



Bachelor of Science in Nursing Entry-Level Programs

Student Handbook 2026-2027

UPDATED: OCTOBER 2026

Welcome to the School of Nursing

Dear Nursing Students,

Welcome to the Notre Dame of Maryland University School of Nursing! Whether you are beginning your nursing education, returning to advance your professional practice, or continuing your journey with us, we are delighted that you have chosen to be part of our nursing community.

You are entering the nursing profession at an extraordinary time. Healthcare continues to evolve, and nurses' roles and responsibilities are expanding in ways that require knowledge, clinical judgment, adaptability, courage, compassion, and leadership. Your education at Notre Dame will prepare you not only for the nursing role you envision today, but also for the opportunities and challenges that will emerge throughout your career.

At the heart of our School of Nursing is a belief in the power of caring relationships. We believe that nursing is both an intellectual discipline and a deeply human profession. You will be challenged to strive for academic and professional excellence, think critically, practice ethically, advocate for others, embrace diverse perspectives, and use your knowledge and voice in service to individuals, families, communities, and society.

You will also hear us speak about “**power-with**” rather than “**power-over**.” This concept reflects an important part of who we are. Nursing is grounded in partnership—listening, building trust, honoring others' dignity, and recognizing the strengths each person brings to an encounter. These principles should shape not only how you care for patients and communities, but also how you learn and work with one another.

Your journey will be exciting, but not always easy. Some moments will feel confident and accomplished; others will push you beyond what you thought possible. Both are part of becoming a nurse. Ask questions. Seek help when you need it. Support one another. Learn from your successes and your mistakes. Be open to feedback and allow yourself to grow.

Most importantly, know **you will not make this journey alone**. Our faculty and staff are deeply invested in your learning, development, and success. We will challenge you because the profession you are entering demands excellence, but we will also encourage you, support you, and celebrate your accomplishments along the way.

The School Sisters of Notre Dame established a legacy of education, service, and commitment to others that continues to shape our work. As a Notre Dame nursing student, you now become part of that legacy. You will have opportunities to serve, advocate, lead, and build meaningful connections with people whose lives and experiences may be very different from your own.

Never underestimate the difference you can make. A nurse can change the course of a person's most difficult day through knowledge, skill, advocacy, presence, or a simple act of caring. Over a career, those moments add up to a profound, lasting impact.

As you begin this academic year, I encourage you to bring your curiosity, determination, compassion, and authentic self to this community. Take care of one another. Remain open to learning and change. Celebrate your progress. And remember why you chose nursing and the difference you hope to make.

We are proud to welcome you to the Notre Dame of Maryland University School of Nursing, and we look forward to walking alongside you as you prepare to transform lives—and our world—through nursing.

With warmest wishes for a successful and fulfilling year,

Kathleen Wisser, PhD, RN, CNE
Dean, School of Nursing

Care. Lead. Serve.

**NOTRE DAME OF MARYLAND UNIVERSITY
SCHOOL OF NURSING
ENTRY-LEVEL BSN PROGRAMS
STUDENT HANDBOOK
TABLE OF CONTENTS**

<i>Welcome to the School of Nursing</i>	3
I. INTRODUCTION.....	8
Honor Code.....	9
Religious Accommodations.....	10
II. SCHOOL OF NURSING OVERVIEW.....	6
History of the School of Nursing.....	6
Entry-Level BSN Program Implementation.....	7
Program Approval and Professional Licensure.....	7
Accreditation.....	8
University Mission Statement.....	9
Mission of the School of Nursing.....	9
School of Nursing Philosophy.....	9
Professional and Ethical Standards.....	9
Nursing Program Valued Ends/Outcomes.....	10
Student Learning Outcomes.....	11
Faculty and Staff.....	12
Sigma.....	15
Celebrating the Journey: Milestones and Recognition.....	15
III. CURRICULUM.....	17
A. Entry-Level BSN Programs Structure.....	17
B. ATI Learning Resources and NCLEX-RN Preparation.....	19
C. Learning and Academic Success Resources.....	24
IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES.....	26
V. ADVISEMENT.....	26
VI. ADMISSION TO THE ENTRY-LEVEL BSN PROGRAMS.....	28
A. Admission to the Traditional BSN Program.....	28
B. Admission to the Accelerated BSN Program.....	31

C. Admission Policies Applicable to Entry-Level BSN Programs	33
VII. ACADEMIC PROGRESSION IN THE ENTRY-LEVEL BSN PROGRAMS	36
A. Progression in the Nursing Major	36
B. Grading Requirements	36
C. Course Repetition and Movement Between Entry-Level BSN Programs	37
D. Withdrawal, Leave of Absence, and Reentry	38
E. Final Course Grade Appeal.....	39
F. Academic Dismissal and Reinstatement.....	41
VIII. WITHDRAWAL, RESIGNATION, AND REENTRY	44
A. Withdrawal from a Nursing Course.....	44
B. Withdrawal from the University	44
C. Resignation After the Withdrawal Deadline.....	45
D. Reentry Following a Non-Academic Withdrawal or Resignation.....	46
E. Financial Considerations.....	46
IX. COMMUNICATION GUIDELINES	47
A. Communication-- Nursing Student-Faculty and Staff.....	47
B. Class Cancellations, Delays, and Schedule Changes.....	47
C. Formal Complaint Process.....	48
X. ACADEMIC GUIDELINES.....	50
A. Attendance and Classroom Expectations.....	50
B. Examinations and Exam Review	52
C. Questions and Regrades for Individual Assignments and Exams	54
D. Academic and Learning Resources.....	55
E. Written Work and Academic Integrity	55
XI. CLINICAL LEARNING EXPERIENCES GUIDELINES	59
A. Requirements Before Clinical Learning Experiences.....	59
B. Clinical Placements.....	63
C. Clinical Assignment and Preparation.....	64
D. Medical Clearance and Pregnancy.....	64
E. Clinical Attendance.....	66
F. Professional Appearance and Attire.....	68
G. Center for Caring with Technology	70
H. Medication and Dosage Safety	70
I. Behavior Expectations in Clinical Learning Settings	71
J. Clinical Learning Performance Evaluation.....	72

K.	Consequences for Not Meeting Clinical Expectations	74
L.	Untoward Events and Near Misses	75
M.	Practicum Experience.....	76
XII.	BEHAVIOR STANDARDS	78
A.	Professionalism and Professional Behavior.....	78
B.	Relationship with University Policies.....	79
C.	Professional Conduct and Professional Behaviors Investigation and Resolution Policy	80
D.	Detailed Conduct Review and Resolution Process	83
XIII.	RESOURCES, SERVICES, AND FACILITIES	87
A.	Student Support.....	87
B.	Academic and Technology Resources	88
C.	Campus Services and Facilities	89
D.	Student Engagement and Professional Development	90
	APPENDICES	92
	APPENDIX A.....	93
	TRADITIONAL BSN PROGRAM CURRICULUM PLAN.....	93
	APPENDIX B	94
	TRADITIONAL BSN PROGRAM CURRICULUM PLAN.....	94
	For Students Admitted Fall 2026	94
	APPENDIX C	95
	ACCELERATED BSN (ABSN and H-ABSN).....	95
	CURRICULUM PLAN	95
	APPENDIX D.....	96
	ACCELERATED BSN (ABSN and H-ABSN).....	96
	CURRICULUM PLAN	96
	APPENDIX E	97
	FEES	97
	APPENDIX F.....	98
	APPENDIX G.....	99



I. INTRODUCTION

In This Section

This section introduces the purpose and use of the Entry-Level BSN Student Handbook. It addresses University-wide expectations and policies that apply throughout the nursing program, including the Honor Code and religious accommodations.

The purpose of the Bachelor of Science in Nursing *Entry-Level Nursing Student Handbook* is to provide students with the policies, procedures, expectations, and other information specific to the School of Nursing and to guide students throughout their journey in the Entry-Level Bachelor of Science in Nursing (BSN) programs.

The information contained in this Handbook supplements the policies, procedures, and academic requirements found in other official Notre Dame of Maryland University (NDMU) publications and course materials, including:

1. Notre Dame of Maryland University *2026-2027 Student Handbook*
2. Notre Dame of Maryland University *Undergraduate Catalog: College of Undergraduate Studies* [Undergraduate Catalog](#)
3. Notre Dame of Maryland University *Undergraduate Catalog: College of Adult Undergraduate Studies* [Undergraduate Catalog](#)
4. School of Nursing Course Syllabi

Students are responsible for understanding and complying with the policies and requirements contained in this *Handbook*, as well as those contained in applicable University publications and course syllabi.

The information in this *Handbook* is accurate at the time of publication and reflects current School of Nursing policies, procedures, and requirements. The University and/or School of Nursing reserves the right to revise policies, procedures, requirements, and other information as necessary to fulfill its educational mission; maintain compliance with University, regulatory, accreditation, and clinical agency requirements; or respond to circumstances beyond its control.

When changes are made, students will be notified through appropriate official communication channels, including NDMU email, Canvas, course or program announcements, and other University communications. Changes become effective as specified by the University or School of Nursing and in accordance with applicable requirements. Students are responsible for regularly reviewing these communications and remaining informed about requirements applicable to their program of study.

Honor Code

The Honor Code of Notre Dame of Maryland University has been a tradition since 1936. It is founded on a pledge each student takes to act with integrity in academic and personal life. The Honor Code is motivated by the individual's personal integrity and active concern for others, as well as by personal values, religious conviction, good taste, and the common good. Its purpose is to establish a University community founded on personal honor and mutual trust.

This combination of personal commitment and community responsibility strengthens each student as an individual and develops mature judgment and reason, as well as intellectual and social honesty. The Honor Code signifies the ideal of academic and personal integrity that each student is expected to model. Living the Honor Code strengthens the entire community and cultivates a unity founded on trust.

Belonging to the Notre Dame Community is both a privilege and a responsibility. It is a privilege for those who qualify and carry the responsibility to abide by the Honor Code. Adhering to the Honor Code is a responsibility shared by the entire campus community. Its effectiveness depends upon individual acceptance of responsibility and the reciprocal cooperation of students, faculty, staff, and administration.

Ultimately, each member of the community is expected to assume responsibility for her/his/his own conduct and to assume reasonable responsibility for the conduct of others. This fosters mutual respect and each member's commitment to civility. In the spirit of the Honor Code, this may mean offering a kind and courteous admonition when one observes inappropriate conduct. At other times, it means cooperating with authorities when allegations of violations of academic or behavioral standards arise or encouraging violators to self-report.

Students in the Notre Dame of Maryland University School of Nursing are expected to demonstrate high standards of integrity and ethical conduct. Honesty, accountability, and ethical behavior are fundamental to the nursing profession and essential to developing professional nursing practice.

Honor Pledge

With a keen sense of responsibility, I accept this symbol of my entrance into the world of scholarship. I pledge to wear it worthily.

I shall try to follow all truth,

I shall try to see all beauty,

I shall try to be all goodness,

and thus, to come to that Eternal Wisdom

Which is the Word of God.

Honor Commitment

I agree to uphold academic and social integrity in furthering my education and the welfare of the University of Notre Dame, my classmates, and myself. In fulfilling my obligations under the Honor Code, I agree to abide by all academic and social policies and standards at Notre Dame of Maryland University and the School of Nursing.

Religious Accommodations

Policy Statement

Notre Dame of Maryland University is committed to providing a welcoming and inclusive learning environment. The University will make good-faith efforts to provide reasonable accommodations for students whose sincerely held religious beliefs or practices conflict with a University policy, procedure, or academic or program requirement, unless the accommodation would create an undue hardship for the University.

Religious accommodations are considered on an individual basis. The University may request information necessary to evaluate a request, consult with appropriate individuals, and propose an alternative reasonable accommodation. The University will make reasonable efforts to protect the privacy of the student throughout the accommodation process.

Religious Observances and Academic Activities

Students who are unable to attend class or another required academic activity because of a sincerely held religious belief or practice may request an excused absence. An excused absence does not alter course or program requirements. Students remain responsible for obtaining missed information and materials and completing required work according to arrangements made with the instructor.

Students should notify the instructor in writing as early as possible regarding anticipated absences from class or other course activities. When the need for an absence is known in advance, students should make every effort to submit the request during the add/drop period. Requests involving clinical, laboratory, simulation, health, safety, or other nursing program requirements should also follow the process described below.

Other Religious Accommodation Requests

Religious accommodation requests involving a University policy, procedure, or other academic or program requirement should be directed to the **Associate Vice President of Student Life & Dean of Students (AVPSL)**.

The request should identify the sincerely held religious belief or practice giving rise to the request and the accommodation being requested. The University may request additional information or documentation that is reasonably necessary to evaluate the request and may consult appropriate University officials or other individuals as needed.

The AVPSL will evaluate the request in consultation with the **Director of Mission & Ministry** and the **Title IX/504/ADA Coordinator**, as appropriate. The University may approve the requested accommodation, propose an alternative reasonable accommodation, or determine whether an accommodation would create an undue hardship.

Application to Nursing Program Requirements

Students should submit religious accommodation requests as early as possible when the requested accommodation may affect a clinical, laboratory, simulation, health, safety, or other nursing program requirement.

Approval of a religious accommodation by the University does not guarantee that an external clinical agency will waive or modify its requirements. Clinical agencies set their own participation requirements, and the School of Nursing cannot guarantee an alternative clinical placement when a student's approved accommodation conflicts with an available clinical agency's requirements.

II. SCHOOL OF NURSING OVERVIEW

In This Section

This section provides an overview of the School of Nursing, including its history, mission, philosophy, program outcomes, accreditation and approval, faculty and staff, and professional nursing community.

History of the School of Nursing

Overview — The SON is one of four Schools in the University. The SON offers four programs: an Entry-Level BSN program through the College of Undergraduate Studies; an Entry-Level Accelerated BSN program and an RN to BSN program through the College of Adult Undergraduate Studies (CAUS); and an MSN program through the College of Graduate Studies.

1974 — The Faculty and Administration of the College of Notre Dame of Maryland (now Notre Dame of Maryland University) identified that many adult workers needed more innovative schedules and teaching methods to enable them to pursue baccalaureate education. In response, S. Kathleen Feeley, SSND, Notre Dame's president, launched the Weekend College. This format, the first of its kind in Maryland, combined a traditional on-campus classroom experience with guided independent study.

1979 — RN to BSN nursing program began at the College of Notre Dame, now Notre Dame of Maryland University. The Maryland Board of Nursing approved this program in 1985, and in fall 1986, NLNAC accredited it. The program is offered through the College of Adult Undergraduate Studies and is taught at various locations, including hospitals and educational centers across Maryland.

1979-1981 — The first Registered Nurses enrolled in the program in September 1979, with nursing courses first offered in Summer 1980. By August 1981, 30 of the 47 students who had completed nursing courses had fulfilled all requirements for the Bachelor of Science Degree and received their degrees. During the program's first 10 years, approximately 1,000 RNs earned their BSN degrees through the Weekend College.

2003 — Faculty submitted changes to the National League for Nursing Accreditation Commission (NLNAC) and the Maryland Board of Nursing (MBON) for a redesigned curriculum. Both agencies approved the new curriculum, and subsequently, the SON admitted its first students.

Summer of 2006 — The curriculum design for a 21-month-long Master of Science in Nursing was completed. It included two concentrations: Leadership in Nursing Education and Leadership in Nursing Administration. The first cohort of the MSN program entered in 2007 with 17 students enrolled in the education concentration and 15 students in the administration concentration. In the years that followed, the MSN program continued to succeed. Partnerships with Anne Arundel Medical Center (AAMC) and the University Center (formerly the HEAT Center) enabled the MSN program to expand to new sites across Maryland.

2007 — MSN program began enrolling students in two concentrations: Leadership in Nursing Administration and Leadership in Nursing Education. The first class graduated with an MSN in May 2009.

2009 — RN to BSN program received full (eight years) continuing accreditation, and MSN program received initial accreditation (five years).

Entry-Level BSN Program Implementation

2013 — School of Nursing accepted its first students into the Entry-Level nursing major. The Center for Caring with Technology was established to support the curriculum through simulation and other clinical nursing practice opportunities.

2014 — The Entry-Level BSN program received initial accreditation; RN to BSN received continuing accreditation. The Accreditation Commission for Education in Nursing (formerly National League for Nursing Accreditation Commission) and the MSN program received full (eight-year) accreditation.

2015 — Inaugural Entry-Level BSN class graduated 26 students.

2017 — All programs received initial accreditation from the Commission on Collegiate Nursing Education for five years.

2019 — Inaugural Entry-Level Accelerated Second-Degree BSN class enrolled.

2020 — Inaugural Entry-Level Hybrid Accelerated Second-Degree BSN class enrolled.

2025 — The Accelerated Second-Degree program expanded its admission criteria to include transfer students with an accumulated number of credits and/or an Associate Degree in Nursing

Program Approval and Professional Licensure

The Notre Dame of Maryland University (NDMU) entry-level (pre-licensure) Bachelor of Science in Nursing (BSN) program is approved by the Maryland Board of Nursing. [Registered Nursing Programs in Maryland](#)

Completion of NDMU's entry-level (pre-licensure) BSN program meets the educational requirements to apply for licensure as a registered nurse in all 50 states, the District of Columbia, and U.S. territories, unless otherwise noted. Graduates must meet all additional requirements established by the nursing regulatory body in the jurisdiction in which they seek licensure.

Each jurisdiction regulates nursing practice through its Nurse Practice Act and applicable regulations. These laws establish licensure requirements, authorized nursing titles, scope of practice, and standards of professional conduct and discipline. Students and graduates are responsible for understanding and complying with the licensure requirements of the jurisdiction in which they intend to practice.

Accreditation

In 2009, the RN-to-BSN program received a full eight-year continuing accreditation, and the MSN program received an initial five-year accreditation. In 2014, accreditation was extended to the newly developed entry-level program. ACEN re-accreditation for the baccalaureate programs (Entry-Level and RN to BSN) was scheduled for 2016-2017. In 2015, School of Nursing faculty and staff agreed to switch accreditation bodies to the Commission on Collegiate Nursing Education (CCNE)*. An on-site evaluation was conducted in February/March 2017. Subsequently, CCNE granted the Bachelor of Science in Nursing program accreditation for 5 years, through December 31, 2022. CCNE conducted a site visit in March 2022, resulting in a 10-year continuing accreditation for the Bachelor of Science in Nursing program.

*Commission on Collegiate Nursing Education

<https://www.aacnnursing.org/ccne-accreditation/find-accredited-programs>

655 K Street, NW, Suite 750
Washington, DC 20001
P: 202.887.6791
F: 202.887.8476

University Mission Statement

Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University provides a liberal arts education in the Catholic tradition. Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, build inclusive communities, engage in service to others, and promote social responsibility.

Mission of the School of Nursing

The School of Nursing educates students to transform nursing and healthcare through authentic presence, caring connections with patients, students, colleagues, and the discipline of nursing, and by preserving care and compassion as the ethical foundation of nursing practice and scholarship.

School of Nursing Philosophy

Nursing and nursing education are journeys through deep caring connections with patients, students, colleagues, and the discipline of nursing. Nursing is imagined and known through caring, authentic presence with others, and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. All stories of individuals and of the discipline are valued as necessary to the growth and advancement of the profession. Healing practice is possible in partnership relationships; nursing creates safe, welcoming places that encourage growth, seek to understand, and know each other's hearts.

Nurses are called to care through advocacy, action, power-with, and trusting relationships with people and groups in diverse settings. Nursing embraces diversity and commitment to social justice. With perseverance and fortitude, caring and compassion are preserved as the ethical foundation of nursing practice and scholarship.

The nursing way of being requires reflective practice and listening that allow meaning-making in all dimensions of academic and practice endeavors. Nursing practice is characterized by thoughtfulness and necessarily lived out with intention. This way of being across all aspects of the School of Nursing allows our mission to be realized—educating nurses to transform the world.

Professional and Ethical Standards

The nursing curriculum and standards of professional practice are informed by nationally recognized professional nursing standards and guidelines, including *Nursing: Scope and Standards of Practice*, 4th Edition (American Nurses Association [ANA], 2021); *The Essentials: Core Competencies for Professional Nursing Education*, 2026 Edition (American Association of Colleges of Nursing [AACN], 2026); the *Code of Ethics for Nurses* (ANA, 2025); and the International Nursing Association for Clinical Simulation and Learning (INACSL), *Healthcare Simulation Standards of Best Practice*.

The BSN Program adopts the American Nurses Association's *Code of Ethics for Nurses* (ANA, 2025) and the State of Maryland *Code of Ethics for Nursing* (COMAR 10.27.19) as guiding standards for

professional and ethical nursing behavior. Students are also expected to adhere to the *Standards of Practice for Registered Nurses* established by the Maryland Board of Nursing (COMAR 10.27.09).

These professional and ethical standards reflect the trust and responsibility society places in the nursing profession. Throughout the nursing program, students are expected to develop and demonstrate the ethical principles, professional behaviors, accountability, and standards of conduct expected of a professional nurse.

Nursing programs are informed and inspired by human caring science theories, including Nursing as Caring Theory (Boykin & Schoenhofer), Theory of Human Caring (Watson), Theory of Bureaucratic Caring (Ray), and middle-range caring practice theories such as *Technological Competence as Caring* (Locsin).

These expectations extend beyond the classroom and clinical learning environment. They are intended to guide students in developing a professional nursing identity and in their interactions with patients, families, peers, faculty, healthcare professionals, and the broader community.

Nursing Program Valued Ends/Outcomes

Presence

Cultivate a caring environment that reflects authentic nursing presence to provide meaning-making, cultural understanding, and reflective ethical practice in diverse settings.

Praxis

Apply nursing science and reflective practice through multiple ways of knowing to optimize quality of life for those entrusted to our care.

Advocacy

Respond to the call to protect the health and welfare of all persons and communities locally and globally, while attending to the unique needs of the vulnerable.

Scholarship

Engage in critical inquiry to advance nursing knowledge and translate research into practice.

Self-care

Create a healing environment that fosters resiliency, personal and professional growth, and a culture of caring for self and others.

Leadership

Inspire excellence in nursing science and the advancement of the profession through collaborative relationships and innovative leadership practices.

(Reviewed and Revised August 2022)

Student Learning Outcomes

Presence

Create a space for being with diverse patients, families, communities, and health care colleagues that reveals authentic nursing presence.

Praxis

Demonstrate excellence in clinical practice through technological competence and synthesis of evidence, theory, and reflective practice.

Advocacy

Influence change by serving as an active voice through altruistic behaviors for patients, families, and the community regarding health policy and social justice within an ethical framework.

Scholarship

Integrate multiple ways of knowing to promote a lively spirit of critical inquiry and innovative practice.

Self-Care

Establish a place for healing, personal and professional growth, and a culture of caring for self and others.

Leadership

Promote excellence in nursing by leading collaborative transformational practice informed by caring science within complex systems.

(Reviewed and Revised August 2022)

Faculty and Staff

The Traditional Entry-Level BSN (TBSN) program and the Accelerated BSN (ABSN and Hybrid ABSN programs operate through the University's College of Undergraduate Studies and the College of Adult Undergraduate Studies, respectively. Nursing faculty and staff report to the Dean of the School of Nursing; the Dean reports directly to the Vice President for Academic Affairs.

Faculty and staff collaborate with the University's Admissions Department for recruitment and enrollment activities. The School of Nursing is in the University Academic Building (UAB). The administrative office for the TBSN and ABSN programs is located on the 2nd floor of UAB. The Director of Nursing Service's office for the H-ABSN is located on the 2nd floor of the Elkridge Learning Center, 6810 Deerpath Rd, Suite 320, Elkridge, MD 21075.

Dean

Kathleen Wisser, PhD, RN, CNE
410-532-5526; kwisser@ndm.edu; UAB 207-E

Associate Dean and Graduate Nursing Program Director

Lisa Lorden, PhD, RN, CRNP, ACNP-BC, PMHNP-BC
Assistant Professor
llorden@ndm.edu; UAB

Entry-Level BSN Program Director

Deborah Naccarini, DNP, RN
Associate Professor
dnaccarini@ndm.edu; UAB 217

Nursing Faculty

- Tina Bloom, PhD, RN
Frances Kay Pitts '96 Endowed Chair for Nursing Leadership in Women and Children's Health
Professor
tbloom@ndm.edu; UAB 215
- Diana Baker, MSN, RN
Assistant Professor
dbaker@ndm.edu; UAB 219
- Jane Choi, DNP, RN
Assistant Professor
jchoi@ndm.edu; UAB 216
- Rachel Gilligan, MSN, RN
Assistant Professor
rgilligan@ndm.edu; UAB 210

- Taylor Glassman, MSN, RN
Assistant Professor
tglassman@ndm.edu; UAB 206
- Bernice Horton-Gee, DNP, RN, WHNP-BC
Assistant Professor
bhortongee@ndm.edu; UAB 208
- Mary Packard, PhD, RN
Associate Professor
mpackard@ndm.edu; UAB 228
- Lyndsay Wright, DNP, RN, CMSRN, CNE
Assistant Professor
lwright7@ndm.edu; UAB 214

Center for Caring with Technology Staff, Main Campus

- Jeanie Anastasi, MSN, RN, CNE, CHSE, CNEcl, Clinical Simulation Lead Educator
Center for Caring with Technology
janastasi@ndm.edu; UAB 323
- Zane Hunter, AA, Simulation & Technology Specialist
zhunter@ndm.edu; UAB 321

Academic Success and Advising

- Maria Marzi, BS, Academic Success and Advising Professional II
TBSN (3rd and 4th Year), ABSN, H-ABSN, RN-BSN, ATB, and MSN Programs
410-532-5135; mmarzi@ndm.edu; UAB 232
- Melissa Wengler, BA, Academic Success and Advising Professional I
Direct Entry Nursing Students (1st and 2nd Year) and Health Sciences, Caring Health Profession
Pathway
410-532-5587; mwengler@ndm.edu; UAB 234

Administrative Assistant for the Dean's Office and Clinical Placement Coordinator

- Amy Rohrs, BS
410-532-5526; arohrs@ndm.edu; UAB 207

H-ABSN NDMU Elkridge Learning Center Staff

Director, Nursing Services

Kasey Mundell, MSN, RN, CNL, CNE
kmundell@ndm.edu

Site Director and Admissions Director

Kara Green
kgreen@ndm.edu

Clinical Lab Instructors

- Kayla James, MSN, RN
kjames@ndm.edu
- Erin Campbell, BSN, RN
ecampbell@ndm.edu

Academic Success Coach

Betty Osias
bosias@ndm.edu

Clinical Faculty Coordinator

Kate Boss, MSN, RN
kboss@ndm.edu

Simulation Operations Specialist

Nikkia Lyons
nlyons@ndm.edu

Office Manager

Marie Burrus
Mburrus@ndm.edu

Exam Proctor

- Shaniq Delgado-Navarro
sdelgadonavarro@ndm.edu
- Mary Stuthmann
mstuthmann@ndm.edu

Sigma

Honor Society of Nursing, Mu Eta Chapter

Sigma, the International Honor Society of Nursing, recognizes nursing students who demonstrate academic excellence and leadership potential. Membership supports lifelong professional development and advances nursing scholarship, leadership, service, and excellence in practice.

The School of Nursing established its Honor Society in 1987 under the leadership of faculty members Dr. Katharine Cook and Eileen Fox, with the intention of becoming a chapter of Sigma Theta Tau International. Following a site visit and recommendation for chapter status in 1989, the Mu Eta Chapter was chartered at the College of Notre Dame of Maryland in April 1990. The Mu Eta Chapter remains in good standing with Sigma.

Student Eligibility

Eligible students are invited to membership based on the criteria established by Sigma:

Traditional BSN students: A cumulative GPA of 3.0 or higher, completion of 50% of the nursing curriculum, academic standing within the top 35% of the class, and adherence to standards of academic integrity. Eligible students are invited during the third semester of the nursing program.

Accelerated BSN students: A cumulative GPA of 3.5 or higher, completion of 50% of the nursing curriculum, and adherence to academic integrity standards. Eligible students are invited during the third semester of the nursing program.

Meeting eligibility criteria does not constitute automatic membership; eligible students receive an invitation to join Sigma through the Mu Eta Chapter.

The Mu Eta Chapter holds its induction ceremony annually during the fall semester at Notre Dame of Maryland University. More information on the Mu Eta chapter of Sigma is located at <https://mueta.sigmanursing.org/home>.

Celebrating the Journey: Milestones and Recognition

Pinning Ceremony: Celebrating the Journey to Professional Nursing

This ceremony brings together faculty, staff, students, and loved ones to celebrate our BSN graduates' accomplishments and this important milestone in their nursing journey. During the ceremony, graduates receive the NDMU School of Nursing pin, a symbol of completing the nursing program and entering the nursing profession. The ceremony is typically held during the final or second-to-last week of the program's fourth semester.

Blessing of the Hands: A Tradition of Caring and Service

The *Blessing of the Hands* is a cherished School of Nursing tradition that recognizes the important role nurses' hands play in caring, healing, comforting, and serving others. During the Pinning Ceremony, members of the School Sisters of Notre Dame (SSND) and/or SSND Associates bless graduates' hands. This symbolic blessing invites graduates to reflect on the privilege and responsibility of nursing and the

many ways their hands will touch the lives of patients, families, and communities. Rooted in the mission and values of the School Sisters of Notre Dame, the Blessing of the Hands sends graduates forward to Lead. Care. Serve.

Graduation Awards: Honoring Excellence in Our Valued Ends

All entry-level nursing students are eligible for graduation awards. Recipients are selected by nursing faculty in recognition of outstanding achievement in exemplifying the School of Nursing Program Outcomes/Valued Ends. Award recipients are recognized during the Pinning Ceremony.

- *Nursing Presence Award* – Recognizes a student who best demonstrates an authentic nursing presence and caring humanistic approach to nursing.
- *Nursing Praxis Award* – Recognizes a student with outstanding caring approaches and clinical abilities who best integrates the art, science, and the spirit of nursing.
- *Advocacy Award* – Recognizes a student who exhibits initiative, enthusiasm, and compassion to promote social justice and the welfare of others.
- *Nursing Scholarship Award* – Recognizes a student with a deep curiosity for life-long learning, a lively spirit of critical inquiry, and whose academic performance has been judged to be outstanding.
- *Self-Care Award* – Recognizes a student who best exemplifies a strong commitment to the values of civility, resilience, and professional development based on reflective practice.
- *Katherine Cook Legacy Award for Leadership* – Recognizes a student demonstrating outstanding commitment, caring leadership, and service to the profession of nursing.

Latin Honors

The University confers Latin honors upon undergraduate students who achieve the following grade point average based on work at Notre Dame of Maryland University:

- 3.90 for the distinction *Summa Cum Laude*
- 3.70 for the distinction *Magna Cum Laude*
- 3.50 for the distinction *Cum Laude*

To be eligible for graduation honors, students must complete a minimum of 60 credits of graded coursework at NDMU. Credits earned through Pass/Fail courses, standardized testing, petition for credit, or transfer do not count toward the 60-credit requirement.

III. CURRICULUM

In This Section

This section describes the structure of the Entry-Level BSN programs and the academic, learning, and student-success resources that support the curriculum.

A. Entry-Level BSN Programs Structure

1. Overview of Entry-Level BSN Programs

The School of Nursing offers two pre-licensure Entry-Level Bachelor of Science in Nursing (BSN) programs: the Traditional BSN (TBSN) and the Accelerated BSN (ABSN).

The **Traditional Bachelor of Science in Nursing (TBSN) program** admits students through the College of Undergraduate Studies. Students typically complete liberal arts, basic science, and other prerequisite coursework during the first two years of study. Students who meet established progression requirements begin upper-division nursing coursework in the third year. See Appendix A.

The **Accelerated Bachelor of Science in Nursing (ABSN)** is designed for individuals who have already earned a bachelor's degree in a field other than nursing and want to transition to a career as a registered nurse, or who have earned at least 30 credits from an accredited institution(s). Students may choose between an on-campus, fully in-person accelerated program and a hybrid accelerated program that combines online coursework with in-person simulation and direct care clinical experiences.

Entry-level programs integrate nursing knowledge with reflective clinical practice and prepare students to provide safe, evidence-based, person-centered care to diverse populations. Clinical learning experiences occur in a variety of healthcare and community settings throughout the region.

Graduates are prepared for entry into professional nursing practice as nurse generalists and are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Successful completion of the NCLEX-RN and fulfillment of applicable state or jurisdictional requirements are required for licensure as a registered nurse.

2. Traditional BSN Program

a. *General Education Requirements for TBSN Program*

NDMU 100	Perspectives on Education and Culture (unless waived)	4
BIO-111	Fundamentals of Biology*	4
ENG-101	College Writing	3
MAT-100	Algebraic Applications or MAT 103 Applied Algebra	4/3
MAT-215	Statistics	3
PHL-101	Introduction to Philosophy	3
PHL-330	Ethics	3
PSY-101	Introduction to Psychology	4

RST-105	Religion and the Big Question	3
	Foreign Language	3
	Literature	3
	History	3
	Fine Arts	3

b. *Nursing Major Prerequisites for TBSN Program*

BIO-201	Human Anatomy & Physiology I	4
BIO-202	Human Anatomy & Physiology II	4
BIO-253	General Microbiology	4
CHM-108	Survey of General, Organic & Biochemistry <i>or</i>	
CHM-110	General Chemistry	4
PSY-233	Human Growth and Development	3
SOC-101	Introduction to Sociology	3
Total General Education Credits		45/46
Nursing Major Requirements: Credits		25
Total Nursing Curriculum Credits		<u>56</u>
Total BSN Degree Credits		126-127

*Some students may be placed into BIO-110 before being able to take BIO-111.

**Nutrition for Wellness is the only nursing course offered online. The remaining nursing courses include some online classes and/or online assignments through the LMS, Canvas.

3. Accelerated BSN Program Overview

a. *Basis for Admission*

- Prior bachelor's degree: Completion of a bachelor's degree in a non-nursing discipline.
- Transfer Track:
 - Completion of at least 30 undergraduate credits from an accredited college or university; or
 - Completion of an associate degree from a Maryland community college.

b. *General Education Requirements for the ABSN Program*

- Students with a bachelor's degree in another field receive 90 general education credits
- Transfer Track
Students without a bachelor's degree in another discipline and/or an AA or AS from a Maryland Community College must have the following General Education courses
 - Thinking Critically & Analytically (3 credits)
 - Written Communication (3 credits)
 - Oral Communication (3 credits)
 - Artistic Expression (3 credits)
 - Religious Studies (3 credits)

- Nutrition & Wellness (3 credits)
- Foreign Language (3 credits) - must be at the 102+ level
- Intercultural Knowledge (3 credits)
- Diversity (3 credits)
- Social & Behavioral Science (3 credits)
- Fine Arts (3 credits)
- History (3 credits)
- Literature (3 credits)
- Philosophy (3 credits)
- Religious Studies **OR** Philosophy 200+ level (3 credits)
- Engaged Citizen (3 credits) - will be taken within the ABSN program

c. *Pre-Entrance Requirements*

BIO-201 Human Anatomy & Physiology I	4
BIO-202 Human Anatomy & Physiology II	4
BIO-253 General Microbiology	4
CHM-108 Survey of General, Organic & Biochemistry <i>or</i>	
CHM-110 General Chemistry	4
MAT-215 Basic Statistics	3
PHL-330 Ethics	3

Total credits for students with a bachelor's degree:

Bachelor's degree credits	90
Pre-entrance credits	22
Nursing credits	<u>56</u>

Total Credits 146-168 credits

Total credits for transfer track students:

General Education Credits	48
Pre-Entrance Credits	22
Nursing Credits	<u>56</u>

Total Credits 126 credits

B. ATI Learning Resources and NCLEX-RN Preparation

The School of Nursing uses Assessment Technologies Institute (ATI) resources throughout the entry-level programs to support student learning, content and concept mastery, clinical judgment, and NCLEX-RN preparation. ATI resources complement the nursing curriculum and provide students with additional opportunities to strengthen and apply nursing knowledge through technology-enhanced learning.

ATI activities supplement, but do not replace, the didactic, laboratory, simulation, or clinical learning experiences required within the nursing curriculum. ATI assignments and assessments

are incorporated into designated nursing courses, and participation is required. Requirements and the contribution of ATI activities to course grades are specified in individual course syllabi.

During the final semester of the nursing program, students complete the ATI RN Comprehensive Predictor to assess NCLEX-RN readiness and identify areas requiring additional review and remediation. Students also participate in a mandatory ATI Live Review to further support NCLEX-RN preparation.

Students are assessed an **ATI fee each semester** of the nursing program to support access to required ATI learning, assessment, and NCLEX-RN preparation resources. The current fee is published with applicable University tuition and fee information.

1. ATI Learning Resources

ATI resources may include tutorials, review modules, practice assessments, proctored assessments, and other learning and remediation activities. Students receive an orientation to ATI resources at or before the beginning of the nursing program and are expected to use assigned ATI resources throughout their program of study.

ATI tutorials provide instruction and testing relevant to specific clinical content areas, professional issues in nursing, and strategies for academic success. These tutorials may be assigned or recommended by faculty in accordance with student learning within a nursing course or based on identified student needs. Students may complete tutorials independently at their discretion, based on their self-identified learning and growth needs.

ATI Content Mastery Series® Review Materials, Practice, & Proctored Assessments are required in the following courses:

Nursing Course	ATI Content Mastery Series®
NUR-305 Foundations of a Caring Profession	Fundamentals
NUR-308 Professional Nursing Care: Psychiatric/Mental Health	Mental Health
NUR-408 Professional Nursing Care: Maternal and Newborn	Maternal-Newborn
NUR-417 Professional Nursing Care: Children and Families	Nursing Care of Children
NUR-421 Professional Nursing Care of the Complex Adult I	Adult Medical/Surgical
NUR-422 Professional Nursing Care of the Complex Adult II	Adult Medical/Surgical
NUR-431 Community Health Nursing	Community Health
NUR-441 Caring Approaches in Nursing Leadership and Practice	Leadership
NUR-461 Clinical Practicum	Nutrition Pharmacology ATI Comprehensive Predictor ATI Capstone ATI Live Review Virtual ATI Review

2. ATI Practice Assessments and Focused Review

ATI practice assessments give students opportunities to evaluate their progress and identify strengths and areas for further development in specific nursing content areas. Students typically complete the practice assessment associated with a course after approximately 75% of the course content has been covered. Practice assessments may be completed independently using a computer with internet access.

Following a practice assessment, students use ATI to generate a Focused Review that identifies content areas requiring additional study and remediation. Students are expected to use the Focused Review and assigned ATI resources to strengthen content mastery and prepare for the associated proctored assessment. Course coordinators may establish specific remediation requirements, including a designated amount of focused review time, that must be completed before a student takes the proctored assessment.

Students are required to complete designated ATI practice assessments and remediation activities as specified in the course syllabus. Scores earned on practice assessments are used for formative feedback and are not included in the calculation of the final course grade. However, completion of required practice assessments, Focused Reviews, and other remediation activities may contribute to the final course grade as specified in the course syllabus.

3. ATI Proctored Assessments

ATI proctored assessments are summative evaluations that assess students' mastery of designated nursing content areas and their progress toward NCLEX-RN readiness. Proctored assessments are administered in selected nursing courses after students have completed a substantial portion of the applicable course content, typically a minimum of 85%. Assessments are administered under proctored conditions on a designated date, at a designated time, and at a designated location. Students should refer to the course syllabus and faculty instructions for specific testing requirements.

Students are expected to prepare for proctored assessments using applicable ATI resources, including Practice Assessments, Focused Reviews, and assigned remediation activities. Completion of designated ATI proctored assessments is required.

ATI reports performance on proctored assessments using a raw score and a proficiency level:

Level 3: Performance *exceeds expectations* for the assessed content area.

Level 2: Performance *exceeds minimum expectations* for the assessed content area.

Level 1: Meets ATI's *minimum proficiency expectation* but remains below the School of Nursing's desired benchmark.

Below Level 1: Performance is *below minimum expectations* for the assessed content area and indicates a need for significant remediation.

ATI establishes proficiency levels to help students and faculty identify strengths, areas for improvement, and readiness for the assessed content. The School of Nursing has established

Level 2 or higher as its desired benchmark for ATI proctored assessments. Students who achieve **Level 1 or Below Level 1** are therefore required to complete remediation.

Students who achieve **Level 1 or Below Level 1** are required to meet with faculty and complete assigned remediation using ATI and other appropriate learning resources. Remediation is intended to address identified knowledge gaps, strengthen content mastery, and support continued progression toward NCLEX-RN readiness.

4. ATI Capstone Content Review

During NUR-461 *Clinical Practicum*, all students are enrolled in the *ATI Capstone Content Review*, a comprehensive review designed to strengthen nursing knowledge, identify areas requiring additional study, and support preparation for the NCLEX-RN. Completion of all required components of the *ATI Capstone Content Review* is **mandatory**.

The *ATI Capstone Content Review* includes a pre-assessment, seven weeks of focused content review, a post-assessment, and the *ATI Comprehensive Predictor*. Content review addresses major areas of nursing practice, including fundamentals, pharmacology, medical-surgical nursing, maternal-newborn/women's health, nursing care of children, mental health, leadership, and community health.

Throughout the *Capstone Review*, students are required to complete assigned learning and assessment activities, which may include:

- Pre-assignment quizzes and activities for each content module;
- Weekly Capstone assessments;
- Focused Review and remediation based on assessment results; and
- Post-assignment activities for each content module.

The pre-assessment is administered before students begin the Capstone content review. A post-assessment is administered after students complete the content review, and the ATI Comprehensive Predictor is administered near the end of the Capstone process.

ATI Capstone assignments and assessments are **graded** and contribute to the final grade in NUR-461 *Clinical Practicum*. Specific assignments, point values, deadlines, assessment requirements, and grading criteria are provided in the course syllabus.

5. ATI RN Comprehensive Predictor

The *RN Comprehensive Predictor Exam* will be given toward the end of the fourth semester in NUR-461 *Clinical Practicum*. This assessment is offered in the classroom at a predetermined time. Students should refer to the syllabus for testing time and location. Students are encouraged to spend time with the ATI materials, specifically their focused review, in preparation for this assessment.

Before the proctored assessment, students must complete the *RN Comprehensive Predictor Practice Examinations A & B*. These exams, per the course syllabi, will account for a syllabus-specified percentage of the course grade.

1st Attempt – ATI Proctored RN Comprehensive Predictor Examination

- Students who achieve a score on the *RN Comprehensive Predictor* indicating a >94% probability of passing the NCLEX-RN will receive full points for the assessment.
- Students achieving a score indicating a <94% probability of passing the NCLEX-RN will be required to complete remediation and take a second proctored *RN Comprehensive Predictor B examination*. See below.

2nd Attempt – ATI Proctored RN Comprehensive Predictor Examination

- Students who do not achieve the 94% probability of passing (PoP) on the first attempt will be required to complete a Focused Review.
- Students who earn less than 80% PoP are also required to complete the remediation plan.
- Students will retake the *RN Comprehensive Predictor B examination*, and the highest grade will be scored in the gradebook.

Predictor Focused Review/Remediation Plan

- Students who achieve a 75-93% PoP will be required to complete a Focused Review for 25% of the topics listed on the ATI Comprehensive Predictor score report.
- Students who achieve a PoP <74% will be required to complete a Focused Review for 50% of the topics listed on the ATI Comprehensive Predictor score report.

6. Virtual ATI NCLEX-RN Review

Virtual ATI NCLEX-RN Review is a 12-week program that begins after completion of the RN Comprehensive Predictor Proctored Assessment. Students will be assigned a personal NCLEX-RN coach to continue preparation for the NCLEX-RN exam. Students are expected to complete at least 50% of this program before graduation, at which point a grade will be assigned and included in the final course grade for NUR 461 *Clinical Practicum*, per the course syllabus. Students are strongly encouraged to complete the Virtual ATI after graduation to increase their likelihood of passing the NCLEX-RN on the first attempt.

7. ATI Live NCLEX-RN Review

Upon completion of the ATI Capstone Content Review in the final semester of the nursing program, all students are **required** to attend a review course provided by ATI to prepare for the NCLEX-RN. The Comprehensive Live NCLEX-RN Review is an all-inclusive, live study session covering essential nursing content that aligns with the NCLEX-RN test plan. A nurse educator leads the review using ATI and includes interactive reviews of all content areas, test-taking strategies, critical-thinking exercises, and Q&A practice.

Student scores on any assessments associated with the ATI Comprehensive Live NCLEX-RN Review are not factored into any NDMU courses or authorization to sit for the NCLEX-RN.

C. Learning and Academic Success Resources

1. Cultivating Academic Success, Responsibility, and Excellence (CARE) Program

Nursing education requires students to develop and apply new approaches to learning, clinical judgment, problem-solving, and integrating knowledge into practice. Recognizing that these skills develop over time, the School of Nursing created the *Cultivating Academic Success, Responsibility, and Excellence* (CARE) program to support students' academic success, confidence, and development throughout the nursing program.

Through CARE, students work in small groups with a coach who reinforces course content and helps them develop effective strategies for learning and applying nursing knowledge. TBSN students participate in weekly two-hour CARE sessions. CARE sessions for ABSN students are coordinated by the Academic Success and Advising Professional, in collaboration with the Director of Entry-Level BSN Programs, based on student and program needs. CARE sessions for H-ABSN students are coordinated by the Academic Success Coach and the Director of Nursing Services at the Elkridge Learning Site.

CARE emphasizes consistent engagement with course content and the development of skills that support success in nursing education, including time management, effective study strategies, clinical judgment, communication, teamwork, and the ability to synthesize and apply knowledge.

CARE complements, rather than replaces, support provided by nursing faculty. Students are encouraged to take full advantage of available academic resources, including faculty office hours, exam reviews, course-specific assistance, and other University and School of Nursing student-success resources.

2. Center for Caring with Technology

The Center for Caring with Technology (CCT), located at both the School of Nursing and the Elkridge Learning Center, provides students with a safe and supportive environment to learn and practice the art and science of nursing through simulation and technology. Grounded in the School of Nursing's philosophy of caring science, simulation experiences integrate nursing knowledge, clinical judgment, technical skills, communication, teamwork, and authentic human caring.

Simulation-based learning experiences are incorporated throughout the Entry-Level BSN curriculum and support the achievement of the School of Nursing Program Outcomes/Valued Ends: Presence, Praxis, Advocacy, Leadership, Scholarship, and Self-Care. Using a variety of simulation modalities—including task trainers, human patient simulators, standardized patients, and other simulation technologies—students engage in realistic patient-care situations designed to strengthen their ability to recognize what matters most, make informed clinical judgments, provide safe care, and respond effectively to changing patient needs.

Simulation experiences are designed and implemented in accordance with current evidence-based practices and the International Nursing Association for Clinical Simulation and Learning (INACSL) *Healthcare Simulation Standards of Best Practice*. These standards guide the development of meaningful simulation experiences, including preparation and prebriefing, simulation design, facilitation, debriefing, professional integrity, and evaluation of learning and performance.

Students are expected to arrive prepared and actively participate in assigned simulation activities. Faculty facilitate learning through observation, coaching, constructive feedback, and debriefing. During debriefing and reflection, students examine their clinical judgments, decisions, and actions; identify strengths and opportunities for growth; and consider how to transfer their learning to future clinical practice. The simulation environment promotes active learning, reflection, professional growth, and psychological safety.

The CCT on the University's main campus is an approximately 8,300-square-foot learning environment with spaces for health assessment, nursing skills, medical-surgical care, maternal-child care, home health, standardized patient encounters, medication administration, and simulation. The CCT at the ElkrIDGE Learning Center provides approximately 9,000 square feet of dedicated space for health assessment and skills development, simulation, home health experiences, debriefing, and classroom learning.

Together, the CCT learning environments provide students with opportunities to practice, reflect, and learn from experience using a variety of simulation technologies, human patient simulators, task trainers, clinical equipment, and audiovisual resources. These experiences support the development of the knowledge, skills, clinical judgment, and caring presence essential to professional nursing practice.

*Refer to the *Center for Caring with Technology Handbook* for more information regarding policies and procedures. Located on the Center for Caring with Technology Canvas page.

IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES

In This Section

This section describes how the School of Nursing evaluates student learning and program outcomes to support continuous improvement and program quality.

The School of Nursing is committed to the ongoing evaluation and continuous improvement of its academic programs. Faculty systematically review student learning, course and clinical experiences, program completion, graduate outcomes, and other indicators of program quality to evaluate the effectiveness of the Entry-Level BSN programs and identify opportunities for improvement.

Student feedback is an important part of this process. Throughout the nursing program, students may be asked to participate in course evaluations, clinical and simulation evaluations, surveys, and other assessment activities. Information gathered through these processes is used, along with other program data, to inform curricular and program improvements and support University, regulatory, and accreditation requirements.

Students are encouraged to participate thoughtfully in evaluation activities and provide constructive feedback that contributes to the continued quality and improvement of the nursing program.

V. ADVISEMENT

In This Section

This section describes academic advising within the Entry-Level BSN programs and the responsibilities of students and advisors in supporting academic planning and progression.

Academic Advisement

At the Baltimore campus, the *Academic Success and Advising Professional* serves as the primary academic advisor for students in the TBSN and in-person ABSN programs. Students are introduced to their Academic Success and Advising Professional upon admission to the University and are encouraged to maintain regular contact throughout the nursing program.

Students in the H-ABSN program work regularly with the *Academic Success Coach* at the Elkridge Learning Center.

The *Academic Success and Advising Professional* and *Academic Success Coach* support students throughout their academic journey by building caring relationships and providing guidance on academic planning, course registration, progression toward degree completion, and strategies for academic success. They also help students navigate academic and personal challenges that may affect their progress, respond to questions and concerns, connect students with appropriate University and School of Nursing resources, and collaborate with students to develop individualized plans for success when additional support is needed.

Students are encouraged to seek assistance early and maintain ongoing communication with their *Academic Success and Advising Professional* or *Academic Success Coach* throughout the nursing program.

VI. ADMISSION TO THE ENTRY-LEVEL BSN PROGRAMS

In This Section

This section describes admission requirements and processes for the Traditional and Accelerated BSN programs, including direct entry, change of major, transfer admission, ABSN admission options, transfer credit, and individual admission consideration.

A. Admission to the Traditional BSN Program

1. First-Year Direct-Entry

Candidates who meet the University and School of Nursing admission requirements are admitted to NDMU as direct-entry Nursing majors. Please see the [University Admissions Requirements](#).

a. *Admission Requirements:*

- SAT Scores $\geq$ 980 (*Students Entering Through Fall 2026*)
- TEAS $\geq$ 65% (Students applying for Fall 2027)
- High School Preparatory Courses
 - Biology grade of 'B' or better *and*
 - Chemistry grade of 'B' or better

b. *Progression to Third-Year Nursing Coursework:* Admission as a direct-entry Nursing major does not guarantee progression to third-year nursing coursework. Students must meet the applicable academic progression requirements before beginning the third year of the Nursing major.

2. First-Year Health Sciences Major, Caring Healthcare Professional Cohort

a. *Admission Requirements:* Students who meet University admission requirements but do not meet the School of Nursing's direct-entry admission requirements may be admitted as Health Sciences majors and considered for participation in the Caring Healthcare Professional (CHP) cohort.

- SAT Scores—not submitted to NDMU
- High School Preparatory Courses
 - Biology grade of 'B' or better *and*
 - Chemistry grade of 'B' or better

b. *Caring Healthcare Professional (CHP) Cohort*

The School of Arts, Sciences, and Business (SASB) and the School of Nursing identify Health Sciences majors who are interested in entering the nursing program in their third year as part of the **Caring Healthcare Professional (CHP) cohort**.

CHP students receive support from both SASB and the School of Nursing. The **SASB advisor serves as the primary advisor** and monitors progression in the Health Sciences major. A School of Nursing *Academic Success and Advising Professional* serves as the

secondary advisor and periodically reviews the student's progress in required general education and science courses in preparation for entry into the Nursing major.

3. Progression to the Nursing Major

a. *Courses Required Before Progression to the Nursing Major*

The Health Sciences curriculum closely parallels the first two years of the Nursing major. Students complete the general education, science, and prerequisite courses needed to progress to the Nursing major. Health Sciences students must complete **NUR-250 Nutrition for Wellness** before progressing to the Nursing major.

The following courses must be completed with a minimum grade of **C-** before progression to the third year:

BIO-111	Fundamentals of Biology
BIO-201	Human Anatomy and Physiology I
BIO-202	Human Anatomy and Physiology II
BIO-253	General Microbiology
CHM-108	Survey of General, Organic & Biochemistry or
CHM-110	General Chemistry
ENG-101	College Writing
MAT-100	Algebra Applications or MAT-103 — Applied Algebra
(unless waived)	
MAT-215	Basic Statistics
NUR-250	Nutrition for Wellness
PHL-330	Ethics
PSY-233	Human Growth and Development

Additional general education and degree requirements are described in **Section III. Curriculum**

b. *Academic Review and GPA Requirements*

- The School of Nursing's *Academic Success and Advising Professional* reviews academic progress each semester in collaboration with the *Admission and Progression Circle*.
- Students must maintain a cumulative GPA of at least **2.8 at the end of the first year** and achieve a cumulative GPA of at least **3.0 by the end of the second year** to progress to the third year of the Nursing major.

c. *Science Course Requirements*

- BIO and CHM courses may be repeated **one time each** following a grade below C- or a course withdrawal. Students repeating a BIO or CHM course must meet with the *Academic Success and Advising Professional* for additional academic support.
- Students who earn a **second grade below C- in a BIO or CHM course are not eligible to progress to the third year of the Nursing major.**

d. *BIO-110 Requirement*

- Students placed into BIO-110 *Exploring Concepts of Biology* must successfully complete the course before progressing to subsequent Biology courses. **BIO-110 may not be repeated.**
- Students who withdraw from or do not successfully complete BIO-110 must meet the applicable GPA requirement to enroll in BIO-111 *Fundamentals of Biology* the following fall. This may delay progression to the Nursing major.

e. *Individual Consideration for Progression*

A student who does not meet the progression criteria may request individual consideration by the *Admission and Progression Circle*. The student must submit **two letters of recommendation from previous educators**. The Circle may also request an interview and will determine eligibility for progression based on the student's academic record and supporting information.'

4. NDMU Students – Change of Major to Nursing

a. *Application Requirements*

Currently enrolled NDMU students may apply to change their major to Nursing.

Students must:

- Submit a **Declaration of Major Form**.
- Complete the **Supplemental School of Nursing Application** and submit it to the NDMU College of Undergraduate Studies Office of Admissions.
- Submit the application by **February 15** for priority consideration for the fall semester. Applications received after February 15 may be considered if all required materials have been submitted and space is available.

b. *Change of Major Criteria*

Students must:

- Achieve a **TEAS total scaled score of 65% or higher**.
- Have a **cumulative GPA of 3.0 or higher**.
- Earn a minimum grade of **C- in all completed nursing prerequisite and general education courses**.
- Have **no more than one withdrawal or repeat among all required prerequisite science courses**.

5. Transfer Admission to the Third Year of the Traditional BSN Program

a. *Admission Requirements*

Transfer applicants are considered for admission on a space-available basis and must:

- Submit the **College of Undergraduate Studies application**, including a writing sample and official transcripts from all institutions attended.
- Submit the **Supplemental School of Nursing Application** to the *Academic Success and Advising Professional*.

- Apply by **February 15** for priority consideration for fall admission. Applications received after February 15 may be considered if all required materials have been submitted and space is available.

b. Academic Admission Criteria

Transfer applicants must:

- Have a **cumulative GPA of 3.0 or higher.**
- Earn a minimum grade of **C-** in each required prerequisite course:
 - Applied Algebra (unless waived)
 - Basic Statistics
 - College Writing
 - Ethics
 - Fundamentals of Biology*
 - General Microbiology
 - Human Anatomy and Physiology I and II
 - Human Growth and Development
 - Nutrition
 - Survey of General, Organic & Biochemistry **or** General Chemistry
- Have no more than **one withdrawal or repeat** in prerequisite science courses.
- Complete *Anatomy and Physiology I and II* and *Microbiology* within the **past five years.**
- Achieve a **TEAS score of 65% or higher.**
- Participate in an interview, if requested by the *Admission and Progression Circle.*

Additional general education and degree requirements are described in **Section III. Curriculum**

**Fundamentals of Biology is waived for applicants who have successfully completed Anatomy and Physiology I and II.*

B. Admission to the Accelerated BSN Program

1. Application Requirements for All ABSN Applicants

Applicants must submit:

- University application, including required essay
- Resume
- Official transcripts from all institutions attended
- Personal statement addressing relevant certifications, credentials, work, and life experiences
- **Two letters of recommendation**
- TEAS

Applicants must respond to **one** of the following essay prompts:

- Describe your journey to nursing and what draws you to the nursing program at Notre Dame of Maryland University.
- Describe how caring for others provides personal fulfillment and how your core values align with the School of Nursing's philosophy and mission.

At least **one** recommendation letter(s) must be from a previous educator. Professional recommendations may also be accepted. Recommendations should address the applicant's academic or professional preparation, work ethic, and potential for success.

2. Application Deadlines

- **On-Ground ABSN**
July 15 — Fall admission
- **Hybrid ABSN**
April 1 — Summer admission
July 15 — Fall admission
December 1 — Spring admission

Applications received after the applicable deadline may be considered on a space-available basis.

3. Applicants with a Bachelor's Degree in a Non-Nursing Discipline

a. Overview

The Accelerated Bachelor of Science in Nursing (ABSN) is designed for individuals who have earned a bachelor's degree in a non-nursing field. The program may be completed in **15 months**, excluding required prerequisite courses. Applicants are considered for admission on a space-available basis.

b. Academic Admission Criteria

Applicants must:

- Hold a **bachelor's degree in any major** from an accredited college or university.
- Have a **cumulative GPA of 3.0 or higher**.
- Have a **prerequisite GPA of 3.0 or higher**.
- Earn a minimum grade of **C-** in each required prerequisite course.
- Have no more than **one withdrawal or grade below C-** among the required **prerequisite science courses**.
- Complete required science coursework within the **previous seven years**, unless relevant employment experience satisfies the applicable requirement.
- Achieve a **TEAS score of 65% or higher**.

Required prerequisite courses are described in **Section III. Curriculum**

4. Transfer Track—Applicants without a Bachelor's Degree

The ABSN Transfer Track is available to applicants who have completed **at least 30** undergraduate college credits or earned an associate in science (AS) or arts degree (AA) from a Maryland community college. Applicants must complete all applicable general education requirements and required nursing prerequisite courses before beginning the nursing program.

a. General Education Requirements

- Applicants who **have not earned an Associate of Arts (AA) or Associate of Science (AS) from a Maryland community college** must complete all general education requirements identified for the ABSN Transfer Track before beginning the nursing program.
- Applicants who **have earned an AS or AA from a Maryland community college** are considered to have satisfied the general education requirements. Applicants must still complete all applicable nursing prerequisite courses before beginning the nursing program.
- All transfer students must take a mission-based elective course offered at NDMU. A mission-based elective course cannot be transferred from another institution.

General education and nursing prerequisite course requirements are listed in **Section III. Curriculum.**

b. Admission Criteria

Applicants must:

- Have a **cumulative GPA of 3.0 or higher.**
- Have a **prerequisite GPA of 3.0 or higher.**
- Earn a minimum grade of **C-** in each required nursing prerequisite course.
- Have no more than **one withdrawal or grade below C- among the required prerequisite science courses.**
- Complete required science coursework within the **previous seven years**, unless relevant employment experience satisfies the applicable requirement.
- Achieve a **TEAS score of 65% or higher.**

1. Admission Policies Applicable to Entry-Level BSN Programs

1. Transfer Student Definitions

For School of Nursing admission purposes, a transfer student is defined as follows:

a. ***Traditional BSN***

A student who has attempted or completed **18 or more college credits** at an accredited college or university after graduating from high school or earning a GED and before applying to the School of Nursing.

b. ***Accelerated BSN Transfer Track***

A student who has completed **30 or more college credits** or earned an **AA or AS degree from a Maryland community college** before applying to the School of Nursing.

Transfer applicants are evaluated according to the admission criteria applicable to their program.

2. **Transfer Credit**

College-level courses completed at accredited institutions may be considered for transfer credit when the course is comparable in level, scope, content, and learning outcomes to NDMU coursework and the student earned a grade of **C- or higher**.

The School of Nursing does not award undergraduate transfer credit for:

- Pre-collegiate, remedial, vocational, technical, or professional nursing courses.
- Independent studies, internships, externships, practicums, co-op experiences, or similar experiential learning completed at other institutions.
- Courses completed through online educational companies, including **Straighterline** and **Study.com**.

3. **Prior Nursing Education**

The School of Nursing does not accept *nursing courses* completed at other institutions. Applicants previously enrolled in a nursing program must repeat previously completed nursing coursework if admitted to NDMU. The *Admission and Progression Circle* may request information from the applicant's prior nursing program as part of the admission review.

4. **Individual Admission Consideration**

Applicants who do not meet the established **GPA admission criteria** may request individual consideration by the School of Nursing *Admission and Progression Circle* if they believe their academic record does not fully reflect their potential for success. At least one of the two required letters of recommendation must be from an educator who can address the applicant's academic readiness and potential for success in nursing education.

The *Admission and Progression Circle* reviews requests individually. It may consider the applicant's academic record and trajectory, prerequisite and science performance, TEAS performance, prior educational and professional experiences, recommendations, and other relevant evidence of readiness for nursing study.

Individual consideration applies **only to the GPA admission criteria**. It does not waive required prerequisite courses, minimum prerequisite grades, degree or credit requirements, or other mandatory admission requirements.

VII. ACADEMIC PROGRESSION IN THE ENTRY-LEVEL BSN PROGRAMS

In This Section

This section describes the academic requirements for progression in the Entry-Level BSN programs, including grading requirements, academic probation, course repetition, movement between programs, final course grade appeals, and academic dismissal and reinstatement.

A. Progression in the Nursing Major

1. Academic Progression Requirements

All 300-level courses must be completed with a C- or better before progressing to 400-level courses.

B. Grading Requirements

1. Exam Average and Final Grade Policy

2. *Exam Average*

In the nursing courses listed below, students must achieve a minimum **70% examination average** before grades from other assignments are included in the final course grade.

- NUR-301 *Holistic Health Assessment*
- NUR-305 *Foundations of a Caring Profession*
- NUR-308 *Professional Nursing Care: Psychiatric Mental Health*
- NUR-310 *Pathopharmacology*
- NUR-311 *Professional Nursing Care of the Adult I*
- NUR-318 *Professional Nursing Care: Promoting Healthy Aging*
- NUR-408 *Professional Nursing Care: Maternal and Newborn*
- NUR-417 *Professional Nursing Care: Children and Families*
- NUR-421 *Professional Nursing Care of the Complex Adult I*
- NUR-422 *Professional Nursing Care of the Complex Adult II*

b. *Final Grade Policy*

Students who achieve the required **70% examination average** will have all other graded assignments included in the calculation of the final course grade. Students must meet all course requirements specified in the syllabus to earn a passing final course grade.

Students who do not achieve the required **70% examination average** after applying the rounding procedure described below will receive a final course grade of

- 60–69% examination average: D
- 59% or below examination average: F

c. Calculation of Course Grades Using Decimal Places

Individual exam grades are recorded to two decimal places as reported by the electronic testing software and are not rounded.

At the end of the semester, the examination average is calculated and rounded to the nearest whole number using standard mathematical rounding:

- The examination average is first rounded to one decimal place based on the hundredths digit.
- The resulting examination average is then rounded to the nearest whole number based on the tenths digit.

Example 1: 69.45% → 69.5% → **70%**

Example 2: 69.44% → 69.4% → **69%**

Example 3: 69.29% → 69.3% → **69%**

2. Final Grade for Courses with a Clinical Component

A student who does not satisfactorily complete the clinical component of a nursing course will receive an **F for the course**, regardless of the examination average. For additional information about clinical performance evaluation, see **Section IX, Clinical Learning Experiences**.

C. Course Repetition and Movement Between Entry-Level BSN Programs

1. Course Repetition

A student may repeat only **one nursing (NUR-) course** following an unsuccessful nursing course attempt. A second unsuccessful nursing course attempt results in dismissal from the nursing program.

An **unsuccessful nursing course attempt** includes earning a final course grade below C-, failing the clinical component of a nursing course, or failing to meet another course requirement that results in an unsuccessful final course grade.

2. Movement Between Entry-Level BSN Programs

a. Students in the Traditional BSN program

If a student has an unsuccessful nursing course attempt in a course offered in the first two semesters (Fall and Spring), the student may not repeat that course in the on-ground or hybrid ABSN Program.

After an unsuccessful attempt in a nursing course offered in the third or fourth semester, a student may, with approval from the Associate Dean or Dean, repeat the course in the on-ground ABSN *and* complete the program for the remainder of their studies with the on-ground ABSN cohort.

The Associate Dean or Dean will consider the student's circumstances and the availability of space in determining whether the request can be approved. Students in the Traditional BSN program may not transfer to the H-ABSN program following an unsuccessful nursing course attempt.

Note. Graduation is in August of the same year, and Commencement occurs the following May. Students do not participate in commencement activities, such as Pinning and 'Walking' at Commencement with their original cohort. Tuition remains per the College of Undergraduate Studies.

b. *Students in the On-Ground Accelerated BSN Program*

An on-ground ABSN student who has an unsuccessful nursing course attempt or wishes to extend the program completion timeframe may request permission to move to the Traditional BSN program for the remainder of the program. The Associate Dean or Dean will consider the student's circumstances and availability of space.

Once an on-ground ABSN student moves to the Traditional BSN program, the student may not return to the on-ground ABSN program. Students in the on-ground ABSN program may not transfer to the H-ABSN program at any time.

c. *Students in the Hybrid Accelerated BSN Program*

A student in the H-ABSN program who has an unsuccessful nursing course attempt may join the next incoming H-ABSN cohort to repeat the course and continue with that cohort for the remainder of the program.

D. Withdrawal, Leave of Absence, and Reentry

1. Academic Withdrawal

Students are limited to **two academic withdrawals from nursing courses** during enrollment in the program. There is no opportunity for a third course withdrawal. An academic withdrawal includes a withdrawal related to academic performance or failure to meet clinical compliance requirements.

2. Medical Withdrawal

A student may withdraw from the nursing program for documented medical reasons. Return to the nursing program is governed by **D.4. Return Following a Non-Academic Withdrawal or Leave of Absence.**

3. Military Service Withdrawal

A student may withdraw from the nursing program because of military service obligations. Return to the nursing program is governed by **D.4. Return Following a Non-Academic Withdrawal or Leave of Absence.**

4. Return Following an Approved Non-Academic Withdrawal or Leave of Absence

Students seeking to return to the nursing program following an approved non-academic withdrawal or leave of absence must meet the reentry eligibility requirements established in **Section VIII.D., Reentry Following a Non-Academic Withdrawal or Resignation.**

When a student returns following a non-academic withdrawal, leave of absence, or other approved interruption in enrollment, the School of Nursing may develop an **individualized reentry plan** based on the length of the interruption and the student's previous academic and clinical progression. The plan is intended to support a safe and successful return to nursing coursework and may include activities to refresh or demonstrate previously learned knowledge and clinical skills.

5. Financial Aid Considerations

Students should consult the *University Catalog* and the Dropping a Course and Withdrawals information on the NDMU website for current financial aid and tuition adjustment requirements. Students receiving financial aid are encouraged to consult the Financial Aid Office before dropping or withdrawing from a course or the nursing program.

E. Final Course Grade Appeal

1. Grounds for Appeal

A final course grade may be appealed when the student presents evidence of one or more of the following: a calculation error; failure to apply the grading criteria stated in the course syllabus or an announced syllabus modification; inconsistent application of published grading or clinical evaluation criteria; or a material procedural error that affected the final grade. Disagreement with a faculty member's academic or professional judgment, by itself, is not grounds for appeal.

The School of Nursing seeks a fair and timely resolution of final course grade appeals. Information related to the appeal will be maintained confidentially in accordance with applicable University requirements.

2. Appeal Process

a. *Appeal to a Faculty Member*

When a student wishes to appeal a final nursing course grade, the student must email/write to the faculty member setting forth the basis for the appeal and provide evidence documenting the alleged discrepancy between the syllabus grading policy and the grade received. The remedy sought must be submitted within five business days after the final course grade is posted in Self-Service. A text message about a grade appeal, with or without screenshots, is not an acceptable form of written communication.

b. *Faculty Review*

The faculty member will consult with the Entry-Level BSN Program Director and provide the student with a written decision **within three business days** of receiving the appeal.

c. *Appeal to the Associate Dean*

- If dissatisfied with the decision, the student may submit a written appeal to the Associate Dean within five business days of receiving the decision. The appeal must state the basis for disagreement and include any supporting documentation.
- The Associate Dean will review the appeal and may consult with the student, faculty member, Entry-Level BSN Program Director, or other appropriate individuals. The Associate Dean will provide a written decision within three business days. **The Associate Dean's decision is final.**

d. *Conflict of Role*

- If the faculty member whose final course grade is being appealed is the Associate Dean, the Dean will conduct the final review and render the final decision.
- If a grade change is authorized, the Registrar will be notified in writing to make the change in Self-Service.

3. Appeal Timeline

Action	Timeline
The student emails the faculty member and the Entry-Level BSN Programs Director, states the basis for the appeal, provides evidence documenting the alleged discrepancy between the syllabus grading policy and the grade received, and states the remedy sought.	Within 5 business days of the posting of final course grades in Self-Service.
Faculty consults with the Entry-Level BSN Programs Director and responds to student appeal.	Within 3 business days after receiving the student email outlining the reason for the appeal.
If not satisfied with the response of the faculty and Director, the student may appeal to the School of Nursing Associate Dean. The student appeals in writing, setting forth the basis for disagreement with the faculty member's and the Entry-Level BSN Program Director's response.	Within 5 business days after receiving the emailed decision.
The Associate Dean emails a response, including a description of the steps taken in the review process.	Within 3 business days after receiving the appeal from the student.
If a grade change is authorized, the Registrar will be directed, in writing, to make the change in grade in Self-Service.	Within 2 business days.

F. Academic Dismissal and Reinstatement

1. Grounds for Academic Dismissal

A student is academically dismissed from the nursing program after a second unsuccessful nursing course attempt. An unsuccessful nursing course attempt is defined in **C.1. Course Repetition**.

NOTE: Dismissal resulting from professional misconduct is governed by *the Professional Conduct and Professional Behaviors Investigation and Resolution Policy* in Section XII.

2. Appeal of the Academic Dismissal

A student who wishes to appeal an academic dismissal must submit a written appeal by NDMU email to the Associate Dean **no later than 5:00 p.m. on the fifth business day** following receipt of the dismissal notification. For purposes of the appeal and reinstatement processes, business days are Monday through Friday, excluding University and federal holidays.

The appeal must:

- identify any extenuating circumstances that contributed to the student's academic difficulty;
- provide clear and descriptive information the student believes is relevant to consideration of the appeal; and
- include a proposed Plan for Success.

Upon receipt of the appeal, the Reinstatement Circle, composed of nursing faculty, will review the student's academic record, appeal, supporting documentation, and other relevant information. The Circle may obtain information from faculty and appropriate academic support personnel as necessary to evaluate the appeal.

If information not previously available to the student is materially relied upon in reaching a recommendation, the student may be allowed to provide clarification or additional information.

After review, the Reinstatement Circle will recommend a decision to the Associate Dean and Dean. **The Dean renders the final decision** and notifies the student and appropriate faculty and advisors in writing. The Dean's decision is final.

3. Placement Following Reinstatement

A student who is reinstated to the nursing program will be assigned to the next available cohort with capacity to accommodate their enrollment. Placement is determined based on factors including:

- Available space within the cohort.
- Availability of required clinical placements.

- The sequence and availability of courses needed to resume progression in the curriculum.
- Placement must also comply with applicable limits on the number of clinical courses a student may take within a term. A student may not take three clinical courses concurrently within a 7–8-week term.

4. Subsequent Academic Dismissal

A student who is reinstated following an academic dismissal and subsequently has a third unsuccessful nursing course attempt will be dismissed from the nursing program. This dismissal is final; the student is not eligible for a second dismissal appeal or academic reinstatement.

5. Limit to Reinstatement

A student may be reinstated to the Entry-Level BSN program **only once following dismissal, regardless of the reason for dismissal**. This limitation applies across all dismissal categories, including academic dismissal and dismissal for professional misconduct. A student who is dismissed after having previously been reinstated is not eligible for another dismissal appeal or reinstatement.

6. Appeal and Reinstatement Timeline

Action	End of Fall Semester	End of Term A — Fall or Spring	End of Spring/Summer Semester
Student is notified of academic dismissal and the appeal process.	Within 7 business days of the posting of final course grades and before the University closes for winter break.	As soon as possible after the final course grade is posted so the expedited appeal can be completed before Term B begins.	Within 7 business days of the posting of final course grades.
Student submits the appeal electronically to the Associate Dean.	Within 5 business days after receiving the dismissal letter and by 5:00 p.m. on the fifth business day.	Within 1 business day after receiving the dismissal letter.	Within 5 business days after receiving the dismissal letter and by 5:00 p.m. on the fifth business day.
Associate Dean notifies the Reinstatement Circle and forwards the appeal materials.	Within 1 business day after receiving the student appeal.	Immediately upon receipt of the student appeal.	Within 1 business day after receiving the student appeal.
Reinstatement Circle convenes to review the appeal. If requested, the Chair notifies the student to participate	Within 5 business days after notification of the appeal.	Within 1 business day after the appeal is forwarded to the Circle.	Within 5 business days after notification of the appeal.

in an invited portion of the meeting.			
Reinstatement Circle Chair communicates the Circle's recommendation in writing to the Associate Dean and Dean.	Within 1 business day after the Reinstatement Circle meeting.	Immediately following the Reinstatement Circle review.	Within 1 business day after the Reinstatement Circle meeting.
Dean renders the final decision and notifies the student and appropriate faculty.	Within 3 business days after receiving the Reinstatement Circle recommendation.	Within 1 business day after the Reinstatement Circle recommendation, with the intent to complete the decision before Term B begins.	Within 3 business days after receiving the Reinstatement Circle recommendation.

Term A and Term B are approximately seven-week terms within a 14–16-week semester.

Because Term B begins shortly after Term A ends, appeals of academic dismissals following Term A are handled on an expedited schedule to allow faculty and program leadership to determine whether a student may repeat a course in Term B. Students must submit an appeal **within one business day of receiving the dismissal notification**, as specified in the *Appeal and Reinstatement Timeline*.

VIII. WITHDRAWAL, RESIGNATION, AND REENTRY

In This Section

This section describes withdrawal from nursing courses, withdrawal from the University, resignation after the published withdrawal deadline, reentry into the nursing program, and related financial considerations.

A. Withdrawal from a Nursing Course

1. Academic Withdrawal

A withdrawal from a nursing (NUR-) course is considered an **academic withdrawal** when it relates to academic performance or failure to meet clinical compliance requirements.

2. Limit on Academic Withdrawals

Students are permitted a maximum of **two academic withdrawals from nursing (NUR-) courses** during enrollment in the Entry-Level BSN program.

B. Withdrawal from the University

1. University-Initiated Withdrawal

The University reserves the right to request a student's withdrawal for failure to meet established standards of conduct as outlined in applicable University policies.

2. Voluntary Withdrawal from the University

Students who wish to withdraw voluntarily from the University should contact the School of Nursing *Academic Success and Advising Professional*, who will assist with the required withdrawal process. The completed withdrawal request is submitted to the Dean of the School of Nursing and the Registrar's Office in accordance with University procedures.

The date the withdrawal is officially submitted determines eligibility for any applicable tuition refund. A student who officially withdraws on or before the published withdrawal deadline receives a grade of **W (Withdrawal)** for each course and forfeits academic credit for coursework completed during that semester.

3. Failure to Complete the Withdrawal Process

Students are responsible for completing the University's official withdrawal process. Failure to do so may result in termination of enrollment in accordance with University policy.

C. Resignation After the Withdrawal Deadline

1. Eligibility for Term Resignation

NDMU recognizes that serious and unexpected circumstances may prevent a student from completing a semester. **Resignation is available after the published withdrawal deadline through the last day of the semester and is considered only in extraordinary circumstances.**

The student must provide documentation supporting the circumstances that prevented completion of the semester.

Approval of a resignation affects the student's academic record only and **does not release the student from financial obligations associated with the semester.**

2. Term Resignation Checklist

Students requesting resignation must complete the following steps **in the order listed**:

1) **Obtain the Resignation Form.**

Contact the School of Nursing *Academic Success and Advising Professional* to obtain the required form and review the resignation process.

2) **Meet with the *Academic Success and Advising Professional*.**

Review options for completing the semester and obtain the required signature.

3) **Meet with Financial Aid.**

If receiving financial aid, discuss the effect of resignation on current and future financial aid and obtain the required signature.

4) **Meet with the Business Office.**

Discuss current and future financial obligations to the University and obtain the required signature.

5) **Prepare a written explanation.**

Provide a detailed explanation of the circumstances supporting the resignation request.

6) **Provide Supporting Documentation**

Resignation requests must include documentation supporting the circumstances described in the student's written explanation. Depending on the circumstances, supporting documentation may include:

- accident reports;
- police reports;
- letters or emails from attorneys, faculty, the *Academic Success and Advising Professional*, or other appropriate individuals; or
- medical documentation.

If the resignation request is based on **medical circumstances**, medical documentation **must be submitted** directly to the Office of Accessibility and Health Promotions in accordance with University procedures. Medical documentation should not be submitted to the School of Nursing Dean's Office.

7) **Submit the Completed Resignation Request**

Submit the completed **Resignation Form**, required signatures, written explanation, and applicable supporting documentation to the **School of Nursing Dean's Office** for review.

If the resignation request is based on medical circumstances, the student should indicate that the required medical documentation has been submitted to the **Office of Accessibility and Health Promotions**.

If the resignation is approved, the School of Nursing will forward the approved request to the **Registrar's Office** for processing.

D. Reentry Following a Non-Academic Withdrawal or Resignation

Students who withdraw from the nursing program for approved non-academic reasons, take an approved leave of absence, or receive an approved resignation may be eligible to return to the program on a space-available basis.

To be eligible for reentry, students must have been in good academic standing at the time of withdrawal, leave of absence, or resignation, with a cumulative GPA of 3.0 or higher in nursing courses. Students must also meet applicable University admission and reentry requirements. Reentry is subject to the availability of space in the appropriate cohort and required clinical placements.

E. Financial Considerations

Students receiving financial aid, including merit scholarships, Pell Grants, or other forms of financial assistance, should consult the **Financial Aid Office before withdrawing or requesting resignation** to understand the potential effect on current and future financial aid and financial obligations to the University.

IX.COMMUNICATION GUIDELINES

In This Section

This section describes expectations and processes for communication among nursing students, faculty, and staff, including course changes, inclement weather, and formal complaints.

A. Communication-- Nursing Student-Faculty and Staff

NDMU email is the primary method of official communication with students in the Entry-Level BSN programs. Students are expected to check their NDMU email regularly, preferably daily, as important information regarding courses, clinical experiences, program requirements, deadlines, and other School of Nursing matters may be communicated by email. Announcements may also be posted in Canvas or communicated through other official University channels.

Students should use their NDMU email account when communicating with faculty and staff. Students may also contact faculty and staff through University telephone and voicemail systems when appropriate.

Faculty and staff will make reasonable efforts to respond to student communications promptly. Response times may vary based on teaching schedules, clinical responsibilities, weekends, University closures, and the nature of the inquiry. Students with a time-sensitive concern who have not received a response should follow up using the appropriate University communication method.

Students who experience an interruption in access to NDMU email or other University communication systems should notify the appropriate faculty or School of Nursing staff member as soon as possible.

B. Class Cancellations, Delays, and Schedule Changes

The University determines cancellations, delayed openings, early closures, and other changes to University operations due to inclement weather or emergency conditions. Students should monitor official University communications, including NDMU email, the University's emergency notification system, and the University website, for current information.

When the University announces a cancellation, delay, or closure, students should follow the instructions provided by the University and course faculty. Information regarding the effect of University closures or delays on clinical learning experiences is provided in the Clinical Attendance section of this *Handbook*.

Changes to individual classes for reasons other than a University closure or delay will be communicated by course faculty through NDMU email, Canvas, or other designated course communication methods.

When weather or travel conditions are adverse, but the University remains open, students should exercise appropriate judgment regarding personal safety and communicate promptly with faculty if circumstances affect their ability to attend a required learning experience.

C. Formal Complaint Process

1. Overview

The School of Nursing defines a formal complaint as a written expression of serious dissatisfaction concerning an aspect of an NDMU nursing program that is not otherwise addressed through an established University or School of Nursing review or appeal process.

The School of Nursing seeks to address student concerns promptly, fairly, and at the level closest to the concern whenever appropriate. Anonymous complaints are not accepted under this process.

The School of Nursing addresses concerns involving final course grades or clinical learning evaluation decisions *through the applicable academic appeal process* rather than the School of Nursing Formal Complaint Process.

Concerns involving *discrimination, harassment, sexual misconduct, or other matters* covered by University policy are referred to the appropriate University office and addressed in accordance with the *applicable University policy*.

2. Informal Resolution

When appropriate, students are encouraged to first discuss a concern directly with the faculty or staff member involved and attempt to resolve the matter through open and respectful communication. Students may seek guidance from their *Academic Success and Advising Professional* or *Academic Success Coach* regarding the appropriate process for addressing a concern.

3. Submission and Initial Review of a Formal Complaint

The next level would be the Associate Dean. When an NDMU faculty member receives a formal complaint, the Associate Dean is also notified. The Associate Dean initially screens the formal complaint unless it directly involves the Associate Dean, in which case the Dean of the School of Nursing screens it. If the formal complaint involves a faculty member at the Elkridge Learning Center, the Second Level would also include the Director of Nursing Services at Elkridge and the Associate Dean.

4. Entry-Level BSN Program Director Review

If the complaint is not resolved following review by the Entry-Level BSN Program Director, the student may submit a written request for review to the Dean of the School of Nursing within seven business days of the Program Director's decision. The written request must describe the basis of the complaint, identify the resolution sought, and include any relevant supporting information.

The Dean will review the complaint and relevant documentation and may consult with appropriate individuals as necessary. **Before rendering a final decision, the Dean will inform the Provost/Vice President for Academic Affairs of the complaint and the proposed resolution.**

The Dean or designee will provide the student with a written decision within 10 business days. **The Dean's decision is final.**

Steps

- 1) A student who has complaints about instruction or grading should attempt to resolve those issues directly with the instructor. The student should send an email to the instructor from their official NDM email account within 7 business days.
 - This email should briefly outline the complaint and be copied to the Associate Dean and Entry-Level BSN Program Director *at the main campus*.
 - A student from Elkridge may put the complaint in writing to the Director of Nursing Services at Elkridge as well as the Entry-Level BSN Program Director.
 - If the complaint is not resolved with the instructor within 7 business days of sending the email, then the student may reach out to the Entry-Level BSN Program Director.
- 2) The Entry-Level BSN Program Director's decision shall be rendered within 7 additional business days.
- 3) After the Entry-Level BSN Program Director's decision, the student or the instructor may appeal to the School of Nursing Dean's Office. Complaints must be submitted in writing within 7 business days of the Entry-Level BSN Program Director's decision.
- 4) The written statement should describe the complaint, indicate how it affects the individual, and include the remedy or outcome sought from the Dean.
- 5) The decision of the Dean or her designee shall be rendered within 20 business days. The Dean's decision is final.
- 6) A copy of all written complaints and a written record of all subsequent actions will be filed in a confidential academic grievance file in the SON Dean's Office.

X. ACADEMIC GUIDELINES

In This Section

This section describes expectations and policies for classroom learning, attendance, examinations, assignments, questions about grades, academic work, and the use of University learning resources.

A. Attendance and Classroom Expectations

1. Face-to-Face Courses

Students are expected to attend and participate in every class; however, the faculty understands that extreme circumstances may occur. In these cases, exceptions may be granted, and faculty may assign additional assignments/activities to ensure that course outcomes and/or unit objectives are met.

The student is responsible for completing any coursework missed due to an absence. Students are expected to attend scheduled classes before holidays and University breaks and to schedule vacations and other discretionary events outside the class schedule. Students are also expected to arrive on time and remain in class for the scheduled period.

Students are expected to notify faculty of an absence from class as soon as possible and to turn in all assignments on time or at a time agreed by the faculty. Tardiness and early departure disrupt the educational process. Students are expected to arrive for class on time and to remain until the class has ended. Course faculty may have additional or modified attendance requirements, which will be noted in course syllabi and/or announced in class.

2. Online Courses

Students should be in the online course room at least 4 days/week and plan to spend 3 times the number of credit hours on coursework. Each course syllabus will indicate the requirements for class participation and online assignments. Missed class quizzes and graded activities may not be made up. Assignments and postings must be completed by the designated time.

3. Student Athletes

In accordance with NDMU policy (see the *NDMU Student Handbook* for the full policy), the School of Nursing is committed to the academic success and holistic development of our student-athletes. Participation in intercollegiate athletics is a privilege that enhances the educational experience but does not supersede academic responsibilities.

a. Attendance and Prioritization

Student-athletes are expected to attend all scheduled classes and clinical learning experiences unless they are representing the University in an official intercollegiate athletic competition. It is expected that student-athletes will communicate with the faculty at the beginning of the semester regarding their participation in a sport and provide the competition schedule and travel plans.

Clinical learning experiences are scheduled weeks in advance of each semester; therefore, student-athletes must communicate with faculty at least 6 weeks before the start of the next semester if they will be participating in intercollegiate athletics. This communication will prevent conflicts between the clinical learning experiences and sporting events.

Student athletes are responsible for reviewing each course syllabus and understanding attendance and participation requirements. *While the university supports athletic participation, course-specific absence policies remain in effect, and faculty determine how they will handle missed work or participation.* Students are also responsible for reminding faculty of specific upcoming absences at least one week in advance.

b. *Make-Up Work*

Student-athletes must promptly arrange to make up any missed assignments, quizzes, or exams. They should work directly with faculty to establish a plan for fulfilling academic obligations without penalty when absences are due to University-sponsored competition.

c. *Professional Conduct*

Student-athletes are expected to demonstrate respect and responsibility in managing the balance between academics and athletics. This includes arriving prepared for class, meeting deadlines, and maintaining academic integrity regardless of athletic demands.

4. Cell Phones

Students are asked to keep all cell phones, pagers, and other electronic devices in silent mode and are expected to return phone calls during the break or after class, unless the call is an emergency. Texting, emailing, or checking email during class is not permitted. Students engaging in these activities may be asked to leave the classroom until they are prepared to participate fully in class.

5. Children in Class

No children may accompany students in the classroom or hallways. Children are not to be left unattended at any time when visiting the campus.

6. Collaborative Learning

Collaborative and active learning are integral to the BSN curriculum. Nursing courses may use a variety of teaching and learning strategies, including discussion, case studies, group activities, problem-solving exercises, simulation, and other interactive learning experiences. Students are expected to come to class prepared and actively participate in these learning activities.

Course instruction may not rely primarily on traditional lecture or faculty-provided PowerPoint presentations. Faculty determine the teaching and learning strategies appropriate for the course content and learning outcomes.

Collaborative learning requires students to engage respectfully with faculty and classmates, consider different perspectives, contribute to discussion and group learning, and take responsibility for their own preparation and participation.

B. Examinations and Exam Review

1. Exam Attendance Policy

Students are expected to complete examinations on the scheduled date and time.

- Students who cannot attend an examination must **notify course faculty before the scheduled examination**.
- An excused absence is limited to **significant illness, injury, or hospitalization of the student or a family member, or death in the family**. Documentation may be required.
- University-approved religious accommodations and applicable University-sponsored activity requirements will be honored in accordance with University policies and procedures. Students are responsible for notifying course faculty and arranging any necessary examination accommodations in accordance with those requirements.
- An unexcused absence or failure to notify faculty before the examination will result in an **examination grade of zero**.
- Following an excused absence, the student must contact course faculty by NDMU email **within three business days** to arrange a make-up examination. Failure to do so may result in a grade of zero.
- Make-up examinations are scheduled at the discretion of course faculty and may use an **equivalent alternative format**, including short-answer or essay questions, case studies, simulations, or verbal responses.

2. General Exam Requirements

Students are responsible for being prepared to begin examinations at the scheduled time.

- **On-ground students** must download the examination to their personal computer when notified by faculty and ensure they have the required testing-software login information before the examination.
- **H-ABSN students** will be provided a Chromebook for online testing.
- Students may have only the **approved testing device and charger** at the desk. A calculator, scrap paper, or dry-erase board will be provided when needed. All materials provided must be returned at the end of the examination.
- External devices, such as a mouse or USB, are not permitted.
- Students must be **seated and ready to begin 5–10 minutes before the scheduled examination time**. Examinations begin promptly at the scheduled time.
- Students who arrive late **will not receive additional time** to complete the examination. This applies to all students, including students receiving approved testing accommodations.

3. Exam Security

Students must comply with the following requirements during examinations:

- **Testing materials:** Students may have only approved testing materials and devices at their desks. Drinks are permitted but may be inspected by the proctor.
- **Electronic examinations:** Testing software may randomize questions and answer choices. Students may backtrack unless otherwise instructed. Once an examination is uploaded, **all answers are final**. Students must show the upload confirmation to the proctor before leaving.
- **Exam access:** Students may access a downloaded examination **only during the authorized testing period and with faculty authorization**. Unauthorized access is considered an academic integrity violation.
- **Technology:** Cell phones, smartwatches, meta-glasses, headsets, and other devices capable of internet access, messaging, recording, or communication must be turned off and stored with personal belongings unless specifically authorized by faculty. Use or possession of unauthorized technology during testing or exam review may constitute an academic integrity violation. Faculty reserves the right to inspect any device brought into the testing setting.
- **Personal belongings:** Book bags, purses, and other personal items must be stored in the location designated by the proctor.
- **Head coverings:** Hats, hoods, and other non-required head coverings are not permitted. Religious or cultural head coverings are permitted and must not obscure the face or testing materials.
- **Technical requirements:** Students using a personal device are responsible for meeting the technical requirements of the electronic testing software and following faculty instructions for device settings.
- **Proctoring:** Faculty or other designated proctors may walk between tables throughout the testing room during an examination. Students may use foam earplugs if permitted by the proctor.

4. Exam Review Policy

Exam review is scheduled at the discretion of course faculty and is conducted under exam security requirements.

- Students are expected to attend the **scheduled unit exam review**. A student who does not attend waives the opportunity to review the exam. Any individual review is at the discretion of faculty and must occur within **three business days of the scheduled exam review**.
- Students must arrive at the scheduled time. Late entry may not be permitted.

- **Exam security requirements remain in effect** during exam review. Pens, pencils, paper, and other unauthorized materials are not permitted.
- On-ground students must use the **same device used to take the examination**. Exams may be accessed only with faculty authorization and while faculty are present.
- Unauthorized access may constitute an academic integrity violation.
- Faculty determine the format and process for exam review. Students are expected to communicate professionally and respectfully; faculty may end the review if student conduct interferes with the review process.

5. Final Exam Review

Final examinations are **summative assessments** used to evaluate students' achievement of course learning outcomes at the conclusion of the course. Unlike unit examinations and other assessments administered throughout the semester, final examinations are not intended as opportunities for additional learning, remediation, or review of individual exam items for potential grading errors.

Final examinations are not available for student review. Requests to review a final examination will be denied. Concerns regarding the calculation or accuracy of a final course grade must be addressed through the Final Course Grade Appeal process.

C. Questions and Regrades for Individual Assignments and Exams

1. Classroom Assignments and Examinations

- Students must raise questions about a grade **within seven business days of the date the graded assignment or examination is returned**. Questions submitted within this timeframe will be reviewed even if the review extends beyond the seven days. **New questions about the grade will not be considered after the seven days.**
- Students must email the **course faculty member who assigned the grade** with questions about a classroom assignment or examination.

2. Clinical Assignment

- Students must email the **clinical instructor and course faculty member** with questions about a clinical assignment within seven business days of receiving the graded assignment or feedback.
- A student requesting a **regrade of a clinical assignment** must request it within the same seven-business-day period. The **course coordinator** completes the regrade. The course coordinator's grade replaces the original grade and is final, **whether higher or lower.**

D. Academic and Learning Resources

1. Self-Service

Self-Service is the University's online system for accessing academic information. Students should regularly review Self-Service to monitor their course registration, final grades, academic record, and degree progress.

Students who identify a discrepancy or have questions about information in Self-Service should contact the appropriate University office or their **Academic Success and Advising Professional/Academic Success Coach**.

2. Academic Support for Nursing Courses

The School of Nursing provides academic support through the CARE Program at both the Baltimore campus and the Elkridge Learning Center. The program supports students in nursing coursework throughout all four semesters of the Entry-Level BSN program.

H-ABSN students also have access to academic support and tutoring through the **Elkridge Learning Center**. The Learning Center also provides academic support in the first semester. The Academic Coaching for Educational Success (ACES) Student Support Program aims to optimize opportunities for student success by aligning resources and supporting interventions to maximize student performance throughout the nursing program. The ACES Program services will be delivered in a virtual setting by ACES Program Guides (APGs).

For additional information about the CARE Program and other nursing-specific academic support, see **Section III. Curriculum**

3. University Student Services and Resources

NDMU provides a wide range of services and resources to support students throughout their University experience. Students are encouraged to seek assistance early and to use these resources as needed.

Available services include academic support and tutoring, accessibility services, counseling and health services, career development, financial aid, technology support, library and research assistance, registration and records, campus safety, and resources related to student engagement and well-being. The University also provides services related to billing and payment, housing and dining, food insecurity, veterans services, mission and ministry, student organizations, service opportunities, and study abroad.

Students can find current information, contact information, and links to available services on the **NDMU Student Services webpage**: [Student Services](#)

E. Written Work and Academic Integrity

1. Written Requirements in Nursing Courses

Written work in all nursing (NUR-) courses follows the guidelines set forth by the American Psychological Association in the *Publication Manual of the American Psychological Association*. Resources and tutorials for APA HELP are available in the Learning

Management System, on the Loyola/Notre Dame Library (LNDL) website, and on APAstyle.org.

2. Turnitin

Turnitin is an originality-checking tool used in designated nursing courses to support academic integrity and appropriate use of sources. Students are responsible for reviewing and following Turnitin requirements specified in the course syllabus or assignment instructions.

3. Use of Artificial Intelligence (AI)

a. *Requirements Regarding Original Work*

While AI tools such as ChatGPT can help students brainstorm ideas or simplify complex concepts, students must ensure that all work submitted reflects their own original thought and expression. Paraphrasing or copying directly from AI tools such as ChatGPT without proper citation is unacceptable.

b. *Citations and References*

When students use ideas, suggestions, direct text, or other AI tools such as ChatGPT to create academic work, they must properly reference it just like any source using the [following recommended APA](#) format:

- In-text citations should be written as: (OpenAI, 2023)
- Reference list citations should be written as: OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>

c. *Limitations of AI*

Students should be aware that, while artificial intelligence can provide valuable assistance, it cannot fully understand or interpret complex academic concepts. Students are ultimately responsible for the accuracy and validity of their work. Students working on collaborative projects should note which AI tools they used so all group members know what they contributed.

d. *NDMU Honor Code*

To maintain academic integrity, students must disclose when they use AI tools in their academic work in accordance with the NDMU Honor Code for citing all sources. Academic integrity is based on honesty and transparency. Use of AI without citing is a violation of the NDMU Honor Code and subject to sanctions as outlined in the course syllabus and in the [NDMU Student Handbook](#).

4. LEARN-AI Framework

The School of Nursing uses the **LEARN-AI framework** to identify the level of AI use permitted for assignments and learning activities. Students should review the designated level before using AI. The **LEARN-AI program** utilizes frameworks to guide learners as to the appropriate use of AI tools during coursework. The permitted use is outlined in Canvas under each assignment and discussion description.

a. *Permitted Use of AI*

Artificial intelligence (AI) tools may support learning when their use is **authorized by course faculty**. The permitted use of AI may vary by course, assignment, or learning activity. Students are responsible for following the AI-use requirements provided in the course syllabus, Canvas, and individual assignment instructions.

b. *Student Responsibility*

- Students remain responsible for all work they submit, including work developed with the assistance of AI. Students are responsible for:
- ensuring the accuracy and validity of submitted information;
- evaluating AI-generated information rather than accepting it as authoritative;
- ensuring that submitted work demonstrates the student's own knowledge, reasoning, and achievement of course outcomes; and
- complying with assignment-specific restrictions on AI use.
- Use of AI does not replace the student's responsibility to demonstrate required nursing knowledge, clinical judgment, critical thinking, or other course competencies.

c. *Disclosure and Citation*

- When AI use is permitted, students must follow faculty instructions regarding **disclosure, acknowledgment, and citation** of AI-assisted work.
- When formal citation is required, students must use the **current citation guidance required for the course**, such as APA style.

d. *Academic Integrity*

- Using AI in a manner **not authorized for an assignment**, representing AI-generated work as the student's own when disclosure is required, or using AI to complete work intended to demonstrate the student's independent knowledge or abilities may constitute a violation of the **NDMU Academic Integrity/Misconduct Policy and Honor Code**.
- Students who are uncertain whether or how AI may be used for an assignment should **ask the course faculty member before using AI**.

Level	Permitted AI Use	Student Responsibility
1. No AI	No AI tools may be used at any stage of the assessment. All work must be fully student-generated.	Demonstrate individual knowledge and skills without technological assistance.
2. AI-Assisted Idea Generation and Structuring	AI tools may be used to brainstorm, outline, or structure ideas, but no AI-generated content may appear in the final submission.	Use AI for idea development only; all final content must be authored by the student.
3. AI-Assisted Editing	AI tools may be used to edit or improve student-created work (e.g., grammar, clarity), but original work must also be submitted for comparison.	Submit both original and edited versions of their work for transparency.
4. AI Task Completion, Human Evaluation	AI tools are used to complete specific elements of the task. Students must critically evaluate AI output and cite its use.	Provide human analysis and critique of AI-generated content. Ensure proper citation.
5. Full AI	AI is used throughout the task collaboratively. Students are not required to distinguish between AI and human-generated content.	Demonstrate effective and creative integration of AI to meet task objectives.

Perkins, M., Furze, L., Roe, J., & MacVaugh, J. (2024). The Artificial Intelligence Assessment Scale (AIAS): A framework for ethical integration of generative AI in educational assessment. *Journal of University Teaching and Learning Practice*, 21(6). <https://doi.org/10.53761/q3azde36>

XI. CLINICAL LEARNING EXPERIENCES GUIDELINES

In This Section

This section addresses requirements and expectations for participation in clinical learning experiences. Participation in clinical experiences requires students to meet all School of Nursing and clinical agency requirements. Students must complete required health, safety, screening, and documentation requirements by the established deadlines and maintain compliance throughout the nursing program.

- A. Requirements Before Clinical Learning Experiences**
- B. Clinical Placements**
- C. Clinical Assignment and Preparation**
- D. Medical Clearance and Pregnancy**
- E. Clinical Attendance**
- F. Professional Appearance and Attire**
- G. Center for Caring with Technology (CCT)**
- H. Medication and Dosage Safety**
- I. Behavior Expectations in Clinical Learning Settings**
- J. Clinical Learning Performance Evaluation**
- K. Consequences for Not Meeting Clinical Expectations**
- L. Untoward Events and Near Misses**
- M. Practicum Experience**

A. Requirements Before Clinical Learning Experiences

1. Clinical Compliance Deadlines

Clinical compliance deadlines vary by program:

- **TBSN:** Students must complete all initial clinical requirements by August 15 before the start of the third year. Select Exxat/Approve requirements must be renewed by July 15 before the start of the fourth year.
- **ABSN:** Students must complete all initial Exxat/Approve requirements by August 15 before beginning the 15-month program. Additional requirements must be renewed as applicable during the program.
- **H-ABSN:** Students must complete all requirements by the deadlines identified in the Enrollment Packet provided by the Director, Nursing Services at the NDMU ElkrIDGE Learning Center.

2. Health and Immunization Requirements

Students must maintain required health and immunization documentation throughout their enrollment in clinical courses.

Health Insurance – All students are required to show proof of health insurance. Insurance may be obtained through the university. Information can be found at the following link:

Immunity to Hepatitis B – Students must provide titer results that show immunity. If the result is negative or equivocal, the student must restart the vaccine series. Students may submit a signed School of Nursing declination form.

Immunity to Measles, Mumps, and Rubella (MMR) – Students must provide titer results demonstrating immunity to all three diseases. If titers do not demonstrate immunity, students must receive the vaccine.

Immunity to Varicella – Students must provide positive titer results. If the titer does not demonstrate immunity, students must receive the vaccine.

Physical Examination –Required to be completed within the previous 12 months before the start of the nursing program.

TB Status Report

Students must provide documentation on one of the following:

1. A negative Quantiferon test, or
2. A negative T-SPOT TB Test
3. If a *positive result for TB* has been obtained in the past, then provide a clear chest X-ray taken within the past five years (Report or Employee Health Department documentation is required); and a symptom check sheet within the past year

Tdap (Tetanus, Diphtheria, Pertussis) Vaccine – Must provide documentation that the vaccine was received within the last 10 years.

Vaccine for COVID-19 – Must provide documentation that an annual COVID-19 vaccine was received between August 15 and October 15 each year. Students will not be allowed to enter the clinical site unless they adhere to the institution's requirements. This may mean wearing a mask while on the premises or discontinuing the experience.

Vaccine for Influenza – Must provide documentation that an annual influenza vaccine was received between August 15 and October 15 each year. Students in clinical experiences must verify receipt of the flu vaccine by October 15 of each year. Students will not be allowed to enter the clinical site unless they adhere to the institution's requirements. This may mean wearing a mask while on the premises or discontinuing the experience.

3. Required Agreements and Acknowledgments

Students must also complete and upload the required acknowledgment of academic and clinical policies by the deadline posted in Exxat/Approve.

- a. **Confidentiality Form** – All students must sign a *Confidentiality Agreement* before beginning their clinical experience.

b. *Nursing Clinical Rotation Release, Waiver, and Indemnity Agreement*

All students must sign a *Nursing Clinical Rotation Release, Waiver, and Indemnity Agreement* before beginning the first clinical experience.

c. *Standard Precautions: All students must sign a form confirming* they have received instruction and will use Standard Precautions.

4. Vaccine Exemptions

Students requesting a medical or religious exemption from an influenza or COVID-19 vaccination requirement must submit appropriate supporting documentation.

For a religious exemption, students must provide documentation supporting the request, including a letter from a religious or spiritual leader, member, or other individual with personal knowledge of the student's religious beliefs explaining the belief or practice that conflicts with vaccination.

For a medical exemption, students must provide documentation from a healthcare provider describing the medical basis for the requested exemption, including applicable contraindications.

Exemption documentation must be resubmitted annually by the applicable clinical compliance deadline. Approval of an exemption by the University does not guarantee that a clinical agency will accept the exemption. Clinical agencies establish their own eligibility requirements for student participation.

The School of Nursing will make reasonable efforts to identify an available clinical placement that accepts an approved exemption. However, the School cannot guarantee an alternative clinical placement. If an appropriate clinical placement is not available, the student may be unable to complete required clinical experiences, which may affect course completion, academic progression, and completion of the BSN program.

Alternative assignments, including virtual reality or simulation experiences, cannot substitute for required in-person clinical experiences when those experiences are necessary to meet course outcomes.

5. CPR Certification

Students must maintain current American Heart Association Basic Life Support (BLS) for Healthcare Providers certification throughout the nursing program. Students must submit the required documentation of certification through Exxat/Approve.

6. Criminal Background Checks and Drug Screening

a. *Criminal Background Checks*

All students entering the nursing program must complete a criminal background check before beginning clinical coursework. Background checks must be renewed annually. Students will be directed to use Exxat/Approve to complete and submit required documentation.

b. *Drug Screening*

Drug screening may be required by the School of Nursing or an assigned clinical agency. Students must also comply with any additional criminal background check or drug screening requirements established by their assigned clinical agency.

c. *Eligibility for Clinical Placement*

Clinical agencies determine whether a student is eligible to participate in a clinical experience based on agency requirements and the results of required criminal background checks and drug screenings.

If a clinical agency declines to accept a student based on the results of a required background check or drug screening, the School of Nursing will make **one additional attempt** to place the student at another clinical agency. If the second clinical agency also declines the student, the student will be unable to complete the required clinical experience and therefore will be unable to continue in the nursing major.

d. *Fees*

Students are responsible for all costs associated with required criminal background checks and drug screenings. Students may not request assignment from a clinical agency for the purpose of avoiding a background check or drug screening requirement.

7. Clinical Agency Requirements and Mandatory Training

- Clinical agencies may establish requirements in addition to those of the School of Nursing. Students are responsible for completing all requirements associated with their assigned clinical site by the established deadlines.
- Additional requirements may include health documentation, orientation activities, regulatory training, or other agency-specific requirements. Students will be notified of these requirements as soon as practicable.
- Students may also be **required to complete annual training modules** through Universal Onboarding or another system designated by the School of Nursing or clinical agency.

8. Failure to Meet Clinical Compliance Requirements

a. *Deadlines*

Students must submit all required clinical compliance documentation and achieve full compliance by the established deadlines. Clinical compliance includes completing and verifying required immunizations, criminal background checks, drug screening, and other requirements set by the clinical agency. Students may not participate in clinical learning experiences until all requirements have been completed and verified.

Deadline	Requirement	Consequence
Wednesday before the semester begins	Submit all required clinical compliance documentation.	Failure to submit the required documentation results in a first Clinical Warning.
First Wednesday after the semester begins	Achieve full clinical compliance, including verification of all required documentation.	Failure to achieve full compliance results in a second Clinical Warning and required withdrawal from all nursing (NUR-) courses.

b. *Second Clinical Warning*

Students who receive a second Clinical Warning for failure to meet clinical compliance requirements must withdraw from all nursing (NUR-) courses through Self-Service. Students may remain enrolled in non-nursing courses, provided they meet applicable course and University requirements.

c. *Reentry*

Reentry into nursing coursework will be deferred until the next available cohort, subject to fulfillment of all clinical compliance requirements and availability of space.

d. *Withdrawal Status*

A withdrawal resulting from failure to meet clinical compliance requirements **counts as one academic withdrawal event**, regardless of the number of nursing (NUR-) courses from which the student must withdraw. This event counts toward the maximum of two academic nursing course withdrawals permitted under the Academic Progression policy.

9. Questions About Clinical Requirements

Students with questions about clinical compliance or placement requirements should contact the *Clinical Placement Coordinator*. H-ABSN students should contact the *Clinical Faculty Coordinator at the NDMU Elkridge Learning Center*.

B. Clinical Placements

1. Clinical Placement and Scheduling

Clinical learning experiences are integral to nursing education. The School of Nursing arranges clinical placements in healthcare and community settings selected to support course

outcomes and provide students with varied learning experiences. Clinical days, hours, and locations may vary by course and are based on available clinical learning opportunities and agency requirements.

Students are responsible for transportation to and from assigned clinical sites and for expenses associated with clinical participation, such as parking, agency identification badges, or other required fees.

2. Clinical Group and Placement Assignments

The School of Nursing determines clinical group and placement assignments based on course learning needs, available clinical opportunities, agency requirements, and other relevant considerations. When appropriate, the School of Nursing may assign siblings, family members, or students with close personal relationships to different clinical groups to support the learning experience.

Because clinical placements depend on agency availability and course requirements, the School of Nursing generally cannot accommodate individual placement requests based on transportation, childcare, employment location, parking costs, carpool arrangements, proximity to a preferred site, or other personal preferences.

C. Clinical Assignment and Preparation

Clinical preparation requirements are specific to each course and are described in the course syllabus and faculty instructions. Students are expected to arrive at each clinical experience prepared to provide safe, appropriate care and dressed in accordance with School of Nursing and clinical agency requirements.

Students are responsible for reviewing their clinical assignments and completing all required preparation before the clinical experience. Preparation includes the knowledge, skills, documentation, and other requirements identified by course faculty.

Attendance and punctuality are professional responsibilities. Once a clinical assignment has been made, patients, clinical agency staff, and faculty rely on the student to fulfill the responsibilities associated with that assignment. Absence, late arrival, or early departure may affect the student's ability to meet clinical course outcomes and will be reflected in the Clinical Evaluation Tool (CET), as applicable.

D. Medical Clearance and Pregnancy

Students must be able to participate safely in the academic, laboratory, simulation, and clinical activities required by the nursing program. Medical clearance may be required following a health condition or event that could affect a student's ability to meet these requirements safely.

1. Medical Clearance

When medical clearance is required, documentation from the student's healthcare provider must indicate the student's ability to participate in required learning experiences and identify any restrictions or precautions that may affect participation. Students are not required to disclose a diagnosis or other medical information beyond what is necessary to identify applicable restrictions or limitations.

If a healthcare provider recommends restrictions, the School of Nursing will work with the student and appropriate University offices to determine whether the restrictions can be accommodated while allowing the student to meet required course and clinical outcomes. The availability of a particular clinical assignment or alternative placement cannot be guaranteed.

Students remain responsible for meeting all course and program outcomes. If medically necessary restrictions prevent a student from participating in required learning experiences or meeting course outcomes, the student may need to interrupt clinical participation or adjust their academic progression until medically cleared to resume the required activities.

2. Pregnancy

Pregnancy does not, by itself, restrict a student from participating in clinical experiences. Because some clinical environments may involve potential exposure to infectious diseases, radiation, hazardous medications or substances, or other conditions that may require additional precautions during pregnancy, students who are pregnant are required to:

Notify the Associate Dean of the pregnancy and provide written medical clearance from their healthcare provider confirming their ability to participate in required clinical experiences.

Notify the course coordinator and clinical instructor for each clinical course so that applicable clinical agency requirements and safety precautions can be addressed.

Inform the Associate Dean of any medically recommended restrictions or changes in restrictions that may affect participation in clinical, laboratory, simulation, or other required learning experiences.

3. Return Following Childbirth, Injury, Surgery, or Other Health-Related Restriction

Students **must provide medical clearance before returning** to clinical, laboratory, simulation, or other required learning experiences after childbirth, injury, surgery, or another health condition that resulted in restrictions on participation.

Medical clearance **must indicate that the student may resume required activities and identify any continuing restrictions or limitations**. If restrictions remain, the School of Nursing will determine, in consultation with the appropriate University office as applicable, whether the student can safely participate and meet the required course and clinical outcomes.

E. Clinical Attendance

Attendance at clinical and simulation learning experiences is required. Students must complete required clinical experiences and demonstrate the clinical outcomes established for each course.

1. Absence and Late Arrival Notification

Students who will be absent from a clinical or simulation learning experience must notify the assigned faculty member as soon as possible before the scheduled start of the experience.

When circumstances permit, students are expected to provide at least 24 hours' notice. Notification should be made according to the communication method specified by the faculty member.

Students who anticipate arriving late must notify the assigned faculty member as soon as possible. **More than one episode of lateness may result in a Clinical Warning**, regardless of whether the faculty member was notified.

2. Excused Absences

An excused absence is an absence resulting from one of the circumstances identified below for which the student provides appropriate notification to faculty. Faculty may request documentation when applicable. Examples include:

- Death of a loved one.
- Personal illness.
- Jury duty.
- Preparations for active military duty.
- Observance of a religious holiday.
- Participation in an NCAA-sanctioned athletic event.

Faculty may request appropriate documentation to verify an excused absence, including medical documentation when applicable.

Students who anticipate an absence for a religious observance or scheduled NCAA-sanctioned athletic event must notify faculty at the beginning of the semester or as soon as the applicable schedule is known or changes. An excused absence does not eliminate the requirement to meet clinical course outcomes.

3. Unexcused Absences

An unexcused absence includes, but is not limited to:

- Absence from a clinical or simulation learning experience without notifying the assigned faculty member.
- Leaving the clinical experience before the scheduled end time without permission from the clinical faculty member.
- Being unable to participate in a clinical experience because required clinical onboarding or compliance requirements have not been completed.

Students will receive a **Clinical Warning** for an unexcused clinical absence. Repeated unexcused clinical absences may result in course failure.

4. Missed Clinical Experiences and Make-Up Requirements

All missed clinical experiences, whether excused or unexcused, may require an alternate learning experience to ensure that course and clinical outcomes are met. Depending on the course and the outcomes that must be achieved, an alternate experience may include a clinical make-up day, simulation experience, clinical observation, or other faculty-approved learning activity.

When a make-up is required, a student may make up one missed clinical day during a clinical rotation. Additional absences require review by the clinical instructor and course faculty to determine whether the student can meet the required clinical outcomes within the available course timeframe. Refer to the course syllabus for clinical make-up assignments.

The absence thresholds described below are not permitted absence allowances and do not guarantee that a student can successfully achieve the required clinical outcomes. Missing more than one clinical day in a half-semester course or more than two clinical days in a full-semester course, regardless of whether the absences are excused or unexcused, may prevent faculty from having sufficient opportunity to evaluate achievement of clinical outcomes and may result in course failure.

All required alternate or make-up experiences must be completed within the timeframe established by course faculty. When an approved make-up experience cannot be completed before the end of the course, the student may be assigned an Incomplete in accordance with applicable University and School of Nursing requirements. Course faculty will establish the timeframe for completing the required clinical experience.

5. Clinical Cancellations and Delays

When the University closes because of inclement weather or another emergency, classes, clinical experiences, and campus laboratory experiences are canceled unless otherwise communicated by the University or School of Nursing.

When the University announces a delayed opening, students may not report to clinical experiences before the University officially opens. Clinical experiences scheduled after the announced opening time will follow guidance provided by course faculty and the clinical instructor.

When a clinical experience begins before a University closure or delay is announced, course faculty and the clinical instructor will provide students with instructions regarding the clinical experience.

Clinical faculty will discuss procedures for weather-related or emergency delays with students at the beginning of the clinical rotation. Decisions regarding off-campus clinical experiences will consider both course requirements and the safety of students and faculty.

Additional learning experiences may be scheduled when necessary to support achievement of clinical course outcomes.

If a clinical faculty member must cancel a clinical experience because of illness or another emergency, the faculty member will notify students as soon as possible and arrange an appropriate make-up clinical experience or assignment.

F. Professional Appearance and Attire

1. General Expectations

Students are expected to maintain a professional appearance consistent with School of Nursing and clinical agency requirements. Uniforms should be complete, properly fitting, clean, and in good condition. Students are responsible for following the attire requirements established for each course and clinical learning environment.

Students must wear a full uniform for clinical experiences, skills validations, and simulation activities. A laboratory jacket worn over appropriate attire is required for laboratory practice days.

Faculty and clinical agency personnel may address attire or appearance that does not meet established requirements. When possible, students will be allowed to correct the attire or appearance concern before participating in the clinical learning experience. If the concern cannot be corrected or if clinical agency requirements prevent participation, the student may be unable to participate in the experience that day. The clinical evaluation process described in this section will address repeated concerns.

2. Attire for Direct Care Settings

a. Uniform

Students must wear the designated NDMU School of Nursing uniform. **Acceptable footwear** is limited to fully closed-toe, closed-heel sneakers or Dansko-style professional nursing clogs in solid white, navy, black, or brown. All footwear must be appropriate for the clinical environment. Students who are uncertain whether their footwear meets these requirements should consult with nursing faculty before wearing the shoes to a clinical setting.

Undergarments must be worn. Students working in special rotations (i.e., pediatrics, day care, mental health, long-term care, or community health) may be subject to special exceptions to the uniform dress code. Students will be notified of exceptions before the planned experience, as outlined in the specific course syllabi.

For additional warmth in the clinical environment, students may wear the designated NDMU School of Nursing scrub jacket or a plain, solid-colored, long-sleeved T-shirt in white, navy, or a blue that matches the uniform scrubs. The T-shirt must be worn underneath the uniform top and be free of logos, graphics, or other embellishments.

NDMU Picture ID badge

A **badge** must be clearly displayed for clinical experience. Students may also be required to wear an ID badge from the clinical agency to which they are assigned.

b. *Other Required Items*

Students must bring the following to the clinical practice setting: bandage scissors, curved or straight hemostat, pen with black ink, pocket-sized notebook, watch (must record seconds), pen flashlight, and stethoscope.

Jewelry – A watch with a second hand is required. Other jewelry should be limited to a band ring and a single small set of post- or stud-pierced earrings (no larger than a dime). Dangle or hoop earrings are not permitted. No jewelry is to be worn in any other pierced areas (i.e., nose, lip, eyebrow, or tongue). No other observable jewelry is allowed.

3. Grooming and Personal Appearance

- Uniforms will be clean and in good condition. Hair must be neat, controlled, kept out of the face and off the collar, and secured to prevent contamination of the work area. Make-up may be worn in moderation.
- Nails will be short and clean. Nail polish is permitted but must be in good condition – no chips or partial coverage allowed. Acrylic nails, tips, gels, or overlays are not permitted.
- Offensive tattoos must be covered. Chewing gum is not permitted.
- Proper hygiene is essential to avoid body odor. Fragrances of any kind are not permitted (e.g., perfume, strongly scented lotions). Please note that individual clinical facilities may have additional policies to follow.

4. Electronic Devices

The use of electronic devices is permitted in the clinical setting or at the Center for Caring with Technology for educational purposes only. Students must set their devices to silent mode to avoid disrupting patient care and the teaching/learning environment. The clinical instructor may advise students regarding agency policy for electronic devices in the clinical setting.

5. Professional Events and Other School of Nursing Activities

The SON considers the following clothing options as non-professional attire and unacceptable when representing the SON and/or the nursing profession in public forums, such as Lighting of the Lamp, Pinning, BSN Symposium, and community-related experiences:

- miniskirts, jeans, shorts, pajama bottoms, sweatpants, jeggings,
- slacks, skirts, or pants that expose skin at the waist,
- sweatshirts, T-shirts, tank tops, tube tops, halter tops, spaghetti-strap or off-the-shoulder tops, and
- clothes that are torn, sheer, low-cut, revealing, or tops that do not cover the waist.

6. Classroom Setting

Professional appearance is an important part of developing one's identity as a nurse and contributes to the School of Nursing's professional learning environment. Students are expected to present themselves in a manner that reflects the standards of the nursing profession and the School of Nursing.

When attending classes or other learning activities in the School of Nursing, students should wear professional attire, such as business casual clothing or the NDMU School of Nursing uniform/scrubs, along with a lab coat. Students should have their NDMU Student ID badge available when participating in School of Nursing classes and activities.

G. Center for Caring with Technology

1. Purpose and Learning Environment

The Center for Caring with Technology (CCT) provides laboratory and simulation learning experiences that support the development, practice, and demonstration of nursing knowledge and skills in a safe learning environment. These experiences emphasize preparation, practice, active participation, and reflection.

2. Student Expectations

Students are expected to attend scheduled laboratory and simulation experiences, arrive prepared, bring required supplies and equipment, and participate fully in planned learning activities. Students are expected to demonstrate professional behavior and comply with applicable course, CCT, and School of Nursing expectations.

Students participating in CCT activities should follow the *Professional Appearance and Attire* requirements described in this section. Faculty will communicate any additional attire, equipment, or preparation requirements specific to a laboratory, simulation, skills validation, or other CCT learning experience.

H. Medication and Dosage Safety

1. Dosage Calculation

In designated nursing courses, students complete medication and dosage-calculation learning activities and assessments. Students must meet the medication and dosage-calculation requirements established for the course. Requirements, including any required remediation, are identified in the course syllabus.

2. Medication Administration

Students must follow medication administration requirements established by the School of Nursing, course faculty, and the clinical agency. Students may administer medications only

in the presence of and under the supervision of the clinical instructor or approved clinical preceptor.

Unless otherwise specifically authorized by the School of Nursing and clinical agency, students may not:

- Administer IV cardioactive medications or chemotherapeutic agents.
- Administer medications during an observation experience.
- Administer controlled substances to children under two years of age.
- Administer medications by IV push.
- Initiate or titrate medication infusions, including heparin, dopamine, and insulin.
- Initiate, program, or maintain Pitocin or magnesium sulfate infusions in labor and delivery settings.
- Initiate, program, or reprogram patient-controlled analgesia (PCA) pumps.

Central-line flushing and medication administration through central lines must be consistent with School of Nursing and clinical agency requirements.

2. Medication Orders

Students may review the electronic health record for current medication orders as appropriate to their clinical assignment but may not independently obtain, transcribe, enter, acknowledge, verify, or modify medication orders. Communication regarding changes to medication orders must follow clinical agency requirements and occur through the appropriately authorized healthcare professional.

3. Medication Errors and Near Misses

Medication errors and medication-related near misses must be reported immediately to the clinical instructor and managed in accordance with clinical agency requirements and the Untoward Events and Near Misses requirements described in this section.

I. Behavior Expectations in Clinical Learning Settings

1. Safe Participation in Clinical Learning

The Maryland Nurse Practice Act states that the Nursing Program Administrator and faculty are responsible for *“developing and implementing a written plan that provides that all students participating in clinical practice settings are physically and mentally competent at all times to provide safe patient care.”*

Students participating in clinical learning experiences must demonstrate behavior consistent with safe patient care, professional nursing standards, School of Nursing expectations, and applicable clinical agency requirements.

Faculty may intervene when a student's behavior, condition, or performance raises a concern about the student's ability to participate safely in the clinical learning environment. Observable indicators of a potential safety concern may include, but are not limited to,

impaired coordination, altered speech, impaired attention or judgment, inability to follow directions, or other behavior suggesting that the student may be unable to provide safe care.

Concerns involving unsafe clinical performance are addressed through the clinical evaluation process and the *Consequences for Not Meeting Clinical Expectations* described in this section. Concerns involving suspected impairment or professional misconduct may also be addressed under applicable School of Nursing or University policies.

2. Patient Privacy and Confidentiality

Students must protect patient privacy and confidentiality in accordance with applicable law, professional nursing standards, clinical agency requirements, and School of Nursing policies. Patient information may be accessed, used, or discussed only as necessary for assigned clinical learning and must be discussed only in appropriate private settings.

Students may not photograph, record, post, transmit, or share identifiable patient or clinical information through personal devices, social media, or other unauthorized means. Concerns involving potential breaches of patient privacy or confidentiality may also be reviewed under the *Professional Conduct and Professional Behaviors Investigation and Resolution Policy* in Section XII.

3. Students enrolled in the nursing program are providing professional services during all simulation learning experiences and during all aspects of designated direct patient care learning experiences. To protect patient safety and maintain a safe learning environment, the School of Nursing reserves the authority to immediately remove a student from simulation, clinical experiences, or other educational activities if a faculty member or clinical supervisor determines that the student's behavior, condition, or performance may pose a risk to patient safety or the safety of others, whether or not actual impairment is confirmed.

Failure to comply with a faculty or clinical supervisor's directive related to safety, including a request to leave a clinical or simulation environment or to participate in required drug or alcohol screening, may constitute a violation of professional conduct standards. Refusal to comply may result in removal from the learning environment and referral for review under the *School of Nursing Professional Conduct and Professional Behaviors Investigation and Resolution Policy*.

Refer to Appendix G for additional information.

J. Clinical Learning Performance Evaluation

1. Clinical Evaluation Process

As part of experiential learning, evaluation of clinical performance is essential. The course-specific Clinical Evaluation Tool (CET) is used to evaluate the student's progress in meeting clinical course outcomes and associated clinical behaviors. The evaluation process provides students and clinical faculty with opportunities for ongoing dialogue about the student's clinical performance and progress in caring with and for patients.

Clinical faculty provide students with a weekly synopsis of clinical performance, a formative evaluation at the midpoint of the course, and a summative evaluation at the end of the course. Students also complete a self-evaluation as part of the evaluation process.

In clinical courses, students must satisfactorily demonstrate the clinical outcomes and associated behaviors identified on the CET. The final clinical evaluation indicates whether the student has met the clinical outcomes (Pass) or has not met the clinical outcomes (Fail). Students must meet all required clinical outcomes to earn a passing clinical grade.

A student who earns a passing clinical grade receives the theory grade as the final course grade. A student who earns a final failing clinical grade receives an F for the course, regardless of the theory or examination grade. Failure of either the clinical or theory component requires the student to repeat the entire course and constitutes an unsuccessful nursing course attempt for purposes of progression.

Students are expected to demonstrate professional behaviors throughout all clinical experiences. Professional behaviors that are evaluated as part of clinical performance are assessed through the CET and may affect the student's clinical grade. Concerns involving professional conduct may also be addressed under the School of Nursing's Professional Conduct and Professional Behaviors Investigation and Resolution Policy, as applicable.

2. Criteria for Clinical Evaluation

Students will earn a Satisfactory (S), Needs Improvement (NI), or Unsatisfactory (U) rating for each criterion listed under the valued ends/clinical objectives. Students who meet all objectives at the satisfactory level by the final day of clinical will pass the clinical portion of the course.

SATISFACTORY (S):

A student who receives a Satisfactory rating consistently demonstrates the level of independence and performance expected at the student's current level of progression, including the ability to perform identified behaviors, manage time and resources, provide safe care, demonstrate professional behavior consistent with the NDMU Honor Code and *ANA Code of Ethics for Nurses*, and communicate effectively with faculty, patients, members of the healthcare team, and other students. Refer to the CET for specific criteria.

NEEDS IMPROVEMENT (NI):

A student who receives a Needs Improvement rating requires additional guidance, assistance, or development in one or more areas of clinical performance, including performing identified behaviors, managing time and resources, providing safe care, demonstrating professional behavior, or communicating effectively. Refer to the CET for specific criteria.

A rating of NI in any area will result in a written Plan for Success. All NI ratings must be resolved by the end of the clinical rotation.

UNSATISFACTORY (U):

A student who receives an Unsatisfactory rating does not consistently demonstrate, despite appropriate guidance, remediation, or coaching, the level of performance expected in one or more areas of clinical performance, including performing identified behaviors, managing

time and resources, providing safe care, demonstrating professional behavior, or communicating effectively. Refer to the CET for specific criteria.

A rating of U in any area will result in a Clinical Warning and a written Plan for Success. All U ratings must be resolved by the date identified in the Plan for Success, which may or may not coincide with the end of the clinical rotation. Repeated behaviors requiring Clinical Warnings may result in clinical course failure. Students must meet with the course coordinator within 48 hours of receiving a Clinical Warning, unless otherwise directed by the course coordinator.

3. Serious Clinical Performance and Professional Conduct Concerns

Certain behaviors may raise serious concerns regarding patient safety, clinical performance, or adherence to professional standards and may require immediate review. These concerns may arise independently of the student's current CET rating.

Examples include, but are not limited to:

- Conduct that compromises or interferes with safe patient care.
- Failure to report a patient-care error, safety event, or other incident as required.
- Falsification or misrepresentation of clinical documentation or information.
- Conduct that violates professional boundaries or other professional or ethical standards.
- Leaving an assigned clinical or laboratory setting without authorization.
- Inability to perform required clinical activities safely.
- Failure to follow applicable School of Nursing, clinical agency, or professional practice requirements.

Concerns involving potential professional misconduct may also be referred for review under the *Professional Conduct and Professional Behaviors Investigation and Resolution Policy* in Section XII.

K. Consequences for Not Meeting Clinical Expectations

1. Clinical Warnings

A Clinical Warning may be issued when a student does not meet established clinical course expectations. Circumstances that may warrant a Clinical Warning include, but are not limited to:

- Not meeting clinical attendance requirements.
- Demonstrating unprofessional or inappropriate behavior in the clinical setting.
- Not completing required clinical assignments or activities.
- Arriving inadequately prepared for a clinical experience.
- Demonstrating unsatisfactory performance on clinical assignments or activities.
- Not adhering to patient privacy or confidentiality requirements.
- Not adhering to clinical dress requirements.
- Receiving an Unsatisfactory (U) rating on the Clinical Evaluation Tool.

Clinical Warnings provide formal documentation that a student is not meeting established clinical course expectations, identify the areas requiring improvement, and provide an opportunity for the student to demonstrate satisfactory performance.

Repeated Clinical Warnings may result in clinical course failure. Because clinical courses vary in length, structure, and clinical hours, the number of Clinical Warnings that results in course failure is specified in the individual course syllabus.

Depending on the nature or severity of the concern, the matter may also be referred for review under the ***Professional Conduct and Professional Behaviors Investigation and Resolution Policy in Section XII***. Issuance of a Clinical Warning does not preclude action under that policy.

2. Serious or Immediate Concerns

A Clinical Warning is not required before immediate action is taken when a concern involves serious unsafe practice, a significant breach of professional or ethical standards, or other conduct requiring immediate review. Such concerns may be addressed under the ***Professional Conduct and Professional Behaviors Investigation and Resolution Policy*** in Section XII and may result in additional consequences, as applicable.

3. Removal from the Clinical Setting

A student may be directed to leave the clinical setting when the student is unable to participate safely or meet the expectations of the clinical experience. Reasons may include, but are not limited to:

- Inadequate preparation for the assigned clinical experience.
- Inability to demonstrate or apply knowledge and skills expected at the student's current level of progression.
- An observed condition or behavior that raises concern about the student's ability to participate safely.
- Performing or attempting to perform nursing interventions under the supervision of someone other than the assigned NDMU nursing faculty member without prior permission.
- Failure to follow applicable School of Nursing, University, clinical agency, or course policies and procedures.

Being directed to leave a clinical experience may affect the student's clinical evaluation and ability to meet course requirements and may result in further action under applicable School of Nursing policies.

L. Untoward Events and Near Misses

1. Untoward Events

Untoward events include acts or omissions that result in, or have the potential to result in, harm to a patient, student, or other individual in the clinical setting. When an untoward event occurs, the student must immediately notify the clinical instructor. Required incident

documentation must be completed and submitted according to School of Nursing and clinical agency procedures.

2. Near Misses

A near miss is an event in which an error or potential safety concern is identified before it reaches or harms the patient. Near misses must be reported promptly to the clinical instructor and documented in accordance with School of Nursing and clinical agency requirements.

M. Practicum Experience

1. Purpose of the Practicum

The fourth-semester practicum provides students with an opportunity to become more familiar with the responsibilities, workload, and professional role of the registered nurse. The practicum supports the transition from student to professional nurse as students prepare to graduate and enter nursing practice.

2. Practicum Placement Process

The School of Nursing coordinates practicum placements with healthcare and community partners based on available sites, preceptors, and appropriate learning opportunities. Students with specific placement interests should communicate their requests to the practicum faculty rather than contacting the *Clinical Placement Coordinator*, clinical agency, or potential preceptor directly.

The School of Nursing will make reasonable efforts to consider student interests; however, placement in a particular clinical agency, unit, specialty, shift, or geographic location cannot be guaranteed.

3. Preceptor and Scheduling Expectations

Students are assigned to an approved preceptor and complete the required practicum hours in a hospital, community, or other approved clinical setting. Students are responsible for coordinating their practicum schedule with their preceptor. They must be prepared to accommodate the preceptor's assigned schedule, which may include day, evening, or night shifts and weekday or weekend hours.

Students work with their preceptor and Practicum faculty to meet course and clinical learning outcomes and applicable School of Nursing requirements.

4. Placement Considerations

Practicum placements are determined based on available clinical opportunities, agency requirements, student learning needs, and relevant academic and clinical performance. Factors such as academic performance, Clinical Evaluation Tool (CET) feedback, Clinical Warnings, subsequent improvement, and the student's current academic and clinical standing may be considered.

Once assigned to a practicum placement, students must complete all required agency onboarding, orientation, and training within established deadlines. Failure to complete these requirements may result in loss of the placement and may affect the student's ability to complete the practicum course.

XII. BEHAVIOR STANDARDS

In This Section

This section describes the professional behavior expected of nursing students and the process used to review and resolve concerns involving potential breaches of professional conduct.

- A. Professionalism and Professional Behavior
- B. Relationship with University Policies
- C. Professional Conduct and Professional Behaviors Investigation and Resolution Policy
- D. Professional Conduct Review and Resolution Process
- E. Related Professional Conduct Provisions

A. Professionalism and Professional Behavior

Professionalism develops throughout nursing education and shows in how students communicate, interact with others, approach their responsibilities, and respond to feedback and challenges. Students are expected to demonstrate professional behavior in academic, laboratory, simulation, clinical, online, and other learning environments.

1. Communication and Interpersonal Interactions

Professional behavior includes:

- Communicating respectfully, appropriately, and effectively in verbal, nonverbal, written, and electronic interactions.
- Engaging constructively in dialogue and demonstrating openness to differing perspectives and experiences.
- Treating patients, families, peers, faculty, staff, and others with respect, fairness, and consideration.
- Working cooperatively with others and addressing disagreement professionally.
- Demonstrating honesty and integrity in interactions and communication.

2. Professional Responsibility and Work Ethic

Professional behavior also includes:

- Being punctual, reliable, prepared, and accountable for one's actions and responsibilities.
- Demonstrating ethical behavior and producing work consistent with expected academic and professional standards.
- Accepting constructive feedback and using it to improve performance and professional development.
- Taking responsibility for one's learning, seeking assistance when needed, and following through on responsibilities.
- Demonstrating appropriate judgment and professional behavior during challenging or stressful situations.

3. Social Media and Electronic Communication

Nursing students are expected to use social media and other forms of electronic communication in a manner consistent with professional, ethical, privacy, and confidentiality

standards. These expectations apply to social media platforms, messaging applications, websites, online forums, and other current or emerging forms of electronic communication.

Students must maintain appropriate professional boundaries and protect the privacy and confidentiality of patients, families, peers, faculty, staff, clinical agencies, and others encountered through their nursing education.

Students may not:

- Photograph, record, post, transmit, or share patient information, images, or information obtained through a clinical or other learning experience when doing so could violate privacy, confidentiality, or clinical agency requirements.
- Take photographs or recordings in clinical or other practice settings unless specifically authorized.
- Communicate with patients or their family members through personal social media accounts in a manner that violates professional boundaries.
- Represent themselves as speaking on behalf of Notre Dame of Maryland University or the School of Nursing unless authorized to do so.
- Use social media or electronic communication in a manner that violates applicable University, School of Nursing, clinical agency, or professional conduct requirements.
- Use social media during direct patient care or other learning activities when its use is not authorized or interferes with participation in the learning experience.

Students are responsible for understanding that information shared electronically may be copied, redistributed, or remain accessible even after it has been deleted. Concerns involving social media or electronic communication may be reviewed under the **Professional Conduct and Professional Behaviors Investigation and Resolution Policy** and other applicable University or School of Nursing policies.

For additional guidance regarding professional use of social media, students may consult resources provided by the National Council of State Boards of Nursing (NCSBN).

B. Relationship with University Policies

Students in the School of Nursing are expected to comply with applicable University policies, including the *Honor Code*, Academic Integrity/Misconduct Policy, and University Behavior Standards. Refer to Appendix F: *NDMU Student Handbook*, August 2024

<https://www.ndm.edu/student-handbook>

When a reported concern involves a potential breach of professional nursing conduct or professional standards, the School of Nursing's **Professional Conduct and Professional Behaviors Investigation and Resolution Policy** may apply.

When a reported concern may fall under both University policy and School of Nursing professional standards, the School of Nursing will consult with the appropriate University office to determine the applicable review process. Professional nursing standards may be considered in addition to applicable University requirements.

C. Professional Conduct and Professional Behaviors Investigation and Resolution Policy

1. Purpose and Scope

This policy establishes the process used by the School of Nursing to review and resolve concerns involving alleged breaches of professional conduct or professional standards. Because nursing is a practice profession involving patient care and preparation for professional licensure, students are expected to meet professional and ethical standards throughout the nursing program.

This policy is distinct from the clinical performance evaluation process described in **Section XI: Clinical Learning Experiences Guidelines**. The Clinical Evaluation Tool (CET) and related clinical course processes evaluate clinical performance. When a concern involves conduct that may constitute a breach of professional, ethical, safety, or behavioral standards, the concern may be reviewed under this policy.

Some situations may involve both clinical performance and professional conduct. In those circumstances, the School of Nursing may address the student's clinical performance under Section XI and review the professional conduct concern under this policy, as applicable.

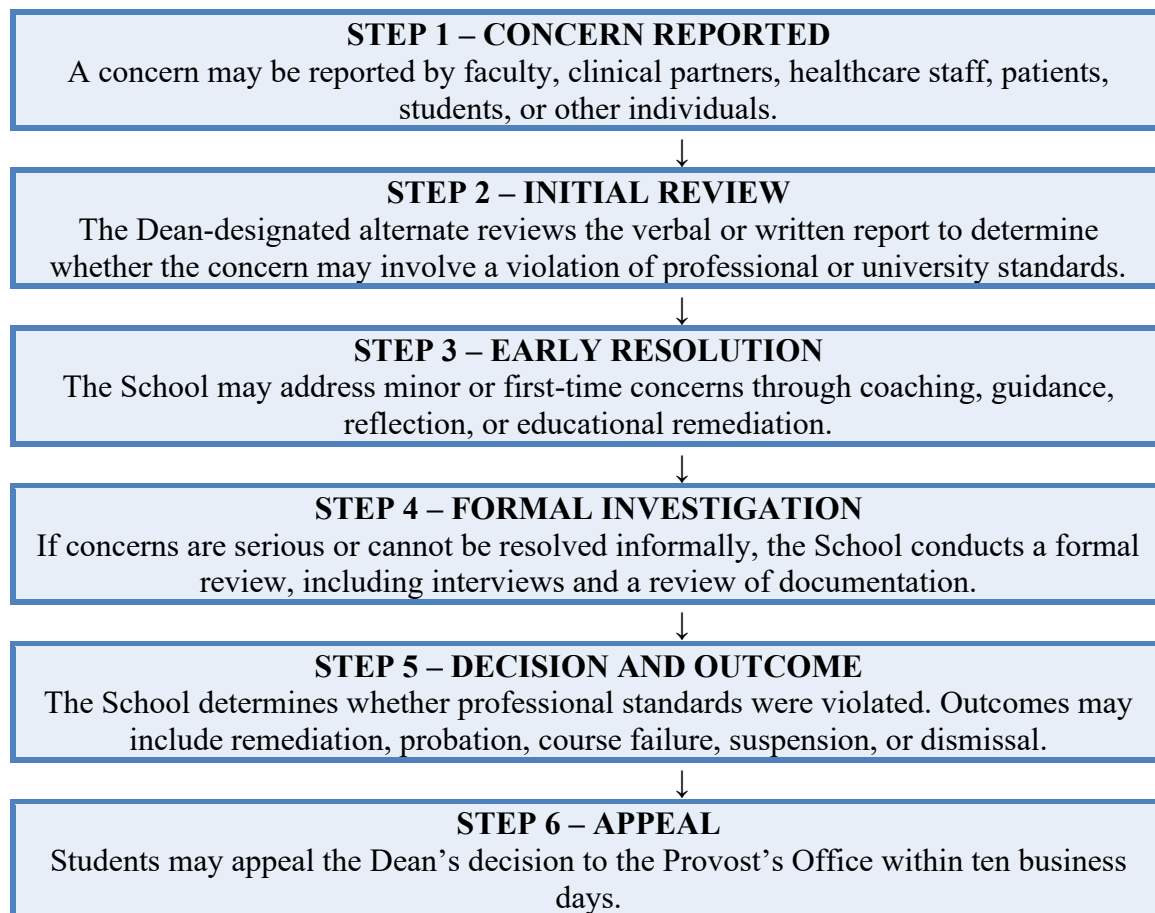
Immediate removal from a clinical learning experience for safety or clinical performance reasons under Section XI does not, by itself, constitute a determination that the student violated this Professional Conduct Policy.

2. Professional Conduct Review Process-at-a-Glance

Temporary Restrictions During a Review

While a concern is being reviewed, the Dean or designee may temporarily restrict a student's participation in clinical experiences or other learning activities when necessary to protect patient safety or maintain a safe and respectful learning environment. These restrictions are precautionary and do not mean that the student has been found responsible for any alleged misconduct.

The flowchart below illustrates the review process.



3. Professional Standards Expected of Nursing Students

Nursing students are preparing to enter a trusted profession. As such, students are expected to demonstrate professional behavior consistent with nursing ethical standards and the School of Nursing's expectations.

Professional standards include:

- Demonstrating honesty, integrity, and accountability.
- Treating patients, families, faculty, staff, and peers with respect.
- Protecting patient confidentiality and privacy.
- Following applicable patient-safety requirements and professional standards.
- Communicating professionally and respectfully.
- Accepting feedback and demonstrating a willingness to learn and improve.
- Maintaining appropriate professional boundaries.
- Demonstrating readiness for safe and ethical nursing practice.

These expectations apply in all learning environments, including classrooms, simulation laboratories, clinical placements, and online communications.

4. Potential Breaches of Professional Conduct

The following examples illustrate conduct that may raise concerns regarding a student's adherence to professional, ethical, safety, or behavioral standards. The examples are illustrative and are not exhaustive. A reported concern does not, by itself, establish that a student violated professional standards. Concerns are reviewed in accordance with the procedures described in this policy.

a. *Patient Safety and Clinical Practice*

- Performing clinical skills or administering medications without appropriate supervision or authorization.
- Failing to follow clinical safety procedures.
- Falsifying or inaccurately documenting patient information.
- Violating patient privacy or confidentiality.
- Practicing or appearing in clinical settings while impaired or under the influence of alcohol, drugs, or substances that affect safe clinical judgment.
- Engaging in conduct inconsistent with applicable professional nursing standards or professional boundaries.

b. *Professional Integrity*

- Cheating, plagiarism, or misrepresenting one's own work in assignments related to clinical learning experiences.
- Falsifying clinical hours or documentation.
- Misrepresenting information related to clinical learning experiences.

Academic integrity concerns are addressed under the applicable University academic integrity process. When the same conduct also raises a distinct concern regarding professional nursing standards, the professional conduct component may also be reviewed under this policy.

c. *Professional Communication and Interpersonal Conduct*

- Engaging in threatening, abusive, discriminatory, harassing, disruptive, or seriously disrespectful behavior toward patients, families, faculty, staff, clinical personnel, peers, or others.
- Using written, verbal, electronic, or social media communication inconsistent with professional nursing standards.
- Sharing patient or clinical information in violation of privacy, confidentiality, or clinical agency requirements.
- Using electronic devices during clinical activities in a manner that compromises patient care, professional responsibilities, or clinical agency requirements.

d. *Professional Responsibilities*

Conduct involving professional responsibilities may constitute a professional conduct concern when the behavior is serious, repeated, intentional, or otherwise raises concerns regarding the student's readiness for safe and ethical professional practice.

Examples:

- Repeated or significant failure to fulfill professional responsibilities after prior guidance or corrective action.
- Failure to follow faculty or clinical agency directives when the failure creates or could create a safety, ethical, or professional concern.
- Serious or repeated disregard of School of Nursing or clinical agency requirements.

5. Professional Judgment and Scope of Authority

The examples of professional conduct concerns described in this policy are illustrative and are not intended to represent a complete list of behaviors that may raise concerns about professional standards. The School of Nursing reserves the right to review and address conduct that may affect patient safety, professional integrity, or readiness for nursing practice, even if the behavior is not specifically listed in this policy.

D. Detailed Conduct Review and Resolution Process

The Dean may designate the Associate Dean, a faculty member, or another appropriate University representative to carry out responsibilities under this policy. Individuals designated to conduct a review or investigation must be able to serve impartially and have no conflict of interest related to the matter under review. The Dean retains oversight of the process and may assume responsibility for any stage of the review.

Temporary Restrictions During a Review

While a concern is being reviewed, the Dean or designee may temporarily restrict a student's participation in clinical experiences or other learning activities when necessary to protect patient safety or maintain a safe and respectful learning environment. These restrictions are

precautionary and do not mean that the student has been found responsible for any alleged misconduct.

1. Step 1-Report of Concern

Concerns about professional conduct may be reported by faculty, staff, clinical partners, students, or other individuals. Reports may be submitted verbally or in writing to a faculty member, program director, Associate Dean, Dean-designated alternate, or the Dean. Reported concerns will be documented in writing to support an accurate review. The Dean or Dean-designated alternate will review the reports.

2. Step 2-Initial Review

The Dean or Dean-designated alternate conducts an initial review to determine whether the concern may involve a violation of professional standards or University policy. Following the initial review, the Dean or Dean-designated alternate may: (1) dismiss the concern if insufficient information exists to warrant further review; (2) address the matter through early resolution; or (3) refer the matter for formal investigation. If the concern does not require further review, it may be addressed through advising, guidance, or educational support.

3. Step 3-Early Resolution (When Appropriate)

Some concerns may be addressed through early resolution before initiating a formal investigation. This may occur when the concern involves a minor or first-time issue that guidance, coaching, or professional development can reasonably address.

Early resolutions may include conversations with faculty, written reflection, professional development activities, or other educational actions designed to support the student's growth.

Early resolution outcomes will be documented in the student's confidential advising record or another University-approved secure location accessible only to authorized personnel, consistent with applicable University policies.

If the concern cannot be resolved through early resolution or involves serious issues such as patient safety or ethical misconduct, the matter may proceed to a formal investigation.

4. Step 4-Formal Investigation

If further review is required, the School of Nursing will conduct a formal investigation. The investigation may be conducted by the Dean, the Associate Dean, a faculty member, or another University representative designated by the Dean, consistent with the impartiality and conflict-of-interest requirements established in this policy.

When the initial review determines that a formal investigation is warranted, the Dean or Dean-designated alternate will provide the student with a written Notice of Investigation. The notice will describe the concern being reviewed and advise the student of their rights under this policy, including the right to:

- Receive a prompt, fair, and impartial investigation.
- Provide relevant documents, witnesses, and other information for consideration.

- Have an *Academic Success and Advising Professional* of their choice present during the investigative interview to provide support and advice. The *Academic Success and Advising Professional* may not speak or act on the student's behalf.

The investigation may include interviews with individuals involved and a review of relevant documents or information. Students are expected to cooperate with the investigation process and to provide truthful and complete information. Official communication with the student will occur through the student's NDMU email address in accordance with University policy.

If a student declines to participate or fails to respond to requests for information, the School of Nursing may proceed with the review and render a determination based on the available information.

5. Step 5-Decision and Outcomes

Following completion of the investigation and review of the findings, the Dean or the Dean's designee determines whether a violation of professional standards occurred. In reaching a determination, the Dean may consult with Student Life, other appropriate University officials, or individuals with relevant expertise, as needed. The determination is based on a preponderance of the evidence, meaning that it is more likely than not that the alleged conduct occurred.

Possible outcomes may include, but are not limited to, remediation, probation with a remediation plan, course failure, suspension, or dismissal from the program. Participation in the School of Nursing program is contingent upon continued demonstration of academic competence, professional conduct, and readiness for professional practice. Continued enrollment and progression in the program are *not* guaranteed and depend on meeting program expectations and outcomes.

The Dean or designee will notify the student in writing of the determination, any resulting sanctions or required corrective actions, and the applicable appeal process. The written notification will be sent to the student's NDMU email address.

6. Step 6-Appeal

Students may appeal the Dean's decision by submitting a written appeal to the Provost's Office within ten (10) business days of receiving the final decision issued by the Dean or the Dean's designee.

An appeal may not be based solely on dissatisfaction with the decision. Grounds for appeal are limited to the following:

- **Procedural errors** that materially affected the outcome of the review or investigation;
- **New information** that was not reasonably available at the time of the investigation and that could significantly affect the outcome; or
- **Disproportionate outcome**, where the decision or sanction is substantially disproportionate to the nature or severity of the concern.

The Provost or designee will review the appeal and may uphold the original decision, modify the outcome, or return the matter to the School of Nursing for further review. The student will be notified of the appeal decision in writing through their NDMU email address. The Provost's decision is final under this School of Nursing policy.

E. Related Professional Conduct Provisions

1. Clinical Agency Action

Clinical agencies have independent authority to determine whether a student may participate in clinical learning within their facilities. When a clinical agency restricts or removes a student's participation based on an alleged professional conduct concern, the School of Nursing may review the underlying conduct under this policy.

The academic consequences of a student's inability to complete required clinical experiences are addressed under **Section XI, *Clinical Learning Experiences Guidelines***. A clinical agency's independent decision to restrict or remove a student's participation is not subject to appeal through the School of Nursing. However, any separate decision or academic consequence imposed by the School of Nursing remains subject to the applicable School of Nursing review or appeal process.

2. Licensure Eligibility

Completion of the nursing program does not guarantee eligibility for licensure or certification. The Maryland State Board of Nursing independently determines licensure eligibility and may consider factors such as criminal history, ethical conduct, and professional behavior.

3. Reinstatement Following Dismissal

Students dismissed from the nursing program for professional misconduct are not automatically eligible for reinstatement. Consistent with the one-reinstatement limit established in Section VII, *Academic Progression → Academic Dismissal and Reinstatement*, the Dean or designee determines whether a reinstatement request is eligible for consideration on a case-by-case basis. If permitted, the student must submit a written request outlining the basis for reinstatement and evidence of readiness to meet program standards.

4. Records and Confidentiality

The School of Nursing will maintain records related to reviews, decisions, and appeals in accordance with University record retention policies and applicable privacy regulations. Information will be handled in accordance with the Family Educational Rights and Privacy Act (FERPA) and other applicable privacy regulations. Records may include reports, investigation notes, correspondence, and decisions.

Reviewed and Approved at C3: 3.6.2026
Updated for AY26-27

XIII. RESOURCES, SERVICES, AND FACILITIES

In This Section

This section provides information about University and School of Nursing resources, services, facilities, and organizations available to support students throughout the nursing program. Refer to the webpage for a list of student services and resources. [Student Services](#) and [Explore Resources](#)

A. Student Support

1. Accessibility Support Services

Students with a documented disability or health condition that affects learning may request academic accommodations through **Accessibility and Health Promotion (AHP)**. Students who believe they may need accommodations are encouraged to begin the process early because documentation and evaluation may take time.

Students requesting accommodations for the first time must contact Accessibility and Health Promotion and provide the required documentation. AHP will review the documentation with the student and determine appropriate accommodations.

Once accommodations are approved:

- The student is responsible for providing the **accommodation memo to each course faculty member**.
- Students should provide the memo **as early as possible and before accommodations are needed for an examination, assignment, or other course requirement**.
- Faculty may meet with the student to clarify how approved accommodations will be implemented in the course.
- Accommodations cannot be applied retroactively to examinations, assignments, or other course requirements already completed.

For current information about requesting accommodations, documentation requirements, and contact information, visit the **NDMU Accessibility webpage**: [Office of Accessibility](#)

2. Counseling Center

The **Counseling Center** provides confidential counseling and other mental health and wellness services to NDMU students. Services may include individual and group counseling, consultation, referrals, and educational programs and workshops.

Students are encouraged to seek assistance when personal, emotional, or other concerns affect their well-being or academic experience.

For current services, eligibility, appointments, and contact information, see the **Counseling Center webpage**: [Counseling Center](#).

3. Financial Aid Office

The **Financial Aid Office** assists students with financial aid, including scholarships, grants, loans, and other forms of financial assistance. Students should contact Financial Aid directly with questions about their individual financial aid eligibility, awards, or the financial aid implications of changes in enrollment.

For current information and contact information, see the **Financial Aid webpage**: [Financial Aid](#)

4. Student Life, Case Management and Community Standards

The **Division of Student Life** provides programs, services, and resources that support student well-being, engagement, inclusion, and success.

The **Office of Case Management & Community Standards** provides support and referrals for students of concern and administers University student conduct processes in accordance with applicable University policies. The Office also works with other University offices on matters involving student conduct, discrimination, harassment, and community standards.

For information about Student Life services, see the **Student Life webpage**: [Student Life](#).

B. Academic and Technology Resources

1. Loyola/Notre Dame Library

The **Loyola/Notre Dame Library** provides students with access to resources that support coursework, research, and evidence-based practice. Resources include books, journals, electronic databases, research guides, and interlibrary loan services. Current students may access many electronic resources both on and off campus.

Librarians are available to assist students with locating and evaluating information, conducting literature searches, and using library resources.

For current Library resources, services, hours, and contact information, visit the **website**: [Loyola-Notre Dame Library](#)

2. Student Success Center

NDMU provides **in-person and virtual academic support** through University tutoring services. Available resources may include peer tutoring, writing assistance, academic coaching, workshops, and other academic support.

Students should consult the University tutoring website for current services, eligibility, hours, and appointment information. Availability of tutoring varies by course and subject area.

Nursing-specific academic support is provided through the School of Nursing's CARE Program. H-ABSN students also have access to academic support available through the Elkridge Learning Center. **See Section III, Curriculum**, for additional information about these resources.

For current information or to schedule an appointment, visit the **Tutoring & Writing Assistance webpage**: [Tutoring & Writing Assistance Center](#)

3. Information Technology Help Desk

The **Information Technology Help Desk** assists with University technology, including NDMU email, Canvas for the TBSN and on-ground ABSN programs, and other University systems, campus software, account access, and general technology issues. The Help Desk also provides information and assistance related to NDMU identification cards.

For current services, hours, and contact information, visit the **Information Technology webpage**: [Information Technology](#).

4. Campus Technology Resources

NDMU provides students with access to campus technology resources, including computers, internet access, printing, and University-supported software and systems. These resources are available at designated locations across campus.

For current information about available technology resources, locations, access, and support, visit the **NDMU Information Technology webpage**: [Information Technology](#).

5. Elkridge Learning Center Technology Resources

The **Elkridge Learning Center** provides technology resources for H-ABSN students, including **Chromebooks** for on-site online testing, internet access, and free printing.

C. Campus Services and Facilities

1. Bookstore

The NDMU Bookstore is located on the lower level of Caroline and offers school supplies, snacks, apparel, and other personal items during the academic year. Please note that in-person hours are limited.

Online Bookstore: Students can purchase apparel, spirit wear, and textbooks online from the [NDMU Bookstore](#).

For inquiries about merchandise orders, hours, or other bookstore matters, please email the bookstore at bookstore@ndm.edu.

2. Food Service

The University provides dining services at the **Doyle Dining Hall and Gator Grind**. Meal plans and other payment options are available in accordance with University dining policies.

Students whose School of Nursing requirements, such as class, simulation, clinical, or other required learning experiences, prevent them from accessing the dining hall during regular hours may use the **Gator To-Go** option when eligible. An active meal plan in the system is required to utilize this option. [Touchnet for Ordering](#)

For current dining hours, menus, meal-plan information, and Gator To-Go procedures, visit the **Doyle Dining Services webpage**: [Doyle Dining Services](#).

3. Parking

Students on the main campus must register their vehicle with the Public Safety/Security office located in the front hallway of Caroline. Students may park in any area designated for student parking, except those posted as reserved. No parking is allowed in areas designated by white-painted curbs or in non-traditional parking lanes. Illegally parked or unregistered cars may be ticketed or towed at the owner's risk and expense. A student's grades may be withheld until outstanding parking tickets are paid.

Students at the Elkridge Learning Center have access to free parking on-site. No vehicle registration is required.

D. Student Engagement and Professional Development

1. Student Association of Nursing at Notre Dame

The *Student Association of Nursing at Notre Dame (SANND)* is NDMU's local chapter of the National Student Nurses' Association (NSNA). SANND provides nursing students with opportunities for leadership, professional development, service, scholarship, and engagement with fellow nursing students.

With support from School of Nursing faculty and staff, student leaders organize meetings, activities, and special events throughout the academic year.

2. Career Center

The **Career Center** supports students and alums in preparing for employment and career development. Services include assistance with résumés and other job-search materials, interviewing, career planning, and identifying employment, internship, and experiential learning opportunities.

The Career Center also provides access to **Handshake**, which connects students with employers and career opportunities.

For current services, resources, and contact information, visit the **Career Center webpage:** [Career Center](#).

3. Mission and Ministry

The Office of Campus Ministry supports the spiritual development and well-being of the NDMU community and advances the faith tradition and mission of the University. Campus Ministry welcomes students of all faith traditions and backgrounds and provides opportunities for worship, prayer, reflection, retreats, spiritual direction, service, and community engagement.

Students are encouraged to participate in programs and opportunities that support spiritual growth, connection, service, and engagement with the University community. For current programs, opportunities, and contact information, visit the NDMU Mission and Ministry webpage.

For additional information about Campus Ministry and current programs and opportunities, visit the **NDMU Campus Ministry webpage:** [Mission and Ministry](#).

APPENDICES

APPENDIX A

TRADITIONAL BSN PROGRAM CURRICULUM PLAN

For Students Admitted in Fall 2025 and Who Remain In Progression

FALL			SPRING		
FIRST YEAR – FIRST SEMESTER			FIRST YEAR – SECOND SEMESTER		
General Education			CHM 108 or CHM 110	Survey of General, Organic & Biochemistry or General Chemistry	4
NDMU100	Perspectives on Education and Culture	4	General Education		
MAT 100	Algebraic Applications OR	4	PSY 101	Introduction to Psychology	3
MAT 103	Applied Algebra (unless waived)	3	ENG	English Literature Requirement	3
ENG 101	College Writing	3	BIO 111	Fundamentals of Biology	4
HIS	History requirement	3	PHL 201	Introduction to Philosophy	3
13/14 Credits			17 Credits		
SECOND YEAR – FIRST SEMESTER			SECOND YEAR – SECOND SEMESTER		
SOC 101	Introduction to Sociology	3	BIO-253	General Microbiology	4
BIO 201	Human Anatomy and Physiology I	4	BIO 202	Human Anatomy & Physiology II	4
NUR 250	Nutrition for Wellness	3	PSY 233	Human Growth & Development	3
General Education			General Education		
RST 105	Religion and the Big Question	3	MAT-215	Basic Statistics	3
PHL 339	Ethics	3		Diversity/Intercultural or Becoming an Engaged Citizen Elective	3
16 Credits			17 Credits		
THIRD YEAR – FIRST SEMESTER			THIRD YEAR – SECOND SEMESTER		
NUR 301	Holistic Health Assessment	4	NUR 304	Health Aging	3
NUR 303	Nursing Informatics	2	NUR 311	Professional Nursing Care of the Adult I	4
NUR 305	Foundations of a Caring Profession	5	NUR 307	Research in Nursing Practice	3
NUR 310	Pathopharmacology	4	NUR 308	Professional Nursing Care: Psychiatric/Mental Health	4
15 credits			General Education		
				Foreign Language Requirement	3
			17 Credits		
FOURTH YEAR – FIRST SEMESTER			FOURTH YEAR – SECOND SEMESTER		
NUR 408	Professional Nursing Care: Maternal and Newborn	4	NUR 431	Community Health Nursing	5
NUR 409	Professional Nursing Care of the Adult II	4	NUR 441	Caring Approaches in Nursing Leadership and Practice	4
NUR 417	Professional Nursing Care: Children and Families	4	NUR 461	Clinical Practicum	6
General Education			15 Credits		
Fine Arts	Fine Arts Gen Ed	3			
15 Credits					
			Total General Education Credits		45/46
			Total Nursing Major Prerequisites		25
			Total Nursing Credits		56

APPENDIX B

TRADITIONAL BSN PROGRAM CURRICULUM PLAN

For Students Admitted Fall 2026

FALL			SPRING		
FIRST YEAR – FIRST SEMESTER			FIRST YEAR – SECOND SEMESTER		
General Education			General Education		
NDMU-100	Perspectives on Education and Culture	2	CHM-108 or 110	Survey of General, Organic & Biochemistry	4
BIO-111	Fundamentals of Biology	4	ENG-	English Literature Requirement* May also meet a Diversity or Intercultural gen ed	3
ENG-101	College Writing	3	PHL-201	Introduction to Philosophy	3
MAT-100	Algebraic Applications OR	3	PSY-101	Introduction to Psychology	3
MAT-103	Applied Algebra (unless waived)*				
	History*	3		Artistic Expression Requirement*	3
	Becoming an Engaged Citizen* if not met by the History requirement	3			
18 credits			16 credits		
SECOND YEAR – FIRST SEMESTER			SECOND YEAR – SECOND SEMESTER		
General Education			General Education		
BIO-201	Human Anatomy and Physiology I	4	BIO-202	Human Anatomy & Physiology II	4
PHL-339	Ethics	3	BIO-253	General Microbiology	4
NUR-250	Nutrition for Wellness (online)	3	PSY-233	Human Growth & Development	3
RST-105	Religion and the Big Question	3	MAT-215	Basic Statistics	3
	Diversity or Intercultural* Will need a 3 rd course if not met by the English Literature course	3	SOC-101	Introduction to Sociology	3
16 Credits			17 Credits		
THIRD YEAR – FIRST SEMESTER			THIRD YEAR – SECOND SEMESTER		
NUR-301	Holistic Health Assessment	4	NUR-307	Research in Nursing Practice	3
NUR-305	Foundations of a Caring Profession	5	NUR-308	Professional Nursing Care: Psychiatric/Mental Health	4
NUR-317	Introduction to Nursing: Essential Principles and Caring Practices	2	NUR-310	Pathopharmacology	4
NUR-318	Professional Nursing Care: Promoting Healthy Aging	4	NUR-311	Professional Nursing Care of the Adult I	4
15 Credits			LSP 150	Foreign Language Requirement*	3
			18 Credits		
FOURTH YEAR – FIRST SEMESTER			FOURTH YEAR – SECOND SEMESTER		
NUR-408	Professional Nursing Care: Maternal and Newborn	4	NUR-431	Community Health Nursing	4
NUR-417	Professional Nursing Care: Children and Families	4	NUR-441	Caring Approaches in Nursing Leadership and Practice	4
NUR-421	Professional Nursing Care of the Complex Adult I (Term A)	2	NUR-461	Clinical Practicum	6
NUR-422	Professional Nursing Care of the Complex Adult II (Term B)	2			
12 Credits			14 Credits		
			Total Nursing Major Prerequisites		25
			Total Nursing Credits		56

APPENDIX C

ACCELERATED BSN (ABSN and H-ABSN) CURRICULUM PLAN

Effective for all Students Admitted Summer 2026 and Prior

CREDITS AWARDED FOR BACHELOR'S DEGREE		90 Credits	
REQUIRED PRE-ENTRANCE COURSES		REQUIRED PRE-ENTRANCE COURSES	CR
MAT-215 Basic Statistics	CR	BIO-202 Anatomy & Physiology II	4
CHM-108 Survey of General, Organic, & Biochemistry or CHM-110 General Chemistry	3	PHL-xxx Any Ethics	3
BIO-253 Microbiology	4	<i>Total credits maximum</i>	22
BIO-201 Anatomy & Physiology I	4	<i>Credits vary depending on coursework</i>	
NURSING COURSES	Cr		Cr
SEMESTER 1		SEMESTER 2	
NUR-301 Holistic Health Assessment	4	NUR-304 Healthy Aging	3
NUR-303 Nursing Informatics	2	NUR-307 Nursing Research	3
NUR-305 Foundations of a Caring Profession	5	NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-310 Pathopharmacology	4	NUR-311 Professional Nursing Care of The Adult I	4
<i>Total</i>	<i>15</i>	<i>Total</i>	<i>14</i>
SEMESTER 3	Cr	SEMESTER 4	Cr
NUR-408 Professional Nursing Care: Maternal and Newborn Nursing	4	NUR-431 Community Health Nursing	5
NUR-409 Professional Nursing Care of the Adult II	4	NUR-441 Caring Approaches in Nursing Leadership and Practice	4
NUR-417 Professional Nursing Care: Children and Families	4	NUR-461 Clinical Practicum	6
<i>Total</i>	<i>12</i>	<i>Total</i>	<i>15</i>
		Bachelor's Degree Credits	90
		Total Pre-entrance Credits	22 maximum
		Total Nursing Credits	56
			<i>146-168 credits</i>

APPENDIX D

ACCELERATED BSN (ABSN and H-ABSN) CURRICULUM PLAN

Effective Fall 2026

CREDITS AWARDED FOR BACHELOR'S DEGREE		90 Credits	
REQUIRED PRE-ENTRANCE COURSES		REQUIRED PRE-ENTRANCE COURSES	
	CR		CR
MAT-215 Basic Statistics	3	BIO-201 Anatomy & Physiology I	4
CHM-108 Survey of General, Organic, & Biochemistry	4	BIO-202 Anatomy & Physiology II	4
BIO-253 Microbiology	4	PHL-xxx Any Ethics	3
		<i>Total credits maximum</i>	22
		<i>Credits vary depending on coursework</i>	
NURSING COURSES			
SEMESTER 1	CR	SEMESTER 2	CR
NUR-301 Holistic Health Assessment	4	NUR-307 Nursing Research	3
NUR-305 Foundations of a Caring Profession	5	NUR-308 Professional Nursing Care: Psychiatric/Mental Health	4
NUR-317 Introduction to Nursing: Essential Principles and Caring Practices.	2	NUR-310 Pathopharmacology	4
NUR-318 Professional Nursing Care: Promoting Healthy Aging	4	NUR-311 Professional Nursing Care of the Adult I	4
<i>Total</i>	15	<i>Total</i>	15
SEMESTER 3		SEMESTER 4	
NUR-408 Professional Nursing Care: Maternal and Newborn Nursing	4	NUR-431 Community Health Nursing	4
NUR-417 Professional Nursing Care: Children and Families	4	NUR-441 Caring Approaches in Nursing Leadership and Practice	4
NUR-421 Professional Nursing Care of the Complex Adult I (Term A)	2	NUR-461 Clinical Practicum	6
NUR-422 Professional Nursing Care of the Complex Adult II (Term B)	2		
<i>Total</i>	12	<i>Total</i>	14
		Bachelor's Degree Credits	90
		Total Pre-entrance Credits	22 maximum
		Total Nursing Credits	56
			<u>146/168 credits</u>

APPENDIX E

FEES

	Description	Estimated Cost
Uniforms	2 tops, 2 pants, 1 warm-up jacket, 1 lab coat from Scrubin Uniforms	Approx. \$174.00
Equipment	MDF Bundle: Stethoscope, blood pressure cuff, pen light, bandage scissors, and Kelly clamps from MDF Instruments	\$100.70
	Skills Lab Bag from Coursey Enterprises	\$123.02
Clinical Requirements	Exxat/Approve	\$36.00
	Exxat One: Clinical placement fee and hospital compliance check	\$40.00
	Exxat/Approve ProAdvantage - required by some hospitals for clinical. Annual fee to be paid only if needed.	\$20.00
	Annual drug screening and background check TBSN only	\$83.00
	CPR Certification	\$ 80.00
Course Requirements	E-books, textbooks (hard copies) for the entire program	\$1900.00
	ATI Education Resources (\$825.00/semester). ATI is covered by financial aid.	\$3300.00
Total Fees		\$5856.72

Expenses are subject to change due to vendor price increases. These are the best estimates at the time this Handbook was updated for the 2026-27 academic year.

APPENDIX F

NDMU Student Handbook, August 2024
<https://www.ndm.edu/student-handbook>

APPENDIX G

Fitness for Safe Clinical Practice and Substance Use

Expectations for Students

Expectations

To ensure patient safety and professional conduct in all learning environments, nursing students are expected to:

1. Report to all simulation, laboratory, and clinical learning experiences in a condition that supports safe and effective patient care, including full control of judgment, mental faculties, and manual dexterity.
2. Comply with all safety directives issued by faculty, clinical instructors, or clinical agency personnel, including requests to leave the learning environment or participate in required drug or alcohol screening.
3. Adhere to the professional standards expected of nurses, including those outlined in the *ANA Code of Ethics for Nurses (2025)*, the *Maryland Nurse Practice Act*, and the University's behavioral and academic policies.

Suspected substance use is considered a violation of professional standards as outlined in the *ANA Code of Ethics for Nurses (2025)* and the *University Student Handbook*. In accordance with the *Maryland Nurse Practice Act (§8-316(7))*, a nurse is prohibited from providing professional services while:

1. under the influence of alcohol; or
2. using any narcotic or controlled dangerous substance, as defined in §5-101 of the Criminal Law Article, or any other drug in amounts beyond therapeutic levels or without a valid medical indication.

Students enrolled in the nursing program are providing professional services during all simulation learning experiences and during all aspects of designated direct patient care learning experiences. To protect patient safety and maintain a safe learning environment, the School of Nursing reserves the authority to immediately remove a student from simulation, clinical experiences, or other educational activities if a faculty member or clinical supervisor determines that the student's behavior, condition, or performance may pose a risk to patient safety or the safety of others, whether or not actual impairment is confirmed.

Failure to comply with a faculty or clinical supervisor's directive related to safety, including a request to leave a clinical or simulation environment or to participate in required drug or alcohol screening, may constitute a violation of professional conduct standards.

Refusal to comply may result in removal from the learning environment and referral for review under the *School of Nursing Professional Conduct and Professional Behaviors Investigation and Resolution Policy*.

The School of Nursing is responsible for maintaining a safe academic and clinical learning environment for students, faculty, staff, and patients. It will cooperate with clinical partners to ensure safe and effective patient care during nursing students' clinical experiences.

Procedure for Reasonable Suspicion Drug Testing

1. A student who demonstrates behavioral changes reasonably suspected of being related to substance use may be required to undergo drug testing. A faculty member, a School of Nursing administrator, or the clinical agency may determine that reasonable suspicion exists. The basis for reasonable suspicion will be documented.
2. Drug testing for reasonable suspicion will be arranged by the **School of Nursing**, unless conducted in cooperation with the clinical agency. The student is responsible for the cost of testing unless otherwise required by the clinical agency.
3. Drug testing will be conducted by a certified collection facility using established **chain-of-custody procedures** to ensure specimen integrity and confidentiality.
4. Testing will screen for substances that are illegal or prone to abuse, including alcohol.
5. Non-negative screening results will be confirmed through additional testing in accordance with standard laboratory procedures.
6. The **Dean of the School of Nursing or designee** will notify the student of confirmed positive test results.
7. If testing results are negative, the result will be documented, and the investigation will conclude unless additional evidence warrants further review.
8. Failure to submit to drug testing when directed under this policy may be treated as a violation of professional conduct standards and may result in **dismissal from the nursing program**.
The program may immediately remove you from the clinical or classroom setting for safety, while any permanent program sanction follows the designated Professional Conduct review process.
9. A confirmed positive drug test may result in **dismissal from the nursing program**, consistent with University and School of Nursing policies.

Confidentiality of Drug Testing Results

Drug testing results will be treated as confidential information and maintained in accordance with applicable privacy laws and University policies. Results will only be disclosed when:

- required by law,
- necessary for School of Nursing officials to perform their responsibilities, and
- necessary to protect patient safety or public health, authorized by the student in writing.

The School of Nursing and the University reserve the right to use and disclose drug testing results when necessary for internal academic proceedings or to defend student grievances or legal claims.

Consequences of Suspected Substance Abuse

Students who are suspected of substance use or who appear impaired while providing professional services as nursing students may be subject to actions, including, but not limited to:

- Immediate removal from the laboratory or clinical environment
- Reporting the incident to the Dean of the School of Nursing
- Notification of the Provost/Vice President for Academic Affairs, when appropriate

- Notification of Student Life, when applicable
- Initiation of reasonable suspicion clinical
- Implementation of actions consistent with University and School of Nursing policies

Fitness for Duty Determination

A student removed from a clinical or laboratory environment for suspected impairment will **not be permitted** to return to the clinical or simulation learning environment until an appropriate assessment has been completed and the School of Nursing has determined that the student is fit to participate safely in clinical learning activities.

***Impaired**—a person’s mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student exhibits deterioration in function relative to previously observed levels or does not function at the level normally expected under the prevailing circumstances. Impairment may exist in one or more domains, including psychomotor activity and skills; conceptual or factual recall; integrative or synthetic thought processes; judgment; attentiveness; demeanor; and attitudes, as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

END OF DOCUMENT

PAGE INTENTIONALLY
BLANK