

Union University
College of Nursing and Health
Sciences

Bachelor of Science in Nursing Program



2025-2026 BSN Nursing Student Handbook



The College of Nursing is fully approved by the [Tennessee Board of Nursing](#). The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at Union University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791, <https://www.aacnnursing.org/ccne-accreditation/find-accredited-programs>. The Doctor of Nursing Practice in Nurse Anesthesia hold a specialty accreditation with the [Council on Accreditation of Nurse Anesthesia Educational Programs \(COA\)](#), 222 S. Prospect Ave., Park Ridge, IL, 60068, (847) 655-1160 and is fully accredited until 2032.

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A Message from our Dean



August 2026

Dear BSN Students,

Welcome to Union! We are so excited that you are choosing to serve your community by pursuing nursing. I trust you will create lasting relationships and a strong network of future colleagues. As an alum, my closest friendships to this day began at Union!

The College of Nursing and Health Sciences faculty and staff desire to create a nourishing Biblical worldview community to encourage one another in God's unchanging Truth, equip students with excellent (not perfect) skills, and hold all of us accountable to high standards with grace and support. As nurses, we are called to serve others well. Our belief in Jesus Christ commands us to love Him and love one another well. Because each person is valuable, every human interaction is eternally significant (C.S. Lewis¹).

This program will be challenging. The faculty will help you navigate your studies at Union. As experts, they will lead you in the faithful practice of nursing because they continue to engage in patient care, are involved in professional organizations, and disseminate best practice at local, state, and national levels. They are available, approachable, and desire to see you transformed in this new season through our core values: Christ-centered, excellence driven, people focused, and future directed. Please choose to connect with the faculty and staff regularly. When you need something...ask. When you feel overwhelmed, choose to persevere. One of my favorite leaders, Winston Churchill, said: Success is not final; failure is not fatal: it is the courage to continue that counts.²

You have the potential to courageously transform our world! This is a lofty and daunting mission. However, it can be accomplished by simply being faithfully present – doing the next right thing in front of you well. I challenge you to notice where the Holy Spirit is working around you and join His agenda. The faculty and staff will be praying over each of you as you walk faithfully forward to flourish in this season.

With Joy!

Dr. Janice S. Williams, RN; DNP; ACNS-BC; CNE; CDCES

Dean & Professor of Nursing, College of Nursing and Health Sciences

References: ¹Callahan, P. (2023). Once upon a wardrobe. Harper Muse. ²Churchill speech at University of Miami 02/26/1946 (miamihistory.com)

1. INTRODUCTION

Union University, founded in 1823, is a private, four-year liberal arts institution affiliated with the Tennessee Baptist Convention. Rooted in Baptist tradition and evangelical conviction, Union is known for its heritage of academic excellence and commitment to providing a distinctively Christian education. The University fosters a grace-filled community where undergraduate and graduate education are offered within a Christ-centered context.

The main campus is located in historic Jackson, Tennessee, a city of approximately 70,000 residents, situated 80 miles east of Memphis and 120 miles west of Nashville. Union also maintains satellite campuses in Germantown, TN (Memphis area, established in 1997) and Hendersonville, TN (Nashville area, established in 2012). The University serves approximately 2,700 undergraduate and graduate students. The College of Nursing and Health Sciences (CONHS) is one of Union's largest academic divisions.

Union University's nursing legacy began in the early 1960s with the launch of an associate degree program, developed in response to community needs and healthcare leadership support. In 1977, due to increasing demand from registered nurses (RNs) and their employers, Union developed the RN to BSN program, receiving initial approval from the Tennessee Board of Nursing in 1979 for the Jackson campus. In 1986, an RN–BSN program was developed in Memphis, which later transitioned to the Germantown campus.

In the early 1990s, with the introduction of a local community college associate degree program, Union transitioned its focus to baccalaureate-level education. The first cohort of Basic BSN students was admitted in 1992, and the associate degree program was closed in 1995. The School of Nursing introduced an LPN Bridge program to support licensed practical nurses seeking advancement which was eventually absorbed into the accelerated BSN program. In January 2004, a 12-month Accelerated BSN program for second-degree students began, followed by a 12-month BSN Degree Completion track in 2006. In 2011, the accelerated tracks were extended to a 15-month format. These accelerated tracks are now offered on all three campuses, while the traditional BSN program remains primarily on the Jackson campus. The Hendersonville campus has agreements with local institutions to offer a traditional BSN program contingent on enrollment numbers.

The baccalaureate degree program in nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) and approved by the Tennessee Board of Nursing. The American Association of Colleges of Nursing (AACN) document, [Domains & Concepts \(aacnnursing.org\)](http://aacnnursing.org) serves as the guide for curriculum design and development.

Union University College of Nursing Deans

Isabel Neely, MSN, RN	1961- 1979
Marguerite Robey, EdD, RN	1979- 1984
Regina Saffel, MSN, MS, RN	1984- 1990
Carla Sanderson, PhD, RN	1990- 1999
Susan Jacob, PhD, RN	1999- 2003
Tharon Kirk, MSN, APRN, BC	2003- 2005
Tim Smith, PhD, APN, CRNA	2005- 2014
Carol K. Kellim, DNP, RN, NEA-BC, FNC (Interim)	2014- 2015
Kelly Harden, DNSc, APRN, FNP-BC, FAANP	2015- 2024
Allison Davis, DNP, APRN, FNP-BC (Interim)	2024- 2025
Janice Williams, RN; DNP; ACNS-BC; CNE; CDCES	2025- present

2. COLLEGE OF NURSING PURPOSE, MISSION, GUIDING STATEMENTS

a. Purpose of the College of Nursing

The purpose of the College of Nursing is to prepare competent healthcare professionals who provide compassionate and effective interventions to meet the diverse health needs of various populations.

b. Mission of the College of Nursing and Health Sciences

The mission of the College of Nursing and Health Sciences is to be excellence-driven, Christ-centered, people-focused, and future-directed while preparing qualified individuals for a career in the caring, therapeutic, educational, and leadership aspects of healthcare.

- **BSN Programs:** The mission of the Bachelor of Science in Nursing program is to be excellence-driven, Christ-centered, people-focused, and future-directed while preparing qualified individuals for a career in the caring, therapeutic, and teaching profession of nursing.
- **MSN Programs:** The mission of the Master of Science in Nursing programs is to connect Christian faith and the professional practice of nursing that is excellence-driven, Christ-centered, people-focused, and future directed within the scope of their practice as determined by education, licensure, and specialty certification.
- **Post-Master's Certificate Programs:** To prepare graduates for advanced professional nursing practice with specific functional and clinical abilities.
- **DNP Programs:** The mission of the Doctor of Nursing Practice is to connect Christian faith and the professional practice of nursing that is excellence-driven, Christ-centered, people-

focused, and future-directed within the scope of their practice as determined by education, licensure, and specialty certification.

c. Guiding Statements

Statement of Mission, Purpose and Goals

The purpose of the College of Nursing and Health Sciences is to prepare competent professional healthcare professionals who provide compassionate and effective interventions to meet the diverse health needs of various populations. The mission is to be excellence-driven, Christ-centered, people-focused, and future directed while preparing qualified individuals for a career in the caring, therapeutic, educational, and leadership aspects of healthcare.

Core Concepts:

1. **Person:** Recognized as a unique individual, family, or community, constantly interacting with their environment. Healthcare professionals acknowledge the wholistic nature of individuals encompassing physical, mental, spiritual, and social dimensions, and respect their dignity, values, and beliefs.
2. **Environment:** Encompasses all internal and external conditions influencing health, circumstances, and influences affecting persons. Healthcare professionals recognize the impact of these factors on health and work to promote environments that support well-being and promote human flourishing.
3. **Health:** Viewed as a dynamic state on a continuum from wellness to illness and reflects the integrated wholeness of the person's body, mind, and spirit; choices; and environmental factors. Healthcare professionals are committed to promoting optimal health, understanding that individuals' journey toward wellness is unique.
4. **Healthcare Practice:** A discipline based on a growing body of knowledge, combining scientific research, theory, caring, teaching, and practice in addition to a shared knowledge from the humanities, biologic sciences, and social sciences. Healthcare professionals use evidence-based approaches to promote, maintain, enhance, restore health, adapt to illness, or transition to a peaceful death, while also adapting to changing healthcare needs.
5. **Professionalism:** Healthcare professionals are prepared to function in diverse roles across various settings, maintaining high ethical standards, accountability, role development, therapeutic communication, and a commitment to lifelong learning.
6. **Educational Process:** The educational process is designed to provide experiences that foster professional growth and skill development and involves active participation of the student to

attain a change in behavior. It is formal, informal, structured, and experiential, promoting an environment of mutual respect and continuous learning.

Additional Statements:

- The faculty of the Union University College of Nursing believes that a baccalaureate in nursing is the first professional degree in nursing. The professional nurse practices in independent, interdependent and dependent roles in diverse health care delivery systems. The nurse is aware of historical and current issues that affect the practice of nursing and health care delivery. Nurses act responsibly both as individuals accountable for their own actions and as members of a professional group.
- The faculty believes that a master's in nursing is the first advanced professional degree in nursing. The nurse prepared at the master's level has refined analytical skills, broad based perspectives, in-depth knowledge of the discipline, enhanced communication skills and the ability to relate theory to practice.
- The faculty believes that the practice doctorate in nursing builds upon the master's essentials in strengthening the Christian worldview as the foundation of practice while enhancing the knowledge and skills of the nurse in more effectively serving as a member of the healthcare team. These areas of enhancement include scientific underpinnings of practice, organizational and leadership skills, analytical methods to evaluate practice, use of information systems, health care policy, collaborative processes to examine aggregate populations, and educational opportunities to strengthen one's specialty area of practice.
- In keeping with the educational mission and purpose of the parent institution, the College of Nursing and Health Sciences at Union University encourages the spiritual growth of each individual and upholds the Christian ethic of service in the healthcare profession. To this end, the student's curriculum provides a professional base to develop a healthcare practice that is excellence-driven and future directed.
- All the faculty beliefs are permeated by the Christian worldview of God which is summarized in the following pre-theoretical suppositions.
 1. God is the loving, sovereign creator of all that is. The one God is triune - Father, Son, and Holy Spirit - continually seeking a restorative relationship with His creation. A more complete understanding of God is developed through studying God's revelation, the scripture.
 2. God created persons and environment and it was good. A **person** is a unique individual, family or community. (1) a **person**, as an individual, bears God's image and is created to be

in a relationship with God and other individuals. However, the image of God in humanity is thrown into varying degrees of disharmony and imbalance. Because God is loving and seeks a restorative relationship with humanity, Christ, the Son, died for humanity. Therefore, every human possesses dignity and is worthy of justice, mercy, respect and Christian love. (2) Person, as a family, is individuals joined together to form the basic unit of society. (3) Person, as community, is formed by individuals, families and/ or groups which share common characteristics and distinctly defined boundaries.

3. God gave persons of authority over the **environment**. Whether individual, family or community, the person's responsibility to the environment is to preserve and develop it.
4. God created the first individuals with perfect **health** in which the body, mind, and spirit were integrated in perfect wholeness. When man broke his perfect relationship with God, suffering and death became a natural part of physical life.
5. **Healthcare** is a God-given means of promoting health in persons by teaching and practicing health care in an ethical manner.
6. Recognizing that all knowledge comes from God, **healthcare as a profession** has the duty/responsibility to discover and to illuminate God's truth through rational thought about observation and experience relative to nursing. This discovery is accomplished through nursing research, theory development, practice, and education. The discipline of nursing expects that all nurses will practice based upon the ethical codes developed by the discipline. Christian nurses are furthermore called to practice nursing in a manner congruent with the beliefs and values of the Judeo-Christian tradition.
7. As healthcare fosters the total well-being of individuals who were created to reflect God's image, so through the **educational process**, healthcare educators comparably foster reasoning, competence, and creativity in students in order to reflect God's image.
- 8.

Summary:

In alignment with the "Statement of Mission, Purpose, and Goals," the core concepts of person, environment, health, healthcare practice, professionalism, and the educational process are defined and expanded upon. These concepts form the foundation upon which curricula and outcome criteria are developed and evaluated ensuring that healthcare professionals are well-prepared to meet the evolving needs of the populations they serve.

(Re-approved with slight revisions 2005, 2010, 2013, 2014, 2018, 2021, 2024)

3. CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Nursing at Union University is based upon the “Statement of Mission, Purpose and Goals.” It elaborates upon the faculty’s beliefs about six concepts: the metaparadigm of nursing (person, environment, health and nursing), plus two additional concepts, nursing as a profession and educational process. The faculty’s beliefs about the concepts are further defined, expanded and synthesized in unifiers: wholism, wellness- illness continuum, research, nursing process, theoretical and empirical knowledge, role development, legal and ethical issues, and communication. All the faculty beliefs are permeated by the Christian world view of God which is summarized in the following pretheoretical suppositions.

God is the loving sovereign creator of all that is. The one God is triune - Father, Son, and Holy Spirit - continually seeking a restorative relationship with His creation. A more complete understanding of God is developed through studying God’s revelation, the scripture.

4. BSN PROGRAM LEARNING OUTCOMES

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

1. Explain, support, and defend the concept that each person is unique and holistic and has rights to self-determination in matters pertaining to health.
2. Synthesize the nursing process to assist diverse persons toward meeting basic in various settings.
3. Incorporate the roles of the professional nurse which include advocate, communicator, counselor, change agent, teacher, leader, provider, and manager of care to assist the client toward optimum levels of wellness.
4. Demonstrate effective verbal and written communication with patients, families, and members of the healthcare team.
5. Use critical thinking skills and clinical judgment to integrate knowledge from nursing and the liberal arts in the promotion of health and wellness.
6. Utilize evidence-based data to contribute to the improvement of healthcare and nursing practice.
7. Assume legal and ethical responsibility for nursing activities.
8. Demonstrate accountability for professional growth and lifelong learning.
9. Appraise own personal growth and actions based on Christian values.
10. Demonstrate skills in use of informatics that support safe and ethical nursing practice.

Revised July 2021

6. CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS

Union University College of Nursing students should be familiar with and adhere to the Code of Ethics for Nurses found at the following link (<https://codeofethics.ana.org/home>)

7. FACULTY AND STAFF INFORMATION

FACULTY AND STAFF: Follow the link for the names, ranks, phone numbers and e-mail addresses for Union University College of Nursing (<https://www.uu.edu/academics/colleges-schools/college-of-nursing-and-health-sciences/>)

8. CAMPUS INFORMATION

a. General Information Regarding Hours

GENERAL BUILDING HOURS: Monday-Friday 8:00AM-4:30PM

(Subject to change and not applicable during holiday and break periods.)

b. Technology Labs and Printing

There is no dedicated computer lab for student use. Students are required to provide their own laptops. If a student encounters difficulty with his/her computer, he/she should consult IT and/or a computer repair store. While the issue is being resolved, the student may check out a laptop during daytime office hours by working with coordinator of course you are currently taking or with the Chair of your respective campus. Students are expected to have access to a laptop.

For Jackson students, student printing is available anywhere on campus that the Pawprint label is hung. Popular areas are the library, 2nd floor of White Hall and Providence. For Hendersonville students, student printing through Paw Print is available in the Academic Commons on the first floor. For Memphis students, student printing with Paw Print is located upstairs in the student study area.

Students are directed that they will be automatically enrolled in the bookstore bundle unless they complete the necessary steps to opt out. The bookstore bundle is a product in which their course books are sent to the campus or student and the cost is added in their semester fees. It is communicated to students that they have an option of opting out of the bookstore bundle (if desired) and individually purchasing books through alternative sources. Individual course book lists are located in course syllabi.

c. Library

Hendersonville and Memphis students utilize the Union online library and its many resources. Visit <http://www.uu.edu/library> for off campus access to the Union University Library Databases. Students may utilize the Hendersonville and Memphis public libraries located near the campuses. The Jackson campus has a physical library, and the students also have access to the Union University Library Databases.

9. ORIENTATION TIDBITS

a. ALL BSN STUDENTS:

- DEADLINE FOR APPLICATION FOR FINANCIAL AID FOR ENROLLED STUDENTS IS JULY 15TH OF EACH YEAR. THE STUDENTS ARE EXPECTED TO OBTAIN ADEQUATE FUNDS. FUNDS MAY BE OBTAINED IN THE FORM OF A STAFFORD LOAN OR ALTERNATIVE LOAN. SEE OFFICE OF FINANCIAL AID FOR DETAILS.
- The College of Nursing requires that each student have access to a personal computer and printer outside of the university. It is not the university's responsibility to print or copy documents that the faculty may send to you via email attachments or use in the classroom. Students are expected to be able to send/receive emails with attachments and operate basic computer software such as Word, Excel, and PowerPoint. The university will provide you an email account free of charge. All computers must have an up-to-date active antivirus program in place to prevent. Go to www.uu.edu/it for details about account management, instructional technology, helpdesk, software and hardware discounts.
- Please use your faculty as resource persons. Ask for help whenever you don't understand your reading, returned written work, lecture, etc. Students play the primary role in communicating with faculty when questions or challenges arise. Faculty are committed to partnering with students and providing support throughout the learning process.
- A study schedule is suggested to allow adequate time for study. Nursing courses are time consuming and require reading and study.
- **Calculation of Hours:** Clinical nursing courses include classroom and clinical time. Classroom time is calculated at 15 contact hours per semester per 1 credit hour. Clinical time is calculated at 40 contact hours per semester per 1 credit hour.
- Know your UU email address. Union uses your email account to communicate with you about financial, registration, and academic matters. The College of Nursing faculty use email to communicate regularly with students about assignments, changes, and as a means to provide class material.
- Students are responsible for ensuring they have reliable transportation to and from assigned clinical sites to meet clinical attendance expectations.
- Nurses' liability insurance is required of all students. Students will automatically be billed by the Business Office for coverage under Union's group plan unless evidence of personal malpractice insurance is provided by the first day of class each term. The amount of personal liability insurance coverage must be at least \$1,000,000/\$3,000,000 coverage.
- Graduating seniors are expected to attend the Graduation Exercises. You must notify the Provost's office if you will be absent. A Graduation web page will be added to Union's website as we near each graduation with graduation details.
- **Preparation for class and clinical is imperative. Reading assignments are important! Students are expected to be prepared for class by reading prior to class. Students are also**

expected to be prepared for clinical. Preparation supports safe patient care and meaningful learning. When a student is unable to demonstrate expected preparation, faculty may determine that participation is not safe or appropriate and may not continue for the experience. Being dismissed from the classroom or clinical setting will result in the student being responsible for the didactic content discussed in the classroom and/or making up the experience(s) missed in the clinical setting along with Unsatisfactory clinical grading. The required make up responsibilities will be provided by the faculty member.

- **Channels of Communication:** Problems or concerns regarding the course should first be registered with the course faculty member. If the student feels the issues are not resolved satisfactorily, the matter may then be taken to the Chair, next to the Associate Dean, and finally the Dean of the College of Nursing. The University's Grievance policy is stated in the Campus Life Handbook. <https://www.uu.edu/student-life/accountability/>
- **Campus Life Handbook:** <https://www.uu.edu/student-life/accountability/>
- **UU Beliefs:** <https://www.uu.edu/about/what-we-believe/>

b. Traditional and Accelerated BSN Students Only:

- It may be necessary at times for the faculty to change plans and schedules. Important notices will be sent through the learning management system or through uu.edu email account. Students are expected to responsibly monitor their Union email as well as their Canvas email for any changes.
- Each nursing course provides the foundation for all others. The faculty frequently refers students to previous content for review. It will be to each student's advantage to organize note taking so that previous lectures can be easily retrieved.
- Course tests are patterned after the licensure examination (NCLEX) which is taken after graduation. Most tests include multiple choice questions and alternate item questions. If any student has concerns regarding objective-type tests, the student is encouraged to talk with their instructor.
- Assessment Technologies Institute (ATI) tests are used throughout the program as a means of evaluation. ATI provides standardized specialty exams as well as a comprehensive ATI Predictor exam which measures NCLEX readiness. The ATI specialty exams (fundamentals, maternity, psych/mental health, pharmacology, and pediatrics) will be given at the end of corresponding courses and will count as a predetermined percentage of the student's test grade as noted in the class syllabi. In addition, students who fail to achieve the minimum national recommended ATI proficiency level will be expected to do remedial work in that specialty area and retested. The ATI policy is included in Appendix A. The comprehensive ATI will be administered in NUR 499 Senior Seminar with scoring earned according to the ATI Probability of Passing Expectancy Table.
- All students are expected to attend the BSN Pinning Ceremony and graduation exercises. As part of this ceremony the student receives the Union University College of Nursing pin and makes a public pledge to the profession of nursing. Students will be pinned by the Chair of their respective campus.

- The Licensure Application for TN, which is completed prior to graduation, contains the statement “A person who has ever been convicted of any crime other than a minor traffic violation should report this.” A reported conviction and/or any license revocation do not necessarily mean that the graduate will be denied licensure. Any CONHS applicant who would be affected by this disclosure requirement is recommended to schedule an appointment with the chair of the program for a confidential discussion of the specific situation and concern and to contact the Board of Nursing. See below:

Tennessee Board of Nursing Legal Limitations of Licensure
<https://publications.tnsosfiles.com/rules/1000/1000-01.20260408.pdf>

1000-01-.06 APPLICANTS WHO ARE GUILTY OF CRIME OR HAVE

DISCIPLINE IN ANOTHER STATE. (1) (2) The Board is concerned about individuals with criminal histories who apply for licensure as nurses. The Board’s concern stems from the fact that nurses care for patients in a variety of settings, including patients’ homes, where there may be no other health care providers and no other person to witness what nurses are doing. Patients are often vulnerable, both physically and emotionally. Nurses have access to personal information about patients and/or the patients’ families. Nurses have access to patients’ property and provide intimate care to patients. The Board believes that persons who receive nursing care and their families should be able to have confidence that an individual licensed by the Board does not have a history of mistreatment, neglect, violence, cheating, defrauding the public, or otherwise taking advantage of another person. In making decisions on applicants with criminal histories the Board will follow the applicable provisions of the “Fresh Start Act” found at T.C.A. § 63-1-130. Any individual who applies for any license and supplies false or incomplete information to the Board on an application for licensure regarding the individual’s criminal record or record of discipline in another state will be denied said license. Authority: T.C.A. §§ 63-1-130, 63-7-101, 63-7-115, and 63-7-207. Administrative History: Original rule certified May 10, 1974. Amendment filed May 29, 1980; effective August 27, 1980. Repeal and new rules filed July 10, 2024; effective October 8, 2024. ***Statutes regarding crimes may also be found at:**
<https://www.tncourts.gov/Tennessee%20Code>

10. ORGANIZATIONS

COLLEGE OF NURSING SPONSORED ORGANIZATIONS:

- Membership in the **Alpha Chi Honor Society** is open to approximately the top-ranking ten percent of the Union University junior and senior classes. College of Nursing faculty supports the active membership of qualified nursing students (arrangements for attendance at required meetings which

fall on clinical experience days must be made between the faculty member and each individual student.) Link: <https://www.alphachihonor.org/>

- **Alpha Sigma Lambda** is the official honor society for adult learners, recognized by the Association of College Honor Societies. It is open to undergraduate adult learners who have completed at least 24 credit hours at Union University with at least 12 hours completed in liberal arts courses with a minimum GPA average of 3.85 from Union. Link: <https://alsiglam.org/>
- **The National Student Nurses Association (NSNA)** is the largest health professional student organization in the United States and the only one for nursing students. It is open to all BSN students. The organization provides opportunity for contributing to nursing education, to provide programs of professional interest and to aid in the development of the whole person, thereby providing for the highest quality health care. The chapter meets monthly; members may also attend state and national meetings. Link: <https://www.nsna.org>
- The **Student Nurses Association (SNA)** is a student-led organization for nursing students. Its purpose is to contribute to the learning environment, promote professional growth, and develop a spirit of community for students working toward a degree in nursing. Membership is optional and is open to all students pursuing a degree in nursing.
- Membership in **Sigma Theta Tau International** is an honor conferred on baccalaureate students as well as community leaders who have demonstrated excellence in nursing. Its purposes are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Chapters exist in colleges and universities which grant baccalaureate or higher degrees in nursing. Sigma Theta Tau was chartered in 1922 at the Indiana Training College for Nurses and is a member of the Association of College Honor Societies. Link: <https://www.sigmanursing.org>
 - The installation of **Nu Lambda Chapter** of Sigma Theta Tau was in May 1992 as an outgrowth of the Union University's College of Nursing Honor Society. Baccalaureate students must be invited to become members and must have completed one-half of the upper division nursing curriculum, achieved a 3.0 GPA, and rank in the highest 35 percent of their class. After graduation students continue their membership in the society as alumni.

11. CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION OF NURSING STUDENTS

a. Cognitive Learning Skills:

The student must demonstrate the ability to:

1. Receive and interpret information in the cognitive, psychomotor, and affective domains of learning. This means that the student must be able to remember information, reproduce it, and use it to solve problems, evaluate work, and generate new ways of processing and categorizing information as listed in course objectives.

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

b. Psychomotor Skills:

The student must demonstrate the ability to:

1. Sit: Maintain upright posture.
2. Stand: Maintain upright posture.
3. Locomotion: Ability to:
 - a. Get to lecture, lab and clinical locations, and move within rooms as needed for group rotations, workstations and partners, and performing assigned tasks.
 - b. Physically maneuver in clinical settings and rapidly get to locations within the health care facility for emergency calls such as “code blue” situations.
4. Manual tasks:
 - a. Maneuver an individual’s body parts or clinical equipment from all directions: side to side, forward and backward, or from a lower to higher position.
 - b. Maintain an object in a steady position for an extended period of time.
 - c. Competently perform cardiopulmonary resuscitation (C.P.R.) using guidelines issued by the American Heart Association or the American Red Cross.
 - d. Pushing/pulling/rolling efforts to exert force against small or large objects to move them closer or further away.
5. Reaching:
 - a. Capable of extending arm(s) over and under individuals and equipment as required by the task.
6. Small motor/hand skills:

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

c. Affective Learning Skills:

The student must be able to:

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

Document adapted with permission from Samuel Merritt College's BSN Technical Standards (<http://www.samuelmerritt.edu>) July 2008

These are not all inclusive

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

- If an applicant states he/she can meet the admission standards/requirements with accommodation, then the University will determine whether it agrees that the student can meet the admission standards with reasonable accommodation. This includes a review to determine whether the accommodation would jeopardize institutional requirements or clinician/client safety, as well as the educational process of the student, including all course work and clinical experiences essential to graduation.

12. GENERAL PROGRAM POLICIES

a. Previous Nursing Failure:

- Any nursing course failure from a previous nursing program that occurred within the past five years will count toward the admission and readmission policy, which states that students with two or more NUR course failures are not eligible for readmission.

b. Counseling Services:

- If you are experiencing difficulty of any type, please understand that the Union University faculty care about you as an individual. You may speak with any of us at any time. In addition, if you are having personal, familial, or educational, difficulties and would like to speak with a trained counselor, Students may schedule a counseling appointment by calling 731-661-5322. Walk-ins are accepted based on availability of the counselor at the time. The additional services offered in Counseling Services are described at <https://www.uu.edu/student-life/health/counseling-services/>. Students on the Hendersonville campus use the Babb center for counseling. They must still contact the counseling center on the Jackson campus of their intent and need.

c. ADA Policy/Accommodations:

- Any student with a disability requesting academic accommodations is encouraged to speak with the course instructor immediately at the beginning of the semester. In addition, the student must provide the instructor with a letter of accommodations from the Office of Disability Services (ODS). For more information about registering with ODS please visit <https://www.uu.edu/student-life/disability-services/> or contact Cassie Moore, Director for Disability Services, at cmoore@uu.edu or 731-661-5059. The ODS is located in PAC F-39. All information disclosed during this process will be handled in compliance with FERPA policies regarding privacy of information. **Students who choose to activate accommodations (e.g. extended time on tests) must notify the course instructor two weeks before the exam so appropriate accommodations can be made. Accommodations do not extend to clinical, simulation, and lab.**

d. Mandatory Drug Testing and Screening Policy

- To ensure the safety and the physical and mental well-being of patients, clinical agencies require that all students having clinical experiences in their facility must provide evidence of a negative urine drug screen. Screening will be performed prior to beginning clinical, at random times through the clinical experiences, and for cause. Union University has made arrangements with Verified Credentials for this testing. The cost of drug testing is the responsibility of the student. Any student exhibiting behavior which in the judgment of a faculty member indicates impairment related to drugs and/or alcohol abuse may be subject to mandatory drug testing and screening in accordance with the written policies of Union University's College of Nursing. By enrolling in and participating in Union University's College of Nursing, all students consent to be subject to such testing.
- In the event that such testing is positive for drug abuse, students may be required to participate in therapy and/or withdraw from the College of Nursing.
- To maintain program eligibility, students must abide in completing the test in the allotted timeframe. Refusal to test or obtaining inadequate documents will be considered a positive result and follow the policy requirements for a positive result. The College of Nursing is not liable for a student's inability to obtain RN Licensure or to complete required clinical hours secondary to a positive drug screen.

e. Criminal Background Check Policy

- In order to ensure the safety and the physical and mental wellbeing of patients as well as to protect themselves, most clinical agencies require that students have a negative criminal background check before they are allowed to participate in clinical experiences at the facility. Cost of the criminal background check will be the responsibility of the student. Students who are unable to meet agency requirements may be unable to complete required clinical experiences impacting their progression in the program. The College of Nursing is not liable for a student's inability to obtain RN Licensure or to complete required clinical hours secondary to a positive criminal background.

f. Student Insurance Policy

- It is the responsibility of the student to provide evidence at the beginning of each semester that he/she has health insurance that includes access to healthcare providers in Tennessee. Evidence of such insurance should be provided to the coordinators of the respective programs on each campus. Active health insurance is required prior to participation in clinical experiences. Maintaining active health insurance throughout the program ensures students remain eligible to complete required clinical experiences. Students who are unable to meet this requirement will be unable to successfully complete the clinical course.

g. Needle-Stick Policy and Exposure to Infected Blood/ Body Fluids

- Any student or faculty who experiences a needle-stick injury or exposure to infected blood or body fluid in an open wound or mucous membrane in a clinical agency should go to his/her own physician, local health department or medical facility of their choice to have a blood panel drawn for a needlestick/exposure. The individual's own insurance will be responsible for any cost incurred. The patient involved should also have a blood panel drawn (most facilities have a routine panel for needle-sticks/ exposures). Both lab results should be sent to the Risk Management office of the facility where the incident occurred. A copy of the results should also be obtained and kept on file in the College of Nursing.

h. Infectious Diseases

- Student Immunization Requirements Before attending each clinical experience, each student must have documentation of current immunizations on file in the Nursing Office. Current immunization must be maintained while in clinical courses. This must include diphtheria, tetanus (booster in last 10 years), measles, mumps, rubella (booster if initial after 1965), hepatitis B, and varicella (chickenpox) immunization or titer. Waiver for any immunization will be determined by the clinical agency's policy. Documentation of a negative screen for tuberculosis according to hospital requirements.

i. CPR Requirements

- Students must also maintain current documentation of cardiopulmonary resuscitation certification. The American Heart Association Healthcare Provider Level to meet agency requirements for participation in clinical experiences. Current CPR certification and required health documentation must remain active throughout clinical courses to ensure continued eligibility for clinical participation. Students unable to meet this requirement will be unable to successfully complete the clinical course.

j. Policy for Working with Unvaccinated Nursing Students

- Union University encourages, but does not require, vaccination for faculty, staff, and students. As a Baptist institution, Union takes very seriously the sacred obligation to live according to one's biblically-informed conscience; therefore, the university protects that religious liberty in everything that we have control over and seeks as best it can to accommodate those with conscientious objections to the vaccines in settings outside the university's control.
- Clinical experience is a vital part of nursing education, allowing students to apply their knowledge in real healthcare settings. Clinical education is part of our curriculum and required for matriculation through our program. Most clinical partners, however, require students to be up to date on vaccinations, with limited options for exemptions. The College of Nursing and Health Sciences is committed to working with all students to secure clinical placements that support their training.
- Our clinical partners determine the requirements for student placement at their facilities. As a result, we cannot guarantee clinical placement for every student. Because these requirements are outside our control, placement delays may occur, which could impact the time needed to complete clinical hours and graduate. If we are unable to secure a clinical placement, we will communicate that openly and work to identify alternative options whenever possible. If no viable placement can be arranged, we will also be transparent about that outcome.

k. Methods of Instruction During Unforeseeable Events

- Due to any unforeseeable events (ex. pandemic, unexpected campus closure, etc.), courses may require alternate methods of instruction including but not limited to online instruction, hybrid instruction, or delayed course schedules. Students must have reliable high-speed internet access, phone that has Zoom/ Teams capabilities for examinations, and computer with camera capable of recording the student during computer use. Students should be prepared for schedule changes to facilitate learning for all students. All policies regarding academic integrity will continue to be enforced regardless of the modality of instruction. Expectations and outcomes of the course, clinical, and grading will remain the same regardless of the method of instruction but may require alternative experiences. Students should expect responses from professors within 24 hours of the sent message during the week and 48 hours on the weekend. In the event a pandemic interferes with clinical (or Fellowship) placement, students may experience changes in clinical schedules or delayed graduation in order to obtain required clinical (or Fellowship) hours to meet the requirements for graduation, the Commission on

Collegiate Education, and eligibility for the national certification examinations. All students must comply with university and College of Nursing policies and posted signs regarding pandemic mitigation measures if occurs, including wearing face coverings and maintaining social distancing when possible. Students are expected to follow all university, College of Nursing, and clinical site safety requirements. When these expectations cannot be met, participation in learning activities will be limited impacting successful completion and progression of courses.

I. Social Media

- Professional communication extends to digital environments. Students are expected to use social media in ways that reflect the ethical standards of the nursing profession, protect patient privacy, and uphold the values of Union University and the College of Nursing. When social media activity is inconsistent with these expectations, the university and CONHS disciplinary process will be followed.
- Each student is responsible for his/her postings on the Internet and in social media. In all postings and social media communications, each student is expected to be courteous, respectful, and considerate of others.
- Students are prohibited from social media postings of photos or videos of **patient care areas**. Pictures in non-patient care areas are allowed (outside the hospital, etc).
- It is never appropriate to share comments, updates, or critiques on any public forum (e.g. Facebook, Instagram, Youtube, Snapchat, Twitter, etc.)
- Social media (e.g., Facebook, Instagram, TikTok, Twitter, Youtube, Snapchat, etc.) should not be utilized to address items such as clinical concerns, clinical sites, or any other academic concerns.
- Students should always consider the following points before posting comments, videos, pictures, or text on the Internet or on a social media site:
 - There is no such thing as an anonymous post.
 - Making postings private does not preclude others from copying and pasting comments onto public websites. A private posting that becomes public is subject to being considered a conduct violation.
 - Internet and social media activities may be permanently linked to the author which means that subsequent performance evaluations, future clinical rotations, and employment opportunities can be adversely affected by inappropriate postings.
 - Postings on the Internet or in social media must not violate any state or federal laws.
 - Postings on the Internet or in social media must not violate HIPAA regulations. This prohibition applies to both living and deceased patients.
 - Postings on social media must abide by Union University's Community Value Statements. JUDICIAL PROCESS FOR VALUE VIOLATIONS. See 2026-27 Campus Life Handbook <https://www.uu.edu/student-life/accountability/>.
 - Additional resource: National Council of State Boards of Nursing on Social Media: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf

- Failure to meet these expectations will be addressed through the College of Nursing and University disciplinary process.

m. Progression in BSN Program

- Students must make a grade of C or higher in all NUR courses to progress in or graduate from the BSN nursing program. Progression in the BSN program requires earning a grade of C or higher in every NUR course. Students who do not meet this progression requirement are not eligible to continue in the program under current progression policies.

n. Formal Complaint and Formal Appeals

- The College of Nursing adheres to the Campus Life Handbook <https://www.uu.edu/student-life/accountability/> for appeals and formal grievances but on an accelerated schedule due to the pace of the program. Due to the accelerated format of the nursing curricula, the CON has modified the academic grievance process. The modification involves the allotted time frame for initiation and response to be decreased to 5 days (not working days) as well as bypassing certain levels to expedite the process to ensure safety and meeting requirements for clinical (from instructor level to dean). The CON will follow the same academic grievance process in all other aspects. See Appendix (D) for the College of Nursing (CON) Grade Appeal/Fair Hearing Process.

o. Readmission to BSN Program

- A student who wishes to reenter the nursing program should submit a letter to the Chair requesting readmission to the College of Nursing well in advance of the semester in which they wish to enroll. They should clearly identify a plan for success in their letter as well as the factors leading to their need for withdrawal or unsuccessful attempt. Their request for readmission will be considered along with other applicants to the program.
- A student GPA of a 2.75 or higher is required for readmission.
- Readmission eligibility is limited to students who meet the published progression and readmission criteria. Students with two nursing course failures become eligible for consideration after the five-year expiration period described in this policy.
- Withdrawal from a nursing course does not guarantee readmission.
- Students requesting readmittance to the program may be required to audit or repeat courses in which they previously earned a C in consideration of the length of absence or change in curriculum. They may also be required to take a standardized exam and competency assessment to assess retention of previous course knowledge.
- The student will sign a new academic catalogue upon readmission and will be responsible for any additional course work required based on any curriculum changes that occurred from the time the student originally started.

p. Professional Standards Required for Continued Enrollment

Students are expected to consistently demonstrate behaviors that promote patient safety, academic integrity, and professional nursing practice. The following behaviors are inconsistent with these expectations and preclude progression in the BSN program.

- Unsafe clinical practice that may impact patient safety.
- Any instance that warrants a second warning.
- Disrespect for a faculty member or clinical site representative.
- Academic dishonesty in any form (e.g., plagiarism, cheating, stealing, unauthorized use of AI).
- Misrepresentation or fabrication of events surrounding an incident involving professional and/or course related practice.
- Misrepresentation or fabrication of data or clinical records.
- Breach of professional ethics (See ANA Code for Nurses).
- Behavior not commensurate with professional expectations.
- Positive drug test or criminal background check while enrolled in the program. A student of the College of Nursing and Health Sciences can be required to take a drug screen at any time while enrolled in the program. To maintain program eligibility, students must abide in completing the test or obtaining adequate documents will be automatic dismissal from the program. All expenses are the responsibility of the student. The student in jeopardy of possible dismissal is counseled by the appropriate faculty advisor/chair who will inform the student of his/her deficiencies. The student may be issued a written warning statement at this time or counseling form. A copy of this warning/counseling form will be given to the student and placed in the student's file. ** The student may not be eligible for readmission to the College of Nursing and Health Sciences in any of the above cases.

q. Students Changing BSN Educational Tracks

Students in the BSNA Degree Completion track are not allowed to transfer to the Traditional track or another campus unless approved by the Chair and Associate Dean. Circumstances approved by the Chair/Associate Dean include:

- Medical illness that leads to a significant amount of time missed from didactic instruction or clinical area.
- Unfortunate life event such as a death in the immediate family that requires an extended absence from the CON
- Students desiring to move to the Traditional BSN track to proceed at a slower pace must be in good academic standing to gain this approval and will be considered on an individual basis.

The failure of a course does not constitute the transferring from the BSNA track to the Traditional track or vice versa. Traditional students must wait to reapply for the course until the course is taught in their particular educational track. This sometimes constitutes a one-year delay in returning to the CON and continuing to progress through the curriculum.

13. CLASSROOM POLICIES

a. Classroom Attendance Policy:

- **Classroom Attendance:** It is expected that the student will be present, on time, awake, alert, prepared for and participate in each class, lab, or clinical experience. Successful completion of nursing didactic courses is strongly dependent on class attendance and punctuality. Attendance and timeliness in and to class is considered an important component of professionalism and is expected of College of Nursing students. A record of attendance for each course will be recorded in Canvas, the Learning Management System. In the event of an emergency and/or an absence, communication with the course coordinator prior to the absence is expected from all students. The student is responsible for meeting class objectives covered during missed classroom time. Any materials handed out are the student's responsibility to obtain.
- **Absence:** Absence may require additional work to validate the student's understanding of the missed content and applies to on campus and online class attendance. Consistent attendance supports academic success and professional development. When attendance expectations are not met, the attendance policy outlined in Appendix B will be applied. Students will be counted as absent if they: 1) are not in class, 2) sleep during class, 3) leave class after a test or after a class break, 4) are tardy three times
- **See Appendix B and course syllabi for full classroom attendance policy**

b. Class Attire:

- All attire should be honoring to Christ and not distract from the learning environment. Dress should be comfortable but modest to include covering of cleavage, midriffs, upper thighs, and chest hair. Leggings may be worn with sufficiently long shirts covering the buttock region.

c. Grading:

- Grading Scale:

90-100	A
80-89	B
75-79	C
65-74	D
Below 65	F

****A letter grade of D or below is considered an NUR Failure.**

- The student must have a **test average of 75%** or higher on all exams (quizzes, sectional exams, and final exam) to successfully complete a course. Papers, projects, lab experiences, participation grades, etc. may not be used to pass the course. Exam grades will be averaged first and then the other grades are added provided the student has a 75% exam average.
- **Calculation of Course Grades Using Decimals:**
 - Individual exam grades will be recorded in the gradebook as reported by the electronic testing software, i.e., a full number and two decimal places after the decimal point. Grades will not be rounded up or down at this time.

At the end of the semester/session, the final grade for the course will be calculated. After using the full number and two decimals as input for each exam into the calculation, mathematical rules for rounding will be used on the computed grade to determine the nearest whole number upon which the final course grade will be based.

While all grades to the hundredths decimal place will be used in the calculation of the final course grade, only the tenth decimal place will be considered in the final calculation; if it is 5 or greater the final grade will be rounded up to the nearest whole number. If the tenth place is 4 or less, it will be rounded down to the nearest whole number.

- For example, for final course grade calculation, an 89.45 will be considered as an 89.4 which will be rounded to 89; an 89.59 will be considered as an 89.5 which will be rounded to 90.
- Students must achieve a passing grade (P) as defined within each course syllabus for any course designated as pass/fail.

d. Late Assignments

- Late work is strongly discouraged. Course grades on assignments turned in after the preassigned deadline may be adversely affected including resulting in a zero for the assignment. See course syllabi for specific course related details.

e. Withdrawal vs. Failure:

- When evaluating the decision to withdraw from a course versus the possibility of course failure, faculty, advisors, and academic leadership will provide information regarding available options. If it appears the student may not be able to achieve a minimum passing grade in a course, he/she may be encouraged by the Program Chair to withdraw from the program in order to avoid a failing grade. This can potentially prevent the student from acquiring an F on their Union University transcript if the withdrawn class occurs prior to the deadline listed on the academic calendar (“last day to withdraw from a class”). However, the responsibility and decision of choosing to withdraw or remain in a course rest solely with the student.

f. Academic Counseling:

- It is strongly recommended that any student who scores below a passing grade on an exam contacts the professor for academic counseling.
- All students are invited to contact professors for academic counseling at any point.
- Students who are concerned about their academic standing should contact their advisor.

14. CLINICAL POLICIES

a. Clinical Expectation Policy:

- Safe clinical practice requires adequate rest before clinical experiences. Students must be rested and able to safely provide patient care before participating in clinical activities. Students are expected to refrain from activities between midnight and 5:00 a.m. preceding a scheduled clinical experience to ensure they are prepared to provide safe patient care. Students who have been awake and engaged in activities during this time are not eligible to participate in the clinical experience leading to an unexcused clinical absence.
- Clinical Evaluation Tool Rubric: Determination of Student Clinical Performance
 - **“S” Satisfactory:** Expected level of safety to meet outcomes; safe, accurate, effective each time; efficient, generally organized, energetic, punctual, and confident; needs occasional cueing; purposeful; completes tasks in a given time period; written work clear, logical, specific, relevant, complete, timely, grammatically accurate, and consistently includes appropriate breadth and depth using critical thinking elements and standards; professional and encouraging in own attitude and in response to others; follows written and verbal guidelines; clear, positive, accurate, timely, and effective communication/documentation; well prepared for clinical and simulation sessions; takes initiative to learn; asks relevant, insightful questions; and responds positively to feedback with honest, teachable spirit and accountability; engages therapeutically/creates nourishing environment for others; consistently demonstrates effective clinical decision making process. Meets standard. █
 - **“NI” Needs Improvement:** Not completely satisfactory or unsatisfactory; not acceptable for final clinical evaluation. █
 - **“U” Unsatisfactory:** Frequent or constant supervision (cueing) needed to assure safety; performs at risk, not always accurate, lacks confidence; unskilled, inefficient, unorganized, or ineffective; considerable expenditure of energy (or lacks energy and focus); completes tasks within a prolonged period of time; judgmental with patients, staff, and/or faculty; unable/unwilling to demonstrate procedure/behavior; repetitively late written work, unclear, irrelevant, incomplete, inappropriate, unacceptable, and/or unsafe; unprofessional attitude and/or response to others; ineffective, negative in communication/documentation; does not follow written and/or verbal guidelines; speaks negatively about others; does not consistently employ critical thinking elements and standards; not prepared for clinical or simulation sessions; arrives late (without advance

communication); does not ask questions or engage in discussion; does not adhere or follow through with feedback and lacks honest, teachable spirit and accountability; does not engage therapeutically/create nourishing environment for others; ineffective (or absent) clinical decision making process. Not meeting standard. Required expectations provided via performance improvement plan or clearly stated on CET, initiated by faculty and reviewed by student within designated timeframe to be set by course coordinator.

- **“NA” Not Applicable:** Not appropriate for this clinical setting or not an expectation of the student at this time.
- To successfully complete a clinical course, students are expected to demonstrate satisfactory performance in clinical and simulation experiences. **Satisfactory performance is demonstrated by achieving a minimum score of 75% in each behavior evaluated on the Clinical Evaluation Tool (CET).**

b. Clinical/Simulation/Anatomy Attendance Policy:

- ****Students must comply with all requirements of the clinical sites in addition to Union’s requirements to attend clinical. Clinical experiences (Hospital, Simulation, Gross Anatomy, and Lab) are carefully planned to integrate theoretical content and clinical practice. The experiences provide a means for supervised practice of selected skills. This hands-on experience is essential for evaluation.**
- **Clinical Tardiness Policy**
 - Students are expected to arrive on time and fully prepared for every clinical experience. Tardiness will be addressed through the Clinical Evaluation Tool in accordance with program policy. For the first tardy between 1-29 minutes, the student will receive a Needs Improvement (NI) in Professionalism on the CET. The second tardy between 1- 29 minutes, a student will receive an Unsatisfactory (U) under Modifying behavior. The third time a student is tardy OR if the first time being late is 30 minutes or over, the student receives an Unsatisfactory (U) on the CET in all categories, may be sent home with a requirement for make-up hours, and it will be considered an unexcused absence.
- **Clinical Absence**
 - All clinical experiences are mandatory, and absence will only be excused for 1) work -sanctioned event (RN - BSN students only), 2) university excused absence, 3) illness that requires visitation of a healthcare facility (a note documenting your visit is required from the healthcare provider the SAME day as the absence), and 4) documented death of an immediate family member. All other absences will be considered unexcused. Extreme emergencies (hospitalization, death of a close family member, or temporary emotional or physical impairment) will be considered on an individual basis by the course coordinator and the Undergraduate Chair.
- **See Appendix C and course syllabi for full clinical attendance policy**

c. Uniform Code

- Students should be aware of their high visibility as a Union University student and should act accordingly. Wearing the uniform is a form of commitment to certain personal and professional principles. All nursing students are expected to conform to the following Uniform Code.
- Students are to wear uniform, shoes and name badge in clinical areas. All articles of personal attire should be scrupulously clean, i.e. freshly washed and wrinkle-free; non-canvas shoes in good condition are required. Knee-length hosiery/socks may be worn with pant uniforms. The uniform and shoes will vary according to the clinical setting and the purpose of the activity.
- The name badge identifies the student with Union University College of Nursing. The name badge for generic baccalaureate students has the “first and last name” on one line and “Student Nurse-Union University” on the second line. Whereas the name badge for RN baccalaureate students reads “first and last name, R.N.” on one line and “Union University Student” on the second line.
- A watch with the capability to show seconds, a wedding and/or engagement ring and one pair of plain metal post-type pierced earrings are the only items of jewelry that may be worn with the uniform. Electronic devices used for professional nursing references are allowed; however, personal use of telephones is prohibited in the clinical setting.
- When clinical experience occurs in hospital or clinic settings, students will wear the approved CON uniform (or lab coat, if designated), black non-canvas shoes or appropriate uniform as designated by the clinical site. The Union University College of Nursing BSN identifying name badge and nursing logo are also required. When a lab coat is worn, it is to be white and full or fingertip length.
- Students will wear the approved CON uniform, within a range of 2 or 3 choices. The name of a uniform shop carrying the approved uniform/tunic choices is available from the College of Nursing. Registered nurses who are candidates for the baccalaureate degree will wear the appropriate uniform as designated by the clinical site with the Union University College of Nursing name badge.
- When a uniform is not worn, a full/fingertip length white lab coat with the identifying UU insignia and name badge may be worn over appropriate street clothes. (If a lab coat is not worn, College name badge should be worn on street clothes except when anonymity is needed such as in certain mental health agencies.). Jeans, spaghetti strap tops and dresses, leggings, low-cut tops and dresses, and open-toed shoes are not to be worn in any setting. Low to mid-heel, close-toed shoes complete the professional attire. Dresses and skirts must be at least knee-length.

d. Expectations for Grooming:

- The close physical contact of nurse to patient requires consideration of every factor that could cause offense. Frequent bathing, dental hygiene and use of deodorants are basic

considerations. Scented after-shave lotions, perfumes and cosmetics should not be used. Chewing gum is not acceptable, even as a breath freshener.

- Hair must be well groomed and of natural color as determined by faculty, with no artificial attachments/adornments such as hair extensions, dreadlocks, beads, ribbons, feathers, etc. For males or females, if hair is longer than collar length, it must be worn up or secured at the nape of the neck. For male students, hair face should be clean shaven or with neatly trimmed beards or mustaches. Fingernails should be clean, short, rounded, smooth and unpolished. **Artificial nails are not permitted. Tattoos and piercings (with the exception of one set of post earrings) should not be visible (this includes oral piercings) to the patient, nursing staff, or Instructor. If you have a tattoo, it is your responsibility to wear adequate clothing to cover up the tattoo(s) while providing care in the clinical setting.**
- There may be additional grooming and uniform restrictions based on individual clinical facility policies.

e. Clinical Failure Policy:

- The student is required to perform at a satisfactory level in the clinical/simulation area. **Satisfactory performance is defined as 75% in each behavior included on the Clinical Evaluation Tool (CET).** Clinical evaluation is an ongoing process that is expressed through the student's CET, informal conversations with the student, and comments on the returned care plans.
- The CET can stand alone as the sole evaluation tool in the event of a discrepancy between a student and the faculty member. A final clinical evaluation is completed on each student at the end of the clinical rotation utilizing the CET.
- Clinical evaluation is based on the student's preparedness for clinical/simulation experience as well as performance in the clinical/simulation area. To be considered "prepared for clinical lab in the agency setting, the student will be able to:
 - Discuss the assigned client's medical diagnosis, the pathophysiology involved, and students are expected to display a professional attitude in all clinical sites. When a student is unable to demonstrate adequate preparation and ability to provide safe and effective care, faculty may determine that participation is not appropriate for the clinical experience and/or clinical day. The faculty member will document unsatisfactory outcomes on all areas of the CET. A make-up day will not be allowed for any clinical day in which a student is dismissed for such behavior.
 - Discuss the drugs in relationship to the assigned client including classification, desired therapeutic effects, possible side effects and nursing implications.
 - Discuss the special diet and why it is used for the assigned client.
 - Discuss the independent therapeutic nursing interventions and interdependent/collaborative nursing interventions specific to the client.

- Students are expected to display a professional attitude in all clinical sites. If a faculty member determines that a student is not prepared to provide safe care or that the student acts in an unprofessional manner, faculty may determine that participation is not appropriate for the clinical experience and/or clinical day. The faculty member will document unsatisfactory outcomes on all areas of the CET. A make-up day will not be allowed for any clinical day in which a student is dismissed for such behavior.
- Deficiencies in the clinical/simulation experience will be identified by the clinical faculty and documented on the CET. It is the responsibility of the student to obtain an appointment with the clinical faculty to discuss any issues related to the student's performance. The clinical faculty strongly encourages any student that receives an "NI" or "U" to schedule an appointment with the clinical faculty to discuss the concern(s). The failure of the student to schedule an appointment with the faculty member does not demonstrate a breach of responsibilities on the part of the faculty member. During the scheduled meeting, the faculty member will discuss the deficiencies and provide suggestions to enhance the student's clinical performance. These suggestions will be noted on the Academic/Clinical Counseling Form. Students are expected to embrace these recommended changes in their clinical practice.
- **Patient safety is the highest priority. When faculty determine that a student's performance presents a risk to patient safety (mentally, physically, or socially), the student will be removed from the clinical setting while the situation is reviewed according to program procedures. The decision to return to the clinical setting and progress through the curriculum will be made by the Dean in collaboration with the faculty.**

****If a student receives a clinical failure, the student will receive a failing grade in the corresponding course and will not be eligible to continue under program progression policies. The student will receive an administrative withdrawal from any other courses for which he/she is enrolled.**

15. LICENSURE EXAMINATIONS

Union University College of Nursing offers a rigorous nursing curriculum that includes academic and clinical performance requirements. To be awarded a bachelor's degree in nursing, the student must successfully complete both elements of the program. Students who receive a nursing degree from Union University will have been exposed to the skills and knowledge necessary to pass the licensure examination and to perform the clinical tasks normally expected of entry level registered nurses. Union University College of Nursing does not guarantee that each person admitted to the nursing program will pass all elements of the program or that those graduated from the program will pass the licensure examination and/or secure employment as a nurse. Attaining these goals depends on the degree to which the student diligently applies him or herself to his or her studies and on the economic forces influencing the health care industry. Neither of these factors is within the control of Union University College of Nursing.

16. INFORMED CONSENT POLICY

a. Policy Summary

The Union University College of Nursing provides an academic program of study for students. Such study includes on-campus laboratory experiences with models and simulations. Technical skills are demonstrated, practiced and evaluated. Upon development of beginning competency, these skills are applied in other settings, such as hospitals, nursing homes, clinics, and community health centers. All study in these settings is conducted under the supervision of nursing faculty and/or licensed health care professionals at the facilities. In accordance with the Occupational Safety and Health Administration (OSHA), the University will give instruction to each student in Universal Precautions according to recommendations from the Centers for Disease Control and Prevention. The documentation of such instruction will be contained in each student's file.

b. Statement of Informed Consent

I hereby agree to follow Universal Precautions while I am a student in the College of Nursing. I understand that these procedures protect me, my clients, my family members and other health care workers from infections and/or communicable diseases.

I understand that nursing involves the study and care of people throughout the life span and that these people may be well or ill. By participating in caregiving activities with ill people, I may be exposed to infectious diseases, such as Hepatitis B, Acquired Immunodeficiency Syndrome, and other infectious and/or communicable diseases. It is understood that testing, diagnosis and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in my clinical experience with the University, will be paid at my own expense.

I understand that the College of Nursing requires that the physical examination form be completed before attending a clinical experience. Current immunization must also be maintained while attending any clinical courses.

In the event that I should be involved with a needle stick or other incident while caring for a client, I agree to follow the most current protocol recommended by the Centers for Disease Control and Prevention. Records of the occurrence will be maintained in the College of Nursing office and will be considered privileged and confidential within the limits of the law.

I agree to inform the College of Nursing regarding changes in my health status, such as pregnancy or contraction of a communicable and/or infectious disease. I have been informed and understand that an altered state of my health may increase my health risk in relation to caregiving activities for clients with bacterial and viral diseases. I have also been informed that some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions. Therefore, I agree to seek sound medical advice for changes in my health status.

Signature

Date

**17. UNION UNIVERSITY EDUCATION VERIFICATION FORM FOR OSHA'S FINAL
RULE: OCCUPATIONAL EXPOSURE TO BLOODBORNE PATHOGENS**

My signature below verifies that I understand the expectations relative to the OSHA standard requirements as they relate to occupational exposure to bloodborne pathogens.

The training I received included:

- A general explanation of the epidemiology, modes of transmission, and any symptoms of bloodborne diseases;
- An explanation of the Exposure Control Plan and means by which I may obtain a copy of it as well as the standard;
- An explanation of methods for recognizing tasks which may include exposure to blood, and ways to reduce/prevent exposure through employment of engineering controls, work practices, and personal protective equipment; Information on the types, proper use, location, removal, handling decontamination, and proper disposal of personal protective equipment; information on the hepatitis B vaccine, including information on its efficacy, safety, method administration, the benefits of being vaccinated, and the vaccine is available; • an explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident; • information on the post-exposure evaluation and medical follow-up that is provided following an exposure incident;
- An explanation of signs/labels and color-coding.

Signature

Date

**18. DOCUMENTATION OF ACKNOWLEDGEMENT AND AGREEMENT TO ABIDE BY
STUDENT HANDBOOK AND UU-CONHS MISSION**

The College of Nursing handbook provides general information about the BSN program at Union University. By signing the form, I acknowledge that I have received information on how to access an electronic copy of the CON handbook. I understand that I am responsible for reading the handbook in its entirety and will be held accountable for complying with all policies and procedures contained within it. It is my responsibility to seek clarification from the Program Chair regarding any policy or procedure I do not understand. I agree to read and comply with any new or revised policies or procedures issued by the program and incorporate them into my handbook. I understand that any changes in handbook policies made during the academic year will be communicated to each student electronically. Information in this handbook is as complete and accurate as possible at the time of publication.

Signature

Date

**19. VALIDATION OF STANDARDS FOR ADMISSION TO THE NURSING
PROGRAM**

I have read the Standards for Admission to the Nursing Program and hereby validate that I am capable of meeting the full scope of academic and clinical requirements as stated in this document.

Signature

Date

20. PRIVACY ACT RELEASE FORM & SIGNATURE STATEMENT

During the academic year at Union University College of Nursing, it may be appropriate for College of Nursing faculty to return graded work in a public manner, for example, outside a faculty office, classroom, or laboratory. Because Union University does not wish to violate your privacy rights under the Family Education Rights & Privacy Act, your signature is required (below) if you are willing to waive these rights under this Act for specific, above-stated purpose.

You are **not required** to sign this waiver/release form. **If you do not sign**, it will be the faculty's responsibility to return your graded work directly (i.e., privately) to you.

I certify that I have read the above statement, and I waive my privacy right under the Family Education Rights & Privacy Act.

Signature

Date

****A COPY IS TO BE RETAINED BY THE STUDENT**

21. LABORATORY EXPOSURE RISK ACKNOWLEDGEMENT

I acknowledge that participation in laboratory courses may involve exposure to chemicals, biological agents, or other materials that could pose risks to health if not handled properly.

I understand that certain chemicals and laboratory environments may include potential risks to reproductive health or exacerbation of health issues due to exposure to chemicals in the lab. I acknowledge that these risks vary depending on the substance, exposure level, and duration of exposure.

Assumption of Participation Risk

I acknowledge that I have received information regarding laboratory hazards and safety procedures during an orientation period provided by my instructor prior to beginning the laboratory class. I agree to comply with all safety requirements, including the use of personal protective equipment (PPE) and adherence to established protocols.

I understand that, despite reasonable safety measures, not all risks can be eliminated in a laboratory environment.

Statement of Understanding

By signing below, I confirm that:

- I understand the potential risks associated with laboratory participation
- I understand my right to request reasonable accommodation based on my disability or qualifying medical condition as allowed by applicable law.
- I have had the opportunity to ask questions regarding laboratory safety

Student Name: _____

Signature: _____

Date: _____

A COPY IS TO BE RETAINED BY THE STUDENT

22. Appendix A

ATI Content Mastery Series | Grading Rubric

(Using a combination of the CMS practice and proctored assessments to achieve 10% of the course grade)

Practice Assessment	
4 points	
Complete Practice Assessment A Remediation: • Minimum one hour Focused Review • For each topic missed, complete an active learning template and/or identify three critical points to remember.	Complete Practice Assessment B Remediation: • Minimum one hour Focused Review • For each topic missed, complete an active learning template and/or identify three critical points to remember.



Standardized Proctored Assessment			
Level 3 6 points	Level 2 5 points	Level 1 2 points	Below Level 1 0 points
Remediation: • Minimum one-hour Focused Review • For each topic missed, complete an active learning template and/or identify three critical points to remember.	Remediation: • Minimum two hour Focused Review • For each topic missed, complete an active learning template and/or identify three critical points to remember.	Remediation: • Minimum three hour Focused Review • For each topic missed, complete an active learning template and/or identify three critical points to remember	Remediation: • Minimum four hour Focused Review • For each topic missed, complete an active learning template and/or identify three critical points to remember
Proctored Assessment Retake*			
Retake Optional	Retake Optional	Retake required	Retake required
10/10 points	9/10 points	6/10 points	4/10 points

The UU CON requires a retake of a Proctored Assessment if level 1 or below. If the student meets the program benchmark (Level 2) on the initial exam, the student can earn an additional 0.5 percentage points on the retake if they make a level 3 for a total of 9.5/10. For those students at Level 1 on the initial exam, the student can earn an additional 2 percentage points on the retake if they make a level 2 for a total of 8/10 and an additional 2.5 percentage points on the retake if they make a level 3 for a total of 8.5/10. For those students below level 1 on the initial exam, the student can earn an additional 3 percentage points on the retake if they make a level 2 for a total of 7/10 and an additional 2.5 percentage points on the retake if they make a level 3 for a total of 7.5/10. **Incomplete work will be returned for completion. The submission will then be considered late. 1 point will be deducted for late work received within the first 24 hours. Any submissions received after 24 hours will receive 0 points.

23. Appendix B

CLASSROOM ATTENDANCE POLICY

Classroom Attendance

It is expected that the student will be present, on time, awake, alert, prepared for and participate in each class, lab, or clinical experience. Successful completion of nursing didactic courses is strongly dependent on class attendance and punctuality. Attendance and timeliness in and to class is considered an important component of professionalism and is expected of College of Nursing students. A record of attendance for each course will be recorded in Canvas, the Learning Management System. In the event of an emergency and/or an absence, communication with the course coordinator prior to the absence is expected from all students. The student is responsible for meeting class objectives covered during missed classroom time. Any materials handed out are the student's responsibility to obtain.

Absence

Absence may require additional work to validate the student's understanding of the missed content. Absences apply to on campus and online class attendance. When attendance expectations are not met, the attendance policy deductions will be enacted. Students will be counted as absent if they: 1) are not in class, 2) sleep during class, 3) leave class after a test or after a class break, 4) are tardy three times.

Excused Absence

The College of Nursing adheres to an excused/unexcused absence policy. An excused absence include: 1) work -sanctioned event (RN -BSN students only), 2) university excused absence, 3) illness that requires visitation of a healthcare facility (a note documenting your visit is required from the healthcare provider the SAME day as the absence), and 4) documented death of an immediate family member. All other absences will be considered unexcused. Extreme emergencies (hospitalization, death of a close family member, or temporary emotional or physical impairment) will be considered on an individual basis by course coordinator and the Undergraduate Chair.

Unexcused Absence

The following policy applies regarding unexcused absences: For the first unexcused absence, the student will receive a written warning. For each additional unexcused absence, the student will lose one percentage point from his/her final average in the course. Additionally, a student with > 3 unexcused absences may incur a letter grade (5%) deduction to his/her final average in the course.

Tardiness

A student is tardy if he/she arrives after the lecture or presentation has started. Tardiness for class start time, return from an extended break, or an early exit is disruptive to the class and is highly discouraged and may lead to being asked to leave the classroom. Any student arriving after class has started should wait until the first break or until permission is received from faculty to enter the classroom. Students late for class will be documented as tardy. With the first tardy, the student will receive a verbal warning, the second tardy, a written warning. The third tardy is considered an unexcused absence.

24. Appendix C

CLINICAL/SIMULATION/ANATOMY ATTENDANCE POLICY

****Students must comply with all requirements of the clinical sites in addition to Union's requirements to attend clinical. Clinical experiences (Hospital, Simulation, Gross Anatomy, and Lab) are carefully planned to integrate theoretical content and clinical practice. The experiences provide a means for supervised practice of selected skills. This hands-on experience is essential for evaluation.**

Clinical Tardiness Policy

All students are expected to be on time and be prepared for all clinicals. Tardiness to clinical will not be tolerated and will be reflected on the Clinical Evaluation Tool. For the first tardy between 1-29 minutes, the student will receive a Needs Improvement (NI) in Professionalism on the CET. The second tardy between 1- 29 minutes time a student will receive an Unsatisfactory (U) under Modifying behavior. The third time a student is tardy OR if the first time being late is 30 minutes or over, the student receives an Unsatisfactory (U) on the CET in all categories, may be sent home with a requirement for make-up hours, and it will be considered an unexcused absence.

Clinical Absence

All clinical experiences are mandatory, and absence will only be excused for 1) work -sanctioned event (RN - BSN students only), 2) university excused absence, 3) illness that requires visitation of a healthcare facility (a note documenting your visit is required from the healthcare provider the SAME day as the absence), and 4) documented death of an immediate family member. All other absences will be considered unexcused. Extreme emergencies (hospitalization, death of a close family member, or temporary emotional or physical impairment) will be considered on an individual basis by the course coordinator and the Undergraduate Chair.

Unexcused Absence

For any absence, the student is required to notify the clinical instructor at least 15 minutes prior to the scheduled clinical start time. If a student is unable to meet this requirement, an unexcused clinical absence will be documented.

To maintain program eligibility, students must comply with any pre-clinical requirement that is designated by the College of Nursing, or the corresponding health facility will result in an unexcused clinical absence. Examples of pre-clinical requirements are BLS certification, health vaccinations, drug testing, etc.

All other absences will be unexcused, and the student will receive an Unsatisfactory in all categories of the Clinical Evaluation Tool. The Course Coordinator will designate an appropriate clinical make-up day or assignment, which will be mandatory. In addition, an unexcused clinical absence will result in a 3% reduction of the overall course grade

25. Appendix D

COLLEGE OF NURSING (CON) GRADE APPEAL/FAIR HEARING PROCESS

If a nursing student has a final grade appeal, they must follow the CON process. Due to the accelerated nature and block coursework in most nursing programs/tracks, the CON has modified the final grade appeal grievance process by: 1) decreasing the initiation and allotted time from 10 business days in the University's process to five (5) days (not working days) within the CON, and 2) streamlining the level of CON administrative review. This will ensure timeliness in meeting safety requirements for clinical onboarding and student course planning.

For all other grievances, nursing students will follow the University process located at <https://www.uu.edu/studentlife/accountability/general-grievance-policy.cfm>.

1. **BEFORE** initiating a written formal final course grade appeal, the student must meet with the course instructor to first attempt to resolve the matter with the instructor.
 - a. Only the final overall course grade may be appealed.
 - b. No one may substitute personal judgment for that of the instructor in regard to the quality of the student's work; therefore, evidence must be shown by the student of any deviation from established procedure that adversely affects the student in the assignment of the letter grade for the course. Deviation from established procedure is defined as assignment of a grade on a basis other than the student's performance in the course, assignment of a grade to a student by more stringent or different standards from those that were applied to other students in the course, or the assignment of a grade that does not align with the grading scheme outlined in the syllabus.
2. **Instructor Level:**
 - a. If the issue is not resolved informally by consultation with the course instructor, the student must initiate a written formal final grade appeal by sending an email to the course instructor within five days of the posting of the final grade for the course.
 - b. In addition to requesting a review of how the grade was determined, the student should include specific reasons for his or her dissatisfaction.
 - c. The request should be sent to the course instructor's Union email address and copied to the course instructor's department chair.
 - i. If the course instructor is the department chair, the student should copy the email to the Dean.
 - ii. If the course instructor is the Dean, the student should copy their email to the Provost.
 - d. The course instructor will provide an email response to the student, copied to the department chair within five days of the date sent of the student's email.
 - e. If the response is satisfactory to the student, the process ends here.
3. **Dean's Level:**
 - a. If the above response is not satisfactory, the student may appeal the course instructor's decision to the Dean of the College of Nursing & Health Sciences.
 - b. This email request should be sent to the Dean's Union email address within five days of the sent date of the course instructor's email response.
 - c. The student's email should include a clear statement of the requested action, the original email to the course instructor, the course instructor's response, all course grade information, and specific reasons for his or her dissatisfaction with the previous decision.
 - d. The Dean will provide an email response to the student with copies sent to the instructor and instructor's chair within five days of the send date of the student's request.

- e. If the response is satisfactory to the student, the process ends here.
- 4. Judicial and Appeals Committee:**
 - a. If the above response is not satisfactory, the student may appeal the Dean's decision to the Judicial and Appeals Committee.
 - b. This email request should be sent to the Associate Provost's Union email address within five days of the sent date from the Dean of Nursing & Health Science's email response requesting a review of the grade.
 - c. The Associate Provost will request a meeting of the Judicial and Appeals Committee to review all appeal-related documents.
 - d. The Committee will provide an email response to the instructor and the student with copies sent to the instructor's chair, Dean of Nursing & Health Sciences within five days of the sent date of the sent date of the instructor/student's request.
 - e. If the response is satisfactory to the student, the process ends here.
- 5. Administrative Level:**
 - a. If the above response is not satisfactory, the student may appeal the Judicial and Appeals Committee decision to the Provost.
 - b. Within five days of the sent date of the Judicial and Appeals Committee's response, the student may submit an email request to the Provost.
 - c. The Provost will provide an email response to the Judicial and Appeals Committee, Dean, and student, with copies sent to the instructor and instructor's chair within five days of the send date of the student's request.
 - d. The decision rendered by the Provost is final.
- 6. Documentation**
 - a. Documentation of the appeal and decision process will be retained in the student's file - the Academic Center.
 - b. For more information concerning the privacy of grade records, see the section entitled "FERPA - Confidentiality of Student Records" in the CON handbook.

Approved by CON LAC 12/8/25 (Revised by the Associate Provost 10-29-25)

Updated by CON Leadership-Assessment-Council 10-27-25

Original procedure developed by CON 10-25-2021