BSNA

W. CARY EDWARDS SCHOOL OF NURSING

ACCELERATED BSN

STUDENT HANDBOOK

TESU THOMAS EDISON STATE UNIVERSITY

BUILDING *Careers* | ADVANCING *Professions* | EMPOWERING *Lives*

Contents

Welcome to the W. Cary Edwards School of Nursing and Health Professions at Thomas Edison State University

Welcome to Thomas Edison State University (TESU). The W. Cary Ed-wards School of Nursing and Health Professions has a tried-and-true, outstand-ing educational program and I am proud to be the Dean. The W. Cary Edwards School of Nursing and Health Professions Accelerated Bachelor of Science nursing program has been preparing competent, caring professional nurses for over thirty-five years. Thomas Edison State University nurses are in demand because, upon graduation, they provide quality care to diverse patients, families, and communities. Together, students, nurse educators, and mentors will take this exciting learn-ing journey which will culminate in preparation for licensure and life-long learning.

The W. Cary Edwards School of Nursing and Health Professions nurse educators and mentors have years of teaching and practice experience. Educators and mentors have the expertise and skills to prepare graduates for the current healthcare environment that includes technological advancements, evidence-based practice, clinical reasoning competencies, and national and global health initiatives. Professional nurses will be at the forefront of healthcare reform and change. The W. Cary Edwards School of Nursing and Health Professions provides a superior education that develops students' leadership skills in order to affect healthcare change and progress.

The journey to becoming a professional nurse is engaging and stocked with interesting knowledge about human health, illness, and environment. Use this handbook as a resource to help navigate the path to becoming a professional nurse. Please read this handbook to be empowered with the information needed about expectations to ensure a successful journey. Additionally, the advisors, nurse educators, mentors, and myself are also always available to assist you along the way.

Congratulations on being accepted into this outstanding nursing program. The next 15 months will be a busy, positive, life-altering experience. I am honored to be able to share this wonderful learning journey with each student and will do everything possible to promote successful outcomes.

Sincerely,

Ruth Wittmann-Price, PhD, RN, CNS, CNE, CNEcl, CHSE, ANEF, FAAN
Dean, W. Cary Edwards School of Nursing and Health Professions

W. Cary Edwards School of Nursing and Health Professions

The programs available at the W. Cary Edwards School of Nursing and Health Professions at Thomas Edison State University are the Bachelor of Science in Nursing (BSN), the Master of Science in Nursing (MSN), the graduate nursing certificate programs, and the Doctor of Nursing Practice (DNP). Three areas of specialty are offered in the MSN degree: Nurse Educator, Nursing Informatics, and Nursing Administration. All programs are offered as online, mentored learning programs where students participate actively as a community of learners through the asynchronous online group discussions integral to each nursing course.

The W. Cary Edwards School of Nursing and Health Professions has an enrollment of nearly 900 students from 25 states. The diverse student population reflects minority representation of 33 percent and male representation of 15 percent. The average age of our enrolled nursing students is 38.5. Bringing with them a wide range of experiences, our students are active leaders participating in healthcare transformation.

Mentors for the courses are experienced nurse educators in higher education and leaders from service settings across the country. Select mentors serve as members of the W. Cary Edwards School of Nursing and Health Professions Committee to guide the development, implementation, and evaluation of the School's programs.

Mission and Philosophy

The W. Cary Edwards School of Nursing and Health Professions accepts and upholds the mission of the University in providing distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities. As such, the W. Cary Edwards School of Nursing and Health Professions believes that independent and self-directed study in a mentored, environment is the hallmark of the academic programs offered to students by the W. Cary Edwards School of Nursing and Health Professions. In this learning environment, the student, as an adult learner, interacts and collaborates with mentors and peers to create and enhance a dialogue within a community of learners. Through this innovative approach to programming, the W. Cary Edwards School of Nursing and Health Professions actively shapes the nursing profession by preparing nurses who are intellectually curious, clinically competent, and technologically prepared to assume leadership positions at the forefront of healthcare transformation.

The W. Cary Edwards School of Nursing and Health Professions supports the belief that attainment of the bachelor's degree is essential to the ongoing process of professional nursing education and development. The Bachelor of Science in Nursing (BSN) degree, building on the prior education and experience of the student, prepares graduates to practice nursing in a variety of settings and roles and provides a foundation for graduate study and lifelong learning. The Master of Science in Nursing (MSN) degree prepares graduates to assume leadership roles in a diverse, technologically challenging, and global healthcare environment, and for advanced study and lifelong learning. The graduate nursing certificate programs offer opportunities for advanced specialized study to master's-prepared nurses seeking additional

opportunities in nursing. The Doctor of Nursing Practice (DNP) degree prepares nurse leaders to function at the highest level in healthcare organizations. Competencies in organizational leadership, economics and finance, healthcare policy, population-focused care, and technology are emphasized.

Nursing is a dynamic profession that provides an essential service to society. As such, nursing is engaged in multilevel roles and relationships and is accountable to society for its role in improving the health status of the community. Nursing is practiced with respect for human dignity and individual differences. The art and science of nursing requires the ongoing application of specialized knowledge, principles, skills, and values. As a distinct body of knowledge, nursing builds upon theories from various disciplines and works collaboratively with other professions to enhance the health status of individuals, families, groups, and communities.

The client is viewed as an open and dynamic system with unique psychophysiological, spiritual, and sociocultural characteristics. Within this system, the client interacts with the environment and experiences varying states of health. Health is described as a dynamic process fluctuating along a wellness-illness continuum. Nurses assist clients to function and effectively adapt to the environment along that continuum. The environment encompasses numerous factors that affect the development and behavior of clients. These factors have an impact on the client's ability to function and maintain optimal health status. Nurses are responsible for the promotion, maintenance, and restoration of health.

The W. Cary Edwards School of Nursing and Health Professions is committed to the belief that the School uses a teaching-learning process based on the principles of adult learning; demonstrates effective design, and delivery of educational experiences in varied learning environments; provides for collaboration and collegial interaction among mentors, educators, and peers; effectively links theory, practice, research, and technology; and extends its reach to people of diverse ethnic, racial, economic, and gender groups.

Through these beliefs and contributions to the ongoing development of caring, competent, informed, ethical, and accountable nurses, the W. Cary Edwards School of Nursing and Health Professions strives to play an influential and positive role in helping to shape the future and the practice of professional nursing.

Purpose and Goals

In keeping with the mission of the University and the commitment to provide high-quality education to address the needs of the greater community, the purpose of the W. Cary Edwards School of Nursing and Health Professions is to provide high-quality nursing education programs that meet the needs of RNs, the healthcare community, and the standards of the nursing profession.

In addressing the needs of the healthcare community, the W. Cary Edwards School of Nursing and Health Professions recognizes and partners with its community of interest, comprised of both internal and external constituencies. The identified communities of interest are at the national, state, and local levels. External

constituencies include local entities, legislators, professional accrediting bodies, and representatives from the professional community such as our partners and clinical affiliates. Internal constituencies include students, alumni, mentors, staff, and the University.

THE goals of the W. Cary Edwards School of Nursing and Health Professions are to:

> Prepare graduates to assume leadership roles in a diverse society and changing healthcare environment;

> Provide nontraditional nursing education programs that meet the needs of adult learners; and

> Provide a foundation for advanced study and lifelong learning.

BSN Degree Outcomes

The Accelerated BSN Program is an option under the BSN degree program offerings. Therefore, program outcomes are the same for all BSN students.

Upon completion of the BSN degree program, the graduate will be able to:

> Apply nursing and interprofessional knowledge, theory, and evidence to facilitate clinical judgement in providing nursing care for diverse patients, families, and communities

> Implement person-centered, nursing care for diverse patients, families, and communities to promote positive health outcomes.

> Analyze approaches to public health and disease management for diverse populations.

> Use evidence to inform clinical judgement to improve healthcare for diverse patients, families, and communities.

> Employ interventions to deliver nursing care to diverse patients, families, and communities that ensure quality and safety.

> Engage with other professionals, team members, diverse patients, families, communities, and other stakeholders to optimize nursing care and health outcomes.

> Use resources appropriately and efficiently to provide safe, quality, and equitable care to diverse patients, families, and populations.

> Employ informatics and healthcare technologies in accordance with best practices and professional, regulatory, and ethical standards in providing nursing care to diverse patients, families, and communities.

> Demonstrate a professional nursing identity to effectively care for diverse patients, families, and communities.

> Participate in personal and professional development activities that foster personal health and contribute to a culture of lifelong learning and leadership.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and doctor of nursing practice program at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education.

> **COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)**
665 K Street NW, Suite 750
Washington, DC 20001
207-867-6791
www.ccneaccreditation.org

The Accelerated Baccalaureate degree program in nursing at Thomas Edison State University is accredited by the New Jersey Board of Nursing.

> **NEW JERSEY BOARD OF NURSING**
PO Box 45010
Newark, NJ 07101
973-504-6430
www.njconsumeraffairs.gov/nur/Pages/default.aspx

Thomas Edison State University is accredited by the Middle States Commission on Higher Education.

The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

> **MIDDLE STATES COMMISSION ON HIGHER EDUCATION**
3624 Market Street
Philadelphia, PA 19104
267-284-5000
www.msche.org

Accelerated BSN Program

Program Description

The Accelerated BSN Program is a full-time 15-month Bachelor of Science in Nursing (BSN) degree program. The 120-credit Accelerated BSN Program includes 60 credits of professional nursing courses (completed both online and on campus at Thomas Edison State University) and 60 credits of general education requirements and prerequisite courses (completed prior to being accepted into the program).

Graduates of the Accelerated BSN Program are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Students must check specific state boards of nursing to see if this program meets educational requirements of that state. See *tesu.edu/nursing/programs/bsna/out-of-state-requirements.*

The policies stated here apply only to students enrolling in the Accelerated BSN Program with degree requirements effective July 1, 2023. Due to the distinct nature of the program, many policies that apply to other W. Cary Edwards School of Nursing and Health Professions students do not apply to students in this program. Please check the Accelerated BSN Program website or with the program advisor with any questions.

Graduates of this program may receive 9 graduate nursing credits included in the BSN degree requirements. Students will be eligible to apply to the MSN program only after they have earned the BSN degree and have successfully passed the NCLEX-RN. The 9 credits (grade of B (83) or better) will be accepted as transfer credits upon admission to the MSN program. Graduate credits that were earned more than seven years prior to the student's enrollment date may not be applied to either the graduate degree or
certificate without the permission of the Dean of the W. Cary Edwards School of Nursing and Health Professions.

Admission to the Program

The W. Cary Edwards School of Nursing and Health Professions is committed to preparing competent nurse clinicians who promote health and well-being across diverse populations and communities. The School of Nursing admits candidates three (3) times each year in January, May and September. The application deadlines are as follows:

- For the January term – the application deadline is September 1.
- For the May term the application deadline is January 1.
- For the September term the application deadline is May 1.

* Only completed applications will be reviewed. A complete admission packet includes:

> Submission of all official transcripts. (Transcript reviews take 5-7 business days.)

> An advising appointment with a W. Cary Edwards SONHP advisor to review prerequisite and general education course requirements (if any).

> GPA of 3.0 or better is preferred.

> A personal statement addressing the following:
  o Education and employment background.
  o Life experiences that influenced your interest in nursing.
  o Experience working with a diverse population.
  o Elements of the TESU Accelerated BSN Program that influenced you to apply.
  o Anything else you believe the Admissions Committee should know such as life experiences, experience in another nursing program(s), challenges, successes, or obstacles you encountered that may strengthen your application or showcase your ability to be successful.

> Resume (optional)

> Official ATI TEAS Exam Score Report with scores ≥70% in all subcategories (preferred). This requirement is waived for students with a previous bachelor's degree.
(Any applicant found to be in violation of ATI's testing policies will have their test scores invalidated. Violations will result in ineligibility to apply.)

> For more information, please visit *tesu.edu/nursing/programs/bsna/program-details.*

System Requirements

Computer specifications

Nursing students must have:

> A laptop or desktop computer .

> Processor: Intel Core i5 or equivalent; 4.2 GHz processor or higher.

> Memory: Minimum 8GB or RAM (16GB recommended)

> Storage: Solid State Drive (SSD) with at least 256GB of space

> Webcam: 720p or higher resolution

> Microphone: Built-in or external with noise-canceling capability

> Speakers/Headphones: Required for virtual simulations

> Graphics Card: Integrated or dedicated GPU with at least 2GB of VRAM
  Note: Mobile devices, tablets, Chromebooks, and Linux operating systems are generally not supported.

Internet Connection

> High-speed internet connection is required; **Wired ethernet connection is recommended.**

> Speed: 50 Mbps recommended. Speeds below 50 Mbps may cause slower loading times for video-heavy courses. Students must have adequate bandwidth and high-speed internet access for coursework, noting that academic activities like online exams, virtual simulations, and video conferences require dedicated internet resources.

> Latency: Less than 150 ms

Note: In households with multiple devices and users, students are responsible for coordinating internet usage to ensure sufficient resources for academic activities.

Operating System

Windows or MacOS required. Windows 10S is not supported. ChromeOS will not function with some of our required technology and media tools.

Browser

Students must install and maintain updated versions of the following browsers to ensure full functionality of all program applications: Google Chrome and Mozilla Firefox. Edge and Safari will not function with our testing platform.

Other Software

All students receive a Thomas Edison State University email account that provides free access to G Suite for Education (Google).

Students will need productivity software such as Microsoft office.

The program utilizes many external web base platforms and will require browser plugins or other software to be installed.

Essential Requirements

Admission to the Accelerated BSN Program is highly competitive, and

applicants are accepted on the basis of their entire application as well as their predicted success and ability to meet the rigorous demands of the program. The program requires the successfucompletion of 60 credits within 15 months. The coursework combines onsite and online learning; in addition, the clinical portion requires students to perform in a laboratories and direct care environments. Because students in this program are required to effectively deliver safe, quality nursing care to clients in the clinical setting, students must meet all of the program requirements.

Applicants to the Accelerated BSN Program are presumed to be aware of the following essential requirements. By accepting admission and enrolling in the program, students certify that they have read these materials and understand all essential requirements of the program.

The areas of Essential Requirements are as follows:

General Ability
Students are expected to process data that can be integrated, analyzed, and synthesized in a consistent and accurate manner. Students are expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.

Communication Ability
Students are expected to be able to demonstrate effective communication including verbal, nonverbal, written, and observational skills during professional interactions with others. This requires the ability to use the English language to effectively communicate with clients and their families, peers, instructors, and members of the healthcare team. The W. Cary Edwards School of Nursing and Health Professions has the discretion to require a student to take the TOEFL regardless of the student's native language.

Observational Ability
Students are expected to be able to make accurate observations to assess the health status of a client. This includes functional use of the senses and sufficient motor activity to carry out the necessary assessment and reporting activities that are essential to client care.

Motor Ability
Students are expected to be able to perform gross and fine motor movements required to perform comprehensive nursing care. Examples of care that students must be able to perform include but are not limited to: turning, transferring, transporting, and exercising clients. Students are expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, assessments, administrations of medications, and emergency interventions. Examples include performing cardiopulmonary resuscitation, preparing and administering medication, suctioning of obstructed airways, and protecting clients in the event of fire. Students are expected to maintain consciousness and equilibrium and have the physical strength and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required to perform satisfactorily in clinical nursing experiences. Students must also have the ability to document client care by writing or typing on an electronic medical record for long periods of time.

Cognitive Ability
Students are expected to have the ability to develop problem-solving skills and demonstrate the ability to establish plans of care and set priorities. This includes the ability to measure, calculate, remember, analyze, and synthesize data, and make time-sensitive

decisions. Students are expected to have the ability to communicate in English (listening, speaking, reading, writing, and reasoning), and perform mathematical functions at a level that is required to safely care for clients. Students are expected to have the ability to understand in both a written and verbal format the materials presented throughout their course of study. Students are expected to be self-directed.

Behavioral and Social Attributes
Students are expected to a) possess the emotional stability required for the use of intellectual, communication/observation, motor, and sensory abilities, b) exercise appropriate judgment, and c) promptly complete all responsibilities pertaining to the care of diverse clients in a variety of settings. Students are expected to be able to care for clients, relate to their family members, and work cooperatively with peers, supervisors, instructors, and health team members with honesty, integrity, and civility and without discrimination. Students are expected to function under stress; that is, the individual is expected to be able to learn to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many clients. Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.

The essential requirements identified are derived from the principles contained in the American Nurses Association (2021) Nursing: Scope and Standards of Practice (4th Edition) and the American Association of Colleges of Nursing (2021) The Essentials of Baccalaureate Education for Professional Nursing Practice. The items previously listed include some examples of care that students must be able to perform safely, but the care of clients is not limited to those examples. The clinical facility reserves the right to deny placement to students based on agency requirements.

Program Requirements

The Accelerated BSN Program requires at least 60 previously completed college credits, including general education requirements and prerequisite courses:

> 60 credits in general education and nursing prerequisites earned prior to acceptance. The 60-credit requirement in general education and nursing prerequisites provides students with a foundation for professional nursing requirements and graduate study. Appropriate credits may be transferred to or earned at Thomas Edison State University.

> 60 credits in W. Cary Edwards School of Nursing and Health Professions credits. The 60-credit nursing requirement* includes 34 credits of hybrid courses with clinical learning components, and 26 credits of online nursing courses. All nursing courses must be completed through the W. Cary Edwards School of Nursing and Health Professions. These courses will be taken as full-time students and cannot be taken out of sequence. Because of the rigorous nature of the program, outside employment is strongly discouraged.

Credit for prior nursing courses will not be accepted.

Accelerated BSN Program of Study

NURSING PREREQUISITES AND GENERAL EDUCATION REQUIREMENTS	Credits
	60
HYBRID COURSES	**34**
> NUR-3220: Fundamentals of Nursing	4
> NUR-3280: Health Assessment and Health Promotion	3
> NUR-3380: Applying the Nursing Process to Alterations in Health	4
> NUR-3450: Nursing Care of Clients with Alterations in Behavioral Health	3
> NUR-3480: Nursing Care of Clients with Acute and Chronic Conditions	4
> NUR-4210: Women's Health Across the Lifespan	3
> NUR-4220: Nursing Care of Infants, Children, and Adolescents	3
> NUR-4320: Nursing Care of Clients with Complex Health Conditions	4
> NUR-4420: Nursing Care in the Community	3
> NUR-4500: Transition to Professional Practice	3
ONLINE COURSES	**26**
> NUR-3320: Introduction to Critical Thinking in Nursing	1
> NUR-3420: Advancing Nursing Practice	3
> NUR-4190: Exploring Evidence-Based Practice and Research in Nursing	3
> NUR-4280: Leadership and Management in Nursing	3
> NUR-4430: Public Health Nursing	4
> NUR-4450: Validating Nursing Competence	3
> NUR-5290: Health Policy **	3
> NUR-5310: Nursing Informatics: Concepts and Issues**	3
> NUR-5820: Financial Management in Nursing Practice**	3
TOTAL	**120**

**Three graduate courses NUR-529: Health Policy; NUR-531: Nursing Informatics: Concepts and Issues; and NUR-582: Financial Management in Nursing Practice will be completed by all BSN degree students as part of the professional nursing requirements. These 9 graduate credits may apply to the MSN degree requirements at Thomas Edison State University upon acceptance to that degree program. Students must earn a grade of B (83) or better in graduate courses for transfer to the MSN program. Graduate credits that were earned more than seven years prior to the student's enrollment date may not be applied to either the graduate degree or certificate without the permission of the Dean of the W. Cary Edwards School of Nursing and Health Professions. Accelerated BSN Program students may apply to the MSN program after successful completion of the BSN program and passing the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Progression and Graduation Requirements

The program consists of online courses and hybrid courses with clinical learning components. Clinical learning components include simulations (on-site and virtual), on-site lab experiences, and in-person clinical experiences in various healthcare settings. Students will not receive credit for prior nursing courses.

If students fail any hybrid course with a grade lower than C+ (78), they cannot progress to the next hybrid or online course or to the next unit. If students fail any online, asynchronous course with a grade lower than C (73), they cannot progress to the next hybrid or online course or to the next unit. Failure of the experiential learning component of a hybrid course will result in a course failure and potential dismissal from the program. Tuition and fees are billed per term. A tuition refund schedule is available at *tesu.edu/refunds.*

Students are expected to comply with all W. Cary Edwards School of Nursing and Health Professions and clinical agency guidelines and performance requirements. Any breach of guidelines, policies, or performance requirements may result in dismissal from the clinical site and/or the program. Students must also be able to meet all of the *Essential Requirements* of the clinical program to progress and graduate.

Clinical compliance requirements must be completed prior to the start of the first nursing course. Failure to due so may result in a students inability to start the program. Clinical compliance must be maintained throughout the program. Affiliated agencies and facilities have the right to preclude students who do not have a clear criminal background check and/or have a history of criminal activity, sexual abuse, or child abuse from the assigned facility. This may result in the inability to complete the experiential learning components of hybrid courses and the inability to complete the program.

Students are required to purchase all required course materials. Students are required to attend all mandatory events.

Completion of the bachelor of Science in Nursing degree from the W. Cary Edwards School of Nursing and health Professions at Thomas Edsion State University signifies that the student has met the academic requirements to qualify for the NYCLEX-RN licensure examination. Once graduation requirements are met, the Dean of the W. Cary Edwards School of Nursing and Health Professions will send the letter of program completion to the New Jersey Board of Nursing. Students who choose to take the NCLEX-RN and/or apply for licensure outside of New Jersey are responsible for researching any requirements and notifying the W. Cary Edwards School of Nursing and Health Professions by emailing *nursing@tesu.edu*.

Graduation requirements include:

> Successful completion of the program of study as outlined in the curriculum plan.

> Satisfaction of all fees and/or debts to Thomas Edison State University and the New Jersey State Library.

> Verification that student records are complete.

> Successful completion of all course/program requirement and evaluations.

> Successful completion of the ATI Live Review.

> On-time submission of the Request for Graduation Form with graduation audit fee according to University guidelines.

Accelerated BSN Program Curriculum

Course Sequence Chart for Accelerated BSN Program Option—60 Credits

TOTAL CREDITS AT THOMAS EDISON STATE UNIVERSITY

HYBRID COURSES—34 CREDITS • ONLINE COURSES—26 CREDITS

	UNIT 1 — 8 CREDITS	Credits	UNIT 2 — 7 CREDITS	Credits	UNIT 3 — 7 CREDITS	Credits	UNIT 4 — 6 CREDITS	Credits
HYBRID	*NUR-3220:* Fundamentals of Nursing	3	*NUR-3380:* Applying the Nursing Process to Alterations in Health	4	*NUR-3450:* Nursing Care of Clients with Alterations in Behavioral Health	3	*NUR-4210:* Women's Health Across the Lifespan	3
	NUR-328: Health Assessment and Health Promotion	4			*NUR-348:* Nursing Care of Clients with Acute and Chronic Conditions	4		
ONLINE	*NUR-3320:* Introduction to Critical Thinking in Nursing	1	*NUR-3420:* Advancing Nursing Practice	3	*There are no online courses during Unit 3 of the Accelerated BSN Program.*		*NUR-4190:* Exploring Evidence-Based Practice and Research in Nursing	3

	UNIT 5 — 10 CREDITS	Credits	UNIT 6 — 9 CREDITS	Credits	UNIT 7 — 7 CREDITS	Credits	UNIT 8 — 6 CREDITS	Credits
HYBRID	*NUR-4220:* Nursing Care of Infants, Children, and Adolescents	3	*NUR-4420:* Nursing Care in the Community	3	*NUR-4320:* Nursing Care of Clients with Complex Health Conditions	4	*NUR-4500:* Transition to Professional Practice	3
ONLINE	*NUR-4430:* Public Health Nursing	4	*NUR-4280:* Leadership and Management in Nursing	3	*NUR-5820:* Financial Management in Nursing Practice	3	*NUR-4450:* Validating Nursing Competence	3
	NUR-5290: Health Policy	3	*NUR-5310:* Nursing Informatics: Concepts and Issues	3				

Course Descriptions

All courses have online course platforms through Moodle. The hybrid courses, NUR-3220, NUR-3280, NUR-3380, NUR-3450, NUR-3480, NUR-4210, NUR-4220, NUR-4320, NUR-4420, NUR-4500, have theory and clinical learning components. Students are expected to carefully review and adhere to all course syllabi.

NUR-3220: Fundamentals of Nursing   4 CR

This course introduces nursing principles that form a foundation for safe and quality nursing practice. Students explore and apply nursing theories, evidence-based practice, and professional standards to provide basic nursing care. This course is designed to be taken concurrently with NUR-3280 and NUR-3320. This course is a hybrid course with a clinical component and is open only to Accelerated BSN Program students.

NUR-3280: Health Assessment and Health Promotion   3 CR

This course introduces the student to the process of systematic and comprehensive health data collection and assessment. Emphasis is placed on strategies for interpersonal communication, skillful examination techniques, and data validation. Culturally and age appropriate health promotion and disease prevention activities are explored.
This course is designed to be taken concurrently with NUR-3220 and NUR-3320. This course is a hybrid course with a clinical component and is open only to Accelerated BSN Program students.

NUR-3320: Introduction to Critical Thinking in Nursing   1 CR

This course introduces students to nursing standards of care, the nursing process, interdisciplinary collaboration, and critical-thinking skills required for problem solving. Students will be introduced to the importance of protecting clients' rights, use of information technologies, and effective communication strategies. This course is designed to be taken concurrently with NUR-3220 and NUR-3280. This course is an online course and is open only to Accelerated BSN Program students.

NUR-3380: Applying the Nursing Process to Alterations in Health   4 CR

This course will focus on health promotion, prevention, disease management, and restoration of health across the adult lifespan of diverse populations.
This course is designed to be taken concurrently with NUR-3420. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-3420: Advancing Nursing Practice   3 CR

This course creates a foundation for achieving the Bachelor of Science in Nursing (BSN) educational outcomes and for transitioning to baccalaureate nursing practice. As such, it provides a broad overview of professional practice and patient outcomes issues including professional practices standards, educational requirements in nursing, evidence-based care, health information technology, and population-focused care. The course applies ethical principles and models of cultural competence to nursing education and practice.

NUR-3450: Nursing Care of Clients with Alterations in Behavioral Health   3 CR

In this course, students examine the needs of clients experiencing alterations in emotional, behavioral, and psychological functioning. Emphasis is also placed on psychosocial influences, vulnerabilities, and substance use disorders.
This course is designed to be taken concurrently with NUR-3480. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-3480: Nursing Care of Clients with Acute and Chronic Conditions   4 CR

This course will focus on providing nursing care to clients with increasingly complex alterations in health, including acute and chronic conditions.
This course is designed to be taken concurrently with NUR-3450. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-4190: Exploring Evidence-Based Practice And Research in Nursing   3 CR

This course provides an introduction to evidence-based nursing practice and research. Students will focus on the critical-thinking skills required to identify and appraise the best evidence available to support nursing practice. Emphasis is placed on the professional nurse's role in critically examining current practice, available evidence, and the application of research to improve healthcare.

NUR-4210: Women's Health Across the Lifespan   3 CR

This course prepares students to provide nursing care for women across the lifespan, including health promotion, disease prevention, and care for clients experiencing health alterations. This course also addresses family-centered care of childbearing women and neonates.
This course is designed to be taken concurrently with NUR-4190. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-4220: Nursing Care of Infants, Children, and Adolescents   3 CR

This course prepares the student to provide nursing care to infants, children, and adolescents in the context of family-centered care. This course will focus on health promotion, disease prevention, and care of clients experiencing health alterations. This course is designed to be taken concurrently with NUR-443 and NUR-529. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-4280: Leadership and Management in Nursing   3 CR

This course focuses on the development of leadership and management skills needed by professional nurses. Theories and concepts essential to the role of the nurse as leader and manager in a variety of community and healthcare settings are explored.

NUR-4320: Nursing Care of Clients with Complex Health Conditions 　　　4 CR

This course will focus on the care of clients with complex alterations in health and their families.

This course is designed to be taken concurrently with NUR-5820. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-4420: Nursing Care in the Community 　　3 CR

This course will focus on care of individuals across the lifespan and their circles of care in the community. Emphasis will be placed on optimal health and function, empowering support systems, and promoting therapeutic environments.

This course is designed to be taken concurrently with NUR-4280 and NUR-5310. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-4430: Public Health Nursing 　　4 CR

The promotion of health and prevention of illness is the focus of the Public Health Nursing course. Theories from public health, nursing, and social sciences as well as knowledge gained from previous learning, set the foundation for students to critically analyze the health of selected populations in a community. Healthy People 2030 serves as a guide for the identification of at-risk groups throughout the lifespan.

NUR-4450: Validating Nursing Competence 　　3 CR

In this course, students synthesize prior learning experiences acquired from clinical practice and academic studies. Using standards of professional practice as guidelines for competence, students validate their clinical skills in nursing practice. With the use of reflective learning, critical thinking, knowledge of best practice, and transformative learning, students will document evidence of their clinical competence as baccalaureate nurse generalists.

NUR-4500: Transition to Professional Practice 　3 CR

In this course, students integrate advanced nursing concepts and leadership principles to plan and implement care for clients with a variety of healthcare needs. Contemporary issues related to professional nursing practice are analyzed for their impact on the client, the nursing profession, and the healthcare system.

This course is designed to be taken concurrently with NUR-4450. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

*NUR-5290: Health Policy (Graduate) 　　3 CR

During this course, students will develop an understanding of health policy including legislative processes and the role of the U.S. government in addressing public health at the local, state, and national levels. Students will examine the synergistic relationship between U.S. health policy and global health. Students will explore nursing's influence in health policy advocacy and its impact on outcomes considering social determinants of health. Students will examine factors that facilitate and hinder the nursing workforce across the globe.

*9 graduate credits are earned at the BSN level. Note: Students must earn a grade of B or better in graduate courses for transfer to the MSN program. Graduate credits that were earned more than seven years prior to the student's enrollment date may not be applied to either the graduate degree or certificate without the permission of the Dean of the W. Cary Edwards School of Nursing and Health Professions.

*NUR-5310: Nursing Informatics: Concepts and Issues (Graduate) 　　3 CR

Nursing Informatics: Concepts and Issues combines knowledge and skills from nursing science, computer science, information science, and cognitive science to design and implement automated systems that support the nursing process in the delivery of healthcare services. Within this course, major topics related to nursing informatics and related fields will be explored. Emphasis is placed on developing an understanding of how automation is used to manage information in healthcare and the nurse's role in the process. This graduate-level overview course provides required informatics knowledge and skills for all MSN students as well as the foundation for all additional informatics courses. To receive graduate credit, students must earn a grade of B (83) or higher.

*NUR-5820: Financial Management in Nursing (Graduate) 　　3 CR

This course introduces nursing professionals to healthcare financing issues in diverse settings of nursing practice. Students will explore financial sources, analyze legislation and reimbursement mechanisms, evaluate business plans, and learn to manage budgets. Students will also consider various approaches for analyzing the financial benefit, effectiveness, and utility of clinical initiatives across diverse populations and clinical settings. To receive graduate credit, students must earn a grade of B (83) or higher.

NUR-0990: Nursing Academic Support 　　2 CR

Students enrolled in the Accelerated BSN Program who have not earned a passing grade in a hybrid course may be eligible to enroll in NUR-0990: Nursing Academic Support in the following BSNA Unit. Students enrolled in NUR-0990 will not be permitted to enroll in any other courses. Course credits may not be used for degree completion.

Policies and Procedures

Retention and Progression in the Curriculum

Courses are taken in sequence. Accelerated BSN Program students must fulfill the following theory and clinical requirements to successfully progress through the curriculum:

> A designation of "satisfactory" in all experiential learning experiences (all experiential learning experiences are graded as pass/fail and students must receive designations of "satisfactory" in order to pass).

> Successful completion of all hybrid courses as outlined in the program of study, with a grade of C+ (78) or better.

> Successful completion of all online courses as outlined in the curriculum plan, with a grade of C (73) or better.

> A cumulative GPA of 2.3 or better is required to graduate.

Academic Standing: Undergraduate Grading System

Letter Grade	Quality Points	Numerical Equivalents
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
B-	2.7	80-82
C+	2.3	78-79
C	2.9	73-77
C-	1.7	70-72
D	1.0	60-69
F	0	Below 60
I	Incomplete (temporary grade)	N/A
IF	0	Below 60
ZF	0	0 (Academic Integrity Violation)

Unsuccessful Course Attempts

Students who fail or withdraw from an asynchronous online course are not eligible to enroll in NUR-0990, and may not progress in the program until they successfully complete the asynchronous online course. Students are allowed one attempt to repeat one asynchronous online course for the duration of the program.

Students who fail or withdraw from a hybrid course must enroll in NUR-0990. Students who elect not to enroll in NUR-0990 must withdraw from the Accelerated BSN Program. If a student is unsuccessful in two courses during the same BSNA unit, they will be dismissed from the program.

Students may enroll in NUR-0990 twice for the duration of the program. Students may not enroll in NUR-0990 twice for the same hybrid course.

Students enrolled in NUR-0990 will not be permitted to enroll in any other courses.

Students who successfully complete NUR-0990 may re-enroll in the hybrid course they failed or from which they withdrew when it is next offered.

Students who are unsuccessful in NUR-0990 will be dismissed from the Accelerated BSN Program.

Students are allowed one attempt to repeat two separate hybrid courses for the duration of the program.

Students who fail to successfully complete a course after two attempts will be dismissed from the program

Onsite and Online Classroom Expectations

> Attendance and participation in all scheduled/synchronous classes is mandatory. Webcams and microphones must be enabled during online class meetings. Refer to each course syllabus for more information on course engagement requirements.

> In the event of an absence, students must notify the nurse educator/mentor via the Private Student Mentor Forum in Moodle.

> Students are responsible for obtaining missed class materials. Class content will not be retaught.

> Students will be asked to submit documentation for absences (i.e., physician's note, obituary notice).

> Absence from class increases the risk of course failure.

> Professional behavior and appearance is expected at all times. Students should refer to the University Code of Conduct Policy found online at tesu.edu/academics/catalog. And see *Essential Requirements* in the handbook see page 5 and 6 of this handbook.

> Use of cell phones and texting during class and clinical learning experiences is prohibited.

> Assignments submitted after the due date will not be accepted unless approved by the mentor or educator.

Standardized Testing and Examinations

Standardized exams and assessments are integrated throughout each hybrid course to evaluate student learning.

Online Exams:

> Exams are administered remotely using third party vendors for remote proctoring. A webcam, speakers, microphone, and reliable internet bandwidth are required. Proctoring services for faculty-developed exams need to be scheduled promptly in order to obtain an optimal testing time. Proctoring services are free if the appointment is scheduled more than 72 hours in advance. Appointments that are scheduled less than 72 hours before the exam will require a scheduling fee and risk the scheduling of a suboptimal appointment time or unavailability of an appointment time. Instructions on how to create the required accounts for proctoring services and how to schedule exam times will be provided at the start of the program. Students are responsible for ensuring that all computer applications and user accounts are operational prior to exams.

> All examinations are mandatory on the scheduled test date.

> Students must arrive on time for their scheduled exam appointment. **Students who are late will be unable to access their exam and will receive a zero grade.**

> Students are responsible for notifying the nurse educator promptly in the event of extreme extenuating circumstances that prevent completion of an exam on the scheduled day. Technical difficulties, including but not limited to internet connectivity issues, computer problems, or power outages, do not constitute valid extenuating circumstances for exam incompletion or delay. Official documentation must be submitted within 24 hours of the missed exam.

> Failure to access and/or complete an exam on the scheduled day will result in an exam grade of zero.

> No books, notebooks, graphic calculators, cell phones, or any electronic devices will be permitted at students' testing seats.

> All efforts will be made to have grades posted to the course gradebook within a minimum of one week.

Academic Integrity

The expectation of the W. Cary Edwards School of Nursing and Health Professions is that the principles of truth and honesty will be rigorously followed in all academic endeavors. Students must abide by the University Academic Code of Conduct as outlined on the website and in the online University Catalog at *tesu.edu/academics/catalog/academic-code-of-conduct.*

Students demonstrating academic dishonest, unethical, or unprofessional behavior, inconsistent with University policies, course objectives, ANA Standards of Professional Nursing Practice, and/or the ANA Code of Ethics are subject to immediate dismissal from the program.

Students are on their honor not to cheat during an exam. Examples of cheating include, but are not limited to:

> Looking up any answer or part of an answer in an unauthorized textbook or on the internet, or using any other source to find the answer.

> Copying and pasting or in any way copying responses or parts of responses from any other sources into the online exam. This includes but is not limited to copying and pasting from other documents or spreadsheets, regardless of who they were written by.

> Plagiarizing answers.

> Asking anyone else to assist by whatever means available while taking an exam.

> Copying any part of an exam to share with other students.

> Sharing any information about the content of an exam.

If there is evidence students have cheated or plagiarized an exam, the exam will be declared invalid and they will fail the course. They are subject to harsher penalties including dismissal from the program.

Plagiarism

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. Students are encouraged to familiarize themselves with the University Academic Code of Conduct, Policy, Violations, and the Disciplinary Process detailed in the University catalog.

Please note that the W. Cary Edwards School of Nursing and Health Professions does not permit rewrites of any assignments.

Use of Artificial Intelligence

The following guidelines are provided to promote the ethical use of generative AI tools at TESU:

Students may only use AI tools in support of their learning and not as a replacement for their own writing. Unless otherwise specified in the course syllabus, appropriate use to support learning includes idea generation, brainstorming support, proofreading, and tutoring.

The University's Academic Code of Conduct will apply to cases of undocumented and/or inappropriate use of AI generated content. Submission of AI generated work for written assignments as a replacement for original student work will be considered plagiarism under this policy. Mentors may use a University approved AI detection tool to evaluate the authenticity of submitted assignments.

Any use of AI generation tools during the learning process should be documented in an appendix, bibliography, or other notation within the assignment. As with all other citations, you should use APA format. Useful resources in this regard include: Https://www.apa.org/pubs/journals/resources/publishing-policies https://apastyle.apa.org/blog/how-to-cite-chatgpt

AI tools are prohibited during any and all proctored assessments.

Appeals

All students in the W. Cary Edwards School of Nursing and Health Professions will follow University policies on final grade appeals as outlined in the online University Catalog at tesu.edu/catalog. Final grade appeals are to be submitted only after a course ends.

> Academic Appeals: *https://www.tesu.edu/student-resources/forms/_media/UG_GradeAppealForm.pdf*

Complaints

The W. Cary Edwards School of Nursing and Health Professions student complaint policies are congruent with the University complaint policies and procedures. Students are directed to the online University Catalog at tesu.edu/catalog for information.

> Complaints*: https://tesu.smartcatalogiq.com/current/undergraduate-catalog/university-policies-and-procedures/university-wide-policies/student-complaint-policies-and-procedures/*

Accelerated BSN students and applicants may also direct complaints about the program to the New Jersey Board of Nursing: *https://www.njconsumeraffairs.gov/nur*

Professional and Personal Conduct

Students must follow all Accelerated BSN Program policies and procedures detailed in this Handbook as well as the Thomas Edison State University Academic and Nonacademic Code of Conduct Policies.

> Academic Code of Conduct:*https://tesu.smartcatalogiq.com/en/current/undergraduate-catalog/university-policies-and-procedures/university-wide-policies/academic-code-of-conduct/*

> Nonacademic Code of Conduct: *https://tesu.smartcatalogiq.com/en/current/undergraduate-catalog/university-policies-and-procedures/university-wide-policies/nonacademic-code-of-conduct-policy/*

Students are expected to meet all *Essential Requirements* of the program.

Students are expected to have read the American Nurses Association's Code of Ethics and the American Nurses Association's Position Statement on Incivility, Bullying, and Workplace Violence. The W. Cary Edwards School of Nursing and Health Professions adheres to the ANA's Position Statement on Incivility, Bullying, and Workplace Violence and believes that adherence to the Code of Ethics is non-negotiable. All nurses and nursing students have an obligation to uphold and adhere to its ethical precepts.

Policy Against Discrimination and Harassment

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy against discrimination and harassment. Please see the online University Catalog for more information at *https://tesu.smartcatalogiq.com/en/current/undergraduate-catalog/*

Background Check

The W. Cary Edwards School of Nursing and Health Professions requires all students entering the Accelerated BSN Program to undergo a background check and fingerprinting. Affiliated agencies or facilities may prohibit students with an unclear background check or a history of criminal activity, sexual abuse, or child abuse from participating in clinical placements, which may prevent students from completing clinical requirements and ultimately the program. Additionally, criminal background checks may be conducted as needed throughout the program.

Graduates of the Accelerated BSN Program will be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN), enabling them to pursue licensure as registered nurses. However, acceptance to Thomas Edison State University does not guarantee eligibility for licensure. State boards of nursing determine NCLEX-RN eligibility based on program completion and additional criteria, including any prior convictions, misdemeanors, felonies, or specific physical or psychological conditions, such as substance abuse.

Students are responsible for contacting the New Jersey State Board of Nursing or the board in the state where they plan to take the NCLEX-RN (via the National Council of State Boards of Nursing at www.ncsbn.org) for any necessary clarification before enrolling in the W. Cary Edwards School of Nursing and Health Professions. Please note that Thomas Edison State University will not intervene in individual matters related to state board eligibility requirements on these issues.

ADA Accommodations

The W. Cary Edwards School of Nursing and Health Professions is committed to a policy of equal opportunity and diversity. The University is in compliance with the American Disability and Rehabilitation Act of 1973. The School and University provide reasonable accommodations to qualified individuals with officially documented physical, mental, and learning disabilities. With these accommodations, students must be able to meet the program requirements.

Documentation, including specific recommendations for all students with disabilities, is required prior to giving accommodations. Once the documentation has been submitted to the ADA coordinator, reasonable accommodations will be made for the student. Students are responsible for identifying themselves to the ADA coordinator at 609-984-1141, ext. 3415. The TTY number for hearing-impaired students is 609-341-3109. Application and information is available at *tesu.edu* or via email *ada@tesu.edu.*

Student Information Change

Students of the Accelerated BSN Program must immediately notify the W. Cary Edwards School of Nursing and Health Professions of any change of address, telephone number, email address, or change of name. To do this, students must email *nursing@tesu.edu*. Additionally, students must notify the University by completing the Student Data Change Form found at *https://eforms.tesu.edu/appnet/reg17.html*

Confidentiality of Student Records

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy with respect to the Family Educational Rights and Privacy Act of 1974 (FERPA). Please see the online University Catalog for more information at *https://tesu.smartcatalogiq.com/en/current/undergraduate-catalog/university-policies-and-procedures/university-wide-policies/family-educational-rights-and-privacy-act-of-1974-ferpa/ .*

Clinical Education and Performance Guidelines

Assessment of Clinical Performance

Students must demonstrate proficiency in the experiential learning components (simulations, virtual simulations, lab experiences, and in-person clinical experience in various healthcare settings) of each hybrid course. The experiential learning component is graded as pass/fail based on the final evaluation of a hybrid course's clinical competencies. Clinical competencies are rated as "Satisfactory", "Unsatisfactory", or "Not Applicable/Not Available".

> Students must successfully pass the ATI Dosage Calculation 3.0 Proctored Assessments in order to pass the clinical learning components of each hybrid course. Students who do not pass the assessment will be unable to attend clinical experiences or achieve the required "Satisfactory" grade for their Clinical Performance Final Evaluation, and will be unable to progress in the course. Students who are unable to achieve the required "Satisfactory" grade for their Clinical Performance Final Evaluation will withdraw from the course or earn a final grade of F for the course.

> For the Clinical Performance Final Evaluation, students must achieve the required "Satisfactory" grade in all clinical competencies of a hybrid course in order to pass the experiential learning component of the hybrid course.

> For the Clinical Performance Final Evaluation, students who do not achieve the required "Satisfactory" grade in all clinical competencies of a hybrid course will not pass the experiential learning component of the hybrid course and will not be able to pass the course or progress in the program.

Clinical Warning

Students must meet the expectations/requirements as outlined in the Clinical Expectations/Requirements as well as the Clinical Performance Final Evaluation in order to pass the experiential learning component of the hybrid course, pass the course, and progress in the program. Students will receive a clinical warning if they do not adhere to the expectations/requirements.

> Students will be notified in writing of the clinical warning; a copy of the documentation will be placed in the students' files. All clinical warnings must be reviewed and acknowledged with a signature by the student.

> Students who fail to meet *Clinical Expectations/ Requirements*, may be placed on a performance improvement plan. Students will be required to meet with educators from the School of Nursing & Health Professions to review the performance improvement plan.

> Failure to meet the expectations outlined in a performance improvement plan may result in an "Unsatisfactory" grade in the clinical competencies of a hybrid course and may result in course failure.

> Students who receive more than one clinical warning are at risk of failing the experiential learning component of a hybrid course which may result in course failure.

> Clinical warnings and performance improvement plans are cumulative.

Clinical Dismissal

A clinical dismissal may be initiated by the W. Cary Edwards School of Nursing and Health Professions or by its clinical agencies if students exhibit unsafe, unethical, or unprofessional behavior, in violation of the standards of professional nursing practice. Clinical agencies have the right to exclude any student from participating in clinical rotations if in the judgment of the facility, their actions pose material risk of harm to the health or safety of clients or to the proper operation of the facility.

A clinical dismissal will result in a grade of Unsatisfactory for the clinical components of the course which results in a grade of F for the corresponding hybrid course.

Reasons for clinical dismissal include, but are not limited to the following:

> Demonstrating unsafe, unethical, or unprofessional behavior not consistent with University policies, course objectives, ANA Standards of Professional Nursing Practice, ANA Code of Ethics, and clinical agency policy.

> Compromising the safety of patient, staff, families or communities.

> Failing to adhere to institutional policies and professional standards that serve to safeguard the client.

> Consistently failing to apply previously learned concepts to the clinical experience.

> Violating or omitting essential elements of safe nursing care.

> Failing to be self-directed, accountable, and responsible for ones own actions and behavior.

> Failing to recognize and report a change in the client's condition that could be harmful.

> Requiring continued direct supervision and presence of the clinical educator to complete nursing care, thereby jeopardizing the supervision and learning of other students.

> Failing to conform to the professional values and behaviors required of the professional nurse.

> Failing to maintain clinical compliance status throughout the program.

Clinical Expectations/Requirements

> All clinical experiences are mandatory, whether held virtually, in the clinical laboratory, or in healthcare settings. This includes but is not limited to: virtual simulations, virtual experience modules, orientations, and trainings. Failure to complete an experience by the scheduled deadline with the required grade, including virtual experiences, will result in a clinical absence and will count towards a student's total percentage of clinical absences.

> Students demonstrating unsafe, unethical, or unprofessional behavior not consistent with University policies, course objectives, ANA Standards of Professional Nursing Practice, ANA Code of Ethics, *Essential Requirements* of the program and clinical agency policy are subject to immediate dismissal from the program.

> Students are required to comply with all clinical agency policies, protocols, and procedures.

> Students will be informed about experiential learning schedules (start and end times). Students must be prepared, appropriately attired, and arrive on time for clinical learning experiences. Students who are unprepared or arrive late for their clinical and laboratory experiences will receive a clinical warning, and will be sent home. This will result in a clinical absence, which would count towards a student's total percentage of clinical absences.

> Students who come to experiential learning experiences and appear to be in an impaired state will be evaluated and removed from the setting. Students will be subject to disciplinary action and possible dismissal based on evaluation findings.

> Additional expectations/responsibilities are identified in the Clinical Performance Final Evaluation.

Clinical Absence

Attendance at all experiential learning experiences is mandatory and essential to the achievement of course objectives and success in the program.

> Students who are absent or tardy for a experiential learning experience must adhere to the notification requirements outlined below.

> All absences or instances of tardiness will be documented and reviewed by the School of Nursing & Health Professions.

> Missed clinical hours must be made up, at the discretion of the School of Nursing & Health Professions, and will still count against a student's total number of clinical absences.

> Tardies and absences will be counted in aggregate over the entirety of the program. Three tardies equates to one clinical absence.

> Students who are absent or tardy for 10% or more of their experiential learning experiences during the entirety of the Accelerated BSN program will fail the course in which they reached the 10% and be dismissed from the program.

> Unexcused absences are not permitted for specialty courses (NUR-3450, NUR-4210, NUR-4220, NUR-4420).

> Students who are not clinically compliant cannot attend their experiential learning experiences; any resulting absence will count towards a student's total percentage of clinical absences. A student will receive a clinical warning related to the clinical compliance requirement and a clinical attendance warning if experiential learning experiences are missed.

Punctuality

> Students are expected to be present for experiential learning experiences at the time indicated by the educator. Punctuality is a professional responsibility. Students cannot interrupt or delay other students and faculty once the experiential learning experience has begun, which will cause the loss of valuable clinical time. It is also disruptive to clinical site staff who expect students to be on time in order to fulfill their clinical responsibilities

> Tardiness is defined as arriving after the time indicated by the educator. Three instances of tardiness are equivalent to one absence and will count towards a student's total percentage of clinical absences.

> Students will receive written clinical warnings for each instance of tardiness which they must review and acknowledge receipt of by signing.

> After two instances of tardiness, the School of Nursing & Health Professions will develop a performance improvement plan for students. Students will be required to meet with the School of Nursing & Health Professions to review the performance improvement plan.

> Failure to meet the expectations outlined in a performance improvement plan and/or continued failure to meet *Expectations/ Requirements* will result in course failure.

> All instances of tardiness will be documented on the student's clinical performance final evaluation.

Notifications

> Students who are absent to or tardy for a experiential learning experience must contact the relevant clinical educator and the Clinical Education Coordinator as soon as reasonably possible prior to the start of the experience.

> If a student fails to follow the notification rules above, the School of Nursing & Health Professions will develop a performance improvement plan for students. Students will be required to meet with the School of Nursing & Health Professions to review the performance improvement plan.

> Failure to meet the expectations outlined in a performance improvement plan and/or continued failure to meet *Expectations/ Requirements* will result in course failure

Clinical Appearance

> Clinical appearance standards follow affiliated facility policies. Students must meet or exceed all partner institution requirements.

> Students are to be in complete uniform during experiential learning experiences. Necessary equipment includes ID badge, pen with black permanent ink, penlight, bandage scissors, watch with a second hand, and stethoscope.

> Students must wear ID badges at all times at all experiential learning experiences. If an ID badge is lost, the student must report it to the clinical educator and pay for a new badge.

> All attire, including uniforms, must be clean, wrinkle free, neat, and in good condition at all times. Students must maintain a clean and well-groomed appearance. Undergarments must not be visible through uniforms. Shirts worn underneath uniforms must be white.

> All uniform clothing must be purchased from the W. Cary Edwards School of Nursing and Health Professions uniform vendor. Information regarding the approved uniform will be distributed prior to program start.

> Clean white sneakers with clean white laces will be worn with white socks. Any other footwear is not acceptable.

> Fingernails must be trimmed and clean. No artiicial nails, which is inclusive of gel nail polish, wraps, acrylics, silks, etc.

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> Fragrances, perfumes, colognes, hair sprays, etc. should be kept to a minimum and may be prohibited if they pose a health concern to others.

> All hair and hair accessories must be neat, clean, and off the collar. Beards and mustaches must be clean and neatly trimmed or students must be clean shaven. Long hair must be secured in a bun above the collar.

> Only two small sized studs per ear are permitted to be worn, and only on the lower lobe. Visible body jewelry and facial piercings are not permitted.

> Excessive and/or inappropriate tattoos are prohibited. In particular, tattoos which are visible are prohibited if the tattoos: display profane or obscene words, symbols or messages; contain words, symbols or messages which are inconsistent with our clinical partners polices; or relate to drugs, alcohol, or violence.

Safety Event/Medication Error

Students are responsible for obtaining clinical educator signatures on all clinical and laboratory documentation. If students are involved in a safety event at the clinical site, such as a medication error or exposure to blood/body fluids, they must immediately report this event to the clinical educator and the registered nurse assigned to the patient to complete the required reporting.

Clinical Compliance Requirements

Students accepted into the BSNA program must meet all NJ Board of Nursing and clinical agency requirements, including health examinations, lab testing, background checks, fingerprinting, drug testing, health insurance, auto insurance, professional liability insurance ($1M/$3M), respiratory fit testing, and CPR certification. All documentation must be submitted through the clinical compliance company by stated deadlines, there will be no exceptions.

Criminal history, including arrests or convictions, may prevent program progression or result in rescinded acceptance. Students with expungeable offenses should seek legal counsel.

Clinical partners may modify vaccine requirements at any time and most do not accept exemptions. These partners review student background checks and have final authority on clinical placement acceptance. Inability to meet vaccine requirements or obtain clinical clearance due to background check findings will prevent program progression and graduation, and may result in rescinded admission.

Application fees and deposits are non-refundable if clinical placement is denied.

Prior to starting the program and throughout the duration of the program, students in the Accelerated BSN Program are required to:

> Maintain an account with the clinical compliance company for clearances and health information, and pay all designated fees for their services.

> Follow the health requirement directions on the clinical compliance company's website. All requirements must be met prior to the start of the program and maintained throughout the course of the program. Failure to comply may result in an administrative withdrawal from a course or a course failure.

> Measles, Mumps, Rubella (MMR) titers showing immunity and immunity records of MMR booster.

> Varicella titer showing immunity and proof of immunity.

> Hepatitis B positive titer.

> Hepatitis C negative titer.

> Tuberculosis testing.

> Tetanus/Diphtheria/Pertussis (Tdap) Booster within the past 10 years.

> Influenza vaccination for the current flu season.

> A COVID-19 vaccine is required as per the most recent CDC guidelines. Students vaccinated prior to September 1, 2022, will need an updated vaccination.

> Immunizations are subject to the requirements put forth by the clinical partners.

> Complete criminal background check, drug screen, and FBI fingerprinting through clinical compliance company. Students will not be permitted to start or progress in the program unless the comprehensive drug screen is negative. Students must undergo a second drug screen partway through the program. Drug screening is must be completed through the approved third party vendor.

> Maintain current American Heart Association BLS Cardiopulmonary Resuscitation (CPR) Competency for Healthcare Providers.

> Maintain current Respiratory Fit Testing Certification.

> Students must maintain active automobile, major medical, and professional liability insurance coverage throughout the program. Those registered for hybrid courses must provide proof of all three insurance types before beginning coursework, as enrollment cannot proceed without valid documentation. Students who fail to maintain active coverage in any of these insurance categories will be withdrawn from the program. Please note that any medical care required at clinical sites, including treatment for injuries, will be billed directly to the student's major medical insurance. Students are responsible for all associated medical costs, including any deductibles or co payments.

> Obtain a driving history report through the appropriate state agency.

Security and Emergency Information

George A. Pruitt Hall Security

For on-campus emergencies, students may contact the security desk at 301 W. State Street at 609-599-9443, ext. 4325.

Parking/Transportation

Students must register their car's make, model, and plate number with Thomas Edison State University during orientation. Parking for students at clinical agencies will be provided after submission of vehicle information. Transportation to and from outside clinical agencies is the responsibility of the student. Clinical site assignments are not based on proximity to public transportation. **Students must have access to their own vehicle.** Personal vehicle ownership is required for home healthcare clinical rotations, as students must independently travel between multiple patient residences to complete mandatory home care visits and meet program outcomes. Students must adhere to the parking guidelines of each clinical site. Failure to do so will result in dismissal from the clinical site.

Building Access Cards

Students who leave the program for any reason are required to return all building access cards to the W. Cary Edwards School of Nursing and Health Professions within one week. Failure to do so will result in financial holds on student accounts.

Weather Related University Closings/ Emergency Notifications

In the event of inclement weather, notice will be placed on the University website and a text message will be sent via cell phone. Emergency notifications related to the University will also be sent via text message. The University is autonomous; therefore, closings by other state offices or departments do not mean that the University is closed. Please refer to the Accelerated BSN Program Inclement Weather Procedure in Moodle for more information regarding clinical experience cancellations/delays.

Federal and State Law Information

Compliance with Federal and State Law

> The Civil Rights Act of 1964 prohibits discrimination because of race, color, religion, or national origin.

> Public Law 90-202 prohibits discrimination because of age.

> Title IX of the 1972 Education Amendments prohibits discrimination because of sex.

> Family Education Rights and Privacy Act of 1974 was designated to protect the privacy of education records to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

> American Disabilities Act grants equal opportunity for admission and program progression to all qualified individuals without regard to disability. The W. Cary Edwards School of Nursing and Health Professions will make reasonable accommodations for the otherwise qualified individuals who can meet the admission and program standards.

> Health Insurance Portability and Accountability Act (HIPAA) of 1996 protects the privacy of health information.

> New Jersey Registered Nurse Practice Act defines the scope of nursing practice.

Support Services

Library and Educational Services and Resources

Students must obtain a library card with the New Jersey State Library. The New Jersey State Library, which is an affiliate of the University, offers Thomas Edison State University students access to many resources for study. Information on library services is provided during orientation. The Library may be contacted through the University website at tesu.edu. Additional educational resources may be accessed through the online nursing courses. Through their interaction online in the nursing courses as well as access to the moderated discussion board for all enrolled students on the University website, students may inquire and share information about additional learning resources.

Technical Support

Technical support is available during business hours by calling 609-777-5680 or emailing enrolled@tesu.edu. If students need a temporary password reset after hours, visit Online Student Services (OSS and click "What's My Password" in the lower right hand corner of the page).

Financial Aid

Information on financial aid may be obtained by contacting the Office of Admissions and Enrollment Services at 609-777-5680, the Office of Financial Aid at 609-633-9658, via email at *finaid@tesu.edu*, or online at *tesu.edu*. Information on scholarships and other financial aid opportunities for students may be posted on the University website at *tesu.edu/nursing* when appropriate. Students on financial aid should familiarize themselves with the recommended course sequence and prerequisites to make the best use of financial aid awarded and progress toward degree completion.

Academic Support Services

Faculty and staff are available to help students achieve academic, professional, and personal goals. Ultimately students are responsible for taking full advantage of the many services offered by Thomas Edison State University.

Honor Society

The Upsilon Rho chapter of Sigma Theta Tau International Honor Society of Nursing was chartered in 2008. Eligibility to the chapter for all Accelerated BSN Program students includes a cumulative GPA of 3.0 or higher, upper 35 percent in class rank and demonstration of academic integrity. Membership is by invitation only. Graduates of the W. Cary Edwards School of Nursing and Health Professions may apply under the nurse leader criteria. Additional information on the Upsilon Rho chapter is located at tesu.edu/nursing. Students with any history of academic integrity violations are not eligible for any award or honor.

Career Development

The Office of Career Development assists students and alumni in exploring their talents, discerning their career and educational goals, and pursuing employment opportunities, as well as further study. Additional information can be found at *tesu.edu/current-students/career-development.*

Directory for Enrolled Students

W. Cary Edwards School of Nursing and Health Professions

Phone: 609-633-6460
Fax: 609-292-8279
Email: *nursing@tesu.edu*

Office of Admissions and Enrollment

Phone: 609-777-5680
Option 1 for enrolled students
Option 2 for prospective inquiries, press 2 for nursing
Monday — Friday, 8:30 a.m. — 4:30 p.m., ET
Email: *admissions@tesu.edu*

Academic Advisement for Enrolled Students

Phone: 609-777-5680
Monday — Friday, 8:30 a.m. — 4:30 p.m., ET
Fax: 609-292-8279 (nursing)
Schedule an appointment: *tesu.edu/appointment*

Office of Student Financial Accounts and Operations

Phone: 609-777-5680
Fax: 609-984-4066
Email: *studentaccts@tesu.edu*

Office of Financial Aid

Phone: 609-777-5680
Fax: 609-633-6489
Email: *finaid@tesu.edu*

Office of the Registrar
Course registrations
Requesting official transcripts
Receipt of transcripts
Applying for graduation

Phone: 609-984-1180
Fax: 609-777-0477
Email: *registrar@tesu.edu*
Web: *tesu.edu/about/registrar*

Center for Disability Services
Information and assistance with accommodations for students with special needs

Phone: 609-984-1141, ext. 3415
TTY: 609-341-3109 (for hearing impaired students) **Fax:** 609-943-5232
Email: *ada@tesu.edu*

Technical Support

Phone: 609-777-5680
Email: *enrolled@tesu.edu*