



**BACHELOR OF SCIENCE
IN NURSING
ENTRY-LEVEL PROGRAM**

**STUDENT HANDBOOK
2025-2026**

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**NOTRE DAME OF MARYLAND UNIVERSITY
SCHOOL OF NURSING
ENTRY-LEVEL BSN PROGRAM
STUDENT HANDBOOK
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I. INTRODUCTION

The purpose of this handbook is to provide guidelines, policies, and procedural information about the School of Nursing to guide students on the journey through the entry-level BSN program. Information contained in this *Entry-Level Nursing Student Handbook* is supplemental to the:

1. Notre Dame of Maryland University Handbook
2. Notre Dame of Maryland University Undergraduate Catalog: College of Undergraduate Studies
3. Notre Dame of Maryland University Undergraduate Catalog: College of Adult Undergraduate Studies
4. School of Nursing Course Syllabi

The contents of this *Handbook* provide information for the student. Contents are accurate at the time of printing and reflect current guidelines, policies, and procedures, but are subject to change from time to time as deemed appropriate by the university and/or School of Nursing to fulfill its role and mission or to accommodate circumstances beyond its control. Changes may be implemented without prior notice or obligation, unless otherwise specified. Changes are effective when made. The School of Nursing may notify students of any changes through announcements distributed in class, NDMU email, the Learning Management System, and/or U.S. Mail. Students are responsible for keeping themselves up to date with the current information and are accountable for the policies herein.

II. ORGANIZATION

History of the School of Nursing

Overview — The SON is one of four Schools in the University. The SON offers four programs: an Entry-Level BSN program through the College of Undergraduate Studies; an Entry-Level Accelerated Second-Degree BSN program and an accelerated RN to BSN program through the College of Adult Undergraduate Studies (CAUS); and an MSN program through the College of Graduate Studies.

1974 — The Faculty and Administration of the College of Notre Dame of Maryland (now Notre Dame of Maryland University) identified that many adult workers needed more innovative schedules and teaching methods to enable them to pursue baccalaureate education. In response to this need, the Weekend College was initiated. This format, the first of its kind in Maryland, combined a traditional on-campus classroom experience with guided independent study.

1979 — RN to BSN nursing program began at the College of Notre Dame, now Notre Dame of Maryland University. This program received approval from the Maryland Board of Nursing in 1985, and in the fall of 1986, it was accredited by NLNAC. The program is offered through the College of Adult Undergraduate Studies and is taught at a variety of locations, including hospitals and educational centers across Maryland.

1979-1981 — The first Registered Nurses enrolled in the program in September 1979, with nursing courses first offered in Summer 1980. By August 1981, 30 of the 47 students who finished nursing courses had completed all the requirements for the Bachelor of Science Degree and received their degrees. During the first 10 years of the program, approximately 1,000 RNs earned their BSN degrees through the Weekend College.

2003 — Faculty submitted changes to the National League for Nursing Accrediting Commission (NLNAC) and the Maryland Board of Nursing (MBON) for a redesigned curriculum. Both agencies approved the new curriculum, and subsequently, the SON admitted its first students.

Summer of 2006 — The curriculum design for a 21-month-long Master of Science in Nursing was completed. It was designed with two concentrations: Leadership in Nursing Education and Leadership in Nursing Administration. The first cohort of the MSN program entered in 2007 with 17 students enrolled in the education concentration and 15 students in the administration concentration. In the following years, the MSN program has continued to succeed. Partnerships with Anne Arundel Medical Center (AAMC) and the University Center (formerly the HEAT Center) enabled the MSN program to expand to new sites across Maryland.

2007 — MSN program began enrolling students in two concentrations: Leadership in Nursing Administration and Leadership in Nursing Education. The first class graduated with a Master of Science in Nursing in May 2009.

2009 — RN to BSN program received full (eight years) continuing accreditation, and MSN program received initial accreditation (five years)

Entry-Level BSN Program Implementation

2013 — School of Nursing accepted its first students into the Entry-Level nursing major. The Center for Caring with Technology opened to support the curriculum with simulation and other clinical nursing practice opportunities.

2014 — Entry-Level BSN program received initial accreditation; RN to BSN received continuing accreditation. The Accreditation Commission for Education in Nursing (formerly National League for Nursing Accreditation Commission) and the MSN program received full (eight-year) accreditation.

2015 — Inaugural Entry-Level BSN class graduated 26 students.

2017 — All programs received initial accreditation from the Commission on Collegiate Nursing Education for five years.

2019 — Inaugural Entry-Level Accelerated Second-Degree BSN class enrolled.

2020 — Inaugural Entry-Level Hybrid Accelerated Second-Degree BSN class enrolled.

Accreditation

In 2009, the RN-to-BSN program received a full eight-year continuing accreditation, and the MSN program received an initial five-year accreditation. In 2014, accreditation was extended to the newly developed Entry-Level (pre-licensure) program for the baccalaureate program. ACEN re-accreditation for the baccalaureate program (Entry-Level and RN to BSN) was scheduled for 2016-2017. In 2015, School of Nursing faculty and staff agreed to switch accreditation bodies to the Commission on Collegiate Nursing Education (CCNE)*. An on-site evaluation was conducted in February/March 2017. Subsequently, CCNE granted accreditation to the Bachelor of Science in Nursing program for 5 years, extending through December 31, 2022. A CCNE site visit was conducted in March 2022, resulting in the granting of continuing accreditation to the Bachelor of Science in Nursing program for 10 years.

*Commission on Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
P: 202.887.6791
F: 202.887.8476

University Mission Statement

Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University provides a liberal arts education in the Catholic tradition. Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, build inclusive communities, engage in service to others, and promote social responsibility.

Mission of the School of Nursing

The School of Nursing educates students to transform nursing and healthcare through authentic presence, caring connections with patients, students, colleagues, and the discipline of nursing, and by preserving care and compassion as the ethical foundation of nursing practice and scholarship.

School of Nursing Philosophy

Nursing and the teaching of nursing are journeys through deep caring connections with patients, students, colleagues, and the discipline of nursing. Nursing is imagined and known through caring, authentic presence with others, and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. All stories of individuals and of the discipline are valued as necessary to the growth and advancement of the profession. Healing practice is possible in partnership relationships; nursing creates safe, welcoming places that encourage growth, seek to understand, and know each other's hearts.

Nurses are called to care through advocacy, action, 'power-with', and trusting relationships with persons and groups in diverse settings. Nursing embraces diversity and commitment to social justice. With perseverance and fortitude, caring and compassion are preserved as the ethical foundation of nursing practice and scholarship.

The nursing way of being requires reflective practice and listening that allow for meaning-making in all dimensions of academic and practice endeavors. Nursing practice is characterized by thoughtfulness and necessarily lived out with intention. This way of being a School of Nursing in all aspects allows our mission to be realized—educating nurses to transform the world.

Professional Standards and Guidelines

The Entry-Level BSN Programs utilize the following documents: *Nursing: Scope and Standards of Practice* (ANA, 2010); *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); *American Nurses Association Code of Ethics* (ANA, 2015); *Institute of Medicine's Health Professions Education, A Bridge to Quality Report* (2003); and *Quality and Safety Education for Nurses Competencies* (2014).

Code of Ethics and Professional Conduct Standards

The BSN Program adopts the American Nurses Association (ANA, 2015) Code of Ethics and the State of Maryland Code of Ethics for Nurses, which is contained within the Nurse Practice Act, specifically Code of Maryland Regulations (COMAR) 10.27.09.03 (<http://mdrules.elaws.us/comar/10.27.09>) as a guide for professional nurse behavior. These standards are based on the understanding that, to practice nursing as an RN, the student agrees to uphold the trust that society has placed in the profession. The statements of the Code and Standards guide the RN student in developing an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

Nursing Program Valued Ends/Outcomes

Presence

Cultivate a caring environment that reveals authentic nursing presence for the provision of meaning-making, cultural understanding, and reflective ethical practice in diverse settings.

Praxis

Apply nursing science and reflective practice through multiple ways of knowing to optimize quality of life for those entrusted to our care.

Advocacy

Respond to the call to protect the health and welfare of all persons and communities locally and globally, while attending to the unique needs of the vulnerable.

Scholarship

Engage in critical inquiry to advance nursing knowledge and translate research into practice.

Self-care

Create a healing environment that fosters resiliency, personal and professional growth, and a culture of caring for self and others.

Leadership

Inspire excellence in nursing science and the advancement of the profession through collaborative relationships and innovative leadership practices.

(Reviewed and Revised August 2022)

BSN Program Student Learning Outcomes

Presence

Create a space for being with diverse patients, families, communities, and health care colleagues that reveals authentic nursing presence.

Praxis

Demonstrate excellence in clinical practice through technological competence and synthesis of evidence, theory, and reflective practice.

Advocacy

Influence change by serving as an active voice through altruistic behaviors for patients, families, and the community regarding health policy and social justice within an ethical framework.

Scholarship

Integrate multiple ways of knowing to promote a lively spirit of critical inquiry and innovative practice.

Self-Care

Establish a place for healing, personal and professional growth, and a culture of caring for self and others.

Leadership

Promote excellence in nursing by leading collaborative transformational practice informed by caring science within complex systems.

(Reviewed and Revised August 2022)

Faculty and Staff

The Traditional Entry-Level BSN (TBSN) program and the Accelerated Second-Degree BSN (ABSBN and Hybrid ABSBN) programs operate through the University's College of Undergraduate Studies and the College of Adult Undergraduate Studies, respectively. Nursing faculty and staff report to the Dean of the School of Nursing; the Dean reports directly to the Vice President for Academic Affairs. Faculty and staff collaborate with the Admissions Department for recruitment and enrollment activities. The School of Nursing is located in the University Academic Building (UAB). The administrative office for the TBSN and ABSBN programs is located on the 2nd floor of UAB. The administrative office for the H-ABSBN is located on the 3rd floor of the Elkridge Campus, 6810 Deerpath Rd, Suite 320, Elkridge, MD 21075.

Dean

Kathleen Z. Wissner, PhD, RN, CNE
410-532-5513; kwisser@ndm.edu; UAB 207-E

Associate Dean, Undergraduate and Graduate Nursing Programs

Kathryn Handy, DNP, RN, CNE, Associate Professor
410-532-5273, khandy@ndm.edu, UAB 209

Entry-Level Program & Graduate Program Director

Lisa Lorden, PhD, RN, MS, CRNP, ACNP-BC, PMHNP-BC, Assistant Professor
410-532-5506; llorden@ndm.edu; UAB 213

Nursing Faculty

- Jane Balkam, PhD, APRN, CPNP, IBCLE, Professor
410-532-5538; jbalkam@ndm.edu; UAB 226
- Tina Bloom, PhD, RN, Frances Kay Pitts '96 Endowed Chair for Nursing Leadership in Women and Children's Health, Associate Professor
410-532-5415; tbloom@ndm.edu; UAB 207-D
- Diana Baker, MSN, RN, Assistant Professor
410-532-5170; dbaker@ndm.edu; UAB 211
- Rachel Gilligan, MSN, RN, Assistant Professor
410-532-5274; rgilligan@ndm.edu; UAB 210
- Bernice Horton-Gee, DNP, RN, WHNP-BC, Assistant Professor
410-532-5534; bhortongee@ndm.edu; UAB 208
- Mary Packard, PhD, RN, Associate Professor
410-532-5529 mpackard@ndm.edu; UAB 228

- Lyndsay Wright, DNP, RN, CMSRN, CNE, Assistant Professor
410-532-5541; lwright7@ndm.edu; UAB 212

Center for Caring with Technology Staff, Main Campus

- Jeanie Anastasi, MSN, RN, CNE, CHSE, CNEcl Clinical Simulation Lead Educator, Center for Caring with Technology
410-532-5523; janastasi@ndm.edu; UAB 323
- Zane Hunter, AA, Simulation & Technology Support Specialist
410-532-5223, zhunter@ndm.edu; UAB 321

Adult Student Advisor, ABSN, H-ABSN, RN-BSN, ATB, and MSN Programs

- Maria Marzi, BS, Academic Success and Advising Professional II
410-532-5135; mmarzi@ndm.edu; UAB 232

Student Advisor, TBSN Program

- Melissa Wengler, BA, Academic Success and Advising Professional I
410-532-5587; mwengler@ndm.edu; UAB 234

Administrative Assistant for the Dean's Office and Clinical Placement Coordinator

- Amy Rohrs, BS
410-532-5526; arohrs@ndm.edu; UAB 207

H-ABS NDMU Elkridge Learning Center Staff

Director, Nursing Services

- Kasey Mundell, MSN, RN, CNL, CNE
kmundell@ndm.edu

Site Director and Admissions Director

- Kara Green
kgreen@ndm.edu

Clinical Lab Instructors

- Kayla James, MSN, RN
kmundell@ndm.edu
- Erin Campbell, BSN, RN
ecampbell@ndm.edu

Academic Success Coach

- Betty Osais
boasis@ndm.edu

Clinical Faculty Coordinator

- Kate Boss, MSN, RN
kboss@ndm.edu

Simulation Operations Specialist

- Nikkia Lyons
nlyons@ndm.edu

Office Manager

- Marie Burrus
Mburrus@ndm.edu

Exam Proctor

- Shaniq Delgado-Navarro
sdelgadonavarro@ndm.edu
- Mary Stuthmann
mstuthmann@ndm.edu

Sigma Honor Society of Nursing, Mu Eta Chapter

Sigma, International Honor Society of Nursing, Mu Eta Chapter, is open to baccalaureate and master's nursing students who have demonstrated superior academic achievement and leadership potential. Membership encourages, fosters, and actively supports further professional development, thus promoting nursing scholarship, leadership, creativity, and commitment to nursing.

The School of Nursing Honor Society had its first induction ceremony in May 1987. Through the diligent work of two faculty members, Dr. Katharine Cook and Eileen Fox, the honor society was formed; its goal was to evolve into a chapter of Sigma Theta Tau, the International Honor Society of Nursing, by 1990. In 1989, Sigma Theta Tau conducted a site visit to the College of Notre Dame of Maryland and recommended chapter status. In April 1990, the chartering ceremony was held at the College of Notre Dame of Maryland, and all honor society members were inducted into the newly formed Mu Eta Chapter of Sigma Theta Tau. The Mu Eta Chapter remains in good standing with Sigma.

Traditional students with a 3.0 GPA or higher and who are in the top 35% of their class are invited to join during their Senior year of the nursing program.

Accelerated Second-Degree BSN students with a 3.5 GPA or higher are invited to join during their 3rd semester in the nursing program.

The annual induction ceremony is held in the spring semester at Notre Dame of Maryland University.

More information on the Mu Eta chapter of Sigma is located at <https://mueta.sigmanursing.org/home>.

Celebration of a Milestone and Awards

Pinning Ceremony

This ceremony is designed for faculty, staff, students, and loved ones to celebrate the accomplishments of our BSN graduates. Students don the NDMU School of Nursing pin to celebrate their program completion and graduation. The ceremony typically takes place in the last or second-to-last week of the fourth semester of the nursing program.

Graduation Awards

All undergraduate BSN students in the TBSN, ABSN, H-ABSN, and RN to BSN programs are eligible for School of Nursing Graduation Awards. During commencement week, nursing faculty recognize students for outstanding achievement.

Nursing Presence Award – Recognizes a student who best demonstrates an authentic nursing presence and caring humanistic approach to nursing.

Nursing Praxis Award – Recognizes a student with outstanding caring approaches and clinical abilities who best integrates the art, science, and the spirit of nursing.

Advocacy Award – Recognizes a student who exhibits initiative, enthusiasm, and compassion to promote social justice and the welfare of others.

Nursing Scholarship Award – Recognizes a student with a deep curiosity for life-long learning, a lively spirit of critical inquiry, and whose academic performance has been judged to be outstanding.

Self-Care Award – Recognizes a student who best exemplifies a strong commitment to the values of civility, resilience, and professional development based on reflective practice.

Katherine Cook Legacy Award for Leadership – Recognizes a student demonstrating outstanding commitment, caring leadership, and service to the profession of nursing.

Latin Honors

The University confers Latin honors upon undergraduate students who achieve the following grade point average based on work at Notre Dame of Maryland University:

- 3.90 for the distinction *Summa Cum Laude*
- 3.70 for the distinction *Magna Cum Laude*
- 3.50 for the distinction *Cum Laude*

To earn honors at graduation, students must earn a minimum of 60 credits in graded coursework at NDMU. This excludes credits earned in Pass/Fail courses (including standardized testing, petitioning for credit, and transfer). Students are limited to four Pass (P) grades on graded courses.

III. CURRICULUM

Program Structure

Overview of Programs

The SON offers two Entry-Level BSN programs. The *Traditional Bachelor of Science (TBSN) program* admits students through the College of Undergraduate Studies. Students admitted to Notre Dame as nursing students complete most, if not all, liberal arts and basic science courses during the first two years of the nursing program. Students who meet the progression criteria will begin nursing coursework in the junior year. See Appendix A.

The *Accelerated Bachelor of Science (ABSN) program* admits students through the College of Adult Undergraduate Studies into one of two tracks: the in-person or hybrid option. Students admitted to the ABSN program have completed a Bachelor's degree in another field and the required pre-entrance requirements. See Appendix B.

The Entry-Level BSN programs integrate the academic discipline with reflective clinical practice. Clinical experiences occur in a variety of hospital and community settings serving diverse populations throughout the region. Graduates are prepared as nurse generalists and are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX–RN) to secure licensure as a Registered Nurse.

Traditional BSN Program Overview

General Education Requirements for TBSN Program

NDMU 100 Perspectives on Education and Culture (unless waived)	4
BIO-111 Fundamentals of Biology*	4
ENG-101 College Writing	3
MAT-100 Algebraic Applications or MAT 103 Applied Algebra	4/3
MAT-215 Statistics	3
PHL-101 Introduction to Philosophy	3
PHL-330 Ethics	3
PSY-101 Introduction to Psychology	4
RST-105 Religion and the Big Question	3
Foreign Language	3
Literature	3
History	3
Fine Arts	3

Nursing Major Prerequisites for TBSN Program

BIO-201 Human Anatomy & Physiology I	4
BIO-202 Human Anatomy & Physiology II	4
BIO-253 General Microbiology	4
CHM-108 Survey of General, Organic & Biochemistry or CHM-110 General Chemistry	

PSY-233 Human Growth and Development	4
SOC-101 Introduction to Sociology	3
	3
Nursing Curriculum	
NUR-250 Nutrition for Wellness (online)	3**
NUR-301 Holistic Health Assessment	4
NUR-303 Nursing Informatics (online)	2**
NUR-304 Healthy Aging	3
NUR-305 Foundations of a Caring Profession	5
NUR-307 Nursing Research	3
NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-310 Pathopharmacology	4
NUR-311 Professional Nursing Care of the Adult I	4
NUR-408 Professional Nursing Care: Maternal and Newborn	4
NUR-409 Professional Nursing Care of the Adult II	4
NUR-417 Professional Nursing Care: Children and Families	4
NUR-431 Community Health Nursing	5
NUR-441 Caring Approaches in Nursing Leadership and Practice	4
NUR-461 Clinical Practicum	6
Total General Education Credits	45/46
Nursing Major Requirements: Credits	25
Total Nursing Curriculum Credits	<u>56</u>
Total BSN Degree Credits	126-127 credits

*Some students may be placed into BIO-110 before being able to take BIO-111.

**Nursing Informatics and Nutrition for Wellness are the only nursing courses offered online. The remaining nursing courses include some online classes and/or online assignments through the Learning Management System.

Accelerated Second-Degree BSN Program Overview

General Education Requirements for ABSN Program

Completion of a Bachelor's degree in another field , 90 credits

Pre-Entrance Requirements

BIO-201 Human Anatomy & Physiology I	4
BIO-202 Human Anatomy & Physiology II	4
BIO-253 General Microbiology	4
CHM-108 Survey of General, Organic & Biochemistry or CHM-110 General Chemistry	4
MAT-215 Basic Statistics	3
PHL-330 Ethics	3

Nursing Major Requirements for ABSN Program

NUR-301 Holistic Health Assessment	4
NUR-303 Nursing Informatics	2**
NUR-304 Healthy Aging	3
NUR-305 Foundations of a Caring Profession	5
NUR-307 Nursing Research	3
NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-310 Pathopharmacology	4
NUR-311 Professional Nursing Care of the Adult I	4
NUR-408 Professional Nursing Care: Maternal and Newborn	4
NUR-409 Professional Nursing Care of the Adult II	4
NUR-417 Professional Nursing Care: Children and Families	4
NUR-431 Community Health Nursing	5
NUR-441 Caring Approaches in Nursing Leadership and Practice	4
NUR-461 Clinical Practicum	6
Total Bachelor's Degree Credits	90
Total Pre-Entrance Credits	22 maximum
Total Nursing Credits	<u>56</u>
Total Credits	146-168 credits

ABSN courses are offered in either an in-person or a hybrid format (online and in-person).

****In-Person ABSN Option:** Nursing Informatics is the only nursing course offered online. The remaining nursing courses include some online classes and/or online assignments through the Learning Management System.

Hybrid Option: All didactic coursework is delivered online via the Learning Management System.

Assessment Technologies Institute (ATI)

The School of Nursing has adopted the Assessment Technologies Institute (ATI) to support students' learning throughout the nursing program. These materials supplement the caring curriculum, encouraging students to reinforce nursing content in various ways using technology. The support resources include tutorials, review materials, practice assessments, and proctored assessments geared toward content and concept mastery. Students also take the RN Comprehensive Predictor Exam toward the end of their final semester to estimate their likelihood of passing the NCLEX-RN and to identify specific areas needing remediation. Students attend a mandatory ATI Live Review in the final semester of the nursing program to further prepare for the NCLEX-RN examination. Students receive an orientation to the ATI product line before or at the start of the nursing program.

While ATI products are not a replacement for the theory or clinical portions of any nursing course, many courses within the Entry Level BSN program will include assignments from ATI products as supplements. The ATI representative tracks the use of ATI products throughout the nursing program. Entry Level Circle makes decisions about the placement and administration of proctored ATI testing. Faculty believe these products are effective in supporting students as they progress toward NCLEX-RN

readiness; therefore, participation is required and counts toward course grades as indicated in course syllabi.

Tutorials

ATI tutorials provide instruction and testing relevant to specific clinical content areas, professional issues in nursing, and strategies for academic success. These tutorials may be assigned or recommended by faculty in accordance with student learning within a nursing course or based on identified student needs. Students may independently complete tutorials at their discretion, based on self-identified learning and growth needs.

ATI Content Mastery Series® Review Materials, Practice, & Proctored Assessments are required in the following courses:

Nursing Course	ATI Content Mastery Series®
NUR 303 – Nursing Informatics	Nursing Informatics
NUR 305 – Foundations of a Caring Profession	Fundamentals
NUR 308 – Professional Nursing Care: Psychiatric/Mental Health	Mental Health
NUR 409 – Professional Nursing Care of the Adult II	Adult Medical/Surgical
NUR 408 – Professional Nursing Care: Maternal and Newborn	Maternal-Newborn
NUR 417 – Professional Nursing Care: Children and Families	Nursing Care of Children
NUR 431 – Community Health Nursing	Community Health
NUR 441 – Caring Approaches in Nursing Leadership and Practice	Leadership
NUR 461 – Clinical Practicum	Nutrition Pharmacology NCLEX Comprehensive Predictor ATI Capstone ATI Live Review Virtual ATI Review

Practice Assessments

These assessments allow students to gauge their own progress in a specific content area. Once they have completed most of the course content (usually about 75%), students will take the practice assessment associated with that course. This assessment can be taken anywhere the student has a computer with internet access. Students are encouraged to spend time with the ATI review materials in preparation for proctored assessments. Course coordinators may require a specified number of hours of review after the practice test before completing the Proctored Test. The more hours a student practices, the greater the likelihood of success. Students are required to complete the practice assessments for each content area, per the course syllabi, but results are for feedback purposes and will not be factored into the course grade.

After completing a practice assessment, students generate a focused review document in ATI that identifies areas for remediation. Remediation in these areas is expected to improve content mastery and enhance performance on the associated proctored assessments. Practice assessments and focused review requirements are built into some course grades.

Proctored Assessments

Proctored assessments are a summative assessment of the student's mastery of a particular content area and are administered in selected courses in the nursing curriculum (see chart above). Once they have completed most of the course content (a minimum of 85%), students will take the proctored assessment associated with that course. A faculty or staff member proctors this assessment in the classroom at a pre-determined time. Students should refer to the syllabi for testing times and locations for each course. Students are encouraged to spend time with the ATI materials, specifically their focused review, in preparation for this assessment. Students are required to complete the proctored assessments for each content area, per the course syllabi. Proctored ATI assessments will count towards 5 % of the course grade in the junior year/1st semester, and 10% in all subsequent semesters.

Results on ATI proctored assessments for each student will include a raw score and proficiency level of 3, 2, 1, or Below 1. Proficiency levels are defined by ATI, based on raw scores, and offer the following conclusions:

Level 3 – Student is considered to be exceeding most expectations for content in this area; student is likely to exceed NCLEX standards in this content area.

Level 2 - Student is considered to be exceeding minimum expectations for content in this area; the student is fairly certain to meet NCLEX standards in this content area.

Level 1 - Student is considered to be meeting absolute minimum expectations for content in this area; student is just meeting NCLEX standards in this content area.

Level Below 1 - Student is considered to be below minimum expectations for content in this area; student is at significant risk of not meeting NCLEX standards in this content area.

After completing an ATI proctored assessment, students will receive a grade based on proficiency level, as stated in the course syllabi. ATI is worth 10% of the course grade in clinical courses.

ATI proctored assessment scores are factored into the course grade after the student has achieved the required 70% exam average on all other course exams. Students who receive a proficiency level of 1 or below 1 are required to meet with faculty and use resources to remediate identified content deficiencies.

ATI Capstone Review

During the *NUR 461 Clinical Practicum* course, all students will be enrolled in the ATI Capstone Content Review and required to complete all components of the review.

The ATI Capstone Content Review will include a pre- and post-proctored ATI Capstone Comprehensive Assessment, 7 weeks of content review, and a Comprehensive Assessment. The Pre-ATI Capstone Comprehensive will be administered before the content review, and the Post-ATI Capstone assessment will be administered in Week 8 of the course. The ATI Comprehensive Predictor will be administered after the ATI Capstone content review.

Successful completion of the ATI Capstone Content Review will include:

- completion and evidence of a pre-assignment quiz for each content module,
- weekly ATI Capstone assessment, either taken at home or in a monitored environment at NDMU,
- focused review after completion of each content module assessment, and a
- post-assignment

ATI Capstone content modules include:

- Week 1 – Fundamentals
- Week 2 – Pharmacology
- Week 3 – Medical Surgical
- Week 4 – Maternal Newborn/Women’s Health
- Week 5 – Nursing Care of Children
- Week 6 – Mental Health
- Week 7 – Leadership/Community Health

The ATI Capstone modules and assessments are graded. The total number of points available is 100. The total points earned over 7 weeks are converted to a grade and included in the overall course grade for *NUR 461 Clinical Practicum*, as described in the course syllabus.

Comprehensive RN Predictor Exam

The RN Predictor Exam will be given toward the end of the fourth semester in *NUR 461 – Clinical Practicum*. This assessment is offered in the classroom at a pre-determined time. Students should refer to the syllabus for testing time and location. Students are encouraged to spend time with the ATI materials, specifically their focused review, in preparation for this assessment.

Before the proctored assessment, students must complete the ATI RN Comprehensive Predictor Practice Examinations A & B. These exams, per the course syllabi, will account for 18% of the course grade.

1st Attempt – ATI Proctored RN Comprehensive Predictor Examination

Students who achieve a score on the RN Comprehensive Predictor indicating a >94% probability of passing the NCLEX-RN will receive full points for the assessment.

Students achieving a score indicating a <94% probability of passing the NCLEX-RN will be required to complete remediation and take a second proctored RN Comprehensive Predictor examination. See below.

2nd Attempt – ATI Proctored RN Comprehensive Predictor Examination

Students who do not achieve the 94% PoP on the first attempt will be required to complete a Focused Review.

Students who earn less than 80% PoP are also required to complete the remediation plan.

Students will re-take the Comprehensive Predictor exam, and the highest grade will be scored in the gradebook.

ATI RN Comprehensive Predictor Focused Review/Remediation Plan

Students who achieve a 75-93% PoP will be required to complete a Focused Review for 25% of the topics listed on the ATI Comprehensive Predictor score report.

Students who achieve a PoP <74% will be required to complete a Focused Review for 50% of the topics listed on the ATI Comprehensive Predictor score report.

Virtual ATI NCLEX Review

Virtual ATI NCLEX Review is a 12-week program that will begin upon completion of the RN Comprehensive Predictor Proctored Assessment. Students will be assigned a personal NCLEX coach to continue preparation for the NCLEX exam. Students are expected to complete at least 50% of this program before graduation, at which point a grade will be assigned and included in the final course grade for NUR 461 *Clinical Practicum*, per the course syllabus. Students are strongly encouraged to complete the Virtual ATI after graduation to increase their likelihood of passing the NCLEX on the first attempt.

ATI Live NCLEX Review

Upon completion of the ATI Capstone Content Review in the final semester of the nursing program, all students are **required** to attend a review course provided by ATI to prepare for the NCLEX. The Comprehensive Live NCLEX Review is an all-inclusive, live study session covering essential nursing content that aligns with the NCLEX test plan. A nurse educator leads the review through ATI and includes interactive format reviews of all content areas as well as test-taking strategies, critical-thinking exercises, and Q&A practice.

Upon completing the ATI NCLEX Review course and the nursing program, students will be authorized to sit for the NCLEX. Student scores on any assessments associated with the ATI Comprehensive Live NCLEX Review are not factored into any NDMU courses or authorization to sit for the NCLEX.

Cultivating Academic Success, Responsibility, and Excellence (CARE) Program

Professional education in the nursing program can be challenging for students, as the skills for success may differ from those used in prior coursework. In trying to adapt to new expectations, a student may

struggle and initially be unsuccessful in academic and clinical work. The School of Nursing created the CARE program to promote student success and development. In this program, TBSN students will work weekly in small study groups with a coach. The Academic Success and Advising Coordinator, in collaboration with the Associate Dean, will schedule CARE sessions for students in the ABSN program as needed.

Building on the understanding that frequent use of new information promotes long-term retention and understanding, nursing students will work with a coach in a small group for 2 hours per week. In addition to answering questions about course content, the coach will assist the students in developing skills in time management, study strategies, and observation, synthesis, and application of knowledge to teamwork, communication, and ultimately in the clinical practice environment.

This program complements the assistance offered by the faculty to improve course performance, such as exam reviews or office hours. Students will continue to be encouraged to utilize all available support to improve academic success in every course.

Center for Caring with Technology

At both the School of Nursing and the Elkridge Learning Center, the Center for Caring with Technology (CCT) is a space for learning and practicing the art and science of nursing through simulation technology grounded in caring. The CCT is, in some part, an answer to the call for change in nursing education (Institute of Medicine, 2003). It is a place where learning experiences are created that lead students to uncover and respond to what matters in patient situations, to uncover patterns of meaning for each person or family member, and to what Benner (2010) calls the sense of salience. Spaces within the CCT are intentionally designed to support caring, reflection, learning, multiple ways of knowing, and transformation. Learning opportunities using human patient simulators and/or standardized patients will involve simulation scenarios aligned with best practices in simulation learning.

Simulation, whether low- or high-fidelity (i.e., the level of realism), can have a transformative effect on student learning. The creation of simulation-based learning experiences for all clinical courses will support the achievement of the School of Nursing program outcomes: Presence, Praxis, Advocacy, Leadership, Scholarship, and Self-care. The philosophy of the caring science curriculum is infused into each simulation experience with an emphasis on authentic human caring and presence.

Every effort will be made to incorporate all experiential factors to make students' learning experience realistic and authentic. For enhanced learning, all students are expected to come to the CCT prepared. The faculty will provide students with constructive feedback and debriefing of their performance, while students will self-analyze their performance and use critical thinking during the reflection process.

Located on the third floor of the University Academic Building, the CCT is an 8,300-square-foot space that includes two health assessment labs, two adult medical-surgical labs, a maternal/child lab with a home-health component, two standardized-patient examination rooms, and a medication room. At the NDMU Elkridge Learning Center, the CCT is a 9,000-square-foot space with a 12-bed health assessment/skills laboratory, two all-purpose simulation labs, a home health simulation lab, three simulation debriefing rooms, and two classrooms.

High fidelity human patient simulators include:

- SimMan 3G manikins
- NOELLE with Newborn HAL
- 5-year-old HAL
- SimBaby Infant

Other simulators include:

- SimPad capable Nursing Kelly and Nursing Anne
- Super Chloe
- Advanced Geri manikin

In addition, the CCT has a variety of task trainers and other equipment for clinical skills training and practice. The Center is equipped with a state-of-the-art audio/visual capture system that facilitates the design, storage, and management of simulation case scenarios; real-time and archived documentation of participant performance; live streaming; and other functions, such as scheduling, inventory management, and utilization reports.

*Refer to the Center of Caring with Technology Handbook located on the SON Simulation Lab Learning Management System site for more information regarding policies and procedures.

IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES

The Entry-Level BSN Program evaluation processes are folded into the current University-wide SON evaluation practices. The purposes of the School of Nursing’s program evaluation are to assess curriculum, instruction, and student outcomes systematically; identify areas of challenge and opportunities for improvement; and facilitate program improvement. The processes of collecting, analyzing, and providing data for reports to state agencies, accrediting agencies, and governing bodies are essential to program evaluation. Multiple data sources from students, faculty, and employers are used to assess student learning and evaluate the Entry-Level BSN Program. The following table provides a snapshot of these data sources:

Source	Why	Who	When
<i>Assessment of Student Learning Outcomes</i>	Assess student learning	Course faculty	At the end of the course
<i>Course Evaluations</i>	Evaluate faculty’s teaching effectiveness.	Students	At the end of the course
<i>Course Reviews</i>	Evaluate the course and offer suggestions for improvement	Course faculty	At the end of the course, there will be a full review as designated in the Systematic Plan for Evaluation.
<i>Clinical Practice Site and Preceptor Evaluations</i>	Evaluate the experience and preparation of the student	Associate Dean	At the end of the course
<i>Employment Rates</i>	Determine if graduates are employed as RNs	Associate Dean	Six and twelve months after graduation
<i>Completion Rates</i>	Determine if graduates complete within the specified timeframe, and if not, the reason(s) for not completing the program	Associate Dean Retention and Success Specialist	Annually
<i>Satisfaction with CCT</i>	Evaluate hours and support in CCT	CCT Director	Every other year
<i>University Graduate Survey</i>	Provide data about graduates	Institutional Research, Director	Every year

Data from the above evaluation methods are summarized annually during a nursing faculty meeting using the *Systematic Evaluation Plan* as a guide. The plan is comprehensive and designed to evaluate all aspects of the program against CCNE Standards, starting with the mission and philosophy and continuing through goals and program learning objectives. The Associate Dean, Undergraduate and Graduate Nursing Programs, will be responsible for gathering, interpreting, and presenting the data to the nursing faculty and the Graduate and Outcomes Circles. Through these mechanisms, the faculty will evaluate the overall curriculum and make appropriate changes.

Students and faculty will engage in ongoing reflection and self-evaluation to assess their personal and professional development as they build competencies and apply knowledge. These

opportunities for self-evaluation will foster professional independence and critical thinking. Student success will be judged by each student's mastery of the knowledge and competencies, combined with their understanding of the attitudes and values that link their Master's education to responsible professional practice as they continue to develop their professional expertise in an increasingly complex health care environment.

V. ADVISEMENT

Academic Advisement

The *Academic Success and Advising Coordinator* for Entry-Level BSN students serves as the advisor for students in the TBSN and on-ground ABSN programs. Students in these programs are introduced to the Academic Success and Advising Coordinator upon admission to the university. They will continue to contact their advisor as needed throughout the nursing program. Students in the Hybrid ABSN program will meet regularly with the *Academic Success Coach* at the Elkridge site.

Primary responsibilities of the Academic Success and Advising Coordinator and the Academic Success Coach are: establishing caring relationships with students to help guide them on their academic journey, counseling students regarding academic and life balance/integration issues, advising students concerning the academic program, advising students on course registration each semester, tracking student progress toward a degree, responding to student questions and concerns, developing a success plan for at-risk students.

VI. GUIDELINES AND POLICIES: PROGRESSION POLICY

Admission to the Traditional BSN Program

First-Year Direct-Entry

Candidates who meet the University *and* School of Nursing admission requirements will be admitted to Notre Dame of Maryland University (NDMU) as direct-entry nursing student majors. Please see the [University Admissions Requirements](#).

First-Year, Direct-Entry Year Admission Requirements

- SAT Scores- \geq 980
- High School Preparatory Courses
 - Biology grade of 'B' or better *and*
 - Chemistry-grade of 'B' or better

Admission to NDMU as a *direct-entry nursing major* does not automatically ensure progression into the nursing program starting in the third year. Students must meet the academic progression criteria, described below, to progress into the nursing program in their third year.

First-Year Health Sciences Major, Caring Healthcare Professional Cohort

Candidates who meet the University, but *not* the School of Nursing admission requirements, will be admitted as [Health Sciences](#) majors. Both the School of Arts, Science, and Business and the School of Nursing internally identify Health Sciences major students who express interest in pursuing nursing in their 3rd year as part of the Caring Healthcare Professional (CHP) Cohort.

In this CHP cohort model, two professional advisors from each School are responsible for monitoring students' academic success. The primary professional advisor from the School of Arts, Science, and Business oversees progression in the Health Sciences program. The secondary professional advisor from the School of Nursing periodically reviews CHP students' success in required general education and science courses for transfer into the nursing program.

The Health Sciences program of study mirrors the Nursing major program of study for the first two years. During the first and second years, students pursue liberal arts, sciences, general education, and program-of-study requirements for both the Health Sciences and Nursing programs, with one exception. Health Science students will take an *Introduction to Health Sciences* course in the second year, while Nursing majors take *Nutrition*. If all transfer requirements are met, then *Nutrition* must be taken before entry into the nursing program.

Students will meet the following criteria year-to-year for progression to the junior year:

First year

- Cumulative grade point average of 2.8
- Science courses with a BIO or CHM designation may be repeated one time each **for a grade less than C or for a course withdrawal**. Students repeating a BIO or CHM course must meet with the Academic Success and Advising Coordinator for additional academic support.
- Students who are placed into BIO-110 *Exploring Concepts of Biology* must receive a grade of C or better to advance to all subsequent Biology courses. BIO-110 *Exploring Concepts of Biology* is a non-repeatable course. If a student withdraws from BIO-110 or does not receive a C or better in BIO 110, they must achieve a cumulative GPA of 2.5 by the end of the spring semester of their first year to enroll in BIO-111 *Fundamentals of Biology* the following fall semester. This can ultimately delay progression in the nursing major.

Sophomore year

- Cumulative grade point average of 3.0 to progress to junior year
- Science courses with a BIO or CHM designation may be repeated one time each **for a grade less than C or for a course withdrawal**. Students repeating a BIO or CHM course must meet with the Academic Success and Advising Coordinator for additional academic support.
- Over the course of the first and second years, each of the following courses must be completed with a minimum grade of “C.”
 - BIO-111 Fundamentals of Biology
 - BIO-201 Human Anatomy and Physiology I
 - BIO-202 Human Anatomy and Physiology II
 - BIO-253 General Microbiology
 - CHM-108 Survey of General, Organic & Biochemistry or CHM-110 General Chemistry
 - ENG-101 College Writing
 - MAT-100 Algebra Applications or MAT 103 Applied Algebra (unless waived)
 - MAT-215 Basic Statistics
 - NUR-250 Nutrition for Wellness
 - PHL-330 Ethics
 - PSY-233 Human Growth and Development
- The following **prerequisite courses must be completed**; select courses may be completed during the junior and senior year if the remaining courses are compatible with the schedule of the nursing courses.
 - NDMU-100 Perspectives on Education and Culture
 - LSP-150 Beginning Spanish for Health Professions
 - PHL-101 Introduction to Philosophy
 - PSY-101 Introduction to Psychology
 - RST-105 Religion and the Big Question*

- Foreign Language General education requirement
- Literature General education requirement
- History General education requirement
- Fine Arts General education requirement*

*These courses are required for those students entering the nursing program as first-year students beginning Fall 2020.

- **Academic records of all students are reviewed every semester by the Admissions and Progression Circle.** A student will be placed on program probation when their record reveals:
 - Overall cumulative GPA below 2.8 at the end of the first year
 - Overall cumulative GPA below 3.0 during the sophomore year
 - Received one grade below a C in a science course (BIO or CHM designation). Receiving a second grade below a C in a science course would make the student ineligible to progress to junior year in the nursing major.
- Students placed on Nursing program probation due to a GPA below the requirement must re-establish an overall cumulative GPA of 3.0 to be eligible for progression to junior year.
- If a student is not meeting all criteria, but believes that her/his/his grades do not accurately reflect their abilities, it is recommended that the student submit two letters of recommendation. Previous educators must submit the letters. An interview may be requested. The Nursing Admission and Progression Circle will carefully review this information and consider progression on a case-by-case basis.
- Students in the Traditional BSN program who are unsuccessful in a course may not retake that course in the Accelerated BSN curriculum, nor may they transfer into the Accelerated BSN program. Students in the Accelerated BSN program who are unsuccessful in a course may opt to join the Traditional BSN program for the remainder of their studies. Once an Accelerated BSN student moves to the Traditional BSN program, the student may not transfer back to the Accelerated BSN program.

Upon successful completion of the program, graduates are eligible to apply for licensure as a registered nurse. Graduates must pass the National Council Licensure Examination (NCLEX-RN) to practice as licensed registered nurses.

NDMU Student - Change of Major to Nursing

Currently enrolled NDMU students may request to change their major to Nursing. Students interested in transferring into the Nursing program must:

- Submit a Declaration of Major Form
- Complete the [Supplemental School of Nursing Application](#) and submit it to the Notre Dame of Maryland University, College of Undergraduate Studies Office of Admissions.
 - Submit nursing applications by **February 15th** to receive priority consideration for each fall semester. Late applications will be accepted if complete and if space is available.

- Meet the **change of major criteria**
 - TEAS Assessment total scaled score ≥ 65
 - Cumulative grade point average ≥ 3.0
 - Any completed Nursing pre-requisite or general education course must be completed with a minimum of a "C" grade.
 - Applicants cannot withdraw from or repeat any more than one (1) required/pre-requisite science course.

Acceptance Criteria for Transfer Students to the Junior Year of the Traditional BSN Program

Students may apply for admission to Notre Dame of Maryland University in the College of Undergraduate Studies and subsequently apply to the nursing program. Students who meet the criteria for acceptance are welcomed on a space available basis. Students interested in transferring into the Nursing program must:

- Submit the College of Undergraduate Studies application, which includes a writing sample and official transcripts from all institutions attended.
- Complete the [Supplemental School of Nursing Application](#) and submit to the Notre Dame of Maryland University, Women's College Office of Admissions.
- Submit nursing applications by **February 15th** to receive priority consideration for each fall semester. However, we will accept late applications if all required information is submitted.
- Meet the **transfer criteria**
 - Cumulative grade point average of 3.0
 - Complete each of the following required courses with a minimum grade of "C."
 - Applied Algebra (unless waived)
 - Basic Statistics
 - College Writing
 - Ethics
 - Fundamentals of Biology
 - General Microbiology
 - Human Anatomy and Physiology I
 - Human Anatomy and Physiology II
 - Human Growth and Development
 - Nutrition
 - Survey of General, Organic & Biochemistry **or** General Chemistry
 - Applicants cannot withdraw from or repeat any more than one (1) required/pre-requisite science course.
 - Students are waived from *Fundamentals of Biology* if they have already completed *Anatomy and Physiology I and II* successfully.

- *Anatomy and Physiology I and II*, and *Microbiology* must be taken no more than five years before NUR-301 *Holistic Health Assessment* and NUR-305 *Foundations of a Caring Profession*.
- Complete the following additional courses; select courses may be completed during the junior and senior year if the remaining courses are compatible with the schedule of the nursing courses. It is strongly recommended that these General Education Requirements be completed before entering the Junior and Senior years.

Nursing requirements:

Introduction to Sociology

General Education requirements:

- Foreign Language requirement
- Fine Arts*
- History
- Introduction to Philosophy
- Introduction to Psychology
- Literature
- Oral Communication*
- Religion and the Big Question*

*These courses are required for transfer students beginning in Fall 2022.

- Complete the Test of Essential Academic Skills (TEAS) exam with a grade of ‘*Proficient*’; this is required and included as part of the admissions process. Applications will not be reviewed without the ATI TEAS exam results. The score received on the test will be included in the admissions process. Register for ATI TEAS at [ATI Testing www.atitesting.com](http://www.atitesting.com).
- Interview per request by Admission and Progression Circle members.

The School of Nursing does not accept nursing courses completed at other institutions. If an applicant is accepted into the Notre Dame of Maryland University School of Nursing, they must repeat previously completed nursing coursework. If an applicant previously attempted/started a nursing program, the Admission Circle may request a letter from the prior institution.

Upon successful completion of the program, graduates are eligible to apply for licensure as a registered nurse. Graduates must pass the National Council Licensure Examination (NCLEX-RN) to practice as licensed registered nurses.

Definition of a Transfer Student

Notre Dame of Maryland University School of Nursing defines a transfer student as:

Any student who has attempted or completed 18 or more credits at a regionally accredited college or university following graduation from high school (or GED credential), before applying for admission to the NDMU School of Nursing. The admission decision is based on the transfer criteria.

School of Nursing - Transfer Credit Statement

Generally, college-level courses completed at regionally accredited institutions will be evaluated and, if approved, awarded transfer credit, provided the course is similar in level, scope, content, and expected learning outcomes to courses offered at Notre Dame of Maryland University School of Nursing, and a grade of "C" or higher is earned. Regional accrediting bodies include:

- Middle States Association of Colleges and Schools;
- New England Association of Schools and Colleges;
- North Central Association of Colleges and Schools;
- Northwest Commission on Colleges and Universities;
- Southern Association of Colleges and Schools; and
- Western Association of Schools and Colleges.

Notre Dame of Maryland University School of Nursing typically does not award undergraduate transfer credit for pre-collegiate, remedial, vocational, technical, or professional (e.g., nursing) courses. Other transfer courses that are usually not awarded transfer credit include independent study, internships, externships, practicums, or co-op work experiences that are not supervised by Notre Dame of Maryland University faculty. In addition, transfer credit is not awarded for these types of experiences completed through other institutions. Finally, Notre Dame of Maryland University School of Nursing does not grant undergraduate transfer credit for courses completed through online educational companies, including, but not limited to, Straighterline and Study.com.

If a student is not meeting all criteria but believes their grades and/or TEAS score do not accurately reflect their abilities, it is recommended that the student submit two letters of recommendation. An educator must submit the requested letter. The Nursing Admission and Progressions Circle will carefully review this information and consider admission on a case-by-case basis.

Acceptance Criteria for the Accelerated Second-Degree BSN Program

The Accelerated Second-Degree BSN program (ABSN) is designed for students who have completed a bachelor's degree in a non-nursing field and want to change their career direction. Students can complete the ABSN program in 15 months, excluding required pre-entrance courses. The number of required pre-entrance courses will vary from student to student, depending on the coursework completed for the initial baccalaureate degree.

Students who have completed all pre-entrance courses may apply to Notre Dame of Maryland University through the College of Adult Undergraduate Studies (CAUS) and subsequently apply as nursing majors. Students who meet the criteria for acceptance are welcomed on a space available basis.

Students interested in applying to the ABSN program must:

- Submit:
 - A CAUS application, essay, resume, and official transcripts from all institutions attended.

- A personal statement regarding certifications, credentials, pertinent work experience, and life experience.
- Applicants are to select and respond to one (1) of the two prompts for the essay
 - Please share your story that shows what calls you to the discipline and profession of nursing. Write a vivid description of your journey and what draws you to the nursing program at Notre Dame of Maryland University.
 - Describe how caring for others provides personal fulfillment. Detail how your core values align with the School of Nursing's philosophy and can advance the program's mission.
- Recommendation letters (2)
 - Letters from previous educators are required, but letters from professional officials may be accepted. They should provide evidence regarding the applicant's knowledge, work ethic, and performance. Letters may be on institutional letterhead or from the institution's official email and ~~should~~ include the writer's official title, address, and contact information.
- **On-Ground ABSN:** Submit application by *April 1* for consideration for the Summer semester. Applications received after this date will be considered on a space-available basis.
- **Hybrid ABSN:** Submit application by:
 - *April 1* for consideration for the Summer semester
 - *July 15* for consideration for the Fall semester
 - *December 1* for consideration for the Spring semester
 Applications received after this date will be considered on a space-available basis.
- Meet Admission Criteria
 - Bachelor's degree in any major from an accredited college or university
 - Cumulative grade point average of 3.0 on a 4.0 scale
 - Pre-requisite and science grade point average of 3.0. Complete each of the following required courses with a minimum grade of "C."

• BIO-201 Anatomy & Physiology I	4 credits
• BIO-202 Anatomy & Physiology II	4 credits
• BIO-253 Microbiology	4 credits
• CHM-108 Survey of General, Organic, & Biochemistry or CHM-110 General Chemistry	4 credits
• MAT-215 Basic Statistics	3 credits
• PHL-330 Ethics	3 credits
 - Applicants cannot withdraw from or earn a grade lower than a "C" in any more than one (1) required/pre-requisite science course.
 - The School of Nursing requires that science coursework be completed within the last 5 years or that the applicant have relevant employment experience.

- Complete the Test of Essential Academic Skills (TEAS) exam with a grade of ‘*Proficient*’; this is required and included as part of the admissions process. Applications will not be reviewed without the ATI TEAS exam results. The score received on the test will be included in the admissions process. Register for ATI TEAS at [ATI Testing www.atitesting.com](http://www.atitesting.com).

The School of Nursing does not accept nursing courses completed at other institutions. If an applicant is accepted into the Notre Dame of Maryland University School of Nursing, they must repeat previously completed nursing coursework. If an applicant previously attempted/started a nursing program, the Admission Circle may request a letter from the prior institution.

Notre Dame of Maryland University School of Nursing does not grant undergraduate transfer credit for courses completed through online educational companies, including, but not limited to, Straighterline and Study.com.

Upon successful completion of the program, graduates are eligible to apply for licensure as a registered nurse. Graduates must pass the National Council Licensure Examination (NCLEX-RN) to practice as licensed registered nurses.

Progression in the Nursing 300/400 Level Courses

Students must meet the following criteria in order to progress in the nursing program:

- Adhere to the *NSNA Code of Ethics for Nursing Students—Code of Academic and Clinical Conduct*. See <https://www.nсна.org/nsna-code-of-ethics.html>
- Maintain a cumulative grade point average of 3.0 in nursing (NUR-) courses.
- Achieve a grade of C or better in all nursing (NUR-) courses.
 - Satisfactorily complete the clinical component of each clinical nursing course. A clinical failure constitutes failure of the entire nursing course, regardless of a passing grade obtained in classroom theory exams.
 - In select nursing courses, a minimum of 70% examination average must be met before other assignments are considered in order to pass the course. Once the examination average of 70% is met, all other assignment grades will be factored into the final course grade. These select courses include:
 - NUR-301 Holistic Health Assessment
 - NUR-305 Foundations of a Caring Profession
 - NUR-308 Professional Nursing Care: Psychiatric Mental Health
 - NUR-310 Pathopharmacology
 - NUR-311 Professional Nursing Care of the Adult I
 - NUR-408 Professional Nursing Care: Maternal and Newborn
 - NUR-409 Professional Nursing Care of the Adult II
 - NUR-417 Professional Nursing Care: Children and Families
 - NUR-431 Community Health Nursing

- Only one nursing course (NUR designation) may be repeated—and only one time. A second failure of a nursing course results in dismissal from the nursing program.
- Students are limited to repeating one science course (for a grade less than C) and one nursing course (for a grade less than C) throughout the entire program of study.
- Students are limited to two withdrawals from nursing courses during their course of study.
 - All students should be aware that dropping or withdrawing from courses could also impact their state and/or institutional aid. Eligibility for state aid is determined based upon enrollment at the time of census. If a return of funds calculation is required, institutional aid will be adjusted according to Notre Dame's tuition adjustment percentages. Review the catalog for more information about the tuition adjustment policy. Refer to [the "Dropping a Course" and "Withdrawals" sections](#) on the website.
- Students who withdraw from the program due to non-academic reasons may be reinstated on a space-available basis. Students must have withdrawn in good academic standing with a cumulative GPA of 3.0 or above in all nursing courses. University admission policies are followed.
- Students who must interrupt their studies for an adequate reason, the School of Nursing will develop an individualized plan when a student re-enters the program after a leave of absence. The purpose of this plan is to ensure that the student is fully prepared to re-enter semester courses competently, safely, and confidently, drawing on the knowledge and skills learned and practiced in previous semesters.

Repeating Courses and Moving Between Programs

Students in the Traditional BSN program

- **Scenario 1.** *If a student is unsuccessful in a course offered in the first two semesters (Fall and Spring), they may not retake that same course in the on-ground or hybrid ABSN cohort.*
- **Scenario 2.** *If unsuccessful in a course offered in the third or fourth semester, with permission from the Associate Dean/Dean, a student may repeat the course in the on-ground ABSN program and complete the program for the remainder of their studies with the on-ground ABSN cohort. The Associate Dean/Deans will decide based on the student's extenuating circumstances and section/space availability. The H-ABSN program is not an option because faculty and staff want consistent face-to-face interactions with students on an individualized Success Plan.**

*Students placed on academic probation in the nursing program must create a Success Plan with the Academic Success and Advising Coordinator that will be implemented immediately.

Note. Graduation is in August of the same year, and Commencement occurs the following May. Students do not participate in commencement activities, such as Pinning and 'Walking' at

Commencement with their original cohort. Tuition remains per the College of Undergraduate Studies.

Students in the On-Ground Accelerated Second-Degree BSN Program

- **Scenario 1.** A student in the on-ground ABSN program in *good academic standing* who wants to *extend the timeframe* for program completion *may request permission* from the Associate Dean/Dean to join the Traditional BSN (TBSN) program for the remainder of their studies. The Associate Dean/Deans will decide based on the student's extenuating circumstances and section/space availability.
- **Scenario 2.** A student in the on-ground ABSN program, *who is unsuccessful in one course* or *wants to extend the timeframe* for completion with permission from the Associate Dean/Dean, *may request permission to join* the Traditional BSN program for the remainder of their studies. The Associate Dean/Deans will decide based on the student's extenuating circumstances and section/space availability.

Note. A student will formally transfer to the College of Undergraduate Studies as a ‘transfer student’ and be charged the current College of Undergraduate Studies tuition. Once an on-ground ABSN student moves to the Traditional BSN program, the student *may not* transfer back to the ABSN program, either on-ground or hybrid. Students in the on-ground ABSN program may not transfer to the Hybrid-Accelerated Second-Degree (HABSN) Program.

Students in the Hybrid-Accelerated Second-Degree BSN Program

- **Scenario 1.** A student in the hybrid ABSN program who is *unsuccessful in one course* *may join* the next *incoming hybrid ABSN cohort* to repeat the course and continue in the new cohort for the remainder of their studies.
- **Scenario 2.** A student in the hybrid ABSN program who is unsuccessful in two courses will be *dismissed from the program*. If a student chooses to appeal the dismissal, they will follow the Reinstatement policy. If reinstated, the Associate Dean and Advisor will collaborate with the student on a case-by-case basis to select the most appropriate program of study for success.

Academic Nursing Program Probation

Students are placed on academic program probation when:

- A grade less than ‘C’ is earned in any nursing course. A student who earns a grade less than ‘C’ in any nursing course must repeat the course.
- Cumulative GPA is less than 3.0. Students have one semester to raise their GPA to 3.0. If a student is unable to raise their GPA after the probationary semester, they will be dismissed from the nursing program.

- Students placed on academic probation in the nursing program must create a success plan with the Academic Success and Advising Coordinator in the TBSN or on-ground ABSN programs or with the Academic Success Coach for the H-ABSN program, which will be implemented immediately.

Exam Average and Final Grade Policy

Exam Average. An average test score of 70% is required in all clinical courses and other nursing courses as specified in the syllabus. The final course grade for students who do not earn a 70% average test score in selected courses is determined by the exam average: an exam average of 60-69% will be recorded as a D. An exam average of 59% or less will have an F grade recorded as the final course grade.

Clinical. A student who is unsuccessful in clinical, as evaluated by a clinical instructor, will receive an F grade, regardless of whether the exam average is 70% or higher. For a detailed description of the evaluation process, refer to the ‘**Clinical Evaluation**’ section.

Final Course Grade. Students who achieve a 70% exam average or above but are unsuccessful in additional assignments as outlined on the syllabus will have the earned final course grade recorded.

Calculation of Course Grades Using Decimal Places

Individual exam grades will be recorded in the gradebook as reported by the electronic testing software, i.e., as a whole number with two decimal places. Grades will not be rounded up or down at this time.

At the end of the semester, the average of all of the exams will be computed. At this time, the mathematical rounding rules will be used to determine the nearest whole number upon which the final course grade will be based. If the number in the hundredth place is 5 or greater, it will round up to the tenth place. If the number in the hundredth place is 4 or less, it will not affect the tenth place. Next, the tenth place will be considered; if it is 5 or greater, the final grade will be rounded up to the nearest whole number. If the tenth place is 4 or less, it will be rounded down to the nearest whole number.

Example 1

The average of 3 exams is 69.45%

This will be rounded to 69.5%

The tenth place is five and rounds to 70 as the nearest whole number; 70% is the exam average.

Example 2

The average of 3 exams is 69.44%

The hundredth place is not rounded up; the grade to be considered is 69.4%

The tenth place is less than 5, so it rounds down to 69 as the nearest whole number; 69% is the exam average.

Example 3

The average of 3 exams is 69.29%

This will be rounded to 69.3%

The tenth place is less than 5, so it rounds down to 69 as the nearest whole number; 69% is the exam average.

Final Course Grade Appeal

Reasons for Appeal

- Only *final course grades* may be appealed. A final course grade may be appealed if a student believes there is evidence that the grade was not given in accordance with the grading policies set forth in the course syllabus or announced syllabus modifications.
- The principle of seeking a reasonable, fair, and speedy resolution prevails throughout the process. All information related to the appeal and the appeals process will remain confidential.

Process for Final Nursing Course Grade Appeal

- Timelines for an appeal are tight due to the quick switch between Term A and Term B.
- When a student wishes to appeal a final nursing course grade, the student must email/write to the faculty member setting forth the basis for the appeal, provide evidence documenting the alleged discrepancy between the syllabus grading policy and the grade received, and the remedy sought within five business days of final grade submission in Self-Service.
- The faculty member will respond in writing to the student's appeal within three business days of the official posting of grades in Self-Service. Note that a text message about a grade appeal, with or without screenshots, is not an acceptable form of communication between a student and NDMU faculty.
- The student should also submit a copy of the appeal materials to the Program Director, Undergraduate or Graduate Program.
- Prior to informing a student of the faculty member's decision, the Program Director will review the response and may agree or disagree with the response. If the Program Director disagrees, they collaborate directly with the faculty member before informing the student.
- If not satisfied with the response, the student may, within five business days of the response, appeal to the School of Nursing Associate Dean. The student makes the appeal in writing, setting forth the basis for disagreement with the faculty member's and the Program Director's responses.
- The Program Director informs the Associate Dean of the student's appeal and obtains a copy of the course syllabus and the faculty member's written response to the student. The Program Director then reviews the submitted evidence with the Associate Dean. In some cases, the Associate Dean may request to speak directly to the student and/or faculty member.
- The Associate Dean writes a response, including a description of the steps taken in the review process. The Associate Dean's written response is sent to the student, the Program Director, and the faculty member within one week of the review process's conclusion. The decision of the

Associate Dean is final.

- If the faculty on record for the course in which a final course grade is being appealed is the Associate Dean, the Dean will work with the faculty, Program Director, and student to address the appeal and determine the final decision of the appeal.
- If a grade change is authorized, the Registrar will be directed in writing to make the change in grade in Self-Service.

Dismissal from the Nursing Program

A student is dismissed from the nursing program when

- a second grade less than 'C' in a nursing course is earned, and/or
- A cumulative GPA of 2.8 is not achieved by the end of their probation semester. As noted above under the probation section:
 - Students have one semester to raise their GPA to 2.8. If a student is unable to raise their GPA after the probationary semester, they will be dismissed from the nursing program.
- they commit any violation of the Code of Ethics for Nurses (2015), in addition to any violation of the Standards of Conduct found in the NDMU Student Handbook (Section VI, pp 8-12). Violations will be reviewed on a case-by-case basis.

Appeals Process for Dismissal from Entry-Level Nursing Program

Students have the right to appeal dismissal. Students who wish to submit an appeal must adhere to the process below.

- Upon receipt of a letter of dismissal, the student may write a letter of appeal to the Associate Dean, Undergraduate and Graduate Program. The letter of appeal must be received by the Associate Dean by 5 p.m. on the fifth business day (excluding University holidays and federal holidays) of receipt of notification.
- The letter of appeal includes the following:
 - Submission of a formal letter to the Associate Dean, electronically via email
 - Identification of any extenuating circumstances leading to academic difficulty. The student uses their judgment about what information to include in the letter. The student should be an advocate for themselves and be clear and descriptive when elaborating on circumstances that they feel may need clarification for the Reinstatement Circle.
 - Proposal of a plan for success.
- Once the Associate Dean receives the letter, the Reinstatement Circle, composed of nursing faculty, convenes to review the appeal. As part of the review process, the committee will have access to the student's academic record, letter of appeal, and any other documents the student provides. The Reinstatement Circle members will also reach out to faculty of the courses the student has taken and may contact the Academic Success and Advising

Coordinator or the Academic Success Coach in the H-ABSN program if additional information is requested.

- After a full review, the Reinstatement Circle makes a recommendation to the Associate Dean and Dean regarding the appeal decision.
- The Dean will notify the student and appropriate faculty in writing of the appeal decision. This decision of the Dean is final.
- A student who has been dismissed from the program and is subsequently reinstated will not be eligible for a second reinstatement. If the student is dismissed from the program a second time, the dismissal is final, and no appeal for reinstatement will be considered.

Timeline

Action	Fall semester	End of Term A* Fall and Spring	Spring and Summer Semesters
Student notified of dismissal decision and process for appeal.	Within 7 business days** of the posting of final course grades and before the university closes for winter break	Within 7 business days** of the posting of final course grades	Within 7 business days** of the posting of final course grades
Student submits appeal packet to the Associate Dean (electronic).	Within 5 business days** after receiving the letter of dismissal and by 5 p.m. on the 5 th business day		
The Associate Dean notifies Reinstatement Circle members of the appeal and forwards the materials.	Within 1 business day** after receiving the student appeal		
Reinstatement Circle agrees on date and time to meet. Circle convenes to deliberate. If requested, the chair notifies the student to participate in an invited portion of the Circle meeting.	The Circle meets within 5 business days** after notification of appeal		
The Reinstatement Circle Chair communicates in writing to the Associate Dean and Dean.	Within 1 business day** of the Reinstatement Circle meeting		
Associate Dean and Dean write response to student's letter with decision about appeal and notify appropriate faculty of the decision.	Within 3 business days** of receiving the recommendation from the Reinstatement Chair		

*A student may not take three clinical courses at one time in a 7–8-week term.

** Business days (Monday through Friday), excluding University holidays and all federal holidays

Withdrawal from the University

The University reserves the right to request the withdrawal of a student at any time for reasons of poor scholarship, violations of attendance policies, or unsatisfactory conduct. Students who voluntarily withdraw from the University for any reason must file an official withdrawal request form with the Dean of the School of Nursing. The date the form is submitted will be used to determine whether a tuition refund is applicable.

Failure to notify the University of a Withdrawal will prompt termination of enrollment. A student who withdraws from the University *on* or *before* the official withdrawal date forfeits credit for the work done in that semester. A grade of “W” will be recorded in all courses for the semester.

Resignation Guidelines

NDMU recognizes that, on rare occasions, serious extenuating circumstances may prevent a student from completing a term/semester. Resignation is reserved for students who find themselves in this situation after the end of the withdrawal period until the last day of the semester.

Keep in mind, however, that the University *strictly adheres* to its published policies, procedures, and deadlines. Only in *extraordinary circumstances* will resignations be considered and approved. The burden of proof of these circumstances falls upon the student. Also note that any action taken as a result of this request will only affect the student’s academic record; resignation from a term does not release the financial obligation for that term.

Students must be in good academic standing with a cumulative GPA of 2.8 or above in all nursing courses. If approved by the School of Nursing Dean, the resignation will be processed by the Registrar’s Office. **All decisions are final.** The student will be notified via NDM e-mail of the outcome of the request. The checklist obtained from the Academic Success and Advising Coordinator is below:

Resignation Checklist (please obtain signatures in the order provided on the form)

- Completed Resignation Form (See Academic Success and Advising Coordinator).
- Meet with the Academic Success and Advising Coordinator to review options/ability to complete the term, and obtain a signature.
- Meet with Financial Aid to discuss the impact this resignation will have on your current and future Financial Aid needs, and obtain a signature.
- Meet with the Business Office to discuss your current and future financial obligations to the institution, and obtain a signature.
- Detailed explanation for this request.
- Supporting Documentation (Resignation requests submitted without supporting documents will not be considered).
 - Medical Records (Submit to Office of Accessibility and Health Promotions)
 - Accident Reports
 - Police Reports
 - Letters/Email from attorneys, faculty, advisor, etc.
- Email completed Institutional Resignation Form and full documentation to the Registrar’s Office (registrar@ndm.edu). **MAKE SURE THAT THE SUBJECT LINE INCLUDES ATTN:**

RESIGNATION. Check Self-Service or with the Registrar's Office for the outcome of the appeal.

Students who withdraw from the nursing program for non-academic reasons may be reinstated on a space-available basis. University admission policies are followed.

Please note that before any type of withdrawal, it is the student's responsibility to seek guidance from the Financial Aid Office if receiving any type of merit scholarship, Pell Grant, or other type of financial aid. Students are ultimately responsible for paying back expenses incurred at NDMU.

VII. COMMUNICATION GUIDELINES

Communication-- Nursing Student-Faculty and Staff

All messages for students in the Entry-Level BSN program are provided through NDMU email, including announcements posted on the Learning Management System. Some communications may also be handled by the U.S. Postal Service or announced in relevant courses.

All email communication will be through NDMU student email accounts. Email is the primary means of communication. Students are expected to check NDMU email daily and notify relevant SON staff and faculty if email/internet access is disrupted for any reason.

Students may send messages to nursing faculty/staff through the University voice mail or email systems; email is the preferred method of communication.

Course faculty will always respond to your phone calls and emails if they are received. If you do not receive a response within 48 hours, it probably means we did not receive your phone message or email. This means you must get back in touch with us via email or by phone at the office number. *Do not wait*; if you have a question, please call to resolve it.

Cancellation/Rescheduling of Classes

Class cancellations and delays will be determined by NDMU. Any class canceled due to inclement weather will be made up at the faculty's discretion. Text-alert message notifications for University closings or delays are available. NDMU offers a mass notification system. The system sends messages instantly and simultaneously to registered text-message-capable cell phones and email addresses. For information and to sign up for this service, visit the [University website](#). Click on “Public Safety (at the bottom of the home page), then “e2campus.” Or use this direct link: [e2Campus](#)

Cancellation of classes for reasons other than weather will be communicated to students via an announcement on the Learning Management System and NDMU email.

Inclement Weather Information

For information about the University closing, listen to WBAL-AM 1090, WPOC-FM 93.1, WIYY-FM 98, WCAO-AM 600, WQSR-FM 105.7, WLIF-FM Lite 102, WCBM-AM 680, or watch WJZ-TV Channel 13, WBAL-TV Channel 11, or WMAR-TV Channel 2 for announcements regarding the closing of the University. In the Washington D.C. area, listen to WTOP-AM 1500.

Under adverse weather conditions, students are expected to make a reasonable attempt to be on time for class, lab, or clinical. However, students must exercise their own judgment to drive safely in adverse weather conditions.

Formal Complaint Process

Overview

The SON defines a formal complaint as a written expression of serious dissatisfaction related to any aspect of NDMU nursing programs. A formal complaint is distinguished from a dispute about a course grade or other course evaluation matter, which is handled under the NDMU academic appeal procedures. The SON handles harassment complaints in accordance with guidelines and policies outlined in the University Student Handbook. The SON's guiding principle is to settle disputes in a prompt and fair manner. Anonymous complaints are not accepted.

First Level

In general, the operational principle to follow is to maintain open communication at the most immediate point of access and to work upwards when appropriate. This means that the student should work with the faculty member with whom she/he has the dispute, or the Academic Success and Advising Coordinator or Adult Student Advisor at the main campus, and the Academic Success Coach at Elkridge, to assist in resolving matters, if possible.

Second Level

The next level would be the Associate Dean. When a NDMU faculty member receives a formal complaint, the Associate Dean is also notified. The Associate Dean initially screens the formal complaint unless it directly involves the Associate Dean, in which case the Dean of the School of Nursing screens it. If the formal complaint involves a faculty member at the Elkridge Learning Center, the Second Level would also include the Director of Nursing Services at Elkridge and the Associate Dean.

Third Level

If the complaint involves a complex or multi-campus issue, the Provost/Vice President of Academic Affairs may get involved. Additionally, the Dean or Provost/Vice President of Academic Affairs may appoint an ad hoc panel to seek a resolution of the complaint. Complaints about discrimination/sexual harassment shall be directed to the Title IX Coordinator in the Office of the President.

Steps

1. A student having complaints about instruction or grading should attempt to resolve those issues directly with the instructor. The student should send an email to the instructor from their official NDM email account within 7 business days.
 - This email should briefly outline the complaint and be copied to the Associate Dean and Program Director *at the main campus*.
 - A student from Elkridge may put the complaint in writing to the Director of Nursing Services at Elkridge as well as the Associate Dean.
 - If the complaint is not resolved with the instructor within 7 business days of sending the email, then the student may reach out to the Associate Dean.

2. The Associate Dean's decision shall be rendered within 7 additional business days.
3. After the Associate Dean's decision, the student or the instructor may appeal to the School of Nursing Dean's Office. Complaints must be submitted in writing within 7 business days of the Associate Dean's decision.
4. The written statement should describe the complaint, indicate how it affects the individual, and include the remedy or outcome sought from the Dean.
5. The decision of the Dean or her designee shall be rendered within 20 business days. The Dean's decision is final.
6. A copy of all written complaints and a written record of all subsequent actions will be filed in a confidential Academic Grievance File in the SON Dean's Office.

VIII. CLASSROOM GUIDELINES

Attendance

Face-to-Face Courses

Students are expected to attend and participate in every class; however, the faculty understands that extreme circumstances may occur. In these cases, exceptions may be granted, and faculty may assign additional assignments/activities to ensure that course outcomes and/or unit objectives are met. The responsibility for coursework missed due to any absence rests with the student. Students are expected to attend scheduled classes before holidays and University breaks and to schedule vacations and other discretionary events outside the class schedule. Students are also expected to arrive on time and remain in class for the entire period scheduled.

Students are expected to notify faculty of an absence from class as soon as possible and to turn in all assignments on time or at a time agreed by the faculty. Tardiness and early departure disrupt the educational process. Students are expected to arrive for class on time and to remain until the class has ended. Course faculty may have additional or modified attendance requirements, which will be noted in course syllabi and/or announced in class.

Online Courses

Students should be in the online course room at least 4 days/week and plan to spend 3 times the number of credit hours on coursework. Each course syllabus will indicate the requirements for class participation and online assignments. Missed class quizzes and graded activities may not be made up. Assignments and postings must be completed by the designated time.

Cell Phones

Students are asked to keep all cell phones, pagers, and other electronic devices in silent mode and are expected to return phone calls during the break or after class, unless the call is an emergency. Texting, emailing, or checking email during class is not permitted. Students engaging in these activities may be asked to leave the classroom until they are prepared to participate fully in class.

Children in Class

No children are allowed to accompany students in the classroom or hallways. Children are not to be left unattended at any time when visiting the campus.

Collaborative Learning

Collaborative learning is an integral part of the classroom experience in the BSN program. The following chart illustrates how a collaborative learning classroom might differ from previous classroom experiences.

Traditional	Collaborative
Student is a listener / note-taker/ observer.	Student is a contributor/discussant / problem-solver
Source of authority – professor & text “sage on the stage”	Source of authority – a group of which the professor is a member
Low – Moderate class preparation	High expectations for class preparation
Learning independently	Learning interdependently
Attendance by personal choice	Attendance by group expectation
Private classroom presence	Public classroom presence
Competition with peers	Collaboration with peers
Some engagement with peers	Committed to supporting and encouraging one another

In summary, the characteristics of collaborative learning are:

- Active participants who engage in active listening, discussion, and conversation rather than speech-making and debate
- Learning partnerships equalize the relationship between professor and student.
- Community created where divergent opinions are tolerated.
- Locus of knowledge is in the community, and each member develops a sense of commitment and responsibility to the group for learning.
- Creation of knowledge by examining and challenging each other’s ideas; judging each other’s ideas, not the person themselves.

Exam and Exam Review Policy

Exam Attendance Policy

Student expectations:

- Complete all exams on the scheduled dates.
- Arrive 10 minutes before exam time to stow personal items, turn off cell phones, settle in seats, breathe deeply
- Notify faculty before the scheduled exam of extenuating circumstances that will prevent you from taking the exam. Acceptable absences include significant illness/injury/hospitalization of the student or an immediate family member, or death in the immediate family. Be advised that documentation may be requested.
- Failure to attend an exam or unexcused absences from an exam or no-call/no-show from exams will result in an exam grade of zero.
- Missed exams due to excused absences will be rescheduled at the discretion of the faculty. Students must contact faculty via email within 3 business days of the excused absence to arrange the make-up exam.

- Failure to contact the faculty to schedule a make-up exam within 3 days may result in a grade of zero.
- At the discretion of the course faculty, an equivalent alternative exam may be administered. The alternative exam may include, but is not limited to, short-answer or essay items, case studies, simulations, and verbal responses.

General Exam Policy

- Students in on-ground programs must download their exam before the scheduled exam time. Faculty will notify students before the examination is scheduled that the exam is ready for download. It is the students' responsibility to ensure the exam is downloaded onto their personal computer.
- Students need to be sure to have the log-on information for the electronic testing software before the exam begins.
- At your desk, you are only allowed your laptop computer to access the computer-based testing software and your computer charger. Hybrid ABSN students will be provided with a Chromebook for online testing. You will be provided with a calculator through the electronic testing software, if needed, and a sheet of scrap paper or a dry-erase board, which will be turned in with your exam.
- **Be on time for the exam.**
 - You will arrive, be seated, and be ready for the exam 5-10 minutes before the exam.
 - Exams start at the scheduled time. Arriving late is disrespectful and disruptive to your classmates.
 - If you arrive late, you will not be given extra time to finish the exam.
 - Students with accommodations must arrive at the agreed-upon time and will not be given additional time to compensate for late arrival.

Exam Security Policy

- Drinks are allowed at your desk during the exam - this includes, but is not limited to, bottled water, soda, or drinks in a reusable container. The proctor will inspect drinks upon entering the room.
- Computer-based testing software will scramble the order of questions and answer choices. Students are permitted to backtrack.
- Once a student uploads their completed exam, all answers selected are final. Students should review their exam before uploading to ensure there are no incomplete answers. Once the examination is uploaded, all answers are final. Students should show the faculty their upload confirmation before leaving the testing room.
- If a student is not present for the exam but has previously downloaded the exam to their personal machine, students are not permitted to access the exam without the password from the faculty member. Students who access an examination not in the testing room are subject to an academic integrity violation.
- It is the student's responsibility to abide by all technical requirements set forth by the electronic testing software if using their personal device. This includes putting the device in airplane mode/allowing the program to disconnect from the internet during the proctored examination. If

using Examsoft, please see ExamSoft's website for a full list of technical requirements:
<https://support.examsoft.com/hc/en-us/articles/11145653607437-Exam-Taker-Quick-Start-Guide>

- You may *not* wear anything on your head - no ball caps, hoodies, scarves, etc. If you wear a head cover for religious or cultural reasons, please let your faculty know before the exam. However, you must follow the same guidelines as you would for clinical – the head covering must be secured in the back and off your collar. It may not be tucked into your shirt and cannot cover any portion of your face or the desk/exam/Scantron.
- Technology
 - Cell phones must be turned off and placed in your book bag. If you have a reason to need your cell phone on during the exam – sick family member(s) – you may leave your cell phone on vibrate and place it on the table at the front of the room with the faculty member. Should your phone vibrate, faculty will alert you as to the caller to determine if it is an emergency.
 - Any jewelry or other device that allows internet/texting access must be removed and stowed in a book bag/purse.
 - Any technology present or used within the testing or review environment that is not explicitly approved will be considered a breach of academic integrity. This includes using approved technology in unapproved manners.
- All book bags, purses, and other personal items will be placed on the floor along the walls of the room at the main campus and in lockers at the Elkridge Learning Center before the exam.
- Expect faculty to walk around the room. Consider wearing earplugs.

Exam Review Policy

- Exam review is scheduled at the discretion of the faculty.
- This is the **ONLY** time you will have to review your exam. If you do not come to the initial exam review, you waive your right to review your exam. Individual appointments to review your exam with your faculty are at the discretion of the faculty member and must be scheduled within 3 business days of the date of the exam review.
- You must be in the room at the appointed time. Anyone arriving late may not be allowed in the room.
- All exam security measures will be followed for exam review. In addition, no pens, pencils, or paper are allowed at your desk during exam review.
- On-ground students will need to bring the machine they originally downloaded and took the exam on for the exam review. The exam password, along with an additional password, will be provided by the faculty to access the exam. Students are not permitted to access the exam without the faculty password. Students who access exams without faculty present are subject to an academic integrity violation.

- The process of exam review is left to the discretion of the faculty.
- Students must address their questions and comments professionally and respectfully. The faculty reserves the right to end the exam review if they perceive that students are exhibiting rude, argumentative, and/or disrespectful behavior.
- It is a student's responsibility to attend *each unit exam review session*. The unit exam review session is the only time a student may review a unit exam(s). A review of the final exam in each course is not offered.

Final Exam Review Policy

A review of the final exam in each course is not offered. Evaluating student learning occurs throughout the semester. Reviewing quizzes, examinations, and other assessments throughout the semester promotes learning and moves the student toward mastery of the course content. A final exam is a summative assessment that informs course faculty that students have not only learned but have also mastered the content; it is not an appropriate learning opportunity for students. Based on the grade earned, the course faculty will determine whether the student has mastered the course content. A request to review a final exam will be denied.

Grade Appeal for Assignments

A student has a seven (7)- day period, beginning on the date a graded assignment, exam, etc., is returned, to question the assigned faculty member about a grade received. After this time period, grades are final.

The student may request a regrade of a clinical assignment within 7 days of receiving feedback from their clinical instructor. The course coordinator completes the regrade. The re-grade will stand as the final grade for the assignment, even if it's lower than the grade given by the clinical instructor.

Self-Service

Self-Service provides real-time information for students, including grades, class schedules, advisor information, and email contact, request forms for transcripts and enrollment verifications, and financial aid award information.

Written Requirements in Nursing Courses

Written work in all nursing (NUR) courses follows the guidelines set forth by the American Psychological Association in the *Publication Manual of the American Psychological Association*. Resources and tutorials for APA HELP are available in the Learning Management System, on the Loyola/Notre Dame Library (LNDL) website, and on APastyle.org.

Turnitin

Turnitin is an Internet-based plagiarism-detection service that allows both students and instructors to check written work for originality. The purpose of *Turnitin* is to aid in detecting and monitoring plagiarism. By checking the originality of text, students and instructors can work together to improve the quality of scholarly work and reduce the risks of plagiarism. Please refer to the course syllabus for the requirements of each course.

Use of Artificial Intelligence (AI)

Students are required to submit their own, original work when an assignment is being evaluated by faculty for academic credit. Resources such as ChatGPT should not be used to formulate nursing care plans, write clinical reflections, or provide language for research papers. Plagiarism detection services such as Turnitin can detect AI-generated text. Students who submit assignments with any percentage of recognized AI language risk a grade of zero on the assignment at the discretion of the faculty.

University Resources for Writing Assistance

Services are available for all students by appointment or on a drop-in basis. Peer tutors are available to help develop essay topics, increase the significance and depth of presentations, improve and support the development of ideas, better organize material for writing/presentation cohesiveness, and more.

[Tutoring and Academic Assistance](#)

IX: CLINICAL GUIDELINES

Attendance

Clinical—Healthcare facilities and Campus Center for Caring with Technology

- The nature of the student’s clinical experience is such that attendance is mandatory. The student must complete the required clinical hours for each course to satisfactorily meet the course outcomes and requirements set forth by the Maryland Board of Nursing.
- In planning clinical experiences, clinical instructors select clients, or students may select clients under the instructor’s guidance. In doing so, the clinical instructor assumes oversight for the care of those selected clients. The nursing staff in clinical agencies is responsible for clients and, therefore, has the right to assume that the needs of these selected clients (within the student's assigned functions) will be met during the student’s assignment period. Arriving late without notification and/or failing to notify the instructor of an absence can jeopardize client care. The development of a deep sense of professional responsibility toward clients and professional colleagues is a basic objective of the nursing curriculum. It is inevitable that if students fail to achieve this requirement, this failure will be reflected on the CET and ultimately the final course grade.
- Students who are consistently negligent in their professional responsibilities or fail to provide safe care will be reported to the Associate Dean and Dean, which may result in immediate removal from all clinical rotations.
- The student must notify the faculty as much time as possible before the start of the clinical or simulation lab experience if they will be absent. Students are expected to give at least 24 hours’ notice of any absence and should notify faculty via email or by phone at the faculty member's preferred number.
- The student should make every attempt to notify the assigned faculty member if they will be late. Students will receive a Clinical Warning for more than one episode of lateness regardless of faculty notification.
- An excused absence from a clinical or simulation lab experience is defined as an absence with notification of the faculty, and which is unavoidable, such as:
 1. Death of a loved one
 2. Personal illness (a primary health care provider’s note may be requested)
 3. Jury duty
 4. Preparations essential for active military duty
- Faculty may request written verification of excused absence.
- Students will receive a Clinical Warning for an unexcused clinical absence. A repeated unexcused clinical absence may fail of the course.
 - Examples of unexcused absences are:
 - Absence from clinical without notification to the faculty

- Leaving the clinical area before the completion of the clinical day without permission of the clinical faculty member
- Failure to meet clinical onboarding requirements will result in an unexcused absence. For example, not being properly registered for the course or failing to comply with non-academic requirements for clinical courses, such as not having a valid CPR card or an up-to-date Quantiferon TB test.
- All clinical/lab/simulation absences, excused or unexcused, regardless of reason, may require an alternate experience to meet clinical objectives. Examples may include a full clinical day, a simulation experience, a clinical observation, or a written assignment. Please note that students may only have make-up experiences for one absence during a clinical rotation. More than one absence during a clinical rotation will require consultation with the clinical instructor and may result in the student not being able to complete clinical course outcomes.
- If a student misses more than 1 clinical day in a half-semester course, or more than 2 clinical days in a full-semester course (regardless of whether the absence is excused or unexcused), the instructor/course faculty may not have adequate time to evaluate if the student has met course outcomes. This may result in clinical failure.
- All alternate experiences must be completed before the end of the course. In cases where completion is not possible, then a student may receive an “Incomplete” as a course grade until the make-up experience is completed. The course faculty determines the timeframe for completing the alternate clinical experience.
- *Absence due to religious holidays*—The School of Nursing honors the celebration of our diverse student body. Absence for a religious holiday is considered an excused absence. Students who miss class or clinical due to observance of religious holidays must give prior notice to faculty at the beginning of the semester. Students must meet clinical outcomes as described in the CET, regardless of the reason(s) for missing clinical experiences.
- *Absence for student athletes* – Nursing students who participate in NCAA-sanctioned sports are excused from class and may make alternative arrangements for clinical experiences. Student athletes who miss class or clinical experience due to an NCAA-sanctioned sporting event must give faculty prior notice at the beginning of the semester or as soon as possible if the competition schedule changes. Students must meet clinical outcomes as described in the CET, regardless of the reason(s) for missing clinical experiences.
- *Absence due to Cancellations or Delays*—In the event of inclement weather, cancellation or delays in classes, clinical, and campus laboratories will be announced through selected media (radio, television, campus hotline, website).
 - Classes and clinical will be cancelled when the university is closed. If the university opens late due to weather-related or other emergency conditions, classes and clinical will commence at the announced opening time and resume the normal schedule thereafter for the remainder of the day. Clinical faculty may make alternative arrangements for clinical time. In an instance where clinical starts before the university announcement is made, the course faculty and clinical instructor will issue guidance regarding clinical.

- Students and faculty engaged in clinical placements may not attend clinical until the university has opened, and therefore should discuss the handling of emergencies and university opening late at the beginning of the clinical rotation. Both the program's requirements and the safety of the people involved should be considered when planning a course of action in cases where students are expected to report to off-campus locations. Additional learning experiences may be scheduled to facilitate the achievement of course outcomes.
- In the event a clinical faculty member must cancel a clinical day due to illness or some other emergency, the faculty will make every effort to notify students as early as possible. The clinical faculty member will then arrange for a clinical make-up day/assignment with the clinical group.
- Medical Clearance Note
 - Students who are pregnant are required to provide written medical clearance from the obstetrician to participate in hospital and community-based clinical experiences. This medical clearance is to be provided to the Associate Dean. Additionally, the student is required to notify the course coordinator and the clinical instructor of each clinical course of the pregnancy.
 - Students are required to have medical clearance before returning to school from childbirth, injury, surgery, or other restricted health issues. The note must specify that there are no restrictions for participation in the clinical component of the program.

Behavior Expectations in Clinical Setting

The Maryland Nurse Practice Act states that the Nursing Program Administrator and faculty are responsible for *“developing and implementing a written plan that provides that all students participating in clinical practice settings are physically and mentally competent at all times to provide safe patient care.”*

Any student participating in a clinical experience is expected to demonstrate behaviors that lead faculty to believe that the student is physically and mentally competent to provide safe patient care. Examples of behaviors that might be indicative of potential threats to patient safety include: slurred speech, uncoordinated movements, ineffective attention, inability to follow simple commands, and/or an odor of alcohol or marijuana. Inappropriate behaviors, including repeated violations of critical behaviors identified on the clinical evaluation tool, will be considered detrimental for patient safety, trust, and security. The jeopardy to the patient’s physical and psychological safety will be addressed immediately at the discretion of the clinical faculty, and the student may be asked to leave the clinical setting. Nursing faculty will be available to the clinical agency via cell phone for consultations, emergencies, or issues of inappropriate student conduct.

A decision to allow a return to the clinical setting will be made on a case-by-case basis. Recommendations from the student’s health care provider may be requested and considered in the final decision. See Classroom and Clinical Policies and both the University’s and School’s Substance Abuse Policy for additional information.

Clinical Course Requirements

TBSN students *must* comply with all requirements by July 15 before the start of the junior year of the nursing program. Students in the TBSN program must renew select Exxat/Approve requirements by July 15 at the beginning of the Senior year.

Students in the ABSN program need only complete the Exxat/Approve requirements at the beginning of their 15-month program.

ABSN students must comply with all requirements by April 15 before starting the ABSN program.

H-ABSN students must comply with all requirements by September 1 for the Fall semester, January 1 for the Spring semester, and May 1 for the Summer semester.

Students are responsible for all fees/payments associated with these clinical requirements, as well as for submitting all data to Exxat/Approve. Failure to submit required documentation by the Wednesday before the semester starts will result in the first clinical warning. Failure to fully comply with all clinical course requirements by the first Wednesday after the semester starts will result in a second clinical warning and withdrawal from all clinical courses.

Documentation of accountability for all academic and clinical policies must be submitted to Exxat/Approve by uploading the signed acknowledgement form by the deadline posted on the Exxat/Approve website. Requirements include:

Current CPR Certification – Must be the American Heart Association’s or American Red Cross, *Basic Life Support (BLS) for Healthcare Provider Course* or its equivalent. This course includes CPR skills for victims of all ages (including ventilation with a barrier device, a bag-mask device, and oxygen); use of an automated external defibrillator (AED); and relief of foreign body airway obstruction (FBAO). Students must submit a copy of both the front and back of the card verifying this certification; all signatures, including the students’, must be present. Certification must remain current while in the program.

Immunity to Hepatitis B – Students must provide titer results that show immunity. If the result is negative or equivocal, the student must restart the vaccine series. Students may submit a signed School of Nursing declination form.

Immunity to Measles, Mumps, and Rubella (MMR) – Students must provide titer results demonstrating immunity to all three diseases. If titers do not demonstrate immunity, a vaccine is required.

Immunity to Varicella – Students must provide positive titer results. If the titer does not demonstrate immunity, a vaccine is required.

TB Status Report – TB Status Report

Students must provide documentation of one of the following:

1. A negative Quantiferon test

Or

2. A negative T-SPOT TB Test

Or

3. If a positive result for TB has been obtained in the past, then provide a clear chest x-ray taken within the past five years (Report or Employee Health Department documentation is required); and

4. Symptom check sheet within the past year

Tdap (Tetanus, Diphtheria, Pertussis) Vaccine – Must provide documentation that the vaccine was received within the last 10 years.

Influenza Vaccine – Must provide documentation that an annual influenza vaccine was received between August 15 and October 15 each year. Students in clinical experiences must verify receipt of the flu vaccine by October 15 of each year. Students will not be allowed to enter the clinical site unless they adhere to the institution's requirements. This may mean wearing a mask while on the premises or discontinuing the experience.

Note on Exemptions for Flu Vaccine

If requesting a religious exemption for the flu vaccine, you will need to provide documentation to support the need for an exemption. A formal letter from a religious/spiritual leader, member, or person with personal knowledge from the religious organization the requester attends, explaining the doctrine/beliefs that prohibit the immunization, will be required.

Medical Exemption Request: If requesting a medical exemption for the flu vaccine, you will need to provide documentation to support the need for an exemption. Please provide a letter from a healthcare provider detailing the medical reason(s) for the exemption based on your current or past medical condition(s). This may include a documented history of medical contraindications, such as a severe allergy to the vaccine or its components, as outlined in the latest recommendations from the CDC's Advisory Committee on Immunization Practices (ACIP).

To maintain a flu vaccine exemption, you must resubmit your exemption documentation annually by the deadline for other clinical requirements. Keep in mind that all requests are subject to approval from both the University and the clinical site. If approved, the final exemption documentation, along with your supporting documentation, must be uploaded to the Health Documentation Management system.

The School of Nursing will make every effort to secure clinical sites that honor your exemption. However, if an alternative site cannot be found or no clinical spots are available, you will be unable to continue in the course, impacting your academic progression and BSN degree completion. The exclusive use of alternative assignments, such as virtual reality simulation scenarios, cannot replace in-person clinical experiences required to meet course and clinical outcomes.

Covid-19 Vaccine – Must provide documentation that an annual Covid-19 vaccine was received between August 15 and October 15 each year. Students will not be allowed to enter the clinical site unless they adhere to the institution's requirements. This may mean wearing a mask while on the premises or discontinuing the experience.

Note on Exemptions for Covid-19 Vaccine

If requesting a religious exemption for the Covid vaccine, you will need to provide documentation to support the need for an exemption. A formal letter from a religious/spiritual leader, member, or person with personal knowledge of the religious organization the requestor attends, explaining the doctrine/beliefs that prohibit the COVID-19 immunization, will be required.

Medical Exemption Request: If requesting a medical exemption for the Covid vaccine, you will need to provide documentation to support the need for an exemption. Please provide a letter from a healthcare provider detailing the medical reason(s) for the exemption based on your current or past medical condition(s). This may include a documented history of medical contraindications, such as a severe allergy to the vaccine or its components, as outlined in the latest recommendations from the CDC's Advisory Committee on Immunization Practices (ACIP).

To maintain a Covid 10 vaccine exemption, you must resubmit your exemption documentation annually by the deadline for other clinical requirements. Keep in mind that all requests are subject to approval from both the University and the clinical site. If approved, the final exemption documentation, along with your supporting documentation, must be uploaded to the Health Documentation Management system.

The School of Nursing will make every effort to secure clinical sites that honor your exemption. However, if an alternative site cannot be found or no clinical slots are available, you will be unable to continue in the course, impacting your academic progression and BSN degree completion. The exclusive use of alternative assignments, such as virtual reality simulation scenarios, cannot replace in-person clinical experiences required to meet course and clinical outcomes.

Indemnity Agreement - All students must sign a *Nursing Clinical Rotation Release, Waiver, and Indemnity Agreement* before beginning their clinical experience.

Standard Precautions: All students must sign a form confirming they have received instruction and will use Standard Precautions.

Confidentiality Form – All students must sign a Confidentiality Agreement before beginning their clinical experience.

Physical Examination –Required to be completed within the previous 12 months before the start of the nursing program.

Drug Screening/Background Checks – The dominant accrediting body for healthcare organizations and programs, The Joint Commission (TJC), mandates that criminal background checks be performed on all persons who have any opportunity for patient interaction at its

accredited organizations. This includes employees, volunteers, and students. A criminal background check revealing a conviction for certain crimes could result in a ban from participation in clinical rotations and thus prevent graduation/completion of the nursing program. Based on the updated TJC accreditation standards, the Notre Dame of Maryland University has put into place the following policy:

All students entering the nursing program will be subjected to a criminal background check. Students will be directed to use Exxat/Approve when submitting a criminal background check. Students may not request assignment to sites that do not require a criminal background check and/or drug screening. Students are responsible for all costs incurred with the criminal background check and drug screening.

The criminal background checks must be completed before participating in clinical rotations. This may also be the case if the clinical site requests a drug screening.

A positive drug screening test could result in dismissal from the clinical site, preventing completion of the course/clinical outcomes and ultimately graduation from the nursing program. The same would hold for a criminal background check, which may affect a student's eligibility to participate in a clinical rotation, practicum, or other clinical experience and ultimately the ability to graduate from or complete the nursing program.

Both the criminal background check and the drug screening will be performed just before the beginning of clinical coursework. Background checks must be done annually. The student will be responsible for all costs incurred. Each student will still be required to comply with any requests to complete additional criminal background checks and/or drug screenings from specific clinical sites assigned for clinical experiences. Students are encouraged to contact the Clinical Placement Coordinator in the School of Nursing if they have questions. H-ABSN will contact the Director, Nursing Services at the NDMU Elkridge Learning Center if they have questions.

The clinical agency will decide whether to accept or deny the student for clinical placement based on the results of the background check and/or drug screen. If a clinical agency rejects a student, the clinical faculty will make one additional attempt to place the student at another clinical agency. If the second clinical agency rejects the student, the student will be unable to meet the program requirements and continue in the nursing major.

Health Insurance – All students are required to show proof of health insurance. Insurance may be obtained through the university. Information can be found at the following link: [University-Sponsored Student Health Insurance Plan | Notre Dame of Maryland University \(ndm.edu\)](#)

Mandatory Clinical Site Training – Some clinical agencies may require documentation of additional health-related requirements. Health-related requirements could include, but are not limited to, mandatory event training. Students will be notified of these requirements as soon as possible. Students will complete annual training modules through Universal Onboarding, a web-based program used by healthcare professionals and students to meet mandatory regulatory requirements.

Clinical Evaluation

As part of the experiential learning process, evaluation of clinical outcomes is essential. The Course-specific Clinical Evaluation Tool (CET) is used to appraise the student's progress in meeting the clinical course outcomes and the related clinical behaviors as indicated in this evaluation tool. The evaluation process offers the student and clinical instructor an opportunity for a critical dialogue about progress in caring with and for patients, including all dimensions identified on the CET. Clinical faculty will provide a weekly synopsis of the student's clinical performance and provide a formative evaluation at the midpoint and a summative evaluation at the end of the course; students will offer a self-critique.

In clinical courses, students must satisfactorily demonstrate appropriate actions and behaviors as noted on the CET. Documentation will indicate whether the student met clinical outcomes (Pass) or did not (Fail). To achieve a passing grade in clinical courses, students must meet all clinical outcomes.

Students with a passing grade in the clinical experience will receive the theory grade toward the course grade.

Students with a final failing grade for the clinical experience will fail the course and receive an F for the final course grade, even if the exam average is 70% or higher. A failure of either clinical or theory will require the student to repeat the entire course.

Students are required to adhere to professional behaviors throughout the nursing program. Failure to meet expected behaviors may result in a failing clinical grade.

Criteria for Clinical Evaluation

Students will earn a Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U) rating for each criterion listed under the valued ends/clinical objectives. Students who meet all objectives at the satisfactory level by the final day of clinical will pass the clinical portion of the course.

SATISFACTORY (S):

A student who receives a satisfactory rating is capable of: independently performing identified behaviors; efficiently managing time and resources; consistently displaying safe behaviors in the clinical setting; consistently displaying professional behavior that is in accordance with NDMU Honor Code and the ANA Code of Ethics; efficiently communicating with faculty, patients, patient care team members, and other students. (Refer to CET)

NEEDS IMPROVEMENT (NI):

A student who receives a needs improvement rating needs assistance with: performing identified behaviors; managing time and resources; displaying safe behaviors in the clinical setting; displaying professional behavior that is in accordance with NDMU Honor Code and the ANA Code of Ethics; communicating with faculty, patients, patient care team members, and other students (as noted on page 3 of the CET).

A rating of 'NI' in any area will result in a written Plan for Success. All 'NI' ratings must be resolved by the end of the clinical rotation.

UNSATISFACTORY (U):

A student who receives an unsatisfactory rating does not consistently demonstrate, despite remediation and coaching, the following behaviors: performing identified behaviors; managing time and resources; displaying safe behaviors in the clinical setting; displaying professional behavior that is in accordance with NDMU Honor Code and ANA *Code of Ethics*; communicating with faculty, patients, patient care team members, and other students. (Refer to CET)

A rating of ‘U’ in any area will result in a Clinical Warning and a written Success Plan. All ‘U’ ratings must be resolved by the date noted on the Success Plan, which may or may not coincide with the end of the clinical rotation. Repeated behaviors requiring a Clinical Warning may fail of the course. Students must meet with the course coordinator within 48 hours of receiving a Clinical Warning, or at the course coordinator's discretion.

NOTE: There are times when a ‘U’ rating will result in the course's immediate failure, as noted on the CET.

Clinical Placements

Clinical practice is an integral part of the nursing student’s experience. Faculty place students in clinical rotations to ensure an optimal learning experience across a variety of settings. Faculty seek healthcare and community agencies that are appropriate for meeting the course outcomes.

It may be advisable to separate siblings, family members, and/or close friends into separate clinical groups. Student requests for placement in the clinical area should not be expected based on childcare needs, parking fees, proximity to employment site, carpool requests, or other personal preferences. Clinical days and hours may vary from course to course. Students are responsible for providing their own transportation to all clinical sites. Fees incurred during the clinical rotation are the student's responsibility (e.g., parking, badges, and deposits).

Clinical Assignment/Preparation

Clinical preparation is individualized by course as described in each course syllabus. Students are expected to be prepared and in appropriate uniform/clothes for each clinical day.

For the students’ own protection, pregnant students are required to notify their clinical faculty and the course coordinator.

Students may be requested to leave the clinical area for the following reasons (not all-inclusive):

- Inadequately prepared for clinical assignments
- Unable to apply knowledge and skills from previously completed units/courses.
- Mentally or physically unable to perform nursing care safely
- Seek supervision from someone other than the NDMU nursing faculty member, without permission, when performing nursing interventions
- Lack of adherence to guidelines, policies, and procedures as stated in the NDMU Student Handbook
- Unable to apply knowledge and skills expected at the appropriate course level.

Untoward Events or Near Misses

- All untoward events and near misses must be documented.
 - Untoward events include any act of omission or commission that could cause harm to a patient, student, or any other individual in the clinical setting. When such an event occurs, the involved individual and instructor must complete an Incident Report and submit the report to the faculty of record for the course.
 - Near misses include any act where someone, an assigned nurse or clinical instructor, intervenes before an error occurs, such as the wrong medication dosage.

Confidentiality

Information concerning patients is privileged and must remain confidential. Appropriate information regarding patients that needs to be shared among team members or for educational purposes will only be discussed in a private setting away from patient care areas. Nursing students must abide by *the Nurses' Code of Ethics* as well as state and federal laws and agency regulations to safeguard patient information. Students may be held legally responsible for disclosing information. Faculty will maintain strict confidentiality regarding both personal and academic information about students.

Posting of protected/personal medical information (PMI) on social media sites may result in dismissal from the program. Please note that the last item on the list is broad. Healthcare facilities have used this item to discipline and/or terminate employees. The list of PMI includes the following:

- name,
- address (anything smaller than a state),
- dates (except years) related to an individual -- birthdate, admission date, etc.
- phone number,
- fax number,
- email address,
- Social Security number,
- medical record number,
- health plan beneficiary number,
- account number,
- certificate or license number,
- vehicle identifiers, such as serial numbers, license plate numbers,
- device identifiers and serial numbers,
- web URL,
- Internet Protocol (IP) address,
- biometric IDs, such as a fingerprint or voice print,
- full-face photographs and other photos of identifying characteristics, and
- any other unique identifying characteristic.

Dosage Calculation

In certain courses, students will complete medication/dosage modules through the ATI platform. Students must complete these modules and proctored assessments to the standard required by the course faculty to progress in the course. The course requirements may include remediation, which is a required step in the medication/dosage expectations. Remediation, if assigned, must be completed to the standard required by the course faculty to proceed in the course. Please refer to the individual course syllabi for these specific expectations.

Dress Code

Clinical Setting

To maintain a professional demeanor and presence, each student is responsible for keeping a complete, properly fitting, clean, and pressed student uniform. Students are required to follow the uniform policy for each course. The student's appearance must be approved by the faculty in the clinical practice area, including laboratory simulation. Students will be asked to leave the clinical site if a faculty member or agency official determines that their attire is inappropriate. Students who are not in compliance with the uniform dress code will receive a Clinical Warning. Repeated offenses may fail the clinical course. A full uniform is required for clinical, skills validation, and simulation days. A laboratory jacket over appropriate attire is required upon entry to the lab on practice days.

Uniform – The NDMU Nursing program's designated uniform must be worn. Closed-toe non-permeable shoes in solid white, navy, black, or brown are acceptable. Cloth shoes, sandals, Crocs, or clogs with an open heel are not acceptable.

Undergarments must be worn. Students working in special rotations (i.e., pediatrics, day care, mental health, long-term care, or community health) may be subject to special exceptions to the uniform dress code. Students will be notified of exceptions before the planned experience, as outlined in the specific course syllabi. Students are permitted to wear the NDMU scrub jacket for additional warmth in the clinical environment, but may not wear long-sleeved shirts or sweatshirts.

An NDMU Picture ID badge must be clearly displayed for clinical experience. Students may also be required to wear an ID badge from the clinical agency to which they are assigned.

Other required items – Students are required to bring the following to the clinical practice setting: bandage, scissors, curved or straight hemostat, pen with black ink, pocket-sized notebook, watch (must record seconds), pen flashlight, and stethoscope.

Jewelry – A watch with a second hand is required. Other jewelry should be limited to a band ring and a single small set of post- or stud-pierced earrings (no larger than a dime). No dangle or hoop earrings are permitted. No jewelry is to be worn in any other pierced areas (i.e., nose, lip, eyebrow, or tongue). No other observable jewelry is allowed.

Grooming – Uniform will be clean and in good condition. Hair will be neat, controlled, out of the face, off the collar, and held back to prevent contamination of the work field. Make-up may be worn in moderation. Nails will be short and clean. Nail polish is permitted but must be in good repair – no chips or partial coverings allowed. Acrylic nails, tips, gels, or overlays are not permitted. Offensive tattoos must be covered. Chewing gum is not permitted. Proper hygiene is essential to avoid body odor. Fragrances of any kind are not permitted (e.g., perfume, strongly scented lotions). Please note that individual clinical facilities may have additional policies that must be followed.

Electronic Devices – The use of electronic devices is permitted in the clinical setting or at the Center for Caring with Technology for educational purposes only. Students must set their devices to silent mode to avoid disrupting patient care and the teaching/learning environment. The clinical instructor may advise students regarding agency policy for electronic devices in the clinical setting.

The SON considers the following clothes options as non-professional attire and unacceptable when representing the SON and/or the nursing profession in public forums, such as Lighting of the Lamp, Pinning, BSN Symposium, and community-related experiences:

- miniskirts, jeans, shorts, pajama bottoms, sweatpants, jeggings,
- slacks, skirts, or pants that expose skin at the waist,
- sweatshirts, tee shirts, tank tops, tube tops, halter tops, spaghetti string or off-the-shoulder tops, and
- clothes that are torn, sheer, low cut, revealing, or tops that do not cover the waist.

Center for Caring with Technology

The CCT is designed to allow the student an opportunity to master the psychomotor abilities necessary to competently and safely perform nursing skills. Success is built on preparation, practice, and application. Students are expected to attend all labs and simulations as scheduled, bring any necessary supplies, and wear proper attire. Students must maintain professional standards, civility, and the NDMU Honor Code at all times.

It is each student's responsibility to maintain a complete, properly fitting, and clean student uniform. The student's appearance must meet the faculty's approval in the clinical practice area, including lab sessions and simulation experiences. A full uniform is required for ALL clinical and simulation days. The alternative uniform should be worn during skills lab sessions, open lab practice, and testing days.

Full uniform includes:

- Scrub top with NDMU logo and scrub pants
- NDMU lab jacket
- Shoes must have closed toes, be solid in color, and have minimal decorations. Cloth shoes, sandals, Crocs, or clogs with an open heel are not acceptable.
- NDMU Student ID badge

Alternative uniform may include (worn to skills lab sessions and practice **only**):

- Slacks or a knee-length skirt
- NDMU polo shirt
- NDMU lab jacket
- Solid color shoes with closed toes

Jewelry:

- A watch with a second hand is required.
- Other jewelry should be limited to a band ring and a single small set of post/stud pierced earrings (no larger than a dime). No dangle or hoop earrings are permitted.
- No jewelry is to be worn in any other pierced areas (i.e., nose, lip, eyebrow, or tongue).
- No other observable jewelry is allowed.

Grooming:

- Uniform will be clean and intact.
- Hair will be neat, controlled, out of the face, off the collar, and held back to prevent contamination of the work field.
- Make-up may be worn in moderation.
- Nails will be short and clean. Nail polish is permitted but must be in good repair – no chips or partial coverings allowed.
- Acrylic nails, tips, gels, or overlays are not permitted.

- Offensive tattoos must be covered.
- Chewing gum is not permitted.
- Proper hygiene is essential to avoid body odor.
- Fragrances of any kind are not permitted (e.g., perfume, strongly scented lotions).

Classroom Setting

Dressing with a professional image in mind is a simple act that may have a transformative effect on students and the larger university community. As students begin the journey to the practice of professional nursing, it is wise to consider that one's outward appearance and manner of dress convey a message that others may judge. Students must dress in professional attire (business casual or NDMU SON uniform/scrubs) and wear their lab coat when in or around the SON classroom. Students must also wear their NDMU Student ID badge.

Equipment and Uniforms

Uniforms: Uniforms will be purchased through the Scrubin' Uniforms Purchasing Portal at least 6 weeks before the start of classes. The link to the portal will be shared with students after acceptance into the nursing program. Total cost will vary depending on the options the student chooses.

MDF Equipment: Students will purchase an MDF stethoscope, blood pressure cuff, penlight, bandage scissors, and a Kelly clamp directly from MDF Instruments. Stethoscopes will include a custom diaphragm with the School of Nursing logo and will be engraved with the student's name. The charge for this equipment will be \$95.00. The link to order MDF equipment will be provided after acceptance into the nursing program.

Skills Bags: Skills bags will be purchased through Coursey Enterprises and mailed to the NDMU CCT for distribution during skills lab orientation. The skills bag cost will be approximately \$102. The link to order a skills bag will be provided after acceptance into the nursing program.

Medication Administration

General Guidelines

Students will follow all medication administration guidelines as directed by each clinical course and as allowed in the clinical settings.

Special Considerations for Medication Administration

1. Students will administer medications in the presence of the clinical instructor or clinical preceptor **only**.
2. Nursing students will **not**:
 - a. Administer
 - IV cardioactive medications (e.g., Procainamide, Dobutamine)
 - chemotherapeutic agents
 - medications in an observation experience
 - controlled substances to children less than two years old

- medications to be given by IV push
 - b. Initiate or titrate medication infusions, including but not limited to heparin, dopamine, and insulin
 - c. Initiate, program, or maintain Pitocin or Magnesium Sulfate in labor and delivery situations
 - d. Initiate, program, or re-program patient-controlled analgesia (PCA) pumps
3. Central line flushes: Refer to agency policy for central line flushes and infusing central line medications.
4. Medication Orders
- a. Due to agency regulations, neither the clinical faculty member nor the student will personally contact the physician for changes to medication orders. Calls to physicians regarding medication orders must be made by the charge nurse or primary nurse assigned to the patient.
 - b. Although students are expected to review the electronic and/or paper medical record for updated orders, clinical faculty and students are not to obtain new orders, transcribe or input new orders, or acknowledge or verify medication orders.
5. Medication Errors
- a. Medication errors must be documented on the agency's incident form, as well as on the NDMU incident form. Students who fail to adhere to this policy will be subject to appropriate disciplinary action.
 - b. All medication errors and near misses must be reported to the course coordinator and to the Associate Dean, Entry-Level BSN program. Errors or near-misses by a student in the H-ABSN program must also be reported to the Director, Nursing Services, at the NDMU Elkridge Learning Center.

Vaccination Policy

Mandatory Vaccination Policy

Given the importance of protecting our community, NDMU SON requires that each student receive all required immunizations, including COVID-19 and flu vaccines. Students should adhere to the Centers for Disease Control and Prevention (CDC) vaccination guidelines. Proof of vaccination status must be uploaded to Exxat/Approve.

Clinical Sites

The successful completion of all clinical coursework is mandatory. The School of Nursing will attempt to locate clinical sites that will honor a student's exemption, if granted by the University.

If an alternative site and a spot in a clinical group are available, the student must follow all safety protocols mandated by the clinical site(s). Please note that the student will be responsible for following all required protocols and applicable expenses.

The use of 100% virtual and/or in-person simulations is not acceptable per licensing and accreditation bodies unless the Governor of Maryland or the federal government declares an emergency for a lockdown and/or our healthcare partners restrict nursing students.

Honoring Exemptions

If the School of Nursing *cannot* locate an alternative site, or if a clinical spot is unavailable there, it cannot honor the exemption. As a result, the student requesting the exemption cannot continue in the course, which will affect their academic progress and BSN degree completion.

Practicum Experience

The Clinical Placement Coordinator begins collaborating with healthcare partners in the third semester to secure sites and preceptors for students slated to graduate. Faculty initiate clinical site requests with the Clinical Placement Coordinator. Subsequently, the Coordinator works directly with faculty and contact person(s) at the healthcare facility. Students are requested to contact the Practicum faculty directly for specific requests, rather than the Clinical Placement Coordinator or a clinical site where a student may desire placement.

The Senior Practicum intends to provide students with an opportunity to become more familiar with the daily responsibilities and workload of an RN. Practicum is an opportunity to build a stronger foundation in practice as you prepare to graduate and enter the RN workforce.

Students will be assigned to a *volunteer* preceptor from an area healthcare facility. They will be responsible for completing the required hours of hospital or community-based clinical time during the semester. The student is responsible for coordinating their hours around the preceptor's assigned schedule, which may include day/evening/night and night shifts, as well as weekday and weekend shifts. The student will work one-on-one with their preceptor to ensure their clinical experience meets NDMU requirements and the student's individual goals.

- Practicum placements will be based on overall didactic and clinical performance (GPA, clinical evaluations, clinical warnings, etc.).
- Students who are delayed in progression or have been reinstated are ineligible for specialty placements
- Placement in specialty areas (Peds, OB, ICU/CCU, ED, etc.) will be based on past clinical performance as evidenced by CET feedback and the presence of clinical warnings; academic performance – specifically exam grades.
- The School of Nursing will do everything possible to establish desired placements; however, students must be prepared to be flexible. We hope to have practicum assignments completed by the end of the semester preceding the practicum experience, but this depends on the hospitals granting placements.
- Once students are assigned to a clinical site, they are required to complete hospital orientation and computer training within 1 week. Failure to do so may result in forfeiture of the clinical placement.

Please note: Course faculty reserve the right to amend this process at any time.

X. BEHAVIOR STANDARDS

Professionalism

Professionalism is defined as the active demonstration of professional attributes. These attributes include knowledge and skills of the profession, commitment to self-improvement of those knowledge and skills, service orientation, pride in the profession, a covenantal relationship with the patient, creativity and innovation, conscience and trustworthiness, accountability for one's work, ethically sound decision-making, and leadership.

Professional socialization is the process by which an individual develops the attitudes, values, and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below, and this process must begin at the beginning of an individual's professional education. Therefore, consistent with the practice environment, professional behavior and attitudes are expected of all students enrolled in the School of Nursing.

Communication and interpersonal interactions encompass the student:

- Using appropriate verbal and non-verbal communication,
- Communicating assertively – actively and appropriately engages in dialogue or discussion,
- Demonstrating an attitude of open-mindedness towards others and situations, does not “stereotype” others or prejudge situations,
- Demonstrating regard for self, standardized patients, peers, faculty, staff, and University property,
- Appreciating others' positions, attempts to identify with others' perspectives, demonstrates consideration towards others,
- Using diplomacy by showing fairness and tactfulness in all dealings with patients, peers, faculty, and staff,
- Acting and communicating in a self-assured manner, yet with modesty and humility,
- Acting cooperatively in a non-argumentative manner, and
- Expressing truthfulness in all interactions by being straightforward.

Work Ethic

- Is punctual, reliable, dependable, and accountable for one's actions
- Behaves in an ethical manner
- Produces quality work
- Accepts constructive criticism and modifies behavior if necessary
- Is self-directed in undertaking tasks, self-motivated
- Handles stress – remains calm, levelheaded, and composed in critical, stressful, or difficult situations
- Is an active learner – seeks knowledge, asks questions, searches for information, takes responsibility for own learning
- Follows through with responsibilities – if the task is left incomplete or the problem is not resolved, the student seeks aid

Adapted with permission from the School of Pharmacy, NDMU

Relationship to University Policies

Students in the School of Nursing are expected to uphold the University's **Honor Code**. The Honor Code, the University's **Academic Integrity/Misconduct Policy**, and the University's **Behavior Standards** (University Student Handbook, Sections 1 and 2) guide the School of Nursing in reviewing alleged violations of academic or behavioral expectations.

When an alleged violation involves professional conduct or behavior related to a student's readiness for safe and ethical professional practice, the *School of Nursing Professional Conduct and Professional Behaviors Investigation and Resolution Policy* will govern the review and resolution process. This policy shall take precedence over other University policies to the extent permitted by University procedures.

The School of Nursing retains the authority to determine the appropriate policy and review process applicable to a reported concern.

Professional Conduct and Professional Behaviors Investigation and Resolution Policy

A. Policy at a Glance

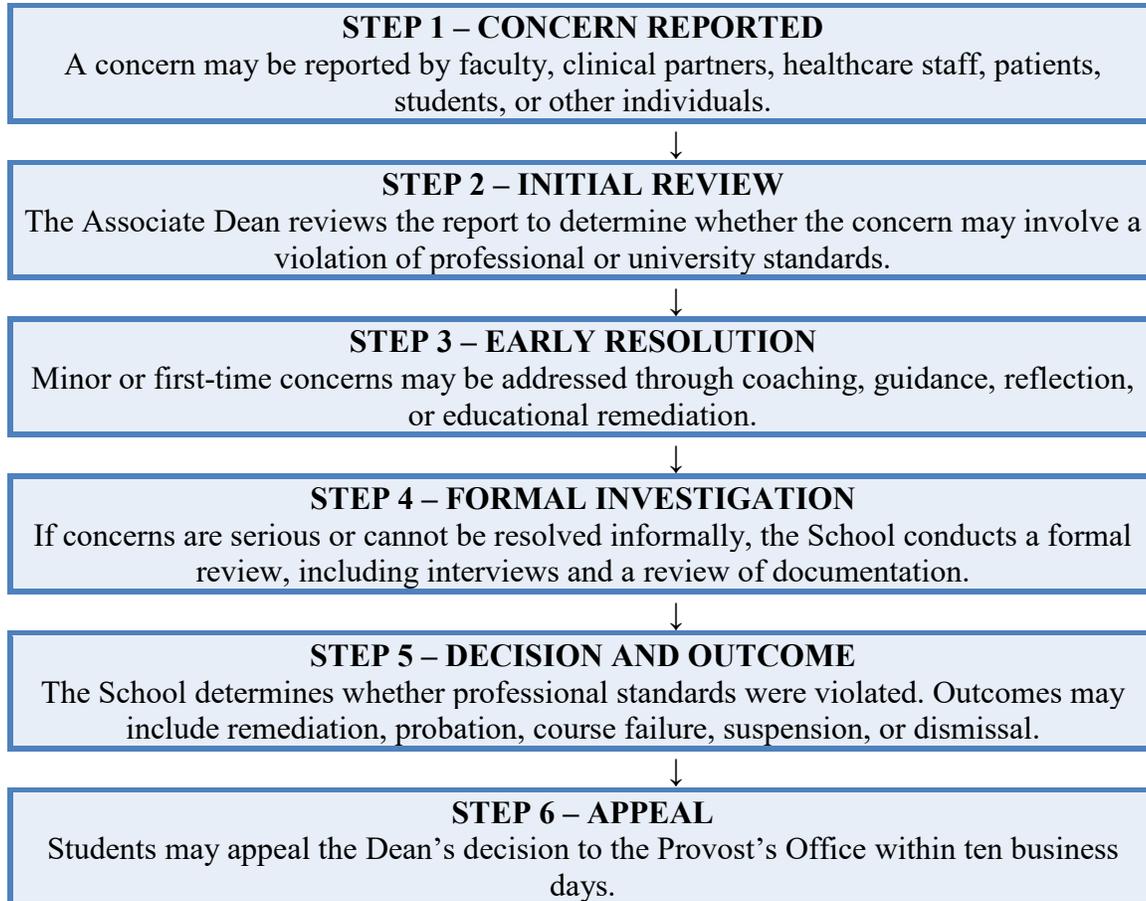
This policy explains how the School of Nursing reviews concerns regarding professional conduct and behavior. Because nursing is a practice profession that involves patient care and preparation for professional licensure, students are expected to meet professional conduct standards that may exceed those required in other academic programs. The School may take immediate administrative action when patient safety, professional standards, or the learning environment may be at risk.

Key points of this policy include:

- Concerns may be reported by faculty, students, clinical partners, healthcare staff, patients, or others.
- The Associate Dean conducts an initial review to determine whether further review is necessary.
- Some concerns may be addressed through early resolution and coaching.
- More serious concerns may lead to a formal investigation.
- Possible outcomes may include remediation, probation, course failure, suspension, or dismissal.
- Students may appeal decisions according to the procedures described in this policy.
- Students are encouraged to read the full policy to understand expectations and procedures.

B. Professional Conduct Review Process at a Glance

The flowchart below illustrates the review process.



C. Definitions – How to Read This Section

The following definitions explain how certain terms are used in this policy. These terms help clarify the roles of individuals involved when concerns about professional conduct are reviewed.

1. Complainant or Reporting Party

The **Complainant or Reporting Party** is any individual who reports or provides information regarding conduct that may violate the School of Nursing's professional standards (*Code of Ethics for Nurses, 2015*) and/or the Student Code of Conduct or other types of violation of the Standards of Conduct found in the *University Student Handbook*. The individual may choose to make a report or may provide information about an incident.

Examples may include a clinical nurse manager, staff nurse, patient, patient family member, faculty member, clinical instructor, healthcare staff member, another student, or any individual who observes or experiences the conduct. In some situations, the University may become aware of a potential concern even if no individual formally reports the incident. In those cases, the University may still review the situation.

2. Responding Party

The **Responding Party** is the student alleged to have violated the School of Nursing's professional standards (*Code of Ethics for Nurses, 2015*) and/or the Student Code of Conduct or other types of violation of the Standards of Conduct found in the *University Student Handbook*. For example, if a concern is raised about a student's behavior in a clinical setting, classroom, simulation lab, or professional communication, the student would be considered the Responding Party during the review process.

3. Student

A **Student** is any person currently enrolled at Notre Dame of Maryland University, whether full-time or part-time, in undergraduate, graduate, or professional studies. This includes students pursuing degrees or certificates, as well as students from cooperating institutions taking courses for credit through the University. Individuals on an approved leave of absence remain subject to this policy and are considered Students.

D. Professional Standards Expected of Nursing Students

Nursing students are preparing to enter a trusted profession. As such, students are expected to demonstrate professional behavior consistent with nursing ethical standards and the School of Nursing's expectations.

a. Professional standards include:

- Demonstrating honesty, integrity, and accountability.
- Treating patients, families, faculty, staff, and peers with respect.
- Protecting patient confidentiality and privacy.
- Following clinical safety procedures and professional guidelines.
- Communicating professionally and respectfully.
- Accepting feedback and demonstrating willingness to learn and improve.
- Representing the nursing profession positively in academic, clinical, and community settings.
- Maintaining professional readiness for clinical practice, including compliance with clinical health, background check, and drug-screen requirements.

- b. These expectations apply in all learning environments, including classrooms, simulation laboratories, clinical placements, and online communications.

E. Professional Conduct Standards

The list of examples illustrates behaviors that may raise concerns about professional conduct. These examples are provided for clarity and are illustrative and not exhaustive.

1. Patient Safety and Clinical Practice

- Performing clinical skills or administering medications without appropriate supervision or authorization.
- Failing to follow clinical safety procedures.
- Falsifying or inaccurately documenting patient information.
- Breaching patient confidentiality.
- Practicing or appearing in clinical settings while impaired or under the influence of alcohol, drugs, or substances that affect safe clinical judgment.

2. Academic and Professional Integrity

- Cheating, plagiarism, or misrepresenting one's own work in assignments related to clinical learning experiences.
- Falsifying clinical hours or documentation.
- Misrepresenting information related to clinical learning experiences.

3. Professional Communication and Conduct

- Disrespectful or disruptive behavior toward patients, faculty, staff, or peers.
- Unprofessional written or verbal communication:
 - Inappropriate use of social media related to patients or clinical settings.
 - Using disrespectful, hostile, or inappropriate language when communicating with patients, faculty, staff, clinical personnel, or peers.
 - Sending unprofessional emails, messages, or electronic communications to faculty, staff, clinical personnel, or classmates.
 - Posting comments, images, or information on social media that reflect negatively on patients, clinical agencies, classmates, faculty, or the nursing program.
 - Discussing or sharing information about patients or clinical experiences in ways that violate privacy, confidentiality, or clinical agency policies.
 - Speaking to patients, families, faculty, or clinical staff in a manner that is dismissive, disrespectful, or inconsistent with professional nursing standards.
- Using personal phones, texting, or electronic devices during clinical activities in ways that interfere with patient care, learning responsibilities, or clinical agency policies.

4. Professional Responsibilities

- Repeated tardiness or absence from required academic or clinical activities.
- Failure to follow instructions from faculty or clinical adjunct faculty.
- Failure to comply with required clinical placement policies.

The School of Nursing reserves the right to review and address conduct concerns not explicitly listed in this policy that raise questions about a student's readiness for safe and ethical professional practice.

F. Professional Judgment and Scope of Authority

The examples of professional conduct concerns described in this policy are illustrative and are not intended to represent a complete list of behaviors that may raise concerns about professional standards. The School of Nursing reserves the right to review and address conduct that may affect patient safety, professional integrity, or readiness for nursing practice, even if the behavior is not specifically listed in this policy.

G. Detailed Conduct Review Procedures

Step 1-Report of Concern

Concerns about professional conduct may be reported by faculty, staff, clinical partners, students, or other individuals. Reports may be submitted verbally or in writing to a faculty member, program director, Associate Dean, or the Dean. Concerns should be documented in writing to ensure accurate review. The Associate Dean of the School of Nursing reviews reports.

Interim Administrative Action. When necessary to protect patient safety or maintain the learning environment, the Associate Dean or Dean may implement temporary measures during an ongoing review. These measures may include temporary removal from clinical placements or other academic activities. Interim administrative action does not constitute a determination of responsibility.

Step 2-Initial Review

The Associate Dean conducts an initial review to determine whether the concern may involve a violation of professional standards or university policy. Following the initial review, the Associate Dean may 1) terminate the investigation and dismiss the concern if insufficient information exists, 2) address the matter through early resolution, or 3) refer the matter for formal investigation. If the concern does not require further review, it may be addressed through advising, guidance, or educational support.

Step 3-Early Resolution (When Appropriate)

Some concerns may be addressed through early resolution before a formal investigation is initiated. This may occur when the concern involves a minor or first-time issue that can reasonably be addressed through guidance, coaching, or professional development. Early resolution may include conversations with faculty, written reflection, professional development activities, or other educational actions designed to support the student's growth.

Early resolution outcomes will be documented in Navigate, the student's advising record, for internal educational and advising purposes. If Navigate is unavailable, a Teams folder will be created.

If the concern cannot be resolved through early resolution or involves serious issues such as patient safety or ethical misconduct, the matter may proceed to a formal investigation.

Step 4-Formal Investigation

If further review is required, the School of Nursing will conduct a formal investigation. The investigation may be conducted by the Associate Dean, the Dean, or another qualified individual designated by the Dean.

When the initial assessment results in a determination that a formal investigation will occur, the Dean will issue a Notice of Investigation and advise the Responding Party (Respondent) of their rights under this Policy, including the following:

- has a right to a prompt, fair, and impartial investigation;
- has a right to produce relevant documents, witnesses, and other materials they would like the investigator to consider; and
- may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

The investigation may include interviews with individuals involved and a review of relevant documents or information. Students are expected to cooperate with the investigation process and to provide truthful and complete information. Official communication with the student will occur through the student's NDMU email address in accordance with University policy. Students are expected to cooperate with the investigation process and provide truthful and complete information.

If a student declines to participate or fails to respond to requests for information, the School of Nursing may proceed with the review and render a determination based on the available information. Students may bring an advisor to meetings; however, the advisor may not speak on the student's behalf.

Step 5-Decision and Outcomes

After reviewing the information, the School of Nursing determines whether professional standards were violated. Decisions are based on a preponderance of the evidence, meaning it is more likely than not that the conduct occurred.

Possible outcomes may include, but are not limited to, remediation, probation with a remediation plan, course failure, suspension, or dismissal from the program. Participation in the School of Nursing program is contingent upon continued demonstration of academic competence, professional conduct, and readiness for professional practice. Continued enrollment and progression in the program are *not* guaranteed and depend on meeting program expectations and outcomes.

Step 6-Appeal

Students may appeal the Dean's decision by submitting a written appeal to the Provost's Office within ten (10) business days of receiving the final decision issued by the Dean or the Dean's designee.

An appeal may not be based solely on dissatisfaction with the decision. Grounds for appeal are limited to the following:

- **Procedural error** that materially affected the outcome of the review or investigation;

- **New information** that was not reasonably available at the time of the investigation and that could significantly affect the outcome; or
- **Disproportionate outcome**, where the decision or sanction is substantially disproportionate to the nature or severity of the concern.

H. Clinical Placement Requirements

Clinical education is an essential component of the nursing curriculum. Clinical agencies maintain independent authority over who may participate in clinical learning within their facilities. The School of Nursing cannot guarantee alternative clinical placements if a student is removed from a clinical unit and/or agency.

If a clinical unit/agency denies or removes a student from placement, the School of Nursing may determine that the student cannot meet program requirements. In such circumstances, the School may impose academic consequences, including course failure, which may result in delayed progression or dismissal.

Decisions made by clinical units and/or agencies are not subject to appeal through the School of Nursing. The School of Nursing cannot override or alter decisions made by clinical units and/or agencies regarding student participation, and the inability to secure or maintain a clinical placement may prevent a student from meeting program requirements.

I. Licensure Eligibility

Completion of the nursing program does not guarantee eligibility for licensure or certification. The Maryland State Board of Nursing independently determines licensure eligibility and may consider factors such as criminal history, ethical conduct, and professional behavior.

J. Reinstatement Following Dismissal

Students dismissed from the nursing program are not automatically eligible for reinstatement. The Dean or designee determines whether a reinstatement request is eligible for consideration on a case-by-case basis. If permitted, the student must submit a written request outlining the basis for reconsideration and evidence of readiness to meet program standards.

K. Records and Confidentiality

The School of Nursing will maintain records related to reviews, decisions, and appeals in accordance with University record retention policies and applicable privacy regulations. Information will be handled in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable privacy regulations. Records may include reports, investigation notes, correspondence, and decisions.

University Honor Code

From the NDMU Student Handbook, August 2024

<https://www.ndm.edu/student-handbook>

4880-6805-9613, v. 1

Introduction

The Honor Code of Notre Dame of Maryland University has been a tradition since 1936. It is founded on a pledge each student takes to act with integrity in academic and personal life. Based on the individual's personal integrity and active concern for others, the Honor Code is motivated by personal values, religious conviction, good taste, and the common good. Its purpose is to establish a University community founded on personal honor and mutual trust. This combination of personal commitment and community responsibility helps strengthen each student as an individual and develop mature powers of judgment and reason, as well as intellectual and social honesty. The Honor Code signifies the ideal of academic and personal integrity that each student is expected to model. Living the Honor Code strengthens the entire community and cultivates an atmosphere of unity founded on trust.

Belonging to the Notre Dame Community is both a privilege and a responsibility. It is a privilege for those who qualify and carry the responsibility to abide by the Honor Code. Adhering to the Honor Code is a responsibility shared by the entire campus community. Its effectiveness depends upon individual acceptance of responsibility and the reciprocal cooperation of students, faculty, staff, and administration. Ultimately, each member of the community is expected to assume responsibility for her/his/his own conduct and to assume reasonable responsibility for the conduct of others. This results in mutual respect and each member of the community's commitment to civility. Within the spirit of the Honor Code, this may mean kind and courteous admonition when one observes another's inappropriate conduct. At other times, it means cooperating with authorities when allegations of violations of academic or behavioral standards arise, or encouraging violators to self-report.

Students in the Notre Dame of Maryland University School of Nursing are expected to demonstrate high standards of character. Honesty and ethical behavior are hallmarks of the nursing profession and essential qualities for anyone who aspires to become a professional nurse. The nursing profession requires Registered Nurses and nursing students to maintain impeccable character and to live professional and private lives that exemplify high standards of ethical conduct.

Honor Pledge

With a keen sense of responsibility, I accept this symbol of my entrance into the world of scholarship. And I give this pledge of my purpose to wear it worthily.

I shall try to follow all truth,
I shall try to see all beauty,
I shall try to be all goodness,
and thus, to come to that Eternal Wisdom
Which is the Word of God.

Honor Commitment

I agree to uphold academic and social integrity in furthering my education and the welfare of the University of Notre Dame, my classmates, and myself. In fulfilling my obligations under the Honor Code, I agree to abide by all academic and social policies and standards at Notre Dame of Maryland University and the School of Nursing.

Alleged Violations of Academic Standards

From the NDMU Student Handbook, August 2024

<https://www.ndm.edu/student-handbook>

4880-6805-9613, v. 1

Section 1: Academic Integrity/ Misconduct Policy

To participate as a student at Notre Dame of Maryland University, one must agree to uphold academic integrity. The University's Honor Code requires academic honesty, and all work submitted by a student is expected to be the student's own. Violations of the Academic Integrity/Misconduct Policy can result in severe penalties, including expulsion from the University. Violations of Academic Integrity/Misconduct Policy include cheating, plagiarism, fabrication, falsification, or other actions that violate commonly accepted intellectual and ethical standards within academic communities. The Academic Integrity/Misconduct Policy applies to both in-progress and completed work.

- **Cheating** is taking credit for work that another person has completed, or assisting others in the misrepresentation of their academic work. Examples include, but are not limited to, the following:
 - giving or using prohibited written and/or oral information during tests, quizzes, or examinations;
 - stealing, buying, selling, or in any way distributing an examination;
 - copying ideas or facts from another's paper during an examination or quiz;
 - submitting the same paper in two or more classes, even if the paper is the student's original work;
 - obtaining or providing previously undisclosed test questions or information pertinent to an exam that has not yet been administered;
 - substituting for another person during an examination or allowing such substitution for oneself;
- **Plagiarism** is defined as the appropriation of ideas, facts, phrases, or additional materials (such as maps, charts, artwork, or computer programs) from any source without giving proper credit or offering appropriate documentation. Any material in a paper, report, artwork, or computer program that is not acknowledged is understood to be the original work of the author, unless such material is considered general knowledge. *Students who are unsure whether they have used and documented source material correctly should consult with their instructor before submitting the assignment.*
- **Fabrication and falsification** include the following:
 - Fabrication and/or falsifying laboratory and clinical experiences, internship records, attendance records, research data, survey results, research methods, research results, research conclusions, or any other information and/or process used in the collection and presentation of academic, scientific, or professional materials.
 - Misrepresenting, falsifying, or withholding information concerning admission requirements, university enrollment or status, financial aid application, health records, or other materials required by the University.

Section 1.1: Procedures for Handling Suspected Violations of Academic Integrity/Misconduct Policy

According to the University Honor Code, it is the responsibility of each member of the Notre Dame of Maryland University community to respond to suspected acts of academic dishonesty by:

- Consulting with the individual(s) thought to be involved and encouraging them to report it themselves and/or
- Reporting it to the instructor involved; and/or
- Reporting it to a representative of the Office of Community Standards.

Reporting oneself after committing academic dishonesty is strongly encouraged and may be considered in determining sanctions

A faculty member who, based on personal observations or information provided by others, suspects that a violation has occurred will speak to the suspected student about the situation and, if the violation involves work submitted by the student, shall keep an original copy of the work, if available. In all such cases, the following shall be observed:

- If a faculty member has reasonable proof of a violation, the faculty member shall meet with the student and learn the facts. In consultation with the Department Chair, the faculty member will judge the offense and impose the appropriate sanction(s) from any of the following:
 - an oral reprimand
 - a written reprimand
 - an assignment to repeat the work, to be graded on its merits, for full or partial credit
 - a lower grade or 0 grade on the test, project, or assignment
 - a lower grade in the course
 - a failing grade in the course
 - the successful completion of the academic integrity course/workshop
- The faculty member shall then complete and submit an Academic Integrity Incident Report of the violation to the Office of Community Standards, including the name of the student, the date of the violation, the course, a detailed summary of the violation, the resolution, including any imposed sanctions, and any supporting documentation. The Office of Community Standards will send the report to the student, department chair, and area dean.
- The student will be held to the sanction imposed by the faculty member unless the student files a timely appeal as described below under Academic Standards Appeal. For instances of repeated academic integrity violations or an egregious academic integrity violation, the student may be considered for additional sanctions beyond those imposed by the faculty member. In such instances, the Office of Community Standards may refer the case to the Honor Board to consider additional sanctions, such as 1) placement on disciplinary probation, 2) suspension from the University, or 3) expulsion from the University. A student dismissed for this reason will not be eligible for readmission to the University. In such an instance, the Responding Party has the right to appeal under Section 7 of this Handbook (rather than Section 1.2) with the Provost or designee serving in place of the AVPSL.
- Except with the approval of the Dean in extenuating circumstances, a student accused of academic dishonesty in a course may not withdraw from that course before a final resolution has been reached regarding an allegation. The option to withdraw from the course with a “W” grade is available only to students who have not been found in violation.

- The Office of Community Standards will maintain records of Academic Integrity Incident Reports and the outcomes.

Section 1.2: Academic Standards Appeals

If the student wishes to appeal the faculty member's finding, the student may file a written appeal, accompanied by documentation, with the Office of Community Standards within five (5) business days of receiving notice of the finding and the imposed sanction. To receive consideration, a student's appeal must be complete upon its submission, including the basis for appeal and any supporting documentation. Within five (5) business days of a timely receipt of the documentation, the area Dean, in consultation with the Office of Community Standards, will determine if the request meets the standards for an appeal. The original decision will only be reviewed to determine if any of the following conditions were present:

- Significant Procedural Error that affected the findings and/or sanctioning decision;
- New Information/Evidence that was not available at the time of the findings and/or sanctioning decision, or that could not have reasonably been discovered with due diligence, that may/would change the finding and/or sanctioning decisions;
- Substantive Due Process Violation; and/or
- Excessiveness or insufficiency of the sanctioning decision

The original decision will stand if none of the above conditions are met. If one or more of the above conditions are met, the area Dean shall refer the case to the Honor Board.

Academic Standards Appeals are a review of the written record. Parties are not entitled to a hearing or a meeting with the Honor Board. The Honor Board may take one of the following actions on appeal:

- A. Dismiss the appeal for failure to meet a deadline or articulate a valid ground of appeal;
- B. Deny the appeal and uphold the initial finding/sanction;
- C. Send the case back to the original or an alternate investigator with specific instructions on the remanded issue(s);
- D. Modify the finding(s) and/or sanction(s);

Within ten (10) business days, the Honor Board will issue a written decision, including a summary of its rationale. The decision of the Honor Board shall be final. The Office of Community Standards will communicate the final determination to the student, faculty member, and area dean.

If the student is found responsible, the Office of Community Standards will impose the final corrective measures, conditions, or sanctions.

Concurrent Violation of Behavioral Standards

If, in the course of a faculty member's investigation of a suspected violation of the University's Academic Standards, the faculty member learns of potential violations of the University's Behavioral Standards, the faculty member may include such alleged Behavioral Standard violation(s) and relevant evidence in their Academic Integrity Incident Report, the Office of Community Standards will investigate and, if appropriate, adjudication.

Section 2: Behavioral Standards

The primary goal of the student disciplinary process is to:

- restore and contribute to the health of the community
- foster academic and communal integrity
- establish facts and determine responsibility,
- and collect and examine information.

Section 2.1: Behavioral Conduct Standards

The University's Honor Code also concerns social accountability and assumes that all students are responsible for themselves, other students, and their guests. The following are examples of prohibited behaviors and activities, regardless of location (on or off University property) and whether committed against members of the University community or others.

- **Alcohol:** Possession, use, or distribution of alcohol, except where permitted by law and University policy. (See Substance Abuse Policy).
 - Possession of common source containers, such as kegs; devices, such as beer bongs or funnels; or participation in games or activities whose purpose is the consumption of alcohol.
 - Possession or consumption of alcoholic beverages by persons under 21 years of age.
 - Open containers or consumption of alcoholic beverages by persons 21 years of age or older in any public area (unless it is an official University-approved event), including common space within a residence hall. Intoxication is defined as when an individual has consumed enough alcoholic beverages to observably affect their manner, speech, muscular movement, general appearance, or behavior.
 - Sale, distribution, or provision of alcoholic beverages to and/or by anyone under 21 years of age.
 - Transportation of alcohol by individuals 21 years of age or older must occur in its original, unopened container.
 - Collections of containers that contain or previously contained alcohol are not permitted.
- **Complicity:** Allowing a violation to occur by another University community member, by enabling or not reporting it. Students who know of another person's attempt to violate the Code are required to remove themselves from the situation and report the behavior to an appropriate university official.
- **Unauthorized Entry/Damage to or misuse of property:** unauthorized entry into University facilities or property, and unauthorized use or misuse of University property or the property of others.
- **Violent, Abusive, or Threatening Conduct:** Behavior that jeopardizes the safety and health of self or others.
 - Acts or threats of physical assault or abuse.
 - Stalking is defined as a course of conduct (repetitive and menacing) that is directed (pursuit, following, harassing, or interfering) at a specific person that is unwelcome and would cause a reasonable person to feel fear.
 - Brandishing a weapon or an object, which appears to be a weapon, in a threatening manner.

- Intimidating, threatening, or directing abusive language toward another person.
- Failure to cease repetitive unwanted behavior directed toward a particular individual or individuals.
- **Harassment and Discrimination:** (See Non-Discrimination Policy, Sexual Misconduct Policy, and Student Harassment and Discrimination Policy).
Unlawful discrimination, which includes verbal, physical, or graphic conduct that denigrates or shows hostility or aversion toward an individual or group based on their Protected Status, when such conduct is sufficiently severe or pervasive that it alters the conditions of education, employment, or participation in a University-sponsored, recognized, or approved program, visit, or activity; and creates an environment that a reasonable person in similar circumstances would find intimidating, hostile, humiliating, demeaning or offensive.
- **Disorderly Conduct** includes the following:
 - Loud, aggressive, or other behavior which disrupts or obstructs, or is intended to disrupt or obstruct, the orderly functioning of the University (including classrooms) or disturbs the peace of person(s) on University Premises. For example,
 - making excessive noise or gestures either inside or outside a building.
 - Verbally abusing University officials (including students appointed to act as representatives of the University), acting in performance of their duties
 - Behaving in a lewd or indecent manner.
 - Rioting – Taking part in a violent public disturbance.
- **Dishonesty:** Non-academic dishonesty, including but not limited to:
 - Furnishing false or misleading information to the University or University personnel, including Public Safety, or at University disciplinary proceedings.
 - Forgery, unauthorized alteration, or unauthorized use of any University documents, records, or identification cards, including computer records, misuse of computer facilities, and electronic mailing systems.
 - Fraud, through act or omission, committed against another member of the University community or others.
 - Knowingly initiating, or causing to be initiated, any false report, warning, or threat.
- **Drugs:** Possession, use, and/or distribution of illegal drugs or controlled substances as defined by law, including those without a valid prescription. (“Drugs”)
 - Possession of paraphernalia, including any item typically used to inhale/ingest/mask Drugs, regardless of whether the item has been used for illegal purposes
 - Possession of illegal drugs
 - Use of illegal or controlled substances without a valid prescription
 - Distribution (any form of exchange, gift, transfer, or sale) of drugs
- **Gambling:** Illegal gambling, defined as playing games of chance for money in violation of any federal, state, or local law.
- **Hazing:** Any action taken or any situation created intentionally or unintentionally that causes humiliation, embarrassment, harassment, or ridicule and risks emotional and/or physical harm to a member or members of a group or team, whether new or not, regardless of the person’s willingness to participate.

- **Interfering with Fire and Safety Regulations:** Knowingly or negligently causing or attempting to cause a fire on University Premises.
 - Unauthorized use of, tampering with, or misuse of fire and safety equipment, including, but not limited to, fire extinguishers, smoke alarms, sprinkler systems, or exit signs.
 - Unauthorized fire setting of any material on any University Premises, or on areas adjacent to University Premises.
 - Disregarding a fire alarm signal or refusing to evacuate a building or a section of a building when a fire alarm is sounding.
 - Possession, use, or threatened use of fireworks, bombs, or explosive devices of any character.
 - Use of open flame devices or combustible materials, including chemicals, which endanger the safety or well-being of the University community.
- **Failure to Comply:** Failure to comply with reasonable directions of University officials, including students appointed to act as representatives of the University who are acting in performance of their duties. Directives to cooperate in the administration of this handbook, including those to appear and give testimony at a University disciplinary proceeding, as well as directives to produce identification, are included in the scope of this provision.
- **Noxious Odor:** A noxious odor is ANY fragrance or aroma that has such intensity that it can become apparent and disruptive to those around. This may become noxious when the smell is unreasonably intense to the average person (e.g., cigarettes, cannabis, cigars or pipes, perfume, air freshener, or a larger amount of dirty laundry).
- **Solicitation:** Unauthorized solicitation, sale, or promotion of any goods or services in University-owned or operated property, including residence halls, or at University-sponsored events.
- **Theft**
 - Attempted or actual theft of and/or damage to University properties, property of a member of the University community, or other personal or public property
 - Unauthorized possession of University property or the property of others: and/or
 - Theft or other abuse of computer equipment, network, or facilities, including illegal or unauthorized downloading of files. (See Acceptable Usage Policy for Technology)
- **Violation of Laws:** Violating local, state, and federal laws, regulations, or ordinances.
- **Weapon Violation:** Use, possession, or storage of any firearms, firearm replicas, or other items that can be mistaken for firearms, ammunition, air rifles, slingshots, paintball guns, swords, knives with blades longer than 3' (other than kitchen utensils used and possessed solely for that purpose), tasers, and anything else that can cause intentional bodily harm to others and, other weapons, or objects that could be construed as weapons, on University Premises. Illegal or unauthorized possession of explosives, dangerous chemicals, or any other items of any kind that pose a potential hazard to the safety or health of others on University Premises. Brandishing a weapon or an object that appears to be a weapon in a threatening manner.

Section 2.2: Types of Conduct Proceedings

Behavioral violations of the Student Code of Conduct or other University Policies shall be resolved by one of the following:

Administrative Hearing

An administrative hearing involves a meeting between the conduct administrator or designee(s) and the Responding Party. In cases of minor violations in University housing, the conduct administrator or designee(s) will meet with the reporting party, witnesses, and others involved, and obtain and review relevant evidence. The conduct administrator or designee(s) will review the allegations and evidence with the Responding Party and allow the Responding Party to respond. The conduct administrator or designee(s) will determine based on preponderance of the evidence whether the responding party is responsible for the alleged Code violation(s), and, if so, issue (an) appropriate sanction(s).

Agreed Resolution

An agreed resolution meeting is an informal resolution option in which the Responding Party meets with a conduct administrator to discuss the incident and, together, determine whether the Responding Party violated a policy and, if so, what sanctions may be appropriate. If the Responding Party agrees to the resolution, they waive the right to a formal hearing and appeal, and the resolution is final. If an agreement cannot be reached, the Responding Party may proceed to a formal hearing.

Honor Board

A hearing comprising 1 faculty member, 1 staff member, and 1 student representative to determine responsibility for the alleged violations and to assign disciplinary outcomes. The Honor Board receives annual and ongoing training in matters relevant to this Student Handbook. The conduct administrator or designee serves as a non-voting advisor to the Honor Board.

Fitness for Safe Clinical Practice and Substance Use

Expectations for Students

Expectations

To ensure patient safety and professional conduct in all learning environments, nursing students are expected to:

1. Report to all simulation, laboratory, and clinical learning experiences in a condition that supports safe and effective patient care, including full control of judgment, mental faculties, and manual dexterity.
2. Comply with all safety directives issued by faculty, clinical instructors, or clinical agency personnel, including requests to leave the learning environment or participate in required drug or alcohol screening.
3. Adhere to the professional standards expected of nurses, including those outlined in the *Code of Ethics for Nurses*, the *Maryland Nurse Practice Act*, and the University's behavioral and academic policies.

Suspected substance use is considered a violation of professional standards as outlined in the *Code of Ethics for Nurses* and the *University Student Handbook*. In accordance with the *Maryland Nurse Practice Act (§8-316(7))*, a nurse is prohibited from providing professional services while:

1. under the influence of alcohol; or
2. using any narcotic or controlled dangerous substance, as defined in §5-101 of the Criminal Law Article, or any other drug in excess of therapeutic amounts or without a valid medical indication.

Students enrolled in the nursing program are considered to be providing professional services during all simulation learning experiences and during all aspects of designated direct patient care learning experiences. To protect patient safety and maintain a safe learning environment, the School of Nursing reserves the authority to immediately remove a student from simulation, clinical experiences, or other educational activities if a faculty member or clinical supervisor determines that the student's behavior, condition, or performance may pose a risk to patient safety or the safety of others, whether or not actual impairment is confirmed.

Failure to comply with a faculty or clinical supervisor's directive related to safety—including a request to leave a clinical or simulation environment or to participate in required drug or alcohol screening—may constitute a violation of professional conduct standards.

Refusal to comply may result in removal from the learning environment and referral for review under the *School of Nursing Professional Conduct and Professional Behaviors Investigation and Resolution Policy*.

The School of Nursing is responsible for maintaining a safe academic and clinical learning environment for students, faculty, staff, and patients. It will cooperate with clinical partners to ensure the safe and effective care of patients during nursing students' clinical experiences.

Procedure for Reasonable Suspicion Drug Testing

1. A student who demonstrates behavioral changes reasonably suspected to be related to substance use may be required to undergo drug testing. A faculty member, a School of Nursing administrator, or the clinical agency may determine reasonable suspicion. The basis for reasonable suspicion will be documented.
2. Drug testing for reasonable suspicion will be arranged by the **School of Nursing**, unless conducted in cooperation with the clinical agency. The student is responsible for the cost of testing unless otherwise required by the clinical agency.
3. Drug testing will be conducted by a certified collection facility using established **chain-of-custody procedures** to ensure specimen integrity and confidentiality.
4. Testing will screen for substances that are illegal or prone to abuse, including alcohol.
5. Non-negative screening results will be confirmed through additional testing in accordance with standard laboratory procedures.
6. The **Dean of the School of Nursing or designee** will notify the student of confirmed positive test results.
7. If testing results are negative, the result will be documented, and the investigation will conclude unless additional evidence warrants further review.

8. Failure to submit to drug testing when directed under this policy may be treated as a violation of professional conduct standards and may result in **dismissal from the nursing program**.
9. A confirmed positive drug test may result in **dismissal from the nursing program**, consistent with University and School of Nursing policies.

Confidentiality of Drug Testing Results

Drug testing results will be treated as confidential information and maintained in accordance with applicable privacy laws and University policies. Results will only be disclosed when:

- required by law,
- necessary for School of Nursing officials to perform their responsibilities, and
- necessary to protect patient safety or public health, authorized by the student in writing.

The School of Nursing and the University reserve the right to use and disclose drug testing results when necessary for internal academic proceedings or to defend student grievances or legal claims.

Consequences of Suspected Substance Abuse

Students who are suspected of substance use or who appear impaired while providing professional services as nursing students may be subject to actions, including, but not limited to:

- Immediate removal from the laboratory or clinical environment
- Reporting the incident to the Dean of the School of Nursing
- Notification of the Provost/Vice President for Academic Affairs, when appropriate
- Notification of Student Life, when applicable
- Initiation of reasonable suspicion drug testing
- Implementation of actions consistent with University and School of Nursing policies

Fitness for Duty Determination

A student removed from a clinical or laboratory environment for suspected impairment will **not be permitted** to return to the clinical or simulation learning environment until an appropriate assessment has been completed and the School of Nursing has determined that the student is fit to participate safely in clinical learning activities.

***Impaired**—a person’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in function compared to previously observed levels, or does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor, and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

XI. RESOURCES, SERVICES, AND FACILITIES

Accessibility Support Services

Overview

Learning support services and accommodations are available to students covered under the Americans with Disabilities Act. Academic accommodations are established on an ongoing basis when students request them and submit the necessary documentation.

Students seeking academic accommodation from Accessibility and Health Promotion (AHP) are doing so because they have a documented disability and/ or health condition that impacts learning, or suspect they do. Students seeking accommodations should work with a medical professional who can assess the disability or condition and identify how it impacts the student's learning. Based on what is discovered, the provider will generate a list of recommended accommodations.

Accommodations related to mental health; it is not uncommon for mental health providers to see a client for a minimum of 4 sessions before making any diagnosis and accommodation recommendations.

Setting up accommodations can be a quick process if students have information about their learning style/ challenges,/ disability. However, if a student is 'figuring out' or investigating their learning style due to challenges/ disability/ chronic health conditions, then the process may take longer as a medical professional can speak best to the diagnosis and its impact on the student's learning.

Procedure

1. If a student requires accommodation in a course, they must contact the Director of Accessibility at 410-532-5401.
2. When requesting academic accommodations for *the first time*, please prepare a copy of the 504 plan, Psycho-Education evaluation, or the [Accommodation Request Form](#). Direct your questions about acceptable documentation to accessibility@ndm.edu.
3. After submitting the form, the Director will schedule a time to meet and review the documentation, discuss the services offered, and identify any accommodations required for specific courses.
4. It is extremely important that a student begin this process at the beginning of the semester. Students are encouraged not to wait until the first test or paper.
5. It is the student's responsibility to share the accommodation plan with the course faculty before the due date for tests or other assignments.
6. Please note that there are times when setting up academic accommodation at the end of the semester or before a final project or exam may not be possible.
7. Once the student has secured accommodation from the Office of Accessibility, it is the student's responsibility to forward the memo to each faculty member. Faculty may request a meeting with the student to clarify expectations and determine procedures for abiding by the accommodations before accommodations are honored. Students and faculty will reach an agreement in writing before accommodations are honored.

Bookstore

The NDMU Bookstore is located on the lower level of Caroline and offers school supplies, snacks, apparel, and other personal items during the academic year. Please note that in-person hours are limited.

Online Bookstore:

Apparel, spirit wear, and textbooks may be purchased online:

Online Bookstore | Home

Questions:

For inquiries about textbook or merchandise orders, gift shop hours, or other bookstore matters, please email bookstore@ndm.edu.

Campus Computer Technologies

The networked computer labs feature 70+ workstations in the IBM and Mac labs. All PC and Mac workstations support current computer applications, including word processing, databases, graphics, multimedia, and many specialty applications. Both networks include laser printers, scanners, CD-ROMs, and ZIP drives. Using the latest web tools, students may browse the Internet, access the Loyola/Notre Dame electronic library system, and send and receive email with users around the world.

From various locations on campus, students can access the Internet and their personal email accounts. These locations include the campus computer labs located in the Technology Hub in UAB, Rice Hall, Doyle, and Meletia Lounges, and appropriately configured classrooms.

The Elkridge Campus uses Chromebooks for online testing, which are provided on-site. Students can access the Internet and their personal email accounts while on the Elkridge Campus. A printer is available to students free of charge.

Campus Ministry

The primary mission of the Office of Campus Ministry at Notre Dame of Maryland University is to strengthen the faith tradition upon which the University is built and to foster the spiritual development of the entire campus community. Campus Ministry provides opportunities such as Eucharistic liturgies, ecumenical and sacramental prayer services, discussion and prayer groups, retreats, counseling, and spiritual direction. Community Service is also a vital part of Campus Ministry, providing students with opportunities to volunteer in Baltimore and throughout the mid-Atlantic region. Several student organizations are integral to the office of Campus Ministry: the student Campus Ministry Team, the Community Service Organization, Peer Ministry, and the Liturgical Music Group. Catholic in its truest sense, Campus Ministry welcomes people of all faiths. To learn more, email campusministry@ndm.edu or call 410-532-3172.

Counseling Center

The Counseling Center offers confidential services to all full-time students at no cost, and to part-time students for a modest fee. The primary services provided are individual counseling (both brief and long-term) and group counseling (topics vary based on client needs). Consultations, referrals, and programs/workshops are also offered. The Counseling Center is committed to promoting students' psychological and emotional wellness and, as such, is widely used throughout the academic year. For counseling services, email CounselCtr@ndm.edu or call 410-532-5364.

Financial Aid Office

This Office is responsible for preparing and communicating information on financial aid. This office assists students in applying for and receiving student loans, grants, scholarships, and other types of financial aid. Call or email the Office directly with financial aid questions. The Office is in the best position to facilitate answering students' questions. For additional information, click on this link: [Financial Aid](#).

Program fees are noted in Appendix C. Students may also email Financial Aid at finaid@ndm.edu or call 410-532-5369.

Accelerated Second-Degree BSN (ABSN and H-ABSN) Financial Responsibility Statement

It is the student's responsibility to pay their current semester bill in full or establish a payment plan for the enrolled semester. No student will be able to register for the upcoming semester if they have not paid their current or previous semester's tuition in full. It is the responsibility of the student to seek guidance from the Financial Aid Office and/or the Business Office to facilitate these actions. For additional information and contact information for Financial Aid and the Business Office, please visit the following links: [Financial Aid and Business Office](#).

Food Service

The campus dining hall and Gator Grind café are located upstairs in Doyle Hall. Both are open to students, faculty, staff, and guests. Residential students have a meal plan for each semester that can be used for dining hall meals. All students, faculty, staff, and guests can use a credit card or load flex dollars onto their NDMU swipe card to use in the dining hall or at Gator Café. Please visit our [Dining Services webpage](#) for hours, FAQ regarding dining operations and meal plans, and the daily menu.

Residential and commuter students, with a meal plan, who have School of Nursing requirements, including, but not limited to, class, simulation, clinical, events in the CCT, etc., which preclude them from utilizing the on-campus dining hall within the posted hours, have the option of ordering a premade meal. If a student is unable to make it to the dining hall during posted hours, they may use the Gator To-Go Premade Option to request a meal and coordinate pickup. Information can be found at [Doyle Dining Services](#).

Help Desk

The Information Technology Help Desk is available to answer technology-related questions from students, faculty, and staff regarding campus software, email, the Learning Management System, and more. Other services provided by the Help Desk include production and distribution of the official Notre Dame ID card, distribution of email account information, and assistance with phone mail. For information and hours, call 410-532-5200 or email HelpDesk@ndm.edu.

Loyola/Notre Dame Library

In the valley below Knott Science Center is the Loyola/Notre Dame Library, which provides the information services and resources required to support the education programs of the two institutions. The Library's website is the gateway to a wealth of information, including numerous full-text databases, the Library's shared catalog (books from 3 other college/university libraries can be requested online and will be sent within 48 hours), and the full range of Internet resources. It also provides links to many other Internet sites that are particularly useful to students. Databases the Library subscribes to can be accessed from any computer on the campus network and are also available off-campus to current students. The Library's collection consists of 440,000 volumes, 1800 print and 14,000 electronic periodical subscriptions, and 30,000 media items (many of which are videos, DVDs, and CDs). Books or articles not owned by the Library can be acquired through interlibrary loan. Reference librarians are available seven days a week to guide students using the Library and its resources. You can contact the Library at 410-617-6800 or www.lndl.org.

Division of Student Life

The Division of Student Life has many offices, programs, and resources that support students.

Office of Accessibility & Student Inclusion

- Delivers services designed to assist students who have diagnoses that require accommodation to maximize successful participation in college life
- Provides leadership, partnership, support, and resources for all diversity initiatives to foster diversity, inclusion, and belonging

Office of Case Management & Community Standards

- Administering the student conduct system and ensuring that all student conduct proceedings are carried out in accordance with University policies and procedures, and providing comprehensive services to maintain the University's standard of conduct and the Honor Code
- To ensure equal opportunity and compliance with related governmental requirements and anti-discrimination laws
- Works with the Title IX Office to investigate discrimination and harassment
- Follow-up of behavioral and academic incidents
- Referral and support of students of concern
- Advisement of the University Honor Board

Any questions can be directed to StudentLife@ndm.edu.

Parking

Students on the main campus must register their vehicle with the Public Safety/Security office located in the front hallway of Caroline. Students may park in any area designated for student parking, except those posted as reserved. No parking is allowed in areas designated by white-painted curbs or in non-traditional parking lanes. Illegally parked or unregistered cars may be ticketed or towed at the owner's risk and expense. A student's grades may be withheld until outstanding parking tickets are paid.

Students at the Elkridge Learning Center have access to free parking on-site. No vehicle registration is required.

Service Learning

Educational experiences also aim to enhance multidisciplinary collaboration, strengthen professional integrity, and deepen the students' social and ethical commitments. Integrating service learning into the teaching-learning process may promote personal transformation for the student, often strengthening empathy, deepening social commitments, and fostering a broader, deeper understanding of complex societal issues.

The School of Nursing is committed to providing academic service-learning experiences. Through service-learning projects/opportunities, academic coursework is linked with service to select community agencies. The teaching and learning process is enriched for students and faculty, and the agencies receive valuable resources from them.

Student Association of Nursing at Notre Dame

The Student Association of Nursing at Notre Dame (SANND) is a local chapter of the National Student Nurses' Association. This student-led organization lives NSNA's mission "*to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession*" (<http://www.nсна.org/AboutUs.aspx>).

Student leaders, in conjunction with faculty and staff advisors, organize activities that promote scholarship and camaraderie within the School of Nursing student body. Regular meetings are scheduled throughout the school year in addition to special events.

Student Experience

Student Success Center

The NDMU Tutoring Service provides in-person and virtual academic support for College of Undergraduate Studies students. Peer tutoring is available to students in the College of Undergraduate Studies. If you are a Graduate student, an adult undergraduate studies student, or a pharmacy student, please get in touch with your professor for assistance. If your teacher has authorized SmarThinking as a

web tool for their course(s) in the Brightspace system, then you can access 24/7 online tutoring by logging into your course through your [Brightspace account](#).

We offer a variety of on-campus resources to support your academic success, and we collaborate with various offices to meet the needs of all students.

The Tutoring Center is located in Theresa Hall 022. The center will serve as a central location on campus for students to access academic support resources, including tutoring, workshops, writing assistance, academic coaching, and more. We are open Monday to Friday, 8:30 am-6:30 pm.

The link to schedule an appointment is: <https://www.ndm.edu/office-academic-affairs/tutoring-services> or email: tutoring@ndm.edu or ychin@ndm.edu

Follow us on Instagram for updates [@ndmu_tutoringservices](#)

Career Center

NDMU's Career Center helps nursing students and alumnae/alums formalize their career identities, supporting informed career decision-making and major selection. The office facilitates a job candidate's language and narrative for their job-search communications to secure positions with their target employers. Individuals learn to interface with increasingly automated hiring and selection tools successfully. The Career Center uses Handshake to connect with employers and collaborates with consortia of other local colleges to maximize opportunities for internships, experiential learning, and jobs. For additional information, click [Career Center](#).

Study Abroad

The SON offers study abroad opportunities that partially fulfill requirements for select entry-level nursing courses, such as NUR-431 *Community Health Nursing*. Occasionally, nursing faculty plan alternative spring break service-learning opportunities. Contact the Associate Dean for additional information.

XII. ENTRY-LEVEL POLICIES

Social Media Policy

Nursing students are expected to conduct themselves in accordance with standard professional and ethical practices and abide by state and federal laws regarding privacy and confidentiality at all times. Social networking sites can be an effective way to collaborate with colleagues and enhance learning. While this creates new opportunities for communication and collaboration, it also creates vulnerabilities for individuals and institutions. Violations of privacy and confidentiality may occur intentionally or inadvertently and may result not only in dismissal from the nursing program but also in possible civil and criminal penalties.

Use of social media is prohibited during direct patient care activities unless its use in these areas has been previously approved by SON faculty. Social media includes, but is not limited to:

- Blogs, and microblogs such as Twitter and Instagram
- Social networks, such as Facebook
- Professional networks, such as LinkedIn
- Video sharing, such as YouTube, vlogs (video weblogs), and TikTok
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr and Photobucket
- Social bookmarking, such as Digg and Edit
- Public comment sections on WebPages (such as those for online news sites)
- User-created web pages such as Wikis and Wikipedia, and
- Any other internet-based social media application similar in purpose or function to those applications described above.

The following guidelines are intended to assist NDMU nursing students in adhering to professional and ethical standards for social media. Students will first exemplify the following:

- Maintain professional boundaries surrounding the nurse-patient relationship in the online environment, in addition to the classroom and testing areas.
- Promptly report any identified breach of confidentiality or privacy to clinical faculty.
- Familiarize themselves with and use conservative privacy settings regardless of the content on their social media profiles.
- Practice restraint when disclosing personal information on social networking sites. Even seemingly innocuous pictures and comments can affect the respect and trust that patients and peers have in students, now and in the future.

In accordance with the Nursing Code of Ethics, it would be a violation of human rights if students:

- Take any pictures in any clinical, laboratory, or practice site without approval.

- Share, post, or transmit any personal information, health information, or images of others by way of any electronic media. Sharing this information violates patients' rights to confidentiality and privacy.
- Engage in communication with patients and their family members or legally appointed decision makers on social networking sites.
- Post on behalf of NDMU or present as an official representative or spokesperson for the University or School of Nursing.
- Refer to anyone or any group in a disparaging, disrespectful, or threatening way, even if the person or group has not been identified. This includes, but is not limited to, patients, families, faculty, and staff.
- Access websites and/or applications in a manner that interferes with or disrupts classroom, clinical, or simulation lab instruction.
- Violate the Information Management policies or clinical agencies.
- For more information, please refer to the National Council of State Boards of Nursing (NCSBN) White Paper: A Nurse's Guide to the Use of Social Media, found at the website below:
- The National Council of State Boards of Nursing. (2011). A nurse's guide to the use of social media.

Retrieved from https://www.ncsbn.org/Social_Media.pdf

APPENDIX A

**TRADITIONAL BSN PROGRAM CURRICULUM PLAN
2025-2026**

FALL			SPRING		
FIRST YEAR – FIRST SEMESTER			FIRST YEAR – SECOND SEMESTER		
General Education			CHM 108 or CHM 110	Survey of General, Organic & Biochemistry or General Chemistry	4
NDMU100	Perspectives on Education and Culture	4	General Education		
MAT 100	Algebraic Applications OR	4	PSY 101	Introduction to Psychology	3
MAT 103	Applied Algebra (unless waived)	3	ENG	English Literature Requirement	3
ENG 101	College Writing	3	BIO 111	Fundamentals of Biology	4
HIS	History requirement	3	PHL 201	Introduction to Philosophy	3
<i>13/14 Credits</i>			<i>17 Credits</i>		
SECOND YEAR – FIRST SEMESTER			SECOND YEAR – SECOND SEMESTER		
SOC 101	Introduction to Sociology	3	BIO-253	General Microbiology	4
BIO 201	Human Anatomy and Physiology I	4	BIO 202	Human Anatomy & Physiology II	4
NUR 250	Nutrition for Wellness	3	PSY 233	Human Growth & Development	3
General Education			General Education		
RST 105	Religion and the Big Question	3	MAT-215	Basic Statistics	3
PHL 339	Ethics	3		Diversity/Intercultural or Becoming an engaged Citizen Elective	3
<i>16 Credits</i>			<i>17 Credits</i>		
THIRD YEAR – FIRST SEMESTER			THIRD YEAR – SECOND SEMESTER		
NUR 301	Holistic Health Assessment	4	NUR 304	Health Aging	3
NUR 303	Nursing Informatics	2	NUR 311	Professional Nursing Care of the Adult I	4
NUR 305	Foundations of a Caring Profession	5	NUR 307	Research in Nursing Practice	3
NUR 310	Pathopharmacology	4	NUR 308	Professional Nursing Care: Psychiatric/Mental Health	4
<i>15 credits</i>			General Education		
				Foreign Language Requirement	3
			<i>17 Credits</i>		
FOURTH YEAR – FIRST SEMESTER			FOURTH YEAR – SECOND SEMESTER		
NUR 408	Professional Nursing Care: Maternal and Newborn	4	NUR 431	Community Health Nursing	5
NUR 409	Professional Nursing Care of the Adult II	4	NUR 441	Caring Approaches in Nursing Leadership and Practice	4
NUR 417	Professional Nursing Care: Children and Families	4	NUR 461	Clinical Practicum	6
General Education			<i>15 Credits</i>		
Fine Arts	Fine Arts Gen Ed	3			
<i>15 Credits</i>					
			Total General Education Credits		45/46
			Total Nursing Major Pre-requisites		25
			Total Nursing Credits		56

Additional TBSN Curriculum Information

Students who take both MAT-100/103 and BIO-110 will need to fit a general education requirement into a Winterim or summer semester (these students will meet with their advisor to develop a plan to complete the requirement).

*** Math Requirement**

- If nursing students place into MAT-100 Algebraic Applications on the math placement test, then they are required to take MAT-100.
- If nursing students are placed into MAT-103 Applied Algebra, then they are required to take MAT-103; if they place into MAT 107 or higher, then MAT-103 may be waived.

• General Biology Requirement

- BIO-111 General Biology requires permission of the instructor to take without BIO-110 Exploring Concepts of Biology as a prerequisite course.

Updated August 2025

APPENDIX B

**ACCELERATED SECOND-DEGREE BSN (ABSN and H-ABSN)
CURRICULUM PLAN**
Effective Summer 2025

CREDITS AWARDED FOR BACHELOR DEGREE		<i>90 Credits</i>	
REQUIRED PRE-ENTRANCE COURSES		REQUIRED PRE-ENTRANCE COURSES	CR
MAT-215 Basic Statistics	CR		4
CHM-108 Survey of General, Organic, & Biochemistry or CHM-110 General Chemistry	3 4	BIO-202 Anatomy & Physiology II	3
BIO-253 Microbiology	4	PHL-xxx Any Ethics	
BIO-201 Anatomy & Physiology I	4	<i>Total credits maximum</i>	22
		<i>Credits vary depending on coursework</i>	
NURSING COURSES			
	Cr		Cr
SEMESTER 1	4	SEMESTER 2	3
NUR-301 Holistic Health Assessment	2	NUR-304 Healthy Aging	3
NUR-303 Nursing Informatics	5	NUR-307 Nursing Research	4
NUR-305 Foundations of a Caring Profession	4	NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-310 Pathopharmacology		NUR-311 Professional Nursing Care of The Adult I	14
	15		14
	<i>Total</i>		<i>Total</i>
	Cr		Cr
SEMESTER 3	4	SEMESTER 4	5
NUR-408 Professional Nursing Care: Maternal and Newborn Nursing	4	NUR-431 Community Health Nursing	4
NUR-409 Professional Nursing Care of the Adult II	4	NUR-441 Caring Approaches in Nursing Leadership and Practice	6
NUR-417 Professional Nursing Care: Children and Families		NUR-461 Clinical Practicum	
	12		15
	<i>Total</i>		<i>Total</i>
		Bachelor's Degree Credits	90
		Total Pre-entrance Credits	22 maximum
		Total Nursing Credits	<u>56</u>
			<i>146-168 credits</i>

APPENDIX C

FEES

	Description	Estimated Cost
Uniforms	2 tops, 2 pants, 1 warm-up jacket, 1 lab coat from Scrubin Uniforms	Approx. \$100.00
Equipment	MDF Bundle: Stethoscope, blood pressure cuff, pen light, bandage scissors, and Kelly clamps from MDF Instruments	\$102.35
	Skills Lab Bag from Coursey Enterprises	\$99.90
Clinical Requirements	Exxat/Approve	\$122.48 (Includes a Service Fee)
	Exxat/Approve ProAdvantage (required by some hospitals for clinical)	\$20.00 per Year (12 Months)
	Annual drug screening and background check TBSN only	\$80.50
	CPR Certification	\$ 80.00
Course Requirements	E-books, textbooks (hard copies) for the entire program	\$1900.00
	ATI Education Resources (\$825 .00/semester)	\$3300.00
Total Fees		\$5805.23

Expenses are subject to change because of vendor price increases. These are the best estimates at the time this Handbook was updated for the 2025-26 academic year.

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