



RN to BSN Completion

2025 – 2026



Bolivar
Technical
College

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and help is always available.

Bolivar Technical College

RN to BSN Completion Program Nursing Handbook

2025-2026

Effective July 1, 2025

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Bolivar Technical College

Bolivar Technical College (BTC) is a Not-for-Profit (501(C) 3) Corporation specializing in adult education. The institution is governed by a Board of Directors, administered by the President, and staffed by qualified faculty members. An Advisory Board serves in an advisory capacity.

The members of the Board of Directors are:

President	Charlotte Gray
Vice-President	Dr. William Gray
Secretary/Treasurer	Rachael Heneise

The administrative staff members are:

Campus Director	Charlotte Gray
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Assistant Registrar	Chelsye Scantlin
Education Coordinator	Nancy Brannon
Admissions/Student Services	Daniel Leith
Librarian	Jo Bass
Financial Aid Representative	Wendy McGowin/Avril Pebworth
Student Services/Compliance	Avril Pebworth
Director of Nursing Education	Erin Mock, MSN, RN, CNE
Simulation & Skills Center Coordinator	Sarah Colby, BSN, RN
Professional Nursing Program Coordinator	Tasha Detloff, MSN, RN, CNE
Practical Nursing Program Coordinator	Johnna Mortensen, BSN, RN
RN to BSN Completion Program Coordinator	Kristall Fears, DNP, RN
Student Online Support (SOS) Coordinator	Bridget Stacy

Mission Statement

Bolivar Technical College will provide the highest quality educational experience for individuals seeking affordable, personalized, general, and nursing education in response to the ever-changing employment needs of the community.

Philosophy of Nursing Program

Nursing is a science, and an art. Nursing draws upon the biological, behavioral, and social sciences as well as nursing's own unique body of knowledge. Nursing requires ethical behavior critical thinking, problem solving, and effective communication skills. Nursing spans these multiple disciplines to reflect the contemporary health care environment which highlights the continual improvement in safe quality client centered care. The nurse assists the client to achieve an optimal level of wellness through a caring interpersonal relationship.

The faculty recognizes the client is a unique person and an individual that draws on physiological, psychosocial, cultural, developmental, environmental, and spiritual experiences. The individual is viewed in a holistic manner recognizing these variables which impact their healthcare response. The faculty believes the goal of nursing is to assist the person in the pursuit of quality of life as determined by the person. Towards this goal, the nurse is also involved with illness prevention and healthmaintenance.

Nursing accepts the humanistic approach of valuing the other person's opinions and viewpoints

and believes in maintaining the dignity and integrity of the person. The nurse protects the person's confidentiality and the right and ability to make choices. Nursing students will be instructed to view the person as an individual who has the potential to reach an optimal level of health and functioning and not an individual with an illness with the focus on symptoms.

The faculty believes that the nurse's role in the complex healthcare environment is to work collaboratively as peers with interdisciplinary teams and to integrate evidenced based care for the client and community. The ever-increasing complexity of nursing care requires safe practitioners that have the capacity to change and integrate new knowledge and evidenced-based care into safe methods of healthcare delivery.

Nurses should be active continuous learners. Faculty strives to provide learning experiences designed to achieve synthesis of knowledge, values, and skills as outlined by course objectives. While the ultimate responsibility for learning remains with the student, the faculty has the responsibility to provide learning opportunities that encourage intellectual inquiry, critical thinking and fosters evidenced based care and use of informational technology to improve communication and safe, quality client-centered care.

Bachelor's Completion Program (RN to BSN)

The RN to BSN Completion program is designed for the licensed Registered Nurse. Online courses allow working professionals to continue their education without the rigid time constraints of traditional in-person education. This program can be completed in as little as one year of study and must be completed within three years of enrollment. Content will be presented via the BTC learning management system, Moodle. Learning is self-directed and will require dedicated time for study and assignment completion. Instructors will engage with students through discussion boards and other assignments on a weekly basis (at minimum) to ensure comprehension of material presented. Students will study concepts of leadership, community health, health assessment, advocacy, and modern trends in nursing that will enhance their professional practice through a more complete understanding of the role of the professional nurse in health care today.

Bolivar Technical College Nursing Curriculum Framework

The Bolivar Technical College nursing faculty have identified the following nine standards on which to base the nursing programs curricula. The faculty believe that this framework represents essential areas of nursing practice from which to develop graduate competencies (end of program student learning outcomes) and course learning outcomes.



- Essentials from the Sciences and Liberal Arts
- Interprofessional Communication and Collaboration
- Social Justice, Advocacy, and Cultural Competence
- Nursing as a Role in the Health Care System Today
- Disease Prevention and Health Promotion
- Patient Safety, Evidence-based Practice, and Quality Care
- Information Systems and Health Care Technologies
- Clinical Decision-Making
- Professional Values

Graduate Competencies

Upon Completion of the Bolivar Technical College RN to BSN Completion Program, the Graduate will master the following:

Essentials from the Sciences and Liberal Arts:

1. *Synthesize knowledge based on nursing, biologic, and behavioral science to foster critical thinking and guide decision making.*

Interprofessional Communication and Collaboration:

2. *Depict communication skills that enhance quality care, are patient centric, with application of conflict resolution as needed.*

Social Justice, Advocacy, and Cultural Competence:

3. *Model culturally competent care to all persons, regardless of race, gender, age, socioeconomic status, beliefs, or religion.*

Nursing as a Role in the Health Care System Today:

4. *Summarize the roles of nursing as a care provider, manager, team leader, team member, educator, advocate, and professional.*

Disease Prevention and Health Promotion & Information Systems and Health Care Technologies:

5. *Plan to be a leader and change agent in health care delivery—especially to vulnerable groups by identifying preventative measures and providing education.*

Patient Safety, Evidence-based Practice, and Quality Care:

6. *Generate ideas that use research and evidence to promote quality improvement and enhance patient safety.*

Clinical Decision Making:

7. *Incorporate research findings and nursing theory in clinical decision-making skills within the nursing process for daily work.*

Professional Values:

8. *Cultivate compassionate, culturally sensitive, and contemporary professional nursing behaviors.*

Academic Information and Policies

Grade Point Average (GPA) for all Nursing Courses

Evaluations for each class within the program receive a specific number of points. The grade for each nursing class is determined by tests, quizzes and other assignments; thus, reflecting mastery of the course material based on the percentage of the total points scored as being correct. The percentage is then calculated on the following scale for core nursing classes:

Letter Grade	Percentage Grade	Grade Points
A	94-100%	4.00
B	86-93%	3.00
C	80-85%	2.00
F	below 80%	0.00

Grades are not rounded for any class. 79.99 is less than 80.0 and is an “F” in nursing classes.

Each program course syllabus will articulate required course work including student assignments outside of class with specific requirements. Outside of class work will be consistent with program objectives, documented, assessed/graded and will be an integral part of the sequenced educational program.

Grade Point Average (GPA) for all General Education Courses

Letter Grade	Percentage Grade	Grade Points
A	90 – 100%	4.00
B	80 – 89%	3.00
C	70 – 79%	2.00
D	60 – 69%	1.00
F	Below 60%	0.00

Grades are not rounded for any class. 69.99 is less than 70.0 and is an “F” in general education classes.

Grade point average is calculated by multiplying the credit hours by the earned grade points. The sum of this number is divided by total possible number of credit hours. For example:

Course grade	A	3 Credits	4 points = 12
Course grade	B	12 credits	3 points = 36
Course grade	C	3 Credits	2 points = 6
Total		18	54

Divide 54 by 18 = 3.0 GPA

Assignment Due Dates

Course assignments open on Monday of the week in which they are assigned and have a final due date of the following Sunday at midnight (CST). To facilitate student-student and student-instructor interactions, specific assignments may have a mid-week due date.

An example would be a discussion board that opens Monday with an initial post due at midnight (CST) Wednesday and student peer responses due Sunday. Please see the course syllabi for specified due dates of individual assignments.

Artificial Intelligence (AI) Policy

Generative artificial intelligence (GAI) and Applied Artificial Intelligence (AAI) tools have strong potential to support learning and improve communication. They also have clear dangers for abuse that can lead to hindering the learning process and providing false information. All students enrolled at Bolivar Technical College are subject to the school's academic integrity policy.

Unless otherwise specified by the course instructor, it is a violation of Bolivar Technical College's academic integrity policy for students to use GAI to create all or part of an assignment and submit it as their own work. General, permissible use of GAI includes seeking clarification on concepts during study, brainstorming ideas, or generating scenarios for practice. GAI may also be used as an assistive tool to draft emails or other non-coursework communication. Students are never permitted to upload course materials/content or assignments to AI tools.

This policy is applicable to all current and future AI-based tools and is aligned with the school's academic integrity policy.

If an instructor allows the use of GAI for an assignment or activity, it will be implicitly stated in the course syllabus and/or the assignment instructions with parameters for AI use. Any submitted work

on the student's behalf should include proper citation of the AI tool used.

<https://www.grammarly.com/citations/apa/generative-ai> (Grammarly INC, 2024). AI integration into the teaching and learning process should focus on responsible use, inclusivity, and maintenance of high ethical standards.

If there is ambiguity surrounding the use of a GAI tool for any school-related activity, the student is responsible for seeking clarification from the Course Instructor, Program Coordinator, or Director of Nursing Education. Students are solely responsible for proper citation of any research materials used.

Users must be aware that when they enter their own original material into a GAI tool, there is a chance that the student's own intellectual material may become part of the tool's models. In this case, others will have access to and free use of the work and information. Conversely, if using GAI to develop an individual's own original work, it may include other's copyrighted materials.

Attendance Policy

Students enrolled in **distance education (online courses)** will have weekly scheduled assignments in place of in-person attendance. Participation in the assignments result in being 'present'. Students must maintain a 90% minimum attendance in each course, based on assignment participation. The number of events assigned in a week is a direct reflection of the course credit hours earned.

1. *Example:* a 3-credit-hour course will have weekly assignments scheduled in place of in-person class time. Students should anticipate 2 hours of work for each online credit hour earned weekly (3 credit hours x 2 hours = 6 hours weekly).
2. Participation in a weekly assignment prior to the scheduled due date counts as class attendance. (All assignments complete for the week = present all hours)
 - Students who do not participate in an assignment will be counted absent for that assignment's weekly time equivalent.
 - If no assignments are attempted, the student will be counted absent for all hours.

Satisfactory progress towards earning a bachelor's degree means students must meet the following academic and attendance requirements:

1. Students will participate in weekly class assignments, threaded discussions, quizzes, and exams. Synchronous (scheduled) learning events may be scheduled that require student attendance. Students will be notified at the start of the class of these scheduled events.
2. Students who do not complete an assigned task within a week, will be counted as absent for the event. If student does not participate in academic events for two consecutive weeks, an administrative withdraw will occur and student will be removed from the class.
3. Late work will not be accepted. No quiz or exam will be given early.

Late Work and Make-Up Work Policy

Late work will not be accepted in the RN to BSN program. Course weeks begin on Monday and end on Sunday of the following week. Assignments will have mid-week and Sunday due dates as posted in the course syllabus.

Failure to submit an assignment or complete an assigned quiz or test, will result no points being awarded and will be reflected in the student's attendance record. Please see attendance policy for additional information.

The following policies are in effect for absences during all courses:

- NO student will be given the opportunity to take a test/quiz early **for any reason. No Final Exam will be given early or late.**
- Homework is considered late if not turned in on or before the time designated by an instructor.
- Tests and quizzes are considered late if not taken at the designated testing time or by the designated due date.
- All exams must be taken prior to the next exam to demonstrate mastery of concepts, regardless of points awarded.
- Individual circumstances of illness and emergency will be considered on a case-by-case basis by appeal to the program director. Documentation may be requested to process an exception.

Clinicals

In most courses with a clinical component, students will take part in online clinical labs where concepts from course work will be put into practice. Shadow Health's Digital Clinical Experiences allow students to practice the skills they need to care for their patients in a safe and standardized environment available 24/7. Shadow Health Digital Clinical Experiences are assigned to augment course work and are detailed in the course syllabus. Students are required to complete weekly assignments satisfactorily to meet attendance and clinical requirements for the course. Failure to complete an assigned clinical lab with a DCE score of at least 80% will result in failure of the course.

Students will participate in live, preceptor- lead clinical rotations in the *RN Capstone* course. Required hours and instructions for securing a preceptor will be shared by the course instructor. Satisfactory completion of the clinical rotations is required for program completion.

Academic Progress

Academic Achievement and Retention

Students must reach and maintain grades of “C” or higher in nursing core classes and general education classes. Students who fail to achieve at least 80% in a core nursing class or a “C” grade or higher in a general education class by the end of the semester will fail the course. Clinical components of theoretical courses are an integrated requirement for that specific course, and clinical components must be mastered to pass the corresponding course.

Should a student not successfully pass any course with a grade of “C” or higher, that student may repeat the course once. If a student fails two courses, they will receive an academic dismissal from the program. The student may reapply after one year.

Repeating courses has a direct impact on financial aid available to the student. Check with the financial aid officer for further information. Applying for readmission does not guarantee acceptance into a program.

A student be dismissed from the college due to academic dishonesty or a violation of conduct, will not be readmitted to the college, and will remain responsible for all financial obligations to the college.

Academic Counseling

Administrative staff are available to students during regular office hours or by email and instructors may be contacted by email for discussion of course or program academic concerns.

Administrative staff and instructors will reply to emails received Monday through Friday within 24 hours. Faculty may assist students in study habits and provide limited tutoring concerning specific content. The staff may make referrals to outside resources. Additional support may be offered by the Student

Online Support (S.O.S.) Coordinator, assigned to the student upon enrollment.

Code of Academic Integrity

Bolivar Technical College is an academic community whose fundamental purpose is the pursuit of knowledge. It is believed that academic integrity is vital to the success of this educational endeavor and without it, the opportunity to develop the full understanding of the material is missed (Harding, Carpenter, Finelli, & Passow, 2004). The value of education awarded by an institution is based on the belief that graduates earn their education honestly, and that graduates have the knowledge and skills inherent to that education. The faculty at Bolivar Technical College believe that quality education leads to quality care. The college accepts this responsibility to the community and to the profession of nursing by expecting academic integrity of students and faculty.

The highest standards of ethical and professional conduct are integral to success in the nursing programs. As members of the nursing profession, the student shares a commitment to adhere to the American Nurses Association Code of Ethics for Nurses. The faculty's duty is to maintain an environment supportive of personal growth, as well as to ensure the provision of safe and effective health care to the public.

The nursing faculty at Bolivar Technical College believes students who develop the values of nursing during their course of study will portray those values as a nurse. The values of nursing include lifelong learning, diversity, individuality, respect, responsibility, and integrity. These values are essential to continued success in the profession of nursing.

Code of Ethics for Nurses

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8. Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

[American Nurses Association, 2025](#)

Post-Licensure Student Professionalism & Behavior

Students are responsible for always maintaining professional conduct. This includes:

- Following school and program policies
- Demonstrating respectful, mature, and ethical behavior
- Being prepared and punctual for classes and clinical rotations
- Using respectful communication with peers, faculty, and staff

Disruptive, unethical, or unsafe behaviors—including repeated unprofessional conduct, insubordination, or violation of program rules—will result in disciplinary action, up to and including dismissal. Students must respond to feedback and correction in a constructive, professional manner.

Program Termination

A student may be terminated from the nursing program due to excessive absenteeism, unprofessional or unethical conduct, failure to master course or clinical objectives, violation of rules and regulations, unpaid tuition, falsifying application information, or academic dishonesty. In addition, nursing students may be dismissed from the program based on patient care safety issues, or failure to maintain clinical site expectations.

Graduation Requirements

To graduate, students must have earned a minimum cumulative grade point average of 2.00 and successfully completed the required number of courses in their program of choice within the maximum number of credits that may be attempted. Students must have a grade of “C” or higher. Upon satisfactory completion of their program, students will receive a bachelor’s degree in nursing.

Disclaimer

All policies, procedures, and information outlined in the Nursing Student Handbook are binding and will be fully enforced. In addition to the policies specified in this handbook, **students are also responsible for adhering to all policies and regulations found in the institutional [Student Catalog](#)**. By enrolling in the Nursing Program, students acknowledge their obligation to review, understand, and comply with all applicable guidelines. Failure to follow any of these policies may result in disciplinary action, up to and including dismissal from the program. The Nursing Program reserves the right to update or revise policies as needed. Students will be notified of any changes, and continued enrollment constitutes acceptance of the most current policies.

Faculty

Effective 07/01/2025

Kaylee Ankrom, FNP, RN	<p>RN to BSN Completion Program Faculty (Adjunct)</p> <p>Associate of Science in Nursing, Southwest Baptist University, Springfield, MO</p> <p>Bachelor of Science in Nursing, Southwest Baptist University, Springfield, MO</p> <p>Master of Science in Nursing, Family Nurse Practitioner, Walden University, Minneapolis, MN</p>
Katherine Apfel, MSW	<p>General Education Faculty (Adjunct)</p> <p>Master of Social Work, Missouri State University, Springfield, MO</p> <p>Master of Science in Criminology, Missouri State University, Springfield, MO</p> <p>Bachelor of Science in Criminology, Missouri State University, Springfield, MO</p> <p>Grad Certificate Forensic Child Psychology, Missouri State University, Springfield, MO</p>
Savana Ayers, DNP, RN	<p>RN to BSN Completion Program Faculty (Part Time)</p> <p>Associate of Science in Nursing, Southwest Baptist University, Springfield, MO</p> <p>Bachelor of Science in Nursing, Southwest Baptist University, Springfield, MO</p> <p>Master of Science in Nursing, Western Governors University, Salt Lake City, UT</p> <p>Doctor of Nursing Practice, Regis College, Weston, MA</p>
Heather Cline	<p>General Education Faculty (Adjunct)</p> <p>Bachelor of Science in Management, Missouri State University, Springfield, MO</p> <p>Master of Science in Business Administration, Graduate Certificate in Computer Information Systems, Missouri State University, Springfield, MO</p>
Claire Dale, MSN, RN	<p>RN to BSN Completion Program Faculty (Adjunct)</p> <p>Bachelor of Science in Nursing, Southwest Baptist University, Bolivar, MO</p> <p>Master of Science in Nursing, Western Governors, Salt Lake City, UT</p>
Kristall Fears, DNP, RN	<p>RN to BSN Completion Program Coordinator/Faculty (Part Time)</p> <p>Bachelor of Science in Nursing, Cox College, Springfield, MO</p> <p>Master of Science in Nursing, Southwest Baptist University, Bolivar, MO</p> <p>Doctor of Nursing Practice, Regis College, Weston, MA</p>
Matthew Lyons	<p>General Education Faculty (Adjunct)</p> <p>Bachelor of Science in Government/History, Evangel University, Springfield, MO</p> <p>Master of Science in Biosecurity & Disaster Preparedness, Saint Louis University, St. Louis, MO</p>
Erin Mock, MSN, RN, CNE	<p>Director of Nursing Education/Nursing Faculty (Full Time)</p> <p>Associate of Science in Nursing, Fort Scott Community College, Fort Scott, KS</p> <p>Bachelor of Science in Nursing, Missouri State University, Springfield, MO</p> <p>Master of Science in Nursing Education, Indiana Wesleyan University, Marion, IN</p>



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