



**Manchester**  
**University**

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**COLLEGE *of* HEALTH PROFESSIONS,  
NURSING & PHARMACY**

**Department of Nursing**  
**Bachelor of Science in Nursing Programs**  
**Student Handbook 2025-2026**



Updated Summer 2025

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## **SECTION I: PROGRAM OVERVIEW**

The purpose of the Bachelor of Science (BSN) program at Manchester University is to prepare qualified registered nurses for the profession of nursing. Through a professional curriculum that includes didactic, hands-on clinical, and simulation experiences, the BSN faculty strives to prepare individuals who are educationally well-rounded, critical thinkers, develop good clinical reasoning skills, deliver patient-centered care, and are professionally active.

Clinical experiences allow students to apply the theories, concepts, and skills learned in the classroom, laboratory, and simulation environments to professional practice. BSN graduates gain experience in a variety of settings throughout the community. The experience will include providing direct patient care in a variety of settings.

### **Program Accreditation**

Manchester University's BSN Program is fully accredited through our regional accrediting agency, the Higher Learning Commission.

Manchester University's baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001, 202-887-6791.

Manchester University's baccalaureate degree program in nursing is fully accredited by the Indiana State Board of Nursing, Professional Licensing Agency, 402 West Washington Street, Indianapolis, IN, 46201.

### **Program Philosophy**

The philosophy of the nursing program was developed with the input of the faculty and administration from the university. The philosophy of the nursing program is congruent with the values upheld by the university. The nursing faculty believes that an underpinning of a strong liberal arts education, providing the foundation for the nursing curriculum, is vital to a nurse who is well-rounded and well-positioned to enter the profession of nursing.

We believe that excellence in nursing education is achieved through the purposeful dedication of nursing faculty and their commitment to teaching, student success, scholarship, and service to the community. We are committed to the value of high academic expectations and professional preparation to provide graduates with the necessary skills to lead healthy, productive, and principled lives. Through the dedication and fostering of this next generation of nurses, we are advancing the science and art of nursing through the empowerment of individuals, families, communities, and populations within our region, the nation, and the world.

Our diverse and inclusive learning environment fosters a commitment to a holistic learning approach and upholds integrity for the profession of nursing. Respect for multiple perspectives guides students and faculty to provide effective intercultural care, contribute to local and global efforts to eliminate health disparities, and advocate for vulnerable populations. We encourage

our graduates to assume a leadership role in creating healthy communities by promoting health and healing, preventing disease, and influencing healthcare policy.

## **Mission**

The mission of the nursing program is to prepare future nurses to respect the infinite worth of every individual and to practice nursing by drawing on their faith to lead principled, productive, and compassionate lives that inspire them to be servant leaders within the nursing profession.

## **Conceptual Model**

The four concepts that comprise the conceptual framework of the Manchester University Nursing Program include individual/community, environment, health, and nursing. Each component is defined as follows:



### **Individual/Community**

The individual is recognized as having inherent dignity, value, and purpose. Individuals self-actualize through the integration of relationships and functioning within families, groups, and communities. The community promotes positive self-identity, empowering individuals to evolve as healthy in mind, body, and spirit.

### **Environment**

The environment encompasses constantly changing internal and external determinants that affect the individual's physical, psychological, and spiritual elements (internal) and (external) variables, including cultural, social, biophysical, political, and economic. Nursing can serve as a resource to influence health promotion and maintenance within the environment.

### **Health**

Health represents a dynamic and holistic phenomenon, balancing the individual and the environment. An individual's health exists on a continuum from optimal wellness to illness, disease, dysfunction, and changes occurring throughout their life span, including their end-of-life.

### **Nursing**

Nursing is an interactive, interpersonal approach to assist individuals in achieving optimal health and wellness through compassionate, nurturing, evidence-based, holistic nursing care. Nursing education expounds upon the humanities, sciences, and liberal education courses, which are necessary to appreciate the holistic nature of the individual. Nursing faculty believe that excellence in nursing education fosters a diverse and inclusive learning environment that stimulates the spirit of inquiry and lifelong learning. Respect for multiple perspectives guides students and faculty to provide effective intercultural care, contribute to local and global efforts to eliminate health disparities and advocate for vulnerable populations.

## Program Goals

This program aims to:

1. **Promote person-centered care** by recognizing the inherent dignity, value, and uniqueness of every individual across diverse populations.
2. **Support individuals and communities** in achieving positive self-identity and holistic well-being through culturally responsive nursing care.
3. **Engage meaningfully with families, groups, and communities** to enhance health outcomes and empower collective resilience.
4. **Assess the dynamic internal and external environmental factors**—biophysical, cultural, social, political, and economic—that influence health and wellness.
5. **Integrate environmental awareness into nursing interventions**, promoting health maintenance, safety, sustainability, and equitable resource access.
6. **Advocate for environmental conditions** that support health promotion and reduce risk for vulnerable populations.
7. **Provide care that recognizes health as a holistic and evolving continuum**, supporting individuals across the lifespan and at all levels of wellness or illness.
8. **Use evidence-based strategies** to promote optimal functioning, disease prevention, and health restoration.
9. **Collaborate with individuals and interdisciplinary teams** to support health transitions, chronic disease management, and end-of-life needs with compassion.
10. **Deliver compassionate, evidence-based nursing care** that integrates the humanities, sciences, and liberal arts.
11. **Demonstrate professional behaviors** grounded in ethical practice, cultural humility, and respect for diverse worldviews.
12. **Foster a spirit of inquiry and lifelong learning**, using scholarly engagement to advance nursing practice and reduce health disparities.
13. **Advocate for vulnerable and underserved populations** at local, national, and global levels through policy engagement and community partnership.

## Program Outcomes

By the end of this program, the learner will:

1. Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines, apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences, and demonstrate

clinical judgment founded on a broad knowledge base. (*Knowledge for Nursing Practice*)

2. Engage with the Individual in establishing a caring relationship, communicate effectively with individuals, integrate assessment skills in practice, diagnose actual or potential health problems and needs, develop a plan of care, demonstrate accountability for care delivery, evaluate outcomes of care, promote self-care management, and provide care coordination. (*Person-Centered Care*)
3. Manage population health, engage in effective partnerships, consider the socioeconomic impact of health care delivery, advance equitable population health policy, demonstrate advocacy strategies, and advance preparedness to protect population health during disasters and public health emergencies. (*Population Health*)
4. Advance the scholarship of nursing, integrate the best evidence into nursing practice, and promote the ethical conduct of scholarly activities. (*Scholarship for the Nursing Discipline*)
5. Apply quality improvement principles in care delivery, contribute to a culture of patient safety, and contribute to a culture of provider and work environment safety. (*Quality and Safety*)
6. Communicate in a manner that facilitates a partnership approach to principles and values of team dynamics, use knowledge of nursing and other professions to address healthcare needs, and work with other professions to maintain a climate of mutual learning, respect, and shared values. (*Interprofessional Partnerships*)
7. Apply knowledge of systems to work effectively across the continuum of care, incorporate consideration of cost-effectiveness of care, and optimize system effectiveness by applying innovation and evidence-based practice. (*Systems-Based Practice*)
8. Describe the various information and communication technology tools used in the care of patients, communities, and populations; use information and communication technology to gather data, create information, and generate knowledge; use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings; use information and communication technology to support documentation of care and communication among providers, patients, and all system levels; and use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care. (*Informatics and Healthcare Technologies*)
9. Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society, employ a participatory approach to nursing care, demonstrate accountability to the individual, society, and the profession, comply with relevant laws, policies, and regulations, demonstrate the professional identity of nursing, and integrate diversity, equity, and inclusion as core to one's professional identity. (*Professionalism*)
10. Demonstrate a commitment to personal health and well-being and demonstrate a spirit of leadership. (*Personal, Professional, and Leadership Development*)

## Section II: GENERAL INFORMATION

**Manchester University's Undergraduate Student Handbook** provides general information regarding undergraduate students and university policies.

### Facilities

*Fort Wayne* location front desk phone number (260) 470-2700

*North Manchester* location phone number 260/982-5000

### Identification Cards

Identification cards are issued to all students enrolled in the BSN program. Their cards are not only for identification but also serve as the "Key" allowing access to the building on the Fort Wayne campus. Students are required to wear their current, valid ID when on campus and in any clinical setting. Please notify the Fort Wayne campus facilities coordinator if you lose your ID. The student is responsible for the cost of a replacement.

### Visitors

Any outside visitors to the Fort Wayne campus must check in at the front desk upon entry. All visitors will sign in and receive a visitor badge in the building. The staff at the front desk also handles the telephone switchboard (incoming calls) to the Fort Wayne campus.

## Campus Security and Building Hours

### North Manchester location

Under normal operating conditions during the academic year, the Science Center is open from 7 a.m. to 1 a.m. daily.

Full-time and part-time University Safety Officers patrol the North Manchester Campus. A fully trained, uniformed officer is on duty 24 hours a day, seven days a week. Officers can assist the campus community with medical emergencies, safety escorts, and disabled vehicles. To contact University Safety in an emergency, dial University Safety at 260-982-5999 or call 9-1-1. The Office of University Safety is located inside the Clark Computer Center building. The office is open from 8 a.m. to 5 p.m. daily. More information can be found on the University Safety website.

### Fort Wayne location

The building is open from 8 a.m. to 5 p.m., Monday through Friday. The building is closed to the public on Saturday and Sunday. The building hours for students are 7 a.m. to 12 a.m., Monday through Friday, and 3 p.m. to 12 a.m. on Saturday and Sunday. The patio will be open during weekend hours as well. Access is through the student lounge patio doors. Re-admittance to the building is only available with your proximity card through the main entrance. **DOORS ARE NOT TO BE PROPPED OPEN AT ANY TIME.**

After-hours access to the Fort Wayne campus is not available to the public, only to program students through their proximity ID card before 8 a.m. and after 5 p.m. on weekdays and between 3 p.m. and 12 a.m. on the weekend. The Fort Wayne campus conference rooms and auditorium are not available for student use unless previously scheduled for a student event.

The Fort Wayne campus has an active security patrol that includes patrols of the buildings, parking lot, and surrounding campus. To contact Fort Wayne Campus Security, please call Parkview Dispatch at (260) 266-1800. In an emergency, please call 9-1-1 from the nearest telephone.

## **Campus Use Policy**

### **Room Reservations in Fort Wayne**

Students who wish to receive a room on the Fort Wayne campus must stop at the front desk administrative assistant. Once reservations are made, the student will receive confirmation upon approval.

### **Automobile Regulations**

All students', faculty's, and staff members' cars must be registered and bear the parking tag obtained from the HR generalist/facilities coordinator. Vehicle owners are responsible for adequately using their cars, even when driving by others. This includes the proper selection of marked parking spots.

The University assumes no liability or responsibility for the loss or damage inflicted on motor vehicles parked on the Fort Wayne or North Manchester campus. Students who bring a car to either campus should be sure to have proper insurance coverage.

## **Campus Student Policies**

### **Student Behavior**

While the policies are designed to respond to behavior on campus, students' behavior off campus concerns the University, College, and Program. The nursing program will act when behavior directly impacts the program environment or the program's reputation or is of such gravity that the nursing program would be remiss not to do so.

*General information regarding undergraduate students and university policies can be found in the [Manchester University: The Source Student Handbook](#)*

### **Student Nursing Professionalism**

Manchester University nursing students are expected to always maintain professionalism as student nurses and representatives of Manchester University's Department of Nursing. Students must be ethically conscious of their behaviors and actions as guided by the American Nurses

Association's [ANA Code of Ethics](#) and the National Student Nurses Association's [NSNA Code of Ethics](#). These standards and guidelines direct nursing students' professional behavior, as well as clinical agency policies, federal regulations and laws such as HIPAA, and University and Program policies. Professional misconduct may result in a student's dismissal from the Nursing Program.

## **University Tobacco Policy**

The use of tobacco products is always prohibited on all Manchester University locations. Tobacco use includes any lighted tobacco products and/or any oral tobacco products. The prohibited areas within each of the locations includes all buildings, facilities, indoor and outdoor spaces, and grounds owned or leased by the University. This policy also applies to University vehicles, parking lots, sports venues, and private vehicles parked on University property. For purposes of this policy only, Manchester University North Manchester is further defined to include the streets, sidewalks and tree lawns within the campus, as well as all properties adjacent to the campus. The responsibility for carrying out this policy is placed upon all members of the University community. Each member of the community is responsible to inform visitors and guests of this policy.

The use of tobacco products is always prohibited at all Manchester University locations. Tobacco use includes any lighted tobacco products and/or any oral tobacco products. Clarification: Bongs, Vaping devices, hookahs, and other similar devices are not permitted.

## **Nursing Program Nicotine Policy Addition**

Nicotine or tobacco-containing products are not allowed in the classroom or clinical setting at any time. This includes smokeless tobacco/nicotine products such as Zyn or vapes of any kind. The only exception is smoking-cessation products. Failure to meet the standards of behavior may result in disciplinary action, including but not limited to failure of course and dismissal from the nursing program.

## **Disrespectful or Inappropriate Behavior**

Professional behaviors are essential to the nursing profession. Nursing students must recognize their responsibility to society and their patients and exhibit behaviors representing high standards, polite etiquette, compassion, and respect for human dignity in both the classroom and clinical settings. Failure to meet the standards of behavior may result in disciplinary action, including but not limited to failure of course and dismissal from the nursing program.

### **Examples of disrespectful or inappropriate behaviors include, but are not limited to:**

- Tardiness and absenteeism in class, lab, and/or clinical
- Being unprepared to participate in class or perform in lab or clinical settings
- Failing to notify faculty or preceptors in a timely manner when unable to complete a required experience (at least 1 hour before the scheduled experience)
- Not following school or clinical agency dress policies

- Smoking or vaping before or during clinical experiences
- Incivility or disrespectful behavior toward faculty, staff, or other students
- Sharing information regarding clinical experiences on social media
- Refusing an assignment
- Utilizing inappropriate language in class or clinical

## SECTION III: POLICIES SPECIFIC TO THE BSN PROGRAMS

### ACADEMIC INFORMATION

#### Nursing Course Sequence

All courses required for the Bachelor of Science in Nursing are offered in a specific sequence. Nursing (NURS) courses must be taken in succession, while other courses are fit into a very tight sequence. Anything added or deleted from the prescribed Nursing Course Sequence is done against the Nursing Department's recommendation. Students who choose not to maintain the course sequence as published within the catalog may not complete the program within the expected time frame. BSN degree requirements and the course sequence for the Academic Year can be found in *Appendix E and F*.

#### Admission, Progression, Retention, Dismissal

The nursing program has specific guidelines and policies regarding admission, progression, retention, and dismissal for both the traditional and second-degree tracks. Students are responsible for knowing all aspects of these policies.

### Admission Requirements

#### Accelerated BSN (ABSN) Degree Program

Applicants must have a bachelor's degree from a regionally accredited institution and a final, preferred overall GPA of 3.0. When appropriate, the Office of Graduate Admissions will calculate GPA using all completed coursework, including coursework from other colleges and universities.

Applicants to the ABSN must have taken and passed the following courses with a grade of "C" or better:

- Human Growth and Development
- Anatomy with a Lab
- Physiology with a Lab
- Microbiology with a Lab
- Chemistry with a Lab
- Statistics

*Note: A 3.0 GPT in the science courses listed above is preferred for consideration for admittance.*

#### Traditional BSN (TBSN) Program

Requirements for Early Direct Admission of High School Seniors: Direct admission of high school seniors is those students who have completed the following requirements:

- Completed all freshman courses (or test equivalent) and prerequisites to the nursing program
- GPA of 3.0 on a 4.0 scale
- Completion of the TEAS test
- Completed application to the Assistant Dean of Nursing

### **Requirements for Standard Admission**

- 30 hours of college-level work to include Anatomy, Physiology, Microbiology, Chemistry, Statistics, and Psychology with a minimum of a “C” or better
- A cumulative preferred 3.0 GPA or higher
- Completion of a TEAS test
- Completed application to the Assistant Dean of Nursing

### **Note for All Incoming Students**

Before beginning the nursing program (both ABSN and TBSN), students are required to have:

- A Basic Life Support (BLS) CPR certification through the American Heart Association
- Vaccination compliance or approved vaccination exemption.
- A personal laptop with appropriate applications for college-level work examinations that are in good working order. Please note that tablets are not recommended for coursework completion due to incompatibility issues. Information technology (IT) can aid with obtaining university-required software for degree completion.

### **Progression/Retention Requirements**

To earn a Bachelor of Science in Nursing degree, students must:

- earn at least a letter grade of “C” in each required NURS course
- successfully complete all required didactic courses
- successfully complete all required clinical hours in each clinical course
- TBSN students must earn a minimum of 120 college credit hours

### **Retention Policy**

The BSN program has a retention policy in place if a student falls below a specific academic standard. The retention policy of Manchester University’s BSN Program is as follows:

*A minimum passing grade of a “C” in NURS courses is required for good standing in the BSN program. Students whose academic performance falls below this level for a second semester will be dismissed from the program. The Assistant Dean of Nursing will conduct a review of academic progress at the end of each semester or session (fall, spring, and summer).*

### **Repeating Courses**

A single NURS course may be repeated once; a letter grade of “C-” or below in a second course (either the repeated course or a different NURS course) will result in dismissal from the program.

- A student who repeats a course that has a clinical component must successfully complete both the didactic and clinical components of the course. Clinical availability is not guaranteed.
- Clinical failure results in course failure.
- A test grade average of 75% or higher must be earned in all NURS courses to receive a passing grade, exclusive of all other course grades. The course average is not included in the grade until the student has achieved the 75% exam minimum. Failure to earn a 75% test average WILL result in a final letter grade of “C-“, “D” or “F” in the course, based solely on the exam score average.

## **Dismissal**

Students who fail two nursing courses in one semester, two nursing courses in different semesters, the same nursing course in different semesters will be dismissed from the nursing program. Steps to complete the appeal process are outlined below.

A student may be dismissed for misconduct. Examples of misconduct include, but are not limited to: plagiarism, cheating, criminal behavior, unsafe nursing practice, or violation of HIPAA.

## **Readmission Policy after Dismissal**

A student dismissed for academic failure will need to reapply to the program. Students are encouraged to write a letter of appeal to the Assistant Dean of Nursing and include information regarding any extenuating circumstances. Readmission is not guaranteed and may be based on space availability in the classroom, clinical area, or laboratory setting and faculty recommendations. The Nursing Faculty will determine readmission. If the student fails to earn a letter grade of “C” or better on the second attempt to complete the failed course, the student will be dismissed from the nursing program and will not be eligible for readmission.

***Please note: A student dismissed from the program for misconduct is ineligible for readmission into the nursing program.***

## **Right to Appeal Academic Dismissal and Readmission**

The student has the right to appeal to the Assistant Dean of Nursing. When a failure (C- or below) or withdrawal has occurred in a nursing course, a request for re-entry into the nursing course must be made to the Assistant Dean of Nursing within four weeks of unsuccessful completion. A student who has withdrawn may be readmitted if they withdraw from the program in good academic standing for personal reasons or family needs. The Nursing Faculty will review the request for withdrawal and readmission. Decisions made by the faculty are final.

## **Classroom Policies**

### **Attendance: Importance of Attending Class**

Manchester University and the Manchester University Department of Nursing expect students to attend class, which is professional behavior. The instructional design of nursing classes includes

sharing knowledge and experience through discussions, group presentations, and activities. Class absence interferes with a student's ability to participate in these learning activities. Excessive absences or tardiness may prevent the student from achieving the course objectives, resulting in a course failure and possible dismissal from the program. Students are responsible for obtaining material and assignments, regardless of the reason they are tardy or absent. Faculty are not responsible for missed content. The Department of Nursing defines tardiness as not being in the classroom and being prepared for class to begin at the time class starts.

## Planned Absences

All students are expected to attend all classes. All extenuating circumstances must be discussed with the course coordinator for approval. Do not assume your circumstance is excusable. Absences, except for school-related functions (e.g., sports team games where you are a team member), are not permitted. **All sports teams or approved school-related absences must be communicated with the course faculty at least a week in advance.** Students should send the course faculty a sports schedule as soon as it is published before the start of the semester. Absences without approved reasons may result in a course failure and possible dismissal from the program. Below is a list of approved planned absences:

- University-approved athletic events
- University-approved performances/productions
- Approved non-University related activities (communicated at least 30 days prior to absence)
- Court-required appearances

## Unplanned Absences

Attendance is expected in all courses. A record will be maintained for each student's attendance and patterns of tardiness. All absences put the student's ability to be successful at risk. Unplanned or unexcused didactic absences over two occurrences will result in disciplinary action. If a student exceeds the maximum absences (2), they can submit documentation supporting extenuating circumstances. Students must notify the course faculty at least one hour before the start of the class if they will be absent that day. Email is acceptable. Communication sent to a classmate is not acceptable.

Absences may be considered on a case-by-case basis for:

- Personal illness
- Family emergencies
- Mental health concerns
- Childcare disruptions
- Other significant personal circumstances

**\*\*Failure to comply with any part of the attendance policy will result in the initiation/escalation of a professionalism contract (Appendix B) and may result in the failure of a course or dismissal from the program. Professionalism contracts are monitored**

by the course coordinator for up to two contracts. More than two instances of professional misconduct will then be moved to the Assistant Dean of Nursing for a final decision that may result in program dismissal.\*\*

## **Classroom Conduct**

**The following expectations guide classroom conduct within the Manchester University Department of Nursing:**

- Refrain from personal conversations and comments, even whispered ones, during class
- Demonstrate respect to classmates during discussions and presentations
- No audio or video recording of any classroom activity without securing permission from the faculty member beforehand
- Wait for dismissal by the faculty to leave for breaks or to gather belongings at the end of class
- Assist in keeping the classroom and labs in a presentable condition at all times

### **Cell Phones – Classroom**

Cell phones are not allowed to be used in class. All cell phones should be turned off or silent and put away (not lying on the desk). Cell phones may be used during breaks and at the end of class time. If a student has an expected personal phone call, it should be communicated to the faculty prior to the start of class. Cell phones may not be used for testing; calculators will be provided.

No pictures are to be taken within the classroom or lab without permission from the Assistant Dean or the Director of Clinical Education. Student violations are considered a breach of professional conduct and disruption to the overall learning experience for all students.

### **Smart Watches – Classroom**

Smartwatches worn in class, or the lab must have email and app notifications set to “do not disturb.” It is not sufficient to have them set to “silent.” Allowing your smartwatch to interrupt you during class or lab is equivalent to using your cell phone. Smartwatches may not be worn during any tests.

### **Professionalism in the Classroom**

Any failure to meet the expected classroom conduct standards will result in the initiation of a professionalism contract (see Appendix B).

### **Grading Scale**

The following grading scale is used for all NURS courses:

|           |  |                 |  |
|-----------|--|-----------------|--|
| <b>A</b>  |  | <b>93-100</b>   |  |
| <b>A-</b> |  | <b>90-92.99</b> |  |

|           |                                                                             |                 |  |
|-----------|-----------------------------------------------------------------------------|-----------------|--|
| <b>B+</b> |                                                                             | <b>87-89.99</b> |  |
| <b>B</b>  |                                                                             | <b>83-86.99</b> |  |
| <b>B-</b> |                                                                             | <b>80-82.99</b> |  |
| <b>C+</b> |                                                                             | <b>77-79.99</b> |  |
| <b>C</b>  | <i>The lowest passing grade for all NURS 220 level courses &amp; higher</i> | <b>75-76.99</b> |  |
| <b>C-</b> | <i>Indicates course failure</i>                                             | <b>70-74.99</b> |  |
| <b>D+</b> | <i>Indicates course failure</i>                                             | <b>67-69.99</b> |  |
| <b>D</b>  | <i>Indicates course failure</i>                                             | <b>63-66.99</b> |  |
| <b>D-</b> | <i>Indicates course failure</i>                                             | <b>60-62.99</b> |  |
| <b>F</b>  | <i>Failure</i>                                                              | <b>0-59.99</b>  |  |

### **Passing Course Grade Policy, Rounding, and Extra Credit**

A “C” or higher grade is required to pass all NURS-level courses. To earn a passing grade in a NURS course, students MUST earn a 75% test average. Failure to earn a 75% test average will result in course failure, no matter what other grades have been earned. A final letter grade of “C-,” “D,” or “F” will be determined by the test grade average and will be entered as the final course grade. The nursing program's policy is that grades are NOT rounded. A score of less than a whole number indicates a lower grade. For example, a grade of 78.9 is considered 78.9%. The program also does not provide extra credit in classes or clinicals.

### **Late Assignment Policy**

Quality nursing requires time and commitment. Manchester University Department of Nursing sees it as its responsibility to produce graduates who know how to follow directions and to perform in a timely manner taking matters seriously. Some tendencies show up in students in the form of late assignments or careless preparation. To address these critical issues, the nursing faculty will assess the following penalties for assignments not submitted on time:

- Up to 24 hours late equals a reduction of 50%, then it is graded.
- Anything over 24 hours results in a 0%.

### **Incomplete**

A grade of “Incomplete” may be assigned at the end of a semester when conditions beyond the student's control preclude completing coursework. In such cases, the student must be doing passing work and able to complete the unfinished work without further class attendance. Students must complete required work before the start of the next regular semester; otherwise, an “F” letter grade is recorded. Students must follow the university’s Incomplete Policy.

## **Textbook Requirements**

All textbooks (correct edition) and computer access (simulation/charting) must be purchased before the first day of class and brought with you to the first day of class. Failure to purchase and bring textbooks to the first day of class may result in inability to complete assignments and participate in classroom discussion.

## **Chain of Command**

Students must always approach their course coordinator or their clinical instructor for initial issues prior to escalating to program leadership.

## **Student Governance**

Every fall semester, the sophomore, junior, and senior nursing TBSN classes and each ABSN class elect a student representative to participate in student governance. The nursing faculty reviews the election results and makes the final decision. Representatives may change from year to year. The student representatives act as “charge nurses” and serve as resources to help solve problems within the classes. They are also responsible for attending quarterly nursing department advisory council meetings. The student representatives are not a sounding board for complaints regarding the program but rather as a class leader to help be a voice for issues identified within the program. All student representatives report to the Assistant Dean of Nursing.

## **Nursing Program Fee**

Beginning in the fall of their sophomore year, nursing students will be assessed a nursing program fee each semester. The fee covers program insurance, accreditation and regulation costs, lab equipment, and other department expenses. This fee will be required even if the semester is being repeated.

## **Academic Integrity**

Academic honesty is expected. Definitions and policies about academic dishonesty and grievances are in the Manchester University Undergraduate Course Catalog. An incident of academic dishonesty may result in dismissal from the BSN program.

## **Academic Integrity and Student Grievance Policies**

Membership in the Manchester University community requires a devotion to the highest principles of academic and personal integrity, a commitment to maintain honor, and a continuous regard for the rights of others. There can be no rights without individual responsibility. Manchester University faculty are committed to teaching and learning as a career and a profession. Each instructor is presumed to develop and use methods and techniques that enhance learning and best fit his or her personality and subject matter area. At the same time, the instructor is expected to abide by the general principles of responsible teaching commonly accepted by the academic profession. These principles suggest that faculty keep complete records of student performance and that they develop and apply express, uniform criteria for evaluating student performance. Students are free to take reasoned exception to the data or views offered in any course of study. While they may reserve judgment about matters of opinion, they are responsible for learning the content of any course in which they are enrolled. At the same

time, students are expected to abide by the general principles of academic honesty commonly accepted in educational settings. When a student chooses not to follow the general principles of academic honesty, the following policies and procedures will apply.

## **Academic Dishonesty Policy**

The Academic Dishonesty Policy applies in cases of plagiarism or cheating as defined below.

### **Plagiarism**

Plagiarism is the presentation of information (either written or oral) as one's own when some or all the information was derived from another source. Specific types of plagiarism encountered in written and oral assignments include the following:

- Sources have been properly identified, but excerpts have been quoted without proper quotation marks or the material has been slightly modified or rephrased rather than restated in the student's own words.
- Key ideas or information derived from specific sources that present material that is not common knowledge have been presented without adequately identifying the source or sources.
- Unidentified excerpts from other sources have been woven into the student's presentation.
- A paper or speech may be a mosaic of excerpts from several sources and presented as the student's own.
- An entire paper or speech was obtained from another source and presented as the student's own.
- Texts in another language are translated into English and presented as the student's own.

### **Cheating**

Cheating consists of any unpermitted use of notes, texts, or other sources to give an unfair advantage to a student in completing a class assignment or an examination (acquiring a secure textbook test). Intentionally aiding another student engaged in academic dishonesty is also considered cheating. Submission of the same work (essay, speech, art piece, etc.) to fulfill assignments in separate classes requires the permission of both instructors (if both courses are being taken in the same semester) or the permission of the second instructor (if they are taken during different semesters).

### **Academic Dishonesty Procedures**

In a case of academic dishonesty, the instructor completes an Academic Dishonesty Tracking form, and the documentation of the academic dishonesty charge is submitted to the Office of Academic Affairs designated staff. Before submitting the paperwork, the instructor contacts the student(s), documenting their concerns; they gather information from the students and share their plan of action with the students. The instructor then indicates on the paperwork if they desire a formal meeting with the student(s) and the Academic Affairs designee or not.

The Office of Academic Affairs is responsible for tracking student offenses. In cases of a student's first offense, when the case will not involve a formal meeting between the student(s), instructor and Academic Affairs designee, the Academic Affairs representative will send a letter outlining the seriousness of academic dishonesty, the specific consequences/penalties assigned by the faculty member and the consequences if a second offense occurs.

### **Second Offenses or Appeals:**

A formal meeting between the student, instructor and Academic Affairs designee occurs for all second (and subsequent) offenses and for any first offenses if requested by the instructor or the student(s). At the meeting, the allegation and associated grade penalty are discussed and the student can choose between the following:

1. Admitting to the allegation and accepting the penalty
2. Admitting to the allegation but disputing the penalty
3. Denying the allegation

If the student chooses option (a), the materials are saved in a confidential file by the Office of Academic Affairs and the matter is considered closed.

If the student chooses either option (b) or (c), they are referred to the Academic Integrity Panel (AIP), which will then meet with the student and determine whether a violation occurred and/or the associated penalty.

The AIP may also be convened at the discretion of the Office of Academic Affairs in the event of a particularly egregious offense or when additional sanctions may need to be discussed for a student with multiple offenses.

The AIP will consist of the Office of Academic Affairs designee and two faculty selected from six members appointed by FEC. The composition of each AIP will be determined based on scheduling availability and avoidance of conflict of interest. The Office of Academic Affairs designee will vote only in cases of a tie.

In instances when the case involves confidential information of a medical nature, Title IX concerns or issues related to disability accommodations, the AIP will not convene; instead, the case will be heard by the Office of Academic Affairs designee and appropriate representatives from Student Life.

Following the meeting the Office of Academic Affairs designee will inform the student and the instructor who filed the report of dishonesty of the AIP's decision in writing. The Office of Academic Affairs will inform the registrar of any action which affects enrollment (e.g., suspension or expulsion).

### **Penalties**

The instructor has the discretion to impose specific penalties, including grade sanctions such as failure of the assignment or failure of the course for any incident of academic dishonesty. When a failing grade for the course is imposed, the student will not be allowed to withdraw from the course with a grade of W. Penalties for academic dishonesty must be clearly stated in the syllabus for each course.

## **Due Process and Appeals**

Students have a right to due process. This shall include the right:

1. To be informed of the nature of the violation by the faculty member within two weeks of discovery of the incident of dishonesty or cheating.
2. To be accompanied to any meeting by a faculty or administrative staff member from the University campus community under special circumstances.
3. To request an appeal based only on due process or new, exculpatory evidence. Appeals must be submitted to the Office of Academic Affairs within 7 days of receipt of the letter documenting the allegation and/or sanctions. Appeals may be made only with the Chief academic affairs officer (VPAA). The VPAA's decision is final and no further appeal procedure shall exist in the University. Academic Grievance Policy The Academic Grievance Policy pertains only to cases in which a student believes the final course grade has been assigned in a capricious or unfair manner. Grievances unrelated to academic performance may be brought directly to the Office of Academic Affairs.

## **Academic Grievance Procedures**

1. The student and the instructor should discuss the student's concern and make every effort to reach a satisfactory solution. A mutually agreed upon third party may be invited to observe the meeting.
2. If an agreement cannot be reached or the instructor is unavailable the student should complete the Academic Grievance form and file it with the registrar who will contact the undergraduate department chair or graduate program directors of the involved instructor who will make a ruling on the grievance following the procedures detailed below.
  - a. Students must file the final course grade grievance with the registrar no later than five (5) business days after the posting of official grades or the receipt of final course grades for clinical rotations.
  - b. Students may request an extension from the Office of Academic Affairs of the five-day filing deadline for extenuating circumstances.
  - c. The chair/director will request a detailed written summary from each party.
  - d. The chair/director will inform their college dean and the office of academic of affairs of the grievance.
  - e. The chair/director will meet with both parties together, listen to their concerns and make a determination.

- f. The chair/director will inform the college dean of the result in writing. The written summaries will be forwarded to the Office of Academic Affairs (see a. above).

Exception: If the involved instructor is the department chair or graduate program director, the dean of the college will hear the concerns and attempt to resolve the grievance. If the involved instructor is the college dean, the Office of Academic Affairs will appoint a designee to take the lead in attempting to resolve the grievance.

### **Appeals:**

An appeal must be based on new evidence or an argument that University policy was not followed. If an agreement cannot be reached through the department chair/program director or college dean, the student may appeal the decision.

1. The student must file their appeal with Registrar's office.
2. Appeals will be heard by the Academic Standards Committee (or its designated representative) The written summaries initially provided to the department chair can be used by the Academic Standards Committee and/or the committee may wish to interview both parties individually.

The Academic Standards Committee (or the designee) will render a final decision which will be reported back to the involved parties.

Exception: If the involved instructor is a member of the Academic Standards Committee, the chief academic affairs officer will appoint a full-time faculty member from the same college to replace the involved instructor while the grievance is being reviewed, discussed and a decision is being made.

### **Written Papers**

APA 7th edition format is required for all written papers in NURS courses. Students are only permitted to submit work using Microsoft Suite. PDF will not be accepted; students can access a free version of Microsoft Suite programs by the University in the IT department.

### **Program Assessment**

The BSN program is committed to assessing both individual students and program goals. This assessment takes many forms, including but not limited to statistical analysis of numerous factors involved in, including, but not limited to, statistical analysis of multiple factors involved in student retention, performance, graduation, and post-graduation activities. The faculty reserves the right to use aggregate data on student achievement. Information about individual students will be protected and will not be subject to public dissemination, following federal guidelines for students' privacy. This program assessment will aid in reviewing, reassessing, and promoting the BSN at Manchester University.

### **Program Technical Standards**

The technical standards document, which must be signed before beginning the BSN program, is included in the Appendix to this document.

## **Licensure Requirements**

To become a registered nurse, an individual must pass the National Council Licensure Examination (NCLEX). Exams are administered at computer testing sites nationwide and consist of written and scenario-based questions. Further information about examination sites, deadlines, and fees can be found on the NCSBN website <https://www.ncsbn.org/nclex.htm>.

The only way to become a registered nurse is to graduate from a nursing program and complete the NCLEX.

## **Professional Licensure and Certification General Disclosures**

[Professional Licensure Disclosures - Manchester University](#)

## **Professional Involvement**

Bachelor of Science in Nursing students should plan to participate in numerous volunteer and professional development activities. Cultivating a sense of the importance of being active in professional organizations and advocating for the profession and patients is vital to nursing. There are many professional services and scholarship opportunities through the organization.

# **Examination Policy**

## **Classroom Smart Phone and Tablet Policy for Exams**

Students may not use smartphones or tablets to complete exams, quizzes, or assignments, as compatibility is problematic. The Nursing Program is not responsible if a student uses anything besides a laptop or desktop computer to complete these assignments and cannot complete them within the required time.

The policy and procedure outlined below apply to all computer-based exams in the nursing program. Some exams may have additional conditions; course faculty will explicitly state these conditions in the course syllabi and/or the exam instructions.

### **Before the Exam**

- Students are strongly encouraged to arrive twenty (20) minutes before the exam begins. No one is permitted to enter the room after the scheduled exam start time. Students who are late will not sit for the exam. The missed exam is considered an unexcused absence unless documentation of an excused absence can be provided (see Exam Make-Up section).
- The following items must be present to take the exam:
  - A personal laptop computer or borrowed MU laptop. At the North Manchester location, the test may be given in the computer lab as instructed by the course coordinator. The computer must have Chrome browser, camera, and microphone capabilities. A tablet or phone is not compatible with the testing software.

- MU Student ID or driver's license
- A whiteboard and marker, as provided by the course coordinator.
- A power cord may be used.
- Foam earplugs may be used at the discretion of the course coordinator.
- The items below are prohibited from the exam room unless official accommodations have been made (see ADA statement):
  - hats
  - hoods (including sweatshirts or jackets)
  - backpacks
  - coats
  - purses
  - electronic devices (e.g., cell phones, smart watches, earbuds, and calculators)
  - notes
  - computer sleeves
  - beverages
  - any other item(s) deemed inappropriate by exam proctors

### **During the Exam**

- Only the exam itself can be on the screen.
- The exam will begin and end at the time specified in the course syllabus or determined by the course coordinator or exam proctor.
- Students may not leave the exam area until dismissed by the proctor.
- Students must exit the exam room quietly and respectfully.

### **Exam Make-up**

No more than ONE make-up exam is typically allowed per course unless extenuating circumstances exist. The course faculty and Assistant Dean of Nursing will review formal requests with appropriate documentation for consideration of additional make-up exams and approve or deny them. For an exam absence to be excused, the course coordinator must be notified of the anticipated absence no later than one (1) week before the scheduled exam and be provided with appropriate documentation. Missed exams due to unexpected illness or other unforeseen events must be communicated to the course coordinator before the start of the exam. Appropriate documentation supporting the absence will be required. Typically, only one excused absence per student per course during exam administration will be awarded. If an absence is deemed excused, the details of the make-up exam, including format and content, will be at the discretion of the course faculty. If an exam absence is unexcused, the student will receive a grade of zero for the missed exam, and a make-up exam will not be offered.

### **Exam Review**

Exams will be graded within one week of completion. Students may make an appointment to view the incorrect answers to their exams. Students may not record, take pictures, or write down any questions from the review. Only one review per test will be permitted.

**See Appendix G below for Exam policy**

## **ATI Testing**

ATI testing will be integrated into most nursing courses to assess your knowledge and readiness and help you prepare for the NCLEX. The ATI policy adopted by nursing faculty is the same for each class with a proctored ATI exam. The nursing faculty reserves the right to update this policy to meet the needs of the students and the overall program. The algorithm for ATI testing is found in Appendix A.

## **CLINICAL INFORMATION**

Clinicals are defined as clinical/simulation/laboratory experiences to meet course objectives. Nursing clinical rotations bridge the gap between classroom theory and real-world bedside practice, providing a structured environment in which you apply medical knowledge to hands-on patient care. The primary purpose is to develop your clinical reasoning, technical skills, and communication through direct interaction with diverse patient populations and multidisciplinary teams. Clinical requirements, grading scale, objectives, and assignments for each course with a clinical component will be reviewed before the first clinical experience.

### **Clinical Expectations**

Clinical rotations require a strong commitment to accountability, professionalism, and proactive involvement to promote both patient safety and your growth as a student nurse. While at clinical, you are expected to effectively combine theoretical knowledge with practical experience, all while adhering to your defined scope of student practice.

To meet standard clinical expectations, it is crucial to achieve the following:

- **Knowledge Advancement and Skill Proficiency**
  - Clinical experiences are designed to build sequentially; students are expected to apply all prior academic and theoretical knowledge.
  - Competency in all previously assessed laboratory and clinical skills must be maintained throughout subsequent rotations.
  - It is the student's responsibility to engage in remediation and continuous review of past skills.
- **Clinical Delivery and Operations**
  - Simulation-based learning will not exceed 50% of the total accredited clinical hours.
  - Students are required to adhere to all policies and procedures of the host facility or agency.
  - Proactive engagement with faculty for oversight is necessary whenever clinical uncertainties or questions arise.
  - Achieving a satisfactory evaluation in both clinical and laboratory settings is mandatory to pass any course that includes a clinical component.
- **Zero-Tolerance Policies and Program Dismissal**
  - Patient safety is of utmost importance; any failure to implement appropriate safety measures will lead to immediate clinical failure, course failure, and potential dismissal from the program.

- Safeguarding patient information is critical; any violation of HIPAA or confidentiality standards will result in immediate dismissal from the nursing program.
- Any suspicion of illegal substance use will necessitate immediate random drug screening. A positive drug test result or refusal to test will be treated as a positive finding, leading to immediate dismissal from the program.
- 

### **Clinical Attire**

Professional clinical attire is essential for ensuring patient safety, promoting infection control, and establishing a professional identity within the healthcare setting. Nursing students are required to wear the officially designated gray program uniform, which should be clean, wrinkle-free, properly fitted, and devoid of any visible stains. The Manchester University logo must be visible on the upper-left chest of the scrub top. Tattoos must be fully covered in laboratory and clinical environments, with the covering being professional and complementary to the clinical uniform colors of black, white, or gray. Any isolation garments or protective equipment utilized must be approved by the hospital. Additionally, only gray scrub jackets with the Manchester University logo visible on the upper-left chest may be worn over the uniform in the clinical area. Footwear must consist of closed-toe, non-permeable, slip-resistant clinical shoes that are kept clean to minimize the risk of pathogen transmission. Crocs-type shoes are not permitted. Shoes must be primarily black, gray, or white. To maintain a sterile, professional appearance, jewelry should be limited to a plain wedding band. Piercings are not allowed, although written medical accommodations for unique piercings may be submitted. Long hair must be securely tied back, away from the collar. Hijabs and turbans should be free of beads or any other adornments. The use of artificial eyelashes is prohibited during clinicals due to potential infection-control concerns during patient interactions. Nails should be kept short, clean, and free from artificial enhancements or polish, as these can harbor harmful bacteria. Lastly, the institutional identification badge must always be clearly displayed above the waist to facilitate transparent identification for both patients and hospital staff.

### **Travel and Transportation Policies**

Reliable transportation is an essential requirement for nursing students, as clinical rotations take place across various regional healthcare settings to provide a comprehensive education. Nursing students are responsible for arranging, securing, and financing their travel to and from all assigned clinical sites, regardless of distance or shift timing. Given that clinical schedules often require early morning arrivals, late-night departures, or weekend shifts, public transit may not always align with academic obligations. Therefore, having a dependable personal transportation plan or carpool arrangement is vital. Students must proactively plan their commutes, allocate extra time for site-specific parking, and strictly adhere to the program's attendance policy to ensure success in their clinical experiences.

To ensure students' safety, nursing students are strictly prohibited from riding in personal vehicles with clinical site employees. All travel to, from, and between clinical assignments must be managed independently by the student. The only exception to this policy is when transport is an explicitly integrated, faculty-approved component of the curriculum, for example, when it occurs exclusively in marked, authorized agency vehicles operated by certified healthcare professionals, such as Emergency Medical Services (EMS) personnel.

## **Clinical Location Assignments and Agency Policies**

Clinical location assignments are designated by the Director of Clinical Education to ensure that all students receive a comprehensive clinical education across a variety of healthcare settings and patient populations. Students are required to accept their randomly assigned placements at hospitals, clinics, or community facilities, as requests for specific locations, instructors, shifts, or peer carpools cannot be accommodated. Once assigned, students are expected to act as guests within the institution and are legally and professionally obligated to comply with all specific agency policies, procedures, and safety guidelines. This adherence includes completing site-specific orientations, utilizing the facility's approved electronic charting systems, and strictly following the agency's unique infection control and security protocols.

## **Outside Employment**

The nursing curriculum requires strong cognitive skills, physical stamina, and a commitment to patient safety during clinical rotations. As a result, nursing students must prioritize their academic and clinical schedules over any external employment obligations. Students are explicitly prohibited from working a shift immediately before or after a scheduled clinical rotation without an 8-hour rest period. Outside work commitments must be adjusted to ensure adequate rest and preparation time, allowing students to remain fully alert and capable of delivering safe, competent patient care.

## **Clinical Cell Phone Policy**

The use of personal cell phones and smart devices is prohibited in patient care areas during clinical rotations to protect patient privacy and maintain professionalism. Phones must be kept silent or turned off and stored out of sight in designated areas. Personal devices may be accessed only during scheduled breaks. Any photography or recording is strictly prohibited under HIPAA regulations. Discuss any potential personal emergencies or approved accommodation that may require cell phone access with your clinical instructor in advance to ensure support when needed.

## **Clinical Requirements**

Nursing students must maintain full compliance with all requirements prior to the first day of clinical rotations and throughout the entire duration of the program. Failure to submit required documentation or allowing any single certification to lapse results in immediate exclusion from the clinical site, unexcused clinical absences, and potential clinical failure.

It is imperative that the requirements outlined below are either completed or updated by the designated due date on an annual basis:

- Health Form
- Clinical site training (if applicable)
- Health insurance
- Basic Life Support by the American Heart Association
- Criminal background check
- Drug screening
- Physical
- Immunizations

- COVID-19 vaccine series
- Hepatitis B vaccine series
- Influenza vaccine
- MMR vaccine
- Tdap within the last 10 years
- Two-step Mantoux test *or* QuantiFERON-TB test
- Varicella vaccine *or* proof of immunity by titer

***\*\*Students who are not immunized must submit a complete religious or medical exemption form. Please be aware that this may restrict clinical experience opportunities in accordance with healthcare organizations' policies and procedures, potentially limiting students' learning and, therefore, preventing them from meeting clinical requirements for program progression. All requests for medical or religious exemptions must be approved by the Assistant Dean of Nursing.\*\****

Students are encouraged to disclose health issues that could jeopardize their safety or that of patients'. Faculty will work with the student to determine appropriate accommodation. If there is a major change in the student's health status, the student **MUST** report the change to the Director of Clinical Education; an updated health form or written statement from a healthcare provider may be required.

### **Preceptor Supervision Policy**

Nursing students must practice under the direct supervision of an assigned instructor or designated preceptor during clinical rotations to ensure patient safety and regulatory compliance. Students are mandated to seek guidance from their instructor or preceptor before undertaking any skill at their competency level. Faculty and preceptors are ultimately responsible for patient outcomes; any student providing unsupervised care outside their scope will be removed from the clinical setting and face disciplinary action.

### **Clinical Evaluations of Students**

Clinical evaluation is an ongoing assessment process that measures a nursing student's progress toward clinical competence and safe patient care. This evaluation includes real-time feedback during clinical shifts and formal assessments at the midpoint and end of the rotation. See Appendix D. Students are evaluated on standardized competencies, including clinical reasoning, technical skills, communication, and ethics. To pass, students must achieve a "satisfactory" rating in all categories. Failing to meet clinical milestones or committing a safety violation will result in an "unsatisfactory" evaluation and course failure.

### **Clinical Evaluation of Instructors/Sites**

Evaluations of clinical instructors and sites are provided at the conclusion of each semester to each student. This evaluation includes real-time feedback for instructor performance and quality of site.

## **Clinical Attendance**

Attendance at clinicals is mandatory, and students must complete all the clinical hours scheduled to meet all course requirements. The Manchester University Department of Nursing has structured its clinical program so that students complete 42 clinical hours for every credit hour of class.

## **Clinical Absence**

Clinical hours and training experiences are governed by the State Board of Nursing. The process of securing clinical sites and faculty is complex and resource-intensive, which consequently limits opportunities for making up clinical hours. It is the student's responsibility to make up any missed hours to meet curriculum requirements, contingent upon the availability of faculty and clinical sites, which cannot be assured.

## **Clinical Make Up Procedure**

Depending on faculty and site limitations, make up opportunities may include a rescheduled clinical shift, participation in a high-fidelity simulation lab, or an intensive virtual clinical case study. The Assessment Technologies Institute (ATI) may serve as a supplementary resource for making up clinical hours, allowing up to 10 hours per course each semester. Simulation hours can substitute for up to 50% of clinical hours. While high-quality simulation can effectively replicate certain aspects of clinical practice, it cannot fully substitute for the real-world clinical experience. Ultimately, the student is entirely responsible for implementing the assigned make up plan by the specified deadline. If opportunities for clinical make up are unavailable or if the student fails to satisfactorily complete the make-up requirements, it will result in clinical failure, which will subsequently lead to course failure.

## **Cancellation of Clinical Experience**

The Nursing Program adheres to Manchester University's severe weather policy. If the University closes because of weather conditions, clinical experiences will also be canceled. All students are registered for Spartan Alerts upon registration for classes.

## **Clinical Counseling**

A Clinical Counseling Form is a tool used by faculty to address, document, and remediate nursing students' performance or behavioral concerns during clinical rotations. The form transforms a disciplinary moment into a constructive educational opportunity by establishing a mandatory, time-sensitive remediation plan with defined performance milestones that the student must achieve to remain in the course. The faculty member, Director of Clinical Education, and the student sign and date the document to confirm that the counseling session occurred and that the student comprehends the performance expectations. However, if the student fails to successfully fulfill the corrective actions outlined in the form, this will result in an unsatisfactory clinical evaluation and formal clinical failure.

## **Clinical Failure**

A clinical failure is defined as a situation in which a nursing student does not meet the established core competencies, safety standards, or professional behaviors necessary for practice during a rotation. Since the clinical and theoretical components of the curriculum are interconnected, receiving an "unsatisfactory" final evaluation in the clinical component automatically results in a failing grade for the entire course, regardless of the student's performance in the didactic component.

### **Students With Criminal Charges**

Prospective nursing students with criminal charges undergo an individualized review process, as acceptance into the program does not guarantee eligibility for clinical placements or licensure. Nursing schools must comply with state regulations that require a comprehensive criminal background check prior to admission. Acceptance is often conditional based on the nature, severity, and recency of offenses. Additionally, healthcare facilities may deny access to students with criminal records, affecting their ability to meet graduation requirements. Applicants should consult with the nursing program and the State Board of Nursing to understand how their criminal history may impact clinical training and licensure.

### **Drug Screening**

The use of substances by nursing students interferes with judgment and motor coordination and poses an unacceptable risk to patients, Manchester University, the faculty, other students, and clinical agencies. In compliance with clinical agency requirements, the Manchester University Nursing Program requires random, annual drug screening. Random testing will be completed before the first clinical course and annually thereafter for all students in clinical courses. Additionally, upon reasonable suspicion of drug and alcohol use in the clinical, classroom, or laboratory setting, the Manchester University Nursing Program 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 testing will result in that student's dismissal from the nursing program.

### **Procedure for Drug Screening**

Students must follow the drug screening procedure before participating in clinical experiences and during the nursing program. Drug screening can be done randomly, and failure to submit a sample during the required time will result in a presumed positive result and dismissal from the program. Tests will be conducted by a qualified laboratory using established methods and procedures selected by the nursing program through a selected outside vendor. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolites, 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 or if the sample is diluted. A second test from the original urine sample will confirm presumed positives. If the test is positive, the available evidence, including health history, will be used to determine the presence or absence of drug use. The Manchester University Nursing Program will ensure the confidentiality of results by making the information available only to the student and appropriate administrators.

### **Reasonable Suspicion Drug and Alcohol Policy and Screening Guidelines**

After admission to the Manchester University Nursing Program, at any time, faculty or an administrator has "reasonable suspicion" that a student is impaired due to drug and alcohol use.

In contrast, in the clinical setting, the student will be removed from the care area and required to undergo immediate substance screening at the student's expense.

Reasonable suspicion is defined to mean that the Manchester University Nursing Program faculty believes that the behavior, speech, body odor, and appearance of a student are indicative of the use of alcohol and drugs. Reasonably suspicious behavior includes conduct that prevents the student from performing the essential functions of the student nurse role in the clinical activity or that poses a direct threat to the safety of others. Other behaviors that lead to a reasonable suspicion drug or alcohol test include but are not limited to the odor of alcohol or drugs, unsteady or staggering gait, rapid or slurred speech, pinpoint or dilated pupils, unresponsiveness, bloodshot eyes, fine motor tremors, difficulty participating in activities, nausea, vomiting, sweating, erratic behavior, incoherent speech, verbal or physical outbursts, self-report of drug use or alcohol abuse, unsafe behavior, unsatisfactory care for others, and threats of harm to self or others.

#### *Results:*

##### 1. Refusal to Test:

If a student fails to produce the requested sample on the designated date and time, the student will be treated as if the test result were positive.

##### 2. Negative Test Result:

If the drug or alcohol test is negative, no action will be taken, and the student will be allowed to participate in all clinical activities and allowed to make up any missed assignments.

##### 3. Positive Test Result:

The student will be removed from the clinical pending investigation if the drug screening result is positive. After reasonable suspicion and a positive drug screen, impaired students will be unable to transport themselves home from the healthcare facility and must arrange transportation.

***Note: Students will be dismissed from Manchester University's Nursing Program and will be ineligible for readmission in the case of a positive drug and/or alcohol screen unless a medical provider's prescription and written statement validate the results.***

## **Criminal Background Check**

A criminal background check (Certiphi Screening, Inc.) is required for all students before admission into nursing clinical experiences. The criminal background check through Certiphi Screening, Inc. is at the student's expense. A prior felony and/or misdemeanor(s) may result in the student being barred from participating in clinical experiences across different healthcare settings, preventing the student from completing the nursing program. A criminal record may also prevent someone from taking the licensing exam (NCLEX) and obtaining a license to practice nursing. The student is responsible for communicating criminal records before entering the nursing program for evaluation by clinical partners. While enrolled in the nursing program, students involved in a criminal event or activity must report such activity to the Assistant Dean of Nursing. This information will be shared with our

clinical partners, who will determine whether the student can participate in clinical experiences. Students who cannot attend clinical will be dismissed from the program.

***It is the student's responsibility to contact the State Board of Nursing in the state where they plan to apply for licensure to determine whether they are eligible to apply for a license and take the NCLEX. Completing a program does not guarantee an applicant will be permitted to apply for licensure, as this is a state-by-state decision determined by the State's Board of Nursing.***

## SECTION IV: STUDENT SERVICES

### Academic Advising

Academic advising for BSN students is the responsibility of the nursing faculty, who will serve as academic advisors. Students should consult their academic advisor regarding course selection, graduation requirements, and related matters. The student's advisor must authorize enrollment for each registration period before the registration is complete. These procedures provide each student with contact with an academic advisor who can ensure that all requirements are completed in sequence and on schedule. Each student, however, is responsible for monitoring his or her graduation requirements.

### Counseling Services

Students may face many personal challenges during their college years. The University recognizes this and provides free, confidential counseling services. Licensed professional counselors are available by appointment by dialing (260) 982-5306 for individual, couples, or group counseling Monday through Friday, 8 a.m.-5 p.m., during the August - May academic year. Counselors may also be reached via email during the academic year at [counselingservices@manchester.edu](mailto:counselingservices@manchester.edu).

Typical concerns presented by students who seek counseling are such concerns as anxiety, coping with stress, depression, suicidal thoughts, self-esteem, adjustment issues, relationship difficulties, roommate concerns, body image or eating disorders, sexual identity, sexual victimization, alcohol or drug-related concerns, difficulties with concentration or motivation, and religious or social concerns. The counselor will provide short-term counseling (typically 6-8 sessions per semester maximum) or refer the student to an appropriate resource in the area. Counseling Services staff also work closely with other services available through the University; with a student's written permission, counseling staff can coordinate with medical, academic, housing or other requested areas of service/support to assure a student's needs are met. In addition, Counseling Services provides consultation when members of the University community have concerns about one of our students' mental health and well-being. Consultations may be provided to students, staff, and faculty to discuss questions or concerns about students' well-being.

Counselors know area resources and will refer students to qualified off-campus services when needed and/or requested by students. Students must provide their transportation to off-campus counseling facilities. Wabash County Transit can provide transportation for a minimal fee to locations in Wabash County by calling (260) 563-7536. Nearby, Kosciusko and Allen counties have cab services. In case of an emergency, ambulance services through LifeMed can be summoned by calling (260) 982-7201 or 9-1-1. Bowen Center, an area mental health center, is available after hours, weekends, and holidays for crisis mental health consultation at (800) 342-

5653. The Bowen Center has an inpatient option at 9 Pequignot Drive, Pierceton, IN, (574) 267-7169.

In Fort Wayne, Parkview Behavioral Health inpatient services are available 24/7 at (800) 284-8439. This can also be accessed through an assessment at the Wabash County Hospital Emergency Room located at 710 N E Street, Wabash, IN 46992, (260) 563-3131. Experienced assessment specialists are available at each of these facilities to assist in identifying appropriate resources.

## **Health and Safety**

### **Emergency Guidelines**

The North Manchester Campus Emergency Guidelines are available online at the University website at: [Emergency Guidelines.pdf](#)

The Fort Wayne Campus Emergency Guidelines Manual are available online at the University website at: [Emergency Guidelines FW.pdf](#)

Spartan Alerts are emergency or weather-related phone and/or text notifications for both campuses. Students are signed up to receive Spartan Alerts, either through the website or the smartphone app. The smartphone app is recommended due to its ease of use.

### **Health and Immunization Record**

All BSN students must have completed a University Health Information Form, which includes a personal history and physical and immunization record, before enrollment into the nursing program. This form is provided electronically to all incoming students before enrollment. The completed Health Information Form, with physical and immunization records (with all supporting documentation), must be on file before the start of fall semester classes.

## **Student Financial Services**

### **Financial Aid**

All BSN students are strongly encouraged to complete and file the Free Application for Federal Student Aid (FAFSA) for consideration for student loan eligibility. Questions about financial aid should be sent to the University One Stop Student Service Center/Student Financial Services.

### **Registrar and Enrollment Services**

The Registrar's Office for the North Manchester campus is in the Academic Center on the first floor in the Academic Affairs Suite. The Registrar's Office for the Fort Wayne campus is located in Student Life 105.

### **Family Educational Rights and Privacy Act of 1974**

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA), is a federal law designed to protect the privacy of a student's education records. The law applies to all educational institutions that receive federal financial support. Manchester University complies with the conditions and procedures of FERPA.

FERPA gives certain rights to students concerning their education records. These rights transfer to the individual and become "eligible students" when that person reaches the age of 18 or is attending any school beyond the high school level. At Manchester University, all enrolled students are considered "eligible," and these rights are guaranteed under FERPA. Relevant portions of FERPA which have greatest application to MU students are listed below:

1. Students have the right to inspect and review their personal education records maintained by the University. The University is not required to provide copies of record materials unless, for reasons such as great distance, students can't inspect the records personally. The University will assess a copying and postage charge for this service.
2. Students have the right to request a hearing to review University records believed to be inaccurate or misleading. If, after the hearing, the University refuses to affect the correction, the student has the right to place a statement in the records commenting on the contested information.
3. Generally, the University must have written permission from the student before releasing any information from a student's record. However, the law allows the University to disclose records, without consent, to the following parties:
  - University employees who have a need-to-know;
  - Parents, when a student over 18 is still dependent for purposes of financial aid determination;
  - Certain government officials in order to carry out lawful functions;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations doing certain studies for the school;
  - Accrediting organizations;
  - Individuals who have obtained court orders or subpoenas;
  - Persons who need to know in cases of health and safety emergencies;
  - State and local authorities to whom disclosure is required by state laws adopted before Nov. 19, 1974.
4. Colleges may also disclose, without consent, "directory" information. In compliance with FERPA, Manchester University defines directory information to include the

- student's name, mailing address (home and campus), e-mail address, telephone number (home, cell, and campus), major field of study, classification and enrollment status, dates of attendance and graduation, honors and awards, and date and place of birth. However, the student has the right to request in writing before the beginning of the semester that such information not be disclosed.
5. Students do not have access to records where a conflict exists regarding the privacy rights of others. Examples of such records include financial information of parents submitted in support of financial aid applications, confidential letters, and statements of recommendation placed in their records in cases where the student has signed a waiver of his/her right of access. Waivers typically relate to confidential recommendations concerning admission to college, job placement, etc.
  6. If you have questions about FERPA, please contact the Office of the Registrar or email [registrar@manchester.edu](mailto:registrar@manchester.edu)

## **Privacy and Student Records**

The BSN program fully complies with the Buckley Amendment, formally known as the Family Educational Rights and Privacy Act of 1974 (FERPA). This amendment establishes that a post-secondary student has the right to inspect and review his or her academic records and prohibits outside parties from obtaining the information contained in these records without the student's written consent. However, a student may waive the right to review certain confidential information contained in his or her file.

The University collects, records, and uses information about students to carry out its educational mission. The University recognizes its responsibility to protect the privacy rights of students regarding their academic and personal records. Students are provided access to information in their official education records, a procedure for correcting or deleting inaccuracies found in their records, and a degree of control over the release of information from their records. The Office of the Registrar is responsible for maintaining and updating student files. Faculty and administration have access to student files for legitimate educational purposes only.

Records of students and graduates are maintained in accordance with all applicable federal and state laws. The University maintains an academic record for each student, including information related to academic and clinical performance in all phases of the student's coursework. Course grades are documented in the student's file and maintained by the Office of the Registrar.

## **Information Technology Services**

### **Information Technology Services (ITS)**

The ITS Help Desk supports all computer and network technologies for the program. Any technology issues must be reported to the Help Desk as soon as possible to resolve any problems:

Phone: 260-470-2727

Email: <http://its.manchester.edu>

## **Academic Support Services**

### **Americans with Disabilities Act (ADA) and Students with Disabilities**

Manchester University is committed to carry out the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which provide for accessibility of university programs to the physically disabled. For students with disabilities, the responsibility for self-disclosure is on the student. In other words, you must let the University know about a disability in order to receive reasonable accommodations or support services. Such disabilities include, but are not limited to, physical disabilities, visual or hearing impairments, learning disabilities, Asperger's, and attention deficit disorder (ADD).

Students requesting accommodations or other support services must submit documentation to verify eligibility for protection under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The provision of reasonable accommodations and services is based upon assessment of the current impact of the student's disability on a significant life activity, such as learning. Documentation of your disability must reflect the findings of a comprehensive assessment completed within the past three years. Documentation of this assessment must be from a person licensed to make such a diagnosis; an IEP from high school is insufficient.

The Director of Academic Support and Disability Services on the Student Success Center campus must evaluate all accommodation requests and documentation and provide it to the BSN Program Director.

### **Library Resources**

Students will have access to the main campus's Funderburg Library, which offers over 25 medical and health science-related databases (including CINAHL Complete, Medline, MedlinePlus, PubMed, and PubMed Central) and Spartan Catalog online. Spartan Catalog online lists ~1,000 nursing-related eBook holdings and 350 eJournal and eMagazine holdings (national and international titles).

### **Title IX Student Conduct Reporting Requirement**

Manchester University is committed to fostering a safe community where the infinite worth of all individuals is respected. Title IX and institutional policy prohibit discrimination based on sex and gender identity. Consequently, sexual misconduct—including harassment, domestic and dating violence, sexual assault, and stalking—is also prohibited at Manchester. Faculty, staff, and administrators encourage anyone experiencing sexual misconduct, dating/domestic

violence, or stalking to talk to someone about what happened so they can get the support they need, and Manchester University can respond appropriately.

To speak confidentially with a Manchester employee/on-campus representative about an incident of sexual misconduct, please contact:

MU Counseling Services (260-982-5888)

MU Health Services (260-982-5306)

MU Campus Pastor (260-982-5243)

North Manchester Campus Victim Advocate (260-563-4407)

CARE Initiative (260-982-5027)

Off-campus resources include the following:

Hands of Hope (Service to North Manchester Campus - 24/7 Hotline 260-563-4407)

Fort Wayne Sexual Violence Treatment Center (Service to both Fort Wayne & North Manchester Campuses-24/7 Hotline 260-423-2222)

YWCA of Northeast Indiana (Domestic Violence & Sexual Assault Crisis Line: 800-441-4073)

Individuals who wish to file a report of sexual misconduct should contact the Title IX Coordinator (260- 470-5721) or/and Manchester University Campus Safety (260-982-5999).

For questions about institutional policies and procedures regarding sexual misconduct, please contact the Title IX Coordinator.

To make a police report, contact the North Manchester Police Department (260-982-8555) or the Fort Wayne Police Department (260-427-1222).

Learn more about Title IX and survivor support at the following websites: [Title IX Resources - Manchester University](#)

**\*\*Manchester University strives to uphold privacy and confidentiality as much as possible and only shares information received with those who have a need to know in order to respond. Individuals who desire anonymity in discussing and seeking assistance about sexual misconduct should contact and/or be referred to a confidential employee. \*\***

### **Nursing Team Information**

Dr. Dustin Diller MSN, FNP-C

Assistant Dean of Nursing, Assistant Professor of Nursing

Professor Austin Keen MSN/Ed, RN

Instructor of Nursing

Professor Megan Conley MSN/Ed, RN

Director of Clinical Education, Instructor of Nursing

Dr. Cheryl Rockwell, EdD, MSN, RN, NPD-BC, CCRN

Assistant Professor of Nursing

## APPENDIX A

### ATI Policy

The ATI policy adopted by nursing faculty is the same for each class with a proctored ATI exam. The nursing faculty reserves the right to update this policy to meet the needs of the students and the overall program.

#### **Practice Exams:**

Practice exams are assigned on the course outline of the syllabus for the corresponding class. All practice exams must be remediated. You must allow 24 hours to pass before you retake a practice exam. You will begin a new remediation for each retake. Retakes and remediation will continue as often as necessary to achieve an 80%. Once 80% has been achieved, you do not need to retake the exam. All remediation must be uploaded to the appropriate assignment on the course page on Canvas.

#### **Proctored Exams:**

Remediation for all practice exams must be completed before a student may take a proctored exam. Proctored exams will be administered in class on the dates listed in each syllabus. Students need to achieve at least a Level 2 to meet the benchmark. Students who do not meet the benchmark must complete handwritten active learning templates for each topic missed to sit for the final exam. This does not count towards your exam average.

Active learning templates must be printed at the cost of the student, handwritten, completely filled out in order to receive credit. Students must upload their module reports and active learning templates prior to the retake at the time specified by the course coordinator.

#### **Algorithm for ATI Proctored Exam Points**

| <b>Level 2 or 3</b>                                                                        | <b>Level 1</b>                                                                                                                                 | <b>Level 0</b>                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 points                                                                                   | 4 points (must retake proctored after completing active learning templates)                                                                    | 0 points (must retake proctored after completing active learning templates)                                                                                                      |
| Meets benchmark.<br><br>2-points awarded upon completion of the active learning templates. | Does not meet the benchmark.<br><br>2 points-awarded upon completion of active learning templates prior to retake. 2 points-Level 2 on retake. | Does not meet the benchmark.<br><br>4 points- awarded upon completion of active learning templates prior to retake.<br>2 points-Level 2 on retake.<br>1 point-Level 1 on retake. |

## APPENDIX B

### CLASSROOM PROFESSIONALISM CONTRACT

The course coordinator will initiate a professionalism contract in the classroom where a student has been identified as not meeting expectations.

Professional issues include (but are not limited to) habitual late assignment submission, unprofessional communication, attendance issues, and incivility to faculty, peers, or staff. The behavioral contract will be individualized for the student and remain in place for the remainder of the nursing program. Faculty initiating the contract will review and sign with the student, acknowledging the terms of the contract.

The student and faculty will review the contract at the beginning of classes each successive semester. Since professionalism is an essential competency for course progression, a failure to follow the recommended actions outlined in the contract may result in the failure of a course or the student's dismissal from the program, and the student may not be eligible for readmission.

|                                                  |                 |
|--------------------------------------------------|-----------------|
| Date:                                            | Student Name:   |
| Reason for Contract:                             | Instructor:     |
| <input type="checkbox"/> Unprofessional Behavior | Nursing Course: |
| <input type="checkbox"/> Attendance Issues       |                 |
| <input type="checkbox"/> Other - List:           |                 |

| Problem Area                                | Actions & Consequences                                                                                                                                                                                                                                                                                                                                                                                          | Date Due | Faculty Signature /<br>Date Completed |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------------------------------------|
| Unprofessional Behavior<br>(list/describe): | <ul style="list-style-type: none"> <li>○ Must come to class clinical prepared</li> <li>○ Must communicate professionally with faculty, staff, and peers</li> <li>○ Must behave professionally with faculty, staff, and peers</li> </ul> <p>Action: Student writes a one-page reflection on professional communication, describing five (5) examples of what may be considered unprofessional communication.</p> | Ongoing  |                                       |
| Attendance<br>(list specific issues):       | <ul style="list-style-type: none"> <li>○ Must comply with all attendance policies.</li> <li>○ In case of a class absence, notify course coordinator no later than one hour prior to the class start time.</li> </ul>                                                                                                                                                                                            | Ongoing  |                                       |

|                                                                         |                                                                                                                                                                                               |                  |  |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|
|                                                                         | <ul style="list-style-type: none"> <li>○ Failure to communicate with the faculty as outlined above or to follow through on the arrangements may result in dismissal.</li> </ul> Action: _____ |                  |  |
| Failure to respond professionally to constructive criticism (describe): | <ul style="list-style-type: none"> <li>○ Any further instance of described unprofessional behavior in response to constructive criticism may result in dismissal.</li> </ul> Action: _____    | Ongoing<br>_____ |  |
| Time management (i.e. late assignments) (describe):                     | <ul style="list-style-type: none"> <li>○ Any further instance of assignments turned in after the designated date and time may result in dismissal.</li> </ul> Action: _____                   | Ongoing<br>_____ |  |
| Other (i.e., cell phones, incivility, etc.) (describe):                 | Action: _____                                                                                                                                                                                 | _____            |  |

Initiation of Contract:

I have reviewed the Professionalism Contract and acknowledge that failure to implement the actions listed on this contract may result in dismissal from the MU nursing program.

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Semester Review of Contract:

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Semester Review of Contract:

Student's Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Semester Review of Contract:

Student's Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Semester Review of Contract:

Student's Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

Faculty Signature: \_\_\_\_\_ Date:  
\_\_\_\_\_

*This contract will be maintained in the student's file and reviewed and signed at the beginning of each semester. It will also be sent to both course and clinical faculty as the student progresses through the nursing program.*

## Appendix C

### Clinical Counseling Form

Student \_\_\_\_\_ Start Date \_\_\_\_\_ Completion Date \_\_\_\_\_

*\*Drafted and signed by both parties as an initiation of a “contract.”*

Identified Weaknesses (checkbox)

Knowledge of Nursing Practice (checkbox)

Person-Centered Care (checkbox)

Population Health (checkbox)

Scholarship for the Nursing Discipline (checkbox)

Quality & Safety (checkbox)

Interprofessional Partnership (checkbox)

Systems-Based Process (checkbox)

Informatics & Healthcare Technologies (checkbox)

Professionalism (checkbox)

Personal, Professional & Leadership Development (checkbox)

**1<sup>st</sup> Offense (checkbox)**      **2<sup>nd</sup> Offense (checkbox)**

**Remediation Action Plan:**

**Timeline & Consequences:**

**Indicate if Successful:**

**Clinical Instructor Signature:** \_\_\_\_\_

**Course Coordinator Signature:** \_\_\_\_\_

**Director of Clinical Education:** \_\_\_\_\_

## Appendix D

### Nursing Clinical Evaluation Tool

**Student Name:** \_\_\_\_\_

**Clinical Site:** \_\_\_\_\_

**Preceptor/Instructor:** \_\_\_\_\_

**Evaluation Period:** \_\_\_\_\_

**Date of Evaluation:** \_\_\_\_\_

**Instructions:** Evaluate the student's performance in each area by marking the appropriate column. Use the comments section to provide specific feedback and examples.

#### 1. Knowledge for Nursing Practice

##### Essential I: Knowledge for Nursing Practice

| Criteria                                                                                                   | Exemplary<br>(4)         | Satisfactory<br>(3)      | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1)    | Comments |
|------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|----------|
| <b>Clinical Knowledge:</b><br>Demonstrates comprehensive understanding of nursing principles and theories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |
| <b>Application of Knowledge:</b> Applies theoretical knowledge effectively to clinical practice.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |

#### 2. Person-Centered Care

##### Essential II: Person-Centered Care

| Criteria                                           | Exemplary<br>(4)         | Satisfactory<br>(3)      | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1)    | Comments |
|----------------------------------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|----------|
| <b>Holistic Care:</b> Provides care that addresses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |

| Criteria                                                                                                    | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-------------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| physical, emotional,<br>and social needs.                                                                   |                  |                     |                             |                       |          |
| <b>Patient Engagement:</b><br>Involves patients in<br>decision-making and<br>respects their<br>preferences. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

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### 3. Population Health

#### Essential III: Population Health

| Criteria                                                                                                                      | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Population Health<br/>Principles:</b> Applies<br>knowledge of<br>population health to<br>individual and<br>community care. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |
| <b>Health Promotion:</b><br>Demonstrates<br>understanding of<br>strategies for promoting<br>health and preventing<br>disease. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

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### 4. Scholarship for the Nursing Discipline

#### Essential IV: Scholarship for the Nursing Discipline

| Criteria                                                               | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Evidence-Based<br/>Practice:</b> Integrates<br>current research and | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

| Criteria                                                                                                  | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-----------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| evidence into clinical practice.                                                                          |                  |                     |                             |                       |          |
| <b>Research Utilization:</b><br>Engages with scholarly work and applies findings to improve patient care. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

---

## 5. Quality and Safety

### Essential V: Quality and Safety

| Criteria                                                                                               | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|--------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Safety Practices:</b><br>Adheres to safety protocols and demonstrates effective risk management.    | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |
| <b>Quality Improvement:</b><br>Participates in initiatives to enhance care quality and patient safety. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

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## 6. Interprofessional Partnerships

### Essential VI: Interprofessional Partnerships

| Criteria                                                                                                    | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-------------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Team Collaboration:</b><br>Works effectively within interprofessional teams to enhance patient outcomes. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

| Criteria                                                                                            | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-----------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Communication:</b><br>Demonstrates effective communication with team members across disciplines. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

---

## 7. Systems-Based Practice

### Essential VII: Systems-Based Practice

| Criteria                                                                                                  | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-----------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Systems Awareness:</b><br>Understands and navigates healthcare systems and organizational structures.  | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |
| <b>Resource Utilization:</b><br>Uses resources efficiently and understands the impact on system outcomes. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

---

## 8. Informatics and Healthcare Technologies

### Essential VIII: Informatics and Healthcare Technologies

| Criteria                                                                                    | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|---------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Technology Use:</b><br>Effectively uses healthcare technologies to support patient care. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |
| <b>Data Management:</b><br>Demonstrates competence in                                       | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

| Criteria                                       | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| managing patient data and information systems. |                  |                     |                             |                       |          |

---

## 9. Professionalism

### Essential IX: Professionalism

| Criteria                                                                                                      | Exemplary<br>(4)         | Satisfactory<br>(3)      | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1)    | Comments |
|---------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|----------|
| <b>Ethical Practice:</b><br>Maintains high ethical standards in all professional interactions.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |
| <b>Professional Conduct:</b><br>Demonstrates professional behavior, including reliability and accountability. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |

---

## 10. Personal, Professional, and Leadership Development

### Essential X: Personal, Professional, and Leadership Development

| Criteria                                                                                                    | Exemplary<br>(4)         | Satisfactory<br>(3)      | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1)    | Comments |
|-------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|-----------------------------|--------------------------|----------|
| <b>Leadership Skills:</b><br>Exhibits leadership qualities and seeks opportunities for professional growth. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |
| <b>Self-Reflection:</b><br>Engages in self-assessment and reflection to enhance personal and                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>    | <input type="checkbox"/> |          |

| Criteria                     | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| professional<br>development. |                  |                     |                             |                       |          |

---

**Overall Performance:**

| Criteria                                                                                                  | Exemplary<br>(4) | Satisfactory<br>(3) | Needs<br>Improvement<br>(2) | Unsatisfactory<br>(1) | Comments |
|-----------------------------------------------------------------------------------------------------------|------------------|---------------------|-----------------------------|-----------------------|----------|
| <b>Overall Clinical Competency:</b><br>Demonstrates a high level of clinical competency across all areas. | [ ]              | [ ]                 | [ ]                         | [ ]                   |          |

**Preceptor/Instructor Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_**Student Signature:** \_\_\_\_\_**Date:** \_\_\_\_\_**Notes:**

- Please provide specific feedback for each area to support student development.
- Use additional pages if necessary for detailed comments.

## Appendix E

### ABSN Plan of Study

| <b>Fall I Semester 1</b>                                       | <b>Cr.<br/>Hr.</b> | * 65 Credit hours total<br>* 4 semesters and 1 J-term<br>*Must maintain a 3.0 GPA with a C average in all classes<br>*All nursing courses require a minimum 75% Test Average<br>*756 clinical hours in total program |
|----------------------------------------------------------------|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NURS 125-Introduction to Nursing (online)                      | 3                  |                                                                                                                                                                                                                      |
| NURS 210-Pathophysiology for Nursing                           | 3                  |                                                                                                                                                                                                                      |
| NURS 216 Health Assessment for Nursing with Lab (42 lab hours) | 4                  |                                                                                                                                                                                                                      |
| NURS 220-Fundamentals of Nursing (84 hours of clinical)        | 5                  |                                                                                                                                                                                                                      |
| NURS 200 Math for Nursing                                      | 2                  |                                                                                                                                                                                                                      |
| <i>Total Credit Hours</i>                                      | 17                 |                                                                                                                                                                                                                      |

| <b>Spring Semester 2</b>                       | <b>Cr.<br/>Hr.</b> |
|------------------------------------------------|--------------------|
| NURS 305-Pharmacology for Nursing              | 3                  |
| NURS 320-Adult Health 1 (126 clinical hours)   | 6                  |
| NURS 300-Maternal Newborn (42 clinical hours)  | 4                  |
| NURS 400-Pediatric Nursing (42 clinical hours) | 4                  |
| <i>Total Credit Hours</i>                      | 17                 |

| <b>Summer Semester 3</b>                                     | <b>Cr.<br/>Hr.</b> |
|--------------------------------------------------------------|--------------------|
| NURS 405-Research for Evidence-based Practice                | 3                  |
| NURS 330-Mental Health & Wellness (hybrid-42 clinical hours) | 4                  |
| NURS 410-Nursing in the Community (online-42 clinical hours) | 4                  |
| NURS 325 Adult Health 2 (126 clinical hours)                 | 6                  |
| <i>Total Credit Hours</i>                                    | 17                 |

| <b>Fall II Semester 4</b>                                                       | <b>Cr.<br/>Hr.</b> |
|---------------------------------------------------------------------------------|--------------------|
| NURS 430-Nursing Care of the Critically Ill (42 clinical hours)                 | 4                  |
| NURS 440-Preparation for Practice (hybrid, requires several in-person sessions) | 3                  |
| NURS 450-Capstone Practicum and Leadership in Nursing (168 clinical hours)      | 7                  |
| <i>Total Credit Hours</i>                                                       | 14                 |

## Appendix F:

### Traditional Plan of Study

120 Credit Hours

| First Semester (Fall)                                                                                    |    | Second Semester (Spring)                                     |    |
|----------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------|----|
| BIOL 204/204L Fundamentals of Human Physiology & Lab                                                     | 4  | BIOL 202/202L Fundamentals of Human Anatomy & Lab            | 4  |
| NURS-125 Introduction to Nursing                                                                         | 3  | CHEM 105/105L Introduction to Inorganic Chemistry & Lab      | 4  |
| PSYC 110 Introduction to Psychology                                                                      | 4  | COMM 110 Foundations of Human Communication                  | 3  |
| FYWS-111 First-Year Writing Seminar                                                                      | 3  | EXP 102 My Personal Experience                               | 1  |
| EXP 101 My Manchester Experience                                                                         | 1  | MATH 115 Elementary Probability & Statistics                 | 3  |
| Total Credit Hours                                                                                       | 15 | Total Credit Hours                                           | 15 |
| Third Semester (Fall)                                                                                    |    | Fourth Semester (Spring)                                     |    |
| BIOL 219/219L Microbiology for Health Professions & Lab                                                  | 4  | NURS 216 Health Assessment for Nursing (North Manchester) 42 | 4  |
| PSYC 224 Developmental Psychology                                                                        | 4  | HUM 2xx Explorations of Arts or Humanities                   | 3  |
| NURS 210 Pathophysiology for Nursing (North Manchester)                                                  | 3  | NURS 220 Fundamentals of Nursing (North Manchester) 84       | 5  |
| NURS 200 Math for Nursing                                                                                | 2  | Exploration of Arts Humanities                               | 3  |
|                                                                                                          |    | EXP 201 My Academic Experience                               | 1  |
| Total Credit Hours                                                                                       | 13 | Total Credit Hours                                           | 15 |
| Fifth Semester (Fall)                                                                                    |    | Sixth Semester (Spring)                                      |    |
| NURS 305 Pharmacology for Nursing (Fort Wayne)                                                           | 3  | NURS 3 XX Maternal Newborn and Women's Health Issues 42      | 4  |
| NURS 320 Adult Health I (North Manchester) 126                                                           | 6  | NURS 3 XX Pediatric Nursing 42                               | 4  |
| NURS 330 Mental Health & Wellness (Hybrid) 42                                                            | 4  | NURS 325 Adult Health II (North Manchester) 126              | 6  |
| NURS 410 Nursing in the Community (Online) 42                                                            | 4  | EXP 301 My Professional Experience                           | 1  |
| Total Credit Hours                                                                                       | 17 | Total Credit Hours                                           | 15 |
| Seventh Semester (Fall)                                                                                  |    | Eighth Semester (Spring)                                     |    |
| NURS 405 Research for Evidence-Based Practice (North Manchester)<br>(meets LARC Exp of Natural Sciences) | 3  | NURS-450 Capstone Practicum and Leadership in Nursing-168    | 7  |
| Creative Expression                                                                                      | 3  | NURS 440-Preparation for Practice in Nursing                 | 3  |
|                                                                                                          |    | 4xx Big Issues (student choice)                              | 3  |
| NURS 430 Nursing Care of the Critically Ill (Fort Wayne) 42                                              | 4  |                                                              |    |
| 4xx Big Issues (Student Choice)                                                                          | 3  |                                                              | 3  |
| Total Credit Hours                                                                                       | 16 | Total Credit Hours                                           | 16 |

## **Appendix G**

### **Nursing Department Policy: Examination Administration and Score Release**

#### **Purpose**

To establish standardized procedures for the administration of examinations and the release of exam scores within the nursing department to ensure fairness, consistency, and academic integrity.

#### **Policy Statement**

All nursing course examinations will be administered using the designated assessment platform and follow consistent procedures regarding instructional time and score dissemination. Exam score requirement of a minimum 75% may or may not include quizzes, at course faculty discretion.

#### **Procedures**

##### **1. Examination Administration**

- An examination is defined as any assessment that a reasonable person would deem as summative in nature. (e.g. It is not addressed in any other assessment piece within the course)
- All examinations must be delivered through the ATI Custom Assessment Builder platform.
- Quizzes may be administered in various forms, including but not limited to Canvas, hard copy, etc. If not utilizing ATI for administration, all faculty must attach the outcomes that are being assessed for each question. This includes AACN Essentials and QSEN.
- Faculty are responsible for ensuring that all exam content is properly uploaded, reviewed, and accessible prior to the scheduled examination time.
  - Exam material can be used from ATI content, materials from lecture or lab, book exam items, or AI generated questions from Claire AI through the website

##### **2. Pre or Post-Examination Instructional Time**

- For examinations that do not take more than 75% of the class time, course instruction will take place prior to or following the examination or online material will be posted to review for the week.

##### **3. Exam Score Release**

- Examination scores will not be released to students until all students in the course have been provided with the opportunity to complete the exam.
  - Based on the decision of the professor, students who miss the original exam may be given an altered version to allow for score release for other students.

- This includes any students who require approved accommodation or approved alternate testing times.
- Faculty must ensure equitable access and uphold academic integrity by adhering strictly to this requirement.

**Compliance**

Failure to adhere to this policy may result in review by the department and appropriate corrective action.

**Review and Revision**

This policy will be reviewed periodically and revised as needed to align with program standards and accreditation requirements.