



 School of
Nursing
Andrews University

Student Handbook
2025–2026 **BSN**

Student Handbook: 2025–2026

As an Andrews University nursing student, I understand that I must follow the procedures and policies that are included in this handbook, as well as the Andrews University Bulletin.

I acknowledge that I am responsible for this material.

Student's Name (please print): _____

Student's Signature: _____

Date: _____

This page is the property of the Andrews University School of Nursing and shall remain in the school files online.

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UNDERGRADUATE NURSING

Welcome

Dear Nursing Student,

Welcome to the Andrews University School of Nursing. We are delighted that you have chosen to begin or continue your nursing education journey with us. As a student in our program, you are joining a legacy of excellence, compassion, and service in the healthcare profession.

The Andrews University nursing program is fully approved by the Michigan Board of Nursing and proudly holds accreditation from the Accreditation Commission for Education in Nursing (ACEN). These designations reflect our unwavering commitment to high academic standards and the preparation of competent, compassionate, and Christ-centered professional nurses.

This handbook has been thoughtfully developed to serve as your guide throughout your academic journey. Within its pages, you will find essential policies, procedures, and expectations that will support your success in both the classroom and clinical settings. We encourage you to review it carefully and refer to it often.

Our curriculum is designed not only to provide you with the knowledge and skills necessary for nursing practice, but also to inspire your growth as a whole person; spiritually, emotionally, and professionally. We are here to walk alongside you, offering mentorship, support, and encouragement as you progress through the program.

We believe that nursing is more than a career. It is a calling. We are honored to be part of your journey and look forward to watching you grow into a nurse who exemplifies excellence, integrity, cultural humility, and a commitment to service.

On behalf of the entire faculty and staff of the School of Nursing, we warmly welcome you. May this be a season of challenge, growth, and great achievement.

With sincere blessings,

Chair, Faculty, and Staff
Andrews University School of Nursing

Accreditation

The baccalaureate nursing program at Andrews University is accredited by the Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326

The most recent accreditation decision made by the ACEN Board of Commissioners for the baccalaureate nursing programs is continuing accreditation.

View public information disclosed the ACEN regarding this program on the ACEN website.

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation’s report on the future of nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other healthcare professionals, in redesigning healthcare in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

Mission Statement

The Andrews University School of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research and education. Through the following activities, the School of Nursing encourages students to Seek Knowledge, Affirm Faith and provide Changes that impact the World of healthcare:

| SEEK KNOWLEDGE | AFFIRM FAITH | CHANGE THE WORLD |
|---|--|---|
| <ul style="list-style-type: none">• Prepare nurses that provide culturally competent, high quality, evidence-based, patient-centered care• Prepare nurses for first-time licensing and certification success• Encourage lifelong learning | <ul style="list-style-type: none">• Prepare nurses to practice within the Christian context of “Restoration to the Image of God”• Promote personal spiritual growth• Teach theoretical underpinning of wellness, illness and disease within the context of the Great Controversy | <ul style="list-style-type: none">• Teach with service/mission focus; medical evangelism• Teach current whole-person nursing care across the life span which addresses wellness and illness• Prepare nurse leaders with a mindset for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration |

Philosophy

The School of Nursing believes in the Great Controversy between good and evil. We believe that in the beginning, God created the heavens and the earth; the crowning act of creation was man and woman in His Image. When Adam and Eve sinned, they began a process of total degeneration in spiritual, mental, physical, social and emotional health that continues today. In order to interrupt this degeneration, Jesus came to this earth to live a perfect life and die for the sins of humanity, thus providing for perfect Restoration to the Image of God and consequent eternal life which will be actualized at the second coming of Jesus. For the individual, this is possible only through accepting Jesus Christ as Savior and maintaining an ongoing relationship with Him.

The student who enters this nursing program accepts the educational environment in which they will be prepared to deliver nursing care that demonstrates the goodness, grace and forgiveness of God. They will also be able to express how the presence and saving power of Jesus Christ has positively affected their personal and professional life.

This philosophy will influence education and learning, curricular development, and teaching strategies. In addition, it is anticipated that this philosophy will influence the personal health, character, professional performance, ethical judgments and moral integrity of faculty, staff and students.

Conceptual Framework

Key Concept: Restoration

Restoration to the Image of God is the ultimate goal of Christian nursing practice. Christian nurses believe that any improvement in spiritual, mental, physical, social or emotional health is a part of Restoration to the Image of God. Christian nurses acknowledge that, in spite of effort, perfect restoration will not be complete on this earth, and illness and degeneration will continue to occur until the second coming of Jesus. Despite this, God has given a biblically based formula for health and a degree of restoration as allowed on earth. The goal of Christian nursing is to utilize this formula in all nursing activities to promote and maintain health, prevent disease, and treat acute and chronic illness.

This formula is based on the original eight natural remedies/laws of health (White, 1905): pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, and trust in Divine Power. This formula has been a springboard for other representations such as NEWSTART (Weimar, 1978):

- Nutrition
- Exercise
- Water
- Sunshine
- Temperance
- Air
- Rest
- Trust in Divine Power

and C.R.E.A.T.I.O.N. Health (Reed, 2007) which includes:

Choice
Rest
Environment
Activity
Trust in Divine Power
Interpersonal relationships
Outlook
Nutrition

Conceptual Definitions

Restoration

- Returning to an ideal state.
- Returning to a previous state of wellbeing or achieving a state better than what is currently experienced.

Image of God

- A multi-dimensional concept related to all aspects of human existence.
- The ultimate goal is enhancing the divine image of persons, families, communities, institutions and systems in ways that promote health and prevent disease.
- Restoration may be related to physical, mental, social or spiritual health. While ideally nurses strive to restore clients in all dimensions, improvement in any area helps move a client toward restoration. Therefore, even an individual with a terminal illness may be “restored” toward the image of God through other dimensions of health. The same holds true with any deficit that is keeping an individual from being in complete health.

Disease

- An interruption, cessation or disorder of body functions, systems or organs. Source: “Stedman’s Medical Dictionary for the Health Professions and Nursing,” 7th ed. (2011). Baltimore, MD: Lippincott Williams & Wilkins.

Illness

- Illness is a state in which a person’s physical, emotional, intellectual, social, developmental or spiritual functioning is diminished or impaired compared with previous experience. Source: Potter, P.A. & Perry, A.G., “Fundamentals of Nursing,” 9th ed. (2016). St. Louis, MO: Mosby, Inc.

Degeneration

- Deterioration; passing from a higher to a lower level or type.
- A worsening of mental, physical or moral qualities.
- A retrogressive pathologic change in cells or tissues, in consequence of which their functions are often impaired or destroyed, sometimes reversible, in the early stages, necrosis results.

- Source: “Stedman’s Medical Dictionary for the Health Professions and Nursing,” 7th ed. (2011). Baltimore, MD: Lippincott Williams & Wilkins.

Promote and Maintain Health

- Involves individuals or aggregates in a process of self-determination of practices and choices enhancing global wellness.
- Health promotion is based on knowledge and understanding of laws of health and the active choice of improvement of personal health habits.
- Resources and skills must be developed so that current health is maintained, or a higher level of health can be achieved.

Prevent Disease

- Associated with behaviors that assist at-risk individuals or aggregates in avoiding development of or complications related to specific conditions.
- Primary prevention relates to protection against specific health problems, with the focus on increasing a person’s resistance to specific illness.
- Secondary prevention involves early identification of and prompt intervention for health problems.
- Tertiary prevention/disease management is concerned with restoration and rehabilitation within limits imposed by a health problem, once a condition is already present.

Treat Acute and Chronic Illness

- Associated with behaviors that assist at-risk individuals or aggregates in avoiding development of or complications related to specific conditions.
- Primary prevention relates to protection against specific health problems, with the focus on increasing a person’s resistance to specific illness.
- Secondary prevention involves early identification of and prompt intervention for health problems.
- Tertiary prevention/disease management is concerned with restoration and rehabilitation within limits imposed by a health problem, once a condition is already present.

Program and Student Learning Outcomes

The purpose of the School of Nursing is to prepare nurses to serve the global community. The curriculum of the school is based on the framework of Seventh-day Adventist precepts and the concept of Restoration to the Image of God.

The school also supports the American Nurses Association (ANA) Standards of Care; the American Association of Colleges of Nursing (AACN) Essentials of Bachelor Education for Professional Nursing Practice; Nurse Practice Acts; Institute of Medicine (IOM) Report; Quality and Safety Education for Nurses (QSEN); as a basis for preparing nurses to meet society’s evolving healthcare needs.

Program Outcomes

Andrews University School of Nursing program outcomes are as follows:

1. At least 80 percent for all first-time test-takers during the same 12-month period.
2. At least 57 percent of students will complete the program within three–four years after beginning NRSG216 Fundamentals in Nursing course.
3. At least 85 percent of graduates will be employed in a position for which the nursing program prepares them within 6–12 months of graduation.

Student Learning Outcomes for Bachelor’s Degree

Students who successfully complete the bachelor’s program will:

1. Reflect in their nursing care the application of Christian values and formula for health for the purpose of “Restoring humans to the image of God.”
2. Demonstrate cultural sensitivity using verbal, non-verbal and written methods.
3. Foster open and effective communication using verbal, non-verbal, written and technological methods.
4. Utilize critical thinking, clinical reasoning, judgment, evidence-based practice and research in implementation of the nursing process, while delivering patient-centered care.
5. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
6. Demonstrate knowledge, skills and attitude necessary for managing whole person, patient-centered care according to standards outlined by the American Nurses Association, AACN Essentials of Nursing, QSEN and IOM Report.
7. Function effectively as part of intra- and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.
8. Demonstrate personal spiritual growth.
9. Be prepared to successfully pass the NCLEX examination at the first sitting.

Policy Statements

Notice Regarding Policies and Procedures

All nursing majors are expected to be familiar with and observe the policies and procedures of Andrews University and the school. These policies and procedures can be found in:

1. Andrews University Bulletin
2. Andrews University School of Nursing Student Handbook
3. Andrews University Student Handbook

The Andrews University School of Nursing Student Handbook is available at the beginning of each school year online and in hard copy. Policies and procedures may be reviewed at town hall meetings or classroom meetings. Students are responsible for attending these meetings and for the information discussed there. In addition, new policies and procedures implemented during the school year will be communicated via Andrews University email, course management system (Learning Hub) or classroom announcements.

**Additional note: policy changes yearly.*

Unrestrictive Policies

Unrestrictive policies (those that do not disadvantage students) take effect upon approval, after being communicated to nursing students by announcement in classrooms and/or emails.

Restrictive Policies

Policies that may have a restrictive impact upon students' progress into and through the nursing programs shall be implemented according to the following schedule:

- Approved policies shall take effect at the beginning of the academic year of the bulletin in which they are published unless it has to do with curriculum/program changes that affect the integrity of the program.
- Policies will be communicated via Andrews University email, bulletin board, course management system (Learning Hub) or classroom announcements following approval by the appropriate council, with the expected date of implementation.

Academic Integrity

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. It requires all members of the academic community to behave honestly, speaking truthfully to colleagues, co-learners and teachers, and completing all homework, tests, papers and projects with integrity. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. Much as the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers “to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness” (Eph. 4:23–24, NRSV). As scholars and as Christ’s servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University’s students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.

Integrity Standards

Students promise to:

- Present assignments, lab reports and research findings that are not falsified in any way.

- Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate.
- Follow the source citation guidelines outlined by the course professor.
- Submit work that is solely created by the person to whom it is assigned.
- Contribute equitably when participating in group work.
- Prepare for quizzes and examinations by study and review without stealing, accepting or using unauthorized quizzes or examination materials.
- Follow the professor's instructions regarding allowable aids during a quiz or examination.
- Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources.
- Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

Integrity Pledge

Because academic honesty is central to who we are and what we do at Andrews University, the following pledge is required of every student scholar that agrees to join this community:

I promise on my honor as a member of the learning community at Andrews University that I will faithfully adhere to these Integrity Standards in the completion of all coursework requirements and scholarly projects.

More information regarding academic integrity and the integrity pledge can be found on the Andrews University [website](#).

Nursing Student Code of Conduct—Disciplinary Procedure

Why a Nursing Student Code of Conduct?

It is important to understand that the standards of conduct applies not only to the classroom and online environments, but also to all student interactions including those with teachers, with other students in the School of Nursing (both online and on-campus) and with the community at large. In all of these interactions, nursing students represent Christ, the School of Nursing, College of Health & Human Services (CHHS) and Andrews University (AU). Therefore, students are expected to live according to the standards and ideals set forth in the Holy Scriptures and policies of the aforementioned entities.

The School of Nursing is being intentional about contacting other schools, departments, offices and entities on campus so that regular channels of communication are established related to matters of nursing student conduct. We want to know from others how our students are functioning elsewhere so they know that the School of Nursing is serious about the conduct of its students, and that action will be taken when problems occur.

The policies to which nursing students are held include those that apply to all students of Andrews University as identified in the Andrews University Student Handbook and the American Nursing Association Code of Ethics.

Andrews University Student Handbook—see current Andrews University bulletin for Student Handbook

American Nursing Association Code of Ethics

When incidents of substance abuse, discrimination, harassment, bullying, sexual harassment, stalking, sexual assault, domestic/relationship violence or other incidents of criminal behavior are reported, they will be handled first by the University's Division of Campus & Student Life. This office will notify the CHHS dean's office who will refer the matter to the School of Nursing Student Conduct Committee (SNSCC). This committee, working in conjunction with Campus & Student Life, will consider each report, and may impose penalties in addition to those imposed by the University. Disciplinary actions may include but are not limited to the following:

- A requirement to participate in counseling sessions.
- Reparation/restitution being made to the offended party.
- Suspension from the School of Nursing's program of study for a period.
- Dismissal from the nursing program.

If referred for counseling, a student will be required to sign a release of information giving the counselor/therapist permission to disclose to the School of Nursing Student Conduct Committee a clinical summary of the student's progress and of any recommendations that are made. In making the referral to the counselor/therapist, the committee will give the counselor/therapist the specifics of the committee's concerns and supporting documentation. The student will be asked to sign a release of information giving the committee permission to disclose this information. A refusal to sign these release of information forms will result in indefinite suspension or dismissal from the School of Nursing, depending upon the seriousness of the offense.

Likewise, when another entity on campus (e.g., Campus & Student Life) is involved in the disciplinary process, a full report of their investigation and actions taken will be required by the School of Nursing Student Conduct Committee. If they make recommendations in addition to those made by the committee, a report of the outcome of their recommendations will be required by the committee before any recommendation for student reinstatement is made.

This policy is intended to convey to the University and larger communities that the School of Nursing does not condone nor support any type of behavior in which our students are perpetrators of violence of any type, bullying, predatory behavior, sexual misconduct or threats to harm another. The objectives of this policy are: 1) that the School of Nursing will be a safe place for its students, faculty and staff—both male and female—to pursue their studies and work, and 2) that nursing students will safely relate to others and faculty in the online or face-to-face learning environments of Andrews University's campus.

School of Nursing Student Conduct Committee

The School of Nursing Student Conduct Committee (SNSCC) is composed of five members including the School of Nursing chair, program director, student advisor, Student Life representative, and one other individual, considering diversity. This committee will be empowered by the dean's office to act on its behalf in all matters of student misconduct and discipline.

The SNSCC is tasked with reviewing complaints related to nursing student conduct, gathering data from as many sources as possible to assess the truth of the complaint, evaluating the egregiousness of the conduct violation, and making a decision about the disciplinary action that will be taken.

When a disciplinary action is taken, the SNSCC will assign one or more individuals from the School of Nursing to maintain contact with the student for purposes of redemptive mentoring, encouragement and support. When the student is involved in counseling or other forms of remedial action, a report will be sent to the SNSCC and evaluated by the committee. Students undergoing any type of disciplinary action cannot be returned to active student status without a positive recommendation from the SNSCC.

Appeals to the decisions of the SNSCC must be made to the dean of the College of Health & Human Services.

PROFESSIONALISM

Professionalism in Nursing: The Basics

In nursing, professionalism reflects the act of providing quality patient care while honoring the values of respect, advocacy, and responsibility. Professionalism also extends to a nurse's ability to communicate clearly and self-reflect on behaviors and actions, always striving for both professional and personal development. Professionalism looks to preserve respect and dignity of all.

Applications of Nursing Professionalism

There are many ways in which nurses can exhibit professionalism to benefit their patients, organizations, coworkers and careers. According to the code of professional standards as outlined by the Nursing and Midwifery Council (NMC), nurse professionals in healthcare settings can do their best to customize care to patients' needs, proactively collaborate with medical staff and colleagues, and act with honesty and integrity, especially when under pressure. Other guidelines speak to additional core components of nursing professionalism, including the following.

- **Care Comes First**—Communication is key. Listen to others and provide information and advice clearly so everyone can understand. Make well-informed decisions that are best for the situation at hand.
- **Individual Treatment**—Treat patients and colleagues as individuals with their own unique values, beliefs and needs.
- **Respect Dignity and Authority**—Protect patient privacy. Never give client information to an unauthorized person, and preserve anonymity when citing patient cases in coursework, research or other public documents. Professors and instructors should always be treated and addressed respectfully as persons of authority. Written communications should always include a proper addressing such as “Dr. Smith” or “Professor Smith.” Communications with all colleagues and professors should work toward common resolutions and negotiations and not include blame or inflammatory language in person or in written communications, even when you may disagree with their decisions.
- **Work Together**—Cooperate with team members and respect their contributions. Always treat everyone with respect. Admitting when you are in the wrong and apologizing is always a respectful action when appropriate. Seeking the appropriate resolution and best practice according to the published guidelines and policy is the best course of action. Seeking to understand the opinions and statements of others from their point of view is needed.
- **High Standards of Care**—Be punctual in all your work. Acknowledge when a situation is beyond your professional scope. Don't be afraid to ask for help.

- **Honesty and Integrity**—Do not plagiarize coursework or professional assessments. Do not cheat on assignments, use unauthorized sources on exams, or assist yourself or others to improve earned grades inappropriately. Be honest about your work, use constructive feedback for improvement. Compile an accurate CV to reflect your education and work experience. Always aspire to the highest levels of personal and professional conduct.
- **Uphold Reputation**—Be aware that all actions—even outside of work/school—may have consequences.

Essential Duties Criteria to Meet Clinical Requirements

To enter into and to complete the nursing program, students must be able to meet the emotional and physical requirements of the School of Nursing and the agencies in which students are placed for clinicals. Students and faculty are to work with Student Disability Services to determine what accommodations would be reasonable in a clinical setting to meet these requirements.

Emotional Requirements

The student must have sufficient psychological stability and emotional health to use intellectual abilities, exercise good judgement, complete responsibilities relating to the care of patients, and develop effective relationships with patients.

Physical Requirements

In order to participate in Andrews University’s Nursing Program, students are required to travel to agencies, hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program. The following physical requirements are necessary to participate in the clinical application courses in nursing:

1. **Strength:** Sufficient strength to lift, move and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR, which requires sufficient body weight and adequate lung expansion.
2. **Mobility:** Sufficient to bend, stoop, get down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around physically and adequately in confined spaces (patient rooms, bathrooms, treatment settings, around patient equipment, etc.). Be able to perform all physical skills required to deliver patient care such as CPR, ambulation, transport, reposition, lifting and other nursing duties.
3. **Fine Motor Movements:** Necessary to manipulate syringes and IVs; to assist patients with feeding and hygiene; to write appropriate notations; to document in health record; to perform sterile procedures and other skilled procedures.
4. **Speech:** Ability to speak clearly in order to communicate with staff, physicians and patients; need to be understood on the telephone.
5. **Communication:** The applicant must be able to communicate with patients and members of the healthcare team with accuracy, clarity and efficiency within rapidly changing healthcare settings. The applicant must also be able to give and/or receive verbal directions about or to a patient or members of the healthcare team within rapidly changing health \care settings. The applicant must be able to gather data from written documents, oral presentations and observation of patients within a variety of settings.

6. **Vision:** Visualize patients in order to assess and observe their health status; skin tone, color changes, dermatological conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvements or deterioration, etc.
7. **Hearing:** Hear and see patients, monitor signs and symptoms, hear alarms, patient voices, call lights, assess patient conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, hear through the stethoscope to discriminate sounds, and accurately hear on the telephone.
8. **Touch:** Ability to palpate both superficially and deeply and to discriminate tactile sensations.

BACHELOR OF SCIENCE IN NURSING PROGRAM

Nursing, BSN (Pre-licensure)—125 credits

All students except early-admit students may enter the University as declared nursing majors, but the first year is typically spent taking general education requirements, cognate courses and NRSG 215 Introduction to Nursing Concepts. Students are encouraged to apply for admission into the nursing program prior to completion of the spring semester of their freshman year to be prepared to enter NRSG 216 Fundamentals of Nursing Practice the following fall semester.

Step One: Declare nursing as a major.

Step Two: Meet with nursing advisor and become familiar with classes required for admission into nursing.

Step Three: Take your course work seriously. Strive to obtain at least a GPA of 3.0.

Step Four: Apply for acceptance into the Bachelor of Science in Nursing (BSN) program in the spring of your first year or after completion of your cognates if you are a transfer student. Completed applications are to be submitted by June 15.

Applications received after June 15 will be considered based on space availability for entry in the following fall semester.

Curriculum Guide 2025–2026

| Fall—Freshman | | | Spring—Freshman | | |
|---|---|-----------|------------------|--|------------|
| PSYC 101 | Introduction to Psychology | 3 | BIOL 222 | Anatomy & Physiology II | 4 |
| BIOL 221 | Anatomy & Physiology | 4 | PSYC 201 | Human Development | 3 |
| CHEM 110 | Chemistry | 4 | FDNT 230 | Nutrition | 3 |
| NRSNG 215 | Intro Professional Nursing Concepts | 1 | RELT 100 | God & Human Life | 3 |
| FINE ART | Fine Arts/Humanities | 1 | HLED 135 | Well Being 360 | 3 |
| ENGL 115 | College Writing I | 3 | | | |
| Total | | 16 | Total | | 16 |
| Fall—Sophomore | | | Spring—Sophomore | | |
| NRSNG 211 | Pharmacology I | 2 | RELB 210 | Jesus & His Time | 3 |
| ENGL 215 | College Writing II | 3 | NRSNG 366 | Complementary Wellness and Restoration I | 1 |
| COMM 104 | Communication Skills | 3 | NRSNG 460 | Topics in: Clinical Microbiology | 3 |
| NRSNG 216 | Fundamentals of NRSNG Theory & Practice | 5 | NRSNG 240 | Psychiatric Mental Health Nursing | 4 |
| NRSNG 305 | Health Assessment | 3 | NRSNG 315 | Pathophysiology | 3 |
| | | | FINE ART | Fine Arts/Humanities | 1 |
| Total | | 16 | Total | | 15 |
| Fall—Junior | | | Spring—Junior | | |
| HIST 117 | Civilization & Ideas | 3 | RELT 250 | Personal Spirituality & Faith | 3 |
| FINE ART | Fine Arts/Humanities | 3 | STAT 285 | Statistics* | 3 |
| NRSNG 331 | Medical-Surgical I | 5 | NRSNG 445 | Nursing Research | 3 |
| NRSNG 212 | Pharmacology II | 3 | NRSNG 332 | Medical-Surgical II | 6 |
| NRSNG 408 | Families in Stress/Crisis | 2 | FINE ART | Fine Arts/Humanities | 1 |
| Total | | 16 | Total | | 16 |
| Fall—Senior | | | Spring—Senior | | |
| NRSNG 440 | Developing Child Nursing | 4 | NRSNG 450 | Community Nursing | 4 |
| NRSNG 430 | Childbearing Family | 4 | NRSNG 416 | Comprehensive Review | 2 |
| NRSNG 418 | Leadership in Nursing | 3 | NRSNG 414 | Critical Care Nursing | 3 |
| NRSNG 466 | Comp Wellness and Restoration II | 2 | NRSNG 438 | Intl Mission Service in Nursing | 2 |
| PBHL 440 | Fundamentals of Spirituality and Ethics in Healthcare** | 3 | NRSNG 480 | Senior Internship | 3 |
| Total | | 16 | Total | | 14 |
| General Education Credits | | | | | 30 |
| Cognates Required for Nursing | | | | | 30 |
| Nursing Credits | | | | | 65 |
| Total Credits for Bachelor's Degree in Nursing | | | | | 125 |

* Math P2 level or higher recommended for CHEM 110 and required for STAT 285.

** Course fulfills ACE requirements

Admission Requirements—Pre-licensure (Regular admission)

Admission requirements are as follows:

1. A minimum overall GPA of 3.00 is required for admission, along with a minimum combined GPA of 3.00 for all cognate courses. A grade of C or higher is considered acceptable for each individual cognate course.
2. All students must complete the following cognate courses prior to entering the nursing program:

| Course | Semester Credits |
|-------------------------------------|------------------|
| BIOL 221 A&P I | 4 |
| BIOL 222 A&P II | 4 |
| PSYC 101 Introduction to Psychology | 3 |
| PSYC 201 Human Development | 3 |
| CHEM 110 Chemistry | 4 |
| FDNT 230 Nutrition | 3 |

3. Cognates (Anatomy & Physiology, Microbiology, Chemistry, Human Development, Nutrition, Psychology and Statistics) older than five (5) years at time of admission to the program will not be accepted as credit and will need to be retaken as a class for credit or take a standardized challenge exam such as the CLEP, as approved by the School of Nursing.
4. Completion of HESI A2 exam with a score of 75% or higher in each area: English Language, Math and Science, is required for all students applying to the Andrews University BSN program. HESI A2 exam is available in 190 countries and can be proctored via Proctor U.
5. An acceptable criminal background check from company recommended by School of Nursing. Before admission and yearly after complete the test between July 01 and August 05 of application year. Tests are to be completed between July 1 and August 05 each year prior to start of Fall semester
6. A urine drug screen is required before admission and yearly after. Complete the test between July 01 and August 05 prior to sophomore, junior and senior years.
7. Physical examination report (to be done July 01 and August 05 of application year) that also includes the following:
 - a. Acceptable negative testing for tuberculosis:
 - QuantiFERON Gold Blood Test
 - If positive, a chest x-ray is required, will be evaluated individually and student must provide a physician clearance documented on letterhead.
 - b. Proof of immunization or serum immunity for MMR1 and MMR2 (Measles, Mumps and Rubella), T-dap (Tetanus, Diphtheria, Pertussis), and Hepatitis B
 - c. Proof of immunization or serum immunity for varicella-zoster
8. All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA) only. Certification for CPR should be completed between April and August.

9. Depending upon the situation, a student may be required to have an interview.
10. Meeting the minimal requirements does not guarantee admission.
11. Students must apply for admission to the nursing program by June 15. Typically, this process is begun while taking NRS 215: Introduction to Professional Nursing Concepts.
12. ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities.
If you feel that you have a learning, psychological or emotional disability it is mandatory that it be formally documented by the Student Success Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by University Medical Specialties.
If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations.

Admission Requirements—Nursing as 2nd Degree

For those students who have earned a previous bachelor's degree, the admission requirements to the nursing program are the same as outlined above in regular admission. Second degree students are not required to complete general education courses.

Transfer Students

Students may transfer to the Andrews University BSN program to begin in the fall sophomore year beginning with NRS 216 Fundamentals in Nursing. Transfer students must meet all admission requirements outlined in the regular admission process as well as general admission to Andrews University.

Any student who is transferring from another United States accredited bachelor's degree nursing program into the Andrews University bachelor's degree nursing program may request to have their Intro to Professional Nursing, Fundamentals, Pathophysiology and/or Health Assessment course credits transferred if they are not older than two years from the anticipated program start date. Students requesting transfer of these nursing courses must first undergo an evaluation of this class work to determine if the requested transfer of credits is adequate and/or appropriate. Transfer students may be required to take standardized testing to prove competency in nursing courses. The primary nursing instructor for each class will make an evaluation of theoretical and clinical knowledge of the transfer course(s) and make a recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee that will then make the final decision.

Methods of evaluation may include:

- NLN or other valid and reliable standardized tests
- Final grade for the nursing class (minimum score of 80 percent required)
- Course syllabus
- Clinical skill assessment (if determined by course content)

Irrespective of transfer situations, students must complete at least 30 credits of nursing courses at Andrews University.

Progression

1. A student is in academic probation by:
 - Engaging in unethical, unprofessional or other behavior(s) that are unacceptable in either the classroom or the clinical setting
 - Demonstrating evidence of behavior patterns that are unsafe to patients, faculty or peers; and
 - Indicating to faculty and/or staff other signs of maladaptive behavior(s).
2. Before progressing to senior year, all courses on the curriculum guide through junior year must be completed. The only general education course permitted in the senior year is PBHL 440 (Fundamentals of Spirituality & Ethics in Healthcare).
3. NRSG 215: Introduction to Professional Nursing Concepts—needs to be completed during the freshman year at Andrews University or during the first semester of residency as a transfer or second-degree student.
4. Only a grade of C+ or higher is accepted in all nursing courses. For cognate courses, only a grade of C or higher is accepted.
5. To better enable all nursing students in the continual pursuit of excellence in nursing, all students must:

- a. Pass each nursing class with a grade of 77 percent, equivalent to a C+ or higher. The grading system for each class in the nursing program is:

| | | | | | | | |
|--------|----|-------|----|-------|----|----------|---|
| 100–93 | A | 83–86 | B | 73–76 | C | Below 60 | F |
| 90–92 | A- | 80–82 | B- | 70–72 | C- | | |
| 87–89 | B+ | 77–79 | C+ | 60–69 | D | | |

- b. Nursing courses with a practicum component will require the student to successfully pass both the theory and practicum sections. Students need to receive a “pass” in all clinical evaluations and a grade of C+ (77%) or higher in the theory section in order to receive a passing grade for the course.
 - c. A clinical grade of 90 or greater is required to pass the course. If a student fails the clinical portion of a course despite a passing grade in the theory section, the student does not pass the course. The final course grade defaults to a C grade.
 - d. If a student fails the theory portion of a course despite a passing grade in the clinical section, the student does not pass the course and will receive the grade earned for the theory portion of the class.
6. If a student withdraws from a nursing course, or changes from credit to audit due to potential failure, the student must understand that withdrawal (W) or audit (AU) is considered failure of the course.
 - a. Students who have failed or withdrawn from a nursing course within a semester may be given an opportunity to repeat the course once. Failure of subsequent course (s) will result in program dismissal. In the year following the poor performance, students may take selected classes from the following semester as they wait to repeat the previously failed course if there are no class conflicts, as approved by their nursing advisor:
 - NRSG 215 Introduction to Professional Nursing Concepts
 - NRSG 366 Comp Wellness I
 - NRSG 315 Pathophysiology
 - NRSG 212 Pharmacology II (if successfully completed Pharm I)

- NRS 408 Family in Stress/Crisis
- NRS 445 Nursing Research
- NRS 418 Leadership in Nursing
- NRS 466 Comp Wellness II

7. Sophomore and Junior Probation and Progression

- a. A GPA of at least 3.00 in three parts—overall GPA, cognate course GPA and nursing course GPA—must be maintained throughout the nursing program. Students whose GPA falls below 3.0, in any of the three parts (overall, cognate and nursing), or who have withdrawn, audited, or failed a nursing course, will be placed on School of Nursing academic probation.
- b. Students not meeting all progression requirements after two semesters of probationary status will be dismissed and are not eligible for readmission to the nursing major.
- c. Students on probation are required to complete a learning contract with the School of Nursing.
- d. A cognate/nursing and overall GPA of 3.0 is required by the end of junior year for progression to senior year. Students who fail to meet the GPA requirements at the end of spring semester junior year and are not previously on probation may be considered on a case-by-case basis.

8. Senior Year Progression

- a. Seniors are required to complete all curriculum requirements with an end-of-year overall GPA of 3.0 to be eligible to graduate.
- b. Before progressing to senior year, all courses on the curriculum guide through junior year must be completed. The only general education course permitted in the senior year is PBHL 440 (Fundamentals of Spirituality & Ethics in Healthcare).
- c. Seniors demonstrate readiness for the NCLEX licensure exam by passing the HESI exit exam. This is a course requirement for completion of NRS416 Comprehensive Overview.

9. If a student has demonstrated unsafe and/or unprofessional behavior, the student and the clinical instructor will develop an action plan outlining the unsatisfactory behavior and specific steps for improvement. Failure to demonstrate improvement based on the clinical action plan may result in failure of clinicals and the course.

10. Students must maintain continuous enrollment in nursing courses and progression through the program following the nursing curriculum guide once admitted to the nursing major.

11. Repeating courses:

- a. Required cognates may be repeated only once. Further repeats may be reviewed on a case-by-case basis.
- b. Nursing courses:
 - i. Only C+ grades or higher in all nursing courses are permitted in the program. Students who have more than one nursing course with a grade below C+, or a grade of W or AU will result in dismissal from the program. Once admitted to the nursing program, students are permitted to repeat a nursing course only once. Reapplication does not guarantee readmission.
 - ii. Students who fail the same course two times or two different nursing courses, after admission into the nursing program, with a grade below C+ or a grade of W or AU are not eligible for readmission to the nursing program. If a student fails one course and is readmitted and passes the previously failed course after readmission, but fails another separate nursing course, then the student will be dismissed and is not eligible for readmission to the nursing program. The APRG committee will decide exceptional cases on an individual basis.

12. Readmission is considered on an individual basis by the APRG Committee. The process is outlined below.
- a. Letter of reapplication indicating the following
 1. Reason for withdrawal/dismissal
 2. Reason for seeking readmission into the program
 3. Anticipated semester of return
 4. Plan for progression through the program
 5. Evidence of professional growth (submit supporting documents) such as
 - a. Nurse tech/CNA work
 - b. Mission work
 - c. Cognate course work
 - d. Remedial study skill programs

The student will be notified of the decision by the School of Nursing. Reapplication does not guarantee readmission to the nursing program. Readmission is allowed only once during the entire nursing program.

13. A medication dosage calculation test is required at the beginning of each clinical course beginning with NRSG216 Fundamentals of Nursing Theory and Practice. All medication calculation and remedial tests must be completed within the first two weeks of the course start date (except NRSG 216 in which students must complete prior to the first clinical course). The passing score is 90 percent. Students are not permitted to attend clinicals until a test is passed. Students will have three opportunities to pass a medication dosage calculation test. If two failures occur, the student must demonstrate evidence of remedial training before attempting a third test. If the medication dosage calculation test is not passed by the third attempt, the student will not be permitted to attend clinicals and will not progress in the course.
14. Students are strongly encouraged to complete the undergraduate nursing degree within a recommended time frame of 3 to 4.5 years, beginning with the sophomore year. To support timely progression, students are provided with a curriculum guide and academic advising throughout the program.
15. Students who are enrolled must complete the nursing program in three (3) consecutive years from the start of NRSG 216 (Fundamentals in Nursing). Voluntary breaks are not allowed while enrolled in the program. However, if a student is obligated to take a break due to extenuating circumstances such as death in the family, major illness, significant mental health problems, military service, or pregnancy-related health conditions, a letter of intent with supporting documentation must be submitted to the School of Nursing prior to the intended break. No more than one (1) academic year will be allowed for breaks. The guidelines for students returning to the program must be followed and approved by the APRG Committee.
16. Any student returning to the program who has been absent for more than two full consecutive academic semesters must show competency theoretically and/or clinically with a standardized test passing score as determined by the School of Nursing in order to progress in the program. The primary nursing instructor for each class will make an evaluation for prerequisite nursing classes and recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee, who will then make the final decision. Please be aware of the following:
- a. The evaluation should be completed prior to the start of the returning semester.
 - b. This will require a minimum of at least six weeks' processing time.

- c. If a student does not pass the evaluation, they are required to retake the class(es) before progressing in the program.
 - d. Competency may be evaluated only once.
 - e. Students will be responsible for the testing fees.
17. Petitions may be submitted to the Admissions, Progressions, Retention and Grievance (APRG) Committee.
- A student may petition for credit transfer to the APRG Committee through their advisor.
 - Petitions are normally submitted for the purpose of accepting comparable credits earned previously or at another location.
 - Petitions for exemption from prerequisites and specific School of Nursing policies are not normally considered.
 - Students should petition for unusual or uncontrollable circumstances, upon the advice and with the consent of their advisor.
 - Petitions must include the student's signature and their advisor's signature, and then be submitted to the chairperson of the APRG Committee. Petitions are placed in the student's permanent file following the final decision.
18. Students are allowed to pre-register for nursing courses pending admission into the program. Adding or dropping courses on time is the student's responsibility.

Policies for the Undergraduate Program

Attendance

Classes

- Formal class and clinical hours have been arranged to provide time in which students are given the opportunity to demonstrate satisfactory academic and clinical achievement. It is expected that students will be on time. Students should not make any outside commitments during hours they are required to be in class or practicum.
- The School of Nursing upholds the Andrews University policy regarding absences and tardiness, which is in the "Andrews University Bulletin." The syllabus for individual courses states the policy for that particular course. In case of absence or tardiness, quizzes or tests are (or are not) made up according to the class policies written in the relevant syllabus, or by permission of the instructor.
- Students are expected to refer to the bulletin and class schedule when making plans for holiday travel (by car, plane etc.) and other personal matters that may come up during the year.
- The student is responsible for announcements or material missed as a result of class absence/tardiness.
- The following constitutes an acceptable "excused absence" which requires official documentation:
 - Jury duty or court appointment
 - Military deployment
 - Personal illness (documented only by a healthcare provider, therapist, counselor)
 - Illness or death of immediate family members

University-Sponsored Extracurricular Activities

- Nursing students at Andrews University are encouraged to participate in university-sponsored extracurricular activities such as athletics, music ensembles, student leadership, campus ministries, and clubs. These activities contribute to a well-rounded college experience; however, students should be aware that managing extracurricular involvement becomes more challenging as they progress through the nursing curriculum, particularly during clinical rotations.

Students involved in extracurricular activities must maintain a minimum nursing GPA of 3.0 and earn a passing grade in all nursing courses to remain in good academic standing. Participation must not interfere with course or clinical requirements.

- The School of Nursing may accommodate reasonable requests for absences due to official university-sponsored events under the following conditions:
 - **Class Attendance:** Students must notify the course professor in writing within the first two weeks of the semester if they anticipate a conflict. A reminder email must be sent the week of the event. The student is responsible for planning to obtain class notes or recordings.
 - **Exams:** If a university-sponsored event conflicts with a scheduled exam, students must contact the instructor in writing within the first two weeks of the semester, with a reminder email sent during the week of the exam. The instructor may offer a makeup exam at their discretion, which may differ from the original version. New or updated conflicts must be communicated at least two weeks in advance.
 - **Skills and Simulation Labs:** If a conflict exists with a scheduled lab or simulation, the student must find a classmate willing to switch times and notify the instructor by email within the first two weeks of the semester. The classmate must be copied on the email to confirm the switch.
 - **Clinicals:** Attendance at clinicals is mandatory. In alignment with university policy, students are responsible for prioritizing clinical responsibilities over all extracurricular commitments.
- In all cases, students must submit written documentation from club sponsor verifying the official nature of the university-sponsored activity and the dates of participation. This documentation must be provided alongside the initial request for accommodation.

This policy applies only to officially recognized Andrews University-sponsored activities. Personal, work-related, or non-university extracurricular commitments are not subject to this policy and must not conflict with academic or clinical responsibilities.

Cell Phones, Personal Laptops, Recording Devices and Other Electronic Devices

- Except by course instructor's approval, all cell phones and other mobile devices must be powered off before entering the classroom, nursing skills lab, simulation lab, healthcare facility for clinical experiences, and School of Nursing meetings. No phone calls or text messaging are allowed during the sessions listed above. In addition, no cell phones are to be used during exams or quizzes.
- Calculators will be provided by the instructor during exams or quizzes for which math calculation is required. Any cell phones found on a student during an exam or quiz will be considered cheating and the student will receive a zero for the exam or quiz. This includes any form of electronic devices that have not been pre-approved by instructor for use during an exam or quiz.

- Recording, photographing, or videoing during class or clinical is not permitted unless explicitly approved in advance by the instructor for specific educational purposes. Under no circumstances may any recordings, visual or audio, be shared or posted online. Students must comply with HIPAA and FERPA regulations, meaning no identifiable patient, student, or faculty information may be captured, shared, or discussed. Professional boundaries between nurses and patients, as well as faculty and students, must be respected in all forms of communication, including online. Students should be aware that anything posted on social media or other platforms may be viewed by patients, peers, faculty, institutions, and future employers. Violations of this policy may result in academic penalties.
- Laptops should not be used for surfing the Web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class. Failure to abide by this policy will result in the student not being allowed to use the laptop in class.

Clinical Professionalism

- Students are expected to demonstrate professionally responsible behavior in their practicum experiences. Attendance at all practicum sessions, whether on- or off-campus, is mandatory. Any deviation from the schedule must be arranged with the instructor in advance of the scheduled experience.
- In the event of an unexpected delay or absence, notify the instructor at the earliest opportunity, and at least 30 minutes prior to clinicals.
- If the instructor cannot be reached, notify the appropriate person at the agency. Make-up labs for excused absences are arranged directly with the instructor and normally completed prior to the end of the semester. There may be a charge to the student nurse for makeup days.
- The following constitutes an acceptable “excused absence” which requires official documentation:
 - Jury duty or court appointment
 - Military deployment
 - Personal illness (documented only by a healthcare provider, therapist, counselor)
 - Illness or death of immediate family members
- Unexcused absences are unprofessional and are highly discouraged. Students with one unexcused absence will receive a final course grade lower to next grade category (ie: B becomes B-). Two or more will receive a failing grade no higher than a C. Two unexcused tardies equals to one unexcused absence. The clinical instructor will arrange an opportunity for make-up for one unexcused absence.
- Tardiness for clinical practicum is not acceptable and is unprofessional. If the student encounters extenuating or urgent circumstances, the student should contact the clinical instructor as soon as possible to discuss the situation and a possible plan for clinical attendance. Furthermore, if more than 10 minutes late to clinical, the student may be dismissed and forfeit the clinical day. Unexcused tardiness will be reflected in the professionalism section of the clinical evaluation tool.
 - Carpooling is not an acceptable excuse for tardiness or absence.
- All students are required to provide their own transportation for their clinical practicum.
- Any absence other than the above listed is considered an unexcused absence, including failure to complete Exxat requirements by the deadline.

Skills and Simulation Laboratory

Students are responsible and required to learn specific nursing skills throughout their matriculation in the program. To that end, the following must be adhered to:

Skills

- Formal skills lab hours are required as stated in the clinical course syllabus.
- The time and attendance policy for clinicals governs these activities. Timely attendance at skills and simulation exercises is expected. Unexcused absences or tardiness are not acceptable.
- Unexcused absences will be reflected in the clinical skills check-off, and are considered un-professional behavior.
- Only excused absences will be eligible for 'skills check-off' during open lab.
- Latex Warning: Students with a latex sensitivity/allergy should contact the course faculty and skills lab instructor as some products in the lab contain latex.
- Physical Safety: Use of proper body mechanics is encouraged at all times. All accidents or injuries should be reported to the instructor immediately.
- The completion of the skills lab sessions and skills checklists are required to pass clinical courses as indicated in the course syllabus.
- Students are required to be prepared before coming to be checked off. This preparation includes having watched assigned videos. If videos are not completed prior to the assigned week, the student may not be checked off until the video has been viewed. In the event that a student was not successfully checked off as scheduled, it is the student's responsibility to arrange repeat demonstrations with the skills instructor within one week of the first performance. Three failures of any one skill evaluation will result in a report to the course faculty and clinical instructor and development of a remediation plan.



Simulation Laboratory

- Simulation will be part of each clinical course. Students are required to participate in simulation to pass the clinical course. Simulation time and date will be determined by the simulation coordinator and the course instructor.
- The goal of the simulation exercises are to provide opportunities for students to practice critical thinking and clinical skills in a safe and non-judgmental environment.
- Simulation activities can be used as a means for student evaluation.
- Expectations of simulation are as follows:
 - Performance of classmates should be kept confidential
 - Students wear the School of Nursing uniform
 - Attendance in accordance with clinical policy outlined in the Student Handbook and course syllabus.

Annual Validations

Each year nursing students are required to attend and complete competency tests and complete hospital OSHA training as required by OSHA standards:

1. Sophomore year in the Fundamentals of Nursing class: blood borne pathogens, fire safety, HIPAA (Health Insurance Portability and Accountability Act) regulations, safety mechanics.
2. Yearly validations: background check, urine drug screen, TB, CPR, flu vaccine. All requirements for returning students are to be fulfilled for the entire school year by August 1 prior to the start of the upcoming school year. Failure to complete requirements will prevent participation in clinical activities. Missed clinicals due to incomplete requirements may not be able to be made up.

The hospital OSHA Safety Validation exams are an acceptable substitute for annual validations. Sophomore students will need to do the initial safety validation listed above as part of the Fundamentals of Nursing class at the beginning of the semester.

Cardio-Pulmonary Resuscitation (CPR)

It is the student's responsibility to update their BLS Healthcare Provider CPR certification, through an American Heart Association (AHA) Program, every two years or as indicated by their certificate. CPR-certification may not expire during the clinical courses September through April. Students should get their certification from April to August.

Criminal Background Checks

Starting from admission to the program, all students are required to have a criminal background check and finger printing performed in July or early August of each school year (not sooner). Expenses for these background checks are considered the student's responsibility.

Drug Screening

Healthcare facilities require drug testing of all nursing students before allowing them to provide care for patients. A urine drug screen must be completed in July or early August prior to entry into the nursing program at Andrews University. Drug screens need to be completed annually thereafter, in July or early August, and any time as required by the healthcare facility. Students will be responsible for any fees.

Tuberculosis (TB) Testing and Screening

Sophomore students need to complete QuantiFERON Blood Test, Michigan Adult Tuberculosis Risk Assessment Tool, and the Michigan Tuberculosis Sign & Symptom Review. Annually, junior and senior students will repeat the Michigan Adult Tuberculosis Risk Assessment Tool, and the Michigan Tuberculosis Sign & Symptom Review. If a student has a positive screening result, the student will be required to see a medical provider and provide documentation of clearance for tuberculosis. See Appendix B for further guidance.

Annual Influenza Vaccine (Flu Shot)

Students are required to receive the flu vaccine each year prior to October 15.

Dedication and Senior Pinning Policies

- Sophomore dedication service will be held in the fall semester for students newly admitted into the program. Family and friends are invited.
- Senior pinning is to be scheduled prior to the May commencement weekend for graduating students.
- Students will be chosen, from the class either being dedicated or pinned, to work with the faculty planning team. These students are to present the preferences of the class members to the committee.
- Who is eligible to pin students? respected and /or loved individual whom the student chooses and can be present at the event, i.e. faculty, family, preceptors, coworkers, etc.
- All students will wear nursing uniforms.

Dress Code

Andrews University's philosophy of dress is grounded in biblical ideals and the professional standards expected of a university. As members of a Christian community, we aspire to glorify our Creator and to show respect for self and others in our dress.

The specifics of the "Andrews Look" illustrate the fundamental principles of modesty, simplicity and appropriateness.

- Modesty—Appropriately covering the body, avoiding styles that are revealing or suggestive
- Simplicity—Accentuating God-given grace and natural beauty rather than the ostentation encouraged by the fashion industry.
- Appropriateness—Wearing clothing that is clean, neat and suitable to occasion, activity and place.

As a Seventh-day Adventist university, we interpret these principles in accordance with our faith tradition. While respecting individuals who may view them differently, we ask all who study, work or play on our campus to abide by our dress code while here.

Uniform Policy

Bachelor of Science students are required to wear full uniform at clinical practicum and simulation.

Andrews University Nursing Uniform Attire includes:

- a. For female students, complete uniform consists of a clean navy uniform; clean closed toe, non-slip, rubber soled shoes that can be comfortably worn for 8–12 hours; white hosiery/socks that cover the ankles; and AU Nursing ID badge and facility ID badge as appropriate.
- b. For male students, complete uniform consists of clean navy uniform; white socks that cover the ankles; clean closed toe, non-slip, rubber soled shoes that can be comfortably worn for 8–12 hours; and AU Nursing ID badge and facility ID badge as appropriate.



When the student is in uniform, the uniform is to be complete, clean, neat, in good repair and of modest fit. A plain wedding ring without stones may be worn with the uniform.

- Required accessories: a watch with a second hand, a pen with black ink, scissors, penlight, ID badge and stethoscope.
- Unacceptable: Rings with stones, necklaces, earrings or bracelets; visible body piercings, uncovered tattoos.
- Underclothing that shows through outer clothing is inappropriate.
- Make-up: Avoid excessive make-up that does not reflect natural tones.
- Hair: Hair must be well groomed, neatly arranged, and off the collar. Facial hair should be well groomed and neatly trimmed. Hairstyles that obstruct eye contact and/or extreme colors or styles (including, but not limited to, long spiked or mohawk haircuts) are unacceptable. Unnatural hair colors are not acceptable.
- Perfume: Please refrain from use of cologne, perfume and body fragrances.
- Gum: Please refrain from chewing gum.
- Hands and Nails: Hands and fingernails must be clean, well groomed, and fingernails no longer than $\frac{1}{4}$ inch in length beyond fingertips. Nail polish, decorations, nail jewelry, artificial nails or nail enhancements are not acceptable.
- Tattoos and Piercings: Visible tattoos and body piercings are not allowed.
- A plain white or navy cardigan sweater, or a white or black shirt worn under the scrub top, or a navy lab coat with name pin, is acceptable when additional warmth is necessary. For students wearing the navy blue uniform, a navy blue jacket must be worn if additional warmth is desired.
- For pre-clinical assignment preparation, such as obtaining clinical assignment or chart reviews, full uniform including ID badge should be worn. A professional appearance is to be maintained at all times.

Appropriate dress for other specific School of Nursing events will be communicated by the instructor. Addendums may be added to this policy as indicated by clinical partners. Failure to adhere to the dress policy may result in being asked to make changes to comply with the policy or being asked to leave the clinical site, resulting in lost clinical time.

Employment While in Nursing School

Student employment must not conflict with class or laboratory requirements, or with study time. See the Andrews University Bulletin for the maximum workload according to number of credit hours for which students have registered. Work requirements are not accepted as excuses for absences, tardiness, missed or late assignments.

All Bachelor of Science nursing students accepted into the nursing program are encouraged to work in healthcare settings as a nursing assistant, nursing technician or the equivalent. This could be done over the summer.

Externship

Students are encouraged to attend the annual Health Career Fairs hosted by Andrews University to explore and secure appropriate externship opportunities. These externships provide valuable hands-on experience in clinical settings and serve as an excellent way to reinforce classroom and lab learning.

The School of Nursing maintains collaborative partnerships with several healthcare organizations, including AdventHealth, Kettering Health, and Corewell Health, which often offer structured externship programs for nursing students.

Summer externships are especially encouraged following the junior year and prior to entering the senior year, as they provide critical clinical exposure that supports students' transition into more advanced coursework and professional practice.

Fees

The Bachelor of Science in Nursing (BSN) program is an extensive professional program that requires specialized resources to support student learning and clinical preparation. As such, additional fees are assessed to cover the cost of essential supplies and services that are integral to nursing education. These include, but are not limited to:

- Skills and simulation laboratory equipment and supplies
- Program evaluation and accreditation-related activities
- Clinical tracking and document management
- Testing and learning resources

These fees help ensure that students have access to the high-quality tools, systems, and environments needed to meet program outcomes and prepare for licensure.

General Health Policies

Students who become injured at a healthcare agency are to receive emergency care per agency policy and complete an incident report at the agency. The student may be required to make the payments in connection with this injury. Immediately upon returning to the University, the student should go to Employee Services in the Office of Human Resources (located in the Administration Building) and fill out a Personal Accident Report Form.

If you are injured while practicing at an Andrews University off-campus clinical assignment, please follow the following procedure:

Seek medical treatment right away if:

- a. You have had contact with blood or body fluids to an open wound or to mucous membranes.
 - b. You have been injured, for example, a fall, sprain, over-stretch, fracture, etc.
 - c. Your on-site supervisor or Andrews University instructor/coordinator asks you to seek medical evaluation/treatment.
 - d. You personally feel that medical evaluation/treatment is needed.
1. Report the incident to your on-site supervisor. Also, fill out the incident report form required by the clinical site and the Andrews University incident report.
 2. Report the incident to your Andrews University instructor/coordinator. Send her/him copies of each completed incident report form listed above.
 3. Follow all instructions given by your on-site supervisor, your Andrews University instructor and your medical care providers.
 4. The student may be responsible for the fees incurred for the medical treatment.
 5. The faculty reserves the right to require a student to seek professional advice when there is a question of the student's psychological, behavioral, emotional or physical fitness to participate in class or clinical.
 6. Students with prolonged illness or health maintenance problems should make periodic progress reports to the class instructor. However, if the illness or problems interfere with meeting class requirements, students may be asked to take a medical leave.
 7. Students with a cough, fever or a feeling of general illness should not attend class and/or clinical until consulting with the instructor.
 8. Students who miss classes/and or clinical for health reasons such as an illness, accident, surgery, pregnancy or delivery, etc. must show proof from a healthcare provider who confirms the health problem, visit or fitness for returning to class/and or clinical.

Grievance Policy

Students shall have access to a process by which he/she may formally discuss a problem, including disputing a grade. In order to initiate the process, the student/group representative must describe the problem and the rationale for seeking a resolution, and follow the process outlined below.

Procedure

1. Students are encouraged to type their petition(s). Any petition that is not neat or in correct grammatical format will be returned to the student for re-submission without action being taken on it.
2. If a student has a problem which he/she feels should be resolved, the individual must first meet with the faculty member with whom there is a disagreement. Please see the university policy regarding discrepancy of grades: <https://bulletin.andrews.edu/content.php?catoid=9&navoid=1720>
3. If the matter is unrelated to grades and is not resolved at this point, the student will request an appointment with their advisor to guide the student's grievance process.
4. If still unresolved, the student will request an appointment with the chair of the School of Nursing and provide a written statement of the problem, documentation of process followed, and proposed solutions within seven working days of having seen the involved faculty and advisor. The chair may ask all involved parties to be present.
5. If the matter is not resolved at this point, the student may formally petition in writing that the situation be presented to the Admissions, Progressions, Retention and Grievance (APRG) Committee of the School of Nursing. The student must submit to the APRG Committee chair a copy of the original written statement.
 - a. When the chair of the APRG Committee receives a petition, it is examined as to its completeness and appropriateness. The chair then places the student's appeal on the agenda of the next scheduled confidential meeting of the APRG Committee.
 - b. The APRG chair will notify all involved parties of date and time.
 - c. If a student requests an advocate to be present at the meeting, he/she must indicate in writing the name of the person and the relationship in the request to the APRG Committee chair.
 - d. The student has a right to be present when his or her petition is heard, or the APRG Committee may request the student to be present.
 - e. If the student requests to be present, the chairperson informs the student of the scheduled date, time and location of the meeting.
 - f. When the student's petition is being considered, the student will be given the opportunity to present material related to the petition. If the student is present, s/he should be prepared to answer some questions related to the petition.
6. If the final School of Nursing faculty decision is not to the student's satisfaction, he/she may request that the matter be presented to the dean of the College of Health & Human Services.

NCLEX-RN Application Procedure

The NCLEX-RN application process begins during enrollment in NRS 416: Comprehensive Overview. At the start of this course, students will receive all necessary documentation required for submission to their respective state Boards of Nursing. These materials must be completed and returned to the School of Nursing administrative assistant in a timely manner to ensure proper processing.

Please note that students who complete NRS 416 after May graduation will have their degree conferred during the next official graduation cycle. This may result in a delay in the NCLEX-RN application process. Additionally, transcript processing and preparation for official signature and university seal typically require a minimum of two weeks post-graduation.

It is important to recognize that each state Board of Nursing has its own specific requirements, which may affect the School of Nursing's ability to submit supporting documents on a student's behalf. Application instructions and required forms can be obtained from each state Board of Nursing's official website.

Taking Courses at Another College

Any student wishing to take a course or courses at another school must complete the Transient Form and it may be obtained from the School of Nursing office. Form must be accompanied by the description of the course or courses to be taken and completed prior to leaving campus.

Sabbath Policy

Andrews University and the School of Nursing believe that the Sabbath is a day of rest, worship and freedom from academic pursuits. The Sabbath, as it is celebrated on the Andrews University campus, begins at sundown on Friday and ends at sundown on Saturday.

The School of Nursing respects the personal beliefs of each student enrolled in nursing, and the freedom to make personal choices about when and how to worship. However, it is the expectation that the students uphold the values of Andrews University and the School of Nursing in this respect and not schedule course-related clinical practice during the Sabbath hours as defined above.

No coursework will be accepted if sent during Sabbath hours.

Scholarships and Financial Aid

Scholarships and financial aid are awarded to nursing students at the end of the spring semester for the following school year. Because the types of nursing scholarships and financial aid can change frequently, students are encouraged to check with the School of Nursing main office and the Student Financial Services office for the most current information. It is also advisable for students to regularly review the School of Nursing bulletin boards for postings of available scholarships, loans, and grants.

Student Representation

Students are provided representation in several ways:

1. The Andrews University Student Nurses Association (AUSNA) is a student-led organization that provides opportunities for leadership, service, and professional development within the School of Nursing. Officers are elected by the student body at the end of each academic year. Leadership positions include President, Vice President, Secretary, Treasurer, Religious Vice President, and Social Vice President.
2. A student representative is invited to sit on the School of Nursing BSN Pre-licensure committee.
3. The committees on which students shall serve as voting members are the Curriculum, Clinical, Assessment and Student Activities committees. The chair appoints each student representative to one committee, considering individual preferences of the student representatives.

4. Town hall meetings or classroom meetings are conducted each semester, which allow students to share concerns, ask for needed clarification and provide feedback for the program.

School of Nursing Guest Student Policy

Guest Student status is assigned to any of the following:

- Current regular students at another school but wanting to take courses at Andrews without seeking to earn a degree.
- Individuals who need certain courses to qualify for certification or admissions to an undergraduate program of study.

Guest Students wanting to take a nursing course must acquire approval from the Andrews University School of Nursing and the course instructor. The privilege of attending classes is granted on a space-available basis. Students admitted to the Andrews University BSN Pre-licensure program are not eligible to take or audit nursing classes at Andrews University as a Guest Student.

Applicants who have been admitted as Guest Students to Andrews University may take nursing courses within the following guidelines:

- a. All nursing classes may be audited. For classes with a clinical component, Guest Students can audit the theory portion of the class. However, Guest Students seeking to audit the clinical portion will be considered on a case-by-case basis, with clinical instructor permission and based on space availability.
- b. Courses without pre or corequisites can be taken for credit. These courses include NRSRG 215, NRSRG 366, NRSRG 408 and NRSRG 466/HLED 380. Classes outside of those listed can be taken for credit based on qualifications of the applicant, instructor permission and approval from the Andrews University School of Nursing.
- c. Guest Students may change from “credit” to “audit” registration and vice versa within the published time limits. Please refer to Andrews University registration policy for further requirements.
 - i. From “audit” to “credit”—before the 10th calendar day of the term (fall/spring).
*Note: Guest Students will not be able to receive credit for an audited course after this time.
 - ii. From “credit” to “audit”—Nine (9) calendar days prior to the last day of classes (fall/spring)
- d. For Guest Students auditing a class, the instructor will not evaluate course work/assignments unless pre-arrangements with the instructor have been made. Guest Students are required to attend 80 percent of all classes/clinicals based on Andrews University policy. Those who fail to do so are given a grade of UA (Unsatisfactory Audit). Please see Andrews University policy for further details.
- e. If a course includes Kaplan resources, the Guest Student will have the option to utilize these resources if he/she wishes but they will be responsible for additional fees.
- f. Andrews University School of Nursing faculty will consider situations on a case by case basis in accordance with the University Policy,

APPENDIX

APPENDIX A



CLINICAL EVALUATION CRITERIA

STUDENT NAME: _____

COURSE: _____ SITE: _____

Dates of experience _____ Clinical Midterm Grade _____

Numbers of days absent _____ Clinical Final Grade _____

Number of days tardy _____

Evaluation Dates _____

Clinical performance in this course is evaluated by the student's progress in nursing care of the client along the wellness illness continuum. Behaviors that are considered essential to successful progression are described within.

For each behavior, the student and clinical faculty will indicate the level of competency, which the student presently demonstrates in clinical performance. Competence can be determined by evidence gained through direct observation of student behavior, care plans, drug cards, and clinical conference participation and student self-assessment.

Each behavior is evaluated according to the following criteria:

US – Unsatisfactory

WA – With Assistance

MA – Minimal Assistance

IND – Independent

N/A – Not Applicable

STUDENT MUST MEET THE FOLLOWING REQUIREMENTS FOR EXPECTED OUTCOME BEHAVIORS FOR THE LEVEL IN ORDER TO PASS THE CLINICAL COURSE WITH THE EXCEPTION OF SAFETY CATEGORY ITEMS-(Each item (Safety, responsibility/accountability, safe medication administration) in the safety category are pass/fail for your clinical evaluation - see narrative comment.)

Level I – No more than 7 US category items in clinical evaluation tool (except safety category items)

Level II – No more than 7 US/WA category items in clinical evaluation tool (except safety category items)

Level III – No more than 7 US/WA/MA category items in clinical evaluation tool (except safety category items)

The student's strengths and areas of improvement will be summarized by the clinical faculty on the evaluation tool for both midterm and the end of the term. During the midterm evaluation, the student will identify goals for further improvement to be achieved within the last half of the term.

***Areas with an 'Unsatisfactory' must be accompanied by a narrative explanation.**

| 1. PATIENT-CENTERED CARE* (1.42 points per item) | US 1 | WA 2 | MA 3 | IND 4 | N/A 0 |
|---|-----------------|-----------------|-----------------|------------------|------------------|
| a. Uses the nursing process to obtain data and administer a plan of care that encompasses theoretical principles of nursing. | | | | | |
| b. Utilizes present and prior knowledge gained in other courses in formulating an assessment. | | | | | |
| c. Organizes relevant client data in a systematic fashion. | | | | | |
| d. Presents a relevant, prioritized list of nursing diagnoses using the appropriate format provided by the Department of Nursing. | | | | | |
| e. Develops realistic short and long-term goals reflecting client, family and community input. | | | | | |
| f. Develops a therapeutic nurse-client relationship that facilitates the client to achieve and maintain an optimal level of wellness. | | | | | |
| g. Practices cultural competence by demonstrating sensitivity to personal and cultural influences in conversation | | | | | |
| h. Administers a plan of care that encompasses the nursing process. | | | | | |
| i. Provides holistic care that incorporates health promotion, disease prevention, and rehabilitative measures. | | | | | |
| j. Performs interventions that reflect theoretical principles of nursing | | | | | |
| k. Assesses and treat the presence and extent of pain and suffering; and evaluate effectiveness of treatment. | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | | | | | | |
| 1. Incorporates teaching-learning principles into the client's plan of care for achievement of mutual goal setting prioritization and optimal wellness. | | | | | | |
| CATEGORY POINTS | | | | | | |
| 2. Teamwork and Collaboration* (1.42 points per item) | | | | | | |
| a. Validates planning with nursing staff and other disciplines to achieve continuity of client care. | | | | | | |
| b. Specifies nursing interventions that reflect collaboration with the health team to facilitate client goal achievement of optimal wellness. | | | | | | |
| c. Demonstrates effective therapeutic communication skills with patients, inter and intra professional team members and family | | | | | | |
| d. Participates as a team member to meet identified personal, team and client goals. | | | | | | |
| e. Demonstrates leadership behavior in the following roles: leader, facilitator and team member. | | | | | | |
| CATEGORY POINTS | | | | | | |
| 3. Evidenced-Base Practice* (1.42 points per item) | | | | | | |
| a. Demonstrates verbally and in writing an understanding of the scientific methods and EBP processes for implementation of a nursing plan of care. | | | | | | |
| b. Provide individualized care based on patient values, clinical expertise and EBP evidence. | | | | | | |
| CATEGORY POINTS | | | | | | |
| 4. Quality Improvement* (1.42 points per item) | | | | | | |
| a. Adheres with continuous quality improvement measures and policies of the healthcare institution. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| CATEGORY POINTS | | | | | | |
| 5. Safety* (21.5 points per item = 64.5) | | | | | | |
| a. Administers nursing care in a safe and skillful manner based on the National Patient Safety goals | | | | | | |
| b. Assumes accountability and responsibility while providing safe client care. | | | | | | |
| c. Performs safe medication administration <i>(S.L.O. #6)</i> Note: please see Safe Medication Preparation and Administration guidelines in the course syllabus | | | | | | |
| CATEGORY POINTS | | | | | | |
| 6. Informatics* (1.42 points per item) | | | | | | |
| a. Operates the Electronic Health Record (EHR) system to document clear and concise assessments and responses to care as appropriate for the specific setting, in an ethical manner, protecting patient confidentiality. <i>(S.L.O. #3)</i> | | | | | | |
| CATEGORY POINTS | | | | | | |
| 7. Professionalism* (1.42 points per item) | | | | | | |
| a. Through organized management of time, resources, and activities, takes appropriate assertive actions to demonstrate respect and dignity for self and others. | | | | | | |
| b. Arrives to clinical experiences at assigned times, exhibiting professional appearance and behavior and displays evidence of preparation for clinical learning experiences. | | | | | | |
| c. Responds to self-evaluation, peer and faculty feedback to determine effectiveness of one's practice and the need for change in a positive way | | | | | | |
| CATEGORY POINTS | | | | | | |
| 8. Spirituality* (1.42 points per item) | | | | | | |

MID-TERM SUMMARY

STRENGTHS:

AREAS FOR IMPROVEMENT:

CLINICAL GRADE:

PASS: _____

FAIL: _____

FACULTY'S SIGNATURE: _____ DATE: _____

STUDENT COMMENTS:

I AGREE _____ DO NOT AGREE _____ WITH THIS EVALUATION.

CLINICAL GOALS:

STUDENT'S SIGNATURE: _____ DATE: _____

FINAL SUMMARY

STRENGTHS:

AREAS FOR IMPROVEMENT:

CLINICAL GRADE:

PASS: _____

FAIL: _____

FACULTY'S SIGNATURE: _____ DATE: _____

STUDENT COMMENTS:

I AGREE _____ DO NOT AGREE _____ WITH THIS EVALUATION.

CLINICAL GOALS:

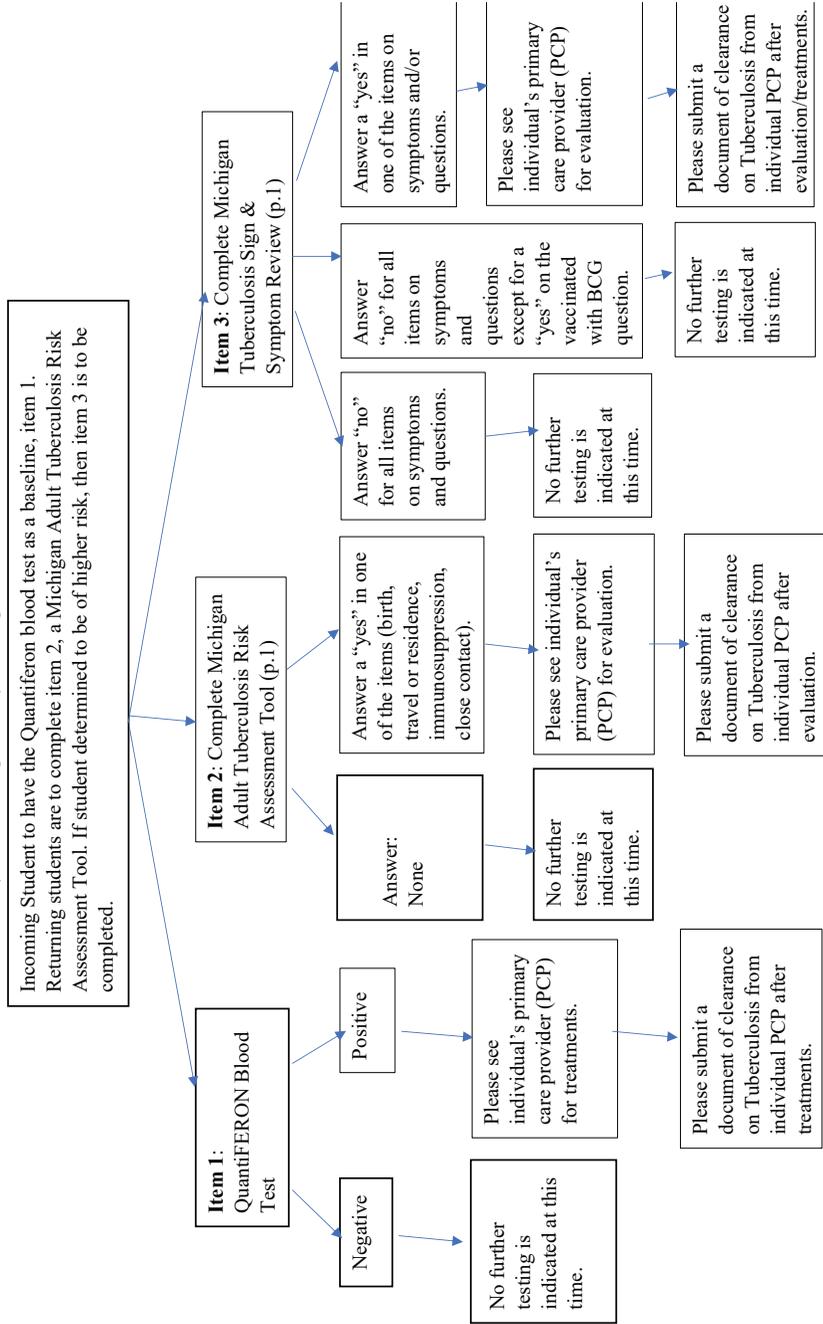
STUDENT'S SIGNATURE: _____ DATE: _____

APPENDIX B

TB Testing Flow Chart for Andrews University Undergraduate Nursing Students (BSN Program) Prepared by Grace Chi PhD, MS, RN

https://www.cdc.gov/mmwr/volumes/68/wr/mm6819a3.htm?s_cid=mm6819a3_w

<https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm>



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