

The Catholic University of America  
School of Nursing

# Undergraduate Student Handbook

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Patricia McMullen, PhD, JD, CRNP, FAANP, FAAN  
Dean

Janet Gehring, MS, CPNP  
Assistant Dean Undergraduate Programs

Gowan Hall

This handbook is also accessible online:  
[nursing.cua.edu/student-handbook](http://nursing.cua.edu/student-handbook)

This handbook is designed to assist students by centralizing important information, policies and guidelines relevant to education at The Catholic University of America School of Nursing. Students are responsible for the information contained in this document.

The rules and regulations in this book pertain to all undergraduate nursing students admitted into the School of Nursing during fall of 2016. Program plans are subject to change. Please refer to [nursing.cua.edu](http://nursing.cua.edu) for the most recent updates.

These policies and regulations apply to all students enrolled in the B.S.N. program, which includes the Traditional Program and the Second Degree Program.

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## **Section 1 - Introduction**

### **Mission**

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the School of Nursing is (a) to prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research, and in nursing service; and, (b) to advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

### **School Goals**

The four specific educational goals of the School of Nursing, as identified by the faculty, are:

- Educational programs are implemented to meet the missions of the University, the School of Nursing, the standards established by the profession and societal needs.
- The climate and environment in the School of Nursing facilitates faculty and student research and scholarly activities.
- A competitive market position will be maintained to enroll a sufficient number of qualified students of diverse backgrounds to support the excellence of the educational programs.
- Contributions to the health care of people are made through an emphasis on Christian, moral, and spiritual value systems within the context of Catholic teachings.

### **Statement of Philosophy**

The Catholic University of America School of Nursing is an integral component of its parent institution and, therefore, is committed to the teachings of the Catholic Church and the values of the Christian faith. The School of Nursing conducts its academic affairs in accordance with the university's aims and policies, the standards of the academic community and of the nursing profession. Its philosophy and mission focus on education, scientific inquiry and service within the scope of nursing knowledge and practice. The faculty subscribes to the following belief statements applicable to all programs of study as reflecting a unifying philosophy.

We believe in the integrity and worth of the human person; that the values of respect, dignity, and justice undergird the delivery of nursing care; that health care is a basic human right; and that all persons are unique and capable of change and of participating in decision making related to their health needs. These beliefs are enacted through caring responses to the needs of all human beings, with consideration for their gender, age, color, creed, lifestyle, and cultural background. We have special obligations as Christians and as professional nurses for the nursing care of clients who are poor and/or disadvantaged and to prepare multinational nurses to transmit these values to their people throughout the world.

We believe that professional nursing, steeped in a rich tradition of caring, is ever mindful of the health needs of contemporary and future societies in rapidly changing and complex environments throughout the world. Society and human beings are viewed holistically. Human persons are perceived to be continually adapting to their environment in order to meet their biological, psychological, social, and spiritual needs. The goal of professional nursing is to foster adaptation and to promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the life span. A systematic approach utilizing intellectual, interpersonal, and technical competencies frames the delivery of nursing care to

clients. Through the roles of clinician, teacher, consultant, manager, and advocate, the professional nurse is able to provide care in a variety of settings.

The goal of education within the School of Nursing is to promote the growth of persons toward their full personal and professional potential. Faculty members view education as a continuous interactive process. Faculty members believe that nursing knowledge, as well as relevant knowledge from the arts and sciences, is foundational to professional nursing. The courses of study at both the undergraduate and graduate levels are designed and implemented in ways that include, yet go beyond, what is currently descriptive of nursing practice. An awareness of ethical and spiritual values is an essential component of our educational efforts. Faculty recognize and strive toward meeting their responsibility to add to the existing body of nursing knowledge.

We believe that nurses prepared at the graduate level build on these basic competencies, engage in explanatory and critical thinking about clinical practice issues in all settings, delineate nursing knowledge embedded in clinical practice through research activities, and are skillful in applying frameworks, models of care, concepts, and rationales for practice.

Finally, we believe that the school's faculty is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, research, and collaboration with other professionals and consumers of care.

### **Baccalaureate Program Aim**

The aim of the baccalaureate program is to prepare students for beginning professional nursing practice. The program provides the general and professional education essential for understanding human beings, their culture, and their environment; for acquiring and utilizing nursing theory upon which nursing practice is based; and for promoting self-understanding, personal fulfillment, and motivation for continued learning. Students in the program are prepared to maintain and promote client adaptation in a variety of health care settings, through theory and utilization of the nursing process.

### **Baccalaureate Program Objectives**

The graduate of the baccalaureate program in nursing will:

1. Demonstrate moral integrity in caring for all persons.
2. Synthesize foundational and theoretical knowledge from religion, philosophy, the humanities, and the natural and behavioral sciences in their practice of nursing.
3. Integrate the principles of primary health care in the delivery of compassionate, technically competent, holistic nursing care.
4. Demonstrate knowledge of the context in which professional nurses practice, including the biobehavioral, cultural, political, environmental, economic, ethical, legal, scientific, and spiritual dimensions.
5. Demonstrate effective skills in communicating and collaborating with clients, health care providers, and members of the community.
6. Demonstrate use of critical thinking skills in making informed judgments in the management of health for individuals, families, groups, and communities.
7. Apply leadership principles in practice settings, to influence and educate others in providing health care.
8. Reflect a commitment to self-development and the advancement of the profession of nursing

through participation in educational, community, and organizational activities.

9. Use the nursing process to promote and restore health, and prevent illness in individuals, families, groups and communities, including vulnerable populations.
10. Evaluate research findings for application to professional nursing practice.
11. Employ information management, information technology systems and patient care technology supports to improve quality of care and decision-making.

### **CUA Announcements**

Official policies of the University and the School of Nursing are published in the *CUA Undergraduate Announcements*. Unless otherwise specified via an official announcement from the University or the School of Nursing, the policies that are in place at the time the student matriculated (entered) into their program of study are applicable during the time of their enrollment. The *CUA Undergraduate Announcements* are available on-line at: [www.announcements.cua.edu](http://www.announcements.cua.edu).

## **Section 2 – Academic Requirements and Progression**

### **Baccalaureate Minimum Academic Requirements**

#### **Minimum Requirements**

Once a student has been obtained the requisites for transfer into the School of Nursing, the following standards are required:

1. A minimum grade of C (73.00) is required in all nursing courses (i.e., 73.00 or higher is passing). The SON does not allow rounding of final course grades. Please refer to the course syllabus for specific details.
2. A student may repeat only one nursing "clinical/performance" course in which a grade of F was earned and must pass that course on the second attempt. A satisfactory clinical/performance evaluation is necessary to pass clinical/performance courses. Nursing students are expected to demonstrate beginning level cognitive and psychomotor skills in early courses and increasing competence as they progress through the program. The clinical evaluation tool specifies these performance expectations.
3. Two failures in any course with a NURS prefix will result in dismissal. Failure in a (Nursing) course with a NURS prefix is defined as obtaining a grade that is a C- or below.
4. Required courses in the nursing major (beginning with the prefix NURS) may be repeated only once, including withdrawal and audit.
5. Students in the traditional and second-degree B.S.N. programs must be successful in their first attempt for all nursing courses in order to meet the specified time sequence.
6. An undergraduate student in the School of Nursing must achieve a 2.0 GPA each semester and maintain a 2.0 cumulative GPA (GPA) of 2.0. Any student who fails to achieve at least a 2.0 GPA at the end of any academic semester or whose cumulative GPA falls below 2.0 will be placed on academic probation.
7. Students must pass required pre- or co-requisites to progress to the next level (i.e., 200- 300- 400- level courses).

## Section 3 - Clinical Courses

### Health Requirements and Documentation

Before admission to and attendance at clinical courses, students are required to have: 1) a background check 2) immunization form, 3) negative drug screening, 4) completed certification of clinical readiness, current CPR certification, 5) health clearance, 6) documentation of negative PPD test, 7) annual influenza vaccine and 8) completed annual math test.

Students are expected to comply with all agency requirements for placement in the clinical setting.

Failure to comply with these requirements may result in withdrawal from clinical courses, with resultant effect on progression in the program.

**Important:** Any changes in health status that impact a student's safety, the safety of patients or those whom the student encounters, or which significantly affect their progression must be reported in writing to the Undergraduate Assistant Dean.

### Security/Background Checks

Background checks, including a criminal background check, are required before entering clinical courses.

Undergraduate Students: Criminal background checks are mandatory for all undergraduate students prior to the start of their clinical coursework.

The SON and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting due to these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions, up to and including dismissal from the School of Nursing. The procedures for conducting criminal background checks are provided to students through the Office of the Dean.

Important: Once admitted to the School of Nursing, students must report any activities that involve criminal behavior, including any arrests or citations for criminal violations, regardless of whether or how they are adjudicated. This obligation continues until the date of graduation. Failure to disclose any such activity while admitted to the School of Nursing may result in dismissal.

### Treatment of Information Regarding Health History and Past Criminal History

As a condition of clinical placement, the SON reserves the right to require a student to sign a waiver allowing release of health or background information to clinical sites, as well as associated or supervising instructors under the following conditions: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) a past or chronic health condition or an acute exacerbation that may affect the student's ability to provide safe care, (d) a non-academically based disciplinary action by the SON or the University or (e) any criminal convictions that may compromise the student's eligibility to work at a particular clinical placement site.

### Immunization Form

The Immunization Form documents the students' immunizations. This must be submitted prior to commencement of any clinical rotations. Students who fail to meet this requirement may be denied clinical placement for that semester. This is a one-time submission before starting clinical rotations.

**Drug Testing**

Negative results of a 9-panel urine drug screen (THC, Cocaine, PCP, Opiates, Methamphetamine, Methadone, Amphetamines, Barbiturate, Benzodiazepines). This is a one-time submission before starting clinical rotations.

**Certification of Clinical Readiness**

Submitted annually, the current form documents the students' readiness for the demands of clinical courses.

**Current CPR Card**

The student is responsible for submitting a copy of a current CPR card. One the following are acceptable: the American Red Cross BLS Provider for Health Care or American Heart Association BLS provider. **CPR cards from any other organization or any online course are not acceptable.**

**PPD Documentation**

Students must submit documentation of a negative PPD test. Students with a positive PPD test are required to submit documentation of a negative x-ray.

**Flu Shot**

Each year students must submit documentation that they have received an annual flu shot.

**Annual Math Test Requirement**

To ensure that CUA's undergraduate nursing students are competent in clinical settings, the School of Nursing (SON) requires students to understand basic mathematics, especially as related to measurement calculations, medication dosages and the administration of other therapies that require computations. This is a requirement of the National Council State Boards of nursing, as well as a part of NCLEX-RN<sup>®</sup> licensure examination. Specifically, "Pharmacological and Parenteral Therapies", are a core component of required skills, where the nurse provides care related to the administration of medications and parenteral therapies. This includes dosage calculations and medication administration.

To support the students in their learning and ensure the public is safe, the SON annually requires each student to pass an on-line module in mathematics before they are permitted to attend clinical. To strengthen the students' math skills and knowledge, narrated PowerPoint lectures are available in BlackBoard. Students can purchase online content and textbooks to assist in math test preparation.

Information about the test is provided to BSN students before the commencement of the Fall semester in the junior and senior year. Required aptitude in the math modules and tests are required before clinical placement is authorized.

Reference: National Council State Board of Nursing (NCSBN), 2013, retrieved from [https://www.ncsbn.org/2013\\_NCLEX\\_RN\\_Test\\_Plan.pdf](https://www.ncsbn.org/2013_NCLEX_RN_Test_Plan.pdf)

### **HIPAA Adherence – Patient Privacy**

All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from a clinical setting and additional academic sanctions, including course failure and dismissal.

Specifically, it is expected that all students in the SON complete training on HIPAA prior to participating in clinical practice or rotations; if this training is not provided by the clinical agency as part of the orientation process, the student is expected to complete the CUA HIPAA training, which is available on-line at: [tutorial\(http://counsel.cua.edu/employment/publications/\)](http://counsel.cua.edu/employment/publications/).

Students are expected to maintain the privacy of individually identifiable health information (IIHI).

### **Insurance**

All students in clinical programs are required to carry malpractice insurance, which is covered under their student enrollment fees. This insurance applies only to clinical practice while the student is enrolled in University courses. It does not cover students involved in personal employment. (See Fees and Expenses in the General Information section of the current *Undergraduate Student Announcements*, available on-line at [announcements.cua.edu](http://announcements.cua.edu)).

### **Pre-registration**

Pre-registration is required for clinical courses in order to ensure guaranteed course enrollment. Students who do not pre-register by the last day of class in the semester prior to the planned clinical course work will be placed on a waiting list and are not guaranteed admission to the course.

### **Transportation to Agencies**

The student is expected to assume responsibility for transportation in connection with the clinical practice, community health practice and field trips. Public transportation is often available to these clinical sites.

### **Baccalaureate Students Uniform and Equipment Requirements**

The following information outlines the SON expectations for professional attire in the clinical setting. Students who appear for clinical inappropriately attired or groomed may be sent home.

A professional appearance is required of students in all clinical experiences. Students should consider the impact of cosmetics, tattoos, and decorative hair style/colors upon patients, staff and other individuals' responses to and perception of them as professionals. The clinical agencies and faculty have the discretion to require modification of these factors when students are in the clinical setting.

A specific uniform, available in the University bookstore, is required in settings where street clothes are not permitted and where the clinical agency does not require a specific alternate uniform (i.e., in pediatric settings).

### **Appropriate Attire in Clinical Setting**

All students are required to purchase the official CUA School of Nursing uniform bundle through the School Bookstore: The items included are:

- Embroidered blue scrub top and bottom
- Embroidered lab coat
- Name Tag
- Embroidered red scrub top and bottom (ONLY for clinical rotations as INOVA)

Note: When specifying text for nametag and embroidery, it should read *Your Name BSN Student*

Items Needed for Clinical Not Included in Bundle:

- White shoes.
- Watch with sweep second hand
- Sprague-Rappaport type stethoscope, with both a diaphragm and bell. A stethoscope will be needed for clinical rotations. For undergraduate students, information on suggested types will be given in the Health Assessment and Skills class.

### **Appropriate Appearance (for safety and infection control purposes)**

- Hair Covering: Students who need to cover their hair for religious reasons should consult with the faculty member to ensure that the cover selected meets safety and infection control standards.
- Jewelry: One pair of stud earrings worn ONLY in the ears is acceptable, if allowed by the agency. No other jewelry may be worn except a flat wedding band. Students should avoid long necklaces or lanyards, which may become entangled in IV or other medical equipment.
- Body piercing: removal of all nose, lip, and eyebrow rings while at clinical sites.
- Nails: Nails must be short (fingertip length). NO NAIL POLISH OR NAIL TIPS.
- Perfumes and Cologne: Perfume and cologne should not be worn because of scent allergies and sensitivities.
- Hair: Hair which does not clear the collar should be tied back; students should take measures to ensure that bangs and facial hair do not contaminate clean/sterile fields.
- Tattoos: All tattoos must be covered.

### **Clinical Standards for Behavior**

By accepting admission and enrolling in the SON, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings. Additionally, students have an ongoing duty to disclose to the SON any arrests or citations for any offenses including traffic offenses involving possible use of alcohol or drugs, or any arrest, citation, or conviction for any other non-traffic offenses, regardless of how any court or municipality disposes of the allegation.

#### **Candor**

Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form that requires disclosure of any health conditions that may affect the student's ability to enter clinical settings or the ability of the school to secure clinical placements.

Students in nursing programs with a clinical component are required to submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting, or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e., alcohol, drugs, and controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the SON

may result from failing to fully disclose relevant health history, criminal background and/or falsification or material omission of information. The student's duty to disclose the aforementioned information remains throughout the student's enrollment in the school.

### **Health-Related Behavioral Standards**

In accordance with the law and University policies, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The SON, in accord with University policy, will provide reasonable accommodation to a qualified individual with a disability. To obtain an accommodation, an individual must request it from the University Office of Disability Services.

Admission and continuation in SON programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

**General Abilities:** The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement all of which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

**Observational Ability:** The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

**Communication Ability:** The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well. This requires verbal abilities, control of non-verbal behaviors which limit communication, and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

**Motor Ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers that assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental

stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary.

***Intellectual, Conceptual, and Quantitative Abilities:*** The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

***Behavioral and Social Attributes:*** Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients, families and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

***Ability to Manage Stressful Situations:*** The student must be able to adapt to and function effectively under stressful situations which may occur in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in their nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

### **Unsafe Practice**

Unsafe practice is defined as behavior that threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member.

Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students are not allowed to have alcohol in their system during their clinical rotation. It is expected that students do not consume alcohol at least 8-hours prior to arriving at your clinical site for your assigned clinical rotation.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved.

If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the SON.

The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Students who exhibit any potentially unsafe practice during a clinical, laboratory or academic experience may be subject to drug and alcohol testing with the concurrence of the program's Assistant Dean. Students failing to comply with the request may be disciplined or dismissed. Students who test positive for any non-prescribed medications or substances will be disciplined and / or dismissed.

### **Eligibility of Clinical Placements**

In the event that an agency declines to accept a student for clinical placement, the SON will make reasonable good faith attempts to place the student in a different setting. If the SON is unable, obtain a clinical placement for the student after two attempts within a given semester or three attempts over two semesters because of specific student behaviors which violate agency policy, the student may be administratively withdrawn from the SON.

## Section 4 – Academic Procedures

### Access to Student Academic Records

Students wishing to share their information about their CUA experience, including academic information, with parents or guardians, must provide a signed FERPA form to the SON. Authorization for the SON to share information about their CUA experience with individuals not granted access under FERPA provisions must be in writing.

### Attendance

#### Attendance - Clinical

1. Clinical/Lab attendance is mandatory.
2. Students are referred to their course syllabi which establishes the maximum number of absences that are allowed for a given course. Students who have more than two clinical absences are in jeopardy of not passing the course.
3. Students are expected to notify the appropriate persons regarding any absences, including an emergency requiring tardiness or absence from the class or clinical experience. Notification procedures are identified in specific course syllabi. This notification must occur in a timely manner; that is, prior to the beginning of the clinical/lab experience. Students should be aware of the specific requirements for each course and are expected to follow course procedures.
4. Habitual tardiness to clinical/lab, defined as more than one occurrence, may result in course failure.

#### Attendance - Lecture

Faculty and administration in the SON consider class attendance as necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, class and clinical/lab attendance is mandatory. The responsibility for prompt and regular class and clinical/lab attendance rests with the individual student. Professors are responsible for establishing and communicating policies regarding documentation and consequences of absenteeism in their individual classes. This may include requiring authentication of unavoidable absences, determination of whether a student has met course requirements, and if the student has achieved a passing grade.

### Dean's List

The Dean's list is announced by letter and posting on the nursing.cua.edu web site following the end of the fall and spring semesters. Students are placed on the Dean's list if their cumulative semester GPA is greater than or equal to 3.5. Dean's list designation is not noted on the student's CUA official transcripts.

### Directives for Scientific Writing in the School of Nursing

Proficiency in written communication is important in nursing. All written assignments are expected to be grammatically correct and formatted using the most current edition of the *American Psychological Association Style Manual*.

### Examination Policy

The following is the policy for missed and make-up exams in the SON:

Exams may be made up in the case of absences for reasons deemed acceptable to the course faculty (i.e., SON accepted absence) only. SON accepted absences are defined as:

- Illness documented by a medical certificate signed by a licensed physician, physician's assistant

- or nurse practitioner or verified by a faculty member in the SON.
- Death in the immediate family.
- Participation in a University activity which meets the *CUA Student Handbook* criteria for an excused absence, with prior notification to faculty 2 weeks in advance.

Make-up exams will be taken on the first available date and within one week of the scheduled exam. The student must make arrangements for the make-up exam with the course faculty. Exceptions may be made for student absences for one week or more, with the concurrence of the faculty and the assistant dean for undergraduate programs. Make-up examinations will be different but equivalent.

The student must notify the course faculty of an emergency or unexpected illness prior to the beginning of the exam, or at 8:00 for 8:30 a.m. classes. Exams will not be given to students who have not provided timely notification and will result in a "0" on that exam.

For information on grading, progression policies, probation and dismissal see the *Undergraduate Announcements*, School of Nursing Section, Policies and Regulations.

### **Evaluation of Students**

Criteria for course evaluations are noted on individual course syllabi. Students may be evaluated on performance on objective tests, formal papers, class presentations, normed national examinations and other measures. Clinical performance is evaluated by means of the criteria specified in the clinical evaluation tool for the course.

## Section 5 - Student Performance/Grades

### Grading Policies

The minimum grade of "C"(73) is required in nursing courses. The grade of "D" or "F" will be awarded for those students failing to attain the required "C" (2.0) level standard.

Grades for nursing courses are calculated in the following manner:

A	94 - 100%
A-	90 - 93%
B+	89 - 86%
B	85 - 83%
B-	82 - 80%
C+	79 - 76%
C	75 - 73%
C-	72 - 70%
D	69 - 60%
F	59% or below

### Probationary and Dismissal

A 2.0 minimum GPA must be achieved each academic semester and a 2.0 cumulative GPA must be maintained. Any student who fails to achieve at least a 2.0 GPA at the end of any academic semester or whose cumulative GPA falls below 2.0 will be placed on academic probation. A student on academic probation is allowed to register for no more than 14 hours per semester and may not progress in nursing performance courses. Participation in any extracurricular activities, such as student government or intercollegiate athletics, will be reviewed by the Assistant Dean for Undergraduate Programs and may be restricted.

A student on probation may not graduate from the SON until she/he has achieved a 2.0 cumulative GPA.

Students placed on probation may be required to attend study skills and test-taking skills workshops and/or tutoring prior to removal from probation.

The following are grounds for academic dismissal from the School of Nursing:

1. Failure to achieve a 2.0 cumulative GPA after two consecutive semesters on probationary status.
2. Failure to attain a grade of C (2.0) or higher in a nursing course (e.g., any course that starts with the prefix NURS) after two unsuccessful attempts (any grade below C is deemed an unsuccessful attempt).
3. A cumulative GPA of less than 1.5 at the end of any academic year.
4. Inability to attain a grade of C or higher in a nursing course, following two attempts in such a nursing course.
5. Inability to attain a grade of C or higher in any nursing clinical course after two attempts. Please refer to *Undergraduate Announcements* for delineation of nursing clinical courses.
6. Violation of any published policies (see the *Undergraduate Announcements* regarding criminal background checks, candor, health history and past criminal history).

The SON administrative group monitors student progress and makes decisions concerning probation, academic dismissal, and subsequent appeals.

A student may request readmission or relief from the restrictions imposed by probation by appealing in writing to the Assistant Dean for Undergraduate Programs in the SON. This individual may refer the request to the School of Nursing Committee on Grades and Appeals.

Students dismissed from the SON may request and be considered for retention at the university if they satisfy minimum university requirements and if they are accepted by another School for internal transfer. Students dismissed from the SON who meet such requirements must transfer to another school or program in order to remain at the university.

### **Appealing a Grade, Probation or Dismissal**

The School of Nursing follows the university policies and procedures for appealing a grade, probation or dismissal.

### **University Policy**

The Academic Senate reaffirms the judgmental nature of the academic grading process used in the university and the responsibility of professors and teachers to make appropriate judgments on the success or failure of the academic accomplishments of their students. The senate further reaffirms the right of the professors and teachers within the university, as a legitimate dimension of academic freedom, to make these academic judgments free of external coercion.

The Academic Senate, however, recognizes that students have a right to appeal any failing final grades that they assert have been determined by nonacademic criteria. Therefore, the Academic Senate also reaffirms the principle that failing grades may be overruled under certain circumstances and establishes the procedures referenced above by which a student may appeal a failing final grade or a non-passing grade received in academic endeavors such as course work, comprehensive examinations, dissertations or final doctoral oral examinations.

### **University Procedure**

1. Each school of the university shall have a standing committee on failing grades made up of three faculty members and two students. If the school has both graduate and undergraduate components, one student shall be an undergraduate and the other shall be a graduate. The committee members shall be proposed by the dean of the school and approved by the faculty and the student representatives to the faculty meetings. One of the faculty members shall be appointed chairman by the dean of the school. Members appointed from the faculty shall serve for two years; student members shall serve one year. Members may be reappointed. Appointments to the committee shall be made as needed early in the academic year.
2. The following procedures are applicable in all schools for appeals. Such appeals will be considered when the student alleges that the grade was given for reasons based on nonacademic criteria.
3. A student wishing to challenge a failing final grade shall proceed in the following way:
  - a. If the grade is received in a course, the student shall first discuss the matter with the professor. If the matter is not settled in this discussion, the student may then submit a written appeal, first to the chairperson of the department in which the course was offered and then, if necessary, to the dean of the school, or to the dean directly in schools having no departments. The chairman or

dean will seek to settle the matter by discussion with the student and/or professor. The written appeal must be submitted to the chairman (or dean) no later than the 15 business days in which the failing grade was recorded in the Office of the Registrar.

- b. If the grade was received in other than coursework, the procedure to be followed is that outlined in section (a.) above, with the student submitting the initial appeal to the chairman (or to the dean in schools not having departments).
  - c. If the matter is not settled through the procedures above, the student may submit his or her written appeal to the dean of the school concerned, requesting that the School Committee on Failing Grades consider the appeal. The dean shall then forward the appeal to the chairman of the committee. The chairman shall acknowledge receipt of the appeal to both the dean and the student, and shall inform both the professor(s) and student involved that they will be given an opportunity to be heard by the committee. A copy of these procedures and a list of the members of the School Committee shall be sent to the parties involved.
4. As a condition for processing the appeal, the applicant shall file with the School Committee a written statement that explains in a summary fashion the factual basis for the appeal. The basis as presented shall not be construed to limit subsequent expansion of the grounds for appeal by the submission of a supplementary written statement. A copy of the original appeal and statement and any subsequent supplementary written statement shall be forwarded to respondent(s), who shall be requested to respond in writing to the original appeal and statement, as well as any supplementary statement. Such response(s) shall not be construed to limit subsequent written expansion of the position of the respondent(s).
  5. The written appeal shall set forth the names of any witnesses the petitioner requests be called by the School Committee. The written response shall set forth the names of witnesses the respondent(s) requests be called. Such written requests shall not be construed to prevent the designation of additional witnesses by the parties or limit the witnesses the committee may call.
  6. All meetings of the School Committee shall be conducted by the chairman. The student and respondent(s) shall be invited to be present at meetings that are called by the chairman of the committee to obtain evidence or hear arguments. Such meetings shall be called with appropriate notice and shall be closed. All information given the committee shall be kept confidential. However, the student and respondent(s) may each bring one person from their school for consultation and advice when they are invited to meet with the committee. Legal counsel shall not be admitted to any of the meetings of the committee.
  7. The School Committee shall consider all requests for suggested witnesses and invite those individuals the committee deems can appropriately contribute information relevant to the matter in question. Only those persons specifically invited by the committee may attend meetings. Moreover, any person asked to meet with the committee may request that he or she be heard without the presence of individuals other than the committee members. If the request is granted, charges or other pertinent information obtained at such a meeting must be communicated to all of the other parties concerned.
  8. In the event that a member of the School Committee is unable to participate in an appeal or removes himself or herself from the deliberations, the chairperson shall immediately notify the dean, who will appoint another individual to the committee to serve temporarily for the period in which the current appeal is being considered.

9. The School Committee should at all times attempt to bring about an agreement between the student and the respondent(s) concerning the grade in question. If such an agreement is reached, the student shall withdraw his or her appeal in writing, the written withdrawal being submitted to the chairman of the committee. If no agreement is reached, then the committee shall decide either to support the appeal by granting appropriate relief or to reject the appeal. Suitable relief, especially in a failed course, ordinarily involves changing a failure to a pass. In no case will the committee assign a letter grade. Other forms of relief (e.g., retaking a comprehensive or oral examination), especially in situations not related to coursework, should be available. A majority vote of the full membership of the committee is required for a decision. The decision shall be in writing and contain a summary of the reasons for the decision. This written report shall be retained by the committee. The student and the respondent(s) may read the written report, but no copies shall be furnished to anyone, except to the Senate Committee on Failing Grades, as described below.
10. The decision of the School Committee either to support or to reject the appeal (without the summary of reasons) shall be transmitted to the student and respondent(s) involved by certified return-receipt mail or by hand delivery. This notification shall include a statement that either the student or the respondent(s) may appeal the decision of the School Committee, in writing, to the Committee on Failing Grades of the Academic Senate within 30 calendar days from the receipt of the committee's decision. Such appeal must set forth with particularity the grounds relied upon.
11. If the decision of the committee is to support the appeal and change the grade to pass and no appeal is filed, the chairman of the School Committee shall notify the dean involved, the student's dean and chairman of the department, and the registrar, who shall make the appropriate change in the student's records. Credit earned in the course in which the grade is changed to pass will be counted toward the degree sought but will not be counted in calculating the student's GPA. If the grade for a comprehensive or oral examination is changed to pass, the examination shall satisfy the comprehensive examination or oral examination degree requirement for which it was given.

### **Procedures for Appeal of Failing Grades to the Academic Senate**

1. The members and chairman of the Committee on Failing Grades of the Academic Senate shall be appointed by the committee on Committees and Rules of the Academic Senate. The committee shall consist of three faculty members and two students, one graduate and one undergraduate.
2. An appeal to the Senate Committee shall be made in writing to the chairman of that committee and mailed or delivered to the Office of the Academic Vice President. Such appeal must set forth with particularity the grounds relied upon.
3. Upon receiving an appeal, the chairman of the committee shall: (a) acknowledge receipt of the appeal to the sender, to the other party, and to the dean and chairman involved, and (b) request the report of the involved School Committee from its chairman. A copy of the appeal shall be sent to the other party and School Committee, both of whom shall respond in writing to the appeal. In the event the Senate Committee desires a further clarification of a party's response or position, the committee may request such to be furnished in writing.
4. After reviewing the foregoing, the Senate Committee shall decide by a majority vote of the full membership to uphold the original decision of the School Committee, to remand the matter for further proceedings, or in exceptional cases, to constitute itself as the committee to grant a new hearing in accordance with the procedures required of the School Committee.

5. The chairman of the committee shall forward to the Senate, in writing, the committee's decision. The chairman of the committee shall notify, by return-receipt mail, the parties involved of the committee's action and notify, if necessary, the appropriate university officials.

## **Section 6 - Academic Advising**

Academic advisement is an academic support service provided by the SON to each student. Students are assigned an academic advisor whose name is registered on Cardinal Students.

### **Registration**

Prior to registration, the student should schedule a meeting with their academic advisor or attend a group advisement session to review their proposed courses and program plan. At the undergraduate level, the academic advisor may schedule group meetings at a time that is convenient for most students.

At the academic advisement meeting, the student will discuss the courses they propose taking, complete the Registration Worksheet and ensure that it contains the advisor's signature as well as the student's signature.

A copy of this plan is given to the Assistant Dean before the student registers for courses; if required, the student should pre-register for clinical courses.

Once the respective Assistant Dean receives a copy of the Registration Worksheet, the administrative support personnel will "remove" the academic holds and the student is then able to register for their semester courses. Please note that in some instances, students will receive Cardinal Students notification that they are unable to register. This may occur in cases where the student has an outstanding bill, where library books have not been returned or in other circumstances. The reasons for denial of registration will be specified on the student's Cardinal Students account. The student must rectify the problem before registration will be granted.

Any changes in the agreed upon courses must be reviewed and endorsed by the student's advisor. Students who do not follow the agreed upon courses are advised that significant delays may occur in their progress toward a degree.

Once the student determines, via Cardinal Students, that the SON has granted necessary permissions, the student is responsible to register themselves for the courses.

Prior to the end of the Add/Drop period, the student must verify through Cardinal Students that he/she is correctly registered for each of their courses. For multi-section courses, they should ensure that they have been assigned to the correct course section; for guided/independent studies, they should ensure that the correct faculty member has been identified.

Students may access their unofficial transcript via Cardinal Students or may use the functionality of Cardinal Students to list their current course schedule. If financial or other holds prevent registration it is the student's responsibility to resolve these issues by the previously stated enrollment deadlines.

### **School of Nursing Scholarships and Loans**

Undergraduate scholarships and loans are managed centrally through the University's Office of Financial Aid. Students may contact this office in person or by telephone at (202) 319-5307 regarding specific questions about scholarship and loan monies.

### Registration Requirements

Each student is responsible for registering for the next semester on time, meeting pre-requisites for each course for which they register and for adhering to the program plan approved by their academic advisor. Because SON courses are routinely offered during either the Fall or Spring semester as opposed to both semesters, students who do not follow the approved academic plan may not be able to complete their program of study by the projected date. The required courses for each degree program are found on the School of Nursing Website ([nursing.cua.edu](http://nursing.cua.edu)) via links to the respective program.

### Registration Permissions

SON permission is required for registration for some undergraduate nursing courses.

### Pre-registration

Pre-registration is required for undergraduate clinical courses. Undergraduate students who do not pre-register by the last day of class prior to a clinical course are not guaranteed admission to the course. Undergraduate students who encounter difficulties with pre-registration should notify the Undergraduate Office as soon as possible so that these difficulties can be resolved.

### Advising Rights and Responsibilities

THE STUDENT (ADVISEE)	THE ADVISER
<p><b>RIGHTS</b></p> <ol style="list-style-type: none"><li>1. The student has the right to expect the adviser to be available at reasonable times during the academic year and frequently during registration and pre-registration.</li><li>2. The student has the right to expect the adviser to be knowledgeable about a) the drawbacks and advantages of various course selections and b) academic regulations and administrative procedures.</li><li>3. The student has the right to expect the adviser to seek out relevant information when he/she is not knowledgeable about a specific topic or to refer the student to the specific university office or to individuals that can provide additional resources and assistance.</li></ol>	<p><b>RIGHTS</b></p> <ol style="list-style-type: none"><li>1. The adviser has the right to expect the student to be knowledgeable about his/her academic progress, particularly about courses he/she has taken and is currently taking.</li><li>2. The adviser has the right to expect the student to meet with the adviser if the need arises.</li><li>3. The adviser has the right to expect the student to keep appointments or to notify the adviser of cancellations.</li></ol>
<p><b>RESPONSIBILITIES</b></p> <ol style="list-style-type: none"><li>1. The student has the responsibility to know the academic regulations and procedures contained in the Undergraduate Announcements and other university publications.</li><li>2. The student has the responsibility to consult with the adviser and obtain the adviser's approval for course selection before registration or for course changes through add/drop.</li><li>3. The student has the responsibility to make preliminary choices of courses prior to consulting with the adviser during registration and, after consultation, the responsibility to complete the required steps in the registration process.</li><li>4. The student has the responsibility to follow and</li></ol>	<p><b>RESPONSIBILITIES</b></p> <ol style="list-style-type: none"><li>1. The adviser has the responsibility to maintain adequate office hours to accommodate his/her advisees and to be available for individual consultation at times that are mutually agreeable to the student and the adviser before or during registration.</li><li>2. The adviser has the responsibility to be knowledgeable about university policies and about rules and regulations governing undergraduate education, to stay abreast of changes in academic regulations, procedures and programs, and to use the information in consultation</li></ol>

THE STUDENT (ADVISEE)	THE ADVISER
complete the prescribed program and to register for graduation via CardinalStudents.	with the student. 3. The adviser has the responsibility to assist the student in learning about educational support services available at the university such as study skill lab, tutoring programs, and mentoring programs.

### **Standardized Testing**

During the course of undergraduate study, the School of Nursing requires completion of nationally normed diagnostic and evaluative standardized tests. Completion of these tests is part of the requirements in all nursing courses. Additionally, all BSN students are required to pass a comprehensive diagnostic exam that assesses their readiness to enter professional nursing study or to take the nursing licensure examination (NCLEX). The School of Nursing may require students scoring below a certain percentile to successfully complete additional remediation and retesting as a condition of program entry, course completion or as a condition of endorsement for the NCLEX licensure examination. Students will be given complete testing information, including study and review information, prior to any scheduled test.

## **Section 7 - Behavioral Expectations of Students**

### **Read Email Regularly**

The SON uses email as the major vehicle for communicating important information to students, students should check their email at least 3-4 times each week. The CUA email address is the official address used by the SON for email communication on SON or other CUA matters. The SON has transitioned away from use of the postal service and mailed communication with only a few exceptions. Students are requested to allow 48-72 business day hours for faculty response to student email before following-up, absent a medical or serious family emergency.

### **Schedule Appointments When Faculty Meetings Are Needed**

Students who wish to meet with faculty in person may schedule an appointment during the faculty member's office hours or contact faculty directly via email or phone to request an appointment at a mutually convenient time.

### **Privacy of Communication**

FERPA is a federal law that protects the confidentiality of certain student information. Consequently, students must provide written authorization to the SON to share information about their CUA experiences with individuals (including family members) not granted access under FERPA provisions.

### **Resolution of Concerns**

On occasion, students may have concerns about some aspect of a course or program. The SON employs a "chain of command" approach to resolve such difficulties. Consequently, students should first communicate with the course faculty to address any problems or concerns. In instances where the difficulty cannot be resolved, the second level of contact is the course coordinator. If the course coordinator is the faculty member with whom the student has been dealing and the issues has not been resolved, the student may then schedule an appointment to meet with the appropriate program assistant dean. Typically, matters will be resolved at this level; in the event the problem persists, the Dean will or upper level University administration consulted. Students and families will find it very beneficial to work through this hierarchy system to address questions or concerns, since upper level University officials may not be cognizant of pertinent information regarding a particular matter.

Students are afforded the opportunity to file an appeal if they believe they are being treated in a discriminatory way. The University's appeal of failing grades and grievance policies are available on-line at: [policies.cua.edu](http://policies.cua.edu).

## **Section 8 - Management of Academic Program of Study**

The student has primary responsibility for ensuring that they adhere to the prescribed academic plan/program. Central to this responsibility is the appropriate use of Cardinal Students, Blackboard courseware, academic advisement and SON registration requirements.

### **Cardinal Students**

Cardinal Students is a comprehensive, online resource which allows students to manage their academic program, including course registration. Students are expected to know how to use the Cardinal Students functionalities including accessing the course catalog, schedule of classes and registration processes. The University provides Cardinal Students training as part of the Orientation Program. Online Cardinal Students tutorial assistance is also available at <http://computing.cua.edu/training> and the Office of Enrollment Management has a published brochure of course registration information explaining how to use Cardinal Station registration resources.

### **Blackboard and Other Courseware**

The University supports various platforms for web-enhanced courses (<http://courses.cua.edu/>). The SON web-enhanced courses use Blackboard. The student is expected to learn how to use Blackboard components that will support their coursework. In addition, on occasion, textbooks have accompanying online or computerized elements. Students should learn how to use these elements and "plug ins". The SON uses a student's CUA email log on as the Blackboard log on; although the Blackboard system permits creation of other log ons and passwords, these may not be used for SON courses with a Blackboard component.

### **Transcript Verification**

It is the student's responsibility to periodically (beginning, prior to add/drop and end of the semester) review Cardinal Students information for accuracy. Students should pay particular attention to transfer credits and milestones. In the event an inaccuracy is found, students are responsible for contacting the appropriate office for resolution as soon as possible.

### **Course Cancellation**

The SON reserves the right to cancel courses during the add/drop period if enrollment is low. Every effort will be made to assist the student to identify an alternate course via the Consortium or to help the student adjust his/her academic plan so that their progression is not unduly delayed.

Course Schedule: Most of the courses offered by the SON are only offered once per academic year. Students who are unable to take a nursing course in the semester it is scheduled should consult with their academic advisor regarding the impact on their academic progression.

## Section 9 - Graduation

Degree Applications: All students in the traditional plan or the second-degree plan must have 120 credit hours to be eligible for graduation. In order to be considered for graduation, the student and their advisor should audit the program to be sure that all degree requirements have been met. Along with the minimum number of credit hours, all nursing students must have met all core nursing requirements (with appropriate grades) as outlined in the program plans as published below. The Undergraduate office does not apply for students to graduate; the student must apply for graduation "on-line" via Cardinal Students. For assistance in this matter, please refer to enrollment services.

### Graduation Requirements

If a student does not apply for his/her diploma online, he/she cannot be considered for graduation, and a diploma cannot be prepared.

There are four times during the calendar year when a student can receive his/her degree:

October—This means that the student has fulfilled all degree requirements the preceding Summer. In this case, the student does not enroll in Fall courses the semester of his/her graduation.

January—This means that the student has fulfilled all degree requirements the preceding Fall semester and must be active in the system (see continuous enrollment policy) in the Fall semester.

May—This means that the student has fulfilled all degree requirements the preceding Spring semester and must be active in the system (see continuous enrollment policy) in the Spring semester.

August—This means that the student has fulfilled all degree requirements by the last day of the summer term of the year in which the diploma is to be awarded.

The university holds a commencement ceremony in May. Those receiving their degrees in May are required to attend and those having already received their degrees in August, October or January are invited to attend.

### Graduation with Honors

A notation and documentation which will occur on the official exiting transcripts will designate students who receive Latin Honors. The calculation of Latin honors is based upon the cumulative GPA, which is calculated after all final grades have been posted. This notation is not designated on the Diploma (only on the transcript). Students who receive Latin honors are not eligible to participate in the Honors convocation, which is an event that occurs before the posting of final grades. The categories for Latin honors are as follows:

Cum Laude  $\geq 3.5$

Magna Cum laude  $\geq 3.7$

Summa Cum Laude  $\geq 3.9$

<http://policies.cua.edu/Archives/academic-undergrad/commhonors.cfm>

### Sigma Theta Tau International:

Sigma Theta Tau International, Kappa Chapter is the CUA chapter of the international nursing honor society. Eligibility for this society is based upon students cumulative GPA. Students must be invited and students must also accept invitation, to be a member. Students who accept membership are eligible to

participate in the University Honors Convocation. Eligible students receive invitations based on cumulative GPA.

## Section 10 - Programs of Study

There are two Bachelor of Science in Nursing (B.S.N.) program options: (a) the traditional program option, and (b) the second degree program option. These options differ in terms of the admission requirements and curriculum plans.

### Traditional Program Option

The traditional program, or curriculum plan, is designed for the beginning nursing student; high school graduates or students with limited college transfer credit. The School of Nursing Web site ([nursing.cua.edu](http://nursing.cua.edu)) contains the newest and most complete information on plans of study and nursing coursework.

### Admission Requirements

In addition to the university requirements, high school courses in biology and chemistry are required. Submission of SAT or ACT scores is optional but required for consideration of merit scholarships. Admission to the school is competitive. Undergraduate admissions to the School of Nursing is coordinated by the Office of Undergraduate Admissions.

### Transfer Credits into the School of Nursing

All Nursing courses, in both the traditional and the second degree programs, must be taken in the School of Nursing with the exception that the School will evaluate the transfer of Nutrition (on-line courses will be considered). Nutrition courses are evaluated by the Undergraduate Office in The School of Nursing. Transfer courses **MUST be evaluated for comparability to CUA courses PRIOR to a student registering for such courses.**

**The School of Nursing follows the University Transfer Policy.** The SON allows undergraduates who wish to take a course at another college or university to apply those courses in Nutrition towards their CUA degree provided the following conditions are met:

- The course is completed at a regionally accredited institution
- The course is substantially similar to a CUA course
- The course is completed with a grade of C or better
- The course does not duplicate, overlap or repeat previous work
- The college or university offering the course allows the course to be used for credit toward its own undergraduate degrees

National standards for online education are used to determine if an on-line course is comparable to a CUA course. Individual Schools have established limits on the numbers of on-line courses which are transferrable. General undergraduate degree requirement policies are available on-line at <http://policies.cua.edu/academicundergrad/acregfull.cfm#XI>.

The maximum number of courses that are allowed for transfer in a summer session is limited to two (2) per year, only one of which may be a science course taken for remediation purposes.

Students cannot take courses off campus while enrolled in classes at The Catholic University of America. A maximum of eight (8) courses can be transferred into the School of Nursing after enrollment.

Nursing students who are repeating science courses to increase and maintain the minimum standard

Science GPA will have the following rules apply regarding cumulative GPA calculation:

When repeating a required course where the grade was D or F, if the course is offered at CUA and it is retaken at CUA, the higher grade obtained in the course will be calculated into the cumulative GPA.

When repeating a required science course at CUA, where the original grade was a C-, the cumulative GPA will not be adjusted to include the new grade in calculations.

When repeating a required science course at another University (during a time period when it is not available at CUA, i.e. summer session), the following will apply:

The appropriate department evaluation and approval must occur thru the Transfer Coordinator in Arts and Sciences' and the School of Nursing must also authorize retaking the course prior to the student's enrollment in that course. Once the course is completed, the grade obtained in the course will be used to evaluate whether the minimum standard science GPA required in the curriculum has been achieved. Grade calculations for courses taken off site that are traditionally offered at CUA (but limited due to time constraints) will not be used in the calculation of the cumulative GPA.

### **International Students**

Baccalaureate nursing programs have intensive academic requirements and a heavy practice component. They require proficiency in written and spoken English and familiarity with the educational system in the United States, particularly in terms of teaching and testing methods. In addition, a broad background in liberal studies and the humanities is necessary to develop the critical thinking and problem-solving skills required to function as a professional nurse in the health care system in the United States.

Admission into the School of Nursing, subsequent course load, and length of program will be determined based on a review of the transcript evaluation, TOEFL score, and an English placement examination. Enrollment in intensive English courses may be necessary to progress in the nursing program.

Requesting the transcript evaluation from an approved educational evaluation service is the responsibility of the student and this evaluation must be submitted directly to the Office of Admissions by the transcript evaluation service. It must include an English translation and a course-by-course evaluation, as well as credential evaluation.

All students for whom English is a second language must complete the English placement examination offered by the university regardless of the completion of English courses at other institutions. Recommendations based on the English placement examination must be satisfied for progression into the nursing program.

### **Specific Requirements for the Bachelor of Science in Nursing Degree**

#### **Traditional Program Option**

Full-time and part-time study is available. Students who attend classes on a part time basis will take greater than 4 years to complete all degree requirements.

The program consists of 120 credits in the following distribution. The program course plan requirements may be modified in instances of individual academic program progression issues. Yet, those instances are constrained and solely authorized by The School of Nursing.

Advance Placement course credits for courses taken in High School will be evaluated by the School of Arts and Sciences for the potential for transfer as CUA college credit.

*Natural Science and Math - 18 credits*

<b>Course</b>	<b># of credits</b>
Organic/Biochemistry for Allied Health Lecture and Lab	4
Human Anatomy and Physiology I and II Lecture and Lab	8
Microbiology Lecture and Lab	3
Statistics (Math 114)	3

*English - 3 credits*

All students are required to take one English writing course. The particular course depends on the criteria for placement at the time of matriculation. Transfer credit will be evaluated on an individual basis. All students for whom English is a second language must complete the English placement examination offered at the university, English 101 is part of the first year experience and the freshman learning community (LC).

*Philosophy - 6 credits*

All students are required to take Philosophy 201 and 202, both of which are a part of the first year experience and learning communities (LC).

*Religion - 9 credits (6 while in A&S)*

Of the three required religion courses, the first must be TRS 201, "Faith Seeking Understanding", a learning community course (LC). The second Theology course can be any sequence of courses in the School of Theology from 200- and 300-level TRS courses. The third required theology course is a biomedical ethics course; either Theology 333 or Philosophy 303. Bioethics must be taken at CUA is not transferable into the University. At least one of the 200-level TRS courses must be taken to progress in TRS; students of non-Christian background may take TRS 291 to fulfill this requirement.

*Humanities/Liberal Studies - 18 credits*

All students are required to take the following coursework:

<b>Course</b>	<b># of credits</b>
Psychology (Psy 201)	3
Growth and Development (Educ 261 OR Psy 379)	3

*Electives- 12 credits*

*Nursing - 69 credits*

<b>Course</b>	<b># of credits</b>
Introduction to Health Systems and Professions	3
Population Health	3
Health and Wellness across the Lifespan	3
Nutrition	3
Health Assessment	4
Pathophysiology	3
Fundamental Applications	4
Community Health Lecture and Clinical (1/2)	3
Mental Health Nursing and Clinical (3/2)	5
Pharmacology	3
Adults in Health and Illness I Lecture and Clinical (3/2)	5
Child and Adolescent Lecture and Clinical (3/2)	5
Women's Health Lecture and Clinical (3/2)	5
Adults in Health and Illness II Lecture and Clinical (3/2)	5
Nursing Research	3
Transitions to Professional Nursing	2
Adults in Health and Illness III Lecture and Clinical (2/2)	4
Strategies for Professional Practice	2
Leadership/Management of Health	2
Nursing Informatics	2
Nursing Practicum-optional	(2)

### **Nursing Courses in the BSN Program**

Course descriptions are available on the Web at <https://cardinalstudents.cua.edu>.

Introduction to Health Systems and Professions, Population Health & Nutrition are open to non-nursing students on a space available basis. Students from other schools should check with the School of Nursing before registering for these courses.

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits. P/F indicates the course is graded with either Pass or Fail. The following ratios are used:

Didactic Course 1 credit=1 hour/week

Clinical/Lab Course 1 credit= 3 hours/week

### **Curriculum Plan for Traditional Program Option**

The total number of credits required for graduation is 120. The plan below may be modified to meet an individual student's program. NB: The curriculum and this plan are subject to modification by the School of Nursing.

**FRESHMAN - Year 1**

<b>Course #</b>	<b>Title</b>	<b>Fall Credits</b>	<b>Spring Credits</b>
Biol 232	Anatomy & Physiology I Lecture and Lab	4	
Eng 101 (LC)	Rhetoric English Composition	3	
Phil 201 (LC)	The Classical Mind: The Origin and Growth of Western Philosophy	3	
	<b>Track "a"</b>		
*Nurs 151	Introduction to Health Systems and Professions	3	X
*Elective	Elective	3	3
	<b>Track "b"</b>		
*Nurs 151	Introduction to Health Systems and Professions	X	3
*Elective	Elective	6	
Biol 223 <b>OR</b> Chem 109/119	Microbiology Lecture and Lab <b>OR</b> Organic and Biochemistry for Allied Health Lecture and Lab		3 or 4
Biol 233	Anatomy & Physiology II Lecture and Lab		4
Phil 202 (LC)	The Modern Mind: Philosophy from Descartes to the Present		3
TRS 201 (LC)	Faith Seeking Understanding		3
<b>TOTAL</b>		<b>16</b>	<b>16 or 17</b>

**SOPHOMORE - Year 2**

<b>Course #</b>	<b>Title</b>	<b>Fall Credits</b>	<b>Spring Credits</b>
Biol 223 <b>OR</b> Chem 109/119	Microbiology Lecture and Lab <b>OR</b> Organic and Biochemistry for Allied Health Lecture and Lab	3 or 4	
*Psy 201	General Psychology	3	
*Math 114	Statistics	3	
TRS 2XX, 3XX	Religion Elective	3	
Elective or Psy379 or Edu261	Elective or Growth & Development	3	
Nurs 256	Population Health		3
Nurs 254A	Health and Wellness across the Lifespan		3
Nurs 257	Nutrition		3
Psy379 or Edu261 or Elective	Growth & Development or Elective		3
Elective	Elective		3
<b>TOTAL</b>		<b>15 or 16</b>	<b>15</b>

**JUNIOR – Year 3**

<b>Course #</b>	<b>Title</b>	<b>Fall Credits</b>	<b>Spring Credits</b>
Nurs 258	Health Assessment	4	
Nurs 371	Pathophysiology	3	
Nurs 309	Fundamental Applications	4	
Nurs 373/374 <b>OR</b> Nurs 375/377	Community Health Lecture & Clinical <b>OR</b> Mental Health Nursing Lecture & Clinical	3 or 5	
Nurs 310	Pharmacology		3
TRS 333 <b>OR</b> PHIL 303	Biomedical Ethics		3
Nurs 275 L/C	Adults in Health and Illness I Lecture & Clinical		5
Nurs 373/374 <b>OR</b> Nurs 375/377	Community Health Lecture & Clinical <b>OR</b> Mental Health Nursing Lecture & Clinical		3 or 5
<b>TOTAL</b>		<b>14 or 16</b>	<b>14 or 16</b>

**SENIOR – Year 4**

<b>Course #</b>	<b>Title</b>	<b>Fall Credits</b>	<b>Spring Credits</b>
Nurs 420/421 <b>OR</b> Nurs 423/428	Child and Adolescent Lecture & Clinical <b>OR</b> Women's Health Lecture & Clinical	5	
Nurs 376 L/C	Adults in Health and Illness II Lecture & Clinical	5	
Nurs 403	Nursing Research	3	
Nurs 427	Transitions to Professional Nursing	2	
Nurs 420/421 <b>OR</b> Nurs 423/428	Child and Adolescent Lecture & Clinical <b>OR</b> Women's Health Lecture & Clinical		5
Nurs 430L/C <sup>†</sup>	Adults in Health and Illness III Lecture & Clinical		4 (2/2)
Nurs 480	Strategies for Professional Practice		2
Nurs 424	Leadership/Management of Health		2
Nurs 378	Nursing Informatics		2
NURS 481A <sup>†</sup>	Nursing Practicum		(2)
<b>TOTAL</b>		<b>15</b>	<b>15</b>

\*Among these times, a student must take Nurs151, Psy201, Math 114 and three (3) electives which can include a foreign language. Psy201 is a pre-requisite for Psy379. LC=Learning Communities

\*\* = Matriculation into Nursing at Year 3 contingent upon meeting SON metrics as noted in CUA announcements. Matriculation into Nursing during Year 3 contingent upon SON metrics as noted in CUA announcements

Please note: Program plan subject to slight modifications as of date noted below

12 credits or more is considered full time

† = Nurs481A can substitute for Nurs430C for spring only

All undergraduate nursing students in the 4 year plan BSN program must have 9 credits in electives. 6 of those credits can be in humanities or social sciences (including ASL, American Sign Language), as defined below. 3 of those credits can be "free". All 9 credits can be humanities or social science (including ASL).

<b>Humanity</b>	<b>Social Science</b>
Art	Anthropology
History	Business & Economics
Language	Education
Law	History
Literature	Politics
Music	Psychology
	Sociology

### **Second Degree Program Option**

The second degree program option is a four semester sequence that leads to a B.S.N. degree. It is available to students who already possess a baccalaureate or higher degree in the liberal arts or sciences, including the required pre-requisite courses. Because the second degree program depends upon a specific time sequence, unsuccessful performance in any nursing course (a grade of "W" or less than "C") will typically extend the length of time needed to complete the program.

### **Curriculum Plan for Second Degree Program Option**

The standard curriculum plan for Second Degree Program is outlined below:

#### **Year 1**

<b>Course #</b>	<b>Title</b>	<b>Fall Credits</b>	<b>Spring Credits</b>
Nurs 258	Health Assessment	4	
Nurs 371	Pathophysiology	3	
NURS 309	Fundamental Applications	4	
NURS 373/374 <b>OR</b> NURS 375/377	Community Health Lecture & Clinical <b>OR</b> Mental Health Nursing Lecture & Clinical	3 or 5	
NURS 310	Pharmacology		3
TRS 333 <b>OR</b> PHIL 303	Biomedical Ethics		3

NURS 275 L/C	Adults in Health and Illness I Lecture & Clinical		5
NURS 373/374 <b>OR</b> NURS 375/377	Community Health Lecture & Clinical <b>OR</b> Mental Health Nursing Lecture & Clinical		3 or 5
<b>TOTAL</b>		<b>14 or 16</b>	<b>14 or 16</b>

**Year 2**

<b>Course #</b>	<b>Title</b>	<b>Fall Credits</b>	<b>Spring Credits</b>
NURS 420/421 <b>OR</b> NURS 423/428	Child and Adolescent Lecture & Clinical <b>OR</b> Women's Health Lecture & Clinical	5	
NURS 376 L/C	Adults in Health and Illness II Lecture & Clinical	5	
NURS 403	Nursing Research	3	
NURS 427	Transitions to Professional Nursing	2	
NURS 420/421 <b>OR</b> Nurs 423/428	Child and Adolescent Lecture & Clinical <b>OR</b> Women's Health Lecture & Clinical		5
NURS 430L/C <sup>†</sup>	Adults in Health and Illness III Lecture & Clinical		4 (2/2)
Nurs 480	Strategies for Professional Practice		2
NURS 424	Leadership/Management of Health		2
Nurs 378	Nursing Informatics		2
NURS 481A <sup>†</sup>	Nursing Practicum		(2)
<b>TOTAL</b>		<b>15</b>	<b>15</b>

<sup>†</sup> NURS481A can substitute for NURS426 for Spring 2017 only

Second Degree students must successfully complete at least 60 credit hours at CUA to graduate with a

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I \_\_\_\_\_ (printed name) acknowledge receipt of the 2016-  
17 Undergraduate CUA School of Nursing Student handbook and I agree to read and abide by the  
content therein.

\_\_\_\_\_ signature \_\_\_\_\_ date

\_\_\_\_\_ Student ID