



ANDERSON[®]
U N I V E R S I T Y

BSN Student Handbook

School of Nursing

2026-2027

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Table of Contents

Purpose and Disclaimer	6
Statement of Compliance with Title IX	7
Notice of Non-Discrimination	8
University Mission and Values	10
Anderson University Mission	10
Anderson University Values	10
School of Nursing Overview	11
Mission Statement	11
Vision Statement	11
Program Objectives	11
BSN Student Outcomes	11
Approval	12
Accreditation	12
Conceptual Framework	12
The Development of Novice to Expert and the Nursing Process	16
TBSN Admission Requirements	17
Accelerated Bachelor of Science in Nursing	23
Readmission/Admission After Voluntary Withdrawal or Transfer	28
RN to BSN Progression and Dismissal	29
Safety, Professionalism, and Integrity	29
School of Nursing Level Academic Policies	31
General Academic Policies	31
Advising	31
Transient Coursework	32
Group Work	32
Quiz and Exam Policy	32

Exam Review Policy	34
Incomplete Grades.....	34
Standardized Testing in Designated Courses	34
Recording of Lectures/Testing	35
Standard Precautions	35
Hand Hygiene	36
Gloves	36
Mask, Eye Protection, Face Shield	36
Gown	36
Client Care Equipment.....	37
Environmental Control	37
Linen	37
Occupational Health and Bloodborne Pathogens	37
Student Occurrence or Exposure	37
Student Records.....	39
Senior Information	39
School of Nursing Clinical, Simulation, and Lab Expectations	42
Attendance	42
Lab Participation	43
Dress Code	43
Clinical Evaluations.....	45
Use of Electronic Devices.....	46
Simulation Policies.....	47
Clinical, Simulation, and Lab Preparation and Conduct.....	47
Regulations for Student/Faculty Data Entry and Clinical Paperwork	48
Safety, Professionalism, and Integrity	48
Professional Standards and Conduct.....	51
American Nurses Association Nursing Code of Ethics Provisions (2025)	51
National Student Nurses' Association, Inc. Code of Academia and Clinical Conduct.....	51

Background Check	53
Confidentiality Statement	54
Drug Screening Policy	55
Cardiopulmonary Resuscitation Certification.....	59
Professional Liability Insurance	59
Health Insurance.....	59
Health Screening.....	59
Health Insurance Portability and Accountability Act.....	60
Transportation	61
Emergency Contact Policy	61
Assistance with AUSON Technology	61
Readmission/Admission After Voluntary Withdrawal or Transfer	61
AU academic integrity and student conduct policies in catalog	62
Assessment and Feedback	63
Core Performance Standards for Admission and Progression of Nursing Students	63
Cognitive Learning Skills.....	63
Psychomotor Skills	63
Affective Learning Skills.....	66
Student Resources.....	67
Facilities and Services	67
Health Assessment Laboratory.....	68
Nursing Skills Laboratory	68
Simulation Learning Environment.....	68
Human Cadaver Dissection Laboratory.....	68
Student Lounge.....	68
Library	69
Bookstore	69
Financial Services	69
Fees and Expenses.....	69

Student Disability Services	69
Appendix	71

Purpose and Disclaimer

The BSN Student handbook is intended to provide program-specific information to students to serve as a supplemental resource. **THIS HANDBOOK IS SUBJECT TO REVIEW AND REVISION. UPDATES MAY BE MADE AT ANY TIME TO REFLECT CHANGES IN POLICIES, PROCEDURES, OR PROGRAM REQUIREMENTS. STUDENTS WILL BE NOTIFIED OF CHANGES, AND IT IS THEIR RESPONSIBILITY TO REMAIN INFORMED AND CONSULT WITH THE MOST CURRENT VERSION OF THE HANDBOOK.**

This handbook does not replace the official policies outlined in the **Anderson University Academic Catalog**. Students are expected to review and adhere to all applicable university policies. For the most current and comprehensive institutional policies, please refer to the **2026–2027 Academic Catalog**.

The Academic Catalog details the official policies governing both undergraduate and graduate studies at Anderson University, including but not limited to:

- Admission
- Financial Aid & Scholarships
- Tuition & Fees
- Academic Programs & Courses
- Academic Policies & Calendars
- FERPA and Student Rights

The Academic Catalog contains a range of academic policies regarding educational experiences and expectations. These policies include, but are not limited to:

- Transfer Credit
- Grade Treatment Policies
- Academic Standing and Progress
- Course Completion
- Grading
- Enrollment Adjustments
- Academic Integrity
- Accessibility
- Graduation

Statement of Compliance with Title IX

As part of the Higher Education Act Amendments of 1972, included was Title IX, which states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance....” Other federal and state laws also address discrimination and harassment based on sex and gender for students, staff, faculty, and third parties in higher education. Anderson University is firmly committed to establishing an environment free from such discrimination and prohibits acts including sexual harassment, sexual harassment including sexual violence (i.e., sexual assault and nonconsensual sexual touching, forcible or not), relationship abuse (including domestic and dating violence), and stalking. It is the policy of Anderson University to comply with all applicable provisions of Title IX, which prohibit discrimination (including sexual harassment and sexual misconduct or violence) based on sex in the University’s educational programs and activities. Title IX also prohibits retaliation for asserting or otherwise participating in claims of sex discrimination, harassment, or misconduct. Anderson University affirms the right of reporting parties to determine whether they wish to be involved in the University’s Title IX processes to address harassment or discrimination. It should be noted, however, that we cannot take corrective action toward behavior about which we are unaware. Regardless, the University is committed to supporting reporting parties through numerous available support services. The University encourages those who wish to receive confidential support services regarding harassment and discrimination to seek assistance from the AU Counseling Center, Thrive Wellness Center, the Campus Ministries staff, designated athletic trainers, and/or First Light. The University will also provide support to any reporting party who wishes to file a complaint of illegal behavior to Campus Safety or other local law enforcement.

For additional information and full Policies and Procedures for Title IX can be found here:

title9@andersonuniversity.edu

<https://andersonuniversity.edu/title-ix/>

[Title IX Policy](#)

[Title IX Brochure](#)

For questions or concerns Related to Title IX, harassment or discrimination based on sex or gender, contact:

Robyn H. Sanderson

Title IX Coordinator

Associate Vice President for Student Development & Dean of Student Development

Office: G. Ross Anderson Jr. Student Center, Office 157

Phone: 864.231.5514

Mail: 316 Boulevard

Anderson, SC 29621

Notice of Non-Discrimination

Anderson University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran or military status, or any other basis on which the University is prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment. The University has been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The following person has been designated to handle inquiries or complaints regarding the non-discrimination policy including compliance with Title IX of the Education Amendments of 1972 and inquires or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973:

Policies and Procedures against General Harassment and Discrimination can be found here:

<https://andersonuniversity.edu/wp-content/uploads/2026/07/General-Harassment-Policy.23-24.pdf>

For student related concerns, please contact:

Associate Vice President/Dean of Students

Office: Student Center 321

Phone: 864.622.6014

For employee related concerns, please contact:

Director of Human Resources

Office: 316 Kingsley Road

Phone: 864.231.2061

A report may also be made to the U.S. Department of Education, Office of Civil Rights:

*U.S. Department of Education
Office of Civil Rights
400 Maryland Ave., SW
Washington, D.C. 20202-1328*

1-800-421-3481

Email Address: ocr@ed.gov

Web: <http://www.ed.gov/ocr>

University Mission and Values

Anderson University Mission

Anderson University is an academic community affiliated with the South Carolina Baptist Convention. It offers undergraduate, graduate and professional degree programs to make graduates market-place ready and life-long competitive in knowledge, skill, and ability. It is a biblically-based Christian university that welcomes people from diverse backgrounds to be members of an academic community characterized by uncommon civility and hospitality. Rooted in the liberal arts, wholesome values, and time-honored social and economic principles, we equip graduates to be world citizens who lead productive, impactful and virtuous lives.

Anderson University Values

Anderson University takes pride in being able to function as a community rather than a conglomerate. Accordingly, we have adopted a set of community values that support our aspiration to fulfill the University's mission and achieve its vision, both of which are considerable aims. Values serve as guiding principles that shape our daily actions. These are dimensions of our community we believe are very important and should be known and understood by everyone within our institution.

- A commitment to a Christian Community
- A commitment to Liberal Arts
- A commitment to the Individual
- A commitment to a Diverse Student Body
- A commitment to Continuous Quality Improvement
- A commitment to the Future
- A commitment to Servant Leadership

For a complete overview of Anderson University's Mission, Vision, and Values, please visit:

<https://andersonuniversity.edu/about-au/mission-vision-values-statement/>

School of Nursing Overview

Mission Statement

The mission of the School of Nursing is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to provide holistic therapeutic interventions with care, competence, and safety for a culturally diverse population.

Vision Statement

The vision of the School of Nursing is to be a leading university where learners combine the foundational knowledge of science and the historical art of nursing, while examining and synthesizing current evidence shaping professional practice in a distinctively Christian community dedicated to Christ's call to service.

Program Objectives

The program objectives of the Bachelor of Science in Nursing (BSN) program are:

1. Provide baccalaureate nursing education within an excellence-driven liberal arts framework that offers opportunities for the holistic development of the student's personality, including their spiritual, psychological, social, and professional aspects.
2. Prepare the nursing graduate for entry into the profession as a generalist.
3. Provide the foundation in baccalaureate nursing practice as an entry-level foundation to professional nursing that can lead to future advanced-level nursing education.

BSN Student Outcomes

The graduate of the baccalaureate nursing program will be able to:

1. Describe how each person is unique, holistic, and entitled to make decisions about health.
2. Synthesize the nursing process to guide diverse populations toward meeting basic needs within a wellness continuum.
3. Integrate the professional nurse's role of advocate, communicator, counselor, change agent, teacher, leader, provider, and manager of care to assist the client toward an optimal level of health and wellness.
4. Communicate collaboratively in interprofessional relationships with individuals, families, and members of the healthcare system while effectively using technology to manage, document, and improve the delivery of safe, high-quality, and efficient care.
5. Promote clinical reasoning to incorporate theoretical and experiential knowledge from nursing, the humanities, and the biologic and social sciences in the promotion of clients' health and overall wellness.
6. Utilize the research process and use evidence-based findings in nursing practice to contribute to the improvement of healthcare and the advancement of nursing science.

7. Assume legal and ethical responsibility for nursing activities and responsibility for professional development.
8. Evaluate character development on a personal level, demonstrate servant leadership, and engage in culture from a Christian worldview while using this understanding to inform decisions and behaviors.
9. Evaluate evidence of care process outcomes leading to health system improvement and participate in promoting a culture of safety through increased effectiveness and performance.

Approval

Approval is granted by:

South Carolina Board of Nursing

PO Box 12367

Columbia, South Carolina 29211-2367

803-896-4550

Accreditation

Anderson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools as a Level V institution, granting baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Anderson University.

Anderson University School of Nursing is accredited by:

Commission on Collegiate Nursing Education (CCNE).

<http://www.aacn.nche.edu/ccne-accreditation/ActionsForS14.pdf>

Conceptual Framework

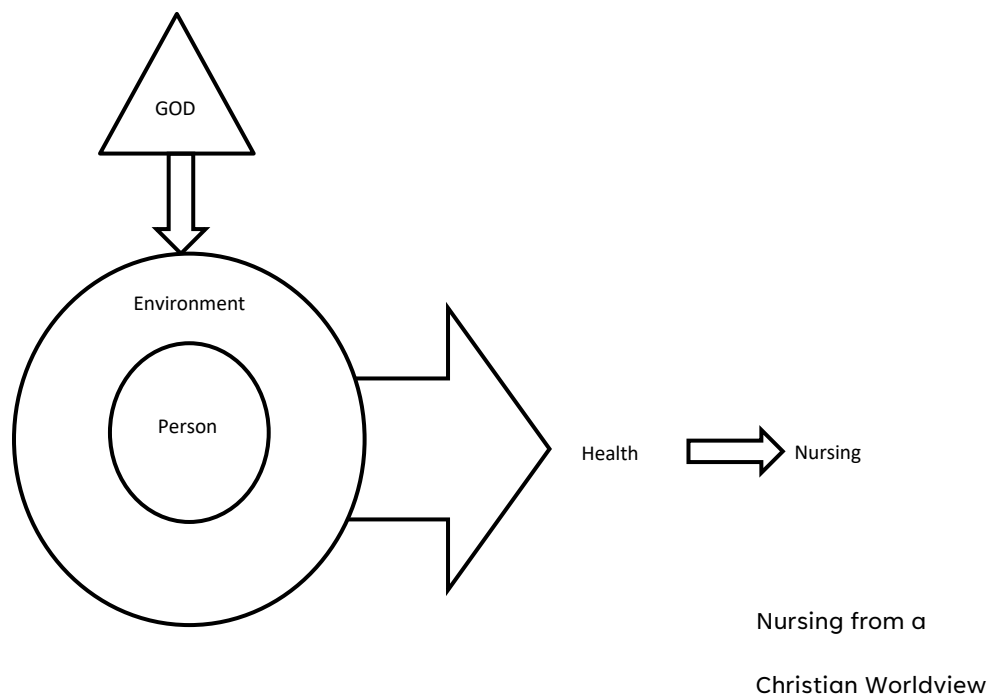
The philosophy of the AUSON revolves around developing nurses who are grounded in professionalism, clinical competence and spiritual maturity. The AUSON supports the mission statement of the university, which states: AU is an academic community, affiliated with the South Carolina Baptist Convention, providing a challenging education grounded in the liberal arts, enhanced by professional and graduate programs and a co-curricular focus on the development of character, servant leadership, and cultural engagement. This is a diverse community that is Christ-centered, people-focused, student-oriented, quality-driven and future-directed.

The faculty of the AUSON is an integral part of the AU community. The faculty strives to enhance student academic excellence and character in a Christian environment. The faculty prepares graduates with an increased level of clinical reasoning skills for personal and professional decision-making. These skills enable graduates to provide care to individuals, families, groups,

communities and populations in response to rapidly changing and complex health systems, and technologically advancing global environments within a culture of safety.

The conceptual framework for the AUSON is built upon the truth that God is the loving sovereign creator of all that is. God is triune: Father, Son, and Holy Spirit, continually seeking a restorative relationship with His creation. The understanding of God's nature and His desire to be in relationship with man is developed through studying scripture, the word of God. Genesis 1:27 reveals "And God created man in His own image, in the image of God He created him; male and female He created them" (NAS). This illustrates *imago Dei*, the Latin term for "Image of God". We believe that man was created in the image and likeness of God. We also believe that all humanity is created in the image of God (*imago Dei*), and thus has intrinsic value. We see this demonstrated for us in the reality of Jesus Christ's incarnation, becoming a man, and His willingness to die for humanity.

The nursing metaparadigm from a Christian worldview as described by Shelly and Miller (2006) in *Called to Care* begins with God creating the world (environment) and all that is included within it. Man (person) was created by God and placed within this environment to live in balance and wholeness (health). Achieving health allows the person to live at peace in a God-centered community with a sense of physical, psychosocial, and spiritual wellness. Nursing works toward wholeness of the person and the community.



Person

Person is defined as the recipient of nursing, including individuals, families, communities, and other groups. A Christian worldview emphasizes that all persons are created in the image of God to live in a loving relationship with Him and others. The holistic individual encompasses body,

mind, and spirit: (1) the body, anatomy and physiology; (2) the mind/psyche, emotion/affect, intellect/cognition, and will; and (3) spirit, the soul, which expresses itself in relationships with God and with others. While it is helpful to separately conceive body, mind and spirit, in reality they are indivisible and interrelated. The dynamic nature of the individual undergirds a developmental focus on the life-cycle as a series of phases. During each phase of development, from conception through maturity, there is a changing priority of need fulfillment as perceived by the individual.

The whole individual is in constant interaction with the environment, and therefore, yields a broader society and culture. This sociocultural outgrowth incorporates ethnicity, beliefs, values/ethics, and interpersonal and intersocietal relationships, which are developed through communication.

Family can be defined as individuals who join together to contribute to the physical, psychosocial, and spiritual needs of each other within an environment of love and affection. Functional family dynamics incorporate caring relationships. Individuals and families build and maintain constructive and responsible community relationships.

Community is an aggregate of people who share common characteristics such as geographical, cultural, religious or relational characteristics. Community connotes an interdependency that is a means for the production, distribution, and consumption of goods and services; for socialization; for social control; for social relationships; and for mutual support. Communities are responsible for building and maintaining constructive and productive relationships in the broader societal and global contexts.

Environment

Environment includes the person, those with whom they interact, their physical surroundings, and the variety of settings in which nursing occurs. Environment is the internal and external conditions, circumstances and influences affecting persons. The internal environment of the individual encompasses the body, mind and spirit. The external environment is all of the outer influences that impact upon the person, such as climate, ecology, economy, politics and history, technology, geology, society and culture. The extent of environment ranges from the interpersonal and local to intersocietal and global. The person's internal and external environments are in constant interaction and change, requiring adaptation, thus influencing health.

Health

The goal of attaining health is the ultimate outcome of nursing care. Health is viewed through a lens that varies from culture to culture and its definition may differ and will impact how care is delivered. Health is a dynamic process and reflects the integrated wholeness of the person's body, mind and spirit; choices; and environmental factors. Health exists on a wellness- illness continuum. The right to seek opportunities for wellness belongs to each person, regardless of social or economic status, personal qualities, or nature of the health need. Usually, the person

makes decisions about seeking assistance within the healthcare system relative to his/her perceived health status on the wellness--illness continuum.

Wellness is maximum health potential which is reached when each, the body, mind, and spirit, is at its highest level of wholeness. This means that wellness consists of: (1) the individual, family, or community making responsible choices according to knowledge and an ethical framework. Choices may be influenced by lifestyle, genetic predisposition, and family and cultural belief systems; (2) environmental factors such as healthcare access, financial resources, food sources, climate, etc.; (3) the interaction between choices and environmental factors. For example, choices about the level of wellness the person wishes to achieve or maintain may be limited by society if, by the choices made, a threat is posed to self and/or others.

As the level of wellness decreases, the possibility for illness, suffering, and death increases. Illness is an absence of integrated wholeness or disintegration of wholeness. Both wellness and illness are abstract constructs that are personal and subjective but may be objectively discernible because of common experience and symptom manifestation. Subjective and objective data may be used to discern the quality and quantity of wellness or illness.

When one or more of the means to wellness is not attained or is flawed, suffering may occur. Suffering is the conscious endurance of pain and distress, which occur because of a loss or illness. When health is insufficient to sustain life, death occurs. Death is the end of physical life.

Nursing

As a response to God's grace and love, nursing is a ministry of compassionate care, which affects the physical, psychosocial, and spiritual spheres of the individual, family, groups, and communities.

Christ-centered nursing is unique because its emphasis is on caring for and respecting the whole person, the imago Dei, as embodied by God. While this represents both the science and the art of nursing, more importantly it represents God's grace and is a reflection of His character and love for us.

In congruence with the mission, vision, purpose, and outcomes of the AUSON, the concepts nursing, environment, health, and person have been defined, clarified and described in relation to God and imago Dei. The structure for the AUSON from which the outcome criteria are established, curriculum is designed, and courses are developed is based upon this conceptualization.

Nursing is an applied discipline, which expresses itself in nursing practice and has its foundation in scientific/empirical knowledge, theory, and research. Nursing in its fullest sense is also a caring, therapeutic and teaching discipline. The body of nursing knowledge is ever expanding through future-directed research and theory development. The research process is one means for developing scientific problem-solving skills and research findings are utilized to guide nursing practice. Nursing theories are tested and supported by knowledge gained through research.

Theoretical and empirical knowledge from the nursing, biological and social sciences, and the humanities are synthesized in utilization of the nursing process. The nursing process is a science-based series of activities employed by the nurse as a methodical, ongoing effort toward achieving desired outcomes for person, environment and health. The steps of the nursing process include assessment, nursing diagnosis, planning, implementation and evaluation. The process occurs dynamically in a back-and-forth fashion.

The caring component of nursing reflects the nurse's concern, empathy, and love for others. The caring role is best fulfilled as the nurse demonstrates the Christ--centered ethic of service in relation to God and to person.

The therapeutic component of nursing is realized by providing health care or knowledge of health care practices to enhance the person's level of wellness. The teaching component of nursing includes providing information to make healthcare decisions, acquire skills, and change behavior.

When it is not possible to promote wellness, nursing seeks to enable persons to adjust to illness and/or relieve suffering. When it is not possible to promote life, nursing seeks to enable persons to adjust to loss and a peaceful death.

Shelly, J. A., & Miller, A. B. (2006). *Called to care: A Christian worldview for nursing* (2nd ed., Rev. and expanded.). Downers Grove, Ill.: IVP Academic/InterVarsity Press

The Development of Novice to Expert and the Nursing Process

In 1982, Patricia Benner introduced the concept that expert nurses develop skills and understanding of patient care over time through a sound educational base as well as a multitude of experiences. Dr. Benner described five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert. A student nurse is expected to demonstrate novice, advanced beginner, and competent skills and behaviors, while an experienced nurse exhibits proficient and expert skills and behaviors.

The BSN student is expected to demonstrate a progression of professional growth during the nursing program reflective of the nursing process, which follows a similar building of knowledge, skills, and clinical reasoning. By the end of the second semester, the novice BSN student is expected to be able to assess, diagnose, and plan. At the end of the third semester, the advanced beginner BSN student is expected to be able to assess, diagnose, plan, and implement. While the competent BSN student at the end of the fourth semester is able to assess, diagnose, plan, implement, and evaluate.

Benner, P. (1993). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park, CA: Addison-Wesley Division.

TBSN Admission Requirements

Traditional Bachelor of Science in Nursing

All Traditional Bachelor of Science (TBSN) students will be considered for admission into the AUSON program upon meeting the criteria below. Criteria, as mentioned below, must not only be met but upheld throughout the progression of the nursing program.

To be eligible for selection to progress into the AUSON after completion of all prerequisite courses, the student must:

- 1) Complete the TBSN Program Application and submit before August 31st of the sophomore year. A minimum score of 75 points must be earned to be accepted into the Nursing Program.
- 2) Complete the Test of Essential Academic Skills (TEAS) test before August 31st of the sophomore year with a minimum score of 60. The student has a maximum of two (2) attempts to achieve the minimum score.
- 3) Complete all required courses as noted on the student's academic plan.
- 4) Demonstrate strong academic performance in all prerequisite semesters to maintain a cumulative grade point average (GPA) of 3.0 or greater on a 4.0 scale.
- 5) Demonstrate strong academic performance in all science prerequisites, **intro to cell biology, anatomy and physiology I and II, microbiology and chemistry**, to maintain a cumulative GPA of 3.0 or greater on a 4.0 scale in science prerequisites.
- 6) Additionally, consistently maintain ethical academic standards and professional conduct throughout the prerequisite semesters.

This type of program is often called the 2 + 2 program because the applicants must complete 59-60 semester hours including general education requirements and other required courses specific to the BSN degree. A grade of **C** or better must be achieved in all the courses making up these 59-60 hours. The student should strive to maintain an overall 3.0 GPA or better on a 4-point scale for this same list of courses. The student must also demonstrate strong academic performance in the core science courses and strive to maintain a minimum 3.0 overall GPA in these courses.

To be eligible for admission into the nursing curriculum, the student must complete and submit TBSN Program Application by August 31st of their sophomore year. The student must earn a minimum of 75 points on the TBSN Program Application to be eligible to progress into the nursing program. Should the student earn less than 75 points, the student may retake a science course. The science courses considered core are intro to cell biology, anatomy and physiology I and II, microbiology, and chemistry. **Only one of the science courses listed above may be repeated one time to attain the minimum 75 points required.** Additionally, **ALL** requirements must be met prior

to the start of the core nursing semesters. Selection of the cohort will be done by the AUSON Admission, Retention, and Graduation (ARG) Subcommittee.

Applicants to the nursing program will be required to verify they understand and meet these admission standards, or with reasonable accommodation, they can meet the admission standards. The University will evaluate any student who states he/she requires accommodation to meet the program's admission standards and then will confirm that the stated condition qualifies as a disability under applicable laws.

If an applicant states he/she can meet the admission standards/requirements with accommodation, then the University will determine whether it agrees that the student can meet the admission standards with reasonable accommodation. This includes a review to determine whether the accommodation would jeopardize institutional requirements, accreditation standards, or clinician/client safety, as well as the educational process of the student, including all coursework and clinical experiences essential to graduation. ***In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into or allowed to progress through the program.*** Any request for reasonable accommodation must be coordinated through the Center for Student Success (CSS). The School of Nursing will work in conjunction with CSS to determine reasonable accommodations in light of applicable State Board of Nursing requirements, including requirements related to attendance and participation in required classes and clinical experiences.

All application materials must be completed, reviewed with the student's advisor, and have a handwritten signature by the student and advisor before submitting to the tbsnprogram@andersonuniversity.edu email address by the established application deadline. Any application received after the deadline will be automatically moved to the next nursing program start date. All application materials become the property of the AUSON and will not be returned to the student or another party. There is no application fee associated with the TBSN Nursing Application. However, there may be fees associated with the initial enrollment application to Anderson University.

Students who applied in a previous semester and failed to meet the program application requirements will not need to resubmit an application. The AUSON will keep the files of all applicants for up to one year. In the event the student:

- 1) Failed to earn the minimum 75 points required on the TBSN Program Application, and has not retaken a core science course, the student's application will be held until the end of the semester in which the science course is retaken to evaluate the student's academic performance. If the student meets all of the nursing program criteria and earns the minimum of 75 points required on the TBSN Program Application after the science retake, the student will begin the next nursing program start date.

2) Deferred to a future semester due to an academic minor completion, the student's academic performance will be monitored. At the completion of the deferred semester, should the student meet all of the nursing program criteria and earns the minimum of 75 points required on the TBSN Program Application, the student will begin the next nursing program start date.

Students who are denied admission to the nursing program because they did not meet program requirements and/or did not achieve the required 75 points on the TBSN Program Application following the one allowed repeated science core course must meet with their nursing advisor to discuss alternative academic pathways and a possible change of major. Students should also meet with the Center for Career Development to explore other majors offered at AU.

TBSN Progression and Dismissal

A student must earn a minimum grade of **C** in all nursing (**NUR prefix**) courses **AND** the Exam/Test average must be 78% (unrounded) or greater to earn a final grade of "C" in the course. In addition to the didactic portion of the course, students must earn a Satisfactory in the clinical portion of the course to pass the course. Details regarding progression and dismissal policies include:

All nursing (NUR prefix) courses must be completed with a final grade of "C" or higher. To successfully complete the didactic portion of a nursing (NUR prefix) course, the student must have an unrounded average of 78% or greater on all assignments in the "Exams/Test" category. The 78% is unrounded and this category includes course exams, final exams, and quizzes (alternately, quizzes may be counted in the "Other" category per course content—see point distribution for each individual course). Exam grades will be averaged first, and then other grades are added provided that the student has at least an unrounded 78% Exam/Test average.

If a student does not have a 78% (unrounded) or greater Exam/Test average in the course, the final grade for the course will be the unrounded exam average earned. In this example, the student's exam average at the course completion is 77.6%. The recorded grade in Workday, which is recorded on the student's official University transcript, is reflective of the earned exam average, not the course average with the "Other" category factored. Therefore, the recorded grade is a D. In this example, the student's exam average at the course completion is 69.2%. The recorded grade in Workday, which is recorded on the student's official University transcript, is reflective of the earned exam average, not the course average with the "Other" category factored. Therefore, the recorded grade is an F. For any exam grade < 78% within any nursing (NUR prefix) course, it is required that the student make an appointment to meet with the instructor within five working days of the exam to discuss recommendations for improvement.

The right to appeal can be found here:

<https://catalog.andersonuniversity.edu/content.php?catoid=37&navoid=2090#right-of-appeal>

Some courses within the nursing program are strictly didactic in nature, while others include a laboratory and/or clinical component. For courses that include a laboratory or clinical component, students must earn a satisfactory evaluation in the laboratory and/or clinical portion, in addition

to meeting course academic requirements, to successfully pass the course. (See Clinical, Simulation, and Lab Expectations for additional details related to progression and/or dismissal.)

Professional conduct is an essential component of clinical education. Students are expected to maintain professional and ethical standards in **ALL** clinical (including both simulation and lab experiences) settings. Students whose clinical performance (including lab and simulation experiences) are evaluated as unethical, unprofessional, or unsafe may result in immediate removal from the clinical setting and receive an unsatisfactory for that day. In addition to immediate removal from the setting, the student may be subject to corrective action up to and including failure of the clinical component, which will result in an automatic failure of the course or dismissal from the nursing program. Evaluations of student clinical performance may be provided by clinical instructors, facility staff, preceptors, clients receiving care within the clinical facility, or family members of clients receiving care within the clinical facility. (See Clinical, Simulation, and Lab Expectations for additional details related to progression and/or dismissal.)

No more than one (1) nursing (NUR prefix) course is allowed to be repeated in the nursing program. Failure of a singular nursing (NUR prefix) course may alter a student's original plan of progression and may extend the length of time required to complete the nursing program at AU. Following a singular course failure, the Undergraduate Chair will provide the student with a revised progression plan based on the specific course failure.

If a student earns a D or F in a subsequent course, the student **will be dismissed** from the program and **will not** be eligible to apply for readmission. The student will need to meet with their nursing advisor to discuss alternative academic pathways and a change of major. Students should also meet with the Center for Career Development to explore other majors offered at AU. If enrolled in the TBSN or ABSN tracks, there is not an option to drop or academically withdraw from a single nursing course as these tracks follow a cohort-based model.

There are other areas that prohibit a student from progressing through the nursing curriculum that may not be associated with the earning of a letter grade. These may include but are not limited to unsafe/unethical student practice, failure to comply with SON drug policy, (HIPAA) violation, any act that violates the South Carolina Nurse Practice Act, any act that violates the Code of Ethics for Nurses of the American Nurses' Association, and/or any acts not in accordance with the Academic Catalog or University Student Handbook (online). The inability to progress will lead to dismissal and ineligibility to reapply for the nursing program.

Dismissal from the program and/or university may result from unethical use or sharing of texts and teaching-learning resources including, but not limited to those purchased by another, to give or receive information *before, during or after examinations/simulation* – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials such as test banks associated with texts utilized in the course, and/or duplicating and disbursing copyrighted national certification exam questions or any exams, quizzes utilized by the nursing program in any format.

The TBSN program is track specific. Therefore, traditional students are not eligible to transfer to the ABSN track.

Grades

Grading Scale

The AUSON grading scale is as follows:

A= 92-100

B= 84-91

C= 78-83

D= 70-77

F= 69 and below

Attendance Policy

Attendance in classroom is determined by the credit hours of the experience. Accreditation requires these contact hours to be met and attendance policies are designed to reinforce and meet this requirement.

Attendance and punctuality of all classes is expected. Absences (e.g., illness, AU institutional activity) cannot exceed more than **10%** of the total class. Exceeding the 10% may fail the course. For example, if a class meets for 45 contact hours (3 semester credits); the student that misses more than **4.5** hours of the 45 total contact hours will fail the course. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as one tardy. Three (3) tardies and/or early departures will be counted as **5%** of unexcused absence time unless stated otherwise. For example, three tardies in a 45-contact hour course would constitute **2.25** hours of the total 4.5 total absence allowable contact hours.

All communication and notification of absences/tardies to class must be made by AUSON email to the course instructor prior to the absence or tardy. If a situation arises that is emergent or urgent in nature, text communication to the instructor is encouraged unless otherwise instructed. Each course syllabi contains contact information.

All absences require that the student make up missed activities and/or assignments. The student is responsible for contacting the instructor to obtain the assignment for content information missed. If the student fails to notify the instructor of the absence prior to the time of the class and the student misses an assignment or a scheduled quiz or exam, the student will receive a zero (0) for that assignment, quiz, or exam. The missed assignment, quiz, or exam cannot be made up. If there are circumstances that warrant allowing the student to make up an assignment, exam, or quiz, the student must discuss in advance of the absence with the instructor to make

arrangements to make up the assignment, exam, or quiz. **Unannounced quizzes will not be allowed to be made-up because of an absence.**

The instructor will counsel the student whenever classroom absences may affect the student's attainment of course outcomes.

Student participation in planned AU institutional activities is addressed as follows in the AU Academic Catalog (Undergraduate Academic Catalog):

*Some students participate in **institutional activities** that require them to represent the University in scheduled events on and off-campus. For activities of sufficient importance in the overall life of the University, excused absences are granted. A list of activities qualifying for excused absences is maintained by the Office of the Provost. An excused absence does not relieve a student of responsibility for the academic work in the class missed. However, students may not be penalized for such absences and must be given the opportunity to make up missed work. Students are responsible for informing their professors **in advance** of the class meeting dates and times that will be missed because of these activities. **Practice and/ or preparation for these activities would not be a valid reason to miss a class meeting.***

In accordance with regulatory mandates, additional policies apply to students within the AUSON:

Due to the required didactic and/or clinical contact hours that must be met in nursing content, participation in planned institutional activities should be discussed and approved by the instructor and/or Undergraduate Chair at the beginning of the semester in order to minimize conflicts with nursing course requirements. Subsequent changes due to tournaments, weather changes, etc. will be addressed as needed in collaboration with the student, coach, instructor, and/or Undergraduate Chair.

Extended Illness, Physical Injury, or Mental Health-Related Issue

Students who are absent due to illness, physical injury, or a mental health-related issue for three or more days may be required to obtain medical clearance from their physician when returning to school utilizing the ***Fitness for Duty--Return to Classroom and Clinical Courses*** form found in the appendix. If changes to student health status occur (i.e., hospitalization, surgery, pregnancy, **physical injury requiring assistive devices, etc.), the student is required to inform the Undergraduate Chair so that changes may be made to the student's health record and communication with the course instructor can occur. Full healthcare provider clearance is required before the student returns to the clinical rotation for any changes in health status utilizing the ***Fitness for Duty--Return to Classroom and Clinical Courses*** form found in the appendix.

**Any physical injury requiring an assistive device (e.g., brace, splint, ace wrap, etc.) disqualifies any person from attending clinical within the clinical facilities. Therefore, you must report your injury to the Undergraduate Chair, the lead instructor, and the clinical instructor. Eligibility to

return to clinical requires completion of the ***Fitness for Duty--Return to Classroom and Clinical Courses*** form found in the appendix.

For infection control purposes, a student who appears ill for class or clinical may be asked by the instructor to leave and/or consult a physician or Student Health Services.

Accelerated Bachelor of Science in Nursing

The Accelerated Bachelor of Science in Nursing (ABSN) was created to offer adult and/or non-traditional students an alternative method to achieve their Bachelor of Science in Nursing (BSN) degree. This program is a full-time 15-month program, comprising 4 consecutive semesters, in which classes are held on the AU Campus. At completion of this rigorous program, graduates of the AU ABSN track will earn a Bachelor of Science in Nursing (BSN) degree and are prepared to apply for the NCLEX-RN examination to obtain licensure as a registered nurse (RN). As a BSN prepared nurse, graduates may work in a variety of healthcare settings, which may include hospitals, community agencies, health clinics, long-term care facilities and private practice. Special focus is given to leadership, Christian worldview, quality, safety and informatics.

ABSN students follow an admission process instead of a progressions process when being enrolled in the nursing curriculum.

The criterion for being selected as a student in the AUSON ABSN track are:

- 1) Hold a bachelor's degree in any area OR possess adequate college credits matching the university general education requirements
- 2) GPA for last 60 hours of college credits ≥ 3.0
- 3) Science prerequisites must have been completed within the last five (5) years of the nursing program start date. If a science course was taken more than five (5) years before the nursing program start date, the science must be repeated. The science prerequisites are: anatomy and physiology I and II, microbiology, chemistry with GPA ≥ 3.0 . Only **one science course can be retaken one time to achieve the minimum GPA.**
- 4) Developmental Psychology and Statistics
- 4) Letters of reference
- 5) Interview with AUSON ARG Subcommittee, if requested
- 6) Completion of the Test of Essential Academic Skills (TEAS) exam with a score of **60**.

The student has a maximum of two (2) attempts to achieve the minimum score.

All application materials must be postmarked by the established application deadline to be considered for admission. Applications received or completed after the established application deadline may be moved to the next nursing program start date. All application materials become the property of the AUSON and will not be returned to the student or another party. Application fees and enrollment deposits are non-refundable. Decision letters regarding admission status are sent out by the AUSON.

ABSN Progression and Dismissal

A student must earn a minimum grade of **C** in all nursing (**NUR prefix**) courses **AND** the Exam/Test average must be 78% (unrounded) or greater to earn a final grade of “C” in the course. In addition to the didactic portion of the course, students must earn a Satisfactory in the clinical portion of the course to pass the course. Details regarding progression and dismissal policies include:

All nursing (NUR prefix) courses must be completed with a final grade of “C” or higher. To successfully complete the didactic portion of a nursing (NUR prefix) course, the student must have an unrounded average of 78% or greater on all assignments in the “Exams/Test” category. The 78% is unrounded and this category includes course exams, final exams, and quizzes (alternately, quizzes may be counted in the “Other” category per course content—see point distribution for each individual course). Exam grades will be averaged first, and then other grades are added provided that the student has at least an unrounded 78% Exam/Test average.

If a student does not have a 78% (unrounded) or greater Exam/Test average in the course, the final grade for the course will be the unrounded exam average earned. In this example, the student’s exam average at the course completion is 77.6%. The recorded grade in Workday, which is recorded on the student’s official University transcript, is reflective of the earned exam average, not the course average with the “Other” category factored. Therefore, the recorded grade is a D. In this example, the student’s exam average at the course completion is 69.2%. The recorded grade in Workday, which is recorded on the student’s official University transcript, is reflective of the earned exam average, not the course average with the “Other” category factored. Therefore, the recorded grade is an F. For any exam grade < 78% within any nursing (NUR prefix) course, it is required that the student make an appointment to meet with the instructor within five working days of the exam to discuss recommendations for improvement.

Some courses within the nursing program are strictly didactic in nature, while others include a laboratory and/or clinical component. For courses that include a laboratory or clinical component, students must earn a satisfactory evaluation in the laboratory and/or clinical portion, in addition to meeting course academic requirements, to successfully pass the course. (See Clinical, Simulation, and Lab Expectations for additional details related to progression and/or dismissal.)

Professional conduct is an essential component of clinical education. Students are expected to maintain professional and ethical standards in **ALL** clinical (including both simulation and lab experiences) settings. Students whose clinical performance (including lab and simulation experiences) are evaluated as unethical, unprofessional, or unsafe may result in immediate

removal from the clinical setting and receive an unsatisfactory for that day. In addition to immediate removal from the setting, the student may be subject to corrective action up to and including failure of the clinical component, which will result in an automatic failure of the course or dismissal from the nursing program. Evaluations of student clinical performance may be provided by clinical instructors, facility staff, preceptors, clients receiving care within the clinical facility, or family members of clients receiving care within the clinical facility. (See Clinical, Simulation, and Lab Expectations for additional details related to progression and/or dismissal.)

No more than one (1) nursing (NUR prefix) course is allowed to be repeated in the nursing program. Failure of a singular nursing (NUR prefix) course may alter a student's original plan of progression and may extend the length of time required to complete the nursing program at AU. Following a singular course failure, the Undergraduate Chair will provide the student with a revised progression plan based on the specific course failure.

If a student earns a D or F in a subsequent course, the student **will be dismissed** from the program and **will not** be eligible to apply for readmission. The student will need to meet with their nursing advisor to discuss alternative academic pathways and a change of major. Students should also meet with the Center for Career Development to explore other majors offered at AU. If enrolled in the TBSN or ABSN tracks, there is not an option to drop or academically withdraw from a single nursing course as these tracks follow a cohort-based model.

There are other areas that prohibit a student from progressing through the nursing curriculum that may not be associated with the earning of a letter grade. These may include but are not limited to unsafe/unethical student practice, failure to comply with SON drug policy, (HIPAA) violation, any act that violates the South Carolina Nurse Practice Act, any act that violates the Code of Ethics for Nurses of the American Nurses' Association, and/or any acts not in accordance with the Academic Catalog or University Student Handbook (online). The inability to progress will lead to dismissal and ineligibility to reapply for the nursing program.

Dismissal from the program and/or university may result from unethical use or sharing of texts and teaching-learning resources including, but not limited to those purchased by another, to give or receive information *before, during or after examinations/simulation* – including previous test information, copying actual exams or quizzes, or possession and use of unauthorized instructor materials such as test banks associated with texts utilized in the course, and/or duplicating and disbursing copyrighted national certification exam questions or any exams, quizzes utilized by the nursing program in any format.

The ABSN program is track specific. Therefore, traditional students are not eligible to transfer to the TBSN track.

Grades

Grading Scale

The AUSON grading scale is as follows:

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D= 70-77

F= 69 and below

Attendance Policy

Attendance in classroom is determined by the credit hours of the experience. Accreditation requires these contact hours to be met and attendance policies are designed to reinforce and meet this requirement.

Attendance and punctuality of all classes is expected. Absences (e.g., illness, AU institutional activity) cannot exceed more than **10%** of the total class. Exceeding the 10% may fail the course. For example, if a class meets for 45 contact hours (3 semester credits); the student that misses more than **4.5** hours of the 45 total contact hours will fail the course. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as one tardy. Three (3) tardies and/or early departures will be counted as **5%** of unexcused absence time unless stated otherwise. For example, three tardies in a 45-contact hour course would constitute **2.25** hours of the total 4.5 total absence allowable contact hours.

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Student participation in planned AU institutional activities is addressed as follows in the AU Academic Catalog (Undergraduate Academic Catalog):

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Extended Illness, Physical Injury, or Mental Health-Related Issue

Students who are absent due to illness, physical injury, or a mental health-related issue for three or more days may be required to obtain medical clearance from their physician when returning to school utilizing the ***Fitness for Duty--Return to Classroom and Clinical Courses*** form found in the appendix. If changes to student health status occur (i.e., hospitalization, surgery, pregnancy, **physical injury requiring assistive devices, etc.), the student is required to inform the Undergraduate Chair so that changes may be made to the student's health record and communication with the course instructor can occur. Full healthcare provider clearance is required before the student returns to the clinical rotation for any changes in health status utilizing the ***Fitness for Duty--Return to Classroom and Clinical Courses*** form found in the appendix.

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For infection control purposes, a student who appears ill for class or clinical may be asked by the instructor to leave and/or consult a physician or Student Health Services.

RN to BSN Completion (RN-BSN)

The Registered Nurse to Bachelor of Science in Nursing Completion (RN-BSN) Flex program enables a registered nurse with an Associate Degree in Nursing (ADN) to continue nursing studies and earn a BSN. The post-licensure educational track provides the opportunity to enhance nursing knowledge, leadership skills, and professional opportunities. Students' progress by working through modules at a personalized pace as well over the 7-week term. Each module has an overview with specific outcomes, resources, and assignments. These can typically be completed in one week or sooner. Students will meet with their instructor and peers during a web conference session and with Academic Success Advisors. Completion of the RN-BSN track can be accomplished within 15 months when NUR courses are taken consistently. If nursing courses are taken intermittently, they must be completed within 36 months from the beginning of the first nursing course in the RN-BSN track.

General education and nursing cognate requirements are offered online in a 7-week format and can be completed at any time before, concurrently, or after nursing courses. Thirty-four hours of credit is transferred from the nurse's previous Associate Degree with an additional 12 hours of credit for having previously taken anatomy, physiology, and microbiology bringing the total transfer credit to 46 hours.

Admission requirements include an overall **2.0 GPA** in previous nursing coursework and an active RN license. In addition, one of the following must be provided: 1) Upload required documents in My Clinical Exchange OR 2) Return the Employer Verification Form (EVF) to the clinical coordinator.

Readmission/Admission After Voluntary Withdrawal or Transfer

A student who leaves the university and/or SON in **good standing** through voluntary withdrawal or a student from another nursing program who left that program in good standing and desires to transfer to the AU nursing program may be evaluated for readmission/admission by completing the following steps:

1. Make a formal reapplication/application to AU or AUSON.
2. At the time of reapplication/application, submit a statement which addresses the reason for the withdrawal or transfer, outlining what has been done to ensure success in the AUSON and why readmission/admission should be considered. The statement must be written by the student.
3. Upon reapplication, the ARG Subcommittee will review the application. The student will be invited to participate in a personal interview with the ARG Subcommittee and CNA. The student's complete academic record, including all clinical evaluations, will be reviewed by the subcommittee. If the student is accepted into the program, the ARG Subcommittee will recommend an appropriate plan of progression and the student will be held to the standards of the cohort they will be joining.
4. Readmission/admission is not automatic. Students will be considered as part of the total applicant pool and must meet the admission qualifications set by the SON.

5. The requirements for completion of program/major requirements within five (5) years of initial enrollment will be in effect for readmitted students.

All policies and course requirements that are in place at the time of readmission/admission will apply.

RN to BSN Progression and Dismissal

Safety, Professionalism, and Integrity

The AUSON faculty has an academic, legal, and ethical responsibility to protect the public and healthcare community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the nursing program for practice which threatens or has the potential to threaten the safety or well-being of a client, family member, another student, a faculty member, or other health care provider.

Safe practice is essential in all settings. Students are responsible for maintaining a safe environment for clients, peers, faculty, staff, and themselves. Any behavior or action that jeopardizes safety, demonstrates poor clinical judgment, violates professional standards, or places a client, peer, or others at risk may be considered unsafe practice.

Unsafe practice is defined as any behavior, action, omission, or judgment that has the potential to cause physical, emotional, or psychological harm, compromise client care, violate safety standards, or place any individual at risk. Examples include, but are not limited to, medication or procedural errors, failure to follow safety protocols or faculty instruction, breaches in infection control, inadequate preparation, unprofessional conduct, or violations of client confidentiality. In addition, any act or behavior which:

- Violates the South Carolina Nursing Practice Act.
- Violates the Code of Ethics for Nurses of the American Nurses' Association.
- Violates the objectives and/or policies of the AUSON.
- Violates the objectives and/or policies of each Nursing Course.
- Violates the objectives and/or policies of the Health Care Agency.
- Constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

Students demonstrating unsafe or unethical behavior in clinical, simulation, or lab settings will be removed immediately from the setting. The clinical faculty member in consultation with the course coordinator will review all written documentation involved in the incident to determine whether there are grounds that unsafe or unethical practice has occurred. If it is determined at this point that unsafe or unethical behavior has occurred, the Undergraduate Chair will meet with the CNA to review the written documentation and provide recommendations. Depending on the severity and circumstances of the incident, consequences may include clinical failure, which is an automatic course failure, or dismissal from the nursing program. The student has the right to

appeal the decision. Consult the Undergraduate Academic Catalog for the Right to Appeal:
<https://catalog.andersonuniversity.edu/content.php?catoid=37&navoid=2090#right-of-appeal>

Students are expected to always demonstrate professional behavior in clinical, simulation, and lab settings. Professional conduct includes respectful communication, accountability, preparedness, adherence to program and facility policies, confidentiality, ethical behavior, and compliance with faculty instruction and scope of practice expectations. Students demonstrating unprofessional behavior in clinical, simulation, or lab settings may be removed immediately from the learning environment and subject to faculty review. Depending on the severity and circumstances of the incident, consequences may include remediation, clinical failure, which is an automatic course failure, or dismissal from the nursing program.

Students are expected to maintain honesty and integrity in all academic and clinical activities. The falsification, alteration, or misrepresentation of documents, records, clinical information, hours, or signatures is strictly prohibited. Forging or obtaining unauthorized signatures on any program-related document constitutes academic and professional misconduct and may result in disciplinary action, up to and including dismissal from the nursing program.

School of Nursing Level Academic Policies

General Academic Policies

Academic policies that apply to all AU students may be found in the online Undergraduate Academic Catalog and the AU Student Handbook. AUSON students, faculty, and staff follow official policies of the Academic Catalog and AU Student Handbook except in the following occurrences due to the requirements established by accreditation and licensure: **Alcohol and Drug Policies; Admission, Retention, and Graduation (ARG) Policies.**

Advising

The role of an academic advisor is to guide, support, and encourage students throughout their academic journey at AU. Advisors are available to assist with academic concerns, provide guidance on educational planning and progression, and offer support for issues that may affect a student's success and personal growth. Students are encouraged to communicate openly with their advisor and seek assistance when needed to support their overall achievement and development while at AU.

All students will be assigned a faculty advisor within the College of Health Professions. The advisor's information is available in the student's Workday account. Students who transfer to AU as nursing majors or who change their major to nursing are responsible for verifying that their assigned academic advisor is within the College of Health Professions. If the student's advisor has not been updated accordingly, the student should contact the SON Administrative Assistant to request an advisor reassignment.

It is the student's responsibility to contact their advisor by email prior to the registration time of each semester. Students are required to discuss their progress and classes they plan to take. During advisement, students will be approved to take only courses for which they have had the specified prerequisites and are identified on the student's academic plan. Students will not add courses for which they are not approved. Once the student meets with the advisor, the advisor will remove the Academic Advising registration hold on the student's account. Failure to meet with the advisor prior to registration or failure to remove required holds in Workday may prevent registration of need courses. It is the student's responsibility to ensure that all holds have been addressed with the appropriate department for removal. It is the student's responsibility to register for their classes, unless specified otherwise by the advisor, each semester through Workday.

Transient Coursework

Should a student choose to enroll in a transient course during the summer semester, it is the student's responsibility to discuss this intent with their academic advisor prior to enrollment. The student must ensure the course is equivalent to the required AU course and complete all necessary documentation and approval processes before registering for the course.

Group Work

Nursing is a highly collaborative team-based work environment. Just as you will have opportunities as a nurse to work with multiple disciplines to care for individuals and communities, you will be expected to work with partners and groups for class work and various assignments. Group work requires equitable participation by each member of the team for the given assignment. This includes researching information, gathering data, writing, editing, proofreading, and video participation by all members of the team. Group assignments will be given with advance notice to allow for collaboration between peers to successfully complete a group assignment. Students are expected to hold one another accountable to begin work early to ensure time is allotted to seek assistance by the Writing and Multimedia Center or consult with the course professor for proofreading and clarity of content.

Peer review and evaluations will also occur in professional nursing. Peer evaluations will be submitted by each member of the group to evaluate each member. Team members who fail to submit a peer evaluation with group assignments will automatically receive a 10% deduction in the final grade of the group assignment.

Quiz and Exam Policy

The concepts and content of the nursing curriculum reflect the areas in which proficiency is necessary for success on the NCLEX-RN licensing exam. Knowledge and proficiency are built throughout the nursing curriculum. It is the policy of AUSON that all final exams will be comprehensive or contain a comprehensive component, where appropriate. Study guides may be given to assist with preparation for exams and final exams. However, these study guides will be made available at the discretion of the faculty and may not be inclusive of all test material.

AUSON follows the AU policy to make up missed quizzes and exams, which can be found in the AU Academic Catalog online (Undergraduate Academic Catalog). The format for all make-up quizzes and exams will be at the discretion of the faculty and may include essay, short answer, fill-in-the-blank, multiple-choice, and/or other types of questions that cover the same content areas noted on the missed quiz or exam. Ideally, the student must take the make-up quiz or exam within four working days of the original scheduled date. Failure to schedule or make-up the quiz or exam within the allotted time frame may result in a grade of zero on the quiz or exam. **Exam grades will**

not be released to the entire class until the student missing an exam has made it up or has declined to take the exam.

For any absences on testing dates (exams and scheduled quizzes), the student must notify the instructor **PRIOR** to the exam/quiz date. If the student fails to notify the instructor of the absence prior to the time of testing, the student will receive a zero for that quiz or exam. The missed quiz or exam cannot be made up. If there are circumstances that warrant allowing the student to make up the quiz or exam, the student must discuss in advance of the absence with the instructor to make arrangements to make up the quiz or exam. **Unannounced quizzes will not be allowed to be made-up because of an absence.**

Scheduled quizzes, exams, and final exams must be completed at the date and time designated by the instructor or by AU. Requests to reschedule or alter a quiz, exam, or final exam will only be considered under the following extenuating circumstances:

- Documented illness or medical emergency preventing the student from attending the scheduled quiz, exam, or final exam
- AU approved athletic event, when the student is representing AU at an official event or competition
- Death in the student's immediate family (parent, sibling, or grandparent) requiring absence

Exams will be posted to Examsoft at the beginning of the class. Students should download the test once the exam is available, which is approximately 15 minutes after the instructor posts the exam. On test days, all belongings, backpacks, purses, and phones must be placed in front of the classroom. No ball caps, visors, fitness trackers, smartwatches, or similar devices are to be worn in the testing environment. Testing will be performed on the student's laptop (PC or Mac) or an iPad utilizing ExamSoft unless otherwise specified by the course instructor. **While testing, the proctoring instructor(s) will not address any content-related questions.** If scratch paper is allowed, it will be provided by the instructor, and the student will place their name on it and submit it to the instructor before leaving the room. When the student is finished testing, **the student is required to show the instructor the "green screen" from ExamSoft** before shutting down the device completely and exiting the room quietly.

In an online nursing (NUR) course, if the student misses or does not complete a quiz or exam by the assigned due date, the student will receive a zero for that quiz or exam. The missed quiz or exam cannot be made up. If there are circumstances that warrant allowing the student to make up the quiz or exam, the student must discuss in advance of the quiz or exam with the instructor to make arrangements to make up the quiz or exam.

Exam Review Policy

Within five working days, students should schedule a time to review missed questions or concepts from the exam. After five working days, no individual review of an exam is available. **Final exams will not be reviewed.**

Exam reviews will not be conducted in the classroom.

Incomplete Grades

The policy for obtaining a grade of “I”, an incomplete grade, can be found in the University Academic Catalog under Academic Policies.

Standardized Testing in Designated Courses

Students are required to take nationally normed standardized tests throughout the curriculum. The faculty of the AUSON selected the series of tests because of the reliability and validity of the products and the comprehensive test to prepare the student for success on the NCLEX. The faculty of the AUSON are committed to the fact that it is the responsibility of baccalaureate students to master the content throughout the nursing curriculum. Students must integrate learning from multiple sources in order to pass a series of multiple standardized tests and to function as safe and competent RNs. These sources include, but are not limited to, lecture, clinical, out of class assignments, computer-based assisted instruction, reading and projects. The standardized tests evaluate the student’s ability to demonstrate integration of multiple levels of knowledge presented in each course in the nursing program and assist students to prepare for the NCLEX, which all graduates of the program must pass, in order to practice nursing. The AUSON uses ATI for standardized testing. The AUSON ATI Testing and Remediation Policies are as follows:

- Points are assigned (based upon the weight of the total course points) to various activities along the ATI pathway with standardized testing typically being comprised of assessments from the ATI Content Mastery Series and will account for approximately 10% of the total points accumulated in each course that utilizes ATI
- These points will be added to the students’ accumulated total after verifying that the average of all assignments in the “Exams/Tests” category meet the 78% or greater exam average.
- Refer to each course’s ATI rubric for point details
- All ATI assignments, tutorials, quizzes, practice, etc. are to be completed individually and not in groups unless specifically instructed by the course faculty
- Standardized tests are scheduled to be administered in identified courses, typically prior to final exams
- The score from the standardized test is leveled based on statistics
- The student will have up to two chances to take course standardized tests (excluding the comprehensive test), providing a retake version of the test is available

- Specific remediation is required after practice and proctored assessments to maximize learning and achieve proficiency on the ATI proctored exams. Remediation will include appropriate learning templates. **The learning templates must be handwritten.**
- Students who do not achieve a benchmark score on any standardized (proctored) test will complete specific remediation prior to retaking the standardized assessment (proctored retake)
- Students are encouraged to visit the Academic Success Center for support on test taking issues. Any student who does not complete any phase of this remediation will receive an incomplete for the course.
- In order to successfully complete the BSN program and be endorsed by the AUSON to receive an “Authorization to Test,” the student must successfully complete Virtual ATI and be awarded the “Green Light” from ATI

Sample ATI Rubrics can be found in the appendix

Recording of Lectures/Testing

To assist students in note taking and mastery of content, recording of lectures is permitted. However, these recordings may ONLY be used to assist the INDIVIDUAL student in the course. Publishing, distributing, or using classroom recordings in violation of these restrictions is a violation of the student code of conduct and may be a violation of federal copyright laws.

The AUSON may record lectures, simulations, and/or other activities for later use. To secure the testing environment, exam sessions may also be recorded by the AUSON.

Standard Precautions

The Center for Disease Control and Prevention (CDC) recommended Standard Precautions are outlined below and can be found at the CDC’s [webpage](#). It is the student’s responsibility to maintain compliance with these recommendations in all clinical settings.

Because the potential diseases in a client’s blood and body fluids cannot be known, blood and body fluid and substance precautions recommended by the CDC should be adhered to for all clients and for all specimens submitted to the laboratory. These precautions, called “standard precautions,” should be followed regardless of any evidence or lack of evidence of the client’s infection status. Students should routinely use barrier protection to prevent skin and mucous membrane contamination with:

- Secretions and excretions, except sweat, regardless of whether or not they contain visible blood
- Body fluids of all clients and specimens
- Non-intact skin
- Mucous membranes

Hand Hygiene

The following guidelines will help prevent contamination:

- Wash hands after touching blood, body fluids, secretions, excretions, and contaminated items, whether or not gloves are worn, and/or immediately wash hands prior to any client interaction or nursing intervention. Perform hand hygiene immediately after gloves are removed, between client contacts, and when otherwise indicated to avoid transfer of microorganisms to other clients or environments. It may be necessary to wash hands between tasks and procedures on the same client to prevent cross contamination of different body sites.
- Use plain (non-antimicrobial) soap for routine hand washing.
- Use an antimicrobial agent or waterless antiseptic agent for specific circumstances (e.g., control of outbreaks or hyper endemic infections) as defined by the infection control program.
- Wash hands upon entering and exiting a client room.

Gloves

Wear gloves (clean non-sterile gloves are adequate) when touching blood, body fluids, secretions, excretions, and contaminated items. Put on clean gloves just before touching mucous membranes and non-intact skin. Change gloves between tasks and procedures on the same client after contact with material that may contain a high concentration of microorganisms and perform hand hygiene. Remove gloves promptly after use, before touching non-contaminated items and environmental surfaces, and before providing care to another client. Perform hand hygiene immediately to avoid transfer of microorganisms to other clients or environments.

Mask, Eye Protection, Face Shield

Wear a mask and eye protection or a face shield to protect mucous membranes of the eyes, nose, and mouth during procedures and when performing client care activities that are likely to generate splashes or sprays of blood, body fluids, secretions, and excretions.

Gown

Wear a gown (a clean non-sterile gown is adequate) to protect skin and prevent soiling of clothing during procedures and client care activities that are likely to generate splashes or sprays of blood, body fluids, secretions or excretions, or cause soiling of clothing. Select a gown that is appropriate for the activity and amount of fluid likely to be encountered. Remove a soiled gown as promptly as possible and wash hands to avoid transfer of microorganisms to other clients or environments.

Client Care Equipment

Handle used client care equipment soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures, contamination of clothing, and transfer of microorganisms to other clients and environments. Ensure that reusable equipment is not used for the care of another client until it has been appropriately cleaned and reprocessed. Ensure that single use items are properly discarded.

Environmental Control

Follow procedures for the routine care, cleaning, and disinfection of environmental surfaces, beds, bed rails, bedside equipment, and other frequently touched surfaces.

Linen

Handle, transport, and process used linen soiled with blood, body fluids, secretions, and excretions in a manner that prevents skin and mucous membrane exposures and contamination of clothing, which avoids transfer of microorganisms to other clients and environments.

Occupational Health and Bloodborne Pathogens

Take care to prevent injuries when:

- Using needles, scalpels, and other sharp instruments or devices.
- Handling sharp instruments after procedures.
- Cleaning used instruments and when disposing of used needles.

Never recap used needles, manipulate them with both hands, or use any other technique that involves directing the point of a needle toward any part of the body. Instead, use either a one-handed scoop technique or a mechanical device designed for holding the needle sheath. Do not remove used needles from disposable syringes by hand and do not bend, break, or manipulate used needles by hand. Place used disposable syringes and needles, scalpel blades, and other sharp items in appropriate puncture-resistant containers located as close as practical to the area in which the items were used. Place reusable syringes and needles in a puncture-resistant container for transport to the reprocessing area.

Use mouthpieces, resuscitation bags, or other ventilation devices as an alternative to mouth-to-mouth resuscitation methods in areas where the need for resuscitation is predictable.

Student Occurrence or Exposure

Any student involved in a clinical occurrence (e.g. needle stick, client or student fall/injury, medication error, etc.) must adhere to the following protocol for reporting the occurrence:

1. Notify the nurse responsible for the client immediately.
2. Notify the clinical instructor, preceptor, and/or faculty member as quickly as possible after the occurrence happens. The clinical instructor, preceptor, and faculty will provide information on appropriate actions to be taken.
3. Notify the charge nurse.
4. If exposure occurs, complete the *AU Incident Report* (found in appendix) and provide a copy to the AUSON Undergraduate Chair and AU Health Services.
5. Meet any facility policy regarding occurrences.

Any medical services provided to the nursing student in a clinical facility will be billed against the health insurance of the student. Any financial obligations (e.g. copay, balance due) will be the sole responsibility of the student.

Appeal Guidelines

Right to Appeal

Students have the right to appeal academic grades or decisions in accordance with the Right to Appeal policy. Students should follow the Right to Appeal policy outlined in the Academic Catalog:

<https://catalog.andersonuniversity.edu/content.php?catoid=38&navoid=2223#right-to-appeal>

Appealing an Academic Integrity Violation

Students seeking to appeal a reported Academic Integrity violation must follow the appeal process outlined in the catalog, under Academic Integrity and Honor code policy.

<https://catalog.andersonuniversity.edu/content.php?catoid=37&navoid=2158>

Admission, Retention, Graduation Committee (ARG) Review – Nursing Program Eligibility and Standing

When a decision affects a student's admission status, progression, eligibility, or dismissal in the nursing program the student may submit a letter of appeal to the School of Nursing ARG Committee. The ARG process is intended to address a student's appeal regarding their eligibility or standing within the nursing program.

An ARG appeal may be submitted as a result of or in conjunction with another applicable University appeal process when the outcome of that process affects the student's eligibility or standing in the nursing program. A student may also appeal directly to the

ARG Committee regarding an eligibility or standing matter if a separate appeal process is not applicable to the student's standing or eligibility.

The ARG process does not replace other applicable University appeal processes and is not intended to provide multiple opportunities to appeal the same decision, rather to appeal to the student's status within the program. Appeals should be submitted to:

SONARG@andersonuniversity.edu

Clinical Concerns and Complaints

A student who has a concern or complaint regarding a clinical supervisor, preceptor, or clinical experience should contact the lead faculty for the course. Likewise, a student who is notified that a complaint or concern has been submitted regarding that student's conduct or performance in a clinical setting should contact the lead faculty regarding the complaint or concern. If the matter can not be resolved at the course level, the lead faculty will refer the concern to the School of Nursing Program Chair, and may be escalated to the Assistant Dean of the College of Health Professions and/or the Dean of the College of Health Professions.

If a clinical complaint or adverse action results in a University decision that is eligible for appeal, the student may exercise the applicable right to appeal in accordance with the University's established appeal procedures.

Student Records

The AUSON maintains all student records via the Canvas learning management system and the Workday student information management system. In the event there is a paper student record, it will be kept in the locked filing cabinet in the locked file room.

The individuals having access to student records include administration, faculty, and staff serving in the nursing school. If the student files a verbal or written request to obtain any of his/her academic records, the university processes of sharing the records will be implemented. This process can be found online under the "Student Records Policy and FERPA" section of the Registrar's page.

Senior Information

Nursing students will use the AUSON Undergraduate Handbook for the year they entered the university to direct their general education requirements. Candidates for graduation must meet the requirements set by the University.

Students must also meet the degree requirements for the nursing major set forth in the catalog at the time of admission to the major as specified in the admission letter. Nursing credits applied

toward a degree in nursing must have been completed within five years preceding the date of graduation.

Professional Ceremonies and Convocation

Near the time of graduation, the AUSON holds a Pinning Ceremony to recognize and honor the graduates and to welcome them into the profession. Baccalaureate graduates will receive the school pin and lamp and make a public pledge to the profession of nursing during this ceremony.

The pin design is described as follows:

- SEVEN RAYS – representing Faith, Hope, Love, Charity, Loyalty, Service and Truth
- LAMP – representing the lamp of knowledge Florence Nightingale carried when caring for patients
- CROSS – representing our commitment to Christ and His gift of salvation for all
- FLAME – representing the Holy Spirit

During the Pinning Ceremony, the graduates light their lamp and state a pledge which is historically linked to Florence Nightingale who distinguished herself during the Crimean War nursing sick and wounded British soldiers. Because of her selfless duty during the Crimean War, Florence Nightingale became known as the "lady with the lamp." As a tribute to her dedication, the lamp icon became symbolic of nursing. The lamp will always shine brightly as a symbol of the care and devotion for those to whom the nurse administers to in the practice of Nursing.

AUSON faculty will organize pin and lamp ordering for senior nursing students early in the last semester. A realistic time frame for the ordering, payment, manufacturing and shipping of the pins and lamps will be given after collaboration with the supplier. It is the student's responsibility to return the order form and payment within the allotted time frame. If all the students do not meet the order and payment due date, there is no guarantee the pins and lamps will arrive on time for the ceremony.

Graduating seniors are expected to attend the Pinning Ceremony and AU Commencement Ceremony. Students will be pinned by a designee within the AUSON.

Graduation Requirements

1. The student must complete all AU requirements. This also includes CEP and Journey Credits.
2. Upon completion of the program and endorsement by the CNA, BSN graduates are eligible to apply to take the NCLEX-RN licensure exam required to practice nursing as a Registered Nurse.

NCLEX-RN

Upon successful completion of the baccalaureate nursing program, graduates will be eligible to apply to take the National Council Licensure Examination (NCLEX-RN) for licensure as a registered

nurse. Each licensure applicant shall furnish to the State Board of Nursing for South Carolina (SCBON) satisfactory evidence of the following:

- Attainment of eighteenth birthday
- Completion of at least four years of work in a high school accredited by the State Board of Education in the state in which the school is located, or completion of the equivalent of such work.
- Completion of a course of study in an approved nursing education program.
- Satisfaction of other preliminary qualification requirements as the SCBON may prescribe.

Any person seeking licensure, who has been convicted of a crime, excluding minor traffic violations, must submit application to the SCBON 90 days before the completion of the nursing program. The SCBON may deny licensure based on conduct or other misconduct.

All nursing program graduates are required to pass the NCLEX to obtain a license to practice nursing and to use the title "RN."

Application materials are available online for each state board of nursing. Seniors should submit the required materials, which vary by state, to the office of the CNA for endorsement. Students seeking licensure outside South Carolina need to include the mailer with sufficient postage. Each state's Board of Nursing determines the applicant's eligibility to take NCLEX.

South Carolina is a member of the Nurse Licensure Compact (NLC). Nurses with a compact license may practice in any compact state. Some states are not members of the compact so registered nurses must obtain a separate license to practice in that state. More information on NLC can be found at <https://www.nursecompact.com/>

NOTE: Each student is responsible for completing the application process and meeting all deadlines. Practicing without a valid license is a serious and punishable offense.

School of Nursing Clinical, Simulation, and Lab Expectations

Attendance

Attendance in simulations, labs, and clinical experiences are determined by the credit hours of the experience. Accreditation requires these contact hours to be met and attendance policies are designed to reinforce and meet this requirement.

Attendance and punctuality of all labs, simulation, and clinical experiences is expected, and students are required to attend all labs, simulation, and clinicals.

Students are required to attend and actively participate in all nursing laboratories, including the human dissection lab. Absences are excused only in the case of personal illness documented by a healthcare provider or extreme extenuating circumstances. The student must notify the clinical instructor at least one (1) hour prior to the expected start time by call and/or text (if allowed) and by follow-up email to the lead instructor. Failure to notify the instructor will result in an unexcused absence. Absences from clinical, simulation and lab sessions that are unexcused will result in a grade of **unsatisfactory** for the clinical day. All clinical absences must be made up, but **a make-up will not erase the absence or replace the unsatisfactory rating for the day.** Absences cannot exceed more than **10%** of the total clinical contact time (clinical, simulation, or lab) or a failure in the course may occur.

Tardiness is defined as appearance in the clinical, simulation, or lab environment after the scheduled start time. Being tardy is unprofessional and unacceptable, and the student may be sent home at the discretion of the clinical instructor. Being sent home constitutes an **Unsatisfactory** rating. If the student is going to be late for the clinical, simulation, or lab session, the student is expected to call and/or text (if allowed) the clinical instructor as soon as possible with a follow-up email to the course instructor. Leaving the clinical, simulation, or lab session prior to dismissal counts as an early departure. Three tardies and/or early departures will be counted as 5% of unexcused absence time unless stated otherwise.

Some clinical courses may require non-typical hours such as evening and/or weekend time slots. These clinical times are only altered for unavoidable conflict, which must be discussed with the course lead faculty.

Clinical schedules are established by the nursing lead professor are considered final. Students are not permitted to alter, switch, or request changes to assigned clinical days, times, or placements. Clinical assignments are based on site availability, faculty supervision, and program requirements. Exceptions will only be considered under extenuating circumstances and at the discretion of the Undergraduate Chair or CNA.

Lab Participation

Supervision of all lab learning activities is provided by program faculty or guest instructors who are licensed healthcare professionals. These faculty members are responsible for assuring clinical education sites that students are safe and competent in performing these clinical procedures in a simulated lab environment prior to interacting with real clients. Thus, the faculty provides close direction and feedback to students both individually and as a class.

Students are expected to participate in all learning experiences as both a healthcare professional and as a simulated client. Details of lab learning activities, including the appropriate clothing that is required, may be obtained from the course syllabus or instructor(s). Examples of these learning activities include observation of posture and movement patterns, physical examination, exercises, transfer and gait training, application of various biophysical agents and assistive devices, and manual therapy techniques such as soft tissue massage and joint mobilization. Thus, all students are expected to be willing to palpate one another as they learn to perform these skills in a safe and effective manner. They are also expected to preserve the modesty of their lab partners by properly positioning and draping them when performing various examination and treatment procedures. Should a student have an underlying health condition or a cultural/religious custom that precludes his/her full participation in the planned lab activities, it is the student's responsibility to inform the lab instructor ahead of time, so that appropriate modifications or accommodations can be arranged. Students are not typically exempt from lab participation unless they have a contagious health condition.

Dress Code

Uniforms are to be worn by students providing nursing care in clinical, simulation and laboratory settings. Uniforms must be clean and wrinkle-free and in good repair. The uniform is to be worn only in clinical, simulation, and laboratory settings. Students may wear the uniform to class on those days when both class and clinical, simulation, or lab experiences occur.

Student Uniforms

It is required that students order two (2) complete uniforms including:

- AU approved black scrub pants (no joggers)
- (2) approved scrub tops in black with the AU logo
- Black, preferably fluid impervious shoes with closed toe and closed heel. Boots are not permitted.
- plain black socks
- AU picture identification (ID) and/or other ID badge per agency policy--AU ID should contain first name ONLY
- **NOTE: Students will NOT be permitted into the clinical, lab, or simulation areas without the required AU ID**
- black scrub jacket with AU logo (optional)

Accessories

Uniform accessories are a part of each uniform and include the following:

- AU ID badge worn per institutional policy
- bandage scissors
- stethoscope
- blood pressure cuff (in simulation or lab setting)
- penlight
- nursing equipment as indicated for a specific course
- pen and/or pencil and paper
- provided goggles

Jewelry and Tattoos

Jewelry, piercings, and tattoos must be appropriate to the clinical, simulation, or lab environment and must not interfere with safety or professional expectations. Items that pose a safety risk, could cause injury, or may be inappropriate in patient care areas may be restricted at the discretion of the program or clinical site. Tattoos that are considered offensive or unprofessional must be covered.

Other Apparel

Outer apparel appropriate to weather conditions should be worn over the uniform to and from the clinical facility. It may not be worn while giving direct client care. Sweaters, hoodies, etc. are not allowed during clinical, lab, or simulation practice. A plain black t-shirt/camisole may be worn underneath uniforms for modesty.

Personal Hygiene

Personal cleanliness is a prerequisite for client care. Regular bathing, hair washing and use of deodorant are part of personal cleanliness. Perfume, cologne, scented lotion or body spray is not permitted.

Hair

Hair must be dry, neat, and clean at all times. Long hair must be pulled back neatly in a tightly secured bun **off the collar** so that it will not interfere with nursing activities. Extreme hairstyles and/or colors are to be avoided. Accepted hair color is considered to typically occur naturally in humans, i.e., black, brown, blonde, natural shades of red, and natural shades of gray. Devices used to restrain the hair are to be unobtrusive and of a color consistent with natural hair color. Headbands, if worn, should have a breakaway design for safety. Hair clips are acceptable as long as the hair is neatly secured and does not flow down the clip. The final determination of the appropriate appearance of hair for any given clinical experience will be made by the AUSON faculty.

Facial Hair (beards and mustaches)

Facial hair should be kept trim and neat and must follow facility policies, and you must be able to comply with N95 requirements as specified by the clinical facility.

Makeup

Makeup may be worn, if desired.

Fingernails

Nails should be kept clean and trimmed to not extend past the fingertip for infection control purposes. Nail polish, artificial nails, acrylic nails, gel nails, or other types of nail enhancements are **not** permitted.

Gum Chewing/Candy

Chewing gum is **not** permitted when in uniform. You may use cough drops and/or mints when necessary.

Smoking

AU is a smoke-free, tobacco-free campus. The use of tobacco products is prohibited on campus. Smoking is not permitted while in student uniform/professional dress before, during or after any clinical/simulation/laboratory activity. Should the odor of tobacco be detected by any AUSON faculty, the student will be asked to leave and will receive an unexcused absence and **Unsatisfactory** rating for the day.

Clinical Evaluations

- Clinical performance is assessed utilizing the *Daily, Midterm, Final and/or Medication Administration Evaluation* forms (located in the course clinical packet) depending on the needs of the specific clinical course and instructor.
- Clinical evaluations and medication administration evaluations are scored as **Satisfactory**, **Needs Improvement**, **Unsatisfactory**, or **Not Applicable** except for the Final Clinical Evaluation which does not include a **Needs Improvement** rating.
- Students are expected to earn **Satisfactory** ratings in assessed categories.
- When a student earns a **Needs Improvement**, specific details will be provided by the instructor that address the area and timeframe expected for improvement.
- An **Unsatisfactory** rating warrants a clinical counseling meeting in which a warning is issued to the student regarding the observation that is below expectations and may reflect an action that is contrary to safe nursing practice. For example, if a student is unable or unwilling to perform at a safe, ethical and/or professional level of practice, the clinical instructor will remove the student from the clinical area and provide clinical counseling in collaboration with the course instructor and student. A written action plan using the *Student Learning Contract Form- Remediation Plan for "At Risk Behavior"* (found in the appendix) will follow. If the actions identified in the remediation plan are not met by the date and time specified, then the student will fail the course.
- If a student is sent home from the clinical, simulation or lab setting (i.e., for violation of dress code, safety, ethical, confidentiality or professional guidelines), the student will earn

an **Unsatisfactory** rating for the day. These types of absences must be made up but will not change the **Unsatisfactory** rating for the day.

- Greater than **3 Needs Improvement** ratings in one line item during the course and/or greater than **2 total (cumulative) Unsatisfactory** ratings will result in receiving an **Unsatisfactory** in the clinical component, which will result in failure of the course.
- **Needs Improvement** and **Unsatisfactory** ratings must be improved to a level of **Satisfactory** by the Final Clinical Evaluation in order to pass clinical and progress through the nursing curriculum.
- **Unsatisfactory** ratings on any daily or mid-term clinical, medication administration, simulation, etc. evaluation are **cumulative** and a **third Unsatisfactory** in a subsequent course within the program may constitute a clinical failure.
- A clinical failure will result in failure of the **entire course** regardless of didactic grade point average. A student may be eligible to repeat the course upon approval of the Undergraduate Chair and ARG committee per the guidelines of “repeating a nursing course after failure of the course.”
- Students may request a copy of each of their clinical evaluations.
- Students are encouraged to continuously articulate learning needs to the nursing faculty throughout each semester in order to enhance the clinical and course faculty’s ability to facilitate relevant learning assignments and opportunities.
- **An Unsatisfactory and clinical failure will be assigned if the student is responsible for a sentinel event or a violation of HIPAA.** The Joint Commission (TJC) defines
“A sentinel event is an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase, "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.”
- The simulation evaluation is a separate form but follows the same policies as above.

Use of Electronic Devices

Only approved electronic devices may be used during the clinical experience. While many educational resources (e.g., reference apps, etc.) are available on electronic devices, the use of these devices must occur in a discreet location out of the view of staff, clients, or visitors. Use of the camera and/or recording functions on any electronic device is **strictly forbidden** in the clinical, lab and simulation settings. Infractions will result in an **Unsatisfactory** rating on the clinical evaluation, may result in immediate dismissal from clinical and may result result in dismissal from the nursing program. Any student with knowledge of this type of infraction must confidentially report this to the clinical and course instructors immediately. If this knowledge is unreported, both the offender and the person who did not report will receive an **Unsatisfactory** rating, be dismissed from the clinical, and will be dismissed from the nursing program.

Simulation Policies

The primary objective of the AU Simulation Learning Environment is to promote a superior level of high-fidelity learning/teaching for students and faculty by providing a state-of-the-art environment to evaluate basic and advanced skills/behaviors.

- Students are not to discuss events or scenarios occurring in the simulation lab except in debriefing sessions. This is considered a clinical environment and confidentiality regarding all aspects of scenarios is required and expected. There is zero tolerance for academic dishonesty and HIPAA violations.
- Clinical attire is required in the simulation lab and uniform policies are enforced.
- The simulation environment is supervised by faculty members and/or staff.
- Universal Precautions and safety guidelines that apply in the clinical setting are to be followed in the simulation environment. Sharps and syringes are to be disposed of in appropriate containers. Anyone sustaining an injury must notify the instructor immediately so the *Exposure Incident Report* (located in the appendix) can be completed. Facility specific policies for exposure will also be followed. The student will then report to AU Health Services.
- Equipment may not be removed from the simulation lab for practice and unsupervised use of the simulation lab is prohibited.
- Students may be digitally recorded during scenarios. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing department and students may not possess simulation lab videos or recordings.
- Coats, backpacks, and other personal belongings are not to be brought into the simulation lab and should be secured before entering the simulation environment.
- Electronic devices are permitted if utilized within the scenario for access to resources or documentation.
- Use of cameras and/or recording functions on any electronic device is strictly forbidden in the simulation environment.
- Personal belongings (i.e., papers, pencils, stethoscopes, penlights, etc.) should not be left in the simulation environment after the scenario.
- Food, drink and ink pens/markers are not permitted in the simulation or skills labs. Only pencils may be used in the simulation lab.
- If you have a latex allergy, inform your instructor before entering the simulation or skills labs.

Clinical, Simulation, and Lab Preparation and Conduct

1. Each semester students will be provided specific written guidelines for preparation (e.g., concept maps, pre-tests, post-tests, written assignments, or other activities).
2. Students are expected to come prepared for clinical/lab/simulation.
3. If a student is unprepared for clinical/lab/simulation or violates clinical policies, the student will be sent home and receive an **Unsatisfactory** for the day.
4. A student's **Unsatisfactory** daily clinical/lab/simulation evaluation warnings and counseling meetings are cumulative and a third one in a subsequent course within the track will constitute a failure.

5. Any grossly unsafe or negligent event occurring clinical, simulation, or lab or unethical practice will constitute an automatic course or program failure without the student receiving counseling or warning.

Regulations for Student/Faculty Data Entry and Clinical Paperwork

The policy written here within is a procedural method for the review of clinical data entry and/or clinical paperwork completed by students.

To comply with federal regulations, such as HIPAA, and organizational guidelines for the healthcare organization where students attend clinical, **no student is to record any client identifier of any kind outside of the electronic health record, whether intentional or unintentional.** Client identifiers include, but are not limited to:

- Account Numbers
- Medical Record Numbers
- Patient/client Name
- Date of Birth
- Actual Age
- Gender

Clinical paperwork will be turned in as instructed by course/clinical faculty.

Penalties

If a student does identify the client in any way, in any part of the clinical paperwork, the instructor is to confiscate and destroy the record immediately. The student will also receive an **unsatisfactory** grade, or “U”, for that particular clinical day. Further consequences will follow, including actions taken by the clinical site where the violation occurred.

Further violations will necessitate a corrective action for the instructor to reiterate and reinforce the importance of strictly following HIPAA guidelines and regulations. Students who violate the policy a second time will receive a second **unsatisfactory** grade.

Instructor Responsibilities

The instructor will review the entire entry by the student before releasing their grade for that clinical day and re-emphasize during clinical, in post-conference, and at various stages of the student's time in the program, during lecture, orientations, student assemblies, about the importance of HIPAA and maintaining client confidentiality with private health information (PHI).

Safety, Professionalism, and Integrity

The AUSON faculty has an academic, legal, and ethical responsibility to protect the public and healthcare community from unsafe nursing practice. It is within this context that students can be disciplined or dismissed from the nursing program for practice which threatens or has the

potential to threaten the safety or well-being of a client, family member, another student, a faculty member, or other health care provider.

Safe practice is essential in all settings. Students are responsible for maintaining a safe environment for clients, peers, faculty, staff, and themselves. Any behavior or action that jeopardizes safety, demonstrates poor clinical judgment, violates professional standards, or places a client, peer, or others at risk may be considered unsafe practice.

Unsafe practice is defined as any behavior, action, omission, or judgment that has the potential to cause physical, emotional, or psychological harm, compromise client care, violate safety standards, or place any individual at risk. Examples include, but are not limited to, medication or procedural errors, failure to follow safety protocols or faculty instruction, breaches in infection control, inadequate preparation, unprofessional conduct, or violations of client confidentiality. In addition, any act or behavior which:

- Violates the South Carolina Nursing Practice Act.
- Violates the Code of Ethics for Nurses of the American Nurses' Association.
- Violates the objectives and/or policies of the AUSON.
- Violates the objectives and/or policies of each Nursing Course.
- Violates the objectives and/or policies of the Health Care Agency.
- Constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

Students demonstrating unsafe or unethical behavior in clinical, simulation, or lab settings will be removed immediately from the setting. The clinical faculty member in consultation with the course coordinator will review all written documentation involved in the incident to determine whether there are grounds that unsafe or unethical practice has occurred. If it is determined at this point that unsafe or unethical behavior has occurred, the Undergraduate Chair will meet with the CNA to review the written documentation and provide recommendations. Depending on the severity and circumstances of the incident, consequences may include clinical failure, which is an automatic course failure, or dismissal from the nursing program. The student has the right to appeal the decision and should reference the Undergraduate Academic Catalog: Right to Appeal policy.

Students are expected to always demonstrate professional behavior in clinical, simulation, and lab settings. Professional conduct includes respectful communication, accountability, preparedness, adherence to program and facility policies, confidentiality, ethical behavior, and compliance with faculty instruction and scope of practice expectations. Students demonstrating unprofessional behavior in clinical, simulation, or lab settings may be removed immediately from the learning environment and subject to faculty review. Depending on the severity and circumstances of the incident, consequences may include remediation, clinical failure, which is an automatic course failure, or dismissal from the nursing program.

Students are expected to maintain honesty and integrity in all academic and clinical activities. The falsification, alteration, or misrepresentation of documents, records, clinical information, hours, or signatures is strictly prohibited. Forging or obtaining unauthorized signatures on any program-related document constitutes academic and professional misconduct and may result in disciplinary action, up to and including dismissal from the nursing program.

Professional Standards and Conduct

American Nurses Association Nursing Code of Ethics Provisions (2025)

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self as work, and self-respect through integrity and professional competence.
6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8. Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nurses, through professional organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

American Nurses Association. (2025). *Code of ethics for nurses*. <https://codeofethics.ana.org/home>

National Student Nurses' Association, Inc. Code of Academia and Clinical Conduct

Preamble

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

Code of Academic and Clinical Conduct

As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the National Student Nurses' Association (NSNA) Core Values, are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
5. Be truthful, timely and accurate in all communications related to patient care.
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation and seek supervision and assistance when necessary.
13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.

17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

National Student Nurses' Association, Inc. [Code of Academic and Clinical Conduct](#). Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001, Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX.

Background Check

In compliance with the affiliation agreements between AUSON, and practice facilities/agencies, a criminal background check is required for all nursing students participating in clinical education/learning experiences. The enforcement of this policy is in conjunction with the facilities/agencies compliance with The Joint Commission (TJC) standards that require criminal background checks on anyone providing care, treatment or services.

The purpose of this policy is to:

1. Promote and protect client safety.
2. Comply with clinical affiliates that may require a student and faculty background check as a condition of their contract.
3. Promote adequate opportunity for the student to petition or review the convictions in order to continue in the nursing program; and,
4. Provide early identification of students who may have difficulty meeting eligibility for licensure requirements.

Results of the criminal background checks will be made available to the Chief Nursing Administrator (CNA) and/or designee(s) by the designated agency/company selected to perform the criminal background check. The CNA will make the results available to the individual student, if requested. The CNA or designee(s) will validate to the clinical facilities/agencies that the student has passed a criminal background check. A copy of the student background screening may be provided to clinical sites.

New students must complete the criminal background check application via the website of the investigation agency with the link provided in Pre-Orientation and by the deadline given during Pre-Orientation. Results will be uploaded into myClinicalExchange by the Undergraduate Clinical Coordinator. As part of submitting the application to the designated agency/company, students will indicate their knowledge of this policy and their belief that they do not have any criminal history that would disqualify them from clinical practice and/or licensure.

Failure to pass a criminal background check may prevent a student from enrolling and/or continuing in the nursing program.

A significant criminal background screen means a conviction for any matter (a) listed in the *Laws Governing Nursing in South Carolina*, published by the South Carolina Department of Labor, Licensing and Regulation, Board of Nursing, that would prohibit licensure; (b) noted by the program accrediting agency; and/or (c) identified by a clinical affiliate as unacceptable for clinical practice.

All criminal background information will be kept in confidential electronic files by the investigating agency and archived for at least seven years. The CNA and/or designee(s) will have access to these files. A copy of the criminal background check will be kept in the AUSON database management system.

If a student believes his/her background information is incorrect, the student will have an opportunity to demonstrate the inaccuracy of the information to the investigating agency. The search of court records and documents is the responsibility of the student in question. The student will not be able to enroll in the nursing program until the matter is resolved.

The background check consists of:

- Criminal History Investigation (7 years)
- Sexual Offender Registry/Predator Registry
- Social Security Number Verification
- Positive Identification National Locator with Previous Address
- Maiden/AKA Name Search
- Medicare/Medicaid Sanctioned, Excluded Individuals Report
- Office of Research Integrity (ORI) Search
- Office of Regulatory Affairs (ORA) Search
- FDA Debarment Check
- National Wants & Warrants Submission
- Investigative Application Review (by Licensed Investigator)
- National Healthcare Data Bank (NHDB) Sanction Report
- Misconduct Registry Search
- Executive Order 13224 Terrorism Sanctions Regulations
- Employment Verification (3 most recent employers)

Confidentiality Statement

The faculty and staff of AUSON recognizes the importance of protecting the private and confidential information regarding clients, their families, employees, staff and peers as well as the operation(s) of agencies within which the faculty and students practice.

It is the legal and ethical responsibility of every faculty member and student to maintain and abide by laws relative to privacy, including the Health Information Portability and Accountability

Act (HIPAA) guidelines. This policy includes materials discussed in both the classroom, simulation lab, and clinical settings. Information pertinent to clients may be relayed only to those individuals who have the authority to have that information. All information pertaining to clients is confidential, regardless of form (verbal, hard copy, film or computerized form). Unauthorized access, use, or disclosure is illegal.

The faculty and students agree to:

- Follow the HIPAA guidelines including the information in the AUSON HIPAA Statement found in the AUSON BSN Student Handbook.
- Read, understand, sign and follow confidentiality and privacy policy statements before beginning each clinical experience. Student must sign ***Student Acknowledgment of Clinical Expectations*** located in each clinical course packet. Policies vary from health care agency to agency; student and faculty are responsible for reviewing them at the beginning of every clinical experience.
- Protect confidentiality of clients, families, employees, peers and agency at all times;
- Access, use or share confidential information only as it is essential and allowed by law;
- Never release protected health information to any unidentified source; know the person you are taking to;
- Never talk about clients in public; never discuss confidential information where other clients, visitors or other employees might overhear, including elevators, dining facilities and telephones;
- Never leave client records or information where unauthorized persons might see them;
- Never copy information or remove any part of the client's record from the agency;
- Never use client's names or specifics about their healthcare issues on the internet, including social media and learning management system (such as Canvas). Safeguards that exist to protect client data include institutional systems of passwords that identify users and their access to privileges in the computer system. The ability to use an electronic signature is a privilege that is granted in accordance with agency policies. It is not a right to have passwords and computer access.

Faculty and students agree:

- Never lend or share his or her password with anyone else;
- Never use another individual's login, ID or password;
- To report immediately breaches or suspected breaches of security to the appropriate agency authority;
- To realize that email is not private or secure and, therefore, not communicate confidential information via this system.

Drug Screening Policy

The use of substances that interfere with the judgment and/or motor coordination of nursing students poses an unacceptable risk for clients, Anderson University, the faculty, and clinical agencies. Drug screening will be completed before the start of the program and annually on-site. Some clinical facilities will require an additional drug screening prior

to entering the facility. Additionally, upon reasonable suspicion of drug and/or alcohol use in the clinical, classroom, or laboratory settings, Anderson University School of Nursing has the right to require a student to submit to testing for substance abuse at the student's expense. Refusal by a student to submit to screening will result in that student's dismissal from Anderson University School of Nursing.

Procedure for Drug Screening

Before participation in clinical experiences, students will be required to follow the drug screening procedures established by Anderson University School of Nursing. Screens will be conducted by a qualified laboratory using established methods and procedures selected by the School of Nursing through a selected outside vendor. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, alcohol, and other chemicals as required by clinical agencies. A drug screen will be presumed positive if any of the drugs tested are found. Presumed positives will be confirmed by a second test from the original urine sample. If the screen is positive, the available evidence, including health history, will be used to determine the presence or absence of drug abuse. The School of Nursing will ensure confidentiality of results by making the information available only to the student and appropriate administrators. Random screens will be completed while the student is in the program.

Refusal to Test

Refusal by a student to submit to testing will result in that student's dismissal from Anderson University School of Nursing. Refusal to test includes, but is not limited to: failure to complete a required drug screening within a designated timeframe, failure to appear for a scheduled screening appointment, failure to provide an adequate or valid specimen, tampering with, substituting, or attempting to substitute a specimen, refusal to cooperate with any part of the screening process, failure to comply with requests from the testing lab, MRO, or School of Nursing officials related to the screening process.

Positive results

All confirmed positive test results, regardless of prescription status, will be sent by the investigating agency to a Medical Review Officer (MRO) who will contact the student. Students who test positive, School of Nursing arranges for the positive student to test a second day. The student must provide prescription to both the MRO and undergraduate clinical coordinator. The MRO will submit results to a third-party lab who will determine if the levels of medication fall within acceptable boundaries. The lab will send results to MRO who will then be able to make a determination to reclassify a positive result as a negative if all criteria are met and document supports legitimate use.

Positive drug screens shall be reviewed by the School of Nursing. If the student tests positive for one or more of the above drugs and asserts that the positive test is a result of taking a drug prescribed to them by a health care provider, the School of Nursing will review, with the student, the actual prescription, the amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug.

Additionally, the student will be required to contact the prescriber and/or pharmacy and authorize the release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

A violation of the drug screening policy consists of the following:

1. A student cannot provide a valid and current prescription that explains a positive drug screen;
2. A positive result for illegal substances or alcohol; or
3. Refusal to provide a drug screen sample for testing upon request

These instances will result in dismissal from the School of Nursing. A recommendation will be provided to the student for community resources in the event of a positive drug screen for illegal substances or alcohol.

It is possible for CBD products to show up on a drug screen as THC. If THC is found on the drug screen, this is considered a positive drug screen, and the student will be dismissed from the program. Therefore, the student is encouraged not to use any CBD products.

Appeal Process for Dismissal Following Confirmed Positive Drug Screen

A student who has been dismissed from the School of Nursing due to a confirmed positive drug screen may submit an appeal of the dismissal decision.

- The student must submit a **written appeal within five (5) business days** of receiving notification of dismissal.
- The appeal must clearly state the basis for the appeal and include any supporting documentation (e.g., medical records, evidence of procedural error, or new relevant information not previously considered).
- Appeals will be reviewed by a designated School of Nursing appeals committee or appropriate university official not directly involved in the original decision.
- The review will consider whether:
 - Established drug screening procedures were followed

- The decision was supported by the available evidence
 - Any new information materially impacts the outcome
- The committee may uphold the dismissal or overturn the decision based on its findings.
- The decision of the appeals committee is **final**.

Students are not permitted to participate in clinical or academic activities within the nursing program during the appeal process.

Reasonable Suspicion of Drug/Alcohol Use

In addition to the pre-clinical screening process for substance abuse, for the protection of patients, faculty, staff, and students, the School of Nursing has the right to require a student to submit to testing for substance use at the student's expense when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and other drugs including:

Observable phenomena, such as direct observation of drug use or the physical symptoms or manifestations of being under the influence of a drug or alcohol, such as, but not limited to, slurred speech, impaired physical coordination, inappropriate comments or behaviors, pupillary changes, noticeable change in grooming habits or odor of alcohol or other drugs;

1. Abnormal conduct or erratic behavior, absenteeism, tardiness, or deterioration in performance;
2. A report of drug use provided by credible sources;
3. Evidence of tampering with a drug test;
4. Information that the individual has caused or contributed to the harm of self, visitors, other staff, or patient while under the influence of drugs; or
5. Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs.

If a faculty member observes such behavior, faculty member must document specific, objective behaviors that raise concern for impairment. Whenever possible, such behavior should be corroborated or validated by another faculty member or clinical agency staff member, the faculty member and documentation should be included. If behavior raises concern for safety, the faculty member must excuse or remove the student from the educational or patient setting immediately and contact the Chief Nursing Administrator to review the situation and authorize the faculty member to make arrangements for testing. Upon authorization, the faculty member is to plan to have the testing performed

immediately. If a drug use/abuse incident occurs while on a clinical unit, the student will be responsible for obtaining transportation to the designated lab or other testing agency. The student will not be allowed to drive from the clinical facility. The student will be requested to sign an informed consent to be tested before the specimen is collected at the designated testing agency.

Cardiopulmonary Resuscitation Certification

All nursing students must be American Heart Association (AHA) Basic Life Support (BLS) for Healthcare Providers (CPR) certified. Documentation must be uploaded into myClinicalExchange by the designated due date. Students failing to upload required documentation will be prohibited from attending clinical experiences and progressing in the nursing program. Absence in clinical experience as a result of lack of current CPR certification will be considered an unexcused absence from the course and will result in an **unsatisfactory** rating for the day.

Professional Liability Insurance

Students enrolled in the AUSON must maintain a personal Professional Liability Insurance Policy throughout the program. The student must upload the certificate of coverage (i.e., policy face sheet with effective dates) of a current \$1 million per occurrence and \$6 million aggregate liability policy by set deadline.

Health Insurance

Health Insurance is required for all nursing students throughout the nursing program in order to participate in clinical courses. Students are required to upload documentation into myClinicalExchange by the deadline. Students must also upload documentation if any changes occur within their tenure in the AUSON. Students are personally liable for health/medical costs incurred while attending the University. This includes all clinical sites

Health Screening

Students must upload documentation of current immunizations into myClinical Exchange by due date, including:

- Measles, Mumps, Rubella (MMR) – two vaccine doses required or positive antibody titer for each infection
- Tetanus-Diphtheria-Pertussis (Td or Tdap) – If last dose of Td (tetanus/diphtheria) is greater than two years prior to the date you enter clinicals, Tdap is recommended. The Tdap is good for 10 years.
- Varicella (Chicken Pox) – two vaccine doses or positive titer showing immunity. Report of having had the disease is no longer acceptable documentation.
- Hepatitis B – documented series of three shots or positive titer showing immunity

- Influenza – required annually
- Meningitis
- COVID

Tuberculosis screening--Student must either have documentation of yearly screenings after a previous two-step PPD or complete the initial two-step PPD series (i.e., two tests administered one to three weeks apart). Thereafter yearly screenings are required. QuantiFERON and T-spot blood testing is allowed. If the student has a positive result, a chest x-ray within 3-months prior to first clinical experience is required. If the chest x-ray is negative, refer to facility policy for detailed requirements.

Health Insurance Portability and Accountability Act

In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the AUSON as a requirement for enrollment and participation in clinical learning experiences will be secured in myClinicalExchange, the School of Nursing database management system.

The HIPAA Privacy Rule provides a federal law to protect privacy and confidentiality by preventing a release of an individual's (client's) individually identifiable health information (i.e., information in a medical record).

The AUSON faculty recognizes the importance of protecting health information and understands the responsibility to educate the students as to the requirements of the HIPAA. HIPAA protects all health care information generated by a healthcare provider, health plan, or facility. This information is protected whether it is verbal, written or electronic. The following information is a description of the HIPAA guidelines as they apply to students and faculty.

A nursing student having access to individually identifiable health information must complete HIPAA Privacy Rule training. Typically, this Privacy Rule training must be completed prior to the student beginning clinical. Records of the training sessions are maintained in the AUSON. Nursing students may view individually identifiable health information for treatment purposes **ONLY**. In other words, AUSON nursing students must be involved in the care of the client to view a client's individually identifiable health information (i.e., the contents of a medical record).

Individually identifiable health information may be stored in a variety of formats including paper, electronic (computers), video, audio, and photographs. Regardless of the format, all individually identifiable health information must be protected. **Under no circumstances should any of this information be copied and/or removed from the clinical agency.**

Transportation

Students are required to provide their own transportation to clinical agencies. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.

Emergency Contact Policy

Students will be required to provide the AUSON with an emergency contact name and telephone number of someone who could be contacted in case of an emergency. Students should provide the AUSON telephone number (864-328-1460) to family members who may need to contact the student in case of an emergency. If this occurs, the student's location in class or clinical will be determined and the faculty member will be contacted by the AUSON to then inform the student.

Assistance with AUSON Technology

The AUSON utilizes various resources for electronic resources and ATI (standardized content and comprehensive testing). The student must have a laptop that has current software, sufficient memory, and speed to function in testing situations. Laptops must have wireless connectivity and those older than 2 years are unacceptable. In addition, **it is the student's responsibility to contact tech support** whenever problems are encountered either with the technological products or access within the system. AU has tech support available for students and is located in the basement of the Thrift library.

Readmission/Admission After Voluntary Withdrawal or Transfer

A student who leaves the university and/or SON in **good standing** through voluntary withdrawal or a student from another nursing program who left that program in good standing and desires to transfer to the AU nursing program may be evaluated for readmission/admission by completing the following steps:

1. Make a formal reapplication/application to AU or AUSON.
2. At the time of reapplication/application, submit a statement which addresses the reason for the withdrawal or transfer, outlining what has been done to ensure success in the AUSON and why readmission/admission should be considered. The statement must be written by the student.
3. Upon reapplication, the ARG Subcommittee will review the application. The student will be invited to participate in a personal interview with the ARG Subcommittee and CNA. The student's complete academic record, including all clinical evaluations, will be reviewed by the subcommittee. If the student is accepted into the program, the ARG Subcommittee will recommend an appropriate plan of progression and the student will be held to the standards of the cohort they will be joining.
4. Readmission/admission is not automatic. Students will be considered as part of the total applicant pool and must meet the admission qualifications set by the SON.

5. The requirements for completion of program/major requirements within five (5) years of initial enrollment will be in effect for readmitted students.

All policies and course requirements that are in place at the time of readmission/admission will apply.

AU academic integrity and student conduct policies in catalog

For a complete overview of Anderson University's student conduct policies visit:

<https://catalog.andersonuniversity.edu/content.php?catoid=36&navoid=2076#student-conduct-process>

For a complete overview of Anderson University's academic integrity and honor code policies visit:

<https://catalog.andersonuniversity.edu/content.php?catoid=34&navoid=1989>

Assessment and Feedback

Core Performance Standards for Admission and Progression of Nursing Students

Cognitive Learning Skills

The student must demonstrate the ability to:

1. Receive and interpret information in the cognitive, psychomotor, and affective domains of learning. This means that the student must be able to remember information, reproduce it, and use it to solve problems, evaluate work, and generate new ways of processing and categorizing information as listed in course objectives.
2. Perform physical assessments of clients and make sound, responsible, evidence-based decisions regarding nursing action/treatment within given time restraints.
3. Appropriately synthesize data from the client, charts, verbal reports and medical history and observe the physical status of the client to purposefully recommend or maintain treatment.
4. Resolve practical problems and deal with a variety of variables in conditions where only limited standardization exists.
5. Accurately assess clients using complex monitors and equipment such as cardiac monitors, electronic infusion devices, glucometers and suction devices.
6. Differentiate and prioritize nursing care among multiple client situations simultaneously.
7. Interpret a variety of instructions furnished in written, oral or diagram form and intervene appropriately.
8. Record examination and diagnostic results clearly, accurately, and efficiently and communicate them effectively to the client and other health care providers.
9. Apply methods of measurement, including calculation, analysis, reasoning and synthesis.
10. Learn large volumes of complex, technically detailed information to perform clinical problem solving.
11. Use critical reasoning and apply independent decision-making skills in a timely manner.

Psychomotor Skills

The student must demonstrate the ability to:

1. Sit: Maintain upright posture.
2. Stand: Maintain upright posture. At times, may be standing/walking for long periods of time, such as 12-hour clinical day
3. Locomotion: Ability to:
 - a. Get to lecture, lab and clinical locations, and move within rooms as needed for group rotations, workstations and partners, and performing assigned tasks.
 - b. Physically maneuver in clinical settings and rapidly get to locations within the health care facility for emergency calls such as “code blue” situations.
4. Manual tasks:
 - a. Maneuver an individual’s body parts or clinical equipment from all directions: side to side, forward and backward, or from a lower to higher position.
 - b. Maintain an object in a steady position for an extended period-of-time.
 - c. Competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association.
 - d. Pushing/pulling/rolling efforts to exert force against small or large objects to move them closer or further away.
5. Reaching:
 - a. Capable of extending arm(s) over and under individuals and equipment as required by the task.
6. Small motor/hand skills:
 - a. Legibly record assessments, nursing notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.
 - b. Legibly record ideas and thoughts for written assignments and tests.
 - c. Record communications in written form in charts, reports, and correspondence.
 - d. Secure a firm grasp as required by the task.
 - e. Operate a push-button telephone and a computer keyboard.

- f. Perform precision movements (i.e., catheterization, venipuncture, IV fluid administration, parenteral injections and medication administration), which may also include invasive procedures into the central circulation or specific body cavities.
 - g. Obtain data from clients via palpation, auscultation, and percussion.
 - h. Manipulate a stethoscope, blood pressure cuff, thermometer (digital, tympanic or glass); insert urethral catheters, IV catheters, nasogastric tubes; perform injections; adjust IV infusions or other equipment as required.
7. Visual acuity to:
- a. Legibly record/document assessments, nursing notes and referrals in standard medical charts in health care settings in a timely manner and consistent with the acceptable norms of clinical settings.
 - b. Perform precise movements.
 - c. Identify small markings and inscriptions, i.e., on syringes, thermometers, IV bags and sphygmomanometers.
 - d. Identify color changes and coding systems per protocols.
8. Hearing or ability to receive and:
- a. Effectively respond to verbal requests from clients and health team members, especially in noisy environments.
 - b. Interpret verbal communication used in lectures, instructions, concepts, narratives, questions and answers.
 - c. Auscultate and percuss for body sounds, e.g., heart, bowel, lungs.
 - d. Respond in a timely manner to a variety of machine alarms and sounds.
9. Communication ability:
- a. Effectively communicate with team members verbally and in written format.
 - b. Communicate spontaneously with other students, faculty, clients, and health care personnel to ask questions, explain conditions and procedures, and teach safety within a reasonable time frame.
 - c. Perceive non-verbal communication and describe pertinent changes in the client/situation.
10. Self-care ability to:

- a. Maintain general good health and self-care to foster the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
- b. Coordinate transportation and living accommodations for off-campus clinical assignments to ensure timely reporting to the clinical areas and classroom.

Affective Learning Skills

The student must be able to:

1. Demonstrate composure of affective behaviors (verbal, physical, and emotional) to ensure the emotional, physical, mental and behavioral safety of the client in compliance with ethical standards of the American Nurses Association.
2. Tolerate physically and intellectually demanding academic and clinical workloads in nursing within set time constraints which often are concurrent.
3. Adapt to constantly changing environments, display flexibility, and function in situations of uncertainty.
4. Acknowledge and respect individual values and opinions to foster congruous working relationships with faculty, peers, clients, and the health care team.

Document adapted with permission from Samuel Merritt College's BSN Technical Standards, July 2008 http://www.samuelmerritt.edu/nursing/bs_nursing/technical_standards

The previous Core Performance Standards are not all inclusive. *

Student Resources

Facilities and Services

The Anderson University School of Nursing (AUSON) is a state-of-the-art facility within a four-level structure containing approximately 26,000 square feet connected to Vandiver Hall. The building has an elevator to access the second floor. The building has wireless access to the internet, all classrooms, offices, debriefing rooms, simulation bays, and Nursing Skills and Health Assessment Labs. All labs and classrooms have AV equipment to support the learning environment.

The main floor of the School of Nursing (SON) contains the following:

- Reception area
- Administrative offices (Dean of College of Health Professions, Chief Nursing Administrator School of Nursing, Undergraduate Chair, RN-BSN Program Coordinator, Administrative Assistant)
- Conference room seating up to 10 guests with a kitchen facility
- Small conference room seating 6 guests
- Secured records storage
- Copier and mail room
- Student lounge (400 square feet)
- Classroom (40 student capacity)
- Health Assessment Lab
- Faculty offices
- Restroom facilities

The second floor contains:

- Two amphitheater-style classrooms (48 student capacity each)
- Nursing Skills Lab
- State-of-the-art human simulation environment
- Two debriefing rooms (6 student capacity each)
- Coordinator for the Center of Medical Simulations office
- Human cadaver dissection lab
- Coordinator of the Anatomy Lab office
- Restroom facilities
- Equipment storage space and laundry facility

The third floor contains:

- Faculty office space
- Restroom facilities

The basement level contains:

- Three additional classroom spaces that accommodate 20-30 students each
- Restroom facilities

Health Assessment Laboratory

The health assessment lab contains 10 exam tables (with equipment storage).

Nursing Skills Laboratory

The nursing skill lab contains 10 hospital beds (with equipment storage)

- Full body low-fidelity manikins
- Task trainers (IV arms, ostomy training, blood pressure, upper torsos)
- Sink

Simulation Learning Environment

The Simulation lab contains 5 simulation rooms with room for future expansion (with equipment storage)

- Simulators/rooms:
 - Labor and delivery room with birthing simulator and 2 infant simulators
 - Pediatric room and simulator
 - Adult medical-surgical room and simulator
 - Adult ICU room and simulator
 - Trauma/ED room
- Simulators are wireless for portability
- Plasma screens provide information to students (vital signs, rhythm strips, PowerPoints, etc.)
- Each simulation room has audio-video recording capability and a control room
- Electronic medication dispensing carts
- Defibrillator
- 12 lead EKG
- Emergency airway cart
- Ventilator
- IV and feeding tube pumps

Human Cadaver Dissection Laboratory

The human cadaver dissection lab contains 4 dissection tables and cooler with racks for specimen storage.

Student Lounge

The student lounge provides students with a place to study, relax and fellowship with other nursing students. It includes refrigerator and microwave access.

Library

The Thrift Library was built in 2007 and renovated in 2017 to include a Learning Commons. It contains a computer lab, café, special collections, music technology lab, writing lab, the Center of Student Success, 110-seat multimedia center, conference room and 10 group study rooms. The library's 500,000+ volume collection includes traditional books and media as well as 400,000+ eBooks, 200+ databases and more than 40,000+ full text periodicals. The library supports the University's educational mission through its resources and services by teaching information literacy and by encouraging its users to be self-directed, lifelong learners. Additional References and Journals have been purchased by the AUSON to provide the most current and up-to-date resources necessary for the program.

Bookstore

The bookstore (AU Outfitters) is located in the Student Center and carries a wide variety of required and optional reading, course supplies, clothing, and other merchandise. Textbooks are available through <https://andersonuniversity.ecampus.com/>.

Financial Services

Making a college education affordable and accessible is a vital part of our mission at Anderson. There are many different sources of financial aid available to qualified students. Deadline for application for financial aid for enrolled students is July 15th of each year. The student is responsible for obtaining adequate funds. Funds may be obtained in the form of a Stafford loan or alternative loan. See office of financial aid for details.

Fees and Expenses

Tuition and fees can be found in the AU Academic Catalog under "Tuition and Fees."

Student Disability Services

AU provides accommodations to enable students with disabilities to access the University community, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are determined based on current documentation and are made on a case-by-case basis. Adherence to academic standards that are essential to a course of study is generally considered non-discriminatory.

Students requesting accommodations from AU must self-identify by contacting the Center for Student Success. Application for accommodations does not ensure that the student qualifies to receive accommodations.

Students requesting accommodations must have a documented disability as defined by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All documentation is

evaluated on a case-by-case basis. If provided documentation is deemed insufficient, the student may be required to provide additional documentation. Complete guidelines for documentation are available from the Center for Student Success.

The Center for Student Success determines the student's eligibility for accommodations and, for eligible students, determines appropriate accommodation. If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request appropriate accommodation. AU will provide reasonable accommodation if it does not fundamentally alter the nature of the program. ***In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through the program.***

The nursing program at AU is a rigorous mental and physical program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings. These employment settings require a broad spectrum of mental and physical demands on the nurse. The following "Core Performance Standards for Admission and Progression of Nursing Students" must be met by all students admitted to the nursing program.

The stated mission of the undergraduate program at AU is to be Christ-centered, people-focused, student-oriented, quality-driven, and future-directed in preparing qualified persons to serve a diverse population through the holistic profession of nursing. Potential nurses are expected to complete all the academic and clinical requirements of the baccalaureate program in nursing before they are eligible to take the National Council Licensure Examination (NCLEX) to become a licensed registered nurse. The purpose of this document is to define the cognitive, affective and psychomotor skills that are essential to the completion of this program and to safely perform as a competent generalist nurse.

Appendix

**Included here are examples of forms that may be utilized within the School of Nursing.
Forms may vary by course and clinical expectations.**

ANDERSON UNIVERSITY
SCHOOL OF NURSING**Fitness for Duty – Return to Classroom and Clinical Courses**

Student Name: _____ Student ID: _____
Absence Dates: _____

This form is required for all students who have experienced an illness, injury, pregnancy, hospitalization or other circumstance which resulted in either a physical or psychological limitation(s) or an absence from the program of more than 3 days consecutively.

As the healthcare provider completing this form, please use the following information to determine if this student is prepared to physically and emotionally handle returning to the classroom and clinical setting, which includes:

- Each clinical day is 8-12 hours in length
- Students are expected to complete nursing care activities comparable to that of a staff nurse with the supervision of their clinical instructor
- Physical demands in the nursing program include duties that frequently require squatting, bending, kneeling, reaching, and stair climbing, lifting and carrying up to 50 pounds; frequently pushing and pulling up to 200 pounds with assistance; occasionally lifting up to 200 pounds with assistance and occasional carrying up to 51 to 74 pounds. Duties also require constant use of sense of sight, hearing, touch, and speech. Environmental conditions include procedures that involve handling blood and body fluids using standard (universal) precautions.

Please indicate your recommendation regarding this student's ability to return to the classroom/clinical setting. The student must be free of any restrictions or limitations which may endanger the student's health or a client's safety in the clinical setting.

_____ I find the above named student fit for duty with NO restrictions or limitations in the classroom or clinical setting.

_____ I find the above named student fit for duty only WITH the following restrictions or limitations for the specified time period:

_____ I find the above named student NOT fit for duty; may reconsider after _____ (date)

Healthcare Provider Signature/Title

Date

Healthcare Provider Printed Name/Title

UPIN#

Address

Office phone number/email address

06.12.14

TI 10-point Rubric

4 points			
Complete Practice Assessment A Remediation 1 hour in focused review - Complete active learning templates with 3 critical points for each topic missed		Complete Practice Assessment B Remediation 1 hour in focused review - Complete active learning templates with 3 critical points for each topic missed	
Then, take Proctored Assessment			
Score? Level 3 – 4 points	Score? Level 2 – 3 points	Score? Level 1 – 1 point	Score? Below Level 1 – 0 points
Review 1 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed	Review 2 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed	Review 3 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed	Review 4 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed
2 points	2 points	2 points	2 points
Proctored Assessment Retake			
No Retake (optional)	No Retake (optional)	Retake required	Retake required
Total points possible =10/10	Total points possible =9/10	Total points possible =7/10	Total points possible =6/10

ATI 50-Point Rubric

20 points			
Complete Practice Assessment A Remediation 1 hour in focused review - Complete active learning templates with 3 critical points for each topic missed		Complete Practice Assessment B Remediation 1 hour in focused review - Complete active learning templates with 3 critical points for each topic missed	
Then, take Proctored Assessment (Proctored Assessments are required!)			
Score? Level 3 – 20 points	Score? Level 2 – 15 points	Score? Level 1 – 5 point s	Score? Below Level 1 – 0 points
Review 1 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed	Review 2 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed	Review 3 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed	Review 4 hour focused review - Complete & submit active learning template and 3 critical points for each topic missed
10 points	10 points	10 points	10 points
Proctored Assessment Retake			
No Retake (optional)	No Retake (optional)	Retake required	Retake required
Total points possible =50/50	Total points possible =45/50	Total points possible =35/50	Total points possible =30/10

ATI 100-point Rubric

40 points			
Complete Practice Assessment A		Complete Practice Assessment B	
Remediation		Remediation	
1 hour in focused review - Complete active learning templates by hand with 3 critical points for each topic missed		1 hour in focused review - Complete active learning templates by hand with 3 critical points for each topic missed	
Then, take Proctored Assessment			
Score?	Score?	Score?	Score?
Level 3 – 40 points	Level 2 – 30 points	Level 1 – 10 point	Below Level 10 – 0 points
Review	Review	Review	Review
1 hour focused review - Complete & submit active learning template by hand and 3 critical points for each topic missed	2 hour focused review - Complete & submit active learning template by hand and 3 critical points for each topic missed	3 hour focused review - Complete & submit active learning template by hand and 3 critical points for each topic missed	4 hour focused review - Complete & submit active learning template by hand and 3 critical points for each topic missed
20 points	20 points	20 points	20 points
Proctored Assessment Retake			
No Retake (optional)	No Retake (optional)	Retake required	Retake required
Total points possible =100/100	Total points possible =90/100	Total points possible =70/100	Total points possible =60/100

Rubric for Comprehensive Predictor**NUR 469 Senior Capstone****ATI 100-point rubric:**

40 points			
Complete Practice Assessment A		Complete Practice Assessment B	
Remediation • 2 hours in focused review • Complete & submit active learning templates by hand with 3 critical points for each topic missed		Remediation • 2 hours in focused review • Complete & submit active learning templates by hand with 3 critical points for each topic missed	
Then, take Proctored Assessment (Proctored Assessments are required!)			
Score? ≥95% – 40 points	Score? ≥90% – 30 points	Score? ≥85% – 10 point	Score? ≤ 84% – 0 points
Review • 1 hour focused review • Complete & submit active learning template by hand and 3 critical points for each topic missed	Review • 2 hour focused review • Complete & submit active learning template by hand and 3 critical points for each topic missed	Review • 3 hour focused review • Complete & submit active learning template by hand and 3 critical points for each topic missed	Review • 4 hour focused review • Complete & submit active learning template by hand and 3 critical points for each topic missed
20 points	20 points	20 points	20 points
Proctored Assessment Retake			
No Retake (optional)	No Retake (optional)	Retake required	Retake required
Total points possible =100/100	Total points possible =90/100	Total points possible =70/100	Total points possible =60/100

Student Learning Contract Form- Remediation Plan for “At Risk Behavior”

Name _____ Course _____
 Date _____ Clinical site/unit _____ Simulation Lab _____

Has this occurred before? Yes _____ No _____ If yes, what course and semester? _____
 Description of behavior(s) placing student at risk:

Clinical Behavior violation:

Remediation action plan to be written by student in collaboration with the clinical instructor and/or course instructor. Identify actions that are intended to fix the behavior. Include date and resources required to be successful with action remediation plan.

Actions must be specific and list specific outcomes for success.

1. _____

Date to be completed: _____

2. _____

Date to be completed: _____

3. _____

Date to be completed: _____

4. _____

Date to be completed: _____

Faculty feedback/comments (optional):

Failure of the student to correct and meet remediation action plan may or will result in failure of the course.

Student Signature _____ **Date** _____

Advisor's Name _____ (A copy will be submitted to the student's advisor)

Faculty signature _____ **Date** _____

Final Evaluation of remediation plan: Satisfactory _____ Unsatisfactory _____

Faculty signature _____ **Date** _____

Student signature _____ **Date** _____

ANDERSON UNIVERSITY ACCIDENT/INJURY REPORT

TO BE COMPLETED BY STUDENT

(Please Print Legibly)

		Date of Birth / /	Mobile phone: _____
Last Name First MI		Circle One: Male Female	
Home address: (include City, Zip Code):			
Where injury/exposure occurred:		Building:	
Date injury occurred:	Time: AM/PM (circle one)	Room #:	
Witness Name(s) to accident/injury:		Item or Equipment involved in injury/accident:	
Body Part injured Finger____ Hand____ (Right/Left) Arm____ (Right/Left) Head____ Torso____ Leg____ (Right/Left) Other: _____ Has body part been injured/exposed before? YES____ NO____ If YES, please explain: _____			
Was the accident/injury reported on date it occurred? YES____ NO____ Please explain: _____ To whom was the injury reported? _____ What was the date/time reported? _____ Did you seek medical attention for this injury prior to reporting it? YES____ NO____ If YES, please provide name of medical provider and explanation. _____ _____ Did the injury result in missed classes? YES____ NO____			
Describe how and what happened to cause this injury: _____ _____ _____ _____ _____ By signing this report form, I understand that I am giving my authorization to Health Services @ Thrive Wellness designated medical records custodians or database custodians to use and/or disclose my protected health information for the purpose of reviewing the accident/injury reported on this form. Student Signature: _____ Date: ____/____/____ Medical Provider Signature: _____ Date: ____/____/____			

Nursing Student Acknowledgment of Policies and Expectations

- I must **successfully pass a pre-enrollment physical**.
- A criminal background check is required before entering clinical courses and a clear result is expected. I understand that my clinical placement and/or licensure may be affected by information revealed through a criminal background check.
- I must submit to a **drug test** prior to beginning clinical courses and as required by our clinical partners. If I refuse to submit to drug testing, I will be dismissed from the SON. If I have a positive result on the drug test, I will follow the policy in the SON BSN Handbook. Random drug testing may be required.
- I must **satisfy all clinical requirements** prior to attending any clinical course. **If all documentation is not received by the deadline, the School of Nursing will drop me from all nursing courses for which I have not submitted documentation.**
- I will provide my own laptop with wireless connectivity and software (including secure browser) as required by the SON for testing.
- I must **pass all general education and nursing courses with a minimum grade of “C”** or better for progression to the next level.
- I understand the progression policy, as outlined in the SON Handbook.
- I must **pass the didactic and clinical** components to pass all clinical courses.
- I may be digitally recorded and I give my permission for this during class, simulation scenarios, lab activities, and testing. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing department. Students may not possess simulation lab videos or recordings.
- I am required to participate in the **Supplemental Testing (ATI), which will represent a portion of my course grade per the course syllabus.**
- I understand that I will be required to take **Comprehensive ATI exams during the final semester. This will represent a portion of my final grade per the course syllabus. If the required benchmark score is not obtained, remediation will be required to be completed successfully before the CNA will submit verification of the student’s completion of educational requirements for permission to take NCLEX-RN.**
- **I understand I will be required to take an ATI Review.**
- I understand that if I have been counseled or disciplined for chemical, mental or physical impairment, while in school, or ever been convicted of a crime, I may be required to report it to the State Board of Nursing when applying for licensure.
- I understand that the SON BSN Handbook contains information for which I am held accountable and that I must review the Handbook at the beginning of each academic year. I understand that the policies set forth in the Handbook are binding and that breach of these policies can have consequences ranging from a written warning to dismissal from the program.
- I understand that the SON BSN Handbook may be updated at any time and that a current copy will be made available to me and I will be expected to follow those guidelines. Significant changes will be shared and a new Nursing Student Acknowledgment will be signed and inserted in my student file.
- I understand the SON BSN Handbook can be found on the AUSON website.
- I understand that academic policies that apply to all AU students may be found in the online academic catalog (Undergraduate Academic Catalog) and AU Student Handbook and are updated yearly. In the event there is an academic policy in the SON BSN Handbook that differs from the general academic policies of the University, the SON BSN Handbook policy will take precedence, as it is discipline specific.

I have read and understand this School of Nursing Contract and I agree to abide by the terms therein.

Student’s Full Name (please print)

AU ID Number

Student Signature

Date

05.31.18
10.01.19
06.28.22

Acknowledgment Form: AUSON Drug Screening Policy

I _____ have read and understand the AUSON Drug Screening policy as outlined in the AUSON student handbook. I agree to the drug screening guidelines. I hereby release the designated testing agency and its director, Anderson University, the School of Nursing and faculty from any claim in connection with the drug screening guidelines. I understand that in the event any legal action be taken as a result of the drug screening guidelines, confidentiality may no longer be maintained. I further understand that I will be subject to drug tests while enrolled in the School of Nursing. A positive drug test or refusal to submit to testing will result in dismissal from the School of Nursing.

Student Signature

Date