

Table of Contents

Introduction	
A Brief Overview of the CBU Traditional BSN Nursing Program.....	2
Accreditation	2
The Christian Brothers.....	3
Christian Brothers University Institutional Mission, Values and Goals	3
CBU Mission Statement	3
CBU Core Values	3
Lasallian Educational Principles	3
CBU Institutional Goals	4
CBU Expected Student Outcomes.....	4
The Traditional BSN Nursing Program.....	5
Nursing Mission, Philosophy and Program Outcomes.....	7
Student Learning Outcomes	8
Nursing Program Outcomes and Conceptual Framework.....	10
Nursing Courses 2023 – 2024	11
Select Policies and Procedures	
A. Admissions	14
B. Attendance	16
C. Examinations	17
D. Grading	24
E. Withdrawal/Leave of Absence	25
F. Progression	26
G. ADA Policy	26
H. Graduation and Licensure.....	27
I. Academic Grievances/Grade Appeals	28
J. Recitation and Academic Enhancement	28
K. Dress Code.....	32
L. Communication	34
M. Social Media	36
N. Student Rights and Responsibilities	37
O. Professional Expectations.....	38
P. Clinical Guidelines	39
Q. Artificial Intelligence Policy	40

Introduction

Welcome to Christian Brothers University, to the Bachelor of Science in Nursing program, and to the Lasallian spirit expressed by the Brothers of the Christian Schools. That spirit is at the heart of our educational and co-curricular programs where students of diverse cultures and religions traditions are encouraged to grow in their faith.

This handbook is for those students enrolled in Christian Brothers University's (CBU) BSN Traditional program. It is intended to assist students in gaining an understanding of the program and other matters that affect one's status as a nursing student. This handbook is a supplement to two other documents: the CBU student handbook *The Compass* and the *CBU Academic Catalog*, available online.

Students are likely to find it necessary to consult one or all of these documents. All nursing students are encouraged to read this handbook and to become familiar with its content. The Nursing Student Handbook is reviewed annually and an electronic copy is available to all students via the CBU Nursing Program website. Students are responsible for using The Student Handbook as a resource when questions arise and as a guide to academic/non-academic policies and procedures. Each student must sign a student handbook review verification form verifying that the student has read and understands the policies. This is kept in the student's academic record file.

Accreditation

The baccalaureate degree program in nursing at Christian Brothers University is accredited by the Commission on Collegiate Nursing Education: <http://www.ccneaccreditation.org>
655 K Street NW, Suite 750, Washington, DC 20001 202-887-6791.

The baccalaureate degree program is approved by the Tennessee State Board of Nursing.

Christian Brothers University is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools Commission on Colleges and Schools (SACSCOC). SACSCOC accreditation permits faculty to compete for federally funded research grants and for students to have access to federally subsidized financial aid. It also means that other institutions recognize CBU courses. <http://sacscoc.org/>

SACSCOC Address:

Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane,
Decatur, Georgia 30033-4097

The Christian Brothers

The Congregation of the Brothers of the Christian Schools, commonly referred to in the United States as the Christian Brothers, was founded in 1681 by French priest John Baptist de La Salle in Rheims, France. The Founder revolutionized the entire educational experience as he ensured a practical and academic education for the poor and marginalized. He instituted several contemporary policies: grading students according to ability and achievement; simultaneously teaching many students; and teaching in the students' native language, rather than the traditional Latin. The Founder was canonized as a saint in 1900 by Pope Leo XIII. In 1950, he was further proclaimed the Patron Saint of all those who work in the field of education by Pope Pius XII.

The Christian Brothers—a Roman Catholic religious congregation—are the largest group of non-clerical, religious males in the Catholic Church today, numbering more than 4,000 worldwide. They are consecrated religious men who do not aspire to become priests, but do take vows of poverty, chastity, obedience, and service to the poor through education, promising to live together in a community. F.S.C., the letters a Brother places after his name, are the abbreviation of three Latin words: FRATRES SCHOLARUM CHRISTIANARUM, which means “Brothers of the Christian Schools.” In many parts of the world, the Brothers are referred to as “The De La Salle Brothers” after the name of the founder. The Brothers are not priests, so they should not be addressed as “Father”, but rather as “Brother”.

The Brothers are engaged in all phases of education throughout the world. They can be found in 79 countries operating elementary and high schools, colleges and universities, teacher education schools, orphanages, reform schools, military institutes, and institutions dedicated to the development of professional and technical services, especially for the poor. The Brothers sponsor six institutions of higher education, 53 high schools, 19 middle schools, and three elementary schools in North America.

Through their ministry “together and by association” with Lasallian Partners, the Brothers continue to innovate in responding to the needs of the disadvantaged including offering services to troubled youth and providing scholarships, support, and specialized programs to students in need.

Christian Brothers University Institutional Mission, Values and Goals

CBU Mission Statement

Christian Brothers University is a Catholic university in the student-centered tradition of the De La Salle Christian Brothers. CBU fosters academic excellence in a range of programs to prepare students from all faiths and backgrounds for careers and lives informed by the Lasallian values of faith, service, and community.

CBU Core Values

Faith: Our belief in God permeates every facet of the University's life.

Service: We reach out to serve one another and those beyond our campus.

Community: We work to build better communities and a better society.

Lasallian Educational Principles

- Respect for each individual as a unique person
- A Christian perspective
- An excellent education
- A spirit of community
- A life of service
- A quest for justice and peace

CBU Institutional Goals

Educating minds:

1. CBU will provide the resources and expertise required to nurture and sustain the intellectual and academic formation of its students.
2. CBU will offer innovative, accessible programs and resources to ensure that all students are prepared for career success.

Touching hearts:

3. CBU will offer academic and enrichment experiences in support of students' ethical formation.
4. CBU will provide opportunities for students to engage with the wider community.

Remembering the presence of God:

5. CBU will provide academic opportunities for students to investigate matters of faith and religious experience and will provide experiences in support of students' spiritual formation.
6. CBU will offer academic and enrichment experiences promoting its Catholic and Lasallian heritage.

CBU Expected Student Outcomes

CBU's expected student outcomes can be grouped into four major categories:

1. Critical thinking, quantitative reasoning, and effective communication
2. Knowledge of religion, culture, society, and self
3. Knowledge of the natural world, the scientific method, and its application
4. Moral, ethical, and aesthetic principles

The Traditional BSN Nursing Program

The curriculum of the Traditional BSN nursing program at Christian Brothers University (CBU) is designed in accordance with several key guidelines: the American Association of Colleges of Nursing (AACN) "The Essentials: Core Competencies for Professional Nursing Education" (2021), the Tennessee Nurse Practice Act, and the Competency Outcomes and Performance Model (COPA Model) by Lenburg (2009). This curriculum emphasizes both the fundamental aspects of nursing practice and the evolving roles of nurses within the future healthcare delivery system.

The curriculum is founded on the core concepts of nursing practice as outlined in "The Essentials" (2021). These concepts include:

- Clinical Judgement
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence Based Practice
- Health Policy
- Social Determinants of Health

The entry-level professional nursing practice competencies outlined in "The Essentials" (2021) are organized into 10 domains. The Traditional Program curriculum is structured around the domains. These domains are:

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for the Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

"The Essentials" include 45 competencies, which are integrated throughout the curriculum. Students are introduced to these competencies, which are reinforced throughout the program, and their mastery is evaluated for achieved success.

The curriculum also is centered around The Competency Outcomes and Performance Assessment (COPA) Model, which defines eight core competencies that serve as the foundation for nursing education and practice. These competencies ensure that nurses are well-equipped to meet the demands of their profession and provide high-quality patient care. The eight core competencies are:

1. **Assessment and Intervention Skills:** The ability to assess patients accurately and intervene appropriately based on those assessments. This includes gathering comprehensive data, identifying health problems, and implementing evidence-based interventions.
2. **Communication Skills:** Effective communication skills with patients, families, and other healthcare team members. This includes both verbal and non-verbal communication, active listening, and the ability to convey information clearly and compassionately.
3. **Critical Thinking Skills:** The capacity to use critical thinking skills to make sound clinical judgments and decisions. This involves analyzing information, evaluating alternatives, and applying knowledge to solve complex problems.
4. **Human Caring and Relationship Skills:** Demonstrating a caring attitude and empathy towards patients, understanding their needs, and providing compassionate care. This competency emphasizes the importance of building trust and rapport with patients.
5. **Management Skills:** Demonstrating administrative abilities, including delegation, organization, coordination, and resource utilization. This competency also encompasses quality improvement and responsibility.
6. **Leadership Skills:** Exhibiting leadership qualities in clinical settings, including the ability to lead, manage, and advocate for patients and the nursing profession. This competency includes skills in decision-making, conflict resolution, and inspiring others to achieve common goals.
7. **Teaching Skills:** The ability to educate patients, families, and communities about health-related topics. This competency involves assessing learning needs, developing educational materials, and evaluating the effectiveness of teaching interventions.
8. **Knowledge Integration Skills:** Integrating knowledge from nursing, healthcare, and related disciplines with insights from liberal arts, natural sciences, and social sciences. This competency involves applying a broad spectrum of knowledge to enhance nursing practice and address complex health issues.

These eight core competencies of the COPA Model are designed to prepare nursing students for the complexities of modern healthcare, ensuring they are competent, reflective, and adaptable professionals.

Nursing Mission, Philosophy and Outcomes

CBU Nursing Program Mission Statement

The mission of the Christian Brothers University Nursing Program is to prepare students from all faiths and backgrounds for professional nursing careers, with an emphasis on providing holistic care to diverse populations. In keeping with Lasallian student-centered ideals, we focus on faith, service, and community in our teaching and practice.

This mission is congruent with that of the parent institution, as the nursing program relies on the concepts of teaching as ministry and providing challenging student-centered learning and personal growth. The nursing program welcomes students of diverse cultures and religious traditions into its educational community of faith and service. The program is committed to academic excellence that allows students the opportunity to perfect their skills for the betterment of society.

Philosophy of the CBU Traditional BSN Nursing Program

Our nursing program believes in fostering excellence through a comprehensive, competency-based curriculum rooted in the AACN Essentials and the COPA Model. We embrace the development of compassionate, knowledgeable, and skilled nurses, preparing them to deliver high-quality, patient-centered care. By integrating theoretical knowledge with practical experience, and emphasizing interdisciplinary collaboration, evidence-based practice, and continuous quality improvement, we believe in empowering students to thrive in a dynamic healthcare environment. Our philosophy is centered on nurturing lifelong learning and professional growth, ensuring that our graduates are adept at meeting the evolving needs of diverse populations and enhancing the health and well-being of the communities they serve.

Traditional BSN Nursing Program Outcomes

The effectiveness of a nursing program is measured by its ability to meet specific program outcomes that reflect both the quality of education provided and the impact on the community and profession. Our program outcomes emphasize the importance of developing and implementing strategies that ensure our alumni effectively address community needs through their nursing practice, as demonstrated by ongoing surveys of community interests, employers, and alumni. These outcomes and benchmarks collectively underscore our dedication to producing competent, reflective, and successful nursing professionals who contribute meaningfully to the healthcare field and the communities they serve.

The program outcomes of the Christian Brothers University Traditional BSN program are identified in the table below.

BSN TRADITIONAL Program Outcomes	Expected Level of Achievement
Develop and implement a curriculum that meets the needs of both students and employers.	<ol style="list-style-type: none"> 1) Alumni Survey. One-year post graduation will indicate curriculum “met the need” of the student at score of 4.0 or higher on 5.0 Likert Scale. 2) Alumni Survey. Employment rate at 85% within the first-year post-graduation. 3) Employer Survey. one-year post graduation will indicate curriculum “meets the needs” of the employer at a score of 4.0 or higher on 5.0 Likert Scale.
Graduate nurses who express the virtues of a Lasallian nurse and meet Student Learning Outcomes.	<ol style="list-style-type: none"> 1) Self-Reflection Paper. 90% of students will score an 84% on the initial submission of the paper. 2) Student Exit Survey. 80% of graduates will rate having met the Lasallian virtues upon graduation. 3) Student Learning Outcomes. 90% of students will meet SLOs on first attempt.
Graduate at least 85% of students in each cohort within 3 years of entry to program.	<ol style="list-style-type: none"> 1) Completion Rate. Graduate at least 85% of students in each cohort within 3 years of entry to program.
Maintain a first-time NCLEX pass-rate as outlined by the Tennessee State Board of Nursing.	<ol style="list-style-type: none"> 1) NCLEX pass rate. Maintain first time pass rate at 85% as outlined by the Tennessee Board of Nursing
Serve as a partner with health care facilities to meet the needs of the community.	<ol style="list-style-type: none"> 1) Community of Interest Surveys. The NP curriculum “meets the needs” of the COI at a score of 4.0 or higher on 5.0 Likert Scale.

Traditional BSN Nursing Program Student Learning Outcomes

Student Learning Outcomes (SLOs) are pivotal in ensuring that nursing education aligns with industry standards and best practices. Our SLOs are meticulously designed to align with the American Association of Colleges of Nursing (AACN) Essentials, the Tennessee Nurse Practice Act, and the Competency Outcomes and Performance Assessment (COPA) Model. This alignment ensures that our curriculum not only meets national and state regulatory standards but also prepares students to excel in their professional practice. The AACN Essentials provide a framework for core competencies in nursing education, while the Tennessee Nurse Practice Act sets forth the legal and ethical standards for nursing practice in the state. Meanwhile, the COPA Model emphasizes the integration of theoretical knowledge and practical skills essential for effective nursing practice. By aligning our SLOs with these critical standards, we ensure that our graduates are well-prepared to deliver high-quality, patient-centered care, adhere to professional and regulatory standards, and contribute meaningfully to the nursing profession.

Graduates of the BSN Nursing Program will be able to successfully:

1. Integrate, translate, and apply established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences to nursing practice.
2. Exhibit person-centered care, which focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care exhibited will be holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.
3. Provide holistic population health care, which spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
4. Generate, synthesize, translate, apply, and disseminate nursing knowledge to improve health and transform health care.
5. Employ established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Intentionally collaborate across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Respond to and lead within complex systems of health care to effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
8. Utilize information, communication technologies, and informatics processes to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Use informatics processes and technologies to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Form and cultivation a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
10. Participate in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Traditional BSN Nursing Program Conceptual Framework

The Competency Outcomes and Performance Assessment (COPA) Model serves as a robust theoretical framework for guiding nursing education, focusing on the development and assessment of essential competencies required for effective nursing practice. By utilizing the COPA Model, our nursing program ensures that the curriculum is deeply rooted in a competency-based approach, integrating theoretical knowledge with practical application. This model emphasizes the importance of achieving specific competencies across various domains, including clinical skills, critical thinking, and professional behaviors, thereby providing a comprehensive blueprint for both teaching and evaluation.

Implementing the COPA Model as a theoretical framework allows us to design a curriculum that not only prepares students to meet current healthcare demands but also equips them with the skills necessary to adapt to future challenges. The model's focus on performance assessment ensures that students' abilities are continuously evaluated through practical simulations and real-world clinical experiences, fostering a dynamic and responsive learning environment. By aligning our program with the COPA Model, we are committed to producing graduates who are proficient, reflective, and ready to deliver high-quality care in diverse and evolving healthcare settings.

Nursing Courses 2024-2025

The nursing curriculum and course sequence are structured around the concept of scaffolding learning. In the first semester, students are introduced to fundamental concepts of nursing care and knowledge. As they advance through the program, they build on this knowledge by applying their skills to increasingly complex care situations. By the final semester, students are immersed in advanced practice scenarios and focus on leadership and role development to prepare for their professional careers.

NURS 350 Foundations of Nursing

This didactic, laboratory, and clinical course begins preparing the student to function as a provider of care. This course explores concepts, theories, and principles inherent in the roles and competencies of the professional nurse and applies this knowledge to practice. Identified basic human needs, the nursing process, and basic nursing skills are presented and used to guide professional nursing practice in simulated and clinical settings

Credits: 5 Prerequisite: Nursing major

NURS 352 Health Assessment

This introductory course focuses on health assessment across the life span. Students learn to conduct a complete health assessment with emphasis on normal findings and some abnormal pathophysiological findings as well as cultural, ethnic, and age variations. Students develop the skills of history taking, inspection, palpation, percussion, and auscultation using body systems to organize data.

Credits: 3 Prerequisite: Nursing major

NURS 353 Professional Nursing

This beginning professional course focuses on professional nursing roles, values, ethics and legal issues. It incorporates an introduction to evidence-based practice as well as emphasizing professional writing skills.

Credits: 2 Prerequisite: Nursing Major

NURS 354 Mental Health Nursing

This didactic and clinical course focuses on the nursing care of clients with acute, chronic and complex mental health problems across the life span. Students will identify mental health nursing services and apply to individuals, families, and communities with an emphasis on communication, health issues, critical thinking, ethics, and professional role development. Current trends, ethical and legal issues, political, economic and social issues that influence the health care of mental health clients and families are examined. Clinical practice is provided in a variety of settings including acute and community facilities.

Credits: 5 Prerequisite: NURS 350, 352, 356, 360

NURS 355 Adult Health Nursing I

This didactic and clinical course focuses on the nursing care of adults with chronic and long-term health care problems. The course explores the theoretical, scientific, and professional basis of nursing care of complex patients and their families by further obtaining knowledge in nursing and applying that knowledge and critical thinking to clinical experiences. An emphasis is on the care of groups of patients in the medical-surgical environment. Transition from student role to nurse generalist role is emphasized.

Credits: 7 Prerequisite: NURS 350, 352, 356, 360

NURS 356 Pathophysiology

The purpose of this course is to provide the student with basic understanding of pathophysiology as a change from normal physiological functioning of the various systems of the human body. The course is based on illness and disease within a systems framework. Emphasis is on select illnesses most often encountered by occupational therapists, rehabilitation specialists, and other health professionals. The course focuses on critical thinking used to analyze the signs and symptoms based on the pathophysiology of these conditions.

Credits: 4 Prerequisite: Nursing Major

NURS 357 Pharmacology

This course focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the health care provider role in developing a comprehensive approach to the clinical application of drug therapy. Implications relative to the utilization of drug therapy are examined. Dosage calculations are evaluated for competency.

Credits: 3 Prerequisite: 350, 352, 356, 360

NURS 360 Nursing Clinical Judgement

This course discusses clinical judgement and the critical thinking process used in nursing. It will incorporate practical reasoning, which complements the scientific reasoning used in the nursing process.

Corequisite: NURS 350 Foundations of Nursing

Credits: 2 Prerequisite: Nursing Major

NURS 361 Nursing Informatics and Health Care Systems

This course introduces informatics and health care systems to the students. Informatics content includes integration of nursing, computer, and information systems for the support of nursing practice. It will introduce students to the effective technology and its application. Health care systems content provides an overview of how the health care and public health systems are organized and how services are delivered in the United States.

Credits: 3 Prerequisite: Nursing Major

NURS 450 Evidence Based Practice Nursing

This course is an introductory course to research methodology, critical appraisal of research literature, application of findings to nursing practice, and identification of clinical problems for study. Emphasis is on critical analysis of published research studies with regard to implications for clinical nursing practice. Ethical concepts related to research are explored.

Credits: 3 Prerequisite: 350

NURS 451 Adult Health Nursing II

This didactic and clinical course builds on the theoretical and clinical learning experiences of Adult Health I and focuses on the nursing care of adults with complex and acute health care problems. Clinical experiences provide students with opportunities to understand and apply the role of the nurse generalist on the learner's developing role of provider and manager of care in acute settings.

Credits: 7 Prerequisite: NURS 354, 355, 356

NURS 452 Family Health Nursing

This course provides theoretical and clinical basis for professional nursing practice with childbearing families, children, and their families. Emphasis is placed on health patterns occurring during pregnancy, birth, the newborn period, pediatrics, and adolescents. Chronic and acute pediatric diseases will be explored. Clinical learning experiences occur in a variety of settings including acute and ambulatory settings

Credits: 8 Prerequisite: NURS 354, 355, 356

NURS 453 Nursing Leadership and Management

This course focuses on preparing students to acquire skills in nursing management. Leadership and management principles will be examined within a variety of healthcare environments.

Credits: 3 Prerequisite: NURS 450, 451, 452

NURS 454 Population Health Nursing

Explores public health practice with individuals, families, groups, and communities in selected settings. Global trends for health promotion and disease prevention are examined. Students analyze healthcare policy issues and paradigmatic cases of ethical dilemmas in world health. Emphasis is on collaboration with others to advocate for improvement in the health of vulnerable populations and elimination of health disparities.

Credits: 5 Prerequisite: NURS 450, 451, 452

NURS 455 Nursing BSN Capstone

This course focuses on refinement of the student's clinical and leadership skills for practice as a nurse generalist. An emphasis is placed on clinical reasoning and decision-making.

Credits: 5 Prerequisite: NURS 450, 451, 452

NURS 456 Nursing BSN Seminar

This course prepares students to take the NCLEX-RN examination by reviewing knowledge and skills presented in previous courses. An emphasis of this course is the application of critical thinking for effective test taking to enhance performance on the NCLEX-RN.

Credits: 2 Prerequisite: NURS 450, 451, 452

Selected Policies and Procedures

A. Admissions

Holistic admissions in nursing school involve a comprehensive evaluation of applicants beyond traditional academic metrics, such as GPA and test scores. This approach considers a diverse range of factors, including personal experiences, extracurricular activities, letters of recommendation, and commitment to the nursing profession. By adopting a holistic admissions process, nursing programs aim to identify candidates who not only demonstrate strong academic potential but also exhibit qualities such as empathy, resilience, and a passion for patient care. This method ensures that the admissions process is inclusive and reflects a broader understanding of each applicant's unique strengths and experiences. Ultimately, holistic admissions support the development of a diverse and well-rounded cohort of nursing students, who are better equipped to meet the varied needs of patients and contribute to the advancement of the nursing profession. The Admissions Committee may opt to waive requirements for applicants based on the strength of the application.

Minimum Requirements for Admission:

- Be admitted to CBU as a degree-seeking undergraduate student.
- Minimum cumulative college GPA of 2.5
- Prerequisite Courses must be completed at the time of enrollment. Students with incomplete prerequisites at the time of application should list these courses in their application, including anticipated dates of completion:
- A minimum grade of “C” is required in all prerequisite and general education courses.
- Minimum of 2.75 cumulative GPA is required for prerequisite science courses.
 - Two (2) of the three (3) prerequisite science courses must be completed (not in-progress) at the time of application; all three (3) must be completed prior to enrollment in the program.
 - One (1) science prerequisite course may be repeated only once. If repeated, an average earned grade of the initial and repeated course will be used in the science GPA calculation
 - Applicants are required to complete prerequisite science courses within eight (8) years of admission.
- A maximum of only three (3) general education courses outstanding (9 hours) at the time of enrollment.
- Students who are transferring from another Nursing program must submit a letter of good standing from the Dean/Director of the previous Nursing program.
- Applicants dismissed from another Nursing program are eligible to apply. No Nursing credits will be transferable from a program in which the student was dismissed.
- Letter of Interest or a Video Interview:

Letter of interest: A 1-2-page letter of interest should include a discussion of the applicant's interest in nursing and a personal reflection on enrollment in the Nursing

program. A list of all incomplete prerequisites with anticipated completion dates should be included in this letter.

Video interview: Students will complete an online video interview.

- Physical, gross and fine motor, auditory, visual, and tactile abilities sufficient to provide nursing care as outlined in the CBU Nursing Program Handbook Health and Vaccination Policy.
- Proof of vaccinations, satisfactory TB screening, and annual influenza vaccination as outlined in the CBU Nursing Program Handbook Health and Vaccination Policy.
- Current American Heart Association Basic Life Support for Health Care Providers (CPR Certification) prior to and maintained throughout enrollment
- Acceptance to the Nursing program is conditioned upon the successful completion of a criminal background check (CBC) and drug screening.
- Admission to the Nursing program is a competitive process. Admissions is based on the number of applications and seats available. Meeting minimum qualifications does not guarantee admission to the program.

Early Admissions

Highly qualified high school seniors can apply for early admission during their senior year of high school.

- Minimum 3.5 high school GPA
- Minimum ACT Composite 27 or SAT Composite 1280
- Complete online Application by January 15th in Senior year of high school
- Early admission guarantees a seat in the cohort starting 2 years from time of first admission to CBU, if following requirements are met:
 - 3.0 Overall College GPA
 - All prerequisites must be completed with a B or higher
 - No prerequisites can be repeated
 - No deferments for enrollment
 - Meet all other general admissions requirements
- If requirements are not met, students can still apply for admissions via the general admission process.
- Early admission to the Nursing program is a competitive process. Early admissions are based on the number of applications and seats available. Meeting minimum qualifications does not guarantee early admission to the program.

Enrollment Requirements

Prior to the start of classes, admitted students will need to provide:

- Completed Student Health Form
- Proof of current TB surveillance, if requested
- Current certification in cardio-pulmonary resuscitation-American Heart Association BLS for Healthcare Providers (CPR)
- Background check and drug screen
- Official Transcripts

International Applicants

In addition to the admission requirements above, international applicants should send the following items to the Office of Admissions:

- Official transcripts of all coursework done at the secondary level or above. Official transcripts not in English will require an official translation
- Proof of English proficiency through the successful completion of the NCLEX-RN exam
- Complete the designated Certificate of Financial Support
- Have active/current health insurance

B. Attendance

Attendance is required at all scheduled classes, laboratories, conferences, seminars, clinical experiences, testing situations, and other course activities. Excessive absence will be sufficient reason to consider a student as academically deficient. Registration for a course makes the student responsible for attending class until the course is completed or until the registrar authorizes withdrawal from that course.

Class Attendance

Attendance is based on participation in live class sessions. A student is considered tardy if they arrive one minute late, and three tardies equate to one absence. Two unexcused absences or missing more than 15% of scheduled class or lab time will result in a failing grade for the course. To receive credit for attendance, students must be present for the entire class duration. Faculty may choose to deny entry to tardy students until the next class break. Students must provide verification for any absences due to illness, accidents, or family emergencies. The Program Director reserves the right to verify all absence documentation.

Online Course Attendance

Students are required to complete all assignments by the due date, and to actively participate in class activities within online courses. Attendance requirements for online courses will be outlined in the course syllabus.

Additionally, students are expected to:

- Log on at least twice a week– on different days in order to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;
- Participate in any discussions or group assignments, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment and questions from the instructor and/or other students;

If the student cannot meet the online class' minimum requirements due to such a circumstance, they should contact the instructor as soon as possible. Students will not be marked present for the course in a particular week if they have not met the attendance requirement for that week.

In addition, a faculty may request students turn cameras on during synchronous class time or during testing. Students failing to turn on cameras at the time requested may be marked absent.

C. Examinations

Classroom Testing Procedure

Prior to the exam:

- Seats will be assigned during the exam.
- Arrive 10 minutes early on exam days.
- Your computer or ipad should be fully charged, connected to Wi-Fi with Respondus Lockdown Browser downloaded and working. If you have problems accomplishing this, please inform the instructor or exam proctor.
- Be prepared to begin exam on time. Late arrivals will not be allowed to enter the exam and a zero will be recorded for the exam. Please email the faculty if you have arrived to campus after the exam has started. Do not attempt to enter the classroom.
- All backpacks, books, purses, bags etc. will be placed in an area in the classroom designated by the professor or proctor. None of these items are allowed in the classroom during an exam. Students are welcome to stow these items safely in their locked car or in an assigned secured area.
- No coats or hoodies allowed.
- The instructor or proctor has the right to ask students to empty all pockets prior to testing.
- Place cell phones, smart watches, ear pods, all electronic devices (except your laptop) in your bag.
- Be sure your cell phone is TURNED OFF, not on vibrate.
- The only items allowed on the student desk will be pen/pencil, blank paper, CBU calculator, foam ear plugs, and eyeglasses if needed.
- Instructor will provide paper, pencils, and calculators if needed.

- Use the restroom before the exam so you will not need to get up.
- Line up outside the door to the classroom prior to exam and await assigned seat.
- Once all students are seated a sign in sheet will be circulated and the student will sign their name to the number that corresponds to their seat assignment.
- Once the test has begun there will be NO entry or exit from the classroom until the exam time has ended and all test takers are finished.
- The classroom door will be closed and locked once the exam is started

During the exam and after:

- Hands must be visible during the test
- Students are allowed to login to Canvas from one device only during the test. Multiple IP addresses logged in to the Canvas during testing will result in a failure of the exam.
- All scratch paper will be turned in after the test. Do not throw it away.
- Place your assigned seat number on your scratch paper along with your name.
- Do not use scratch paper to write down questions or take extensive notes about the exam.
- Everyone must stay in their seats once they have completed the exam. Close your laptop and do not talk.
- All exams are proctored and recorded remotely.
- Students should be aware recording is in progress during exams.
- Any student found with cell phone or any electronic device other than their laptop during the exam will receive a zero for the exam and are subject to other penalties, including failure of the course or expulsion from the program.
- Laptops shall be free from writing or drawings.
- Time will only be added if there are technical issues with Canvas.

Missed Test Policy

Make-up Exam Guidelines: The final exam grade will replace any missed exam. No make-up exams will be offered or permitted. Instead, the final exam will replace any missed exam. If a student misses more than one exam they must schedule an appointment with the Director of Nursing and the faculty for the course.

Regardless of policy, students are required to notify faculty via email prior to the exam if they are missing the exam, unless there is an emergency where the student cannot reach the faculty. In the event of an emergency, the student or a representative of the student must notify the faculty and program director as soon as possible. Students are required to provide verification for any absence (illness, accident, death in the family). We reserve the right to verify any documentation of absence.

Final exams are required to be taken. In the event the student cannot take a final exam, the student must make-up the exam prior to the deadline for grade submissions. If the student cannot make up

the final exam by this date, the student must apply for an incomplete in the course (see registrar webpage for Incomplete form). Documentation will be required.

For a missed HESI Exam, the student will arrange a makeup exam time with the faculty. Students must notify the faculty of their absence, as they would with a class exam.

In the event the student misses 2 or more exams, the student must make an appointment with the Program Director to discuss excessive absences and determine a plan of action.

Test Review Policy

Test reviews may take place in class once all students have tested or reviews may be scheduled one on one with course faculty. Exam reviews may occur after the professor has thoroughly analyzed the exam. Students will have the ability to review questions and ask clarification questions in class or one on one with the professor. Students will not be allowed to have laptops, phones, tablets, recording devices, paper, or pencils/pens during the test review. Students are not allowed to copy test questions. A student found to be copying questions or recreating tests from memory to pass to other students will be referred to the CBU Academic Counsel for misconduct. A student wishing to challenge an answer to a test question can make an appointment to speak to the faculty. Students are encouraged to bring supporting evidence to the meeting.

Online Testing Policy

Test Environment Requirements: The online testing environment should mimic the in-class testing environment, and must conform to the following:

Testing Area:

- Sit at a clean desk or clean table (not on a bed or couch)
- Lighting in the room must be bright enough to be considered "daylight" quality -
- Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student
- Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. unless specifically permitted in posted guidelines for that particular examination
- Close all other programs and/or windows on the testing computer prior to logging into the lockdown browser
- Do not talk to anyone else--No communicating with others by any means
- Do not have a radio or the television playing in the background
- Use the restroom or eat prior to starting the exam.
- The following should not be on your desk or used during your exam unless specifically allowed for that examination:
 - Excel
 - Word

- PowerPoint
- Textbooks/ ebooks
- Websites
- Calculators
- Pen and/or Paper
- Cell phones

Behavior:

- Dress as if in a public setting
- You must not leave the room during the testing period at any time, unless specifically permitted in posted guidelines for that particular examination.
- You must not take the computer into another room to finish testing (exam must be completed in the same room the “Exam Environment View/scan” is completed in)
- No use of headsets, ear plugs (or similar audio devices) are permitted
- Do not use a phone for any reason. The only exception is to contact support or your instructor in the event of a technical issue

Online Testing Guideline Violation Consequences

- If you are flagged for cheating, you will be contacted directly by the faculty and subject to penalties as articulated in the School Conduct Policy.
- Students with high alert flags from Respondus will meet with the faculty and Program Director
- Students with high alert flags may be required to test on campus for all future tests.
- High alert flags may result in a zero on the exam.
- Repeat offences will be subject to review and may result in a failing grade or expulsion.

Standardized Testing Policy Traditional BSN Program

CBU Nursing Program utilizes HESI testing as a prognostic indicator of student success and learning. HESI exam score can be an indicator of student performance throughout the program and predict the outcomes on the NCLEX-RN licensure exam. Students with lower HESI scores will require more intense remediation.

- I. If a HESI score is 850 or higher is earned, the student will only complete the online remediation provided in the HESI.
- II. If a HESI score is less than 850, the student must complete a remediation plan that includes, but not limited to the following:
 - A. Handwritten notes which include a minimum of 3 key points for each content area
 - B. Complete and remediate Elsevier Adaptive Quizzes (EAQ) and achieve a minimum score of 75% on each. If a minimum score of 75% is not earned, then the student must continue to take EAQs until the minimum score is achieved.

- C. Keep all completed handwritten notes and HESI analysis forms in a 3-ring binder or e-folder. Folders are subject to review by nursing faculty. Student remediation will be analyzed and assessed throughout the program to identify areas of improvement.
- D. Students must complete their remediation on their own and sharing of information will be considered academic dishonesty.
- E. Students will have approximately seven days to complete the remediation from the time of receiving their HESI remediation report
- F. All students are required to complete the HESI generated remediation regardless of score.
- G. Students scoring less than 850 will meet with the Academic Nurse Navigator

HESI Specialty Exams

HESI specialty exams are administered throughout the nursing programs. The benchmark for passing the exams is 850 or better. Students are expected to complete remediation as instructed. If remediation is not completed, students will not take the next unit exam and must follow up with the professor and program director.

HESI Exit Exam

The HESI exam score can be an indicator of student performance throughout the program and predict the outcomes on the NCLEX-RN licensure exam. Students with lower HESI scores will require more intense remediation. Complete HESI study plan as instructed by HESI coach.

Exit Exam: All nursing students are required to successfully pass the exit exam with a score of 850 or higher. Students may have up to three attempts to pass the exit during the semester. The third attempt must be scheduled with the professor for the course.

First HESI exit remediation requirements: Students have approximately 7 days to complete the remediation. All students are required to score 850 or above to be considered passing the exit exam. Students must complete remediation from the first HESI in order to sit for the second one. Complete remediation as assigned through HESI Compass. Students must submit handwritten notes from assigned HESI Compass study packets.

Second HESI exit remediation requirements: All students will take the second HESI regardless of first score. Students must score an 850 or better to be considered as passing the exit and passing the seminar course. Students must pass the exit exam to successfully complete the seminar course. Students scoring less than 850 on the second attempt must schedule additional testing with the professor for the course. If a student is not successful on the **third** attempt then the student must schedule time with the program director and the professor for the course to discuss next steps.

Remediation Guidelines: For remediation to be considered complete (as directed by the course faculty or Nursing Director) the student must be aware of the following:

- Remediation hours and activity will be monitored within Evolve
- Access all recommended categories of remediation in HESI

- Review and submit EAQ questions as directed
- The total time spent under the HESI remediation will count toward required remediation hours

Patient case studies, notes from class and EAQs for course assignments or activities cannot be used as remediation.

HESI Score 900 or above On Track	<ol style="list-style-type: none"> 1. Complete online remediation provided by HESI 2. A minimum of 2 hours of study required
HESI Score 850-899 Acceptable	<ol style="list-style-type: none"> 1. Complete online HESI remediation 2. Handwrite notes for each content area missed 3. A minimum of 4 hours of study required
HESI Score 800-849 At risk	<ol style="list-style-type: none"> 1. Complete online HESI remediation 2. Handwrite notes for each content area missed 3. A minimum of 6 hours of study is required 4. Enter recitation course and meet with the professor for the course to discuss a plan of success
HESI Score 700-799 At Risk	<ol style="list-style-type: none"> 1. Complete online remediation provided by HESI 2. Handwrite notes for each content area missed 3. Develop and complete a 75 question EAQ based on the content areas missed (Submit screen shot of score. Must include name) 4. Score a minimum of 80% on EAQ 5. A minimum of 10 hours of study is required 6. Enter directive study and meet with the professor and academic navigator for the course to discuss a plan of success
HESI Score 699 and below High Risk	<ol style="list-style-type: none"> 1. Complete online remediation provided by HESI 2. Handwrite notes for each content area missed 3. Develop and complete 100 question EAQ based on the content areas missed (Submit screen shot of score. Must include name). 4. Score a minimum of 80% on EAQ 5. A minimum of 15 hours of study is required 6. Enter recitation course, meet with the faculty for the course and the academic navigator

HESI Scoring and Grading:

HESI Score	Performance Level	Canvas Gradebook
> 1050	Recommended	100
1001 – 1050		95
950 – 1000		90
900 – 949		85
875 – 899	Acceptable	82
850 – 874		80
800 – 849	Below	75
750 – 799		70
700 – 749	Needs further preparation	67
≤ 699		60

Skills Lab Competency Testing

Student must earn a 75% or better on the skills competency test in order to pass the course. Students who do not earn a 75% or greater on laboratory skills competency exams are required to complete Lab Directive Study. The purpose of the directive study is to provide students with the academic support needed to be successful in the course.

Lab Directive Study (LDS) will be considered completed when the following has occurred during the current semester of lab skill competency failure:

- a. One-hour practice with the faculty or clinical instructor
- b. Students are required to submit a written one-page reflection, including identifying the potential/action implications the unsuccessful performance would have on patient outcomes.

Repeat Lab Competency Testing:

1. After completing the required practice, a second laboratory skills exam can be scheduled with the instructor at a mutually agreed upon time.
2. Student is provided an opportunity to repeat the exam to achieve a minimum of 75% minimum grade.
3. If the student fails to achieve the required 75% on the retest, the student fails the course. Students may only repeat a skills exam one time.

D. Grading

The final grade for each course, excluding NURS 353, NURS 450, NURS 360, NURS 361, and NURS 455, will be determined by the weighted average of the unit and final exams. Unit exams and the final exam must average 75% or higher for other assignments to be included in the final

CBU TRADITIONAL BSN PROGRAM 2025-2026

score. If that score is over 75%, the grade will be adjusted to include the grade scale outlined in the course syllabus. A student must achieve a grade of 75% or higher in each course and must satisfactorily complete all requirements stated in the syllabus for each course to become eligible for progression.

A grade of Incomplete is reported when the student has not fulfilled the course requirements and has petitioned for the incomplete grade. A grade of Incomplete is not an expectation but rather a privilege that is extended in unusual circumstances by the course coordinator. The course coordinator determines the time allowed for the student to remove the Incomplete grade. The Incomplete grade is converted to a grade of F if not removed by the agreed deadline.

The grade F is given if the student has failed based on the evaluation of required work and course objectives. Faculty are permitted to round up to the higher decimal percentage point, one time only. (For example, a 74.5 will round to a 75%. A 74.49 will round to a 74.5). No exceptions.

The grading scale for all Traditional BSN courses is as follows:

A	92-100
B	84-91
C	75-83
D	67-74
F	<67

E. Withdrawal/Leaves of Absence

Registration for a course makes the student responsible for attending class until the course is completed or until the student withdraws from the course, with the permission of the program director. Failure to comply will result in recording failing grades in all courses in which the student is registered. Approved withdrawals, if completed on or before the last day specified by the academic calendar, will not be recorded on the student's record. Please see the CBU Catalog and official university calendar for the official policy on course withdrawal.

A student withdrawing from a Nursing course must have permission from the Nursing Program director to withdraw from a course. Withdrawals are only permitting for extenuating circumstances. If a student withdraws from a course without the permission of the Program Director, the “W” will be considered a “F” for the purpose of program progression.

The School of Nursing requires that all students be enrolled every semester or be on an approved Leave of Absence unless there is no course offered in the student's plan of study for the semester. Students who do not meet this requirement will be academically withdrawn. Students may be granted a leave of absence for a period of time not to exceed a total of one year for legitimate health, personal, military or other appropriate reasons. In case of a request for a

CBU TRADITIONAL BSN PROGRAM 2025-2026

medical leave of absence, the Nursing Program may obtain an independent verification. Prior enrollment in the School of Nursing is required for a student to be granted a leave of absence. Accepted students who have never enrolled are not eligible for a leave of absence. Because of the intensity of the curricula, the phasing of the courses and the rapid changes in nursing knowledge, a student may be required to restart courses from the beginning upon returning from leave. Students are required to complete a Re-entry Skills Validation upon return from Leave of Absence. To be granted a leave of absence, the student must: be in good academic standing, notify the Program Director in writing of the request for leave of absence, obtain approval from the Director of the program. Students who fail to return to the academic program within the specified time will be withdrawn from the program. If the student has courses in progress at the time the leave of absence is granted, a letter grade of F may be assigned to these courses. A student on leave of absence will not be assigned any academic or clinical responsibilities. Upon return from leave of absence, the student will re-enroll and will pay all tuition and fees appropriate for the period of re-enrollment. No leave of absence will be granted without all appropriate prior approvals.

Students returning to school following illness may be required to submit verification from the health care provider permitting them to engage in clinical and class activities without limitations. Students who miss three or more consecutive days will be required to obtain a release from the treating health care provider to return to clinical and course work and submit it to the office of the Program Director. The program reserves the right to verify all documentation submitted.

F. Progression

Grades and progress of each student are reviewed by the Program Director and the Nursing Progression Committee at the end of each grading period. Students who do not meet the established criteria will be notified. Progression in the baccalaureate programs requires a minimum cumulative GPA of 2.0 in all required nursing courses. If a student makes a grade of D or F in a course, one course may be repeated once provided the overall GPA is a 2.0. Students who receive a grade of C or better in a course are not permitted to repeat the course. Only one nursing course may be repeated. If a student receives a second D or F in a nursing course, the student will be dismissed from the program. A student withdrawing from any course for any reason must have permission from the Program Director to reenroll at a later time or the course grade will be considered a F for the purpose of progression. Students dismissed from the program will be notified by the Director of the Nursing Program and the Vice-President of Academic Affairs.

A grade of Unsatisfactory (U) will be assigned for any clinical day during which the student fails to meet minimum professional expectations for the day. If the student receives two unsatisfactory grades in the same clinical course, they will receive a failure (F) grade for the course. Clinical faculty reserve the right to assign a U to the student for failure to meet any portion of the required clinical expectations. A student must satisfactorily complete all requirements stated in the syllabus for each course to be eligible for progression. A grade of Incomplete is reported

when the student has not fulfilled the course requirements, including Satisfactory/Unsatisfactory assignments.

Students must complete the Nursing Program within 5 semesters (Fall/Spring), unless approval by the Program Director is given.

Students must comply with all policies outlined in the CBU Nursing Student Handbook and the CBU Compass to advance in the program. Violations of any policy can lead to non-academic dismissal. Any suspected violation will be referred to the Nursing Progression Committee. If the committee confirms the infraction, they may impose a penalty, which may include additional remediation work or sanctions. Alternatively, the committee may escalate the matter to the Dean of the School of Science, who may further refer it to the Vice President of Academic Affairs. If the VP of Academic Affairs deems the infraction severe, the student may be dismissed from the program and/or CBU. Non-academic dismissals stemming from the Nursing Program can be appealed only to the President of CBU. Students may also face sanctions and expulsion based on university-level policies. Students should refer to the CBU Compass to review these policies.

G. ADA Policy

Americans with Disabilities Act Policy Requests for Academic and Clinical Accommodations
The purpose of this policy is to assist CBU in complying with the Americans with Disabilities Act (ADA) of 1990. Disability is defined in the ADA as a person with: (a) physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such impairment.

The Southern Regional Education Board (SREB) Council and the Collegiate Education for Nursing (CCNE) developed guidelines for nursing education programs to use in complying with the ADA and defined nursing as a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements.

Selection of qualified individuals for admission to and progression through programs at CBU is the responsibility of the faculty who act through the Undergraduate Admissions Committee. The Technical Standards for Admission, Progression and Graduation (Technical Standards) are an integral component of the School of Nursing and identify core professional competencies in eight specific domains – critical thinking/cognitive competencies, professional relationships, communication, mobility, motor skills, hearing and visual skills, observation and tactile senses. Nursing students must meet all the requirements of the Technical Standards, with or without reasonable accommodations, in order to successfully progress through and graduate from their respective curricula. The faculty of CBU have established technical standards for students in the school's educational programs. The list is adapted from the SREB Sample Core Professional Standards as developed by the SREB Council on Collegiate Education for Nursing Education.

If accommodations are approved, the student will receive a letter from the Office of Academic Support. This letter will serve as verification of the specific accommodations granted. The student is responsible for notifying the course coordinator in each course of his/her desire to

receive accommodations and must show the course coordinator the letter of verification received from the Office of Academic Support.

It is imperative that students contact the course coordinator regarding the approved accommodation(s) within a reasonable time frame so faculty can make the necessary arrangements, if reasonable, to satisfy the approved accommodation(s). A minimum of three (3) business days is required to allow for academic accommodation(s) for testing and examinations. Please note that academic accommodation(s) are NOT retroactive (cannot be applied to work prior to the approval of accommodations request) nor are they automatically applied to all current/future courses. Students must show the copy of the approved accommodation(s) letter from the Office of Student Support to the course coordinator for each course in which the student chooses to employ the accommodation.

H. Graduation and Licensure

Diploma applications are due in the Office of the Registrar by the due dates listed on the academic calendar to allow ample time for ordering in time for student graduation.

CBU Students are eligible to take the RN Licensure examination after they have graduated from the BSN program. The NCLEX-RN® is computerized and offered at sites throughout the United States. For further information, visit the NCSBN website. As the process for application by examination varies by each state, CBU will work with each student to apply for licensure at the appropriate agency. Licensure is the responsibility of the student. CBU reserves the right to withhold a degree from any student deemed unsuitable for the practice of nursing. CBU does not guarantee licensure upon graduation.

I. Academic Grievance/Grade Appeal

The academic grievance policy and process can be assessed by the CBU Compass and Catalog.

J. Directive Study & Academic Enrichment

Students are expected to maintain good academic standing throughout the nursing program. To support the student in their progression there are:

Academic Nurse Navigator- The Academic Nurse Navigator plays a critical role in supporting nursing students through their academic journey by serving as a guide, tutor, mentor, and advocate. This position focuses on holistic success of nursing students by addressing academic and professional challenges to ensure retention, progression, graduation and NCLEX-RN success. The Academic Nurse Navigator will collaborate closely with faculty, advisors, support services, and the director of nursing to create a student-centered support system

Nursing Academic Support Triggers

- Failure of one clinically based course
- Failure of two clinically based courses in one semester
- Unit exam less than 75%

CBU TRADITIONAL BSN PROGRAM 2025-2026

- HESI specialty exam scores less than 850
- Clinical evaluation less than satisfactory (mid-term)

Directive Study I

The first unsuccessful attempt in any clinical/lab nursing course will result in the student being placed on probation and the student will be required to complete a Faculty Led Improvement Plan (FLIP). The content is designed on a case by case basis to address learning gaps and provide optimum opportunity for the student to achieve programmatic student learning outcomes. Student progress with the FLIP will be monitored by the Academic Nurse Navigator. Student progress will be reported to the clinical course faculty.

Upon mastery of the FLIP, the student will be allowed to re-enroll in the previously failed clinical/lab course. Upon completion of the failed nursing course, the student's program probation will be removed. If a student is not successful in the directive study, the student will not progress in the nursing program.

Directive Study I is allowed once during the students' program enrollment. If a student incurs a second failure in the nursing program then the student is dismissed from the nursing program.

Directive Study II

A student who fails two nursing courses in one semester, one of which is a clinical/lab nursing course, will be placed on program probation, and allowed one opportunity to complete the FLIP. The plan will include content from both failed courses. The student must complete the FLIP prior to re-enrollment in the two failed nursing courses. The student must successfully pass the repeated failed courses on the next attempt for program probation to be removed.

Student must achieve 75% in the Directive Studies to be considered successful with the FLIP.

Students will be advised of their probationary status by letter and will schedule a collaborative meeting with the Academic Nurse Navigator to discuss success with the plan of improvement.

Lab Directive Study

1. The student will submit required practice appointment request within 3 days of the failed examination to the faculty.
2. The student will submit a repeat testing appointment within 3 days of the of the failed examination to the faculty.
3. Lab Directive Study (LDS) will be considered completed when the following has occurred during the current semester of lab skill competency failure:
 - a. One-hour practice with the faculty or clinical instructor
 - b. Students are required to submit a written one-page reflection, including identifying the potential/action implications the unsuccessful performance would have on patient outcomes.

CBU TRADITIONAL BSN PROGRAM 2025-2026

Repeat Lab Competency Testing:

1. After completing the required practice, a second laboratory skills exam can be scheduled with the instructor at a mutually agreed upon time.
2. Student is provided an opportunity to repeat the exam to achieve a minimum of 75% minimum grade.
3. If the student fails to achieve the required 75% on the retest, the student fails the course. Students may only repeat a skills exam one time.

Clinical Directive Study

If a student receives one “U” during the semester then the student is required to complete 8 hours of clinical directive study in the lab, simulation or clinical area. The directive study will be led by the clinical instructor, course faculty or the Academic Nurse Navigator. The student must complete the directive study with a grade of “S.” If the student is unsuccessful in the directive study then it will count as a second unsatisfactory clinical grade resulting in failure of the course.

If a clinical instructor or preceptor reports that a student is not meeting the required components of the clinical experience, the student will meet with the course faculty and the Program Director to address the issue. A remediation plan with specific requirements will be developed, and the student may be reassigned to a different clinical site to enhance their learning opportunities. Failure to successfully complete the remediation plan will result in a failing grade for the clinical component of the course.

Faculty Unit Exams

Students who do not score a minimum of 75% or better on faculty created unit exams must schedule a meeting with the course faculty, review the exam and collaboratively develop a plan of success. FLIP assignments must be completed within seven days of receiving the assignment from faculty. Students must score a minimum of 75% on all assigned work. If 75% is not earned on all assigned work then the student must schedule an appointment with the course professor, Academic Nurse Navigator and the Director of Nursing. Completed assignments will be submitted in the appropriate drop box in Canvas. If the remediation assignments are not completed or the student does not achieve 75% on the assignments, then the student will receive a zero for that unit-based exam. Assignments may include Elsevier Adaptive Quizzing (EAQ), HESI Case Studies, Sherpath Lessons, or other faculty developed assignments.

CBU TRADITIONAL BSN PROGRAM 2025-2026

Exam Grades: FLIP Required

Grade	FLIP Required
92-100	None
84-91	None
75-83	None
74 or below	Meet with course professor. Remediation is developed on an individual student basis. Student must schedule time with the Academic Nurse Navigator.

NCLEX® Preparation

Student support is continued after graduation by assigning Academic Coaches to support students in NCLEX ® preparation. Students will develop a comprehensive study plan during the seminar course and coaches will assist with focused guided support. The student will receive two live NCLEX reviews from the university. The goal is for students to be successful on their first NCLEX attempt.

Course Faculty Responsibility

When a student is experiencing academic difficulty in a course at mid-term, the course faculty will: 1. Notify the student, in writing, of the grade average that is less than 75% and recommend that the student seek assistance from his/her academic advisor. 2. Notify the program director and the student's academic advisor that the student is in academic difficulty. 3. Collaborate with the student, the student's academic advisor and course faculty, if needed, to develop strategies to overcome the academic difficulty. Mid-term for clinical in clinical courses is defined as the interim evaluation date.

Student Responsibility

When a student is experiencing academic difficulty in a course at mid-term, the student will: 1. Make an appointment with his/her academic advisor to discuss strategies to overcome the academic difficulty. 2. In conjunction with academic advisor/course faculty, develop strategies to overcome the academic difficulty. 3. Follow-up with resources that are recommended by the academic advisor/course faculty. 4. Continue to consult with the academic advisor to discuss progress in academic performance.

Academic Advisor Responsibility

When a student is experiencing academic difficulty in a course at mid-term, the academic advisor will: 1. Meet with the student to develop strategies to overcome the academic difficulty. 2. In collaboration with the course faculty and/or course faculty, provide the student with a list of resources to assist with the areas identified as contributing to the academic difficulty. 3. Schedule a follow-up appointment to evaluate the student's progress toward improving academic status. 4.

CBU TRADITIONAL BSN PROGRAM 2025-2026

Document all advising sessions, provide a copy to the student, and forward a copy for the student file to the academic program's office.

K. Dress Code

The following guidelines were developed for CBU using faculty and student input, as well as adapting policies of several health-care organizations and other professional schools on campus. It is not intended to stifle individuality or be restrictive; rather, it is an attempt to help students make the transition to a health care professional. It is important that students present themselves and be perceived as conscientious professionals. The personal taste of a professional should reflect concern for their patients/clients and colleagues. Students are asked to dress in good taste and present themselves with proper decorum as they represent themselves, their academic institution and their profession in the community.

Uniform Policy

The CBU official uniform must be worn during all classroom, clinical, and lab experiences including clinical skills lab/simulation, hospital, clinic, and community clinical experiences. The uniform and lab coat must be purchased prior to the beginning of the first semester of the program.

For classroom experiences, students may wear a CBU shirt or sweatshirt, along with a solid gray, black, or white jacket.

For specific uniform requirements, please see the uniform policy available in the Administrative Coordinator's office.

Shoes must be solid white or solid black, closed toed and heeled, must be clean and in good condition and impermeable (no mesh or canvas). The CBU ID badge should be worn at all times in the clinical settings. The CBU ID badge must be worn on the left side of the upper torso. The student name must be fully visible, unless permission has been given by the faculty to cover. If the student is representing CBU, the ID badge must be worn (i.e., community screening events). Uniforms with the official school patch are to be worn only during clinical and school functions. Uniforms are not to be loaned to anyone outside of the School of Nursing.

When in the clinical areas for educational purposes such as conferences, pre-conferences, community assessment, etc. and not in uniform, students must be in professional attire and must wear the approved school lab coat with the official school patch on the upper left sleeve.

When in the clinical area providing nursing care, students must wear the approved CBU Nursing uniform. Uniforms should be neat, clean and non-wrinkled. Dress uniforms must be hemmed at or below the knee/pants must not touch the floor. Flesh-colored or white hose must be worn with dresses.

No sweatshirts, fleeces, or unapproved jackets may be worn at any time in the clinical setting.

During nursing clinicals, non-religious headwear, such as caps, hats, bandanas, or other similar items, is strictly prohibited. The restriction is necessary to maintain a clean and professional

CBU TRADITIONAL BSN PROGRAM 2025-2026

environment, reduce the risk of cross-contamination, and ensure the safety of patients and practitioners. Students may wear headwear of religious significance during nursing clinicals as per their religious beliefs and practices. Such religious headwear may include turbans, hijabs, kippahs, or other religiously mandated items. Students or staff members seeking to wear religious headwear must inform the clinical facilitator or preceptor to ensure appropriate accommodation and to facilitate any necessary arrangements. Those permitted to wear religious headwear must adhere to strict hygiene protocols. Headwear must be clean and well-maintained at all times. Headwear must be solid black, white, or gray in color. It should not interfere with the individual's ability to perform clinical duties or compromise patient safety. Students and staff wearing religious headwear must ensure that it does not obstruct their line of sight or interfere with personal protective equipment (PPE) requirements.

Wedding bands, watches, and school or professional pins, may be worn. Engagement rings may be worn, but the student must use professional judgment to determine when to remove the ring(s) (i.e., during skills/simulation due to potential damage that could occur when using simulators, during certain clinical procedures where gloves may be required, etc.). Professional judgement should be used regarding the presence of multiple earrings and ear posts (no helix, tragus, industrial, conch, etc.). No other areas of piercing are accepted (i.e., nose, eyebrow, or any areas of the face, head and neck that are visible). No other jewelry will be worn.

Tattoos that may be deemed offensive must be covered.

Cleanliness is expected at all times. This includes the person, uniform, shoes, shoestrings, etc.

Finger nails length shall not exceed $\frac{1}{4}$ inch of free edge (i.e.-white portion of the nail). No artificial nails, gels, shellacs, extenders, or gems may be used. Only clear nail polish is allowed.

For all laboratory and clinical experiences, hair must be secured off the shoulders and away from the face, using conservative hair securement devices. Sideburns, beard and mustache must be neatly trimmed, unless in accord with religious significance. Makeup should be conservatively applied. Perfume and/or fragrances are not allowed due to the potential allergic reaction from patients or others. No artificial eye lashes allowed.

Professional clothing and accessories should be chosen with consideration given to the sense of security and safety provided to external and internal customers, mobility in accomplishing tasks, and role of appearance in inspiring confidence in oneself and the health-care workforce. All clothing will be neat, clean, and pressed.

Dress code for school-related activities, or presentations not requiring a uniform, (this includes going to the hospital for clinical assignments), should be at a more professional level than classroom attire. Therefore, in addition to classroom attire, the following applies: 1. Dress slacks and/or skirts appropriately hemmed (i.e. slacks no longer than footwear). Jeans are not acceptable attire as this violates hospital policies. 2. Shoes should provide safe, secure footing and offer reasonable protection from hazards. Shoes should be clean, conservative and in good repair. No flip-flops or sandals. Additionally, no open toe shoes are allowed on the clinical unit. 3. Official lab coat with identification badge and school patch. 4. Clean, well-groomed hair. 5.

CBU TRADITIONAL BSN PROGRAM 2025-2026

Jewelry should be limited to one conservative earring per earlobe, wedding and engagement ring, watch, school or professional pins.

If a student fails to follow the Dress Code Policy, then the following actions will occur: 1st offense—student will be sent to the program director and will be sent home with unexcused absence. 2nd offense (or greater) – student will be sent to the appropriate program director. A formal letter of reprimand will be placed in the student file, and the student will be sent home with an unexcused absence. Additionally, the student will have a meeting scheduled with the program director to discuss continued disregard to school policy.

Clinical partnership policy requires that all employees and students wear their CBU identification badges at all times while the student is engaged in clinical experience. The badge should be worn with the name and photo clearly visible on the front, upper torso affixed to a collar, pocket, lapel, or displayed on a short break-away neck strap close to the face. No professional pins, department logo pins, or service pins may be placed on the badge. Nothing should obscure the name, photo, title or ID number, unless directed to cover by the instructor. Students who come to the clinical area without their identification badge will be relieved of duty and asked to return home to get it, unless the facility is willing to provide a temporary badge to the student. Students who lose their ID badge should report the loss immediately to Campus Safety. A new badge will be issued for a nominal charge. Students also may be given and instructed to wear a badge from the clinical affiliate. If directed, students must wear this badge in addition to the CBU badge. The student is responsible for turning in the badge at the requested time. Under no circumstance may the student loan or borrow a badge from another student. Loaning or borrowing badges will result in immediate failure of the clinical component of the course.

L. Communication

The CBU Nursing Program believes that accurate and prompt communication between students, faculty and administration is the key to a student's success. Therefore, a number of methods are in place to communicate vital information.

Email is the official source of information between faculty, students and peers. All students are issued a CBU email address upon admission to the school. This is the only email address that can be used for school purposes. Students should not use their CBU email account for personal emails.

Information about the Nursing Program is located on the school's website. This website includes information regarding administration, faculty and staff, admissions, recruitment, course syllabi and calendars.

Students may utilize the Banner portal for registration and to monitor financial aid and student accounting information.

Communication Chain

It is important to follow the appropriate chain of communication. If a student has a classroom issue, the student should first communicate with the faculty of that course. If the situation is not

CBU TRADITIONAL BSN PROGRAM 2025-2026

resolved, the student should then communicate with the Director of the Nursing Program. If the situation is not resolved, the student can then speak with the Dean of the School of Sciences followed by the VP of Academic Affairs. Students not following this chain of communication will be referred back to the correct order.

If a student is seeking an issue outside of the classroom, the student should first speak with their assigned academic advisor, followed by the Nursing Program Director, Dean of Students or Dean of School of Sciences. In emergency situations, the students should contact the school directly, and the staff will guide the student to the appropriate channels.

Canvas

CBU uses the Canvas Learning Management System (LMS) to deliver course content. Once you are enrolled in a course, you will be able to retrieve course material. You will receive an email notifying you of enrollment in a course using Canvas. Additionally, we use Microsoft Teams for live, virtual sessions. A headset with a microphone or a webcam with an integrated microphone is recommended for courses utilizing online virtual class sessions.

CBU's Student Handbook: The Compass

All students are referred to The Compass, which is CBU's official student handbook. All official CBU policies and procedures apply to nursing students.

This handbook has been titled **The Compass** because it is hoped that the information contained in it will help to give you direction during your collegiate experience. **The Compass** is meant to assist you in understanding student rights and responsibilities in this faith community and to acquaint you with the numerous resources available.

Changes to Policy

Any changes to policy or official announcements will be made via CBU email and posted on the Canvas Student Nursing Page. It is the responsibility of the student to check the CBU email for updates. Faculty reserve the right to ask students to sign an acknowledgement they received the new policy.

M. Social Media

CBU recognizes that social networking websites are popular means of communication. Students who use these websites must be aware that posting certain information is illegal. Violations of existing statutes and administrative regulations may expose the offender to criminal and civil liability and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions up to and including dismissal. Please be advised that the following actions are forbidden:

- Students may not present the personal information of other individuals. Removal of an individual's name does not alone constitute proper de-identification of protected health

CBU TRADITIONAL BSN PROGRAM 2025-2026

information. Inclusion of data such as age, location of patient, gender, race, diagnosis, date of evaluation or types of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from one of the medical outreach trips) may still allow the reader to recognize the identity of a specific individual.

- Students may not report private (protected) academic information of another student or trainee.
- Students may not present themselves as an official representative or spokesperson for the institution. Students must be clear they are speaking for themselves and not on behalf of CBU. Students may consider adding a disclaimer such as "The views expressed on this (blog, website, etc.) are my own and do not reflect the views of CBU."
- Students may not represent themselves as another person, real or fictitious, or otherwise attempt to obscure their identity as a means to circumvent the prohibitions listed above and below.
- Students are prohibited from taking any videos or pictures on the property or inside a clinical facility, even if the content does not include patients or identifying information.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged. Violations of these suggested guidelines are considered unprofessional behavior and may be the basis for disciplinary action:

- Display of vulgar language
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity
- Posting of potentially inflammatory or unflattering material on another individual's website
- Posting private or identifiable information about an individual with malicious intent
- Students may not take pictures in the classroom or lab without instructor permission

Individuals should make every effort to present themselves in a mature, responsible and professional manner. Discourse should always be civil and respectful. Please be aware that no privatization measure is perfect and that undesigned persons may still gain access to your networking site. Future employers often review these network sites when considering potential candidates for employment. Finally, although once-posted information can be removed from the original social networking site, exported information cannot be recovered. Any digital exposure can "live on" beyond its removal from the original website and continue to circulate in other venues. Therefore, think carefully before you post any information on a website or application. Always be modest, respectful and professional in your actions. This policy shall not be construed to impair any constitutionally protected activity, including speech, protest or assembly.

N. Student Rights and Responsibilities

It is the responsibility of the student to follow institutional regulations, policies and established guidelines as stated in this handbook and CBU Student Handbook. Students are accountable for their behavior at all times. Consequences of accountability for their behavior are outlined in this Student Handbook.

Students are responsible for knowing and using appropriate channels of communication. Students have the right to freedom from discrimination on the basis of race, color, religion, gender, sexual orientation, age, handicap, veteran status, marital status or national origin. Students have protection from arbitrary or capricious academic evaluation. Students have the right to be informed, in writing, of the expected behaviors and standards by which they will be evaluated prior to participating in clinical and classroom activities. Students have the right to academic evaluations which are neither prejudiced nor capricious and which are based on stated course requirements.

As constituents of the academic community, students are free, individually or collectively, to voice constructive criticism through identified channels on issues of institutional policy, curriculum and on matters of general interest to the student body without fear of reprisal.

Students have the responsibility to evaluate an instructor's performance and courses through the established mechanisms. Students have the responsibility for attending student body/class meetings and participating in student body activities. Students have the responsibility for serving on faculty/student committees when asked to do so or to volunteer service when needed.

While under the direct supervision of an instructor, students have the right to adequate safety precautions provided by CBU. Students also have the right to negotiate participation in clinical situations which they feel are threatening to personal health or life.

Students have the right to expect objectivity in constructive criticism from faculty and the responsibility for rendering the same. Students, individually or collectively, have the right to expect, within a reasonable length of time, feedback concerning all student related issues presented to the faculty. Students have the right to due process. The following policies, established by the faculty, are subject to change as laws and conditions may require. These policies should not be considered final or irrevocable.

O. Professional and Behavioral Expectations

The following represents professional attributes with definition used to evaluate students' professionalism throughout the program and the Summative Professionalism Evaluation.

Integrity: Students should follow the University Academic Honesty policy and be unfailingly honest in all activities in relation to the University faculty, staff, peers, guests, and patients. Students will always be honest and encourages others to do the same. Students should own responsibility for submitting own work without any appearance of lack of integrity.

Respect: Students should treat University and clinical personnel, peers, guests, classmates, and patients with respect in and out of the classroom and clinical setting, using proper titles and showing courtesy and deference. Students will show respects and supports others regardless of

CBU TRADITIONAL BSN PROGRAM 2025-2026

differences. Students should always listen when others speak and be careful not to distract others.

Empathy/Compassion: Students should demonstrate empathy and compassion for patients (simulated or real) and classmates, faculty, and staff at ALL times in class and clinical experiences.

Attitude: Students should display a positive attitude at all times. Students should accept constructive criticism well.

Learning Community: Students should be attentive in all classes, labs, and clinical experiences. Students should be prepared, well read and eager to participate. Students should work collaboratively with others and make a concerted effort to “get along,” avoiding or resolving conflicts appropriately.

Excellence: Students should give best effort in class, labs, and clinical experiences. Students should care about their education and do the best they possibly can.

Responsibility: Students should complete assigned tasks, activities, and evaluations in a timely manner with honesty, thoughtfulness, and attention to safety.

Flexibility: Students should accept change and easily adjust. Students should show ingenuity and creativity in solving problems and completing tasks.

Attendance/Punctuality: Students should always attend classes and scheduled experiences. Students should arrive prior to the scheduled start time.

Attire/Appearance: Student should always follow the dress code in classroom and surpasses the Department’s dress code for clinical experiences.

Failure to meet a professional expectation may result in disciplinary action up to and including dismissal from the program.

We believe that personal behaviors are those actions that fall outside the realm of professional or academic behavior that may be considered a reflection on the school or the profession of nursing. As students of the CBU Nursing program, it is your responsibility to achieve and maintain an optimal level of individual integrity and personal morality as set forth by the standards of behavior outlined in this code.

Examples of behaviors inconsistent with the standards of personal behavior:

- Breaking guidelines set forth in the Nursing Program Student Handbook, CBU Catalog, CBU Compass
- Failure to address a violation of the ethical code
- Lawlessness
- Slander
- Taking medications not prescribed to you
- Recreational drug use

CBU TRADITIONAL BSN PROGRAM 2025-2026

- Behaviors intended to inflict psychological or physical harm to others or yourself
- Inappropriate behavior while representing CBU on or off campus
- Lying to faculty, staff, or clinical agents
- Providing false documentation
- Unprofessional tone in speech or writing

Students who do not meet the standards of personal behavior may face disciplinary action including up to dismissal from the program and/or CBU.

Characteristics of a Lasallian Nursing Student:

- Compassionate and Respectful
- Dedicated to Service and Social Justice
- Committed to Quality Care
- Team-Oriented and Collaborative
- Guided by Faith and Values

P. Clinical Guidelines

All guidelines for clinical experiences are detailed in the CBU Nursing Program Clinical Handbook. Please consult this document for all regulations and expectations.

Q. Artificial Intelligence Policy

The CBU Nursing Program expects students to develop critical thinking skills, conduct their research, and produce original work. Using AI-generated responses word-for-word does not demonstrate the student's understanding or ability to apply their knowledge, which is an essential part of the learning process. Instead, students should use AI-generated content as a supplementary tool for research and inspiration. Still, they must interpret and rephrase the information in their own words and cite the sources appropriately when incorporating ideas from AI models or other sources into their assignments. This approach ensures academic honesty, fosters learning, and helps students develop their skills.

If an instructor suspects that AI has generated the content, the instructor can request the student rephrase the material or verbally explain the written content. Instructors retain the discretion to exclude AI-generated content from assessment if the student cannot clarify the concepts presented adequately or if the content is not appropriately cited. AI-generated content should be used cautiously and not exclusively, as its use might affect a student's grade.