

Concordia University Chicago

Division of Nursing Student Handbook

2026-2027



The program is a member of the College of Health,
Science & Technology – Division of Nursing.

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WELCOME

Welcome to the Concordia University Chicago (CUC) Bachelor of Science in Nursing (BSN) Program. We are proud to be members of the College of Health, Science & Technology. The CUC BSN Program is committed to holistically educating baccalaureate nurses to deliver high quality, safe nursing care to diverse populations utilizing critical thought, compassionate service, and courageous leadership. As a faith-based institution, Concordia-Chicago is committed to service to improve the lives of all people as God's creation, and to respect all people as individuals of great intrinsic worth.

The nursing program is strongly aligned with CUC's faith foundation because of the shared recognition that service to others encompasses not only an individuals' physical needs, but also their spiritual and emotional needs. The faith tradition of the University and the Nursing Program upholds the meaningfulness of service to others, respect for the inherent worth and dignity of all persons, and concern for the needs of humankind.

Concordia University Chicago recognizes the essential contribution of the profession of Nursing and is committed to excellence to expand and further fulfill its mission. Graduates of Concordia University Chicago's BSN Program, through their vocational areas in healthcare, will serve as leaders in promoting high-quality, safe patient/client care in diverse settings, based on faith in God's love for all people and the desire to serve others as an expression of God's love.

Our program goals are simple and encompass the following:

- Encourage strong knowledge, skill, and attitude foundation for competent, evidence-based professional practice, while providing and coordinating care of clients, families, groups, communities, and populations.
- Develop students' abilities to serve as leaders in professional nursing roles and to be contributing members of the profession of nursing.
- Prepare students to function as change agents to improve the quality and safety of healthcare within dynamic, complex healthcare systems.
- Align with expectations of affiliate hospitals, professional nursing organizations, and regulatory agencies in the education of practice ready registered professional nurses who can recognize client problems, communicate with the healthcare team, anticipate next steps, and know the appropriate interventions to reach intended client outcomes.

We look forward to collaborating with you on the development of your skills and knowledge base and wish you the best as you begin your journey.

~ The Faculty and Staff of Concordia University Chicago's Division of Nursing

ABOUT THE HANDBOOK

This student handbook provides a compilation of policies, procedures and statements that are meant as guidelines that must be followed while the student is matriculating through nursing program. The Handbook also serves as an introduction to the philosophy and mission of both Concordia University Chicago and the Division of Nursing.

At the completion of the BSN Program, the graduate will be eligible to take the NCLEX-RN to practice as a Registered Nurse. The program has been planned based on the regulations established by the Illinois Board of Nursing, the Illinois Department of Financial and Professional Regulation and other accreditation agencies. All faculty and administration have the responsibility to provide appropriate and quality learning opportunities for nursing students. However, it is each student's responsibility to comply with the rules and regulations of both the Division of Nursing and the University and participate in active learning. If there are any questions, students are expected to seek clarification from the Director of Nursing or a member of the nursing faculty.

Each student must sign the Student Agreement form either electronically or via the form located at the back of this document. This will be maintained as evidence that each student understands and is willing to comply with the policies included in this Handbook as well as those identified in the Concordia University Chicago Academic Catalog, and the policies of the Illinois Board of Registered Nursing.

HANDBOOK DISCLAIMER

Concordia University Chicago's Division of Nursing makes every effort to maintain both the accuracy and the currency of the information contained in the Student Handbook. The Division of Nursing maintains the right to revise and change policies, regulations, requirements, fees or other relevant facts that are considered as programmatic changes. The Division of Nursing is not responsible for student misinterpretations of statements contained in this Handbook.

All students in the nursing program at Concordia University Chicago are responsible for being familiar with policies and procedures of the University and the nursing division. Additional course specific policies may be found in the individual course syllabi.

PROGRAM PHILOSOPHY

Nursing is a unique, practice-oriented discipline that meets a societal goal. The science of nursing is concerned with critical thinking, problem solving, the application of knowledge, and use of sound clinical judgment. The art of nursing involves interacting, caring, and valuing. As a profession, nursing is accountable to society for a blending of the art and science to develop knowledge to improve care, foster interdisciplinary collaboration, providing cost-effective care, and seek equal treatment and access to care for all. Nursing professionals contribute to health enhancement via health promotion, risk reduction, and disease prevention with the ultimate nursing goal of the optimization of health by interpreting and influencing responses to health and illness. Attainment of optimal health requires collaboration between nurse and client as well as with professionals from other disciplines. Professional nursing involves provision of compassionate person-centered care: use the nursing process, employment of evidence-based practice, application of quality improvement, work within inter- and intra-disciplinary teams, and use of informatics.

Nursing education serves to stimulate intellectual growth, foster ethical well-being, and develop members of the profession. Professional nursing education is based on an appreciation of individual differences and the development of each student's potential. Students are active, self-directed participants in the learning process, responsible for continuing the process of personal and professional development, including developing professional expertise, and a commitment to inquiry and leadership. Faculty serves as role models, mentors, educational resources, and facilitators of learning, assuming responsibility for the quality of the educational program, simulations of analytical thinking and creative problem-solving, and responsible decision-making. Together, faculty and students, individually and in community, pursue life-long learning and the development of knowledge to contribute as leaders in health care to their community, nation, and world.

The intent of the Concordia University Chicago Nursing Program will be to prepare students to actively balance the art and science of nursing by thinking critically, communicating effectively, working collaboratively on person-centered teams, and performing indicated therapeutic nursing interventions safely, while applying an ethical perspective to decision making that respectfully considers the individual beliefs, values, and customs of each person. Through robust theoretical and experiential learning, students will matriculate through the program meeting the eligibility requirements necessary to successfully gain licensure as a registered nurse generalist through completion of the National Council State Board of Nursing Examination (NCLEX-RN). The expectation of each CUC graduate is that each nurse alumnus will assume their role, practicing to the fullest extent of their scope of practice and actively choosing to lift the nursing profession by becoming future nurse leaders.

MISSION OF CUC AND THE NURSING PROGRAM

Concordia University Chicago MISSION & CORE VALUES	Concordia University Chicago BSN PROGRAM MISSION & PURPOSE
Mission: Steadfast in Jesus Christ as revealed in the Holy Scriptures, Concordia University Chicago promotes academic rigor in its liberal arts and professional programs; grounds students in objective truth, integrity, and excellence; and practices faithfulness to the Confessional teachings of the Lutheran Church—Missouri Synod, as it forms students for vocations in church, family, and the world.	Mission: The Concordia University Chicago BSN Program will prepare students for professional practice through academic rigor, accountability, integrity, and excellence with a foundation of ethical decision making and service to others that regards the inherent worth of all people.
Core Values: As a Christian university of The Lutheran Church—Missouri Synod, we, at Concordia University Chicago, value: • Christian Faith: The Christian faith is an integral part of our community. • The Individual: As a member of God’s creation, each person is unique and is blessed with inherent worth. • Excellence: We strive for excellence in who we are and what we do. • Integrity: Our community demonstrates the accord between our beliefs and practices. • Service: Recognizing and addressing the needs of others is a response to God’s love for us, and a reflection of God’s love for them.	Purpose: The purpose of the BSN Program is to prepare students to think critically, communicate effectively, work collaboratively within an interdisciplinary team, and perform indicated therapeutic nursing interventions safely while applying an ethical perspective to decision making that regards the individual beliefs, values, and customs of each person.

CUC AND THE NURSING PROGRAM STUDENT OUTCOMES

Concordia University Chicago STUDENT OUTCOMES	Concordia University Chicago NURSING STUDENT OUTCOMES
TRUTH Critically examine truth across academic disciplines in connection with Christian faith: 1. Articulate truth in one's discipline as illuminated by Scripture through study, critical examination, and experiential opportunities. 2. Cultivate a commitment to lifelong learning and pursuit of truth as part of a virtuous life.	1. Demonstrate the core values of the University and LCMS by assuming responsibility and accountability for practice by providing safe person-centered care that is respectful of the diversity of the human experience. (QSEN: PCC; Domains 1, 2, 5, 9) 2. Utilize knowledge of nursing science with the foundation of a Lutheran based liberal arts education to develop critical thinking and sound judgement in the provision of holistic, compassionate, and coordinated care to individuals, families, and communities while promoting health and the prevention of disease. (QSEN: PCC, QI; Domains 1, 2, 3, 5, 9)
FREEDOM Explore academic disciplines in order to pursue self-governed, meaningful lives of faith and service: 3. Engage in vigorous academic practice, including assessing and interpreting subject matter and presenting and defending one's own conclusions. 4. Identify Martin Luther's concept of freedom as a responsibility to serve God and humanity.	3. Promote, provide, and collaborate in evidence-based, safe, person-centered care to individuals, families, and communities that is inclusive of diverse populations. (QSEN: EBP, Safety, Teamwork & Collaboration; Domains 2, 3, 4, 5) 4. Incorporate the skills of critical thinking, communication, collaboration, negotiation, teaching and advocacy while participating in an Interprofessional healthcare team. (QSEN: Teamwork & Collaboration, Safety; Domains 2, 5, 6, 7)
VOCATION Develop a commitment to serving God by serving one's neighbor through one's callings in family, church, and the world: 5. Practice habits that advance academic excellence and the common good. 6. Develop one's God-given gifts and identify how best to serve one's family, community, and church, as well as the wider world.	5. Demonstrate management and leadership principles in complex health care systems that incorporate the art and science of nursing and promote collaboration with internal and external healthcare stakeholders. (QSEN: Teamwork & Collaboration, QI; Domains 6, 7) 6. Competently utilize technology and health information resources for self, colleagues, individuals, families, groups, and communities. (QSEN: Informatics, Safety; Domains 1, 4, 5, 8) 7. Demonstrate accountability for formal and informal experiences that promote both personal and professional growth and lifelong learning. (QSEN: Safety, QI; Domains: 9, 10) 8. Graduates will integrate Lutheran Christian theology and vocation into professional nursing practice, demonstrating ethical discernment, servant leadership, and compassionate care in service to Christ in the Church and the world. (QSEN:PCC, Domains 9,10)

STUDENT NURSE CODE OF ETHICS

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The **Code of Academic and Clinical Conduct** is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

CODE OF ACADEMIC AND CLINICAL CONDUCT

As students involved in the clinical and academic environments, we believe that ethical principles, in adherence with The NSNA core values, are a necessary guide to professional development. Therefore, within these environments we:

- Advocate for the rights of all clients.
- Are truthful, timely and accurate in all communications related to client care.
- Collaborate with academic faculty and clinical staff to ensure the highest quality of client care and student education.
- Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the client, self, or others.
- Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
- Diligently maintain client confidentiality in all respects, regardless of method or medium of communication.
- Accept responsibility for our decisions and actions.
- Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
- Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from clients for research participation, for certain treatments, or for invasive procedures.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.
- Take appropriate action to ensure the safety of clients, self, and others.
- Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
- Encourage mentorship among nursing students, faculty, clinical staff, and Interprofessional peers.
- Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
- Provide care for the client in a timely, compassionate, professional, culturally sensitive and competent manner.
- Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all clients and fellow healthcare professionals.
- Refrain from performing skills or procedures without adequate preparation and seek supervision and assistance when necessary.
- Strive to achieve and maintain an optimal level of personal health.

The complete Student Nurse Code of Ethics can be found at the National Student Nurses' Association (NSNA) website at nsna.org/nsna-code-of-ethics.html.

PROFESSIONAL CHARACTER

Professionalism embodies the qualities of respect, integrity, honesty, advocacy, and accountability. Nursing students are expected to maintain the highest standards of professionalism in all learning settings. All that one says and does, and the way that one presents oneself either elevates or diminishes one's professional image in the eyes of others and serves as a reflection on the program in which one attends.

Good professional character is the integrated pattern of personal, academic, and occupational behaviors that indicate an individual is able to consistently conform his/her conduct to the requirements of the Nursing Practice Act and generally accepted standards of nursing practice. Professional character is evaluated throughout the Nursing Program. Professional character includes, but is not limited to, behaviors indicating honesty, accountability, trustworthiness, reliability and integrity.

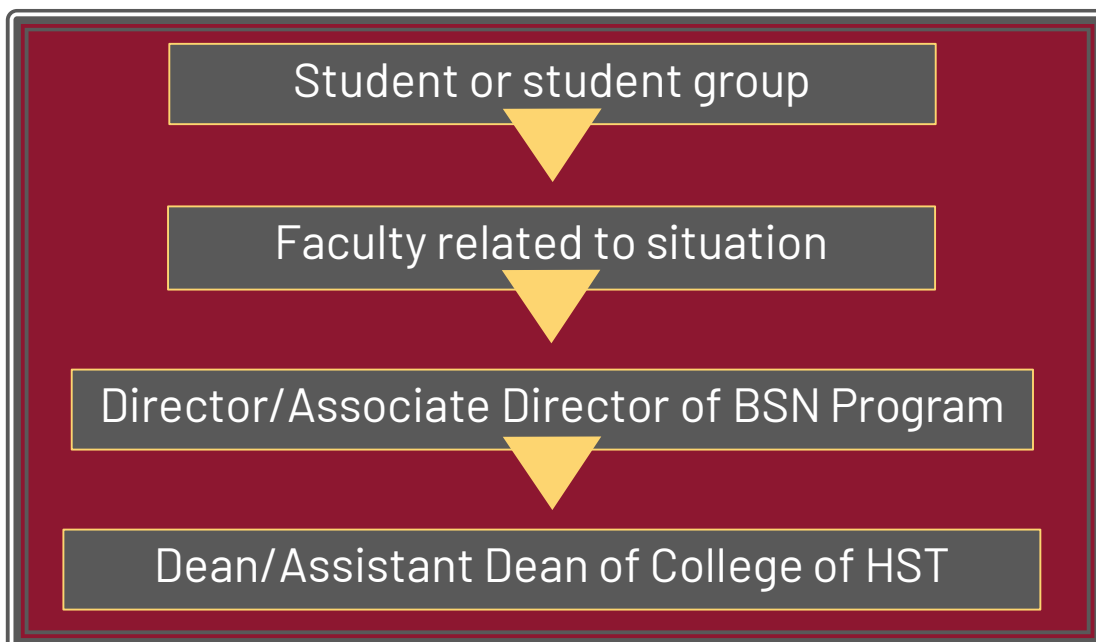
CONFLICT MANAGEMENT AND RESOLUTION

The CUC BSN Program endorses Christ-like behaviors such as love, kindness, grace, non-judgment, forgiveness, active listening, and encouraging empowerment of others. The program endorses "zero tolerance" of incivility, bullying, and disrespectful behavior such as angry or hostile phone calls and/or emails, gossip, ignoring or excluding others, or disregarding others' opinions.

In accordance with the development of professional nurses, nursing students are expected to maintain a civil and respectful climate. It is expected that if a student should experience or observe behaviors of incivility, bullying, hostility, or aggression, they will arrange a private face-to-face meeting with the person to discuss the concern. If that does not resolve the matter, students may seek one or two others to meet with the person to discuss the concern, or they may meet with any faculty who may be involved. If the issue remains unresolved, they may reach out to their nursing advisor. If these measures still do not resolve the matter, the student will ask the Nursing Director to meet to discuss the matter.

Following a chain of command in all instances where conflict resolution is a goal, including issues related to academic performance, is expected from the CUC nursing student. Students who choose not to follow the chain of command will not be accommodated until such time as the chain of command is utilized to the fullest extent.

The BSN Chain of Command is as follows:



STUDENT LEARNING EXPECTATIONS

THE LEARNING ENVIRONMENT

Nursing students and faculty each have responsibility for maintaining a learning environment that promotes professional development and personal growth. Nursing faculty members have the professional responsibility to treat students with understanding, dignity and respect and to guide the teaching/learning process. Nursing students are expected to refrain from verbal and nonverbal behaviors in the classroom, online, lab, and clinical setting that may be distracting to others, such as, but not limited to:

- Arriving late to or leaving early from class, lab, or clinical
- Checking/answering e-mail on laptops or smart technology
- Side conversations when others are speaking
- Allowing the ringing of cell phones
- Text messaging
- Answering or making phone calls during educational time
- Using the internet for activities other than those related to class
- Accessing social media
- Failing to actively participate in class
- Coming to class unprepared or underprepared

Students who persistently engage in behaviors that are disruptive to the teaching/learning process may be required to leave the setting and meet with the program director to discuss their behavior.

ATTENDANCE

Regular attendance is required in all nursing classes and clinical rotations. Students are required to be prepared for classes and clinical sessions. Class preparation includes completing all required activities, readings, and assignments as indicated in the course syllabus before arriving for class. Classroom time is an opportunity to review and clarify content, ask questions, and make connections between learned content and understanding for application of knowledge – all of which cannot be done without preparation. When an absence is unavoidable (e.g. jury duty, immediate death of a primary family member, serious illness), students are required to communicate absences with their instructor(s) before the beginning of the instruction day. It is up to the discretion of the instructor, in consultation with the Director of Nursing/Associate Director of Nursing, whether the absence will be excused. It is the student's responsibility to obtain any missed content from their peers. **Absences will not be excused in the weeks before or after a scheduled academic break.**

TARDINESS

Students are required to arrive on time for all class and clinical sessions. Tardiness is disruptive to the class and may impede processes within the clinical and simulated learning environment. Excessive or frequent tardiness will be counted as unexcused absence. It is up to the discretion of the instructor whether the student can make up work missed due to coming to class late and it is up to the discretion of the instructor whether or not the student can complete the clinical day if the student arrives late. **It is the student's responsibility to obtain any missed content from their peers.**

EXTENDED ABSENCES

The link of clinical attendance to theoretical content provides the student with the opportunity to put into practice concepts and ideas learned in the didactic class. Clinical placements are granted by the affiliated institutions, are established for a specific group of students, and are not interchangeable between students once the course has begun. Clinical attendance is mandatory and not easily replicated for an individual student or student group. As such, if a student is anticipating the need for an absence that will necessitate missing multiple assigned classes, clinicals, a simulation day, or lab days (skills checks or other), the student should consider requesting a leave of absence from the program. Modifications to a class or clinical schedule or a requested leave of absence will be considered on a case-by-case basis.

USE OF THE COURSE SYLLABUS

Students will be provided with an in-depth course syllabus for each course that outlines the basic course information, course description, required textbooks and materials, course objectives, requirements (readings, course activities, assignments, quizzes, and exams), and the tentative calendar of topics. The course syllabi will be available on the first day of the academic semester when the University opens all online learning management system (Blackboard) courses.

The course syllabus is like a roadmap; it provides the students with directions to navigate the course and finish with success. The course syllabus functions as a contract between faculty and students. The course expectations and standards are written in the syllabus so that both students and professors can abide by the requirements to meet the course objectives and determine the course grade(s). Students are expected to:

- Read the entire course syllabus prior to the first scheduled class of each course.
- Ask questions and clarify anything in the course syllabus that he or she does not understand.
- Use the course syllabus to keep track of course activities, assignments, and exams dates.
- Faculty are not responsible to remind students of upcoming due dates. It is recommended that students use a calendar or planner to note due dates for all courses based on syllabi to ensure meeting all responsibilities.
- Review the course syllabus at the beginning of each week to guide preparation for class, including but not limited to meeting assignment deadlines.
- Accept responsibility and accountability of course syllabi requirements.

Please note: Syllabi are subject to modification. In the event of syllabi changes, the course faculty will notify the students of any changes in Blackboard.

COMMUNICATION

It is an expectation that students will actively participate in communication with their faculty and program administration. It is the student's responsibility to check their CUC email regularly (at least once every 24 hours) for program and course-related communication. Students should use their CUC email for all communication with faculty and others in the University. Emails will be answered by faculty within 48 to 72 business hours (2 to 3 business days).

Correspondence sent after office hours, regardless of reason, should not be expected to be returned immediately. In the case of an emergency, emails should be sent to both the course/clinical faculty and program director to be certain information is disseminated as needed.

TECHNOLOGY ETIQUETTE

Nursing students will maintain professional behavior and proper technology etiquette at all times when using cell phones, iPads, mobile devices, laptops, smart watches, or other electronic devices/smart technologies.

- Electronic devices may be used only when authorized by faculty and for class/clinical activities.
- Cell phones, smartwatches, and mobile devices are not allowed during class or clinical experiences.
- Students are not allowed to take photos in the clinical agency or lab environments except as needed for a course assignment and specifically authorized.
- Absolutely no personal electronic device use is allowed during class or clinical; this includes texting, calling, or photographing information for later use.
- Email correspondence must be in a respectful tone and professionally written including a salutation (greeting) and a closing with your name/signature. Always include within the subject line the course number and section number of the course the email is related to.

STUDENT RESPONSIBILITIES TO SELF

- A health statement from a healthcare provider certifying the student is physically able to participate in clinical experiences without restrictions (i.e., moving, lifting and transferring clients) is required to continue with clinical rotations.
- Any change in health status must be reported immediately to the clinical instructor in written format.
- Following childbirth, the student is required to notify the Director of Nursing and the course faculty member of plans to resume their nursing program curriculum. Additional health statement from the healthcare provider certifying the student is physically able to participate in clinical experiences without restrictions (i.e., moving, lifting and transferring clients) is required post-delivery. Students are not allowed to return to school for resumption of the plan of study and clinical before the postpartum check-up and subsequent documentation is received in the nursing office.
- Pregnant students must comply with each clinical agency's policy concerning health care worker (HCW) pregnancy in their organization to avoid potential hazards to the mother and the unborn child.

WORK COMMITMENTS:

Work requirements may interfere with a student's continuing academic success. It is recommended to commit approximately 2-3 hours of study time per week for every course credit hour. Thus, heavy work schedules may make academic success difficult. It is not feasible or advisable to assume a full-time job and serve as a CUC nursing student.

ATHLETIC/SPORT/EXTRACURRICULAR COMMITMENTS:

Participating in extracurricular activities can be accomplished, and is encouraged, while in nursing school. Participation will require excellent time management skills as both activities require heavy time commitments. To excel in both, it is up to the individual student to be responsible to arrange their personal schedules to keep up with requirements of both their nursing studies AND their commitments to activities.

Student athletes are required to do the following:

All athletic eligibility must follow the regulations of the NCAA, Division II

1. It is mandatory for the student to schedule a meeting with the Program Director, the team coach, and the student athlete to discuss the upcoming semester as it relates to nursing courses, nursing activities and the athletic schedule.
2. Provide his or her course instructors with a schedule of intercollegiate athletic games before the beginning of the semester and meet to discuss individual class requirements.
3. Each student-athlete will personally notify the program director and his or her instructor no less than two weeks in advance of any new/additional athletics competition that conflicts with a class or laboratory session. Students must request an excused absence and alternative arrangements for any missed work. If exams are missed, students will be required to take exams before leaving for the event. Online exams will not be accommodated.
4. Faculty will work with the student-athlete in an effort to accommodate excused-absence requests, especially for intercollegiate athletic games, playoffs, finals, etc. Despite best efforts, some requests may not be able to be granted due to outside clinical schedules.
5. In accordance with NCAA and CUC Athletic Department regulations, student-athletes are never to miss a class or clinical to attend practice.

STUDENT RESPONSIBILITY TO THE CLIENT

Students should strive to inspire the confidence of clients/patients. Students must remain professional with all clients/patients and family members, as well as all other healthcare providers. Clients/patients can expect nursing students to act in the best interest of the client while respecting clients' rights, autonomy, and dignity.

- The student will abstain from obtaining personal gain at the clients' expense.
- Professional boundaries include but are not limited to inappropriate involvement in the client's personal relationships.
- Violations in maintaining professional boundaries can result when there is confusion between the needs of the student and those of the client. Such violations are characterized by excessive personal disclosure by the student nurse, secrecy, or even a reversal of roles. Boundary violations can cause delayed distress for the client, which may not be recognized or felt by the client until harmful consequences occur (ncsbn.org/public-files/ProfessionalBoundaries_Complete.pdf).

HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) regulations are intended to protect client privacy and confidentiality by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances.

The definition of individually identifiable information includes any information that relates to the past, present or future physical or mental health of an individual or provides enough information that leads someone to believe the information could be used to identify an individual.

Nursing students are expected to protect the confidentiality of client information at all times in accordance with HIPAA policy. This includes, but is not limited to:

- Any and all client information learned by the student nurse during the course of treatment must be safeguarded by that student nurse as confidential information. Such information may only be disclosed to other members of the health care team for use in providing care for the client.
- Students may not take any photographs of clients or client records nor make copies of client records.
- Confidential information should be shared only with the patient's informed consent, when legally required or where failure to disclose the information could result in significant harm. Beyond these very limited exceptions, a nurse is obligated to safeguard confidential information.
- Students violating patient privacy with a mobile device will be subject to HIPAA infractions of the clinical agency.

For additional information on how to use social media, confidentiality, patient privacy, and HIPAA visit ncsbn.org/public-files/NCSBN_SocialMedia.pdf.

STUDENT RESPONSIBILITY TO THE BSN PROGRAM

Nursing students are encouraged to provide input on decisions including admission standards, curriculum, student services, and the teaching/learning process. Students are invited to become active in student government and nursing student associations and organizations, both on campus and in the community. In addition, student responsibilities to the BSN Program include the following:

- Participate in the course surveys, an end of program survey, and an Alumni survey.
- Provide honest and fair feedback in course evaluations at the end of each course.
- Participate in student forum activities when available, such as Town Hall meetings.
- Participate in **30 hours of healthcare-related community service** by the end of the BSN Program.
- Volunteer for committee membership by informing the BSN Director that you would like to serve on one of the available committees.
- Membership in the National Student Nurses Association (NSNA) and the Concordia University Chicago Student Nurses Association (CUCSNA) is strongly encouraged.
- Log a minimum of **two (2) hours of open skills practice each week of the semester (30 hours per semester)** for both semesters of the preprofessional phase of the nursing program
- Log a minimum of **one (1) hours of open skills practice each week of the semester for the four semesters** of the professional phase of the nursing program.

PROGRAM REQUIREMENTS

All students must present evidence in CastleBranch of having met specific health and safety requirements prior to engaging in clinical experiences. The requirements are used as documentation for admittance for clinical experiences. The listed requirements are mandated by the Illinois Department of Public Health and the affiliated clinical agencies. The list of required documents is subject to change based upon the affiliated agency requirements. Students who are unable or unwilling to provide the required documentation will not be registered or permitted to continue in registered nursing courses. **Students must also complete BIO 2500 Fundamentals of Microbiology, BIO 2700 Anatomy and Physiology for Clinical Practice, and at least one additional prerequisite nursing course with a grade of C or higher prior to their first clinical course.**

ADMISSION TO THE FIRST CLINICAL COURSE AND CLINICAL PARTICIPATION REQUIREMENTS

Physical Examination	Every student is required to submit an up-to-date complete history and physical examination from a Primary Care Provider (PCP). The PCP must complete the provided medical clearance form which will be uploaded to <i>CastleBranch</i> by the student before the beginning of the semester by the assigned date. See Medical Clearance form in appendix.	
Vaccinations	• Titers showing immunity for Measles, Mumps, Rubella, Varicella, and Hepatitis B. If vaccination boosters are necessary, documentation must be included on the health record.** • Tetanus/diphtheria vaccination booster within the past 10 years.	• Annual flu vaccination. • Full Covid Vaccination series with Boosters. • A negative QuantiFERON TB Gold test is required annually.
Drug Screen	• A ten-panel substance abuse drug screen is required at admission to and annually while enrolled in the program. • A student with a positive drug screen result forfeits admission to or continued enrollment in the nursing program.	• The program and clinical agencies reserve the right to request a random drug screen at any time if there is reasonable suspicion for substance abuse.
Background Check	• Criminal background screening is completed on all students prior to admission to the Nursing Program and at the beginning of each academic year. The background check must be clear of all infractions to be admitted to the program.	• Any student who is arrested or has an encounter with law enforcement that results in the student being named in a police report must, within 48 hours, contact and provide the program director with all relevant details regarding the matter. IDHS: Required Criminal Background Check & Registry Clearances (state.il.us)

*Please note: Some clinical sites may require additional testing.

**If student results indicate a failure to seroconvert and document immunity to any of the following: measles, mumps, rubella, varicella, and or hepatitis B, the student will be required to complete the healthcare immunization form. The student's clinical instructor will be notified and a copy will be placed in the student's file.

Admission Requirements continued on next page >>

ADMISSION REQUIREMENTS (CONTINUED)

Functional Abilities	• Be able to work in a standing position and perform frequent walking. Physically performs for up to twelve (12) hours in the clinical setting. • Lift and transfer clients up to 6 inches from a stooped position, then push or pull the weight up to three feet. • Physically apply up to 10 pounds of pressure to bleeding sites or for performing CPR. • Possess adequate hearing in order to respond and react immediately to auditory stimuli. • Possess adequate vision in order to discriminate depth and color perception and perform both close and distance visual activities. • Perform mathematical calculations for medication preparation and administration. • Possess ability to detect odors. • Communicate effectively both orally and written using proper grammar, vocabulary, and word usage. • Make appropriate and timely decisions under stressful situations. Tolerates exposure to allergens (latex, chemical, etc.).
Validation of CPR	Valid BLS/CPR Healthcare Provider Certification (American Heart Association).

Students With Alterations In Health Or Physical Ability

Students with alterations in health or physical ability who can successfully combine college attendance with their health or physical alteration will not be prohibited from registration in nursing courses. A student must fulfill the same attendance, physical, and course requirements as any other student as this will maintain client safety when in the clinical environment.

Health Insurance

At the beginning of each semester while in the Nursing Program, students must show evidence of personal health insurance that includes coverage for needle-stick injury and/or emergency room visits. Coverage must be for a complete semester, not month to month or a point of care plan. Students must maintain health insurance coverage continuously throughout the Nursing Program. Any lapse in health insurance coverage impacts clinical compliance and continuation in the Nursing Program. Failure to notify of change in insurance coverage or failure to maintain insurance coverage does not deem the university responsible.

CUChicago.edu/concordia-experience/parents-families/health-safety/

THE BSN CURRICULUM

■ Classroom Instruction ■ Lab/Simulated/Clinical Learning

SOPHOMORE YEAR

NRG 2100: FOUNDATIONS OF NURSING PRACTICE	NRG 2100: FOUNDATIONS OF NURSING PRACTICE - CLINICAL AND SIMULATED LEARNING
This course introduces the fundamental concepts necessary for safe, person-centered nursing care to a diverse client population while integrating clinical decision-making of the nurse. Critical thinking, clinical judgment, and the nursing process are key foundations to nursing practice. Attention to comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile technique, medication administration, and intrusive therapies will be included. Application of knowledge and practice of skills will be demonstrated in the nursing skills laboratory and a variety of community based clinical settings. Students are required to demonstrate a mastery of basic nursing skills for adequate completion of the course.	This course is designed to provide clinical and simulated experiences related to the theory provided in NRG 2100. Pre-professional level clinical nursing students are introduced to basic nursing knowledge and skills including dependent, independent and interdependent functions of the nurse. This clinical and laboratory-based course will include techniques used in the assessment of the physical, psychological and development dimensions of the individual. Variations of findings based on influences such as age and culture are identified. Emphasis is placed on the therapeutic interventions of safety, hygiene and comfort, health assessment and health promotion. The use of high and low-fidelity simulation will be used as an adjunctive learning modality.
NRG 2340: HEALTH ASSESSMENT AND PROMOTION	NRG 2341: HEALTH ASSESSMENT AND PROMOTION LAB
This course will develop the knowledge and skills necessary for conducting comprehensive and focused health assessments for individuals with emphasis placed on interviewing skills, health histories, and physical and psychosocial findings in the well person. Communication and record keeping skills are developed.	Lab time is utilized to practice and master skills to successfully demonstrate mastery of a complete physical examination on an adult client. Demonstration of nursing skills and/or required competencies must be performed satisfactorily to pass the laboratory.
NRG 2350: PATHOPHYSIOLOGY	
This course focuses on the pathophysiology, etiology, and associated clinical findings of certain diseases. Diseases include those selected from the Healthy People 2030 objectives according to their prevalence. Acquisition of this core knowledge and its application in clinical nursing practice are emphasized.	

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JUNIOR YEAR

NRG 3100: CARE OF THE ACUTELY ILL ADULT	NRG 3120: CARE OF THE ACUTELY ILL ADULT CLINICAL AND SIMULATED LEARNING
This course is one of two courses which builds upon the core educational competencies introduced during NRG 2100, designed to provide the student with a sound foundation in medical-surgical nursing care of the acutely ill adult client through integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment, risk reduction and disease prevention.	This clinical course is designed as the clinical component to NRG 3100; provides the students with experience to care for the adult client experiencing alterations in health. Emphasis will be placed on the role of the professional nurse in various treatment settings using current treatment modalities. The use of high and low-fidelity simulation with be used as an adjunctive learning modality.
NRG 3150: PHARMACOLOGY AND THERAPEUTICS FOR NURSING PRACTICE	NRG 3155: NUTRITION FOR THE CLINICAL PROFESSIONAL
The goals of this course are to provide students with a knowledge and understanding of the actions of drugs in order to enable them to use therapeutic agents in a rational and responsible manner in clients. Initially, basic principles of pharmacology will be reviewed including absorption, distribution, metabolism, and excretion of drugs by the body. Drug-receptor interactions will also be presented and illustrated with appropriate examples. The focus of these lectures will be case- based whenever possible to demonstrate the therapeutic application of these pharmacologic principles and how this translates into efficacy and potential toxicity.	This course focuses on basic concepts of nutrition for those students that are pursuing careers in nursing and other allied health fields. This course covers healthy nutrition through the life cycle, selected cultural variation, diet and physical activity, medical nutrition therapy and selected diseases, and food safety.
NRG 3300: FAMILY CENTERED NURSING - CARE OF THE CHILD AND FAMILY	NRG 3320: FAMILY CENTERED NURSING - CARE OF THE CHILD AND FAMILY CLINICAL AND SIMULATED LEARNING
This course focuses on nursing care of the child along the health-illness continuum. Core concepts of growth and development, well child-care, family structure, environment, heredity, and psychosocial factors will serve as a basis for designing care. The child with acute, chronic, and life-threatening illness will be covered as well as risk factors for morbidity and mortality. Nursing strategies to minimize stressors experienced by children and their families during illness will be presented. Key elements of spirituality, culture, socioeconomic status, and health beliefs will be examined.	This is the clinical and simulated learning course of NRG 3200, designed to provide the student with experience to utilize evidence-based knowledge and critical thinking skills in providing nursing care to children and their families. Clinical and simulated learning assignments will include caring for children who are experiencing alterations in health. Concepts of wellness, growth and development, disease identification, disease management, and client advocacy are used as a basis for the provision of care. The use of high and low-fidelity simulation with be used as an adjunctive learning modality.

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JUNIOR YEAR (continued)

NRG 3350: SCIENTIFIC INQUIRY FOR EVIDENCE BASED PRACTICE	NRG 4910: SPECIAL TOPICS: NURSING ELECTIVE
This course is designed to provide the student with the skills to understand and utilize research evidence in decisions about clinical practice. Articulation of relevant practice-based questions, competency in database search strategies, and critical appraisal of evidence for quality care practices are emphasized.	Elective courses will be designed by the faculty and cover topics ranging from EKG interpretation, Drugs in Society, Adolescent Medicine, and/or Field based learning.
NRG 3400: PSYCHIATRIC WELLNESS	NRG 3420: PSYCHIATRIC WELLNESS CLINICAL AND SIMULATED LEARNING
This course focuses on the population of clients experiencing acute and chronic psychiatric disorders across the lifespan. Emphasis will be placed on the nurse/client relationship, psychopharmacology, and treatment modalities. Environmental stressors and the effects of mental health disorders on clients and their families will be discussed.	This is the clinical course to NRG 3400, designed to provide the student with experience to care for the client experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum. The use of high and low-fidelity simulation with be used as an adjunctive learning modality.

SENIOR YEAR

NRG 4100: FAMILY CENTERED NURSING - CARE OF THE WOMAN AND CHILDBEARING FAMILY	NRG 4120: FAMILY CENTERED NURSING - CARE OF THE WOMAN AND CHILDBEARING FAMILY CLINICAL AND SIMULATED LEARNING
This didactic course focuses on the care of the family during the childbearing years. The processes of normal pregnancy and birth, high risk pregnancy, postpartum care, and the care of the healthy newborn and the newborn with birth complications are presented. Through integration of the sciences and evidence-based knowledge, concepts of family, environment, health, wellness, and culture will be emphasized. Issues related to women's reproductive health and contraception will be covered.	This is the clinical and simulated learning course for NRG 4100, designed to provide the student with experience to utilize evidence-based knowledge and critical thinking skills in providing nursing care to childbearing families. Clinical and simulated learning assignments will include caring for families during the antepartum, intrapartum, postpartum, and newborn periods. Concepts of wellness, culture, infant growth and development, family integrity, and client advocacy are used as a basis for the provision of care. The use of high and low-fidelity simulation with be used as an adjunctive learning modality.

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SENIOR YEAR (continued)

NRG 4200: CARE OF THE CHRONICALLY ILL ADULT	NRG 4220: CARE OF THE CHRONICALLY ILL ADULT CLINICAL AND SIMULATED LEARNING
This course is the second of two courses, which builds upon the core educational competencies introduced during NRG 2100. Designed to provide the student with a sound foundation in medical-surgical nursing care of the chronically ill adult client through integration of knowledge from the biological, physical, epidemiological, and behavioral sciences, concepts of health, environment risk reduction and disease prevention.	This course is designed to provide the student with clinical experience to accompany NRG 4200. Focus will be on the implementation of person-centered care that reflects an understanding of the concepts of human growth and development, pathophysiology, medical management, and nursing management along the health-illness continuum with emphasis on nursing care of the adult with chronic illness. Key elements of culture, spirituality, heredity, ethics, and health literacy will be integrated into the planning and provision of nursing care. The use of high and low fidelity simulation will be used as an adjunctive learning modality.
NRG 4150: CASE ANALYSIS ACROSS THE LIFESPAN I	NRG 4350: LEADERSHIP IN COMPLEX HEALTHCARE SYSTEMS
This course is designed to examine unfolding case studies as a way to reinforce knowledge required for practice readiness related to the situations and populations encountered in NRG 2100, NRG 3150, NRG 3100, NRG 3300, NRG 3400, NRG 4100 and NRG 4200. Acute and complex conditions, pharmacologic and therapeutic interventions, delivery systems, legal, ethical, and policy consideration will be considered.	This course is designed to introduce concepts of leadership and management for entry-level professional nursing practice. The course addresses building cultures of quality and safety in complex health care delivery systems. Current theories of management, leadership and change are examined and related to nursing practice. Concepts including interprofessional communication, teamwork, delegation, and supervision will be explored with a focus on synthesis of this knowledge to develop innovative and creative approaches to nursing practice.
NRG 4300: COMMUNITY WELLNESS	NRG 4320: COMMUNITY WELLNESS CLINICAL AND SIMULATED LEARNING
This course will focus on the role of the application of nursing science in the community from the individual, family and the population perspective recognizing the social determinants of health. Principles of epidemiology and evidence-based practice will be utilized in developing a plan of care. The impact of global healthcare trends, political decisions, and financial and regulatory systems on health outcomes will be examined.	This course is the clinical component of NRG 4320. Students will explore community health nursing practices for the purpose of preventing disease, disability and in promoting, protecting, and maintaining healthy populations within a community. The use of high and low-fidelity simulation will be used as an adjunctive learning modality.

The BSN Curriculum continued next page >>

SENIOR YEAR (continued)

NRG 4450: CASE ANALYSIS ACROSS THE LIFESPAN II	
This course is designed to examine unfolding case studies indicative of real-world client situations as a way to reinforce practice-ready knowledge related to populations encountered in NRG 2340, NRG 3100, NRG 3300, NRG 3400, NRG 4100, NRG 4200, NRG 4300, and NRG 4400. Acute and complex conditions, pharmacologic and therapeutic interventions, delivery systems, legal, ethical, and policy consideration will be considered.	
NRG 4400: RESEARCH BASED CAPSTONE	NRG 4420: RESEARCH BASED CLINICAL RESIDENCY AND SIMULATED LEARNING
This culminating clinical practice course accompanies NRG 4400 and provides students an in-depth learning experience in a selected area of nursing practice. The leadership, management, and caregiver roles of the professional nurse in a selected area of nursing practice is emphasized. Students are assigned to nurse preceptors, with faculty guidance, which focuses on the application of the nursing process, theories, concepts, research, issues and trends in caring for clients in a variety of preceptorship placements in acute and community settings. The use of high and low fidelity simulation will be used as an adjunctive learning modality.	The purpose of this course is to provide Registered Nurse students with the opportunity to integrate professional role characteristics with a capstone practice integrated experience. This in-depth learning activity draws on prior work in evidence-based practice, nursing role development, scientific and humanistic foundations, and collaboration. The focus is on the application of principles of leadership to create a substantive activity contributing to healthcare improvement. Emphasis is on implementation and evaluation of an initiative in a selected practice setting addressing a health need or problem.

ACADEMIC EXPECTATIONS

ACADEMIC INTEGRITY

The University academic integrity policy and Honor Code apply to all nursing students. If a violation has occurred, the University academic integrity policy is followed. For Academic Integrity Issues, please refer to the University policy found on the University website: catalog.cuchicago.edu/undergraduate/.

Academic misconduct is the intentional violation of university policies by tampering with grades or transcripts or taking part in obtaining or distributing in advance any part of a test. In addition to all the University statements and policies related to academic dishonesty, the Nursing Program recognizes the strong link between honesty in academic work and professional integrity. Any act of academic dishonesty, including fabrication of reports or records of interactions with clients, is considered incompatible with ethical standards of nursing practice and a violation of the University Honor Code and may be grounds for termination from the Nursing Program. Honor Code violations are considered egregious and will be reported through the [University Honor Code Violation reporting form](#).

FORMS OF ACADEMIC INTEGRITY VIOLATIONS

- **Plagiarism:** is the inclusion of someone else's words, ideas, or data as one's own work, whether intentional or unintentional. When such words, ideas, or data of others are used, the source of that information must be acknowledged through complete and accurate references. Quotation marks or block quotes must be used if verbatim statements are included. Plagiarism includes the resubmission of prior work. Plagiarism covers unpublished as well as published sources.
- **Fabrication:** is the intentional use of invented information or the falsification of academic records, health records, research, clinical documentation or other findings with the intent to deceive.
- **Cheating:** an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise or assists another student in such an act or attempted act. This includes copying work from other students or graduates.

The safe and effective practice of nursing as a registered nurse requires integrity, accuracy, and honesty in the provision of nursing care, including:

- Performing nursing assessments
- Applying the nursing process and clinical reasoning
- Reporting changes in client condition
- Acknowledging errors in practice and reporting them promptly
- Accurate charting and reporting, whether verbal or written
- Implementing care as ordered
- Compliance with all laws and rules affecting the practice of nursing
- Compliance with minimum nursing standards

If a student falsifies, alters, fabricates, back-dates records, or participates in any other form of lying or falsification in any clinical setting, the student will be dismissed from the Nursing Program. The Division of Nursing holds students to the highest standards of academic excellence. We reserve the right to make decisions about student progression and clinical placement.

USE OF AI TECHNOLOGY

Inappropriate use of AI technology may fall under plagiarism and/or falsification, fabrication, alterations in clinical documentation or assignments.

ACADEMIC EVALUATION

The Nursing Program uses the following grading scale for nursing courses. Individual course syllabi will identify how the total grade is derived.

LETTER GRADE	DESCRIPTION	NUMERIC GRADE	POINTS
A	Excellent Scholarship	92-100%	4.0
B	Good Scholarship	84-91%	3.0
C	Satisfactory Scholarship	76-83%	2.0
F	Failure	<76%	

All nursing courses will follow the above grading scale and are not permitted to be graded as Pass/Fail.

A grade of "Incomplete" is awarded with agreement of the faculty member and the program director. Resolution of the incomplete grade must occur within six (6) weeks from the end of the term in which the grade was received.

WITHDRAWALS

The following procedures apply in the event of withdrawal from a class (time limits are quoted for a standard 15-week semester and are adjusted accordingly for other time spans): a.) First class day of the semester through the eleventh week of the semester, a student may withdraw from a course by reporting this change to the Registrar; b.) The Dean of Students must approve all requests for a "W" after the twelfth week of the semester, and this is acceptable only in extraordinary circumstances and with consultation with the Division of Nursing; c.) Unauthorized withdrawals result in the grade of "F."

REQUIREMENTS FOR PASSING A NURSING COURSE

A minimum of 76% (or C) or greater is required to successfully pass all nursing courses. In clinical and simulated learning activities the student must successfully meet all course outcomes and accompanying skills validations in order to pass the course.

THE 76% RULE

A cumulative score of 76% (or C) is required on **all exams and quizzes** to successfully pass a nursing course. Once the student has successfully earned 76% on the combined grades from all exams and quizzes, the remainder of the assignments (written assignments, projects, care plans, client evaluations etc.) will be included in the grade calculation and will constitute the final course grade. By the end of the semester, a minimum cumulative score of 76% (or C) is required on all exams and quizzes to successfully pass a nursing course.

Only final course grades will be rounded. Final course grades are inclusive of all exam grades, quiz grades, and summative assignments and will be rounded as follows:

ROUNDED UP	NOT ROUNDED UP
75.5 to 75.9 will be rounded to 76% = C	75.4 or below will not be rounded up to 76% = F
83.5 to 83.9 will be rounded to 84% = B	83.4 or below will not be rounded up to 84% = C
91.5- 91.9 will be rounded to 92% = A	91.4 or below will not be rounded up to 92% = B

ATI POLICY

ATI® learning support products are intentionally integrated throughout the undergraduate nursing program to support student learning and achievement of benchmarks that are correlated with NCLEX-RN success. As this is an evidence-based approach in teaching and learning for prelicensure nursing students, the division of nursing uses the ATI® Content Mastery exams and the ATI® Comprehensive Predictor exam to identify students who may not meet minimum benchmarks for learning and academic success. This provides data which informs decisions on lesson planning, student remediation, and curriculum design.

The Policy:

Critical Thinking Exams:

Students are required to complete an initial critical thinking assessment at the onset of their nursing curriculum and will take another critical thinking assessment at the end of their program:

- ATI Critical Thinking Assessment: Entrance
- ATI Critical Thinking Assessment: Exit

Content Mastery RN Exams:

Students are required to complete the following Content Mastery RN (CM RN) Proctored exams:

- Anatomy and Physiology
- RN Mental Health
- RN Adult Medical Surgical
- RN Pharmacology
- RN Nursing Care of Children
- RN Community Health
- RN Fundamentals
- RN Maternal Newborn
- RN Leadership
- RN Nutrition

ATI Content Mastery RN Exams

Courses throughout the undergraduate nursing program will have ATI Content Mastery RN (CM RN) examinations that are associated with the course content. Within the courses, the student will have one opportunity to take a proctored CM RN exam. The exam will be worth 10% of the course grade but will not be counted towards the 76% Rule. The following table demonstrates the potential grades earned on the first attempt of these exams:

NATIONAL PERCENTILE RANK	PERCENTAGE POINTS EARNED	NATIONAL PERCENTILE RANK	PERCENTAGE POINTS EARNED
90th – 99th percentile	10.0% (10/10)	30th – 49th percentile	8.0% (8.0/10)
80th – 89th percentile	9.5% (9.5/10)	15th – 29th percentile	7.5% (7.5/10)
60th – 79th percentile	9.0% (9.0/10)	1st – 14th percentile	7.0% (7.0/10)
50th – 59th percentile	8.5% (8.5/10)	Missed exam	0.0% (0.0/10)

ATI Recommended Cut Scores as of 2024:

Students are expected to achieve a minimum of Level 2 on all Proctored CM RN examinations throughout the curriculum.

PROCTORED RN CM EXAM	LEVEL 1 CUT SCORE	LEVEL 2 CUT SCORE	LEVEL 3 CUT SCORE
Fundamentals	49.9% - 65.4%	65.5% - 79.3%	79.4% - 100.0%
Pharmacology	52.7% - 71.0%	71.1% - 86.2%	86.3% - 100.0%
Mental Health	54.5% - 68.4%	68.5% - 85.1%	85.2% - 100.0%
Nutrition	50.6% - 66.8%	66.9% - 82.7%	82.8% - 100.0%
Pediatric Nursing	50.9% - 63.7%	63.8% - 78.3%	78.4% - 100.0%
Maternal Newborn	56.1% - 68.2%	68.3% - 81.9%	82.0% - 100.0%
Adult Med-Surgical	60.5% - 71.0%	71.1% - 83.6%	83.7% - 100.0%
Community Health	59.6% - 74.7%	74.8% - 85.2%	85.3% - 100.0%
Leadership	60.3% - 76.4%	76.5% - 87.7%	87.8% - 100.0%

Any student that fails to meet the published Level 2 for a Proctored CM RN exam will have an opportunity to retake the Proctored exam during finals week. Failure to meet the Level 2 for an ATI Proctored CM RN exam after two attempts will be considered a failure to have met the learning objectives in the course. This will result in a failing grade for the course and will be considered a failure to progress. Students will be required to retake the course in the semester in which it is next offered.

Any student that achieves less than the 30th national percentile ranking (or the 8.0% points) after two attempts will be required to complete a remediation process, which will be outlined in a Student Success Action Plan and will utilize their individualized report to determine topic areas to study and active learning templates to be completed prior to starting the next semester of courses. It is important for the student to master the content before moving on to additional content in the nursing program.

ATI Comprehensive Predictor RN Exam

Students will take the ATI Comprehensive Predictor RN (CP RN) exam within their NRG 4400 Research Based Capstone course. Students should prepare for this exam by taking the CP RN practice exam and then complete a focused review. This review will include the identification of critical topics the student should review. Students should complete Active Learning templates to reinforce learning and mastery of the identified topics to prepare for the CP RN proctored exam. Comprehensive Predictor RN (CP RN) Proctored exam practices include the following:

1. Students are required to complete an ATI RN Comprehensive Predictor (CP RN) proctored exam while enrolled in the NRG 4400 course.
2. Students will have two (2) attempts to earn the expected 90% "Predictability" score for the CP proctored exam. Based on the 2019 ATI exam guidelines, this equates to an "Individual" score of 71.3% or higher.
3. The higher of the two CP RN exam individual scores will count as 10% of the final course grade for NRG 4400.
4. If a 90% or above predictability score is not achieved on the first attempt, the student will be required to retake the exam.
5. To score the CP RN exam, students will earn the predictability score for the final grade from the ATI equivalency table. For example, if the earned individual score is 72% it is equal to a 92% predictability. The final earned grade earned would be 9.2/10 (or 92/100) for the grade.
6. Students scoring a score less than 90% predictability score on the first attempt are required to enroll in Virtual ATI (VATI) RN- NCLEX review.

Virtual Assessment Technologies Institute (VATI)

VATI is a 12-week, online, modular program in which students engage in a personalized remediation plan that allows the learner to systematically progress through assessment modules. Students strive to earn a “green light” indicating they have mastered necessary content. Details on VATI will be provided to students requiring remediation for any one of the following:

1. Does not meet the minimum score of 90% after two attempts of the Comprehensive Predictor RN exam.
2. Does not achieve the minimum ATI Pulse Score of 90%.
3. Or as determined by the faculty.

STUDENT CLINICAL AND SIMULATION EVALUATION

All students will be evaluated on their clinical and simulation performances during each nursing clinical course through the use of the Typhon documentation system. Faculty will assess students at midterm and at the end of the clinical experience noting progression of ability and change in skill competency. Failure to meet expected behaviors may result in a failing clinical and simulation grade or in appropriate cases, dismissal from the nursing program.

Faculty will provide a Student Success Action Plan (SSAP) to the student during the week any unsatisfactory behavior occurs and will result in a specific targeted plan for improvement including content or skill remediation, as noted in the student's SSAP. Students must be satisfactory in all objectives by the end of the semester in order to pass a clinical and simulated learning course.

Failure of a clinical and simulated learning course will necessitate repeating the course if applicable to the students' progression. In cases where clinical courses can be repeated, theory and/or accompanying lab classes will be repeated regardless of whether the theory and/or lab courses were successfully completed.

The Student Clinical and Simulation Evaluation Tool

The clinical and simulation evaluation tool consists of essential competencies with specific performance criteria drawn from the Concordia University Chicago BSN Program outcomes, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021), and Quality and Safety Education for Nursing competencies (2011).

The leveled evaluation tools consider those elements that were found to support the students' future transition to practice. The performance criteria for each competency includes cognitive, affective, and psychomotor domains of learning and provides a complete evaluation of an individual student's clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he or she progresses through the specific course and the nursing curriculum and provides standard measures for student, course, and program evaluation.

The faculty/instructor and student will objectively grade each category of performance using the following point scale:

5	Independent - Performs safely and accurately without supportive cues from instructor.
4	Supervised - Performs safely and accurately each time behavior is observed. Requires occasional supportive or directive cues.
3	Assisted - Performs safely and accurately each time behavior is observed. Requires frequent support or directive cues.
2	Provisional - Performs safely under supervision; not always accurate. Requires continued support and direct cues.
1	Dependent - Performs in an unsafe manner, unable to demonstrate care. Lacks organization and focus.

A grade of 1 or 2 requires comments by the clinical instructor and a specific, targeted plan for improvement. In order to complete the course successfully, each category must be a 3 or above at the time of the final evaluation. A passing grade will only be assigned if all the items are graded “3” or above at the time of the final evaluation. It is common that some students are at level 1 or 2 rating by mid-term.

SKILLS CHECK-OFF

Skills performance is evaluated in the nursing lab using a skills check-off sheet with required competencies. After any unsuccessful skills check-off performance attempt, the student will be given a Student Success Action Plan (SSAP) that will specify areas in which the student needs improvement and resources for improvement including remediation that must be scheduled by the student. Remediation is the responsibility of the student as outlined in the SSAP. Students have two attempts to pass the required skills check-off. Significant errors may result in an unsuccessful skills check-off performance attempt. A student who does not successfully complete a nursing skill performance check-off by the second attempt may fail the course and may be withdrawn from all co-requisite courses. Any unexcused absence on a scheduled skills check-off day or skills recheck day will be counted as a skills checkoff attempt with a grade of 0 (zero).

EXCEPTION TO PROGRAM PROGRESSION POLICY PROCESS

Any student requesting exception to BSN Program progression policies must first meet with their faculty advisor to initiate the process. The student must complete and submit the formal petition form with all substantiating documentation to the faculty advisor within five (5) business days. The faculty advisor will submit the documentation to the Chair of the Admission, Progression, and Retention (APR) Committee within 24 hours for consideration. The APR committee will render a decision within three (3) business days.

ACADEMIC APPEAL PROCESS (GRADE DISPUTES ONLY)

If a student has an academic dispute of a grade, the student has the opportunity to seek resolution of the dispute through an appeal process.

INITIAL INFORMAL DISPUTE PROCESS

If a student believes that a grade on an assignment or exam is the result of a calculation or clerical error, the student should first discuss any grade dispute with the faculty member involved as soon as possible and within two (2) business days following the notification of the grade. Faculty members are required to make a good-faith effort to meet with the student during this timeframe to explore if any grading errors occurred.

FORMAL ACADEMIC APPEAL PROCESS

If a student has completed the informal dispute resolution process and finds they have not reached an adequate resolution and believe that the course grade earned was based upon either a grade calculation error, arbitrary grading processes, capricious grading processes, or discriminatory practices; the student may file a formal academic appeal.

To complete an academic appeal, the student must complete the following steps:

1. Consult with their faculty advisor or the nursing academic advisor who will serve as a neutral party providing logistical guidance about the appeal process.
2. Complete and sign the academic appeal petition form.
3. Compile all supporting documentation.
4. Submit the completed academic appeal petition form and the supporting documentation to the Director or Associate Director of the Division of Nursing within five (5) business days of the notification of the grade.

The faculty member involved will be notified of the appeal by the Director or Associate Director of the Division of Nursing and will have an opportunity to provide a response to the appeal within 24 hours or one (1) business day of the notification. An academic appeal committee will be convened to review the appeal petition, supporting documentation, and faculty response. Students should remain available during the review period, in the event the committee requests further information. The academic appeal Committee will render a decision of whether to grant or deny the appeal within three (3) business days.

POST APPEAL PROCESS

If a student is still unsatisfied with the resolution of the academic grade from the Division of Nursing academic appeal process, they may request a review or an appeal of the decision by the academic appeal committee, in writing, to the Dean of the College of Health, Science, and Technology within five (5) business days of the academic appeal committee decision.

NURSING PROGRAM PROGRESSION

REINSTATEMENT

Two nursing course failures,* either in an individual nursing course or two separate nursing courses, is considered failure to progress in the CUC Nursing Program. Failure to progress examples include:

- Failure in NRG 3155 and failure in the retake of NRG 3155
- Failure in NRG 2340 and in NRG 3100 (two separate nursing courses)

** Withdrawing from a nursing course while having a failing grade is considered a course failure.*

A student who has failed to progress in two NRG courses may apply for program reinstatement. A student withdraws from a course while failing is equivalent to having failed to progress in the nursing program. If a student withdraws from a course while failing or receives a final grade below a 76% in two NRG courses, the student must apply for reinstatement to the Nursing Program. A student may repeat an individual nursing course only once if reinstatement is granted. If a student fails and/or withdraws while failing from a nursing course after the student has been reinstated to the nursing program, the student will be dismissed from the Nursing Program and is ineligible for reinstatement.

To request reinstatement to the Nursing Program, the student must complete the following steps:

- A letter requesting reinstatement to the program and
- An outlined plan for success (minimum of two (2) pages) that addresses, at minimum, the following:
 - **Academics** - What contributed to the academic struggle? Were there extenuating circumstances? What is the plan to overcome challenges and for future success (examples: tutoring, ATI, use of course resources, weekly study plan, etc.)?
 - **Self-Care** - How has the student been addressing their physical/mental health? What is the plan moving forward?
 - **Spiritual Health** - How has the student been addressing their spiritual health? What is the plan moving forward?
 - **Financial Plan** - What financial barriers may be present? What is the plan for success?

Exceptions to CUC BSN Program Policies, Academic Appeals, and CUC BSN Program Reinstatement reviews are considered by the Admission, Progression, and Retention (APR) Committee. The APR Committee will review the request and render a decision within three (3) business days. Once the policy exception, academic appeal, or reinstatement decision is made, the student will be notified by the Director of the Nursing Program via email. The following factors will be considered for student reinstatement: previous nursing course grades, exam grades, student engagement and preparation, situational circumstances, help-seeking behaviors and organizational skills. Requests for reinstatement are considered on a space-available basis. A student may return (be reinstated) to the nursing program only once.

After receiving the reinstatement decision, if a student desires further appeal, the student can contact the Director of the Nursing Program, via email, within three (3) days of the decision notification. The Director of the Nursing Program will respond with a decision via email. If the student desires further appeal, the student may contact the Dean of the College of Health, Science & Technology via email within three (3) days of receiving the decision. Any information to be considered in the appeal will be submitted by the student to the Dean of Health, Science & Technology via email.

Students who withdraw from courses or from the program in good standing, students who require a medical leave of absence, and students who withdraw related to extenuating circumstances may apply for readmission to the program. Readmission to the program will be considered on an individual basis, space available basis, and may require remediation. Remediation may involve repeating competency exams, demonstration of skill proficiency, and in some cases, the student repeating previous courses. Students who have been dismissed from the nursing program are not eligible for readmission (see section on readmission to the nursing program for more information).

STUDENT SUCCESS ACTION PLAN

A *Student Success Action Plan* (SSAP) will be completed for issues related to course performance, violations of client safety, and/or unprofessional behaviors. Course faculty are expected to complete the SSAP and offer the student an opportunity to meet to discuss. Examples include but are not limited to:

- Missed and/or incomplete assignments
- Exam failure(s)
- Unsatisfactory clinical or practicum performance
- Unsatisfactory clinical attendance and punctuality
- Academic dishonesty
- Unprofessional conduct as outlined in the Nurse Practice Act
- Failure to demonstrate Good Professional Character
- Refusal to participate in a procedure
- Behavior which compromises clinical or practicum affiliations
- Unsafe clinical performance such as medication administration, any violation of physical, biological, or emotional safety, etc.
- Unethical or unprofessional clinical behavior
- Failure to use two accepted identifiers prior to client care
- Failure to correctly follow the Chain of Command

The course faculty provides the student with feedback using the *Student Success Action Plan* (SSAP) as to their performance improvement status. The course faculty will counsel the student regarding criteria for successful achievement of course and/or program outcomes and make recommendations for improvement. Recommendations may include but are not limited to student utilization of peer study groups, tutoring, computer-assisted instruction, and assistance from student success coaches. The SSAP may include deadlines for completion of recommended actions and used to correct the deficit to support student success. If a student fails to meet any of the conditions of the SSAP, the student may be withdrawn from the program.

Students may be removed from the clinical area based upon behavior that is unsafe or a threat to client or other's safety. At the discretion of the course faculty and depending upon the severity of the situation, the course faculty may proceed to notify the Director of the CUC Nursing Program, and the student may be immediately withdrawn or dismissed from the Nursing Program without the Student Success Action Plan. The course faculty is charged with ensuring the safe practice of nursing students and maintaining client safety. Nursing students, therefore, are required to administer the same quality of care as a Registered Nurse. A client cannot ethically or legally receive a lower quality of care because the care was provided by a student nurse.

READMISSION

Returning/readmission to the CUC Nursing Program is on a space available basis.

A student is not eligible to apply for readmission to the CUC Nursing Program if any one of the following criteria apply:

- Student has previously been denied readmission to the CUC Nursing Program.
- Student has had reinstatement or readmission granted and then failed one or more nursing courses and/or withdrew from one or more nursing courses while failing.
- Student has had readmission granted and withdraws from the CUC Nursing Program and/or drops/withdraws from any nursing courses.
- Student has been dismissed from the CUC Nursing Program.

Student cannot reapply to be a new student in the CUC Nursing Program at a later date if previously denied readmission to the CUC Nursing Program and/or is dismissed from the CUC Nursing Program.

Students eligible for readmission must seek readmission to the CUC Nursing Program within two (2) semesters. Students eligible for readmission who do not seek readmission within two (2) semesters and/or if there is no space available and two (2) semesters have passed, must contact nursing administration as the student may need to go through the traditional professional phase admission process and begin again at the point of the Profession Phase matriculation.

To reapply to the Nursing Program, the student must complete the following readmission application requirements:

- A letter requesting readmission that provides context for the decision to leave and now return to the nursing program.
- Submission of all transcripts and coursework completed during the period of absence from the program.
- An updated background check, physical health forms and immunization documentation, CPR certification, and other required documents for eligibility for participation in clinical experiences.

The Admission, Progression, and Retention (APR) Committee will review the request and render a decision. Once the admission committee decision is made, the student will be notified by the Director of the Nursing Program via email. The following factors will be considered for student readmission: course grades, cumulative GPA, nursing GPA, and situational circumstances. Readmission applications are considered on a space available basis. A student may return (be readmitted) to the nursing program only once.

After receiving the readmission decision, if a student desires further review of their application for readmission, the student can contact the Director of the Nursing Program, via email, within three (3) days of the admission committee decision. The Director of the Nursing Program will respond with a decision via email.

DISMISSAL FROM THE NURSING PROGRAM

If a student is dismissed from the nursing program, they will receive formal notification. Reasons for program dismissal may include, but are not limited to any of the following reasons:

- Dismissal from the University.
- Failure to meet or maintain attendance requirements.
- Failure of more than one nursing course or withdrawal from more than one nursing course while failing.
- Readmission to the Nursing Program has been denied.
- Any acts of academic dishonesty including the sharing of exam questions, possession of test items, copies of exams, cheating, etc.
- Any positive drug screen for which there is no legal prescription.
- Reportable Board of Nursing event.
- Failure to comply with rules and/or policies as written in the Nursing Undergraduate Student Handbook, the Illinois Board of Nursing Regulations, the University Student Handbook, and/or Catalog.
- Unprofessional, unsafe, or unethical behavior (relating to Good Professional Character).
- Behavior evidencing actual or potential harm to clients or the public.
- Criminal behavior that could affect licensure.
- Failing to disclose a known background issue or a situation that will alter their background check.
- Failure to achieve the 68% passing score on the ATI TEAS exam after four (4) attempts.
- Failure to achieve a grade of C or better in any nursing prerequisite course after two (2) attempts.

SIMULATED LEARNING

The Simulated Learning Center is a center of excellence in teaching where clinical skills meet high fidelity simulation scenarios to improve safety within client care. Current and future health care professionals “practice on plastic” honing their skills, refining advanced techniques and learn valuable social interactive tools that enhance client communication and promote health.

NURSING SIMULATION

Simulation in nursing education is a teaching strategy to mirror real life situations and complement clinical education. High fidelity manikins, standardized clients, realistic equipment, and realistic scenarios are used to recreate the clinical environment to provide nursing students a controlled, risk-free platform to demonstrate psychomotor skills, teamwork, communication, and critical thinking. The use of simulation allows students to learn by doing and by reflecting on their experience.

Experience in the Nursing Simulation Lab will prepare students to:

- Adapt care to meet the needs of a variety of clients in a range of settings.
- Utilize available resources and standard practices to provide safe client care.
- Communicate in a professional manner with clients, family members, and the healthcare team.
- Collaborate with an inter and intraprofessional team.
- Demonstrate clinical competence through repeated and deliberate practice.
- Integrate theory and practice to prioritize and implement evidence-based care.
- Use reflection to self-analyze performance.

DEBRIEFING

Debriefing is arguably the most important component of a simulation experience. It is a process of examining both the actions and the meanings of actions during a simulation experience. It is learner centered and uses reflection to promote learning while the debriefer guides students through the reflective process of debriefing in a structured manner. The aim is to reflect on and make sense of the experience, improve understanding and clinical reasoning, and relate the learning to future experiences (Driefuerst, 2015).

EXPECTATIONS FOR SIMULATED LEARNING

EQUIPMENT USE:

The equipment in the Nursing Simulation Lab has been selected to increase student learning so care of equipment is expected:

- Gloves should be worn when working with manikins and task trainers.
- Betadine is prohibited for use on the manikins or task trainers.
- Ink pens or markers are prohibited in the simulation center. Pencils are permitted for use.
- Food and beverages are not permitted in the simulation center.
- Students are required to use the supplies purchased in their Skills Bag for skills practice. Extra practice kits for various skills validations will be available for purchase.

STANDARD PRECAUTIONS:

All students should follow Standard Precautions against infectious disease while participating in clinical activities in the lab.

- All sharps must be disposed of in an appropriately labeled sharps container.
- Under no circumstances may sharps be removed from the Nursing Simulation Lab.
- All injuries, including "clean" needle sticks, should be reported to the faculty and Nursing Simulation staff.

PREPARATION:

Prior to the scheduled simulation day, a required "ticket to entry" assignment will be posted on the corresponding course site. These activities are designed to enhance the simulation experience.

- The "ticket to entry" must be typed and may be used as a resource during the simulation day pre-brief.
- Completion of the assigned "ticket to entry" is required the evening before the simulation day to be eligible to participate.

CONDUCT:

Professional conduct and communication are always expected in the Nursing Simulation Lab. Students will be participating in and observing others during simulation experiences. It is expected that all participants will maintain a respectful learning environment.

- The Nursing Simulation Center should be treated as a real clinical setting at all times. We recognize the manikins are not real, however, all manikins and actors should be treated as if they are actual clients.
- Smart technologies are not to be used during your simulation day and should be off or silenced.
- Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.
- All simulation day information is considered confidential and is not to be discussed outside of the Nursing Simulation Lab between simulation groups. Each student has a right to learn from the simulation without prior knowledge of the events. Students who do not display this respect will be counseled and will incur disciplinary action.
- All participants in simulation scenarios are to be treated in a professional manner. No student performance information may be discussed outside of the Nursing Simulation Lab.

CLINICAL AND SIMULATION ATTENDANCE

As a healthcare professional, the student is expected to conduct him or herself in a professional manner. Students are guests of the clinical site. Inappropriate behavior or actions will not be tolerated. These may jeopardize the students' enrollment in the program and may adversely affect the availability of the clinical site for other students. While at the clinical site, students are expected to:

- Follow the administrative policies, standards, and practices of the clinical site.
- Display their Concordia University Chicago student ID at all times.
- Introduce and identify themselves as a "Concordia University Chicago Nursing Student" to all clients and clinical staff.
- Provide his/her own transportation to and from the clinical site.
- Report to the clinical site on time.
- Follow the personal, ethical, and professional standards required of employees of the clinical site and consistent with the professional Code of Ethics standard set forth by The Joint Commission (TJC) and/or other relevant accrediting or regulatory bodies.
- Do not bring smart technologies into the clinical unit; Smart technologies are not allowed in the clinical setting.
- Address clients, residents, families, and coworkers by title, "Mr.," "Mrs.," or "Ms."
- Maintain client's privacy and confidentiality at all times in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations. For detailed information regarding HIPAA refer to <https://www.hhs.gov/hipaa/>.
- Avoid the use, possession, and/or sale of alcoholic beverages; consumption of alcoholic beverages is strictly prohibited during class and clinical. A student violating this policy will be immediately dismissed from the nursing program.
- Avoid the use, possession, and/or sale of controlled substances; use of controlled substances is strictly prohibited during class and clinical. A student violating this policy will be immediately dismissed from the nursing program.
- Do not chew gum or smoke while on the clinical site.
- Maintain integrity in documentation; falsification of any client or resident records is grounds for dismissal from the program.
- Remain at the clinical site as scheduled; students must not leave the clinical unit without the instructor's approval. Leaving the unit without approval will result in dismissal from the clinical day and may result in an incomplete for the clinical course. Breaks/lunches are at the discretion of the clinical instructor. Students are not permitted to leave the clinical campus during the lunch hour.
- Speak professionally in English at all times. Alternative languages should be avoided, except where necessary to render client care.
- Communication with representatives of the clinical site should be professional (email or in person) at all times and with proper salutations to address the instructors and hospital personnel.
- Students are expected to adhere to all clinical conduct expectations when participating in simulation experiences.
- Leaving clinical/simulation early is prohibited.
- In extenuating circumstances, students who are going to miss clinical must follow the policy of reporting the absence and addressing missed clinical time.

NURSING CLINICAL OR SIMULATION

Attendance of clinical experience and simulation activities are an important learning experience. Students who must be absent from a clinical day should notify the Division of Nursing, the clinical instructor, and the hospital unit at the earliest possible time prior to the start of the clinical day. Please note: A student may be charged up to \$150 per missed clinical day to cover the expense of resources, additional clinical dates or virtual simulation activities, and the additional faculty supervision time.

Students cannot exceed one (1) clinical absence for a 1-credit hour clinical course or two (2) clinical absences in any 2-credit hour clinical course before they are at risk of failing due to inability to complete clinical course objectives.

DRESS CODE

Nursing students are expected to present a professional image to all clients, visitors, and the public community. Acceptable dress and appearance includes wearing of the assigned uniform or business attire (where appropriate), proper hygiene, and grooming. Students are expected to comply with dress standards, including dress requirements of individual clinical sites. Faculty will dismiss students in violation of dress code.

GENERAL STANDARDS:

1. A professional neat, clean appearance free from unnecessary distractions.
2. Hair is to be neatly combed, off the face and collar. Long hair is to be pulled back and secured. Extreme hair color and styles are inappropriate in the clinical setting.
3. Jewelry is limited to a watch with a second hand, wedding band, and one set of post earrings.
4. No visible body piercings or tattoos. This includes facial piercings.
5. Fingernails are to be neatly trimmed, no longer than the fingertip. Artificial/acrylic nails are not allowed. No nail polish is allowed.
6. False eyelashes are not allowed in clinical areas.
7. Females: If make-up is used, it should be natural and conservative portraying a professional appearance.
8. Males: Face is clean-shaven, or facial hair is neatly groomed and trimmed.
9. Perfumes and/or heavily scented soaps/toiletries are not allowed in consideration of client sensitivities.

UNIFORMS:

1. Official BSN Nursing Uniform is purchased through La Bella Uniforms (labellauniforms.com).
2. Uniforms are to be clean and wrinkle-free. Only sanctioned uniform styles are permitted.
3. The CUC logo is embroidered on the upper left pocket of the uniform top.
4. Top is a gray scrub top, and the bottoms are gray scrub pants.
5. Dark socks and black closed-toe leather shoes. Socks must cover the ankle.
6. Concordia University Chicago student ID and if required clinical site ID clearly visible.

REQUIRED EQUIPMENT:

1. Wristwatch with a second hand (smart watches are prohibited),
2. Stethoscope marked with the student's name,
3. Penlight,
4. Bandage scissors,
5. Note pad and pen/pencil.

PROFESSIONAL LIABILITY INSURANCE

All nursing students enrolled in the Nursing Program are afforded coverage by the Concordia University System and Concordia University Chicago Licensed Professional Liability insurance policy for all aspects of the Nursing Program but not to include employment outside the requirements of the program.

CLINICAL ERRORS

In nursing, clinical errors include both actual errors committed by students and errors intercepted by the clinical course faculty before they could harm or compromise the client. If an error is due to a student's lack of knowledge or skill that could reasonably be expected to have achieved prior to providing client care, then the course faculty must evaluate the student's ability to provide safe client care.

INTERCEPTED ERRORS

Intercepted errors are considered critical events and may be evidence that the student is not prepared for providing safe nursing care and may result in failure of the course. These errors would result in client endangerment or unsafe clinical practice if the course faculty had not intervened.

COMMITTED ERRORS

Committed errors are sentinel events and the course faculty is responsible for evaluating the ability of the student to provide an environment for safe nursing care. An important aspect of the course faculty's evaluation of the error is whether the student voluntarily reported the error immediately after discovering it.

- If a student discovers that an error has been made, it is the student's responsibility to report the error immediately to their course faculty and/ or to the appropriate clinical staff member.
- Not recognizing and reporting an error is a serious event and may result in failure in the practicum course and/or in dismissal from the Nursing Program.
- The degree of harm to the client, the seriousness of the event as well as the student's response determines whether the student fails the practicum course or is dismissed from the program.
- Medication errors are defined as a violation in one or more rights of medication administration.

REQUIREMENTS FOR GRADUATION AND NCLEX

For graduation and eligibility to sit for the NCLEX examination, CUC Nursing Graduating Students will receive approval from the Director of Nursing in coordination with the University Registrar.

Students will be counseled on the testing procedures during NRG 4400. The following is necessary to receive approval from the CUC Nursing Program Director for eligibility to sit for the NCLEX examination.

1. The student has attained a minimum of a 76% or "C" in all nursing courses.
2. The student has completed the required 120 credit hours designated in the curriculum and per university graduation requirements.
3. The student has successfully completed all required ATI required content, exams, and programs.*
4. The student files an intent to graduate form with the Office of the Registrar. Official transcripts from previous colleges attended must be on file with the registrar's office.

*Students not achieving a passing score on ATI Comprehensive Predictor (CP) exam with a 90% or better prediction must complete the Virtual ATI (VATI). Students enrolled in VATI must achieve the required "green light" for each module prior to approval from the Nursing Program Director for NCLEX testing eligibility.

STUDENT RESOURCES

ADVISING

Students will be assigned to a faculty advisor who will be able to assist in encouraging and assisting them in successful completion of the CUC Nursing Program. Students may call the nursing office for assistance and direction to resources or to make an appointment with their advisor.

There are many resources available at CUC to ensure student success which can be accessed through the CUC website:

CUChicago.edu/Concordia-experience/student-services/.

REASONABLE ACCOMMODATIONS

Concordia University Chicago recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, and similar state laws (hereinafter "applicable law[s]"), which are designed to eliminate discrimination against qualified individuals with disabilities. A qualified student may be approved for reasonable and appropriate accommodations or adjustments to the learning environment that will facilitate the student's access to their educational program.

Resources can be accessed at: CUChicago.edu/academics/academic-resources/academic-support/.

Concordia University Chicago does not discriminate on the basis of race, creed or religion, national origin, sex, age, or disability. The University seeks to provide an environment where each person may develop academically, socially and spiritually. Concordia University Chicago is committed to making reasonable accommodations for qualifying students with disabilities as required by the applicable laws.

SPECIFIC CONSIDERATIONS FOR NURSING STUDENTS REQUESTING ACCOMMODATED TESTING

The Illinois Department of Financial & Professional Regulation (IDFPR) requires that a student who is requesting accommodations for NCLEX testing submit the following:

1. A reasonable accommodation Request for Examinees with Disabilities form
2. Current documentation from a doctor, psychologist, psychiatrist, or other appropriate professional certifying the disability.
3. Documentation of special services and testing accommodations received in previous educational institutions because of the disability.
4. A letter describing the specific disability, when and how it was first identified, and accommodations being requested because of the disability.

In accordance with the above requirements, it is recommended that students who request accommodations for testing during the nursing program file the required documentation with the Office of Student Success to ease the burden of acquiring accommodations for the NCLEX examination.

WRITING CENTER

The CUC Writing Center provides support of writing coaches to promote better writing and reading. For more information go to: CUChicago.edu/academics/academic-resources/academic-support/writing-center/.

TUTORING

Academic faculty are the best source of academic assistance. Utilization of faculty specific tutoring hours is encouraged. Small groups may reserve a small study room in CU Learn when available. (Students must reserve CU Learn rooms with the professional staff at CU Learn).

LIBRARY

The Klinck Memorial Library provides students access to millions of digital resources including eBooks, databases, and streaming videos anywhere on and off campus. CUC students can easily request articles the library does not own within the databases, resulting in a four-business day turnaround. This is a free digital service the University provides to students, faculty, and staff. The library has three floors of quiet research spaces for individual and group work, in addition to thousands of books, CDs, DVDs, vinyl records, and hard copy journals. Professional librarian research services are available in-person, by phone, email, or Zoom every day of the week. The Library Director, Liesl Cottrell is very familiar with nursing and nursing research and should be considered a valuable resource. For further information on the library and the resources available access the following: CUChicago.edu/academics/academic-resources/library/about-the-library/.

INTERNET/INTERNET SERVICES: COUGARNET

CougarNet refers to the collective technology resources on the CUC campus serving faculty, staff and students. CUC students have access to computers in the Concordia University Chicago library and in the computer labs on campus. For further information, go to: CUChicago.edu/concordia-experience/student-services/cougarnet/ or contact the CougarNet Helpdesk at 708-209-3131 if you need personal assistance.

Students admitted to the BSN Program will be required to have their own laptop connected to EduRoam for in-class exams and quizzes. No other internet connections or hot spots are allowed. Laptop computers must have a web camera, microphone, the Respondus lockdown browser software, and the ability to download software are required. Students are not permitted to take exams or quizzes on smartphones. Chromebooks and iPads are not compatible with the testing software.

COMPUTER TECHNOLOGY RECOMMENDATIONS

CUC recommends the following minimum hardware specifications when purchasing a new machine. Any machines with specifications matching or higher than listed below should handle general academic tasks such as accessing email, online research, Blackboard, multimedia playback (music, pictures, and video), document storage, and nursing program required software (ATI and ExamSoft*). Additional tasks such as graphics editing and video gaming may require higher specs such as more memory (RAM) or a better graphics card (GPU) to operate as expected.

Windows Laptop

OS: Windows 11 (Home or Pro)
CPU: Intel or ARM
RAM: 8+ GB memory
Storage: 256+ GB SSD
Internet: 802.11 n/ac WiFi

Apple MacBook Laptop

OS: macOS Sonoma, Sequoia, or Tahoe.
CPU: Intel or M series
RAM: 8+ GB memory
Storage: 256+ GB SSD
Internet: 802.11 n/ac WiFi

Devices Not Supported

Home Automation/Personal Assistant devices such as Google Home and Amazon Alexa - Not Supported
Chromebooks - Not Supported
Android - Not Supported
Fire tablets - Not Supported

*ExamSoft Exemplify software does not support touchscreen input on Mac or Windows laptops

CONFIDENTIALITY OF STUDENT'S RECORDS

In order to ensure the maintenance of confidentiality, all nursing student records are maintained in a secure area. All information pertinent to each student is protected in compliance with the Family Educational Rights Privacy Act, 1974 (FERPA). Only officers of the federal and state government and representatives of accreditation agencies may have legal access to student files (see current Concordia University Chicago General Catalog). Nursing faculty may have access to your files as needed to ensure student success and program compliance. Pursuant to federal law, the Division of Nursing faculty and staff will follow FERPA and Health Insurance Portability and Accountability Act (HIPPA) regulations as needed.

For additional information regarding University specific policies and procedures please consult the official Concordia University Chicago Student Handbook 2025-2026. ([CUChicago.edu/files/forms-repository/handbooks/student-handbooks/ undergraduate-handbook.pdf](https://cu-chicago.edu/files/forms-repository/handbooks/student-handbooks/undergraduate-handbook.pdf)).

Agreement & Acknowledgment Forms

Concordia University Chicago

College of Health, Science & Technology

Division of Nursing

Incoming College of Health Sciences Professional Nursing Candidate Requirements Agreement



The intent of the Concordia University Chicago Nursing Program is to prepare students to actively balance the art and science of nursing by thinking critically, communicating effectively, working collaboratively on a patient centered team, and performing indicated therapeutic nursing interventions safely, while applying an ethical perspective to decision making that respectfully considers the individual beliefs, values, and customs of each person. Through robust didactic, clinical, and simulated educational opportunities, students will meet the eligibility requirements necessary to successfully gain licensure as a registered nurse generalist (RN) through completion of the National Council State Board of Nursing Examination (NCLEX-RN).

The CUC Nursing Program will be delivered over **three** undergraduate academic years beginning in the fall semester of the sophomore year and consist of two parts:

Pre-Professional phase beginning in the fall of sophomore year, offering admission to students who feel a calling to the vocation of nursing.

Professional phase which will require an application for admission, commence in the fall of the student's junior year, and continue through the senior year.

Applications for admission to the Professional Phase of the Nursing Program will be accepted in the spring of the student's sophomore year.

Undergraduate requirements to apply to the Division of Nursing Professional Nursing Education Phase:

- Attendance at all required orientation meetings (dates and times will be sent to you)
- **Cumulative GPA of 2.75 or higher** from all academic institutions
- Successful completion of pre-Professional phase courses with **a grade of C or higher**
 - NRG 2100 Foundations of Nursing
 - NRG2120 Foundations of Nursing Clinical/ Simulated Learning
 - NRG 2340 Health Assessment and Promotion
 - NRG 2341 Health Assessment and Promotion Lab
 - NRG 2350 Pathophysiology
- Successful completion of the Test of Essential Academic Skills (TEAS) provided by Assessment Technologies Institute (ATI) – "TEAS" with a cumulative score of **68%**
- Submission of a clear Criminal Background check performed by Castle Branch
- Submission of a negative 10 panel Drug Screen performed through a vendor chosen by Castle Branch
- Required **prerequisite courses** completed with a grade of C or better:
 - CHE2200 Fundamentals of Chemistry
 - BIO2500 Microbiology
 - BIO2111 Anatomy and Physiology I
 - BIO 2112 Anatomy and Physiology II
 - PSY 2100 Developmental Lifespan
 - PSY 2310 Statistics for Behavioral Sciences **OR** MAT2200 Statistics

I understand that this program is subject to change and knowingly declare a major in the Division of Nursing.

Student Name (print)

H-Number

Student Signature

Date

Nursing Student Handbook Acknowledgement Form



The Nursing Program Student Handbook is available online on the University website and is updated every academic year. All nursing students are required to read the handbook each semester. Questions about the Nursing Program Student Handbook can be directed to nursing faculty or nursing administration. Nursing students are responsible for reading and adhering to the handbook and asking Concordia University Chicago nursing faculty and administration any handbook questions.

Acknowledgement of the College of Health, Science & Technology Nursing Program Student Handbook

CERTIFICATION

- | | |
|---|---|
| ☐ I certify that I have read the Concordia-Chicago Nursing Program Student Handbook in its entirety and I have asked any questions about all or parts of it. | ☐ I certify that I will maintain compliance with all clinical requirements as required by my assigned clinical facility. |
| ☐ I certify that I will maintain compliance with all information that is required for admission to the BSN Program. This includes but is not limited to functional ability, physical health, clear background check, negative drug screen, personal health insurance, valid Healthcare Provider CPR card, up-to-date vaccinations. | ☐ I hereby certify that I understand the contents of the Concordia University Chicago Nursing Program Student Handbook and I will comply with all policies and procedures in it. |

Student Name (print)

Signature

Date

Acknowledgement of the University Honor Code



The development of the entire student as an ethical and moral citizen of the world includes the notion of academic integrity and personal responsibility. An honor code articulates concretely the level of honor and integrity expected of all scholars. It instills such personal guidelines in every member of the community. It supports the development of a Christian community in which people come together for a variety of reasons, but ultimately share responsibility for their fates.

Any act of academic dishonesty is a serious offense in a university community. It takes unfair advantage of other students—who work within the expectations of the Honor Code—and of their instructors—who trust their work. Any violation of the Honor Code is, therefore, taken seriously as a breach of honor with the entire community and not a private matter between student and instructor.

All students enrolling at Concordia University Chicago are required to sign the honor code pledge:

"As a student of Concordia University Chicago and a member of the larger society, I pledge to uphold an academic honor code that supports serving and leading with strong personal integrity. Specifically, this includes not cheating or using inappropriate or dishonest means to complete anything I do for a grade, program, or graduation requirement. This also includes giving unauthorized assistance to, or participating in inappropriate collaboration with others. I understand that this is a privilege and it is my responsibility to uphold actively this honor system. Furthermore, this pledge signifies that I will treat others with utmost respect within the classroom and on campus as I expect others to treat me."

CERTIFICATION

☐

I certify that I have signed the Concordia University Chicago Honor Code at my admission and will continue to maintain the values it represents: academic honesty, personal integrity, and respect for the members of the Concordia University Chicago community.

Student Name (print)

Signature

Date