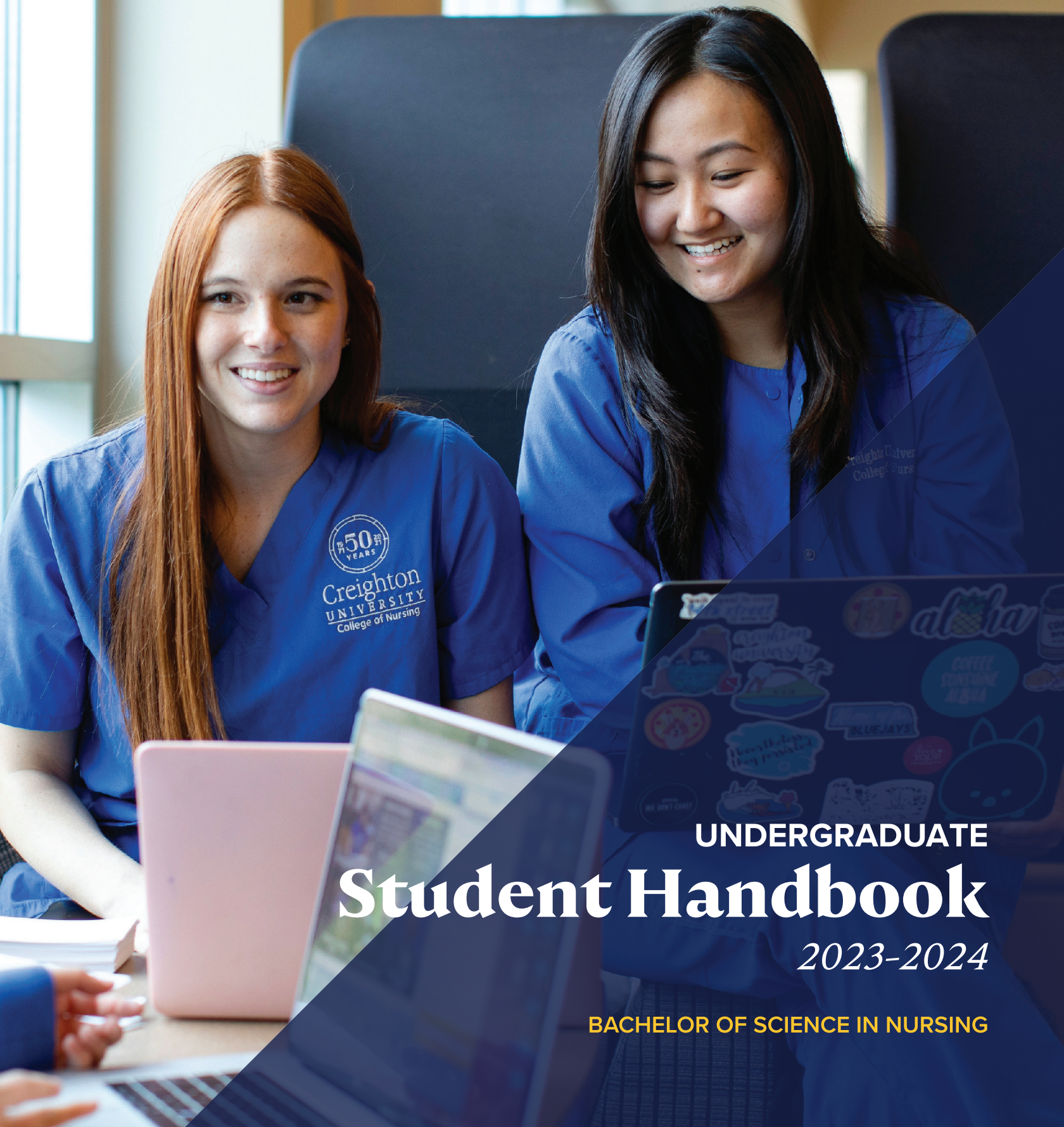


Creighton
UNIVERSITY

College of Nursing



UNDERGRADUATE
Student Handbook

2023-2024

BACHELOR OF SCIENCE IN NURSING

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Introduction and Overview

College of Nursing Philosophy and Organizing Framework

Philosophy¹

The College of Nursing seeks to exemplify the mission of Creighton University, which is focused upon people as unique individuals having potential to seek the truths and values essential to human life. A Christian learning environment in which students are assisted toward maturity as members of the human community and as scholars is fostered. In light of this Mission, and the statement of Goals and Common Objectives in the Health Sciences, the College of Nursing endorses the following statements addressing people, health, environment, learning, and nursing.

People

Each person is a unique individual made in God's image and endowed with freedom of choice, dignity, and intrinsic worth. Intellectual capability enables the person to reflect, consider, analyze, judge, and communicate. Effective abilities enhance communication through the formation of affectional bonds with the result that life is conducted in a caring, concerned way. Individuals are creative and strive for biological, psychological, social, and spiritual integration and well-being. Individual behavior is motivated by unique perceptions, needs, and goals resulting in a complex set of behaviors related to the potential for growth. A person can best be understood in the context of genetic, historic, and situational influences within a society and culture. People include individuals, families, groups, and communities organized through mutual interests and directed to the achievement of common goals. Each person has a responsibility to contribute to the well-being of others.

Health

Health is defined as a dynamic multidimensional state that implies interaction with the environment. Each person perceives health differently. Nurses recognize these individual perspectives and respect their influence on health decisions. The promotion of healthy lifestyles presents nurses with challenges and opportunities to address the self-care needs of clients. Health is influenced by optimal use of one's resources to achieve maximum potential for daily living. Opportunities to optimize health potential should be available to all.

Environment

Environment is defined as the circumstances, conditions, and factors that affect the existence and development of an individual, group or community. A continuous, reciprocal relationship exists between the individual and the internal and external environments. The internal environment includes physiological, psychological, emotional, intellectual, and spiritual components. The external environment includes physical, societal, and cultural components. These environmental components also exist within, and influence, families, groups, and communities.

Learning

Learning is an active, life-long internal process based on need, motivation, and opportunity. Learning is demonstrated by cognitive, affective, and psychomotor changes. Motivation is enhanced when goals are mutually established and when individual cognitive styles are understood and addressed. Learning is fostered by organized instruction and role modeling followed by opportunity for application, evaluation, and feedback. The learning climate fosters ongoing scholarly activities and provides an environment where students and faculty are encouraged to discover and develop their potential. Experiences that promote critical thinking are provided. Critical thinking provides the foundation for making personal, clinical, and other professional decisions. Critical thinking is used in understanding, investigating, and synthesizing the implications of social, professional, and health care issues. Formal education in this College of

¹ Accepted October 3, 1997; Revised May 2000.

Nursing provides a foundation for beginning and advanced practice that focuses on care management and health outcomes.

Nursing

The focus of nursing is to promote, maintain, or restore health and provide comfort and dignity in life and death. The roles appropriate for the practice of nursing are interdisciplinary, multidimensional, and interrelated. These roles include but are not limited to care provider, care manager, critical thinker, communicator, change agent, and educator. The discipline of nursing embodies a knowledge base that is evolving. Professional nursing contributes to and uses professional, legal, and ethical standards of practice. Emerging patterns of care and roles in nursing develop as research is conducted, disseminated, and fully integrated within all practice settings.

Organizing Framework²

The curriculum of the College of Nursing is developed within an organizing framework (see Figure 1) that exemplifies the faculty's beliefs related to professional nursing. The organizing framework is intended to assist the faculty in structuring the curriculum and to assist students in developing a systematic method to guide their professional growth both in the immediate and distant future.

The faculty believes that the major concepts essential to professional nursing practice are those that relate to people, health, environment, learning, and nursing.

The faculty believes the nurse must also possess specific knowledge of and the ability to critically think about factors that influence a person's positive interaction with the environment. These factors are communication, health states, care management, and personal and professional development.

The preceding factors are organized into vertical and horizontal strands. A vertical strand gains both depth and breadth in its application to nursing as the student progresses in the program. Theories and principles are added as the complexity of nursing interventions increases. A horizontal strand offers all elements in its initial introduction and gains breadth in its application in various settings. According to these definitions, critical thinking is accepted as a horizontal strand whereas communication, health states, care management, and personal and professional development are classified as vertical strands. Program objectives reflect the philosophy and the organizing framework. The program objectives guide course development and the selection of learning experiences.

Communication

Communication is a process that is dynamic, complex, irreversible, and inevitable. Communication involves a sender, a receiver, and a message. The process of communication involves integration of meaning, which occurs in a cultural, developmental, and environmental context. In professional nursing there are two significant goal-directed communication processes: therapeutic and professional. Therapeutic communication includes relationship building, helping skills, and education. Professional communication includes both intra/interdisciplinary communication such as collaboration, consultation, coordination, documentation, advocacy, conflict resolution, evaluation, assertiveness, and scholarly communication.

Care Management³

Care management is a client-centered and intra- and interdisciplinary process to enhance health states, functional abilities, and quality of life for individuals, families, and populations. The focus of nursing care management are to assess health states and plan, provide, negotiate, coordinate, and evaluate options and services to achieve quality, cost-effective outcomes. The care management process occurs in a climate of partnership with individuals, families, groups, communities, providers, and payers. In this partnership, nurses as care managers, serve as change agents and advocates for outcomes improvement by seeking solutions that empower clients to promote, protect, restore,

² Approved: August 16, 1996; Revised: May 2000; Reviewed: November 19, 2004

³ Accepted by Care Management Teams: February 3, 1998; Revised: March 20, 1998; October 4, 2004

and maintain health.

Health Promotion

Proactive strategies that optimize physical, social, and emotional health and well-being of individuals, families, and communities. Health promotion activities enhance the quality of life throughout the lifespan and are initiated at both personal and public levels.

Health Protection

Strategies to safeguard physical, social, and emotional health and well-being of individuals, families, and communities from specific and identified potential risks. Health protection activities are enacted at both the personal and public levels.

Health Restoration

Diagnosis and interventions directed to returning individuals, families, and communities to a pre-acute illness or pre-crisis state and/or optimal level of functioning. Health restoration activities are targeted to early identification and timely management of existing health alterations with the goal of restoring the individuals, families, and communities to an optimal level of function.

Health Maintenance

Comprehensive, coordinated interventions to support optimal levels of functioning and quality of life in populations who require ongoing surveillance.

Disease Management

A model to manage the care of individuals and/or populations experiencing disease. Emphasis is placed on understanding the natural course of a disease in order to coordinate comprehensive interventions designed to protect, restore, and maintain health.

Episodic Health Alteration

An alteration in health lasting a discrete period of time, during which individuals are consistently within the symptomatic range to meet diagnostic criteria of a particular illness or syndrome.

Chronic Health Alteration

A constant and prolonged alteration in health that shows variability in the presence and severity of symptoms and level of functioning.

Vulnerable Populations

Designates groups of people who are in a state of defenselessness, fragility, risk, or susceptibility to illness or injury. Vulnerability stems from variables or risk factors which increase the probability of developing disease, injury, or a lower level of functioning. The risk factors may be biological, behavioral, sociocultural, economic, and/or environmental in nature.

Outcomes

Measurable changes in health states of individuals, families, communities, and populations as a result of the care management process. Outcomes can be described both quantitatively and qualitatively.

Social Justice

As faculty and students in a Jesuit University College of Nursing, we are taught to put our faith and teaching into practice in everyday life. This calls us to awareness of problems of poverty and discrimination and commits us to

educate others and advocate for the health and well-being of those clients and communities who cannot do so for themselves. Social Justice includes direct efforts on behalf of individuals and communities in need and/or provision of non-violent witness against threats to peace and justice.

Health States

Health is a multidimensional dynamic state that contributes to and is influenced by the full range of life experiences. The framework for studying the wide range of health states is based upon knowledge from nursing and other disciplines. The factors that influence health states are also studied in this framework with the goals of thinking creatively about and investigating ways in which the nurse can positively influence health states of people.

Personal and Professional Development

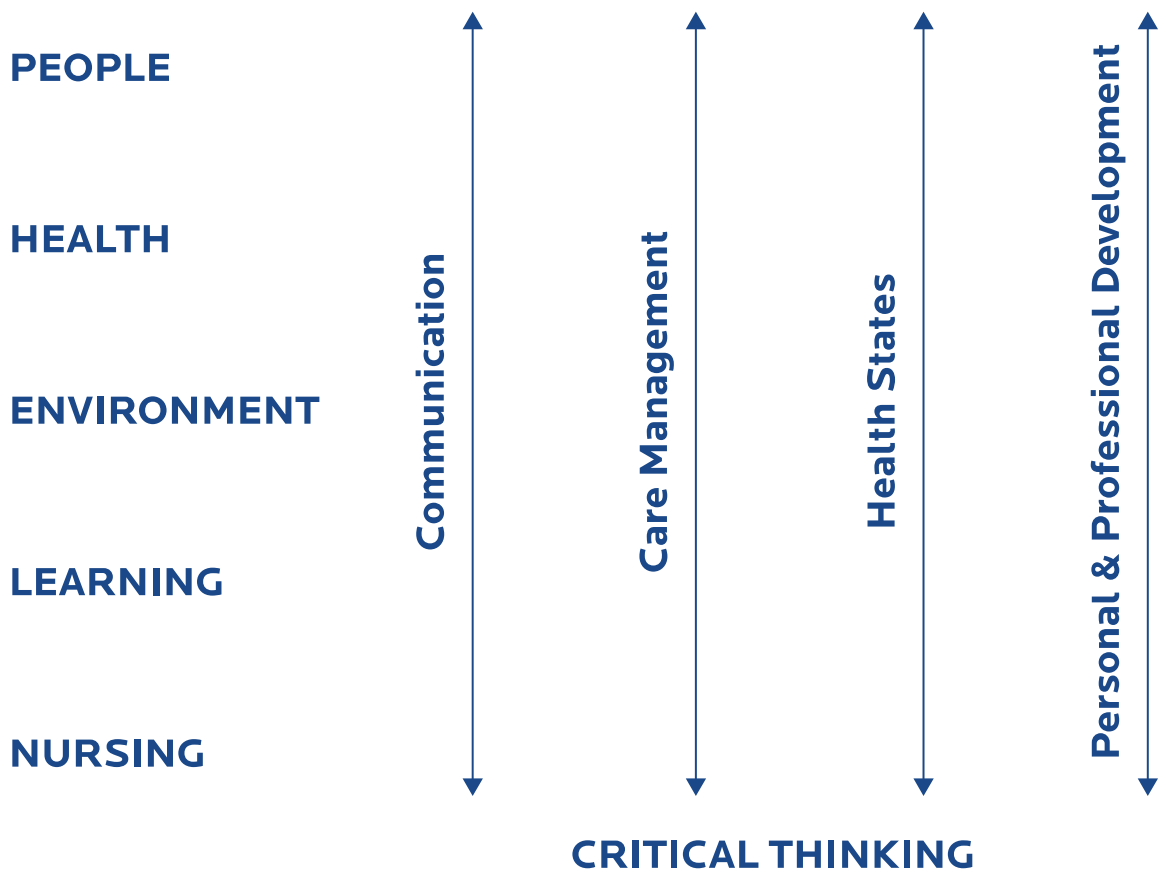
Development is a lifelong process by which a person's potential is challenged. Activities, often referred to as developmental tasks, ordinarily arise at certain times in the lifespan and impact health. Successful achievement of these developmental tasks facilitates subsequent growth. Self-awareness, values consciousness, and accountability are critical to the process of professional development. Personal growth enhances the nurse's ability to provide professional nursing care.

Critical Thinking

Critical thinking is the process of purposeful, self-regulatory judgment that includes the cognitive skills of interpretation, analysis, evaluation, inference, explanation, and self-regulation.⁴

⁴ Facione, P.A. (1990). Critical thinking: a statement of expert consensus for purposes of educational assessment and instruction. Millbrae, CA: The California Academic Press.

Figure 1: College of Nursing Curriculum Organizing Framework



Undergraduate Academic Programs

The College of Nursing offers two curricula for undergraduate study leading to a Bachelor of Science in Nursing (BSN) degree. The Traditional 4-year curriculum is for qualified high school graduates and college transfer students. The Accelerated BSN curriculum (ABSN) is for qualified persons with non-nursing baccalaureate or higher degrees.

[BSN College of Nursing Goals and BSN Program Overview](#)

Academic Planning

[Admission Requirements and Conditions of Enrollment -Traditional Program](#)

[Admission Requirements and Conditions of Enrollment - Accelerated Program](#)

Annual Verification

The College of Nursing's Compliance Coordinator and Student Health Education and Compliance (SHEC) will contact students via Creighton email notifications on an on-going basis to ensure currency of specific health-care

related requirements (e.g., PPD, immunizations, BLS certification) and/or other clinical agency requirements (e.g., HIPAA) necessary to continue practice in the clinical agencies. Students not current in their requirements are subject to removal from the clinical agency until the requirements are met. Students should note that removal from clinical could delay their academic progression.

Students will verify that they meet the following requirements annually: they have access to the Handbook in electronic form, and they will abide by the policies and procedures in the Handbook by signing the "Undergraduate Handbook Acknowledgement and Signature Sheet".

- A. The "Safety and Technical Standards" is to validate the student's ability to meet the cognitive, affective, and psychomotor requirements of the curriculum, with or without reasonable accommodations, consistent with the Americans with Disabilities Act.
- B. Students will sign the following statement. "I agree to notify the College of Nursing within 30 days of being charged with crime, felony, misdemeanor, or other offense; and any convictions, guilty pleas or no contest pleas to any crime, felony, misdemeanor or other offense which occurs during my enrollment in the College (any such occurrence is called an "Offense"). I understand any such Offense may subject me to disciplinary action by the College, with possible consequences up to and including dismissal from the College. I also understand that if I fail to provide the College of Nursing with information about an Offense, such failure to report could subject me to disciplinary action by the College, with possible consequences up to and including dismissal from the College."
- C. Prior to the semester that the student enters the first clinical course, and annually thereafter, the student must complete all required general orientation modules and the agency specific modules.

Advising

The College of Nursing abides by University Policies regarding registration, special student status, transient study, and general university leave of absence policies. All students are assigned a faculty advisor who is responsible for academic advisement. Students are expected to meet with advisors regularly (at least once each semester) and to keep the advisor apprised of their progress. Exceptions to the recommended plan of study must be approved by the Assistant Dean for Student Affairs.

Registration

Registration is administered by the College of Nursing, Department of Student Affairs. Fall and Summer registration takes place after Spring Break, and Spring and Winter registration takes place in late October and early November.

Registration plans are approved by the assigned faculty advisor and/or the Assistant Dean for Student Affairs. Students who proceed through the curriculum in sequence will receive first priority when class size is limited.

Adjustments and Withdrawals after Registration

Changes in registration (dropping or adding courses) must be approved by the student's advisor. After the Add and Drop deadlines, you may change your schedule (i.e. drop or withdraw from individual courses) by following the directions on the Registrar's website: <https://my.creighton.edu/registrar/registrationoverview/>
When you withdraw from a course, you receive a grade of "W" for that course.

Academic Calendars

Academic Calendars Note: Traditional 4-year nursing students follow the Creighton Undergraduate Academic Calendar and ABSN Students follow the appropriate ABSN Calendar by cohort and campus.

Undergraduate Programs of Study

[Traditional BSN Program of Study](#)

[Accelerated BSN Program of Study](#)

Undergraduate Plans of Study

[Traditional BSN 4-year Student Example Plan of Study](#)

[Traditional BSN Study Abroad Example Plan of Study](#)

Transient Study

Study Abroad

Undergraduate students wanting to study abroad for a semester, will complete the abroad semester during the fall semester of sophomore year. Students will take NUR 223 Nutrition and NUR 228 Lifespan Development online through Creighton during the semester abroad. Students are responsible for completing pre-requisites for these courses prior to the semester abroad. Students must also take MIC 141 Microbiology through Creighton online during the summer between freshman and sophomore year, prior to going abroad in the fall. If a student does not pass Microbiology during the summer, this will impact their progression and they may decide to not go abroad or decide to go to a five-year plan.

Student Rights and Responsibilities

Each student is personally responsible for completing all requirements established for the degree by the University and the College of Nursing. It is the student's responsibility to inform oneself of these requirements. A student's advisor may not assume these responsibilities and may not substitute, waive, or exempt the student from any established requirement or academic standard. The University reserves the right to modify requirements at any time. Although the University encourages the widest amount of student responsibility, with a minimum of administrative regulation, it expects each student to maintain appropriate standards in his or her academic and personal life. The University reserves the right to terminate the registration of any student who does not meet the standards acceptable to the University.

<https://studentlife.creighton.edu/community/student-handbook>

Undergraduate Student Policies and Procedures

[Drug and Alcohol Testing](#)

[Criminal Background Check](#)

[Grading](#)

[Nursing Student Success Plan](#)

[Academic Failure Appeal](#)

[Classroom and Clinical Attendance](#)

[Return to Class/Clinical after Illness or Injury](#)

[Retention and Progression](#)

[Reapplication to CON BSN Program](#)

Academic Honesty and Misconduct

In keeping with its mission, the University seeks to prepare its students to be knowledgeable, forthright, and honest. It expects and requires academic honesty from all members of the University community. Academic honesty includes adherence to guidelines established by the University, its Colleges and Schools and their faculties, its libraries, and the computer center.

[The Creighton University Student Handbook](#)

[College of Nursing Academic Misconduct Policy](#)

[College of Nursing Academic Misconduct Algorithm](#)

College of Nursing Exams

The policies below detail the College of Nursing policies and procedures for exams.

[Exam Policy and Test Security](#)

[Exam Attendance](#)

[Exam Review](#)

[Exam Misconduct](#)

[Exposure to Infectious Diseases in Clinical Settings](#)

[Professional Appearance Policy](#)

[Inclement Weather and Campus Closure](#)

Evaluation of Students

Students are notified of their academic progress on a regular basis. Instructors are responsible for keeping anecdotal records of all conferences informing students of their progress. Written evaluations of student's clinical performance are prepared at the completion of each clinical course rotation and are reviewed and available in eValue. Evaluations are based on the achievement of specified clinical objectives. Final evaluations are to be discussed and electronically reviewed and marked as reviewed, by students and faculty. Any concerning scores or comments are to be discussed with the student.

Professional Conduct Policies

The educational process at Creighton University is founded on Christian ideals and is committed not only to intellectual growth and the search for truth, but to the development of such attributes as integrity, human dignity, and concern for others. The Creighton University community is based on a Catholic Jesuit tradition and is committed to supporting the intrinsic value of each human being. This tradition involves striving to create a human community influenced by the laws of justice and love, complete with respect and concern for all persons as children of God. The Creighton University community is dedicated to the promotion of values consistent with personal and academic excellence. Choosing to join this community, whether as student, faculty or staff obligates one to act in a manner that is consistent with these commitments. Joining the Creighton University community evidences acceptance of these commitments and agreement to strive for their achievement.

Creighton University Student Handbook and Office of Community Standards and Wellbeing

Discipline

The [Creighton University Student Handbook](#) describes disciplinary procedures and penalties, which may include suspension or expulsion from the University.

[Creighton Student Policies and Procedures](#)

[Community Standards and Conduct](#)

[Creighton University Office of Title IX and Compliance](#)

Disruptive Behavior

Commitment to living by these principles means that one will endeavor to:

1. Act with professional, academic, and personal integrity.
2. Respect and promote the dignity of all persons.
3. Respect the policies of the Creighton University community and the rights of its members both on and off campus, as well as the just laws of the civic community and the rights of its members.
4. Support the personal, professional, academic, and vocational development of the members of the Creighton University Community.

If a student demonstrates disruptive behavior during the class time, faculty may ask the student to leave the classroom. Should this occur, the student will not be allowed to return the next hour of class. Disruptive behavior includes, but is not limited to, talking, text messaging, excessive sleeping, and use of cell phones.

Code of Ethics for Nurses⁵

The Creighton University College of Nursing adheres to the American Nursing Association's Code of Ethics:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Social Media and Communication Policies

Creighton University College of Nursing abides by the [Creighton University Statement on Social Media](#).

[Social Media](#)

[Confidentiality of Classroom, Clinical, and Electronic Communications](#)

Student Governance and Involvement

Student Governance and Nursing Senate

Students' contributions are important to the overall governance of the College. Students are crucial to the formulation and revision of policies that govern the college. Student input is valued and provision is made for student participation on most College of Nursing committees. Students are encouraged to volunteer as representatives on these committees.

Nursing Senate

⁵ American Nurses Association. (2015). Guide to the Code of Ethics for Nurses with interpretative statements. Washington, DC: Author.

The Nursing Senate serves as one voice for the nursing student body. As a member, you'll positively contribute to the nursing profession, Creighton University, and the College of Nursing by:

- Extending service and social opportunities to all nursing students
- Collaborating with students, faculty, staff, and other Creighton professionals
- Working together to strengthen the College of Nursing community

[Creighton University College of Nursing Senate](#)

[Creighton Student Nurses Association](#)

Student Course and Faculty Evaluation

Creighton University's College of Nursing is committed to the continuous quality improvement of its curriculum. The College seeks input from students in order to continually assess course effectiveness as well as the quality of the College's faculty and instruction. Provision will be made for anonymity of responses. Faculty use this information for formative evaluation and modification of the course and the learning strategies. Results from all evaluations are taken seriously and incorporated into improving course offerings and teaching as well as inform overall curricular and programmatic decisions.

A representative sample of student evaluations is also used by faculty in their own self-evaluation and in preparing dossiers for promotion and tenure.

Students are provided with multiple evaluation opportunities including but not limited to opportunities to evaluate:

1. Course effectiveness
2. Quality of faculty instruction
3. Classroom resources
4. Clinical resources
5. Overall satisfaction with their experience as a student at Creighton University

The College of Nursing will conduct online course and faculty surveys. An opportunity for evaluation is provided for each course and at the completion of the program.

Communication Protocols

Lines of Authority and Communication

Lines of authority/communication are delineated below according to academic or non-academic concerns.

1. If an academic question or problem arises, the student should pursue the matter in the following sequence:
 - a. Individual faculty member and/or the student's faculty advisor who can serve as a student advocate, if warranted
 - b. Course Coordinator (ABSN) or Course Leader (Traditional)
 - c. Assistant Dean of Undergraduate program and/or Associate Dean Phoenix (Phoenix ABSN)
 - d. Associate Dean for Academics, Assessment & Accreditation
 - e. Dean of the College of Nursing
2. If a non-academic question or problem arises, the student should pursue the matter in the following sequence:
 - a. The student's faculty advisor
 - b. Assistant Dean for Student Affairs
 - c. Dean of the College of Nursing

[Formal Complaint Form](#)

[Confidentiality of Student Records/FERPA](#)

Information about students or former students will not be released without the consent of the student other than in the exceptions stated in the Federal Act. Students have the option to grant permission to specific individuals regarding academic information, financial information, and Release for Parents/Guardians/Spouses/Others: Academic & Behavior through their Creighton NEST account.

[E-Mail Accounts/Listserv](#)

Students are required to have and regularly use a Creighton University e-mail account and will be placed on the College of Nursing listserv. The listserv is the official means for College of Nursing communication with students.

Student Resources

All resources are on the main campus unless otherwise noted

[Academic Calendars](#)

[Registrar's Office](#)

[Student Accessibility Services](#)

College of Nursing Academic Success Resources

College of Nursing Academic Success professionals provide coaching and mentoring to all College of Nursing ABSN, Traditional, and Graduate students.

Omaha and Grand Island Campuses:

Mr. Richie Murcek, Academic Success Coordinator – Richardmurcek@creighton.edu
(402)280-2254

Dr. Kimberly Zuzenak, Assistant Dean for Academic Success and Recruitment - KimZuzenak@creighton.edu
(402).280-5263

Phoenix Campus:

Mr. Greg Lapriore, Academic Success Coordinator - GregLapriore@creighton.edu
(602) 812-4991

[Creighton Academic Success Center](#)

Creighton University provides resources including tutoring, academic coaching, and programming to help students succeed.

Student Health

[Student Health Education and Compliance](#)

[Student Counseling Services](#)

Phoenix Campus

Mental health services for students at the Phoenix Regional Campus are available through the Anxiety Resource Center at 1702 E. Highland Avenue, Suite 138 in Phoenix Arizona. Services including assessment and individual counseling may be arranged by telephoning (602) 604.9440. There is no cost to students for these services.

[CHI Student Health Clinic](#) – Omaha Campus

Grand Island and Phoenix students should follow the guidelines of their individual health insurance plans to seek guidance on medical providers and clinics.

[Creighton University Libraries](#)

[Writing Center](#) – Omaha Campus

[Creighton Intercultural Center](#)

[Health Sciences – Multicultural and Community Affairs Support Services](#)

Insurance Information

[Student Health Insurance](#)

Health insurance is required of all students. A complete announcement of the insurance plan is sent to each student and prospective student.

[Professional Liability Insurance](#)

All nursing students in clinical courses are required to be covered by professional liability or malpractice insurance. To facilitate adequate coverage at reasonable rates, this insurance is provided through the College of Nursing. The premium is included in the course or lab academic program fee.

[Motor Vehicle Insurance](#)

Nebraska regulations require that insurance coverage for a vehicle must be retained by the vehicle owner. Initial insurance claims on the vehicle are always made to the owner's insurance policy. The University cannot be responsible for damage to a student's vehicle while the vehicle is in use for student learning experiences. Since the student must look to personal auto insurance coverage if an accident occurs, it is important that adequate limits of personal liability and physical damage coverage be maintained on your vehicle.

Financial Resources

[Financial Aid](#)

[Undergraduate Tuition and Fees](#)

[Tuition Refunds, Overpayments, and Withdrawals](#)

[Scholarships](#)

[Parking](#)

[Campus Emergency Preparedness Procedures](#)

[Bookstore and Textbook Acquisition](#)

[Transcripts](#)

[Name and Address Changes](#)

[Part-time Employment](#)

While students may be engaged in part-time employment, the College of Nursing is under no obligation to adjust class times and clinical experiences, exams, etc. to accommodate students work schedules.

[CU Emergency Preparedness and Severe Weather](#)

Graduation Preparation

[Application for Degree](#)

[Commencement](#)

[Center for Interprofessional, Practice, Education, and Research \(CIPER\) Requirements for Graduation](#)

[Pinning and Hooding Ceremony](#)

At the completion of every semester a Pinning and Hooding ceremony is conducted. This ceremony is an opportunity for the College of Nursing graduates to celebrate their achievements with classmates, family, faculty and staff. Student awards are presented at the ceremony. Depending on the program completed, students are honored with a College of Nursing pin and/or a hood representing their accomplishment.

State Licensure Application

Eligibility for licensure may be compromised by any criminal charges, either in Nebraska, Arizona or other states (this may include alcohol or drug-related charges as well as any other misdemeanor or felony charges).

Applicants applying for licensure are responsible for contacting and completing all procedures of that state's Board of Nursing Boards of Nursing contact information can be located at <https://www.ncsbn.org/index.htm>.

Non-discrimination Policy

It is the admission policy of Creighton University to accept qualified students within the limits of its resources and facilities. Creighton admits qualified students and hires qualified employees without regard to race, color, national or ethnic origin, handicap, sex, religion, or status as a disabled veteran or veteran of the Vietnam era. Its education and employment policies, scholarship and loan programs, and other programs and activities, are administered without any such discrimination. The University's Office of Equity and Inclusion has been delegated the responsibility for coordination of the University's Equal Rights efforts.

Bachelor of Science in Nursing Student Handbook

The University reserves the right to change and to make exceptions to the provisions of this Handbook at any time and to apply any change or to make an exception applicable to any student without regard to date of admission application or date of enrollment. This handbook is neither a contract nor an offer to enter into a contract. As a student in the Bachelor of Science in Nursing Program at Creighton University, you are responsible for being familiar with policies and procedures of the University and College of Nursing. This student handbook supersedes previous editions, and expands upon and provides specific information supplemental to that in the *Creighton University Undergraduate Catalog*. The BSN Student Handbook applies to all students enrolled in the BSN Program, regardless of track (Traditional, Accelerated BSN). In addition, this Handbook applies to all BSN students on the Omaha, Grand Island Nebraska, and Phoenix Arizona campuses. Please refer to the *Catalog* for all general information regarding Creighton University.

[Catalog](#)
[Creighton University Student Handbook](#)

An electronic version of this handbook is available the [College of Nursing website](#). In the event of difference between a printed edition and the current [online edition](#), the online edition will supersede the printed edition.

The baccalaureate degree in nursing, master's degree in nursing, doctor of nursing practice, and post-graduate APRN certificate at Creighton University are accredited by the [Commission on Collegiate Nursing Education](#).

Revised for Fall 2023

Creighton University
College of Nursing
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