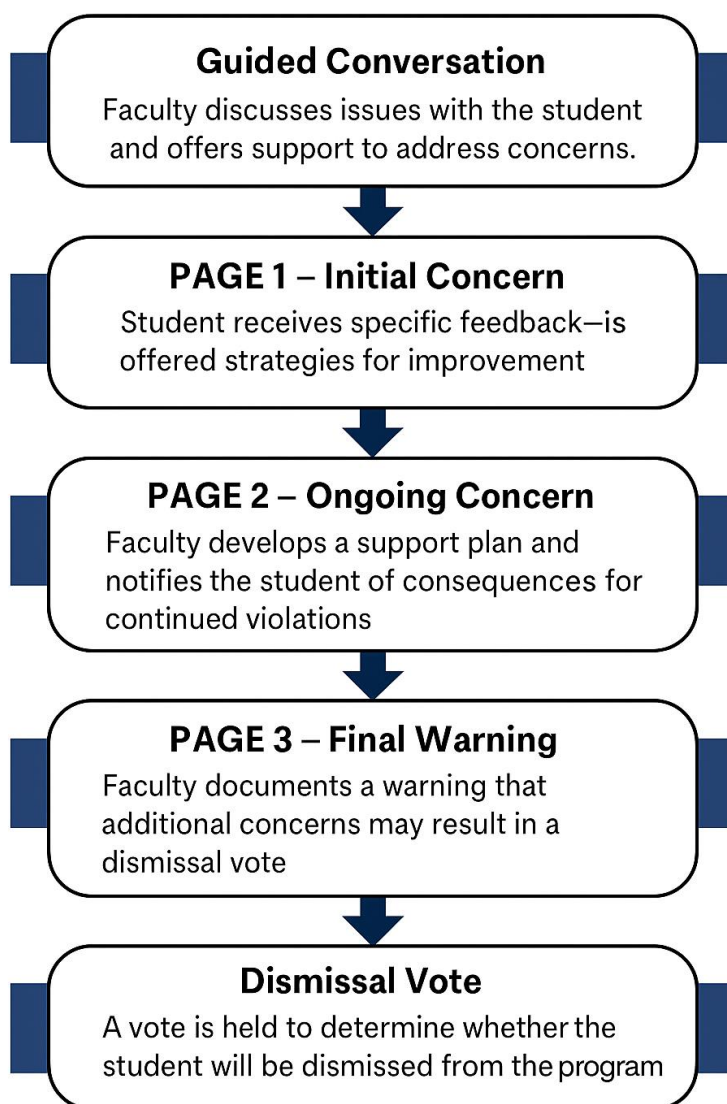
Conduct Code Violations:

Any behavior that violates the [Bellevue College Student Conduct Code](#) will result in a referral to the BC Student Conduct Officer in addition to the program's professionalism process. This may occur at any stage of PAGE or independently.

Serious Misconduct or Safety Issues:

If a student's behavior poses an immediate risk to patient safety, public health, or the well-being of others, the program reserves the right to bypass the progressive PAGE process and proceed directly to a dismissal vote.

PAGE Process Flowchart



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Section 7: RN-BSN Program Policies

A. Admissions Policy

The RN-BSN program follows [BC Policy 2200 / 2200P Admissions Rules](#), which permit additional criteria for admission based on program accreditation and limited capacity. Current requirements for admission to the RN-BSN program, including prerequisites, corequisites, and clinical practice/licensing requirements, are available at the BC Catalog.

Prospective students must apply for general admission to BC and follow instructions for selective admission to the nursing program found on the [RN-BSN Program Applications Instructions](#) page. The RN-BSN program adheres to BC Policy 4150 Equal Opportunity in Education and Employment, which stipulates that Bellevue College does not discriminate based on “the presence of any sensory, mental, or physical disability.”. However, because of the demands of the nursing profession, the program stipulates some functional abilities for admission.

Functional Abilities

Students in the nursing program at Bellevue College must demonstrate the functional abilities necessary to assess a client’s needs. Refer to the following examples:

Visual Abilities

- Read for prolonged periods of time either hardcopy or on a computer screen
- Visualize small font (6 font) written words and information on paper, computer screen, and medication label
- Distinguish and appropriately respond to multiple visual inputs
- Prepare and administer medications including the correct use of small, calibrated syringes (1/2 mL), ampules, etc.
- Monitor and assess subtle changes in patient status (i.e., signs/symptoms, drainage, wound color/appearance, wound depth, cyanosis, etc.)

Auditory Abilities

- Hear monitor alarm(s), emergency signals, ringing telephones, telephone interactions, calls for assistance
- Respond and react immediately to spoken instructions and/or monitor equipment
- Tolerate occasional exposure to loud and unpleasant noises
- Distinguish changes in tone and pitch in heart, lung, and bowel sounds using a stethoscope or modified stethoscope
- Distinguish sounds and understand verbal communication in environments with multiple auditory inputs

Olfactory Abilities

- Ability to detect smoke and odors
- Ability to tolerate occasional unpleasant odors

Tactile Abilities

- Palpate for pulses, temperature, texture hardness or softness, physical landmarks, etc.
- Discriminate subtle differences between sharp/dull and hot/cold

Motor Function Abilities

- Handle small delicate equipment/objects or hand-held devices without extraneous movement, contamination, or destruction
- Move, position, turn, transfer, assist with lifting or lift and carry adult patients without injury to the patient, self, or others
- Lift, push, pull or transfer (bed-to-chair, bed-to-bed) an adult or pediatric patient
- Use hands, wrists, and arms to apply up to 10 pounds of pressure to bleeding sites or when performing CPR
- Coordinate eye/hand, fine and gross motor movements
- Perform electronic keyboarding/documentation and/or extensive writing with a pen and/or pencil
- Stand, bend, walk, stoop, and squat while providing patient care

Communication Abilities

- Effectively read, write, comprehend, and speak the English language
- Communicate relevant, accurate, and complete information concisely and clearly, both verbally and in writing, to patients and healthcare members
- Communicate and function effectively in environments with multiple auditory and visual inputs

Cognitive Abilities

- Perform mathematical calculations accurately for medication preparation and administration
- Make appropriate, rapid decisions in stressful or emergency situations
- Manage multiple priorities and function effectively in stressful situations
- Remember multiple messages and information
- Adapt rapidly to environmental changes and multiple tasks demands
- Maintain concentration and focus on professional care setting

B. Inclement Weather Policy

The Nursing Program follows Bellevue College [guidelines](#) during severe weather conditions. If the campus is closed, **all theory classes and clinical/fieldwork sessions are canceled**. Bellevue College communicates closures and delays through multiple

channels, including the college website, BC Alerts (www.bellevuecollege.edu/alerts), email, and local news outlets.

It is the student's responsibility to monitor these sources—especially email, phone alerts, and the BC Alerts system—to stay informed about schedule changes.

Campus Suspended Operations (Procedures): [6060P Campus Suspended Operations \(Procedures\) :: Policies and Procedures](#)

Make-Up Work and Attendance Due to Inclement Weather:

Missed class time due to weather-related disruptions may require make-up assignments or rescheduling to meet course objectives. Missed fieldwork hours will require make-up hours. See [Attendance Policy](#) for specific details.

Students must monitor emails and announcements from faculty regarding the make-up plan for fieldwork and/or theory class. Faculty will provide guidance on how and when missed content will be addressed.

C. Licensed Practical Nursing (LPN) Policy

The RN-BSN program is designed to prepare students for the role of a Bachelor's Prepared Registered Nurse (RN) and does not align with the scope of practice or licensure requirements for a Licensed Practical Nurse (LPN) in Washington State. Students enrolled in the RN-BSN program are not eligible for automatic LPN licensure based on partial completion of the RN-BSN curriculum. We do not offer any courses for LPN licensure or renewal.

D. Complaint Policy

Student Rights and Responsibilities

Students have the right to receive clear, timely, and equitable information about grading policies, program expectations, BC Policies, and course requirements as listed in the Syllabus and Canvas Course site. In turn, students are responsible for upholding these expectations in all interactions with faculty, staff, and peers.

Steps for Complaint Resolution

Bellevue College and the RN-BSN program encourage open, respectful communication and timely resolution of student concerns. Students are expected to follow the established

chain of command for program-related concerns involving coursework, fieldwork experiences, and faculty interactions.

Nursing Program Chain of Command for Internal Concerns:

1. Theory or Clinical/Fieldwork Instructor
2. Course Coordinator **and** Faculty Advisor
3. RN-BSN Program Chair
4. Associate Dean of Nursing
5. Dean of Health Sciences, Education & Wellness Institute (HSEWI)

Students are expected to follow all BC Policies. The following policies are relevant to student complaint procedures.

Complaint Types and Applicable College Policies

| Type of Complaint | Policy |
|---|--|
| Grade Dispute | BC Policy 3000P – Grade Dispute Procedures |
| Discrimination, Harassment, Retaliation | BC Policy 1440P |
| General Complaints | BC Policy 1450 / 1450P |
| Sexual Harassment (Title IX) | BC Policy 1445P |
| Bias or Hate-Related Complaints | BC Policy 1460 / 1460P |

Filing a Formal Student Complaint

If a concern remains unresolved after following either the RN-BSN program’s chain of command or the appropriate Bellevue College policy, students may file a **Formal Student Complaint** through the college’s general complaint resolution process ([BC Policy 1450 / 1450P](#)). If a student is filing a formal complaint, then they must notify the Associate Dean of Nursing for tracking purposes to be compliant with WAC (246-840-519).

E. Safety Event Reporting Protocol

This plan provides guidance to faculty and leadership related to errors/safety events/near misses by students, faculty, preceptors or staff nurse working with students in clinical/fieldwork settings, simulations, and labs. The full text of this plan can be found on the Bellevue College Nursing website.

Students who are injured and require immediate attention should call 911. Less severe injuries or accidents that occur to students in the clinical/fieldwork setting should be reported immediately to the on-site preceptor/mentor and to the fieldwork instructor.

Injuries that require immediate attention may be treated on-site. Any expenses incurred for treatment at the site, or any additional treatment elsewhere, are the responsibility of the student.

Injuries or accidents that occur to students in the classroom/nursing skills lab must be reported immediately to the instructor, if readily available, or to BC Public Safety (425.564.2400 or www.bellevuecollege.edu/publicsafety/).

F. Audio, Video Recording and Social Media Policy

Recording of any kind in the classroom or skills lab requires the instructor's permission. Audio or video recordings obtained by students are for personal academic use only and cannot be distributed or posted on any public site or social networking site including but not limited to YouTube, Facebook, or any blog sites. In addition, no cell phones or other audio/video recording devices should be on a student's person in the clinical setting. Violation of this prohibition may result in dismissal from the program and review under the BC Student Conduct Code.

G. Graduation Requirements

The following conditions must be met for successful completion of the RN-BSN degree:

- Complete courses in the degree plan in the plan of study sequence and with a minimum grade of "C" in each course.
- Earn a minimum cumulative grade point average of 2.0 in all non-nursing coursework taken at BC.
- Earn a cumulative grade point average of 2.0 or better in the courses applied to the RN-BSN degree, including the ADN degree courses and any credits transferred from other colleges.
- Submit official transcripts for credits transferred from other colleges.
- Apply for graduation through BC: [apply for graduation](#).

The student is responsible for completing all college requirements and taking steps to have all account holds removed before BC Evaluations & Graduation will release the final transcript.

I. Student Activities

Nursing Student Association (NSA)

The Nursing Student Association of Bellevue College (BC) is a student-run organization representing students pursuing nursing. Students nominate peers for the offices of the BC NSA chapter (President, Vice President, Treasurer, Public Liaison, and class representative). These elected officers are responsible for presenting opportunities for nursing students to learn and acquire the attributes necessary to become professionals. A Nursing Faculty member serves as an Advisor to the NSA. NSA President and or Officers provide an NSA Advisory Report at Program Meetings.

Graduation/Commencement Pinning Ceremony

Graduating nursing students may participate in college graduation/commencement exercises and pinning ceremonies if applicable.

Professional Nursing Organizations

RN-BSN students are encouraged to participate in the following professional nursing organizations:

[National Student Nurses' Association \(NSNA\) / NSNA Code of Ethics](#)

Handbook Revision Tracking and Policy

The Student Handbook is updated annually using feedback from students to be implemented in every Fall quarter. Faculty will vote upon implementation of the updated handbook annually.

The RN-BSN Program reserves the right to update the handbook between quarters as necessary. Students will be required to attest to receiving and reviewing any new version of the Student Handbook after changes are made (minimally every year in Fall quarter) while progressing through the program.

| Draft Reviewed | Faculty Voted | Implementation (by Fall Quarter) | Student Notification of Changes |
|-----------------------|----------------------|---|--|
| 9/26/2025 | 9/29/2025 | Fall 2025 Quarter | 9/30/2025 |