The Catholic University of America
School of Nursing

Undergraduate Student Handbook
2013 – 2014

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This handbook is also accessible online:
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 during the fall of 2013. Program plans are subject to change. Please refer to nursing.cua.edu for the most recent updates.
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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:

1. Educational programs are implemented to meet the missions of the University, the School of Nursing, the standards established by the profession and societal needs.
2. Academic supports in the School of Nursing and the University will facilitate faculty and student research and scholarly activities.
3. 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.
4. 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.

School 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. The graduates of this program are prepared to maintain and promote client adaptation in a variety of health care settings, through theory and utilization of the nursing process.

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 for 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 in 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.

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. Apply leadership principles in practice settings, to influence and educate others in providing health care.
7. Demonstrate use of critical thinking skills in making informed judgments in the management of health for individuals, families, groups, and communities.
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.
Section 2 - Advisement, Registration, Progression

Minimum Academic Requirements
A student in the School of Nursing must maintain a minimum cumulative grade point average (GPA) of 2.0 or higher.

A minimum grade of C (2.0) is required in all nursing courses.

Students must pass required pre- or co-requisites to progress to the next level (i.e., 200-300-400-level courses).

A student may repeat only one nursing “clinical/performance” course in which a failing grade of F was earned. On the second attempt, the student must obtain a passing grade to continue in the BSN program. A satisfactory clinical/performance evaluation (e.g., a grade of “Pass”) is necessary to pass clinical/performance courses.

A student in the second-degree BSN program must be successful in their first attempt of all nursing courses in order to meet the specified time sequence. As with the traditional BSN program, a student may repeat only one nursing “clinical/performance” course in which a failing grade was earned. On the second attempt, the student must obtain a passing grade to continue in the BSN program.

Science Courses
Before a student in the traditional BSN program can enroll in sophomore level nursing courses, a minimum 2.75 cumulative GPA is required in the following basic natural science courses: chemistry, anatomy and physiology (I & II), and microbiology. Students must attempt each science course at CUA. An attempt is defined as enrollment in a class with the following indication on a transcript: a. Course Grade, b. Incomplete = I, c. Withdrawal = W.

A science GPA calculator is available on the School of Nursing Home Page.

Students may raise this cumulative science GPA to 2.75 by repeating one of the basic science courses in which the lowest grade was obtained. Students may only attempt to retake one science course out of the four required science courses listed above (A&P I, A&P II, Chemistry with lab, Microbiology). In repeating a course to increase the science GPA, the priority for remediation is the course where the grade is the lowest. Students whose average cumulative GPA in these courses is between 2.75 and 3.0 may be required to complete a remediation plan to address key knowledge deficits. A repeated science course must be pre-approved by the appropriate department & the Coordinator of Transfer Evaluations in the School of Arts and Sciences.

Required science courses and courses in the nursing major (beginning with the prefix NURS may be repeated only once, including withdrawal and audit. A minimum grade of C is required in all nursing courses.
Progression
Two failures in any courses with an 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.

Essential Criteria for Progression in the Baccalaureate Nursing Program
Baccalaureate 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.

Annual Math Requirements in Nursing
In addition to School-wide clinical requirements, undergraduate students must achieve a passing grade on the annual math test.

The ability to perform accurate mathematical calculations is a critical skill that a student must demonstrate in order to safely administer medications. Therefore, a math test is given annually to all School of Nursing students, starting in their freshman year. The math test must be passed with a grade of 90% or higher before clinical rotation experiences are arranged for the student. If the minimum of 90% is not achieved on the student's first attempt, it may be retaken once, with the exception of the administration of this test in NURS 150-Introduction to Professional Nursing. Math tests are tied to individual courses in the Nursing Program. The rules and requirements for the Math test are explained in each course where they are administered. Each annual test has specific criteria and standards.

Math Test Plan

Topics Covered in Math Tests
Freshman Year: Percentages, Fractions, Ratios, Basic College Entry Level Math (Standardized Exam)
Sophomore Year: Unit Conversions
Junior Year: Medication Administrations/IV drip rates

Math Test Details
Tests in the second and third year of the program are paper and pencil-based tests (a calculator may be used), closed book, not on-line, with a minimum of 30 questions. No questions are divided into parts, and no partial credit is awarded.

Math Test in Year 1 Administered in N150 - Introduction to Professional Nursing
The math test for the first year students is given in Nurs150. The test is administered as a part of the Standardized Entrance Exam.

No retakes of the test will be administered nor permitted.

Directed tutoring and guidance will be offered to students scoring in the lower percentiles of this exam. Referrals will be made to the CUA Center for Academic Success, as appropriate.

Students can progress in the baccalaureate program if, and only if, they take the exam and receive appropriate remediation, as required.

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Math Test in Year 2 Administered in N310 Pharmacology
Remediation will be required if the score on this test is less than (<) 90%.

One retake is allowed if the student’s test score is below 90%.

For the purposes of the final course grade calculation, the Math test score achieved on the first attempt of the Math test will be used.

If a traditional student receives a score below 90% on retest, the student will:
1. Receive an F in N310.
2. Will not be able to enroll in the following courses during the next academic year:
   - N275C & N275D – Adults and Health and Illness-Lecture and Clinical
   - N376C & N376D – Adults and Health and Illness-Intermediate-Lecture and Clinical
   - N375 & N377 - Mental Health Nursing – Lecture and Clinical

Second degree nursing students receiving a score below 90% on retest, the student will:
1. Receive an F in N310.
2. Will not be able to take N375 and N377.
3. Will not be able to take any senior level courses.

Math Test in Year 3 given in N376D – Adults and Health and Illness-Intermediate, with Progression into Year 4
Remediation will be mandated if a student’s score on the Math test is less than (<) 90%.

One retake is allowed if the student’s Test 1 score is below 90%.

For the purposes of final course grade calculation, only the Test 1 score is utilized.

1. If a student receives a score below 90% on the retest, the student will:
   1. Receive an F in N376.
   2. Will not be able to take the following courses during the next academic year:
      - N423 – Women and Health Lecture
      - N428 – Women and Health Clinical
      - N479 – Adults and Health and Illness
      - N420 – Child and Adolescents – Lecture
      - N421 – Child and Adolescents-Clinical
      - N426 – Medical Surgical Leadership
Section 3 - Clinical Courses

Health Requirements and Documentation

Before admission to, and attendance at clinical courses, students are required to have: (1) background checks that do not indicate there is a problem; (2) health clearance, (3) negative drug screening and (4) current CPR certification.

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 upon progression in the program.

Security/Background Checks

Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required as the student progresses in their program of study.

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 on the basis of 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.

Following admission to the School of Nursing, students will have a continuing duty to disclose any activities which involve criminal behavior, including any arrests or citations for criminal violations, regardless of whether or how they are adjudicated, until the date of their graduation. Failure to disclose any such activity during this time period may result in dismissal.

Health and Basic Life Support Requirements

Students must submit a History & Physical Evaluation Form, along with documentation of current immunizations, prior to commencement of the semester a student is enrolled in any clinical class.

All students are required to submit a 9 panel urine drug screen (THC, Cocaine, PCP, Opiates, Methamphetamine, Methadone, Amphetamines, Barbiturate, Benzodiazepines) before commencing clinical rotations.

Annually, all students must submit documentation of PPD status, an updated certificate of current health and documentation of flu shot.

All students must have current CPR certification that is administered by the American Red Cross or American Heart Associations for 2 man rescue and for child and infant rescue. Internet CPR certification is not acceptable.
All students must report to the Associate Dean for Academic Administration, immediately in writing, any changes in health status which impact their safety, the safety of patients or those whom the student encounters, or which significantly affect their progression in the program.

Students are expected to comply with all agency requirements for placement in the clinical setting, which may include influenza immunizations.

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

**HIPAA Adherence**

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 school dismissal.

Specifically, it is expected that all students in the SON complete HIPAA training prior to participating in clinical practica or rotations. HIPAA training is provided in class, with web supports suggested at that time. The CUA HIPAA policies are noted at [http://counsel.cua.edu/hipaa/publications/index.cfm](http://counsel.cua.edu/hipaa/publications/index.cfm).

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

**Electronic communications and HIPAA rules**

Nursing students may not post any material that could potentially violate patient confidentiality or professional behavior guidelines on social media sites. Although Blackboard and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy. HIPAA regulations apply to comments made on social networking sites and Blackboard or other online tools, and violators are subject to the same prosecution as with other HIPAA violations.

**Guidelines:**

- Social media includes but are not limited to blogs, podcasts, discussion forums, online collaborative information and publishing systems that are accessible to internal and external audiences (e.g., Wikis) through RSS feeds, video sharing, and social networks like MySpace, Twitter, and Facebook.

- Postings on social networking sites are subject to the same professional standards as any other personal interactions. The permanence, worldwide access, and written and visual nature of these postings make them even more subject to scrutiny than most other forms of communication.
• Restricted postings include but are not limited to protected health information—individually identifiable information (oral, written, or electronic) about a patient’s physical or mental health, the receipt of health care, or payment for that care.

• Online postings or discussions of specific patients should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based on the context. Remember, if you would not want YOUR own health information being posted to the Internet then do not post that of anyone else.

• Under no circumstances should photos or videos of patients, or photos depicting the body parts of patients, be taken or displayed online.

• Statements made by you within online networks will be treated as if you verbally made the statement in a public place.

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).

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 at these sites. Those students who require a clinical experience with public transportation access should notify the clinical coordinator one full semester in advance of beginning a clinical course.

Treatment of Information Regarding Health History and Past Criminal History
As a condition of placement in the clinical setting, the SON reserves the right to require that students sign a waiver allowing the SON to release pertinent health or background information to the supervising faculty member or clinical associates and to the clinical placement site if any of the following conditions exist: (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.
The Uniform and Equipment Requirements
The following information outlines the School of Nursing expectations for professional attire in the clinical setting. Students who appear for clinical inappropriately attired or groomed may be sent home and the absence treated as a non-excused clinical absence.

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).

Attire
Uniform in clinical setting:
- Navy blue scrub tops and pants
- White jacket with CUA emblem on left breast pocket.
- White shoes.
- Name (laminate) badge indicating student name, CUA School of Nursing Student
- Watch with sweep second hand
- Sprague-Rappaport type stethoscope, with both a diaphragm and bell

For students at INOVA:
- “True Red” scrubs with a CUA emblem patch on left breast pocket
  or
- “True Red” jacket

All Uniforms can be purchased at the CUA bookstore or ordered at:

Fentons Uniforms
8726 Georgia Ave
Silver Spring MD 20910
301-588-4320
http://www.fentonsuniforms.com/

SON patches are available for free (limit 1 per student, with $5 charge for additional patches) in the Undergraduate office.
The following are for safety and infection control purposes and in support of institutional policies:

- **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.
- **Tattoos:** All visible tattoos must be covered while present at a clinical setting.
- **Nails:** Nails must be short (fingertip length). NO NAIL POLISH OR NAIL TIPS.
- **Perfumes:** Strong perfume 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.

Additional restrictions may be enforced per institution policy or request.

**Stethoscope**

A stethoscope will be needed for clinical. For undergraduate students, information on suggested types will be given in the Health Assessment and Skills class. Students will receive a basic stethoscope and hip pack in Health Assessment.

**Clinical Standards for Admission, Academic Progression, and Graduation**

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 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 which requires disclosure of any health conditions which 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, controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the School of Nursing 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 SON.
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. Accommodations must be requested from the University Office of Disability Services.

Admission and continuation in SON programs is contingent on attributes 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 during clinical training activities and must not hinder the ability of other health care team provider in 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, other professionals in health care settings, faculty and fellow students. 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. 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 to 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 for a nursing student. 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 the nursing programs. 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 which threatens, or has the potential to threaten, the safety of a client, a family member, 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 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 setting may be subject to drug and alcohol testing with the concurrence of the Director, Associate Dean or 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 because of specific student behaviors which violate agency policy, the SON will make reasonable good faith attempts to place the student in a different setting but if these efforts are unsuccessful, the student may be administratively withdrawn from the SON. Students are required to notify the Office of the Undergraduate Program Director (Room 123 Gowan Hall) if they have a relationship with a significant other enrolled in the School of Nursing. School policy mandates that those in an intimate relationship not be placed in the same clinical group, lest concerns regarding conflict of interest and the like be raised. Failure to provide such notification may result in disciplinary action, including academic suspension or dismissal.
Section 4 - Academic Integrity

Policy Statement on Academic and Professional Integrity

Academic Records
Students must provide written authorization to the SON to share information about their CUA experience with individuals not granted access under FERPA provisions.

Attendance

Attendance - Clinical
1. Clinical/Lab attendance is mandatory.

2. Unexcused absences will not be accepted. Excused absences are those defined in the course syllabus and examination policies of the relevant clinical courses. Students are referred to their course syllabi which establish the maximum number of absences that are allowed for a given course. Students who have more than two clinical absences, whether excused or unexcused, are in jeopardy of not passing the course.

3. The student is 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. The student should be aware of the specific requirements for each course and to follow course procedures.

4. Habitual tardiness to clinical/lab, defined as more than one occurrence, may result in course failure.

Attendance - Lecture
The faculty and administration in the School of Nursing consider attendance in class 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 and the 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 3.5. Dean's list designation is not noted on 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 School of Nursing:

Exams may be made up in the case of absences for reasons 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 physician or nurse practitioner or verified by a member of the faculty.
- 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 BSN Program Director.

Makeup exams may be a different version of the original exam.

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.

Evaluations
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

Grading Policies

The minimum grade of "C" (2.0) 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:

The minimum grade of "C" is required in nursing courses. 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

For appeal of failing grades see School of Nursing Policies in CUA Announcements 2013-2014.

*Minimum passing grade in nursing courses

Approved: Baccalaureate Curriculum Committee May 1998

Modified March 2007 to add C minus

(Procedures for Appeal of Failing Grades are found in the CUA Policy Announcements which is available on-line at policies.cua.edu.)

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 clinical courses. Participation in any extracurricular activities, such as student government or intercollegiate athletics, will be reviewed and may be restricted.

A student on probation may not graduate from the School of Nursing 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 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 one semester on probationary status.
(2) Failure in three courses in any given semester.

(3) A cumulative GPA of less than 1.5 at the end of any academic year.

(4) Inability to attain a grade of C (2.0) or higher in a nursing course, following two attempts in such a nursing course.

(5) Failure to achieve an average 2.75 cumulative science GPA, with students afforded the opportunity to repeat a maximum of one science course in the cohort of four courses.

(6) Failure in any two attempts of the nursing courses (Nursing courses have the prefix NURS); failure in a nursing course is considered a below 2.0 or grade of C; an attempt is defined as an award of a course grade, a withdrawal from a course “W” or an incomplete “I” posted on the students transcript.

(7) Inability to pass any nursing clinical course after two attempts. Please refer to Undergraduate Announcements for delineation of nursing clinical courses.

(8) Violation of any published policies (see the Undergraduate Announcements regarding criminal background checks, candor, health history and past criminal history). Additional school policies are noted in this CUA SON Undergraduate Student Handbook.

The School of Nursing administrative group monitors student progress and makes decisions concerning probation, academic dismissal, and subsequent appeals. Appeals policies are centrally located at policies.cua.edu/academicundergrad/appealfailinggrades.cfm.

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

Students dismissed from the School of Nursing 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.

Appealing a Grade, Probation or Dismissal
The School of Nursing follows the University policy 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 failing final grade or a non-passing grade received in academic endeavors such as course work,
a failing final grade or a non-passing grade received in academic endeavors such as coursework, 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 middle of the term following that 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

Registration
Prior to registration, the student should schedule a meeting with his/her academic advisor or attend a group advisement session to review the 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 BSN Program Director before the student registers for courses; if required, the student should pre-register for clinical courses.

Once the respective BSN Program Director 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 Station 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 Station 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 Station, 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 Station 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 Station or may use the functionality of Cardinal Station 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.

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 most nursing courses. Additionally, all BSN students are required to pass a comprehensive diagnostic exam to assess 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
All students are required to check their email at least once a day. Students also must be cognizant of checking their “junk” mail, and always using their CardinalMail email address for correspondence. Faculty will not respond to personal email, since CardinalMail is the official portal for student-faculty communications. Students are requested to allow 48 to 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 experience 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 BSN Program Director. Typically, matters will be resolved at this level; in the event the problem persists, the Associate Dean for Academic Administration is the next level of authority. Rarely, the Associate Dean will seek consultation with the Dean or upper level University administration. Students and families will find it very beneficial to work through this “chain of command” 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.
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 Station, Blackboard courseware, academic advisement and SON registration requirements.

Cardinal Station
Cardinal Station 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 Station functionalities including accessing the course catalog, schedule of classes and registration processes. The University provides Cardinal Station training as part of the Orientation Program. Online Cardinal Station 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.

Academic Advisement
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 Station. The student should contact their advisor at least once per semester in advance of the registration period for the next semester. Undergraduate students are advised of group enrollment meetings with assigned class advisors who can also be of assistance.

Transcript Verification
It is the student's responsibility to periodically (beginning and end of the semester) review Cardinal Station 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.

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) via links to the respective level (undergraduate/graduate) and then to the specific degree.
Registration Permissions
SON permission (a) is required for registration for all undergraduate nursing courses, and (b) may be required for select courses in the graduate programs.

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

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 School of Nursing 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 - Communication

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 of 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.

E-Mail
School of Nursing Scholarships and Loans: Undergraduate scholarships and loans are managed centrally through the University’s Office of Financial Aid. The Office of Financial Aid is located in Room 6 of McMahon Hall. Students may contact this office in person or by telephone at (202) 319-5307 regarding specific questions about scholarship and loan monies.

Commitment and Pinning Ceremonies
The commitment and pinning ceremonies mark important milestones in the baccalaureate program. The commitment ceremony takes place in the fall of the junior year to bless the hands of the student beginning their clinical rotation. The pinning ceremony takes place on Thursday before the graduation to present students with the nursing school pins to begin the graduation celebrations. Both ceremonies are planned by the Student Nurses Association (SNA). Communications on the ceremonies come from the SNA Board of Directors.
Section 10 - 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” thru cardinal station. 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 three times during the calendar year when a student can receive his/her degree:

1. 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.

2. 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.

3. 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.

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 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). The categories for Latin honors are as follows:

- Cum Laude ≥3.5
- Magna Cum laude ≥3.7
- Summa Cum Laude ≥ 3.9

http://policies.cua.edu/Archives/academic-undergrad/commhonors.cfm
Sigma Theta Tau International:
Sigma Theta Tau, Kappa Chapter is the CUA chapter of the national nursing honor society. Eligibility for this society is based upon students cumulative GPA after their Fall senior semester. 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. Students receive invitations during their senior year. 
http://www.nursingsociety.org
Section 11 - Programs of Study
There are two main 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 (www.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 also required. 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 courses in Growth and Development and Nutrition (on-line courses will be considered). Growth and Development transfer courses are evaluated by the Coordinator for Transfer Evaluation in Arts and Sciences. 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 Growth and Development or 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- (C minus) or better for Arts and Sciences courses or a grade of C or better for Growth and Development or Nutrition.
- 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 online at http://policies.cua.edu/academicundergrad/acregsfull.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 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 D or 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.

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. All nursing students will be assigned a faculty adviser who is available for consultation on academic matters.
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 - 22 credits**

- Chemistry (inorganic and organic chemistry content) 4 credits
- Human anatomy and physiology 8 credits
- Microbiology 3 credits
- Statistics 3 credits

**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**

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 OR a Nursing / Spirituality course numbered Nurs 569 Spirituality in Nursing. 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.

**Humanities/Liberal Studies - 9-18 credits**

All students are required to take the following coursework:

- Psychology 3 credits
- Statistics (Soc 301 or Math 114 or Nurs 465) 3 credits

**Electives 9 credits (6 credits of electives must be in humanities/liberal arts; 3 are free electives)**

**Nursing - 73 credits**

- Introduction to Professional Nursing 2
- Foundations of Nursing Practice 3
- Health Assessment 4
Nursing Courses in the BSN Program
Course descriptions are available on the Web at https://cardinalstation.cua.edu.

Introduction to Professional Nursing & 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:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Hours/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didactic Course</td>
<td>1 credit=1 hour/week</td>
</tr>
<tr>
<td>Clinical/Lab Course</td>
<td>1 credit= 3 hours/week</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biol 232</td>
<td>Anatomy &amp; Physiology I Lecture and Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Eng 101 (LC)</td>
<td>Rhetoric English Composition</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chem 109/119</td>
<td>Organic and Biochemistry for Allied Health Lecture and Lab “a”</td>
<td>4</td>
<td>Or 4</td>
</tr>
<tr>
<td>Psy 201</td>
<td>General Psychology “a”</td>
<td>3</td>
<td>Or</td>
</tr>
<tr>
<td>Nurs 150</td>
<td>Introduction to Nursing “b”</td>
<td>2</td>
<td>Or 2</td>
</tr>
<tr>
<td>Biol 223</td>
<td>Microbiology Lecture and Lab “b”</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>Biol 233</td>
<td>Anatomy &amp; Physiology II Lecture and Lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Phil 201</td>
<td>The Classical Mind: The Origin and Growth of Western Philosophy</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Phil 202 (LC)</td>
<td>The Modern Mind: Philosophy from Descartes to the Present</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TRS 201 (LC)</td>
<td>Faith Seeking Understanding</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Totals | (1st semester = Chem & Psych; 2nd semester = Micro and N150) | 17 | 15 |
| Totals | (1st semester = Micro and N150; 2nd semester = Chem and Psych) | 15 | 17 |

### Sophomore – Year 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 240</td>
<td>Foundations of Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nurs 371</td>
<td>Pathophysiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Nurs 254A</td>
<td>Health and Wellness across the Lifespan “a”</td>
<td>4</td>
<td>Or 4</td>
</tr>
<tr>
<td>Nurs 257</td>
<td>Nutrition “b”</td>
<td>2</td>
<td>Or 2</td>
</tr>
<tr>
<td>Nurs 258</td>
<td>Health Assessment “b”</td>
<td>4</td>
<td>Or 4</td>
</tr>
<tr>
<td>Math 114 or Soc 301 or Nurs465</td>
<td>Statistics “b”</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>TRS 200 through TRS 281 or Nurs 569</td>
<td>Religion Elective “a”</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>Nurs 370/372</td>
<td>Community and Community Clinical “a” (Lecture/Clinical)</td>
<td>3 (2/1)</td>
<td>Or 3 (2/1)</td>
</tr>
<tr>
<td>Nurs 272</td>
<td>Applications</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Nurs 310</td>
<td>Pharmacology</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

| Totals | (1st semester= Nurs254A, Religion & Community; 2nd semester= Nutrition, Nurs258, Math) | 17 | 17 |
| Totals | (1st semester= Nutrition, Nurs258, Math; 2nd semester= Nurs254A, Religion & Community) | 16 | 16 |
## Junior – Year 3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 275</td>
<td>Adults in Health and Illness (Lecture/ Clinical)</td>
<td>5(3/2)</td>
<td></td>
</tr>
<tr>
<td>Nurs 375</td>
<td>Mental Health Nursing Lecture</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nurs 377</td>
<td>Mental Health Clinical</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nurs 378</td>
<td>Evidence Based Care/Informatics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*TRS 333 or Phil 303</td>
<td>Biomedical Ethics or Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nurs 380</td>
<td>Growth and Development both tracks</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nurs 403</td>
<td>Nursing Research both tracks</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nurs 376</td>
<td>Adults in Health and Illness II (Lecture/ Clinical)</td>
<td>5 (3/2)</td>
<td></td>
</tr>
</tbody>
</table>

**Totals**: 14  14

## Senior – Year 4

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 423</td>
<td>Women’s Health Lecture</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>Nurs 428</td>
<td>Women’s Health Clinical</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 420</td>
<td>Child and Adolescent Lecture</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>Nurs 421</td>
<td>Child and Adolescent Clinical</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 479</td>
<td>Adults in Health and Illness (Lecture / Clinical)</td>
<td>3 (1/2)</td>
<td></td>
</tr>
<tr>
<td>Nurs 427</td>
<td>Transitions to Professional Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nurs 424</td>
<td>Management of Health</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nurs 426</td>
<td>Med/Surg Leadership (Clinical)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>*Elective</td>
<td>Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 480</td>
<td>Strategies for Professional Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Optional (Nursing Honors Practicum)</td>
<td></td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

**Totals**: 13  15

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).

### Humanity
- Art
- History
- Language
- Law
- Literature
- Music

### Social Science
- Anthropology
- Business & Economics
- Education
- History
- Politics
- Psychology
- Sociology
Second Degree Program Option
The second degree program option is a five 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.

Admission Requirements
Admission requirements include a baccalaureate or higher degree earned within the past 10 years, with a cumulative grade point average of 2.5, and a transcript which reflects courses in human anatomy and physiology, microbiology, chemistry (with organic chemistry content), statistics, nutrition, and humanities. An average grade point average of 2.75 is required for anatomy and physiology, microbiology, and chemistry. Applicants are required to obtain professional letters of recommendation from academicians familiar with the applicant's academic ability and professional performance. All applications are reviewed on an individual case by case basis. Please consult the School of Nursing for specific prerequisite course requirements.

Acceptance into the second degree program option is not based solely on GPA and number of transfer credits, but also on evaluation of the applicant's goal statement and references. Interviews may be requested by the School of Nursing.

Students enrolled in the traditional nursing program at CUA, who obtain a non-progressing grade in any course, are not permitted to apply, enroll or be accepted in the second degree nursing program at CUA.

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

Junior - Year 1

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N241</td>
<td>Principle and Applications of Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>N276</td>
<td>Nursing Care of Adults (Lecture/Clinical)</td>
<td>3 (1/2)</td>
<td></td>
</tr>
<tr>
<td>N371</td>
<td>Pathophysiology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>N260</td>
<td>Health Assessment</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>N378</td>
<td>Evidence Based Care/Informatics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elective or TRS333 or Phil 303</td>
<td>Elective or Biomedical Ethics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nursing 310</td>
<td>Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>N370/372</td>
<td>Community Health (Lecture/Clinical)</td>
<td>3 (2/1)</td>
<td></td>
</tr>
<tr>
<td>N403</td>
<td>Nursing Research</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>N376</td>
<td>Adults in Health and Illness II (Lecture/Clinical)</td>
<td>5 (3/2)</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>15</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

Summer Session – 6 weeks

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>N375</td>
<td>Mental Health Nursing Lecture</td>
<td>3</td>
</tr>
<tr>
<td>N377</td>
<td>Mental Health Clinical</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
### Senior – Year 2

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Fall Credits</th>
<th>Spring Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 423</td>
<td>Women’s Health Lecture</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>Nurs 428</td>
<td>Women’s Health Clinical</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 420</td>
<td>Child and Adolescent Lecture</td>
<td>3</td>
<td>Or 3</td>
</tr>
<tr>
<td>Nurs 421</td>
<td>Child and Adolescent Clinical</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nurs 479</td>
<td>Adults in Health and Illness (Lecture / Clinical)</td>
<td>3 (1/2)</td>
<td></td>
</tr>
<tr>
<td>Nurs 427</td>
<td>Transitions to Professional Nursing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Nurs 424</td>
<td>Management of Health</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Nurs 426</td>
<td>Med/Surg Leadership (Clinical)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>*Elective</td>
<td>Elective</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Nurs 480</td>
<td>Strategies for Professional Practice</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Optional</td>
<td>(Nursing Honors Practicum)</td>
<td>(3)</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

### Section 12 - Policies and Regulations

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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School Goals, 1
Science Courses, 4
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Admissions Requirements, 34
Receipt of Student Handbook

I __________________________________________________________ (printed name)
acknowledge receipt of the 2013-2014 Undergraduate CUA School of Nursing Student handbook and I agree to read and abide by the content therein.

_________________________________________  __________
signature  date

____________________Student ID