

BACHELOR OF SCIENCE IN NURSING RN TO BSN PROGRAM

STUDENT HANDBOOK
2018 - 2019



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**NOTRE DAME OF MARYLAND UNIVERSITY
SCHOOL OF NURSING
RN to BSN PROGRAM
STUDENT HANDBOOK
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I. INTRODUCTION

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

1. Notre Dame of Maryland University Handbook
2. Notre Dame of Maryland University Undergraduate Catalog
3. School of Nursing Course Syllabi

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

II. ORGANIZATION

History of the School of Nursing

History of the School of Nursing

Overview — The SON is one of four Schools in the University. The SON offers three programs: an Entry-level BSN program through the Women’s College, an accelerated RN to BSN program through the College of Adult Undergraduate Studies (CAUS) and a 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, which was the first of its kind in Maryland, combined traditional on-campus classroom experience with guided independent study.

In 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 the program was accredited by NLNAC. The program has been offered through the College of Undergraduate Studies and is taught in a variety of locations; hospitals and educational centers across the state of 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 the 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.

2006 — The curriculum design for a 21 months 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 ongoing success of the MSN program has been realized. Partnerships with Anne Arundel Medical Center (AAMC) and the University Center (formerly HEAT Center) allowed the MSN program to expand to new sites across the state of 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)

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-BSN received continuing accreditation. Accreditation Commission for Education in Nursing (formerly National League for Nursing Accreditation Commission) and the MSN program received full (eight years) accreditation

2015 — Inaugural Entry-level class graduated 26 students.

2016 — In 2015, School of Nursing faculty and staff agreed to switch accreditation bodies to the Commission on Collegiate Nursing Education (CCNE)*. It was faculty and staff consensus that CCNE was a better match with the vision and direction of AACN and CCNE. of CCNE granted accreditation to the master's degree program in nursing for five years, extending to December 31, 2022.

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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, to build inclusive communities, to engage in service to others, and to 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 is a journey 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, encouraging growth, seeking to understand, and knowing 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.

A nursing way of being requires reflective practice, a listening, that allows 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 for possibilities for our mission to be realized—educating nurses to transform the world.

Professional Standards and Guidelines

The BSN Program utilizes 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) 10.27.09.02 as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN, the student agrees to uphold the trust with which society has placed in the profession. The statements of the Code and Standards provide guidance for the RN student in the personal development of 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 practice in diverse settings.

Praxis

Engage in reflective practice through multiple ways of knowing to assure optimal quality of life for those entrusted to our care.

Advocacy

Respond to the call to be an active voice and collaborate with others in the spirit of the welfare of those persons and entities in our care.

Scholarship

Value critical inquiry to promote and advance evidenced based practice.

Self-care

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

Leadership

Inspire excellence in nursing practice and advancement of the profession through shared leadership practices.

(Updated: May 2016)

BSN Program Student Learning Outcomes

Presence

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

Praxis

Demonstrate praxis through the synthesis of an active thoughtful commitment to the watchfulness of safety and quality.

Advocacy

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

Scholarship

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

Self-Care

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

Leadership

Integrate evidence-based practice with lived experiences to promote excellence in nursing practice.

Faculty and Staff

The RN to BSN program operates through the university's division of the College of Undergraduate Studies (CAUS) and Graduate Studies. Nursing faculty and staff report to the Dean of the School of Nursing; the Dean reports directly to the Vice President for Academic Affairs. SON faculty and staff collaborate with the staff of CAUS and Graduate Studies for recruitment and enrollment management.

The School of Nursing is located in the University Academic Building (UAB). The administrative office is located on the 2nd floor of UAB.

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Sigma Theta Tau International Honor Society of Nursing, Mu Eta Chapter

Sigma Theta Tau, International Honor Society of Nursing, Mu Eta Chapter, is open to baccalaureate and masters 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; the goal was to evolve into a chapter of Sigma Theta Tau, 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 Theta Tau International.

There are three classifications of membership:

1. Undergraduate Student—Junior or senior students enrolled in our baccalaureate programs who have completed at least 1/2 of the nursing curriculum, rank in the upper 35 percent of their graduating class and have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.0).
2. Graduate Student—Master's students enrolled who have completed at least 25% of the nursing curriculum, have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.5).
3. Nurse Leader—The candidates are legally recognized to practice in their countries, have at least a baccalaureate degree in nursing or other field and demonstrate achievement in nursing.

The Mu Eta Chapter inducts new members annually.

III. CURRICULUM

Program Structure Overview of Program

Overview of Program

The total number of credits for graduation is 120: Nursing majors must complete a minimum of 120 credits and all University and School requirements to earn the Bachelor of Science degree. The required credits include 24 general education credits, 21 credits of school requirements, 31 upper-level nursing credits per the Maryland RN to BSN Articulation Agreement, and 31 upper-level nursing credits earned at Notre Dame.

General Education Requirements

- English Composition
- Literature
- History
- Philosophy (200-level)
- Philosophy (Ethics)
- Religious Studies (200-level)
- Religious Studies (300/400-level)
- Basic Statistics

Nursing Major Requirements

Human Anatomy & Physiology*	6-8
Genetics and Genomics for Clinical Practice	3
Human Growth & Development*	3
Introduction to Psychology*	3
Microbiology*	3-4
Sociology (any Sociology focused course)*	3

*These courses are transferred in or taken prior to the Upper Division Nursing Courses

Upper Division Nursing Courses

NUR-300 Foundations of Caring Science	1
NUR-302 Caring Approaches to Practice	3
NUR-306 Writing for Professionals	1
NUR-314 Nursing Situations in Palliative Caring (elective) <i>or</i>	3
NUR-315 Advocacy, Politics, & Power (elective) <i>or</i>	3
NUR-316 Spirituality in Nursing Practice (elective)	3
NUR-319 Holistic Health Assessment and Nutrition	-
Across the Life Span for Professional Nurses	5
NUR-400 Information Systems for Caring Practice	3
NUR-411 Healthy Aging for Professional Nurses	3
NUR-412 Population Health through a Caring Lens	4
NUR-420 Nursing Research for Professional Nurses	3
NUR-440 Caring Nursing Leadership for Professional Nurses	3
NUR-450 Capstone Experience	2

Students and faculty meet for 37.5 hours for each 3-credit nursing course offering, including the theory portion of the health assessment course and clinical course.

Course with a Lab: *Holistic Health Assessment and Nutrition Across the Lifespan for Professional Nurses.*

The one-credit health assessment lab has a one-credit-hour-to-14 clock-hours ratio per course, i.e. 14 lab hours over the eight-week course. These hours are included in the four-hour class period, as well as web enhanced (online) and out-of-class activities that count as health assessment lab time. The clinical course is experiential in design and attempts not to repeat the skills RNs have previously learned and accomplished.

Course with required Experiential Learning: NUR-412 *Population Health through a Caring Lens*

This 4 credit course includes a variety of required experiential learning activities, including simulation experiences and a comprehensive community assessment. Students work with social workers, teachers, and other members of the interdisciplinary team of an organization in the community to develop a health promotion activity to meet the identified need. Examples include the Center for Addictions and Pregnancy at Johns Hopkins Bayview, St. Vincent de Paul Head Start, the Caroline Center, and the Lighthouse Shelter.

Vizient/AACN Nurse Residency Program &

NUR-440 Caring Nursing Leadership for Professional Nurses

Students who have successfully completed a Vizient/AACN Nurse Residency Program in the past 5 years may qualify to receive 3 credits for NUR-440 *Caring Nursing Leadership for Professional Nurses*. Students should inform their advisor, when they have successfully completed the residency program and can present a certificate of completion.

Admission to the RN to BSN Program

1. All students who matriculate with a nursing major must meet the admission requirements for students entering the College of Adult Undergraduate Studies (CAUS).
2. Students must have earned a grade equivalent to “C” (2.0 or higher) in all courses that *must* be completed prior to beginning the upper division nursing major courses. Examples of courses that must be completed are: English Composition; Anatomy and Physiology I and II; Microbiology; Introduction to Psychology; Introduction to Sociology; and Human Growth and Development.

3. When previous coursework has not been completed, for example Human Growth and Development, admission to the program and timeframe to complete courses will be decided on a case-by-case basis.
4. Students who matriculate into the nursing major must meet additional requirements:
 - Active RN license or verification of licensure through a “compact” state in which they currently reside; or NCLEX-RN eligible.
 - Students who begin the RN to BSN program without a RN license will not be able to enroll in NUR-412 *Population Health through a Caring Lens* and NUR-440 *Caring Nursing Leadership for Professional Nurses* until they receive a license. The Adult Student Advisor must be notified when students received a RN license.
 - Students who are considered Associate to Bachelor (ATB) students cannot enroll in NUR-412 *Population Health through a Caring Lens* and NUR-440 *Caring Nursing Leadership for Professional Nurse* until they receive a license. The Adult Student Advisor must be notified when students received a RN license.
 - Graduation from a diploma or associate degree nursing program with a minimum Grade Point Average of 2.5 (on a four-point scale). Students with a GPA between 2.0 and 2.49 may be required to take and pass the Adult Placement Exam in order to qualify for admission and will be considered on a case-by-case basis.
5. Applicants must matriculate prior to taking courses in the College of Adult Undergraduate Studies.
6. Additional Information
 - A maximum of 68 credits will be accepted in transfer.
 - No community college nursing credits will be transferred
 - All RNs with an active license in Maryland or a compact state will be granted 30 upper-level nursing credits per the Maryland Articulation Model
 - RNs will complete the remaining 31 upper-level nursing credits and any additional program requirements through Notre Dame

Date Approved: December 10, 2004

Date Effective: January 1, 2005

Revised: May 09, 2018

Center for Caring with Technology

The Center for Caring with Technology (CCT) is a space for learning and practicing the art and science of nursing using simulation technology that is 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 that which matters in patient situations, uncovering patterns of meaning for each person or family member, and 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 using best practices of simulation learning.

Simulation, whether low or high fidelity (the level of realism), can have a transformative effect on student learning. The creation of simulation learning experiences for all clinical courses will support the achievement of the School of Nursing program outcomes of 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 attempt will be made to include all experiential factors to make the 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 Center for Caring with Technology is an 8300 square foot space that includes two health assessment labs, two adult medical-surgical labs, an obstetrical/newborn/pediatric lab with a home health component, and two standardized patient examination rooms.

High fidelity human patient simulators include:

- Two SimMan 3G manikins
- NOELLE with Newborn HA
- Sim Baby
- 5 year-old HAL

Other simulators include:

- SimPad capable Nursing Kelly and Nursing Anne
- Super Chloe
- Advanced Geri manikin
- Mike/Michelle One-year Pediatric Care Simulator

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 design, storage, and management of simulation case scenarios, real-time and archived documentation of participant performance, live streaming capabilities, and other functions such as scheduling, inventory management, and utilization reports.

*Refer to Center of Caring with Technology Handbook located on the SON Homeroom site for more information regarding policies and procedures.

IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES

The RN to BSN Program evaluation processes are folded into current University-wide SON evaluation practices. The purposes of the School of Nursing’s program evaluation are to systematically assess curriculum, instruction, student outcomes, 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 RN to 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 end of course
<i>SmartEvals</i>	Evaluate faculty’s teaching effectiveness.	Students	At end of course
<i>Course Reviews</i>	Evaluate course and offer suggestions for improvement	Course faculty	At end of course and a full review as designated in the <i>Systematic Plan for Evaluation</i>
<i>Clinical Practice Site and Preceptor Evaluations</i>	Evaluate experience and preparation of student	Associate Dean, Undergraduate and Graduate Nursing Programs	At end of course
<i>Exit Survey</i>	Evaluate student satisfaction with university and department -related services, for example, student support services, physical facilities, and financial aid.	Associate Dean, Undergraduate and Graduate Nursing Programs	Annually
<i>Employment Rates</i>	Determine if MSN graduates are employed as nurse educators or in leadership/administrative positions	Associate Dean, Undergraduate and Graduate Nursing Programs	At time of graduation
<i>Completion Rates</i>	Determine if MSN graduates complete within the specified timeframe and if not, reason(s) for not completing program	Associate Dean, Undergraduate and Graduate Nursing Programs Dean	Annually

Data from the above evaluation methods are summarized annually during a nursing faculty meeting and/or SON Annual Progress Report using the *Systematic Evaluation Plan* as a guide. The plan is comprehensive and designed to evaluate all aspects of the program based on CCNE Standards; starting with the mission and philosophy and continuing through with 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 be engaged in the on-going process of reflection and self-evaluation to assess their personal and professional development as they develop 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: FACULTY AND PROFESSIONAL ADVISORS

Academic Advisement

Professional Advisor

The Adults Student Advisor in the SON serves as the RN to BSN Professional Advisor. Students in the RN to BSN program are introduced to their advisor after completing the admissions process, and will continue to contact their advisor as needed throughout the course of their program. Primary responsibilities of the advisor are: facilitating the registration process, (when applicable), overseeing the graduation application process, advising students who want a leave of absence and/or withdraw, as applicable.,

To schedule an appointment, please contact Carol Kurtz-Stack at (410) 532- 5135 or email ckurtzstack2@ndm.edu.

VI. GUIDELINES AND POLICIES: PROGRESSION TO GRADUATION

Progression in the Nursing Major

1. Prior to starting the sequence, students must complete:
 - Human Anatomy & Physiology
 - Genetics and Genomics for Clinical Practice *
 - Human Growth & Development
 - Introduction to Psychology
 - Microbiology
 - Sociology (any Sociology focused course)
2. Students who do not have (a) prerequisite course(s) may request permission from the Associate Dean for Adult Undergraduate and Graduate Programs to take the course prior to the start of NUR-319 *Holistic Health Assessment and Nutrition Across the Lifespan for Professional Nurses*. Permission will only be granted if the student is “sitting out” a significant section in the cohort sequence that corresponds to the time the prerequisite course is offered. Students will not be allowed to take a full course load in the cohort sequence while completing a prerequisite course.
3. Students must complete course work for prerequisite courses taken at NDMU or from other programs before progressing to Upper Division nursing courses.
4. Students must be nursing matriculants and must have a cumulative GPA of 2.0 or higher to register for any NUR courses.

**Genetics and Genomics for Clinical Practice may be delayed until later in the curriculum. Students should refer to the curriculum map provided.*

Date Approved: May 24, 2005

Date Effective: June 15, 2005

Date Revised: April 21, 2017

Final Grade Appeal

Reasons for Appeal

- Only final grades may be appealed. A final grade may be appealed if 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 Grade Appeal

- When a student wishes to appeal a final grade, the student must write to the faculty member setting forth the basis for the appeal, evidence documenting the alleged discrepancy between the syllabus grading policy and the grade received, and the remedy sought. The student should also submit a copy of the appeal materials to the department Associate Dean, or in the case of an interdisciplinary (IDS) course, to the director of the program in which the course is offered. The appeal must be made within two weeks of the official posting of grades on WebAdvisor. The faculty member will respond in writing to the student's appeal within two weeks.
- If not satisfied with the faculty member's response, the student may, within two weeks of the response, appeal to the department Associate Dean or program director. The student makes the appeal in writing, setting forth the basis for disagreement with the faculty member's response. The Associate Dean or program director informs the Dean of the school delivering the course. The Associate Dean also informs the faculty member of the student's appeal and obtains a copy of the course syllabus and the faculty member's written response to the student. The Associate Dean then reviews the written record. The Associate Dean writes a response, including a report on the steps taken in the review process. The written response of the Associate Dean is sent to the student, the faculty member, and the Dean within two weeks of the conclusion of the review process.
- If not satisfied with the response made by the Associate Dean, the student or faculty member may appeal in writing within two weeks to the Dean of the school delivering the course. The Dean then asks for a written statement and a copy of all relevant materials. Within two weeks of receiving the appeal, the Dean forwards his or her decision in writing to the student, the faculty member, and the department Associate Dean. The decision of the Dean is final.
- If a grade change is authorized, the registrar will be directed in writing to make the change in grade.

Appeals Process for Dismissal from RN to BSN Nursing Program

Appeals Process

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

- Upon receipt of letter of dismissal, the student may write a letter of appeal to the Associate Dean, Adult Undergraduate and Graduate Program. The Associate Dean must receive the letter of appeal within seven business days of receipt of notification.
- The letter of appeal includes the following:
 - Submit a formal letter to the Associate Dean both electronically and in hard copy.
 - Identify any extenuating circumstances leading to academic difficulty. The student uses her judgment as to what information is shared in the letter.
 - Propose a plan for success
- Once the Associate Dean receives the letter, the appointed Reinstatement Committee 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 all other documents provided by the student. The Reinstatement Committee members will also reach out to faculty of courses the student has taken.
- The student will meet with the Reinstatement Committee as an opportunity to advocate for self and to elaborate on submitted materials. This is also an opportunity for the committee to ask questions of the student for increased understanding.
- After a full review, the Reinstatement Committee makes a recommendation to the Associate Dean and Dean regarding appeal decision.
- The Dean and Associate Dean will notify the student and appropriate faculty in writing of the appeal decision. This decision of the Dean is final.

Timeline

Action	Fall semester	End of Term I Fall and Spring	Spring Semester
Student notified of dismissal decision and process for appeal	Before university closes for winter break	By the end of the first business week following posting of final grade(s)	By the end of the first business week following posting of final grades
Student submits appeal packet to the Associate Dean (electronic and hard copy)	End of first business week in January	Within 7 business days of receipt of notification	Within 7 business days of receipt of notification
Associate Dean submits packet to Reinstatement Committee	End of the first business week in January	Within 24 hours of receipt of notification	Within 24 hours of receipt of notification
Reinstatement Committee convenes to review	Second week of January	During the first full week following receipt of notification (excluding Spring break if applicable)	During the first full week of June
Student meets with committee	Established date in 2 nd week of January	Established date during the first full week following receipt of notification (excluding Spring break if applicable)	Established date in the 1 st full week of June
Reinstatement Committee deliberates	Established date in 2 nd week January	Established date during the first full week following receipt of notification (excluding Spring break if applicable)	Established date in the 1 st full week in June
Reinstatement Committee makes recommendation in writing to Associate Dean and Dean	By Tuesday of the 3 rd week in January	By Tuesday of the 2 nd full week (excluding Spring break if applicable)	By Tuesday of the 2 nd full week in June
Associate Dean and Dean write response to student's letter with decision about appeal and notify appropriate faculty of the decision	By end of the 3 rd week in January	By the end of the 2 nd full week (excluding Spring break if applicable)	By the end of the 2 nd week in June

Withdrawal from the University

The University reserves the right to request at any time the withdrawal of a student for reasons of poor scholarship, attendance policy violations 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 when the form is submitted will be the one used to determine whether a refund of tuition is applicable.

Failure to notify the University of withdrawal will prompt termination of matriculancy. A student who withdraws from the University or who requests a leave of absence 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. A student who withdraws from the University or requests a leave of absence after the official withdrawal will be responsible for all course work and graded accordingly.

Telephone messages or emails with faculty members and advisors and/or non-attendance at class are not valid methods of withdrawing from classes and do not obligate the University to refund all or part of the tuition. The fact that a student has not attended a class has no impact on tuition adjustment. Requests for a tuition refund must be made in writing to the Business Office or indicated on the withdrawal form. Forms are available in Registrar’s Office or on the web. Registration, admission application fee, and late fees are non-refundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

Awards

Commencement

BSN Awards – Entry level and RN to BSN Programs. Faculty select students believed to embody the intent of an award. Awards reflect the SON’s program outcomes/valued ends. Awards are presented to recipients at the senior luncheon/brunch for Entry-Level and at the Blessing of the Hands Reception for RN to BSN students

Award for Nursing Presence

This award recognizes a student who best demonstrates authentic nursing presence and a caring humanistic approach to nursing.

Award for Nursing Praxis

This award recognizes a student with outstanding caring approaches and clinical abilities who best integrates the art, science and the spirit of nursing.

Advocacy Award

This award recognizes a student who exhibits initiative, enthusiasm, and compassion to promote social justice and welfare of others.

Scholarship Award

This 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

Katherine Cook Legacy Award for Leadership

This award recognizes a student demonstrating outstanding commitment, caring leadership, and service to the profession of nursing.

Graduation

The University holds its commencement ceremony annually in May. Students who complete their degree requirements the previous August, December and May are invited to participate in this annual event.

All students must file a graduation application to initiate the graduation process. Filing the application will prompt a formal review of credits and requirements by the Registrar's staff. The deadlines for submitting this application are as follows:

- May graduation.....October 15
- August graduation..... April 15
- December graduation..... June 15

Failure to submit this application on time may result in postponement of the conferring of the degree until the next graduation event. Participation in commencement exercises requires the fulfillment of all degree requirements. Students with outstanding financial obligations to the University will not receive their diploma until all obligations have been met.

Credits for Graduation: 120 credits for graduation.

Credits Needed from Notre Dame

A minimum of 30 earned credits from Notre Dame is required for graduation. The final 30 credits for the degree must be earned at Notre Dame.

Please note: In order to have Latin Honors noted on transcript and announced at Commencement, students must complete a minimum of 60 credits in graded course work at NDMU. This excludes credits earned through Pass/Fail courses, standardized testing, petitioning for credit, transfer, and CLEP examinations.

VII. GUIDELINES

Nursing Student-Faculty and Staff Communication

All messages for students in the BSN program are provided through NDMU email including announcements posted on Joule course sites. Some communications may also be handled by the U.S. Mail or announced in relevant courses.

All email communication will be through NDMU student email accounts. E-mail is the primary means of communication. Students are expected to check NDMU email on a daily basis 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 (see numbers and addresses listed in the Handbook); email is the preferred method of communication.

Cancellation/Rescheduling of Classes

Class cancellations and delays will be determined by NDMU. Any class canceled due to inclement weather will be made up by arrangement of the faculty. 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 at www.ndm.edu. Click on “Campus Life,” then “Campus Security,” and then “e2security.”

Whenever the main campus is closed for inclement weather, generally all locations are canceled, including off-site cohorts. However, check with the assigned faculty member to ascertain if a class is cancelled. Cancellation of classes for reasons other than weather will be communicated to students via an announcement on the course site in Joule and NDMU email.

Inclement Weather Information

For information about the University closing, call the **NDMU Weather Line at 410-532-5151** or 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. However, students must exercise their own judgment for safe driving under these conditions.

Formal Complaint Procedure

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 grade in a course or other course evaluation matter, which is handled under the NDMU academic appeal procedures and harassment complaints, which are handled in accord with guidelines and policies set forth in the University Student Handbook.

When NDMU faculty member or administrator receives a formal complaint, the Associate Dean, Adult Undergraduate Programs is notified within a reasonable timeframe. The Associate Dean initially screens the formal complaint, unless the complaint directly involves the Associate Dean, in which case it is screened by the Dean, School of Nursing. After initial screening, the complaint is channeled to the individual or group judged to be most directly relevant and appropriate.

Our guiding principle is to settle disputes in a prompt and fair manner. If appropriate, the Dean or Vice President of Academic Affairs may appoint an ad hoc panel to seek resolution of the complaint. The Dean or Associate Dean conveys a written response to the initiator of the complaint within 60 days. Anonymous complaints are not accepted.

VIII. CLASSROOM GUIDELINES

Attendance

Class size is limited in order to promote intellectual interchange among students. Because of the importance of student-faculty contact time, attendance is expected at all class meetings. Students should be aware that attendance and participation in class are essential elements of the undergraduate programs; therefore, absence (whatever the cause) may lead to a lowered grade, including the grade of "F".

Students are expected to notify faculty of an absence(s) from class as soon as possible and to turn in all assignments on time or at a time agreed by the faculty. If the course is six to eight weeks long, a student with three (3) absences may be requested to withdraw from the course. Tardiness and early departure disrupts 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 attendance requirements, which will be noted in course syllabus.

Cell Phones

Students are asked to keep all cell phones, pagers, and other electronic devices in the 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 fully participate in the class.

It is mandatory that students attend and participate in every class; however, faculty understand that extreme circumstances may occur. In these cases, exceptions may be granted and faculty may assign additional assignments/activities to ensure that learning objectives are met. The responsibility for coursework missed due to any type of absence rests with the student. Students are expected to schedule vacations and other discretionary events outside of the class schedule. Students are also expected to arrive on time and remain in class for the entire period scheduled.

Children in Class

No children are allowed to accompany students inside the classroom or in the 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. The following chart explains how a collaborative learning classroom might be different from previous classroom experiences.

Traditional	Collaborative
Student is listener / note-taker/ observer	Student is contributor / discussant / problem-solver
Source of authority – professor & text “sage on the stage”	Source of authority – group of which 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 equalizes 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 them self.

Course Schedule

The cohort course schedule is developed as a guide only. Course sequence and meetings dates are subject to change. Students will be notified of changes in advance.

Grade Appeal for Assignment(s)

A student has a seven (7) day period of time, beginning with 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.

Grade Reports

Final course grades are posted on WebAdvisor.

Grading Scale

The grading scale in the RN to BSN program is equivalent for all courses. Grades represent the instructor's evaluation of a student's achievement in the course. Each letter grade in a course is interpreted as follows:

Letter	Description	Numerical Range
A		92 - 100%
B+		87 - 91%
B		82 - 86%
C+		77 - 81%
C		70 - 76%
D		60 - 69%
F		Below 60%
AU	Audit	
W	Withdrawal with official permission	
I	Work incomplete due to emergency/other extenuating circumstances	

Pre-Course Information

Students are responsible for accessing all pre-course information and complete pre-course assignments outlined on the cohort Joule site. Pre-course information will be posted at least one week prior to the start of a course. Students must be registered for the course in order to gain access to the course joule site. The web address for Notre Dame Joule is

<http://joulelearn.ndm.edu>.

Studying in the RN to BSN Program

The weekly class hours are augmented by guided, independent study in which the student is responsible for assuming good study and writing skills needed to facilitate learning. Faculty and students work collaboratively in class as students complete a variety of in-class facilitative learning activities designed to enhance critical thinking, communication abilities, and therapeutic nursing interventions.

All courses employ collaborative learning methods, requiring students to be active participants in the classroom. A goal of collaborative learning is equalizing the relationship between professor and learner through community interaction within the context of the caring classroom environment. An outcome of this learning process and the cohort delivery model is the creation of a sense of community within the cohort.

Students are expected to spend a significant amount of time outside of the classroom preparing for class and completing assignments. According to the University credit hour policy and federal and state regulations, students should expect to prepare for classes at a rate of 2-3 hours per every one hour of class time. Course syllabi guide students in studying and classroom activities. This guide is available to registered students on the Joule site for the course.

WebAdvisor

WebAdvisor is real-time information for students that provides 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

In all nursing courses, APA (American Psychological Association) format is required for major papers and reference citations. The NDMU/Loyola library website provides tutorials and other supportive materials to enhance student skill development in this area. While some class time is dedicated to an overview of this format in the first course, students are expected to progress independently in their competency of APA throughout the program. Students are advised to use the current School of Nursing's *Rubric for Written Papers* and *Rubric for Oral Presentations* or rubrics designed for specific courses, when preparing graded assignments in nursing courses. The current version of each rubric can be found on each accelerated cohort's Joule site or in the Course Guide.

Smarthinking

Smarthinking is an online tutoring program connecting students to live educators from any computer that has Internet access. Students work one-one in real time with a tutor communicating using a virtual whiteboard technology. Students can submit a paragraph or essay for individualized critique by expert writing tutors.

Turnitin

Turnitin is an Internet-based plagiarism-detection service that allows both students and instructors to check written work for originality of text. The purpose of *Turnitin* is to aid in the detection and monitoring of plagiarism. By checking the originality of text, students and instructors can work together to improve the level of scholarly work and limit the dangers of plagiarism.

IX. REQUIRED EXPERIENTIAL LEARNING GUIDELINES

Confidentiality

The School of Nursing Faculty of Notre Dame of Maryland University believes that information concerning patients is privileged and must remain confidential. Appropriate information regarding patients, students, and organizations' employees, which needs to be shared among classmates or for educational purposes, will only be discussed in a private setting away from patient care areas. Nursing students must abide by state and federal laws and agency regulations to safeguard patient and student information. This means that a student may be held legally responsible for disclosure of information. Faculty believes that confidentiality has ethical dimensions demanding respect for patients as persons and is an important issue in providing patient care.

Faculty will maintain strict confidentiality regarding both personal and academic information about students.

Professional Conduct during Required Experiential Learning Activities

Any student participating in required experiential learning is expected to demonstrate behaviors that lead faculty to believe that the student is physically and mentally competent to work with clients and/or others. Examples of behaviors that might be indicative of potential impairment include: slurred speech, uncoordinated movements, ineffective attention, inability to follow simple commands, and/or an odor of alcohol. In addition, aggressive behaviors such as the raising of voice, arguing, and/or infringing on the personal space of others will not be tolerated. Such actions may be considered a violation of the Notre Dame Honor Code. Nursing faculty and preceptors will exercise their right and responsibility to require a student to leave the required experiential learning activity setting immediately, if the student's behavior is deemed unsafe or disturbing.

A decision to re-enter the learning setting will be based upon the student's overall performance and the criteria for satisfactory performance. Recommendations from the student's health care provider may be requested and considered in the final decision. See Classroom and Clinical Policies, Honor Code, and both the University's and School's Substance Abuse Policy for additional information.

Dress Code for Required Experiential Learning Activities

Students are expected to maintain a professional appearance when participating in required experiential learning activities. Professional attire is required. Students are to adhere to the dress code followed by the agency.

The SON considers clothes options, noted below, as non-professional attire and unacceptable when representing the SON and/or the nursing profession in public forums, such as Blessing of the Hands, BSN Symposium:

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

No tongue studs or lip studs are allowed. A Notre Dame student ID must be displayed at all times. Lanyards can be purchased through the NDMU Triangle Bookstore.

ID/One Card

Each student is entitled to receive a free NDMU picture ID card / One Card. The ID / One-Card is non-transferable and is the property of Notre Dame of Maryland University. ID cards of students who do not register for classes during a specific semester will be disabled for that semester. The ID card will be reactivated once the student registers for classes. The student is responsible for immediately reporting a lost or stolen card to the NDMU Information Technology Help Desk at (410)532-5200 or HELPDESK@ndm.edu and paying a \$15.00 fee for a replacement card.

The ID card / One card provides Notre Dame students door access to some classroom buildings after hours and the resources of the Loyola/Notre Dame Library as well as 200 free print pages per semester in the Rice Hall Computer Labs. The ID card /One card may also be set up to be used as a debit card in the Doyle Hall Dining Room (see *Food Service*).

Students using federal financial aid can also use their ID card /One card as a debit card to pay for NDMU Bookstore purchases if sufficient funds are available. Students should visit Rice Hall room 105 to have the picture ID made as soon as possible. IDs are available approximately one week after a new student has registered for their first semester of courses at Notre Dame. The IT Helpdesk is open during the day, evenings and Saturday; please call for specific hours of operation.

Loyola/Notre Dame Library

The Loyola Notre Dame Library (LNDL) is a partner in the missions of Notre Dame of Maryland University and Loyola University Maryland. Through the library's website (<http://www.lndl.org>), faculty, students and staff may use over 100 databases, 269,291 online and print periodical titles, and 23,804 media, including DVDs, videos, and CDs. These resources include periodical/newspaper article databases, such as the Cumulative Index to Nursing and Allied Health Literature, Ovid Nursing Journals, ProQuest Nursing Journals, PsycArticles, Health Source: Nursing/Academic, and ScienceDirect, and informational databases such as the Cochrane Database of Systematic Reviews, Gale Virtual Reference Library, and multiple drug resources supporting Notre Dame's Pharm.D program.

In addition to over 750,000 physical items at the library, resources are available to LNDL patrons through two consortiums. LNDL joined the University System of Maryland and Affiliated Institutions consortium. The consortium provides access to 9 million items at 17 member libraries. LNDL patrons may use e-resources at most of the institutions and may request print materials via the online catalog. LNDL is also a member of the Eastern Academic Libraries Trust, a print retention archive that guarantees access to six million volumes via interlibrary loan.

Students, faculty and staff may request assistance via email, instant messaging, and telephone or in person. Online chat reference is available 24 hours a day, seven days a week, through the "Ask a Librarian" service. The LNDL is open seven days, 107 hours a week during the semester, and seven days a week during the summer. For assistance for off campus access: <https://www.lndl.org/help/off-campus-access>

LNDL Login

Notre Dame students login to LNDL resources using their Network\Campus credentials using their email address and Network\Campus password (the same log in used for PCs in campus Labs and WebAdvisor). <http://guides.lndl.org/ezproxy>

If unable to login with Network\Campus credentials, please contact the Notre Dame IT Help Desk at 410-532-5200 to have password reset.

X. BEHAVIOR STANDARDS

Professionalism

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include knowledge and skills of the profession, commitment to self-improvement of skills and knowledge, service orientation, pride in the profession, covenantal relationship with patient, creativity and innovation, conscience and trustworthiness, accountability for one's work, ethical 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, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School.

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;
- Acts and communicates in a self-assured manner, yet with modesty and humility;
- Acts cooperatively in a non-argumentative manner; and
- Expresses truthful in all interactions by being straightforward.

Work Ethic

- Is punctual, reliable, dependable, 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 task is left incomplete or problem is not resolved, student seeks aid

Adapted with permission from the School of Pharmacy, NDM

Honor Code

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 personal integrity of the individual and an 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 to strengthen each student as an individual and helps to develop mature powers of judgment and reason, and 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 to 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 own conduct and to assume reasonable responsibility for the conduct of others. This results in mutual respect and a commitment of each member of the community toward 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 cooperation when authorities are investigating allegations of violations of academic or behavioral standards or encouraging the violators to report themselves.

Notre Dame of Maryland University School of Nursing students are expected to achieve and display high standards of character. Honesty and ethical behavior are hallmarks of the nursing profession and are essential qualities for any person who aspires to be a professional nurse. The nursing profession requires Registered Nurses and nursing students to be of impeccable character living 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 adhere to academic and social integrity in furthering my education, as well as the welfare of 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 School of Nursing.

Substance Abuse Policy

The SON adheres to the University's Substance Abuse Policy contained in the *NDMU Student Handbook*.

The SON also functions under the parameters of the Maryland Nurse Practice Act, Annotated Code of Maryland Health Occupations Article, Title 8, and Code of Maryland Regulations, Title 10, Subtitle 27.

In accordance with the Maryland Nurse Practice Act (§8-316, [7]), a nurse is prohibited from providing “professional services while (i) under the influence of alcohol; or (ii) Using any narcotic or controlled dangerous substance, as defined in §5-101 of the Criminal Law Article, or other drug that is in excess of therapeutic amounts or without valid medical indication.”

Students in the Notre Dame of Maryland University's Nursing Program are considered to be providing professional services during all clinical labs and while participating in all aspects of designated clinical experiences.

For health and safety concerns, students, faculty, and staff must conduct health care and educational activities fully in control of their manual dexterity and skills, mental facilities, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students, faculty, and staff in a health care setting, poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. The SON recognizes its responsibility to provide a safe, efficient academic environment for students, faculty, and staff and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities. Therefore, the following policy has been adopted to:

1. Prevent substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Workplace Policy, state or federal laws or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;
2. Cooperate with affiliating clinical agencies by requiring nursing students, faculty, and staff reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate SON officials; and
3. Require all students enrolled in clinical and practicum courses in the SON to submit to mandatory drug testing based upon reasonable suspicion of substance abuse. Reasonable suspicion testing means that evidence exists which forms a reasonable basis for concluding that it is more likely than not that a student, faculty, or staff has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech,

decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

Procedure for Reasonable Suspicion Drug Testing

1. Any student who demonstrates behavioral changes reasonably suspected to be related to substance abuse as defined herein will be subjected to testing. A decision to drug test based on reasonable suspicion of substance abuse may be made by a faculty/staff member and/or the clinical agency. The nursing student request to drug test will be documented and may be based on a variety of factors, including but not limited to:
 - a. observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug;
 - b. erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or deterioration of work or academic performance;
 - c. information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional; and
 - d. substance abuse-related conviction by a court, or being found guilty of a substance abuse-related offense in another administrative or quasi-legal proceeding.
2. Drug testing for reasonable suspicion will be arranged by the SON, unless done in cooperation with the affiliating clinical agency. The cost of this drug testing will be assumed by the student.
3. Drug testing will be conducted by a certified collector in accordance with established methods and procedures. Confidentiality of the student as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures. This procedure ensures that the samples identified to a student, faculty, or staff actually contain materials from that individual, that the samples are protected from tampering, and that the analysis of them is done in accordance with federal guidelines.
4. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, clinical facility, SON, or for the use of any drugs which are reasonably suspected of being abused or used by the student.
5. Non-negative test results will be confirmed by additional testing. If the test is positive, the entirety of the relevant available evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive test results shall be documented in the student's record in the SON.

6. The Dean of the SON will notify a student who has a positive drug test. If the results of a student tests confirms the presence of a prescribed drug (verified negative) the person may be required to obtain a written statement from the prescribing physician or a Substance Abuse Professional (at the discretion of the Dean) stating that the drug level is within prescribed limits and that the level does not indicate abuse. The prescribing physician or a Substance Abuse Professional must indicate that the drug will not interfere with safe practice in the clinical area.
7. If the initial screening test is negative, that fact will be noted in the student's record. Unless there is compelling evidence to do otherwise, the preliminary investigation will cease and the student will be released from further action.
8. Failure to submit to drug testing for reasonable suspicion may result in dismissal from the program or termination from the SON.
9. A positive substance abuse test may result in dismissal from the program or termination from the SON.

Confidentiality of Drug Testing Results

All drug testing results will be treated by SON as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student, faculty, or staff has consented in writing to the release of the information. The SON and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a student or by his/her personal representative, in any court of law or with any state or federal administrative agency.

Consequences of Suspected Substance Abuse

Students who are suspected of substance abuse or appears impaired* while providing professional services as a nursing student will be subjected to actions that include, but are not limited to:

- Immediate dismissal from the lab/clinical setting;
- Reporting the incident to the Dean of the SON;
- Informing Director of Student Rights and Responsibilities;
- Initiating drug testing if reasonable suspicion is present; and
- Development and implementation of a course of action in compliance with the NDMU Substance Abuse Policy.

The student will not be permitted to return to the lab/clinical setting and the corresponding classes until a thorough assessment has been completed and an intervention plan has been developed and implemented.

*Impaired means that 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 the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple 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.

Appeal Process

A student may appeal the SON's decision to dismiss or not re-admit a student through the established Formal Complaint procedure.

Substance Abuse policy adapted with permission:
Christie Shelton, PhD, RN, CNE, NEA-BC
Dean, School of Health Professions & Wellness
Jacksonville State University

XI. REGISTRATION, BILLING, AND PAYMENT INFORMATION

Registration

Students are given a cohort schedule at the beginning of their program that lists the courses that must be taken each semester. Students register for their first semester on paper with the RN to BSN Enrollment Manager. At that time, they are also provided with a block authorization form that, once submitted, allows the School of Nursing to register them for future courses. The Retention and Success Specialist will register those students with the block registration form on file during the open enrollment period each semester. If a student has a personalized schedule, that schedule is used in place of the cohort schedule. If a student does not have a block registration form on file, they must submit their own registration forms to the Registrar or register online. Those students should adhere to the University's published registration schedules for each semester. No student should sit in a course for which they are not officially registered.

You can confirm your registration by checking your account on Web Advisor. A complete bill is sent to each student's e-mail on the 15th of every month. Payment of fees and tuition or the first FACTS Payment Plan payment is due approximately four weeks before classes begin each term.

Change of Registration (Dropping/Adding/Withdrawing)

Students requesting a change in registration must immediately complete the necessary paperwork to officially have the change recorded by the Registrar's Office. Changes in registration (dropping or adding a course) **MUST** be made prior to the first class meeting. Students may withdraw from a course prior to the fifth class meeting for eight week courses, and prior to the fourth class for six week courses. **Note: (The withdraw date is based on the date the form is received in Registrar's Office.) It is the students' responsibility to complete the form, obtain a signature from their professional or faculty advisor, and submit it to the Registrar.** Students who stop attending class, and do not officially withdraw, will be assigned a grade of F and are financially responsible for the full tuition charged for the course. Students should consult the tuition refund policy in this handbook to identify semester deadlines for tuition refund eligibility due to a change in registration. Students receiving Federal Financial Aid must maintain six credits per semester to remain eligible for funding. The student must consult with the Financial Aid Office prior to dropping a course to determine if the student will maintain financial aid eligibility after dropping or withdrawing from a course. If you have any questions regarding your final grade report, registration, drop/add, or withdrawal forms please contact Jill Eigenbrode at 410-532-5152 or jeigenbrode@ndm.edu.

Tuition Refund Schedule

Drop course- before the first class meeting.	100%
Course withdrawal- before the second class meeting.....	90%
Course withdrawal- second class meeting and after.....	0

Billing Information

Tuition is due one month before the start of the term. Statements are mailed to the billing address indicated in WebAdvisor. Failure to pay by the date indicated will result in a monthly late payment fee. Follow-up billings reflecting additional charges or adjustments are emailed to WebAdvisor for students' review.

If students have a balance of greater than \$1500, the Business Office will place a 'hold' on the account. A business hold prevents students from registering for a course(s) for the upcoming semester. Business holds will be placed on a student's account on the Tuition Due Date if the amount exceeds \$1500.

Financial obligations incurred or billed during a semester must be settled before a student may register or receive final grades. Transcripts and diplomas cannot be released until all financial obligations have been met. Students should confer with the Business Office regarding additional payment options.

The University reserves the right to require cash or cashier's check at its discretion. If you have any questions regarding your tuition bill, the Official Payment Plan, the Employer Tuition Reimbursement plan, or need a receipt please contact the Business office:

1. Mary Alice Adams at 410-532-5745, madams@ndm.edu; or
2. Charmaine Hood at 410-532-5365, chood@ndm.edu; or
3. Megan Rivera at 410-532-5363, mrivera@ndm.edu

Payment and Tuition Remission Plans

Official Payment Plans

The Official Payment Plan enables students to register and make monthly payments during the year against their outstanding balance. Payments can be made using a credit card or with a direct debit from checking or savings. Please note that students will be charged a 2.5% processing fee if paying by credit card. Online applications and information about the plan are available on the University's website: www.ndm.edu/PAYMENTPLAN

Employer Tuition Remission Payment Plan

The Employer Tuition Remission Payment Plan enables students to register and partially defer tuition. At the time of registration all fees and 15% of the total tuition is due. The balance of your tuition is payable 60 days after the last class of each semester. See the form for full details and requirements. A "Employer Tuition Remission Repayment Plan" form must be completed and attached to the registration form each semester that the plan is used. The form is available at the University's website: www.ndm.edu. Click "academics" then "Records and Registration." The form can be found under "forms." This form is also available in your cohort's Joule site under "Information/ Forms."

Employer Bill Authorization

Either an employer authorization form or a letter signed by the appropriate official on company letterhead must accompany the registration. Employers must provide detailed information related to their tuition assistance; e.g., total dollars supported, total credits supported, specific courses, etc. Tuition assistance plans that are contingent upon grades will not be administered by the University. Submittal of an employer authorization form is required.

Federal Financial Aid

Eligibility Requirements

1. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Notre Dame's federal school code is 002065. Students complete a FAFSA for each academic year, which runs from the beginning of the fall semester through the end of the summer semester.
2. Be accepted as a degree seeking student in your program.
3. Be enrolled for at least six credits each fall and spring semester to receive Federal loans.

Types of Federal Financial Aid

1. Federal Pell Grant – Need based grant from the Federal Government. It is prorated based on the number of credits for which the student is enrolled and her/his need level determined by the FAFSA. Only extremely high need students receive this grant.
2. Subsidized Federal Stafford Loan – This is a need-based, low-interest loan guaranteed by the federal government with deferred repayment (up to 10 years after graduation) and subsidized interest payments by the government, while the student is enrolled in six credits in college.
3. Unsubsidized Federal Stafford Loan – This is a non-need-based loan with the same terms as the Subsidized Federal Stafford Loan, except the federal government does not pay the student's interest.
4. The Federal Stafford Loan may be used to purchase textbooks, to purchase a computer and/or software, daycare, transportation, and living expenses. The NDMU Financial Aid office awards enough aid to cover tuition and books automatically. If a student desires funds for other expenses, the students should contact the NDMU Financial Aid office at 410-532-5369.

Payment

Checks for all expenses are made payable to Notre Dame of Maryland University. There is a penalty for returned checks and for overdue payments. If the tuition payment is not made by the due date, the student's registration could be cancelled. The University reserves the right to drop from classes, without prior notice, any student who does not pay billed tuition by the due date period.

Non-payment is not a valid means of withdrawing from classes. If the University exercises its right to drop a student for nonpayment, the student may re-register, with full payment, for a class on a first-come, first-served basis until the first day of class. Space in class will not be reserved.

Only those courses still open will be available to students who are re-registering. A new registration form and full tuition are required for re-registration.

**Return of Title IV Funds for
Federal Financial Aid Recipients**

Refer to *University Catalog* for information.

Veterans Assistance

Refer to *University Catalog* for information.

XII. RESOURCES, SERVICES, AND FACILITIES

Bookstore

The Notre Dame of Maryland University Official Bookstore, located in the lower level of Gibbons Hall, sells textbooks, school supplies, snacks and a variety of personal items for students. Purchases in the bookstore may be charged to MasterCard, Visa or Discover. Textbooks may be purchased at the bookstore or ordered on-line. Contact the Bookstore at 410-532-5395 for hours of operation, etc. For questions pertaining to books for specific BSN courses please call 410-532-5838. To determine the required books and their cost for a BSN course visit <https://ndm.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=42570&catalogId=10001&langId=-1> and follow the directions for ordering books.

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-ROM and ZIP drives. Using the latest web tools, students may browse the Internet and also access the Loyola/Notre Dame electronic library system, as well as send email to and receive email from other users around the world.

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

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 such opportunities 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.

Academic Assistance and Success

Student Success Services

These services include individual and small group tutoring to assist students in acquiring a command of a subject. Students may receive assistance with a specific assignment, prepare for

an exam, or develop more effective study strategies. Tutoring is available for students enrolled in full and part-time programs and is free of charge. Tutoring is provided by appointment in the CSSC and Loyola/Notre Dame Library. The CSSC also offers Supplemental Instruction- a program designed to provide on-going peer academic support for students enrolled in courses that have a history of being especially challenging); academic skill workshops and resources; and mentoring and academic support for students on academic probation. The CSSC also collaborates with the Counseling and Disability services office to provide support for students with disabilities.

Career Success Services

These services include individual and small group career advising sessions; career advising for undeclared majors; administration and interpretation of career interest inventories. The CSSC also provides career advising and support for students and alumnae seeking internships/experiential learning sites through resume preparation/review; mock interviews; coaching regarding professional appearance and attire. The CSSC also provides faculty development, technical assistance, and material support for service-learning at the University. Service learning provides opportunities for students to apply theories learned in class in practical settings. Students also develop strategies to support informed career decision making and major selection through information interviews with professionals in areas of career interest, career site visits, internships and participation in the CSSC annual job fair.

Celebration of Milestones

Blessing of the Hands

The School Sisters of Notre Dame gather to anoint with oil the hands of all graduating nursing students in the entry-level BSN, RN to BSN, and MSN programs the week of commencement. Students are blessed individually as they prepare to embark on the next phase of their nursing career.

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. Primary services provided are individual counseling (both brief and long-term) and group counseling (with topics varying depending on client needs). Consultations, referrals, and programs/workshops are offered as well. The Counseling Center is committed to promoting the psychological and emotional wellness of students and, as such, is well utilized throughout the academic year.

Food Service

The campus dining hall is located in Doyle Hall and is open to all students, faculty, staff and guests. Part-time students may purchase individual meals at a flat rate. Faculty, staff and non-

resident students may also purchase the declining balance plan for use in the dining hall. Meal plans can be found on the website at <http://www.sagedining.com/sites/notredame/?page=home>.

Help Desk

The Information Technology Help Desk is available to answer campus technology questions regarding campus software, email, Joule, etc. from students, faculty or staff. 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 send email to *HelpDesk@ndm.edu*.

Parking

Students must register their vehicle with the security office located in the front hallway of Gibbons. Students may park in any area designated for student parking, except those posted as reserved. No parking is allowed in areas designated with white painted curbs or painted 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.

Service Learning

Educational experiences are also directed toward enhancing multidisciplinary collaboration, strengthening professional integrity, and deepening the social and ethical commitments of the student. Integrating service learning in the teaching-learning process may promote personal transformation for the student—often strengthening empathy, deepening social commitments, and creating a deeper and broader understanding of complex societal issues.

The School of Nursing is committed to providing experiences for academic service-learning. Through service-learning projects/opportunities, academic course work 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 the students and faculty.

Dress Code for Service Learning

Students are expected to maintain a professional appearance when attending service-learning experiences. Students are to adhere to the dress code followed by the clinical agency. No tongue studs or lip studs are allowed. An NDMU student ID is required to be displayed at all times.

Student Behavior in the Service-Learning Setting

Any student participating in a service-learning experience is expected to demonstrate behaviors that lead faculty to believe that the student is physically and mentally competent to provide safe 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. Inappropriate behaviors, including repeated violation of critical behaviors identified on the clinical evaluation tool, will be considered detrimental for safety of all persons being served, trust, and security. Such jeopardy to physical and psychological safety will not be tolerated. nursing faculty will be available to the community agency via cell phone for consultations, emergencies or issues of inappropriate student conduct.

A decision to re-enter the place of service will be based upon the student's overall performance and the criteria for satisfactory clinical performance. Recommendations from the student's health care provider may be requested and considered in the final decision.

Services for Students with Disabilities

In keeping with Title V, Section 50 of the Rehabilitation Act of 1973, the University will respond to requests for accommodations when requests are based upon recent (3 years) medical or other acceptable professional documentation of a disability. It is important students begin this process at the beginning of the semester. For more information, concerns or complaints regarding accessibility or accommodations, call the Director of Counseling Center and Disability Support Services at 410-532-5379.

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.nsna.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.

Study Abroad

The study abroad course NUR-428, *Global Nursing Grounded in Caring*, may replace one of the following courses:

- NUR-412 Population Health through a Caring Lens,
- NUR-440 Caring Nursing Leadership for Professional Nurses

Students who take NUR-428 *Global Nursing Grounded in Caring*, engage in service-learning in Haiti.

XIII. RN to BSN POLICIES

1. Every student must accept and is bound by the honor agreement for academic integrity. This agreement is based on respect for the individual and personal responsibility. Under the Honor Code, academic honesty assumes that all work submitted as one's own is in fact one's own. Course grades will be affected by Honor Code violations.
2. Students are asked to keep all cell phones, pagers, and other electronic devices in the 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 fully participate in the class.
3. The classroom hours for all nursing courses are calculated on a 12.5 clock hour to one-credit-hour ratio per course. Therefore, a three-credit course has 37.5 hours of contact.
4. All scholarly papers, care plans, and other assignments must be referenced and formatted according to the style described in the current edition of the American Psychological Association Publication Manual.
5. Nursing majors are responsible for all changes in nursing policies and procedures that are communicated through any of the following means:
 - Published in course materials;
 - Posted on the cohort's Joule site; and/or
 - Sent directly to students through U.S. Mail, NDMU student e-mail, or other written means.
6. Notre Dame of Maryland University recognizes, and is sensitive to, the needs of students with learning disabilities and disabling conditions.
7. In keeping with Title 5, Section 504 of the Rehabilitation Act of 1973, the University will respond to requests for accommodation when the requests are based upon recent (3 years or less) medical or other acceptable professional documentation of disability.
8. A student's decision to use support services and seek accommodations is voluntary.
9. The student is responsible for contacting the Director of Disability Support Services by the second week of each semester in order to request accommodations.
10. In cases where there is strong evidence of an unconfirmed learning disability, the University can refer a student for testing at the student's expense. In cases where a disability has been documented, arrangements for appropriate accommodations will be made to support the student in academic programs and, at the same time, adhere to the Notre Dame of Maryland University requirements.
11. Students enrolled in the program are expected to be mentally and physically prepared to function safely in the clinical setting.

12. A student will be prohibited from attending clinical if any of the non-academic requirements (e.g., CPR Certification, Maryland Nursing License, Health Data) are incomplete and/or outdated.
13. A student will be prohibited from taking care of clients if, in the agency representative's and/or instructor's judgment, the student compromises the safety of the client or exhibits unprofessional behaviors.
14. If a student appears to be unsafe mentally or physically, the agency representative and/or faculty will: a) dismiss the student from the clinical setting or classroom immediately and then notify the Associate Dean of the situation, b) submit written documentation of the incident to be presented to the Associate Dean, c) if the student is permitted to return to clinical or class, a written contract will be made between the student and instructor.
15. If the incident involves suspected substance abuse in the clinical setting, the faculty member will follow the disciplinary actions described in the School of Nursing's Substance Abuse Policy and the NDMU Substance Abuse Policy.

Reviewed and Revised: May 24, 2005

Date Effective: June 15, 2005

Revised: May 9, 2017

Confidentiality in Outside Settings

1. All curricular standards related to patient confidentiality in the Notre Dame of Maryland University School of Nursing are based on published legal, regulatory, and ethical standards found in the Code of Ethics for Nurses (2015) and the Maryland Nurse Practice Act (2006). The standards and policies in these documents are consistent and congruent with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
2. “The student has a duty to maintain confidentiality of all patient information” (Code of Ethics, 3.2), “...and safeguard a client’s right to privacy by maintaining confidentiality of information” (Maryland Nurse Practice Act (2006), 10.27.09.03-b).
3. “The rights, well-being, and safety of the individual patient should be the primary factors in arriving at any professional judgment concerning the disposition of confidential information received from or about the patient whether oral, written, or electronic.” (Code of Ethics, 3.2,)
4. The student should only access patient health information on assigned clients.
5. The student is responsible for communicating to the patient/client the purpose and disposition of all health and other assessment data collected.
6. The student should inform patients of their right to refuse to give health information for academic purposes.
7. All electronic, oral, and written assignments will be shared in such a manner that no specific, identifiable patient information is provided (e.g., full name, social security number, phone number, address, name of employer).
8. Information to the family, significant others and other members of the health care team cannot violate the client’s confidentiality. Only information pertinent to a patient’s treatment and welfare should be disclosed, and only to those directly involved with the patient’s care (Maryland Nurse Practice Act, 10.27.09.02-f).
9. The student is expected to clarify any questions regarding confidentiality with his/her professor or appropriate agency contact person (e.g., questions about mandatory disclosure).
10. Any violation of this confidentiality policy is deemed serious and will result in course failure and/or possible dismissal from the Program.
11. All students must sign the School of Nursing confidentiality form.

Date Approved: September 3, 2003

Date Effective: September 3, 2003

Revised: June 28, 2011

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 possible civil and criminal penalties.

Use of social media is prohibited while performing direct patient care activities unless social media 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 You Tube and vlogs (video weblogs)
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr and Photobucket
- Social bookmarking, such as Digg and Redditt
- 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 of 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 impact the respect and trust patients and peers have for 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 other by way of any electronic media. Sharing this information is a violation of patient 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 it 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