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I. General Nursing Information
The Nursing Program of WSSU was established in 1953 by an act of the North Carolina General Assembly. At that time, the University was known as Winston-Salem Teachers College. President Francis L. Atkins appointed Mrs. Beverly W. Knight as the first director of the program. Thirty-three students were admitted to the first class. Eleven students graduated in the Spring of 1957 and one at the end of the 1957 fall semester. Dr. Mary Isom and Dr. Sadie Webster were among the first graduates of the program and later went on to become Deans.

Mrs. Gwendolyn Andrews was the first faculty member to be employed as an instructor of Nursing Arts. The past Deans/Directors/Chairs of the Department are Mrs. Gwendolyn Andrews, Dr. Barbara Reid, Dr. Mary Isom, Dr. Margaret Lewis, Dr. Alice Johnson (interim), Dr. Sadie Webster, Dr. Sylvia Flack, Dr. Ernestine B. Small, Dr. Bettie J. Glenn, Dr. Shiprah William-Evans and Dr. Joanette McClain.

In the early years of nursing, classes were held in the University Health Center with clinical practice in Kate Bitting Reynolds Memorial Hospital and a number of health care settings. At that time, local facilities were segregated and sites for clinical education included hospital and community agencies in New York as well as Grady Hospital in Atlanta. North Carolina Baptist Hospital and Forsyth Memorial Hospital were added as clinical facilities in 1967.

In 1956, a new two-story School of Nursing building was completed. The present building, F. L. Atkins, was completed and occupied in 1983 and expanded to 67,000 sq feet in 2002. The nursing program received initial national accreditation from the National League for Nursing in 1972 while under the leadership of Dr. Mary Isom. The program was reaccredited for eight years in 1980, 1988 and 1996. Major curriculum revisions were made in 1979 including the institution of an upper and lower division with more stringent policies governing admission, progression and retention. In 1984, the Division was reorganized into the Division of Nursing and Allied Health, which included Nursing and Medical Technology. Physical Therapy and Occupational Therapy were added later to the Division. In January 2000, the Division was changed to The School of Health Sciences, and, in 2003 the nursing program became the Division of Nursing in the School of Health Sciences.

Under the leadership of Dr. Sylvia Flack enrollment, number of graduates, and the number of graduates to pass the state board reached record numbers. The RN-BSN initiative was extended into the counties of Watauga, Wilkes, Rowan and Surry. The RN-BSN Outreach expanded to include Lexington in 1995. In fall of 1990, an evening part-time track was initiated to facilitate RN’s in achieving the BSN. The belief that students should be given credit for prior experience and education brought to the university many students with diverse backgrounds such as paramedics, LPNs, second degree students and transfers from other schools. The Paramedic to BSN was the first of its kind in the nation.

In 1993, the Division of Nursing was given an anonymous gift of one million dollars. This gift was the largest given to a nursing program within the state. The Division of Nursing currently has two endowed chairs, the Forsyth Medical Center Endowed Chair of Recruitment and Retention and the Bertha L. Shelton Endowed Professor of Nursing Research.

To establish a significant role in the community as a health resource, the Division initiated Health Watch WSNC during the spring semester of 1997. This monthly radio broadcast
highlighted health issues and concerns in the Winston-Salem regional community. The community is invited to dialogue with faculty, special guest speakers, and student presenters.

On May 21, 1997, the Division of Nursing participated in the formal opening of the Nurse Managed Center located in Sunrise Tower. The Center was an interdisciplinary partnership to facilitate health and wellness in the older adult community. The Center was the brainchild of Dr. Sylvia A. Flack, Dean of the School of Health Sciences and Interim Associate Dean of Nursing. The Center was originally funded by a grant from the K.B. Reynolds Charitable Trust. Community partners in this primary care academic health center included, The Housing Authority of Winston-Salem and Head Start. In 1999, with grants from the Sisters of Mercy and the Kate B. Reynolds Charitable Trust, the Center was expanded to University Community Wellness Center and extends to the Sarah Austin Head Start Center and two public housing units. Currently the Division operates a Wellness Program for Custodial Grandparent families, funded by Blue Cross and Blue Shield of North Carolina. The Wellness Center is housed in one of the former Nurse Managed clinics.

In 2002, the Division of Nursing entered into a collaborative agreement with North Carolina Baptist Hospital to create an accelerated BSN Option for second-degree students. The purpose for this collaboration was to provide educated baccalaureate registered nurses to North Carolina Baptist Hospital during the current nursing shortage. Twenty students entered the first track for second-degree students in January 2003. A second group of 20 students were admitted to the accelerated option in May 2003. Currently 45 students are admitted to this 13-month accelerated program.

The Masters of Science in Nursing enrolled its first class in the fall of 2002. The MSN program prepares family nurse practitioners (FNP) for the evolving challenges of advanced nursing practice in primary care. The FNP track has a strong community-based primary care focus and has nationally certified faculty who participate in clinical practice and scholarly endeavors. At the completion of their coursework and clinical, students are eligible to sit for Certification as a Family Nurse Practitioner. The family nurse practitioner graduate is eligible to sit for the certification exams offered by the American Nurses Credentialing Center and/or the American Academy of Nurse Practitioners. The FNP track includes research and scholarly endeavors, professional and clinical core courses and a specialty theme of health disparities. A second track was implemented in fall 2007 to prepare nurse educators: Advance Nurse Educator.

The Division of Nursing has extended its reach into the international community. In 1996, the School of Health Sciences entered into a partnership with Johns Hopkins University, Gotenborg’s University in Sweden, the Nightingale Institute at King’s College in London, the University of Ulster in Northern Ireland, and Waterford Regional Technical College in Southern Ireland. During the summer of 1997, the first four students traveled abroad to participate in a global health course and exchange experiences. Faculty members participated in theory presentation and clinical observation in Europe. This collaboration continues to this day. The university also has affiliation with Lesotho, Africa and Wuhan, China.

Throughout the history of the nursing program, there has been an active Student Nurses’ Association. A male graduate of WSSU served as the national president of the Nursing Student Association during the 1979-80 school years. In 1991, Beta Chapter of Chi Eta Phi was chartered at WSSU and has since gained state and national recognition for its activities. In the fall of 1996, a group of male students in nursing commenced the process of establishing an organization to target men in nursing. The Beta Sigma Nu Fraternity was founded in 1997 and was the first of its kind in the nation. In April 2002, the National Honor Society was chartered into Sigma Theta Tau International Honor Society as the Rho Lambda Chapter.
There are more than 3,000 graduates of the nursing program. Many graduates have obtained masters and doctoral degrees and are employed at local, state and national health care facilities. Nursing options at WSSU provide access to both traditional and non-traditional learners. The faculty members in the Division of Nursing are committed to diversity and innovation in Nursing Education. The Division of Nursing is also committed to partnerships in the community that bring health education and health care services to the citizens of Winston-Salem and the surrounding region. Learning and service are viewed as essential elements to promote healthy communities in the twenty-first century.

Accreditation includes the following:

**Nursing**

Undergraduate Program and Graduate Program accredited by:

**Commission on Collegiate Nursing Education (CCNE)**

One Dupont Circle, NW, Suite 530
Washington, DC 20036
(202) 887-6791

**University**

University accredited by:

**Southern Association of Colleges & Schools (SACS)**

1866 Southern Lane
Decatur, GA 30033
(404) 679-4500
Vision

The Division of Nursing at Winston-Salem State University is a national premier nursing school based on excellence in education, research and public service, as well as diversity in student population and program offerings.

Mission

The Division of Nursing consistent with the WSSU mission and the mission of the School of Health Sciences provides professional nursing education that prepares a baccalaureate degree nurse generalist and a graduate degree advanced practice nurse and nurse educator. The undergraduate curriculum provides experiences needed for students to develop effective communication and critical thinking while executing therapeutic intervention, health promotion and disease prevention, and evidence-base practice strategies. These experiences include theory, clinical practicums and public service essential for delivery of professional nursing care in a variety of settings and to diverse populations.

Prior learning experiences are considered in the criteria for admission of a student population diverse in age, gender, ethnicity, academic levels, life experiences and health care experiences. The Division provides an environment conducive to personal and professional growth and lifelong learning for students and faculty. Faculty and students engage in mutually beneficial relationships with the community and other health care providers in ways that complement the nursing division’s educational mission. These experiences foster the impartation of values such as kindness, compassion, justice, loyalty and also cultural competence and sensitivity.

Values: The School places a high priority on encouraging its students to adopt the following set of values:

- Sensitivity to a patient’s culture, race, religion and other personal factors;
- Compassion for a patient’s physical, emotional and social issues;
- Empathy with a patient’s suffering;
- Willingness to provide health care for all individuals regardless of their race, religion, creed, sex, national origin, health insurance status, socioeconomic status or place of residence;
- Determination that avoidable errors and omissions in health care must not occur; and
- Dedication to assuring patient satisfaction with their health care.

Philosophy

The faculty in the Division of Nursing has developed a philosophy consistent with the missions of the university and The School of Health Sciences. The central concepts of the philosophy are person, society, health, professional nursing, and nursing education. The faculty believes:

Person: A person is a unique bio-psychosocial, cultural, and spiritual individual in dynamic interaction with the environment. This interaction is motivated by needs that arise throughout the life cycle. The person utilizes adaptive processes to promote, restore, and maintain physiological, psychosocial, cultural, and spiritual integrity.
Society: Society is the complex organizational system of individuals, families, groups, and communities. Society impacts the environment and affects one’s growth, development, and level of wellness. Culture, ethnicity, and demography all influence a person’s interactions with society, and level of wellness.

Health: Health is the dynamic physiological, psychological, socio-cultural and spiritual functioning of a person within the environment, which is on a continuum from wellness to illness or death. The society and the environment within which the individual lives define wellness and illness. Each individual has a vested interest in the quality of life and a right to participate in decisions affecting their well-being. Wellness is viewed as maintenance of equilibrium, whereas, illness is viewed as a state of disequilibrium. Further, the faculty believes that access to health care is a fundamental right for all people.

Professional Nursing: Professional nursing is a unique, dynamic, and evolving scientific discipline, utilizing the nursing process to assist clients in achieving an optimal state of wellness, or a meaningful and dignified death. The professional nurse utilizes ethical principles, caring and sensitivity, critical thinking, research, effective communication techniques, and a variety of resources, roles, and functions in meeting the needs of diverse populations in any setting. Clients’ needs are organized into four major categories:
- the need for a safe, effective care environment
- the maintenance of psychosocial integrity
- the maintenance of physiological integrity
- health promotion and maintenance

The professional nurse adapts to social, political, and technological changes, and is an active participant in effecting change to promote quality in health care. The professional nurse is accountable to society and to the profession and assumes responsibility for continuing professional and personal growth. The faculty believes that the Essential of Baccalaureate Education for Professional Nursing Practice, Institute of Medicine Competencies, and Masters Essentials reflect the program objectives for BSN and MSN graduates from WSSU.

Nursing Roles: The role of the beginning professional nurse continues to encompass three broad areas:
- provider of direct and indirect care to individuals, families, groups, communities and populations
- designer, manager and coordinator of care
- member of a profession

To implement this role fully, the nurse must:
- base practice on current knowledge, theory and research
- assume responsibility and accountability for practice
- form partnerships with patients and with other health care professionals
- serve as a member and leader within interdisciplinary health care teams
- communicate, collaborate and negotiate
- practice across a variety of settings and with diverse populations
- access, assemble and evaluate health information
- teach patients
- advocate for patients within the health care delivery system
- delegate and supervise patient care activities
• allocate and manage physical, fiscal and human resources
• evaluate nursing care outcomes
• participate in research and utilize research findings
• assume responsibility for life-long learning and plan for professional career development
• participate in political and regulatory processes
• participate in shaping the health care delivery system

(The Essentials of Baccalaureate Education for Professional Nursing Practice; 2008)

Nursing Education: Nursing education is a process that fosters the development of critical thinking through a liberal arts foundation and mastery of the knowledge and skills that support the holistic practice of professional nursing. It is a cooperative endeavor between teacher and learner and results in measurable changes in the learner’s behavior. The learner actively participates in the educational process in order for learning to be meaningful and useful. The role of the faculty is to guide the educational process.

Teaching methodologies take into consideration students’ interests, prior educational experiences, academic achievement and learning styles. The faculty employs mastery philosophy (competency-based) of education, which is the most appropriate instructional design for allowing student success. Baccalaureate education provides the knowledge and skills essential for entry into professional practice and is a foundation for lifelong learning. The faculty also believes that master’s degree education is necessary for the preparation of nurses for advanced practice with individuals and families throughout the lifespan and across the health continuum in a variety of settings.

To prepare professional nurses for this multi-faceted role, several components are essential for all baccalaureate nursing programs. These components are liberal education, professional values, core competencies, core knowledge and role development.

(The Essentials of Baccalaureate Education for Professional Nursing Practice; 2008)
School of Health Sciences
Division of Nursing

Conceptual Framework

The conceptual framework provides the structure for decision-making in selecting and sequencing content, and for organizing, teaching strategies and learning experiences. It also serves as the means through which concepts, sub-concepts and theoretical formulation are articulated throughout the curriculum. The conceptual framework consists of five major concepts: person, society, health, professional nursing, and education. Sub-concepts flow from the major concepts and are underlined in the following paragraphs.

A person is a basic open energy system of society. The individual’s responses are motivated by **bio-psychosocial/cultural needs** to maintain physiologic integrity, safety, love and belonging, self-esteem and self actualization. One’s growth and development are influenced by genetic and environmental forces as a continuous exchange of **communication** takes place. Throughout the life cycle one is constantly adapting to dynamic forces within society.

**Society** is the super-ordinate system in which a person exists. Society comprises interrelated and hierarchically structured subsystems that constitute a person’s socio-cultural environment. These subsystems are the **client systems** of individuals, families, groups, and communities. They are defined as follows:

1. Individuals are persons identified by their unique characteristics.
2. Families are units of individuals, joined together by marriage, kinship, adoption, or emotional ties. Family members may or may not reside in the same household; however they may assume one of more roles of sustainer, nurturer, or counselor.
3. Groups are aggregates of individuals or families interacting and interdependent, brought together by common values, beliefs or interests. Group members often join together to achieve a common goal.
4. Communities are interdependent, interrelated systems within society, and encompass individuals, families and groups. The actions and interactions of people in a community are influenced by social, cultural, physical, biological and chemical characteristics. For example, economics, politics, religion, education, ecology, services, cultural diversity, and other factors influence health and determine the health needs of people in a community. The interplay between these indices is a key to the development of the person as an individual self-system.

**Health** is a dynamic level of functioning of client systems within society. It ranges from the highest level of wellness to the level of illness and/or death. The client’s level of functioning on a continuum, from wellness to illness or death, is determined by the ability to adapt to changing environmental stimuli. This constant adaptation of the bio-psychosocial/cultural system is the state of “stress” and is in response to demands made upon the system by stressors. Stressors are internal and external agents that produce or threaten a change in one’s homeostasis. Stressors may have positive or negative effects.
By means of adaptive behaviors, the client attempts to maintain harmony and balance (homeostasis) with the internal and external environment. Individual needs, the degree of stress, and the nature of stressors dictate these behaviors. Adaptation occurs when one is able to maintain a maximal level of functioning. Mal-adaptation occurs when one is unable to maintain this functional level and is overcome by developmental or situational crisis.

Professional nursing is concerned with promoting and maintaining wellness through prevention of illness, supportive and restorative care. The professional nurse utilizes a systematic method, the nursing process, in caring for clients of all ages, at different stages of the life cycle, from a diverse and multicultural society, and in a variety of settings. During the nursing process, the nurse institutes a series of therapeutic nursing interventions designed to identify and meet the individual needs of clients.

These interventions are:
1. assessing, the systematic method of collecting data that's relative to the client
2. diagnosing (analyzing), interpreting data to identify client needs
3. planning, establishing goals to meet client needs
4. implementing, carrying out activities designed to accomplish the goals
5. evaluating, determining the extent to which goals have been accomplished, and modified in the plan as needed.

Therapeutic nursing interventions are delivered at three levels of care:
1. primary, activities to protect clients from illness or injury
2. secondary, to detect signs of illness as early as possible, to assist ill clients and prevent complications
3. tertiary, to assist clients through rehabilitative activities in order to restore a maximal level of functioning.

The professional nurse assumes many roles in accordance with standards established to promote safety, quality care, and professionalism. Nursing roles are those of caregiver, client advocate, leader/manager, teacher/counselor, collaborator, designer, research consumer and advanced practice nurse.

Within the framework of the nursing process, nursing roles embody a variety of activities. In the role as caregiver, the nurse utilizes knowledge and skills to prevent injury or illness, and to promote, maintain, and restore wellness. As client advocate, the nurse functions to protect the rights of clients. As a leader/manager/designer, the nurse demonstrates assertiveness in promoting quality of care, advancing the profession, and in effecting positive change. In the teacher/counselor role, the nurse uses verbal and nonverbal communication skills to meet the learning and problem solving needs of clients and significant others. As a collaborator, the nurse communicates with other health care professionals to promote a holistic approach to care.

In the role of research consumer, the nurse
1. evaluates evidence research for application to the practice of nursing
2. utilizes nursing practice as a source for identifying nursing problems that need to be investigated
3. applies research findings to the practice of nursing
4. participates in research
5. shares research findings with others (American Nurses’ Association Commission on Nursing Research, 1981)

Four major categories of client needs guide the curriculum from basic to complex levels of instruction.
1. Safe effective care environment  
   b. Safety and infection control  

2. Health promotion and maintenance  
   a. Growth and development through the lifespan  
   b. Prevention and early detection of disease.  

3. Psychosocial integrity  
   a. Coping and adaptation  
   b. Psychosocial adaptation  

4. Physiological integrity  
   a. Basic care and comfort  
   b. Pharmacological and parental therapies.  
   c. Reduction of risk potential.  
   d. Physiological adaptation

(NCLEX-RN Test Plan- April 2010)  

**Nursing Education** is the process through which one gains the knowledge and skills for client care, personal enrichment, advancement and ongoing growth as a person and a professional. Nursing Education is a process that fosters the development of critical thinking through a liberal arts foundation and mastery of the knowledge and skills that support the holistic practice of professional nursing. The faculty protects the dignity and worth of each individual student as faculty assist students to enrich their personal growth through educational experiences. The two major components of nursing education are teaching and learning.

**Teaching** involves process and content. The process is **mastery** (competency based) and involves:
1. identifying competencies of professional nursing practice  
2. establishing criteria (objectives) by which these competencies can be measured  
3. diagnosing learning needs  
4. providing a broad range of experiences in a variety of settings  
5. interspersing experiences with frequent assessments  
6. providing reinforcement activities to eliminate weakness  
7. evaluating for subsequent achievement of nursing competencies

Nursing content includes application of therapeutic nursing interventions related to various states of health across the wellness-illness continuum.

**Learning** is an interactive process, emanating from multiple experiences and reinforces practices. It is indexed by changes in behavior, attitudes and thought patterns. As an active agent in the learning process, the person utilizes **critical thinking** in perceiving, questioning and organizing facts and ideas, and shaping them into a meaningful frame of reference for action and problem-solving. The faculty has incorporated multiple teaching-learning methods designed to promote mastery of specified competencies.

BSN Program Objectives

The undergraduate program prepares a graduate who will:

1. Use critical thinking and technology in synthesizing knowledge from the biological, physical and behavioral sciences, the humanities and nursing in making nursing practice decisions about clients of all ages from diverse and multicultural societies.

2. Utilize the nursing process and patient centered care to promote wellness through illness prevention, supportive and restorative care.

3. Perform nursing roles of caregiver, teacher/counselor, collaborator, client advocate, leader/manager, designer and research consumer to enhance the quality of client care.

4. Implement effective verbal, written and computerized communication techniques with clients and other health care providers to promote a culturally sensitive holistic approach to health care.

5. Provide nursing care that recognizes individual dignity and worth as well as rights and responsibilities with regard to quality of life issues and participation in decisions affecting well-being.

6. Integrate ethics, caring and safe nursing practice in providing accessible and cost-effective health care for persons, families, groups and communities in all economic levels.

7. Implement evidence-based practice through interpretation, utilization, and participation in research.

8. Demonstrate professional responsibility and accountability in the practice of nursing.

9. Assume responsibility for continuing professional and personal growth.

Revised: 5/2009
### School of Health Sciences
#### Division of Nursing

**Table: Program and Level Objectives for the Baccalaureate Options**

<table>
<thead>
<tr>
<th>Program Outcome Objectives</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use critical thinking and technology in synthesizing knowledge from the biological, physical, and behavioral sciences, the humanities, and nursing theories in making nursing practice decisions about clients of all ages from diverse and multicultural societies.</td>
<td>Identify concepts from the biological, physical, technological, and behavioral sciences, the humanities and nursing theories in addressing the needs of diverse individuals across the lifespan</td>
<td>Utilizing critical thinking to apply concepts from the biological, physical, technological, and behavioral sciences, humanities and nursing theories in addressing the needs of diverse individuals, groups, and families across the lifespan.</td>
<td>Synthesize concepts from technology and the biological, physical and behavioral sciences, the humanities, and nursing in making nursing practice decisions about individuals, groups, families and communities from diverse populations across the lifespan.</td>
</tr>
<tr>
<td>2. Utilize the nursing process and patient centered care to promote wellness through illness prevention, supportive, and restorative care.</td>
<td>Describe ways in which the nursing process and patient centered care can be used to promote wellness in individuals through illness prevention, supportive, and restorative care.</td>
<td>Apply the nursing process and patient centered care to promote wellness in individuals, groups, and families through illness prevention, supportive, and restorative care.</td>
<td>Evaluate, utilizing critical thinking, the use of nursing process and patient centered care to promote wellness in individuals, families, groups, and communities through illness prevention, supportive and restorative care.</td>
</tr>
<tr>
<td>3. Perform nursing roles of caregiver, teacher, counselor, collaborator, client advocate, leader, manager, designer, and research consumer to enhance the quality of client care.</td>
<td>Describe the roles of the nurse as caregiver, teacher, counselor, collaborator, client advocate, leader, manager, designer, and research consumer.</td>
<td>Implement the nursing roles of caregiver, teacher, counselor, collaborator, client advocate, designer and research consumer to enhance the quality care for individuals, groups and families.</td>
<td>Synthesize the nursing roles of caregiver, teacher, counselor, collaborator, client advocate, leader, manager, designer and research consumer to enhance the quality of care for individuals, groups, families, and communities.</td>
</tr>
<tr>
<td>4. Implement effective verbal, written, and computerized communication techniques with clients and other health care providers to promote a culturally sensitive holistic approach to health care.</td>
<td>Discuss the importance of effective communication between clients from diverse backgrounds and other health care providers in promoting a culturally competent and sensitive holistic approach to health care.</td>
<td>Demonstrate the importance of effective communication between clients from diverse backgrounds and other health care providers in promoting a culturally competent and sensitive holistic approach to health care for individuals, groups, and families</td>
<td>Evaluate remove: the importance of effective communication between clients from diverse backgrounds and other health care providers in promoting a culturally competent and sensitive holistic approach to health care for individuals, groups, families, and communities.</td>
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</tbody>
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### Table: Program and Level Objectives for the Baccalaureate Options

<table>
<thead>
<tr>
<th>Program Outcome Objectives</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Provide nursing care that recognizes individual dignity and worth as well as rights and responsibilities with regard to quality of life issues and participation in decisions affecting well-being.</td>
<td>Identify personal feelings and historic traditions regarding the rights and responsibilities of individuals with regard to quality of life issues and participation in decisions affecting well-being.</td>
<td>Provide care that acknowledges the dignity and worth of individuals, groups and families in situations related to the quality of life decisions.</td>
<td>Provide care that acknowledges the dignity and worth of individuals, groups, families, and communities in situations related to quality life decisions.</td>
</tr>
<tr>
<td>6. Integrate ethics, caring, and safe nursing practice in providing accessible and cost-effective health care.</td>
<td>Identify ethical issues, principles of caring and safety factors involved in providing cost effective health care.</td>
<td>Provide nursing care to individuals, groups and families of all economic levels, demonstrating the integration of ethics, caring, and safe practice in the provision of accessible and cost effective health care.</td>
<td>Provide nursing care to individuals, groups, families, and communities of all economic levels, demonstrating the integration of ethics, caring, and safe practice in the provision of accessible and cost effective health care.</td>
</tr>
<tr>
<td>7. Implement evidence-based practice through interpretation, utilization, and participation in research.</td>
<td>Explain how evidence-based practice contributes to the advancement of nursing practice, education, and research.</td>
<td>Develop plans of care of individuals, groups, families based upon research and evidenced based practice.</td>
<td>Develop plans of care for individuals, groups, families, and communities based upon research and evidence based practice.</td>
</tr>
<tr>
<td>8. Demonstrate professional responsibility and accountability in the practice of nursing.</td>
<td>Discuss the significance of accountability, and responsibility among nurses and other members of the health care team in meeting the needs of individuals, groups and families.</td>
<td>Demonstrates accountability and responsibility for nursing actions in meeting the needs of individuals, groups, and families.</td>
<td>Evaluate accountability and responsibility for self and others in meeting the needs of individuals, groups, families, and communities.</td>
</tr>
<tr>
<td>9. Assume responsibility for continuing professional and personal growth.</td>
<td>Identify the relationship between continuing professional and personal growth and the provision of quality nursing care.</td>
<td>Seek learning opportunities related to classroom and clinical experiences that promote nursing practice, education, and research.</td>
<td>Demonstrate initiative and self-direction in establishing personal and professional goals that will promote the advancement of nursing.</td>
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</table>
### Winston-Salem State University
School of Health Sciences  
Division of Nursing  
Bachelors of Science Degree in Nursing

<table>
<thead>
<tr>
<th>Freshman Fall Semester</th>
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<tr>
<td>Liberal Learning Seminar</td>
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<td>General Education Core</td>
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<td><strong>Total:</strong> 15</td>
<td><strong>Total:</strong> 17</td>
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<th>Sophomore Spring Semester</th>
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<tbody>
<tr>
<td>Gen. Ed. Core</td>
<td>9-12</td>
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<td>Nursing pre-req.</td>
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<td><strong>Total:</strong> 15-16</td>
<td><strong>Total:</strong> 15-18</td>
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<th>Summer</th>
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<tbody>
<tr>
<td>NUR 3316 Pharmacology for Nurses</td>
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<tr>
<td>NUR 3314 Clinical Nursing Foundations</td>
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<tr>
<td>NUR 3312 Health Assessment</td>
</tr>
<tr>
<td><strong>Total:</strong> 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Fall Semester</th>
<th>Junior Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 3502 Child Health/NUR 3511 Mental Health OR NUR 3102 Adult Health I</td>
<td>5/5 10</td>
</tr>
<tr>
<td>NUR 3318 Intro to Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3117 Clinical Reasoning</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total:</strong> 14</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Fall Semester</th>
<th>Senior Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 4502 Community/NUR 4511 Maternity OR</td>
<td>5/5</td>
</tr>
<tr>
<td>NUR 4102 Adult II</td>
<td>10</td>
</tr>
<tr>
<td>NUR 4203 Care of the Older Adult</td>
<td>2</td>
</tr>
<tr>
<td>NUR 4201 Content Synthesis I</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong> 14</td>
<td><strong>Total:</strong> 14</td>
</tr>
</tbody>
</table>
General Educations Requirements
The General Education curriculum at Winston-Salem State University is designed to offer students a mix of the liberal arts as a foundation for the major. Students are required to take approximately one-half (a minimum of 60 semester hours) of their courses outside of their major field of study. Most of these courses are taken in the first two years at the university. Students have choice in the courses they take and are encouraged to sample widely across the curriculum. There are some minimum expectations about the courses taken in general education. The registrar will determine credits that can transfer to WSSU and the number of course that meet general education requirements. Please refer to the general education requirements on pages 20 in the Division of Nursing Undergraduate Student Handbook.

Nursing Prerequisites
BIO 1331 Microbiology
BIO 1131 Microbiology Lab

BIO 2311 Anatomy & Physiology I
BIO 2111 Anatomy & Physiology Lab

PSY 3336 Lifespan Development

BIO 2312 Anatomy & Physiology II
BIO 2112 Anatomy & Physiology Lab

CHE 1311 General Chemistry
CHE 1111 General Chemistry Lab

MAT 2326 Elementary Statistics
## DIVISION OF NURSING

### Accelerated Option Courses

<table>
<thead>
<tr>
<th>Level</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong></td>
<td>NUR 2313</td>
<td>Introduction to Professional Nursing</td>
<td>6</td>
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<tr>
<td></td>
<td>NUR 3312</td>
<td>Health Assessment</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 3316</td>
<td>Pharmacology for Nurses</td>
<td>10</td>
</tr>
<tr>
<td><strong>Level II</strong></td>
<td>NUR 3314</td>
<td>Clinical Nursing Foundation</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 3318</td>
<td>Introduction to Pathophysiology for Nurses</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 3102</td>
<td>Adult Nursing I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 3217</td>
<td>Clinical Reasoning in Nursing Practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 3511</td>
<td>Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NUR 3303</td>
<td>Nursing Research</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 3502</td>
<td>Child Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td><strong>Level III</strong></td>
<td>NUR 4304</td>
<td>Leadership and Management of Care</td>
<td>10</td>
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<tr>
<td></td>
<td>NUR 4511</td>
<td>Maternal Newborn Nursing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NUR 4502</td>
<td>Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>NUR 4103</td>
<td>Adult Nursing II</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 4201</td>
<td>Content Synthesis for Nursing Practice I</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 4202</td>
<td>Content Synthesis for Nursing Practice II</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>NUR 4203</td>
<td>Care of the Older Adult</td>
<td>10</td>
</tr>
</tbody>
</table>
DIVISION OF NURSING
RN-BSN Option

1. Required Nursing Major Courses

<table>
<thead>
<tr>
<th>New RN-BSN Option Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
</tr>
<tr>
<td>NUR 2312: Dynamics of Professional Nursing</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
</tr>
<tr>
<td>NUR 3303: Nursing Research</td>
</tr>
<tr>
<td>NUR 3312: Health Assessment</td>
</tr>
<tr>
<td>NUR 3316: Introduction to Pathophysiology for Nurses</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
</tr>
<tr>
<td>NUR 4502: Community Health Nursing</td>
</tr>
<tr>
<td>NUR 4203: Care of the Older Adult</td>
</tr>
<tr>
<td>NUR 4103: Adult Health Nursing II (Until Professional Capstone is approved by Academic Standards)</td>
</tr>
<tr>
<td>NUR 4304: Leadership and Management of Care</td>
</tr>
<tr>
<td>NUR Elective</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
</tr>
</tbody>
</table>

2. General Education Requirements
The registrar will determine credits that can transfer to WSSU and the number of course(s) that meet general education requirements. Students who transfer with an Associate in Applied Science Degree (AAS) will need to meet the general education requirements. Please refer to the general education requirements on pages 20 in the Division of Nursing Undergraduate Student Handbook.

3. Nursing Prerequisites

<table>
<thead>
<tr>
<th>BIO 1331 Microbiology</th>
<th>BIO 2312 Anatomy &amp; Physiology II</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 1131 Microbiology Lab</td>
<td>BIO 2112 Anatomy &amp; Physiology Lab</td>
</tr>
<tr>
<td>BIO 2311 Anatomy &amp; Physiology I</td>
<td>CHE 1311 General Chemistry</td>
</tr>
<tr>
<td>BIO 2111 Anatomy &amp; Physiology Lab</td>
<td>CHE 1111 General Chemistry Lab</td>
</tr>
<tr>
<td>PSY 3336 Lifespan Development</td>
<td>MAT 2326 Elementary Statistics</td>
</tr>
</tbody>
</table>

4. RN-BSN students will receive 33 semester hour credit for the following nursing courses after the completion of 2312 Dynamics of Professional Nursing

| NUR 3316 Pharmacology for Nurses | NUR 3511 Mental Health Nursing |
| NUR 3314 Clinical Nursing Foundation | NUR 3502 Child Health Nursing |
| NUR 3102 Adult Nursing I | NUR 4502 Maternal Newborn Nursing |
| NUR 3316 Pharmacology for Nurses | NUR 4511 Content Synthesis for Nursing Practice |
| NUR 3314 Clinical Nursing Foundation | NUR 4201 Content Synthesis for Nursing Practice |

5. RN-BSN students are required to take 3 semester hours of a NUR elective at Winston-Salem State University
GENERAL EDUCATION REQUIREMENTS

The General Education curriculum at Winston-Salem State University is designed to offer students a mix of the liberal arts as a foundation for the major. Students are required to take approximately one-half (a minimum of 60 semester hours) of their courses outside of their major field of study. Most of these courses are taken in the first two years at the university. Students have choice in the courses they take and are encouraged to sample widely across the curriculum. There are some minimum expectations about the courses taken in general education.

Seven Learning Outcomes
The faculty adopted seven learning outcomes on April 15, 2010 as the General Education Learning Outcomes for all undergraduates. The general education curriculum requires that at least two courses must be writing intensive (Written Communication) and at least three courses must have Critical Thinking as a major learning outcome. Students must also complete at least two courses with a primary focus on Scientific Literacy and two courses with a primary focus on Quantitative Literacy. Students must also take at least one course with a primary focus on Critical Reading, Oral Communication and Information Literacy. As each course is at least three (3) semester hours (SH), students must complete 48 SH to meet this requirement.

Seven Areas of Knowledge
Students must also take at least one course from each of the seven Areas of Knowledge which include Literature, Historical Studies, Social/Behavioral Science, Natural Science, Mathematics and Quantitative Logic, Fine Arts, and Foreign Language and Culture. This requirement by itself would be 21 SH. However, many courses will both address an Area of Knowledge and a general education learning outcome and, thus, fulfilling this requirement may not add any additional hours.

Two Curricular Themes
Finally, students are encouraged to explore courses designed to broaden their perspectives on globalization, diversity, civic engagement, sustainability, moral and ethical reasoning, and healthy living. Students are required to take a minimum of two courses from amongst these Curricular Themes before they graduate. These do not have to be independent courses but rather can be a major focus or outcome of a course that meets the previous requirements of addressing a general education outcome and an area of knowledge.

One Liberal Learning Seminar
Liberal Learning Seminars (LLS) place a strong emphasis on critical inquiry, reading, frequent writing, collaborative learning, and other skills that develop students’ intellectual and practical competencies. LLS bring students and faculty together in a shared process of inquiry around a broad, sometimes interdisciplinary topic or question. Freshmen and transfer students with less than 30 hours are required to take a LLS in their first year. This 3 SH course does not fulfill the requirements for either the general education learning outcomes or an area of knowledge.
GENERAL EDUCATION REQUIREMENTS (continued)

Transfer Students

Those who transfer from a community college with an Associate in Arts Degree or Associates in Science degree will not need to meet additional general education requirements at WSSU. There may be pre-requisites courses that are needed for particular major programs. Transfer students are advised to review the WSSU catalog regarding specific pre-requisite course requirements related to courses in the various major programs.

A. The registrar will determine credits that can transfer to WSSU based on the guidelines in the section II. Students will work with their advisors to distribute the courses relative to the general education framework.

1. Transfer students are required to take or transfer approximately 60 SH of credits outside of their major program requirements. Many of the 60 SH will be used to address requirements of the general education curriculum.

2. For transfer students who have not met the general education core curriculum requirements as defined in the CAA, general education transfer decisions will be made on a course-by-course basis.

3. Transfer students should have at least one course in each of the seven general education Areas of Knowledge – Culture and Foreign Language, History, Literature, Mathematics, Natural Science, Social and Behavioral Sciences, and The Fine Arts.

4. For transfer students with less than 60 hours of general education transfer credit, advisors will work with students to determine if there is a need, because of skill deficits, to take courses that are focused on any (not all of) of the seven general education learning outcomes as part of general education before the student enters the major.

B. Developmental skills courses do not count towards the hours needed to fulfill either general education requirements or the 60 SH outside of the major requirement. Developmental skills courses are non-credit, basic skills classes for students who demonstrate skill deficiencies in writing in English, mathematics, or reading as determined by placement examinations.

C. Transfer students are advised to review the WSSU catalog regarding specific pre-requisite course requirements related to courses in the various major programs. Many of these courses are found in the general education curriculum at WSSU and other colleges and universities.

D. Students who transfer less than 30 SH are required to complete a Liberal Learning Seminar (LLS) sometime during their first year at WSSU unless they transfer into a distance learning program.
II.

ACADEMIC POLICIES
and PROCEDURES
School of Health Sciences
Division of Nursing

Student Categories Policy

Purpose: To define the categories of students admitted to the Upper Division of Nursing.

A. Pre-licensure – traditional students are those who, upon completion of the program, are eligible to take the National Council Licensing Examination (NCLEX):

1. Traditional Pre-licensure (Generic) - A student who has a high school education or its equivalency and enrolled at Winston Salem State University as a freshman and has transferred no more than 6 SH to WSSU.

2. Traditional Transfer Pre-licensure (Generic Transfer) - A student who has credits that can be transferred from associate or bachelor degree curricula.

3. Paramedics (Paramedic-BSN) - student certified to practice as Emergency Medical Technician-Paramedic by the North Carolina Office of Emergency Medical Services and/or the National Registry. Must have one year of experience as EMT-P.

4. Second Degree - student who has a bachelor’s or higher degree from WSSU or other accredited institution.

5. Accelerated Option - student who has a bachelor’s or higher degree from WSSU or other accredited institution and is admitted into the Accelerated Option.

B. RN’s (RN-to-BSN) - registered nurse with an associate degree or diploma in nursing, and have current, unrestricted license to practice in the State of North Carolina.

Revised: 4/21/2011; 2/17/14
Academic Advisement Policy

Purpose: To set forth the policy for advising both lower and upper division students.

To assure that all nursing majors have advisors, a list of names of students in the nursing major will be obtained from Institutional Research each Fall Semester. Names will be compared to advisor/advisee list maintained in Student Affairs. Students without advisors can be identified and advisors assigned accordingly. Transfer and second-degree students who are interested in the Traditional Option or the Accelerated Option should make an appointment with the Division of Nursing, Office of Student Affairs for transcript review and advisement. Advisees should confer with their advisors on a regular basis regarding the following Program requirements:

- Hours and courses needed
- Registration
- Adding and/or dropping courses
- Academic problems
- Eligibility for admission to the upper division
- Evaluation of transcripts
- Transferable credits
- The challenge process
- Eligibility for graduation

The advisee remains with an assigned advisor throughout his or her matriculation unless otherwise indicated. Students share with the advisor the responsibility of knowing the curriculum and monitoring their own progress.

Lower Division Advisement

Generic Students

1. Students admitted as a freshman will be advised by University College for the first academic year. At the end of the academic year, files of students who have achieved a GPA of 2.0 or greater and have completed 30 semester hours will be transferred to the nursing division. A nursing advisor will be assigned. Advisors will submit any advising/counseling documents to secretary for filing in student’s file. New freshmen and transfer students with less than 30 earned hours are assigned both a faculty advisor and a professional advisor who they will meet during orientation before the semester begins. These advisors work with students to understand the curriculum and the registration process and then walk students through their first registration.

2. Academic advisors will monitor student progression through the nursing curriculum, provide registration advising, assist with applying to Upper Division and other academic needs.
Transfer Students
1. Most transfer students will have initial contact with the Office of Student Affairs, or a designated transcript reviewer. A file will be created at the time of the transcript review. Files will be maintained in the Perspective Student file.

2. An academic advisor will be assigned to the perspective student when the student enrolls in the Lower Division courses.

Second Degree Accelerated Students
1. Students will have initial contact with the Office of Student Affairs, or a designated transcript reviewer. A file will be created at the time of the transcript review.

2. Files will be maintained in the Perspective Accelerated Student file until student is admitted into the Accelerated Option or the Upper Division.

Upper Division Advisement
1. Academic advisors will follow assigned advisees throughout the program and will assure that academic requirements are met at the time of graduation. Student progress through the curriculum will be monitored and specific needs/deficits will be identified and appropriate referrals made.

2. Upper Division student files will be maintained in the Student Affairs office.

Revised: 4/21/2011
School of Health Sciences
Division of Nursing

Advance Placement/Transfer Policy

Purpose: To delineate processes for awarding advance placement and transfer credits. The nursing faculty is committed to promoting career mobility for those individuals interested in pursuing the Baccalaureate Degree in Nursing. This objective is achieved through flexible program options and through advance placement that grants credit for prior knowledge, competencies gained through educational and work experiences.

Transfer credit for general education and upper division major courses is awarded under the guidelines of the University and published in the WSSU Catalog, the Articulation Agreements, and Cooperative Agreements.

I. Traditional Transfer Students
   A. Students previously enrolled in ADN programs but did not graduate may challenge selected nursing courses if they received “C” or better grades and if the courses were taken within the past five years. Students must take NUR 2313 - Introduction to Professional Nursing.

   B. Students transferring from the upper divisions of other BSN programs will be given credit for the equivalent lower division nursing courses taken in the past 5 years in which the student received a “C” or better. The student must be in good academic standing and must provide a letter of reference from the program director.

   C. The NLN Mobility Profile I and II Examination Series are used to award credits by challenge examination. In some cases, final exams from courses may be used.

   D. Clinical competency is evaluated upon successful completion of the written challenge exam or other challenge activities.

II. Paramedic-to-BSN Option
   A. While enrolled in Nursing 2313 Introduction to Professional Nursing, paramedics may earn credit by challenge exam for selected nursing courses. Validation of employment by the student’s supervisor must be on file prior to challenge.

   B. Written, clinical, and or lab competency examinations are used to award credit for NUR 3316 – Pharmacology for Nurses; NUR 3312 Health Assessment NUR 3502 Child Health Nursing, and NUR 4511 Maternal-Newborn Nursing.
C. Clinical and lab competency are evaluated upon successful completion of the written challenge exams.

III. RN-to-BSN Option
RN students will be awarded 33 semester hours after successfully completing NUR 2312-Dynamics of Professional Nursing.

Revised: 11/19/12; 2/17/14
Minimum Admission Criteria and Challenge of Nursing Courses

Undergraduate Students (RN-BSN students excluded)

- Cumulative GPA 2.6 or better
- Verbal/Critical Reading SAT score 470 or > OR ACT English score 19 or >
- Grade of C or better in lower division nursing courses on the first attempt
- Satisfactory completion of 60 hours of core curriculum in general education and support course requirements. The decision will be made on an individual basis.

Science course(s) must be taken within the last seven years. Priority admission will be given to students with a grade of C or better in the required life or physical science courses on the first attempt. A student who receives a failing grade in a required life or physical science course may be denied admission.

Second-Degree Students

- Evidence of a bachelor’s degree from Winston-Salem State University (WSSU) or other accredited institutions
- Complete pertinent support courses or requirements established by the Division of Nursing with a cumulative GPA of 2.6 or better

Specialized Admission Requirements for the Major

In addition to the undergraduate student admission criteria, the following is admission criteria for the Paramedic-BSN.

**Paramedic (EMT-P)**

- Current certification by the North Carolina Office of Emergency Medical Services and/or the National Registry of Emergency Medical Technicians as EMT-P. The certification must be maintained throughout course of study.

**Challenge Options for Paramedics**

- NUR 3316 – Pharmacology for Nurses
- NUR 3312 Health Assessment
- NUR 3502 Child Health Nursing
- NUR 4511 Maternal-Newborn Nursing

**Challenge Process**

A. NLN Foundations of Nursing exam is used to award credit NUR 3316 Pharmacology for Nurses.

B. Students will have only one opportunity to take the challenge exam.

C. NLN Physical Assessment exam will be used to award credit for NUR 3312 Health Assessment. The skills challenge will be done by the course faculty after student successfully complete the challenge exam.

D. Paramedics will use ATI materials to prepare for the NUR 3502 Child Health and NUR 4511
Maternal/newborn challenges. The ATI comprehensive proctored exams for Child Health and Maternal/Newborn will be used to award credit for these courses. A score at Level II must be achieved in order to receive credit for the course.

F. Clinical challenge for NUR 3502 and 4511 will be accomplished by faculty directed virtual clinical excursion or high fidelity simulation.

G. Failure of any challenge will require the student to enroll in the course and will alter the student’s scheduled progression through the curriculum.
Applications are due by January 31 for consideration. Potential applicants for the upper division nursing program will meet with their faculty advisor to ensure that their applications are complete prior to the due date.

Paramedics and transfer students who may be eligible to enter the Spring or Fall semester may submit an application at other times, after consultation with their advisor. Students are encouraged to apply for admission the semester prior to entrance into the program.

Applications for the Accelerated Option are accepted between August 1st and September 1st for consideration for entrance in January.

All applications must be submitted before eligibility to the upper division can be determined.

Applications may be obtained from the:

Division of Nursing
School of Health Sciences
601 Martin Luther King Jr. Drive
F.L. Atkins Bldg.
Winston-Salem, NC 27110

Questions, please call (336) 750-2560
A. Introduction
Recognizing the need to enhance the safety and well-being of patients, and in so doing, to bolster the public's continuing trust in health professionals, and to ascertain the ability of students to maintain or eventually become licensed and certified in their professions, nursing students are required to complete a criminal background check (CBC) as a condition of their admission into the program.

B. Rational:
To promote patient safety and decrease institutional liability, most clinical agencies require students to have a background check before they will permit the students in the clinical setting.

C. Policy:
All admitted applicant to the graduate and undergraduate programs must consent, submit to, and satisfactorily complete a criminal background investigation as a condition of admission. All expenses associated with CBC are the responsibility of the applicant/student.

D. Procedures:
1. Prospective student will be informed in DON publications and web-information that a background checks will be required prior to admission in upper division and graduate nursing courses.
2. All students will be directed to an approved vendor website and provided instructions to complete the process.
3. The Office of the Associate Dean of Nursing and the Office of Student Affairs will have access to the official results of the background checks for undergraduate and graduate students.
4. If clinical agencies requirement change, additional background checks may be requested.
5. All questionable background checks will be reviewed by the DON Associate Dean. The Associate Dean may consult with Dean of SOHS, University Legal Affairs and/or the NC Board of Nursing in determining eligibility.
6. Failure to complete the criminal background check by the required time will result in dismissal from the program.

E. Preservation of confidentiality:
Criminal background reports and related information will be secure files separate from other student records. The report and/or related information will be shared only with individuals who need it to place students in a clinical experience.

F. Fees and Responsibility for payment:
All cost for criminal background checks will be borne by the student.

G. Compliance:
Timeframe: Prospective students should initiate their criminal background check prior to enrolling in upper division or graduate courses.

Report of New Criminal Charges and/or Convictions: If an applicant or student is charged or convicted of any criminal offense(s) other than minor traffic violations, it is required that the student report such (alleged) violations to the Associate Dean within five (5) days. Associate Dean in consultation with Dean of SOHS, University Legal Affairs and/or the NC Board of Nursing will determine whether the offense will result in dismissal from the program.

H. Appeal Process:
The applicant may appeal any decision to deny admission based on the criminal background check. Undergraduate nursing students will follow the DON Appeal Policy found in the Undergraduate Nursing Student Handbook. Graduate nursing student will follow the appeal process found in the Graduate Nursing Student Handbook.

Revised: 1/25/11 (LRC)
Drug Screening Policy

A. Introduction:
Recognizing the need to enhance the safety and well-being of patients, and in so doing, to bolster the public’s continuing trust in health professionals, and to ascertain the ability of students to maintain or eventually become licensed and/or certified in their professions, nursing students are required to complete a drug screen as a condition of their admission into the program.

B. Rationale:
The rationale for this policy is to promote patient safety and decrease clinical agency liability. Many clinical agencies require students to have a drug screen before they will permit the students in the clinical setting.

C. Policy:
All students admitted to the undergraduate and graduate nursing programs must consent, submit to, and satisfactorily complete a 12 panel drug screen as a condition of enrollment to nursing programs. All expenses associated with the drug screen are the responsibility of the student.

D. Procedures:
1. Prospective student will be informed in DON publications and web-information that a drug screen will be required prior to admission in upper division and graduate nursing courses.

2. All students will be directed to an approved vendor website and provided instructions to complete the process.

3. The Office of the Associate Dean of Nursing and the Office of Student Affairs will have access to the official results of the drug screen for undergraduate and graduate students.

4. Failure to complete the drug screening in the required time will result in dismissal from the program.

5. All positive drug screens will be reviewed by the Associate Dean. The Associate Dean may consult with the Dean of the SOHS, University Legal Affairs and the NC Board of Nursing in determining eligibility, and other pertinent parties.

6. The DON reserves the right to require students to complete subsequent drug screens to determine eligibility (or continued eligibility) for clinical practice and progression.

E. Preservation of Confidentiality:
Drug screen reports and related information will be maintained in secure files separate from other student records. The report and/or related information will be shared only with individuals who need it to place students in a clinical experience.

F. Fees and Responsibility for Payment:
All cost for drug screening will be borne by the student.
G. Compliance:
   **Timeframe:** Prospective students will initiate and complete their drug screen within four weeks prior to enrolling in upper division or graduate courses.

H. Appeal Process:
   An applicant may appeal a decision to deny progression based on drug screen results. Undergraduate nursing students will follow the DON Appeal Policy found in the Undergraduate Nursing Student Handbook. Graduate nursing students will follow the Appeal Policy included in the Graduate Student Handbook.

Revised: 1/25/11 (LRC)
Course Progression Policy

Purpose:

In addition to the University's academic policies, the following progression policies govern nursing majors.

I. Progression:
   A. Students must satisfactorily complete a minimum of 3 of the following physical and life science courses and labs before taking NUR 2313.
      • BIO 2311, BIO 2111 lab
      • BIO 2312, BIO 2112 lab
      • BIO 1331, BIO 1131 lab
      • CHE 1311, CHE 1111 lab
   B. All Physical and Life Science courses must be passed with a grade of C or better prior to enrolling in any upper division nursing course
   C. A grade of C is the minimum passing grade for all nursing courses. Students who make a total of two failing grades in upper division courses will be permanently dismissed from the nursing major.
   D. Students who make less than a C in an upper division nursing course must submit the Application for Continuation in upper division to the Office of Student Affairs to continue in the nursing program. Available space for placement in the upper division is a consideration for progression. Applicants who are accepted for continuation in upper division must complete NUR 4103 during the final semester the student is enrolled in the nursing program unless the student fails a block course during the final semester.

Accelerated Option (Effective January 2014)

E. Failure in any course will result in dismissal from the Accelerated Option. The time of dismissal varies with level and course
   • Level 1
      o Failure in NUR 2313 – Introduction to Professional Nursing results in immediate dismissal from the Accelerated Option.
      o Failure in NUR 3312 – Health Assessment and NUR 3316 – Pharmacology will result in immediate dismissal from the Accelerated Option.
   • Level 2
      o Failure in NUR 3314 – Clinical Nursing Foundations will result in immediate dismissal from the Accelerated Option
      o Failure in any of the remaining Level II courses will result in dismissal for the Accelerated option; however the student may be allowed to complete remaining courses within the level
• Level 3
  o Failure in any Level III block course will result in dismissal for the Accelerated option; however the student may be allowed to complete the remaining block course within the level.

F. Students who make a total of two failing grades (D or F) in upper division courses will be permanently dismissed from the nursing major.

G. Failing grades cannot be removed from the WSSU transcript by repeating comparable courses.

H. Students previously admitted to Upper Division and not enrolled in an upper division course, or withdraws from the University for at least one semester must submit the Application for Continuation in Upper Division to the Office of Student Affairs at least 6 weeks before the beginning of the semester. Available space for placement in the upper division is a consideration for progression.

I. If students wish to drop a course after the university and/or Division of Nursing established deadline drop date(s), approval must be obtained by the Associate Dean of Nursing. If students are failing the theory and/or clinical component of the course, the Division of Nursing will consider the course as a failure when determining progression and/or re-admission status.

II. Course Progression:
   A. Students must master theory and clinical.

   1. Theory Component
      A minimum final theory grade of 80 is required to progress in the nursing major.

   2. Clinical Component
      a. A grade of pass is required for each clinical component of a course.
      b. Students must pass all critical clinical competencies identified for the course in order to earn a grade of passing.

Revised: 1/21/2013;2/12/13
School of Health Sciences
Division of Nursing

Withdrawal Policy

Purpose: To provide directions for students in the processes of withdrawal from the university and Upper Division nursing courses. Potential consequences are also discussed.

Withdrawal from University (WSSU)

A student may officially withdraw from the university without academic penalty until the end of the ninth week of class of a fall or spring semester; the 12th day of a summer school session; or the 21st day of an eight week block (see Academic Calendar for specific date each term). The student will receive a grade of “W” for each course in which they were enrolled. Students who find they need to withdraw from the university must submit a signed request to the Registrar. The withdrawal becomes effective on the date that the Registrar receives the request to withdraw.

No student may withdraw after the official withdrawal period unless there are extenuating circumstances. A student may petition the appropriate dean in writing (including appropriate supporting documentation) for a “W” (Withdrawal) if there are extenuating circumstances which prevent the student from continuing enrollment (health, medical, legal or administrative reasons). Withdrawals will not be granted after grades for courses are posted. The “W” grade will be assigned for courses if the following conditions are met:

1. The dean approves of the petition because it is for extenuating circumstances, and
2. The student is deemed to be passing at the time of the withdrawal by the course instructor and thus is not using the petition to avoid a failing grade, and
3. The petition is received before the grade due date for that term.

The dean must notify the student within 10 business days of the decision. Students can appeal a decision of the dean by appealing to the provost in writing within 10 business days of receiving a response from the dean. The provost must respond within 10 business days. The decision of the provost is final. All correspondence will be sent to the student’s permanent address that is on file with the Registrar.

Students should also understand that:

- Withdrawal from classes may affect full-time status and thus financial aid and certain Privileges
- The W grade does not affect the Grade Point Average but will remain on the transcript as an indication of students’ academic behavior. All courses students attempt are counted as attempted hours and affect calculations of Satisfactory Academic Progress for Financial Aid.
- Students who stop attending class and do not complete the withdrawal process will be held accountable for all course work and will receive the earned grade at the end of the semester. Thus, a student who stops attending class but who fails to withdraw may earn a grade of “F”.
- Students are responsible for addressing all financial obligations incurred during their enrollment, whether owed to the university, the federal government, or a lender.
- A student should talk with the academic advisor or chairperson before initiating a withdrawal action.
Withdrawal from Upper Division course

Students may find it necessary to withdraw or drop an Upper Division nursing course. A student may not drop an Upper Division course without approval of the Associate Dean of Nursing. Student should first consult with the course faculty to determine if withdrawal can be avoided. If withdrawal is necessary, student must meet with the Associate Dean of Nursing to obtain permission to drop or withdraw from the course. If the student is failing at the time of withdrawal from an upper level course, it will constitute a failure of the course. If a student drops a course without prior approval, and is failing the theory or clinical component of the course, the DON will consider the course as a failure when determining student re-admission status.

Students who have been admitted into Upper Division but not enrolled in an upper division course for at least one semester, or who withdraw from the University, must submit an Application for Continuation in Upper Division at least 6 weeks before the beginning of the semester s/he wishes to return.

Revised: 4/18/2011
ATTENDANCE POLICY

Students in the nursing major must follow the University policy on class attendance and the policy stipulated by the Division of Nursing. Theory and clinical laboratory practice are essential to the learning experience of the student nurse. The student has a responsibility to self as a learner, to assigned clients, to co-workers and to fellow students. Redistribution of the student's responsibility during clinical takes planning time for the instructor and clinical staff. Therefore, each student is expected to attend all class and clinical sessions as scheduled. Classes/clinical may be scheduled any day of the week and at any time. Students are responsible for their own transportation to class/clinical. Attendance guidelines are as follows:

1. During a given semester, there is an allowable number of absences; the number is equivalent to the number of theory class meetings per week. Nursing students should reserve their allowable class absences for emergencies which must be later verified and excused. The student should consult the university catalog for individuals authorized to issue excuses for class absences; however, the ultimate authority in determining whether a class absence is excused or unexcused is delegated to the instructor of the class.

Class

1. Students will be on time for class. Late students will join the class at the break.

2. Tardiness means coming after class starts or leaving before class finishes. Three tardies result in one absence.

3. Make up assignments for excused or unexcused absences are at the discretion of the instructor.

4. If a student is late for an exam, the student will be expected to complete the exam within the established remaining allotted time.

5. Absence from class on a testing day will result in a grade of zero for the test unless the instructor deems that special circumstances exist.

Clinical

1. Students are expected to be on time and attend all clinicals.

2. Students who are tardy will be dismissed from the clinical setting.

3. Students who are unprepared will be dismissed from the clinical setting.

4. Dismissal from clinical due to tardiness and/or unpreparedness will result in an absence.

5. Students will be required to make up any clinical absence.

6. Two clinical absences will result in failure of the clinical.
7. Students should adhere to WSSU's adverse weather policy. In the event class or clinical experience is not canceled, the ultimate decision not to attend is the student's and should be based on their safety.

Revised: 5/2009
RELIGIOUS ACCOMODATION POLICY

Winston-Salem State University strives to ensure that applicants, employees, students, or visitors do not suffer discrimination because of religion or national origin. The University does not discriminate against any qualified student, employee or applicant for employment because of race, sex, creed, religion, national origin, age, color, handicapping condition, sexual orientation, veteran’s status, political affiliation, or genetic information. Please refer to WSSU’s EEO and Non-Discrimination Policy.

WSSU accommodates the religious observances and practices of employees and students except where such accommodation causes undue hardship on the conduct of the University's business, but always in compliance with applicable law. The extent of the University’s obligation is determined initially by considering statutory requirements, and any obligation of accommodation beyond that shall be determined with consideration of business necessity, financial costs and expenses, and resulting personnel and/or academic problems.

The person requesting the accommodation is obligated to cooperate with the University’s attempts to accommodate the request. When more than one accommodation is possible, the University may select any of the accommodations, provided the accommodation will effectively eliminate the religious conflict. Please contact the Office of EEO/AA & Diversity at (336) 750-8759 to request the Procedures for Requesting Religious Accommodations for Faculty and Staff. For student religious accommodations please refer to the Class Attendance and Absence Policy.

In accordance with federal and state regulations, it is illegal to retaliate against an individual because he or she filed a discrimination complaint or because they participated in a discrimination proceeding or investigation. Any individual wishing to report a violation of this policy should contact the Office of EEO/AA & Diversity at (336) 750-8759.

Adopted by BOT: September 22, 2012
School of Health Sciences  
Division of Nursing

Grading Policy

Purpose: To delineate the elements that determines a final course grade in the Upper Division of nursing.

The final grade a student receives for a course that includes a clinical component, includes both theory and clinical. Therefore, a student must be successful in both theory and clinical to receive a passing grade for the course.

Grading of Theory
A score of 80 is the passing grade for each quiz in the theory component of each course. If a student’s score is less than 80, a retake will be given for all students. Students will retest on the same content (Note, same content areas, but not the same questions). After the retest, the higher of the two grades is recorded. The retesting process for each quiz will be completed within two weeks. Faculty directed learning activities will be scheduled if a retake is to be given.

Projects/Written assignments
- The caliber of all materials should be college level.
- Written work should have proper documentation giving credit to the original authors(s).
- The most current edition of the Publication Manual of the American Psychological Association (APA) is required for the preparation of research and other scholarly assignments.
- When assignments relate to client care, the client’s name is never used.
- Written assignments are expected to be submitted as scheduled, and no later than 5:00 p.m. on the date the assignment is due.
- One letter grade may be deducted for each day a paper is late. Problems relating to assignments should be discussed with the instructor prior to the deadline.

Grading of Clinical
The clinical component of courses is graded on a Pass/Fail basis. The student must master all clinical competencies designated as critical. An accumulation of two unsatisfactory grades of “U’s” in any one critical clinical competency will result in clinical failure of the course.

Course Grade
In order to pass a course, a student must earn a composite score of 80. This score includes quiz grades, midterm exam, projects/ATI and the final proficiency exam and is based on the established weight assigned to each item.

To pass the course, a student must meet the following requirements:
1. Theory grade 80
2. Pass clinical

Student does not pass if one or more of the following occurs:
1. Composite score below 80.
   - Grade as follows- 70-79-D, lower than 70-F
2. Student fail clinical and receive a grade of F.
**Weight System for all Clinical Courses** (**except NUR 3314**)

<table>
<thead>
<tr>
<th>Non-Block Courses:</th>
<th>Block Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes 40%</td>
<td>Quizzes 60%</td>
</tr>
<tr>
<td>Mid-Term exam 20%</td>
<td>Projects 7%</td>
</tr>
<tr>
<td>Projects 7%</td>
<td>ATI Testing 3%</td>
</tr>
<tr>
<td>ATI Testing 3%</td>
<td>Proficiency 30%</td>
</tr>
<tr>
<td>Proficiency (Final) 30%</td>
<td></td>
</tr>
</tbody>
</table>

**Exceptions to Grading Policy**

*The weight system does not apply to the non-clinical courses Nursing 2313, 3312, 3316, 3318, 3303, 3217, 4304, 4201, 4202 and 4203. However, it may be applied at the discretion of the instructor.*

** The weight system does not apply to NUR 3314 Clinical Nursing Foundations. However, it may be applied at the discretion of the instructor.

**Final Grading Scale**

93 - 100 = A  
92 – 85 = B  
84 – 80 = C  
79 – 70 = D  
69 and below = F

Revised: 12/3/13
FLOW CHART FOR FINAL COURSE GRADE
FOR NON-BLOCK CLINICAL COURSES

FINAL COURSE GRADE

Theory

Quizzes 40%

Mid-Term 20%

ATI Testing 3%

Projects 7%

Clinical P/F

Proficiency 30%

*Composite Score 80

ATI Testing 3%
FLOW CHART FOR FINAL COURSE GRADE

BLOCK CLINICAL COURSES

FINAL COURSE GRADE

Theory

Quizzes 60%

ATI Testing 3%

Projects 7%

Clinical P/F

Proficiency 30%

*Composite Score 80

45
Student Records

Purpose: To delineate the process for maintaining Student Records in the Division of Nursing.

Lower Division

The Office of Student Affairs in the Division of Nursing is responsible for maintaining student records in the Division of Nursing. Files are created for perspective transfer or second degree students after initial contact with the Office of Student Affairs for transcript evaluation. University College transfer files of students at the end of the first academic year if the student has achieved a GPA of 2.0 or greater and has earned at least 30 SH. Student files are maintained as perspective student, perspective accelerated student or lower division student until the student is admitted into the Upper Division, the Accelerated Option or is no longer in the nursing major.

Upper Division

Upper Division student files will be maintained in the Student Affairs’ office and contain the following:

- Upper Division Admission packet
- Health Information
- Acceptance Letter to Upper Division
- Course Grade Summaries
- Clinical Evaluation Tools
- Progress/counseling notes
- Challenge Exam Information

Faculty will submit Grade Summary Sheets and Clinical Evaluation Form at the end of each semester. Any progress or counseling notes and copies of any appeal documents will also be kept in student files.

Student files will be kept for five (5) years after the student is no longer in the program.

NOTE: Student information must be safeguarded as required by the Family Educational Rights and Privacy Act of 1974 (FERPA).

Revised: 5/18/2009; 5/22/14
School of Health Sciences  
Division of Nursing  

Appeal Policy  

**Purpose:** To establish processes and activities related to student request for assistance in resolving academic problems.  

Students may appeal for assistance in the resolution of academic problems. The Division of Nursing Program respects the rights of students to express opinions regarding matters relating to regulations. This appeals process will be applied to all situations other than appeals related to final grades. The University final grade appeal process will be applied to final grades.  

**I. Procedure:**  

A. The student shall meet with the faculty within five (5) business days of the issue being appealed. The appeal should be in writing using the request for Appeal form found in the Nursing Student Handbook (see appendix 4). Faculty will provide a written response. The student must respond in writing to the faculty within two (2) business days if the decision is unacceptable. If the decision is unacceptable to the student, the student should inform the faculty they will like to appeal the decision further. The Faculty will then:  

B. Submit the written appeal and the faculty's response to the appropriate Director in the Division of Nursing. The Director will review the document for appropriateness and completeness and submit the document to the Admissions, Recruitment, and Student Affairs Chairperson. The Chairperson of the Admission, Recruitment and Student Affairs committee will contact the student and arrange a hearing.  

C. The Admissions, Recruitment, and Student Affairs committee will conduct a hearing. During the hearing, the student will present the content of the written appeal. Faculty or Course Coordinator will present their response to the student's appeal. The committee will provide a written decision to the student, faculty and Associate Dean. If the decision is unacceptable to the student, the student should:  

D. Appeal to the Associate Dean in the Division of Nursing. If the decision is unacceptable, the student should:  

E. Appeal to the Dean in the School of Health Sciences. The decision of the Dean is final.  

**II.**  
If the faculty grants the request for appeal, the appeal is resolved. The faculty will inform the Associate Dean and submit the written Request for Appeal form and the faculty's response to the appeal to the Administrative Assistant to the Associate Dean to be filed in the Appeal file and in the student’s record.  

Revised: 4/18/2011; 4/14
Meet with the **instructor(s)** within five (5) working days of the issue being appealed.

Appeal should be in writing.

- Faculty provides a written response

  - \[\Delta\] = Acceptable

  - \[\n\] = Unacceptable

  - Student appeals to the **Associate Dean**, Division of Nursing

  - Student appeals to the **Dean**, School of Health Sciences

  - The decision of the Dean is **FINAL**
FINAL GRADE APPEAL PROCESS

I. Statement of Purpose.
The purpose of the grade appeal process is to provide a mechanism for student appeal of a final course grade that was given for impermissible or arbitrary reasons. Students who believe their final course grade was determined by a standard different from the standard used for other students in their class will be able to file a grade appeal. The grade appeal policy only applies to the appeal of a final course grade and not individual graded assignments. Grades that were given as a result of alleged violations of the student academic integrity policy cannot be appealed under the grade appeal policy. Appeal of decision under the academic integrity policy should be made according to the provisions of that policy. The appeal of grades that were given as a result of charges of sexual harassment should be filed with the Sexual Harassment Committee.

There shall be one policy for the appeal of a final course grade. All undergraduate students will follow this policy when appealing a final course grade. However, students in the School of Health Sciences and in other professional programs may appeal other academic concerns (program dismissals, dismissals from clinicals, etc.) using established guidelines outlined in their divisional/departmental handbooks.

II. Responsibility of Faculty and Students.
A. Faculty Responsibility. The faculty sets the evaluation standards for the courses they teach and use these standards in determining the grades on individual assignments and final course grades. Faculty members are responsible for including information in their course syllabi about all course requirements, all assignments/activities that will be graded and the method that will be used to evaluate each assignment, and the grading scale that will be used to determine the final grade. The course syllabi should be distributed to each student enrolled in a class. In the event that the faculty member decides to make changes in the course requirements and in methods and standards for evaluating a particular course, this information shall be shared in writing or orally with all students in the class prior to making an assignment. Faculty members are responsible for using previously established standards to grade all course assignments regardless of a student’s race, color, creed, national origin, sex, age, sexual orientation, disability, veteran status, or other personal characteristics. Faculty members are obligated to meet with students regarding contested grades and to explain how the grades were determined.

B. Student Responsibility. The student is responsible for discussing any graded assignments that he/she believes were given due to error, or for impermissible or arbitrary reasons with the faculty member during the semester the grade is given. Students are responsible for being aware of all university policies regarding academic integrity issues as published in the undergraduate catalog and codes of conduct in the Student Handbook.

III. Impermissible Grounds for Grading.
Impermissible or arbitrary grounds for assigning a grade are:
1. The final course grade was assigned in a manner not consistent with the standards and procedures stated in Section IIA and III; or
2. The final course grade was based upon the student’s race, color, religion, national
origin, age, sex, disability, veteran status or sexual orientation; or

3. The final course grade was assigned because of personal malice towards the student; or

4. The final course grade was the result of an error in calculating or recording grades.
Individual graded assignments that contribute to a final course grade are not subject to
appeal unless it can be established that the grade for the individual assignment was given
for one of the four impermissible reasons cited above, and resulted in an unfair final
grade.

IV. Grade Appeal Process.
A. A student **must** initiate the grade appeal process for a contested final grade no later
than the last day to add (10th class day) a course during the fall or spring semester,
immediately following the term in which the final grade was issued by completing a
grade appeal form, and by submitting a written request for discussion with the faculty
member. **For a grade appeal to be considered by the grade appeal committee, it must be based upon one of the impermissible grounds listed in Section III, when the appeal is first filed. The student cannot refile the same appeal and use a different set of impermissible grounds (See Section VI.2).**

B. Within **ten** business days, following the receipt of the grade appeal form and a written
request for a meeting, the faculty member shall meet with the student to discuss the
contested final grade. If a grade appeal form and a request for a meeting is filed during a
summer session, and the faculty member is not under contract or is not available, the
faculty member shall meet with the student within the first **ten** business days of the
semester immediately following the term in which the final grade was issued.

C. Within **five** business days of the meeting with the student, the faculty member shall
submit the grade appeal form with the faculty member’s decision to the chair of the
department and to the student.

D. If the student and faculty member have not resolved the grade dispute, the student
must, within **five** business days of receipt of the grade appeal form which contains the
faculty member’s decision, submit a request for a meeting to the chair of the department.

E. The formal grade appeal process will follow these steps and may be accepted as final
by the student at any level:

1. Within **five** business days of receipt of the grade appeal form and request for
a meeting, the department chair shall meet with the student and faculty
member individually, or in a joint meeting, to resolve the appeal. At the end
of the meeting, action taken by the department chair shall be indicated on the
grade appeal form, and it shall be forwarded to the dean with a copy to the
student and the faculty member.

2. If the student is not satisfied with the decision of the department chair, the
student may file a notice of appeal with the office of the dean of the school or
college in which the contested grade was issued. The notice of appeal must
be submitted within **five** business days following receipt of the decision of
the department chair. The student’s notice of appeal shall include a written
statement that will be used by the departmental grade appeal committee as a basis for deciding the appeal. The statement shall clearly describe the impermissible grounds that form the basis for the appeal, the action taken to seek redress from the faculty member, and why the student believes the grade assigned was not a fair representation of the graded work done in the class. The student shall include copies of all relevant graded work returned by the faculty member, and written testimonies from others who have evidence to support the appeal. For work not returned by the faculty member, the student shall include the reference to the work and the grade. Once the request for the appeal is submitted, the dean shall distribute the request for an appeal to the chair of the grade appeal committee within **three** business days of its receipt from the student. A copy of the student’s notice of appeal shall also be provided to the faculty member and the chair.

3. If a student contests a final grade in a class taught by a department chair, the divisional dean shall facilitate a resolution with the student and the chair.

4. If a student contests a final grade in a class taught by a dean, the Senior Associate Provost for Academic Affairs/Undergraduate Programs shall facilitate a resolution with the student and the dean.

V. Creation and Composition of Grade Appeal Committee.

A. During the spring semester of each year, each department shall select three faculty members and one to three alternate faculty members, two student representatives (juniors, seniors) and two student alternates (juniors, seniors) to serve on its grade appeal committee. Faculty and student members shall serve a one or two year term. Alternates will serve on an appeal panel only when regular members are unavailable or ineligible to serve. Alternates shall not have voting rights unless they actually serve on a hearing panel. **For each grade appeal committee, at least one faculty and one student should be selected from a related discipline in another department in the college or in one of the schools.** Members of the committee will elect a chair from the three faculty members who serve on the committee. If a department has multiple majors, then at least one faculty member shall be selected from an area other than the one in which the grade appeal occurred. The dean shall appoint a faculty member from the school or college to serve on the grade appeal committee in those departments that have fewer than five full-time faculty members.

B. An appeal shall be heard by the grade appeal committee from the department or school from which the grade originated. Only regular members of the committee are voting members.

C. A quorum for the committee shall consist of two faculty and one student.

VI. Guidelines for Grade Appeal Panel

1. Upon receipt of the grade appeal form, the grade appeal committee will meet within **five** business days to determine which members will serve on the appeal panel, and whether one of the impermissible grounds for grading has been asserted. In reaching a decision, the committee shall review the student’s statement and all documents presented by the student. The committee shall decide whether the student’s assertion
of impermissible grounds and the student’s evidence suggest that the assertion may be established.

2. If the appeal committee determines that the student has failed to sufficiently assert one of the impermissible grounds for grading, the appeal of the student shall be dismissed and notice of that decision shall be forwarded to the dean who shall notify the student, faculty member and chair of the department within three business days after notification by the committee. **The student cannot refile the same appeal and use a different set of impermissible grounds.**

3. If the committee determines that the student has sufficiently asserted impermissible grounds for the grading, the faculty member shall be given **five** business days in which to reply to the student’s statements, and a hearing shall be scheduled.

4. The hearing panel shall schedule a hearing within ten business days **after receipt of a faculty member’s written response to the student’s statement** and shall provide the student and the faculty member written notice of the hearing at least five days prior to the hearing. The student’s notice shall include any statement or documents submitted by the faculty member. Both the student and faculty member shall be advised of the names of the members of the hearing panel by the chair.

5. The hearing shall be informal. The chair of the panel shall advise the parties of the reason for the hearing. The student will be allowed to present his/her evidence first, followed by the presentation by the faculty member. The hearing panel shall record the hearing except for its deliberations and shall provide a copy of the hearing recording to the faculty member and the student.

6. The hearing panel may review documents and interview students, faculty, department chair or other individuals they deem appropriate. **Individuals providing testimony will only be allowed to remain in the hearing room during the time they are providing testimony or answering questions.** Following the hearing, the committee will meet in executive session to deliberate and to determine whether to support the original final course grade, recommend a re-evaluation of the final course grade, or designate an alternate grade. The standard for review shall be a preponderance of the evidence. This means that the student must establish that the allegations of impropriety are more likely true than not true. The committee determines whether this standard of proof has been met, by weighing all of the evidence, and the demeanor and credibility of the witnesses, in the light of experience and common sense.

7. The chair of the committee will forward the decision of the committee to the dean within three business days.

8. The dean will inform all parties of the decision of the hearing panel in writing within three business days of receipt of the hearing decision and will enforce the decision of the committee.

9. If a change of grade is recommended, the faculty member shall be responsible for contacting the Office of the Registrar to make any changes to a grade within three business days, following receipt of the directive from the committee. The
appropriate dean will ensure that grade changes are made as directed by the grade appeal committee and filed with the Office of the Registrar. In the event that the faculty member refuses to accept the recommendation of the committee, the dean will make an administrative grade change and will submit it to the Office of the Registrar.

10. Notice of submission of a change in grade to the Office of the Registrar shall be submitted to the student, the faculty and the chair of the department by the dean within three business days.

VII. Appeal of Hearing Panel Decision.
1. Within five business days of receipt of notice of the decision of the hearing panel, either the faculty member or the student may challenge the recommendation of the hearing panel, only on grounds that procedural errors occurred during the hearing process. A notice of appeal should be made to the dean of the school/college in which the grade was given. A written statement describing the procedural errors must be included in the notice of appeal. The dean will examine the procedures employed by the department or the grade appeal committee.

2. If the dean determines that the procedures involved were not properly followed, and the procedural violations could have been material to the outcome of the hearing, within five days after receipt of notice of appeal, the dean will direct that the process be resumed at an appropriate point with such other recommendations designed to prevent further procedural violations.

3. If the dean finds that no violations have occurred, the dean shall notify the faculty, student, and department chair, and grade appeal committee within five business days after receipt of notice of appeal. The decision of the dean is final.

4. In the event that the dean is the course instructor or is directly involved in a contested final grade, the notice of appeal of the hearing panel’s decision shall be made to the provost. The decision of the provost is final.

VIII. Finality of Appeal.
There shall be no further appeal from the decision of the grade appeal committee except for procedural errors as indicated in Section VIII. No appeals from these decisions are allowable to the president or to the Board of Governors (The Code, Appendix I, p. 43).

IX. Representation of Parties.
No attorney shall be allowed to appear in any meeting or hearing under this policy. A student may have a non-legal advisor in the hearing before the hearing panel.

X. Compliance with Timelines.
The intent of this policy is to resolve all grade appeals in the semester immediately following the semester in which the grade was given. Failure by the student to comply with any of the scheduled timelines without justifiable excuse shall result in forfeiture of the right of appeal and dismissal of the appeal. A student may appeal to the next level of appeal if there is failure without justifiable excuse of any other person in the appeal.
process to comply with scheduled timelines. The presentation of an excuse shall be made to the appropriate dean of the school or college to which the appeal is filed.

XI. Confirmation of Receipt of Notice.
Any notice required by this policy to be responded to following receipt shall be delivered to the party with a requirement of response within a specified time by any means that documents actual receipt of the notice by the person to whom it is addressed.

XII. Definitions
1. Whenever business day is used in this document, it shall mean any day except Saturday, Sunday, or an institutional holiday.

2. In computing any period of time, the day in which notice is received is not counted but the last day of the period being computed is to be counted.

3. The delivery method may include: certified mail, registered mail, commercial service, personal delivery service, or hand-delivery by an employee or the student or his/her representative that obtains a signature.

Adopted: This the 18th day of June, 2010.
F. Scott Bauer
Chairman, Board of Trustees
Winston-Salem State University
Martin B. Davis
Secretary, Board of Trustees
Winston-Salem State University
**Student submits written request to contest a final grade (i.e. the 10th day of class)**

Faculty meets with student within **10 business days** of the contested final grade.

Faculty submits grade appeal form within **5 business days** to Department chair and student.

Within **5 business days** of receipt:
- student submits a request for meeting with department chair
- Next, within **5 business days** of receipt:
  - department chair meets with student and faculty

Department chair makes decision, forwards copy of grade appeal.

Student files appeal with the dean within **5 business days**
- written statement, clearly describing impermissible grounds
- action taken to seek redress
- why grade assigned was not fair representation of graded work done
- copies of all relevant graded work returned written testimonies from others
- include reference and grade on work not returned

Dean distributes request to the chair of the Grade Appeal committee within 3

Grade Appeal panel meet within **5 business days** to determine if impermissible grounds were asserted.

Chair of Grade Appeal committee forwards decision to dean within 3 **business days**

Faculty has 5 **business days** to reply to student’s statement

Hearing panel receives faculty’s written response
- informal hearing scheduled within **10 business days**
- faculty and student receive written notice of hearing date

Faculty notifies Registrar’s Office to make grade adjustment within **3 business days**

If procedural errors have occurred within **5 business days** upon receipt of appeal, the dean will direct the process and recommendations will be made.

If no procedural errors have occurred, dean will notify all parties within **5 business days**

NOTE: Students may challenge the recommendation only based on grounds that procedural errors occurred.

Upon receipt of final decision, dean will notify all parties within 3 **business days**

Dean distributes request to the chair of the Grade Appeal committee within 3

Student files appeal to dean within 5 **business days**

- written statement, clearly describing impermissible grounds
- action taken to seek redress
- why grade assigned was not fair representation of graded work done
- copies of all relevant graded work returned written testimonies from others
- include reference and grade on work not returned

Faculty notifies Registrar’s Office to make grade adjustment within **3 business days**

If procedural errors have occurred within **5 business days** upon receipt of appeal, the dean will direct the process and recommendations will be made.

If no procedural errors have occurred, dean will notify all parties within **5 business days**

NOTE: Students may challenge the recommendation only based on grounds that procedural errors occurred.

Upon receipt of final decision, dean will notify all parties within 3 **business days**

Dean distributes request to the chair of the Grade Appeal committee within 3

Student files appeal to dean within **5 business days**

- written statement, clearly describing impermissible grounds
- action taken to seek redress
- why grade assigned was not fair representation of graded work done
- copies of all relevant graded work returned written testimonies from others
- include reference and grade on work not returned

Faculty notifies Registrar’s Office to make grade adjustment within **3 business days**

If procedural errors have occurred within **5 business days** upon receipt of appeal, the dean will direct the process and recommendations will be made.

If no procedural errors have occurred, dean will notify all parties within **5 business days**

NOTE: Students may challenge the recommendation only based on grounds that procedural errors occurred.

Upon receipt of final decision, dean will notify all parties within 3 **business days**

Dean distributes request to the chair of the Grade Appeal committee within 3

Student files appeal to dean within **5 business days**

- written statement, clearly describing impermissible grounds
- action taken to seek redress
- why grade assigned was not fair representation of graded work done
- copies of all relevant graded work returned written testimonies from others
- include reference and grade on work not returned

Faculty notifies Registrar’s Office to make grade adjustment within **3 business days**

If procedural errors have occurred within **5 business days** upon receipt of appeal, the dean will direct the process and recommendations will be made.

If no procedural errors have occurred, dean will notify all parties within **5 business days**

NOTE: Students may challenge the recommendation only based on grounds that procedural errors occurred.

Upon receipt of final decision, dean will notify all parties within 3 **business days**

Dean distributes request to the chair of the Grade Appeal committee within 3

Student files appeal to dean within **5 business days**

- written statement, clearly describing impermissible grounds
- action taken to seek redress
- why grade assigned was not fair representation of graded work done
- copies of all relevant graded work returned written testimonies from others
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School of Health Sciences
Division of Nursing

Upper Division Program Dismissal Policy

**Purpose:** To set forth grounds for program dismissal and delineate processes for the implementation of dismissal.

The School of Health Sciences Nursing Faculty at WSSU is legally, academically, and ethically responsible for protecting all clients and others from unsafe nursing practice. Nursing faculty reserve the right to recommend dismissal from the nursing program any student who fails to maintain satisfactory academic standing, whose conduct is a breach of ethics and standards established by the profession, department, or the university, and whose continuation in the program would be detrimental to their health or the health and safety of others.

I. **Definitions**

A. **Unsatisfactory academic standing** refers to students’ failure to meet the minimum academic standards during the course of study toward the baccalaureate degree in nursing.

B. **Breach of ethics or standards** is failure to conduct oneself in accordance with:

   1. The Code of Ethics of the American Nurses Association
   2. Policies and expectations of the parent institution and the University of North Carolina System.
   3. Policies and expectations of the nursing program.
   4. Academic Honor System

C. **Unsafe nursing practice** is defined as:

   1. A behavior which is identified as a nursing activity but for which the student is not academically prepared or authorized.
   2. A behavior considered to be threatening to the physical, emotional, mental, or environmental safety of a client, his or her family, peers, faculty, or other health care providers.
   3. A behavior or act that violates the North Carolina Nursing Practice Act (Article 9 or Chapter 90 of the North Carolina General Statutes) (NCGS 90-171.37; 90-171.44)
   4. An inability to perform nursing activities safely due to physical/emotional problems.

D. **Review procedure** is defined as the procedure used to investigate and evaluate behavior which may result in dismissal due to breach of ethics, unsafe nursing practice or violation of nursing policies and procedures.
II. Reasons for Dismissal  
A. Unsatisfactory academic standing.  
B. Breach of ethics or standards.  
C. Unsafe nursing practice.  
D. Violation of policies/procedures listed in student handbook. (WSSU and Division of Nursing).  
E. RN or LPN whose license has been restricted, suspended, or revoked by the North Carolina Board of Nursing. Paramedic whose certification has been suspended or revoked.  
F. Violation of the Honor System.  
G. Failure to comply with Division of Nursing requirements (i.e., Health, Admissions, or Progression Requirements)  
H. Unfavorable criminal background check or positive drug screen.  

III. Review Procedure  
When a student commits an act which can lead to dismissal, procedures that allow for due process will be followed.  

For acts which occur during, and/or interfere with, class or clinical, students may be required to leave the area or class, until the following steps can be taken:  

1. If the act involves a clinical area, in addition to the nursing policies and procedures, agency policies will be followed.  
2. The faculty will notify the Course Coordinator of the incident. If the faculty person is the Course Coordinator, the Director will be notified.  
3. The faculty will notify the student immediately that the incident may result in dismissal from the program. The verbal notification will be followed by a written notification. The faculty will also provide rationale for recommending dismissal of the student to the appropriate Director and Assistant Dean.  
4. The Assistant Dean will conduct a conference with the student to enable student to present any information relative to the incident that he/she wishes to be considered.  
5. If dismissal is recommended, the Assistant Dean will make a written recommendation to the Associate Dean.  
6. If the Associate Dean accepts or rejects the recommendation, a written recommendation will be made to the Dean of the School of Health Sciences.  
7. If the recommendation is acceptable, the Dean of the School of Health Sciences will notify the Provost for Academic Affairs of the dismissal.  
8. If the student disagrees with the recommendation, the student may file an appeal with the Dean of the School of Health Sciences within five business days.
DON BSN DISMISSAL PROCESS

Reasons for Dismissal:
- Unsatisfactory academic standing
- Breach of ethics or standards
- Unsafe nursing practice
- Violation of policies/procedures listed in student handbook
- RN or LPN whose license has been restricted, suspended, or revoked by the NC Board of Nursing. Paramedic whose certification has been suspended or revoked.
- Violation of the Honor system

Act involves a clinical area, in addition to the nursing policies & procedures, agency policies will be followed

Faculty notifies Course Coordinator and/or Director of incident. Faculty provides a written recommendation to the Director and Assistant Dean. The Assistant Dean will conduct a conference with student and make a written recommendation to the Associate Dean

Associate Dean makes recommendation to the Dean of the School of Health Sciences

Infraction not deemed severe, student will receive

W = Warning

CA = Corrective Action

D = Dismissal

Dean notifies Provost for Academic Affairs

Faculty provides written warning and corrective action statement. Approved by the Course Coordinator, Director and Associate Dean.

Conference conducted with student. Faculty member to follow-up on corrective action

Student not satisfied with recommendation, appeal process to be initiated.

Student files appeal with the Dean of the School of Health Sciences within five (5) business days
GRADUATION REQUIREMENTS

A total of 128 semester hours are required for graduation. This includes 60 semester hours in the lower division courses (support, core and prerequisite-nursing requirements), and 68 semester hours of upper division nursing courses. Each candidate for graduation must file an application for submission to the WSSU Office of the Registrar after approval by the advisor and Division Associate Dean. Students are advised to keep a record or a checklist of course requirements that have been completed. Students are expected to consult the University catalog or the course registration booklet for information regarding deadlines for submitting applications for graduation.

WSSU Undergraduate Application for Graduation must be submitted electronically to the Registrar.

GRADUATION AND COMMENCEMENT

10 Steps for Graduating Seniors

1. Meet with your Academic Advisor or Department Chair to verify all requirements have been met.
2. File Application for Graduation with the Office of the Registrar, observing deadlines.
3. Purchase regalia from the bookstore, observing deadlines.
4. Secure final Clearance Form from the Cashier’s Office. Pay all regular fees, library, dining hall, bookstore, and all other financial obligations.
5. Turn in Clearance Form to the Office of the Registrar.
6. Register with the Alumni Office.
7. Pick up Honor Cords on the day before graduation. (Times will be announced)
10. Diplomas will be mailed one month after Commencement.

Graduation Requirements for Undergraduates

Undergraduates must officially apply for graduation with the Office of the Registrar. In addition to the general education requirements and major and minor requirements, a candidate for any baccalaureate degree must have met the following requirements:

Academic Requirements:

1. Minimum of 120 SH with an overall grade point average of 2.0.
2. Satisfy all academic requirements specified by major and minor programs including grade point average.
3. Complete a minimum of 40 SH of upper-division courses (3000- and 4000-level courses).
4. No more than 30 SH of correspondence and/or credit by means of assessment can be applied to the degree, with a maximum of 15 percent of total hours required for graduation earned through correspondence.

Residence Requirements:

1. Attend Winston-Salem State University for at least two semesters including the semester immediately preceding graduation. This requirement does not apply to students who participate in WSSU-sponsored programs abroad or who earn course credit at a cooperating university through WSSU domestic and international university exchanges.
2. Complete at least 25% of the 120-128 SH required for the degree through enrollment at Winston-Salem State University.

3. Complete the senior year through enrollment at Winston-Salem State University if the period of residency is only two semesters.

**Catalog Requirements:**
All degree candidates, including transfer students, are allowed six years from the date of enrollment at the university to complete the curriculum under the requirements and regulations in effect at the time of enrollment. After that period of time, the current requirements and regulations must be met. For this purpose, the six years will be counted from August 1 of the year of enrollment to August 1 of the year of graduation. Substitutions and/or changes in course requirements must be recommended by the Associate Dean and approved by the Dean.

**Second Degree:**
The following are requirements for persons seeking an additional bachelor’s degree:
1. A minimum of 30 additional SH completed at Winston-Salem State University beyond the hours required for the first degree, for each subsequent degree.
2. Satisfaction of upper-division requirements in the major field selected as recommended by the department head.
3. Satisfactory completion of other requirements of the university as approved by appropriate officials.

**Candidate for Graduation**
Prior to filing application for graduation, a student must:
1. Receive departmental approval as a major in a specific academic program.
2. File an application for graduation form with the registrar.
3. Indicate the catalog under which he/she intends to graduate on the application for graduation form.

The registrar makes the final check on course requirements during the final semester and determines the total credits earned, as well as other university-wide requirements.

All students who enroll at WSSU must complete a minimum of 40 required semester hours of core courses in addition to any developmental skills courses required. Developmental skills courses are non-credit, basic skills courses for students who have basic skills deficits as determined by Accuplacer computerized placement tests. In addition, specific general education courses may be required for individual majors to broaden educational experiences or to develop specific skills.

**Graduate with Honors**
Effective May 12, 2001, candidates for graduation eligible for Latin honors must complete at least sixty (60) semester hours of graded course work offered by Winston-Salem State University (traditional and non-traditional delivery) and will be designated on the commencement program as:

<table>
<thead>
<tr>
<th>Honor</th>
<th>Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.80-4.0</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.50-3.79</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.00-3.49</td>
</tr>
</tbody>
</table>
Effective May 12, 2001, candidates for graduation eligible for honors who have completed at least 30 semester hours and less than 60 semester hours of graded course work offered by Winston-Salem State University (traditional and nontraditional delivery) will be designated on the commencement program as follows:

| Distinction | Those having attained a grade point average of 3.00-4.00 |

Students having received the Honors Program’s General Honors and Departmental Honors Awards will also be eligible for the Honors Bachelor’s Degree. The honor will be recorded on both the student’s academic record and diploma.

**Attendance at Commencement Exercises**

Candidates for the degree are required to be present at the commencement exercises in the prescribed academic regalia. Exceptions to this rule will be made only upon petition to and approval of the Provost. Students must have been certified for graduation and cleared of all university obligations before they can participate in commencement exercises.

**Commencement Participation**

Only students who have been certified for graduation by the Office of the Registrar may participate in fall or spring commencement ceremonies. Students “who have been certified for graduation” are those students who have applied for graduation during the summer or fall term (fall ceremony) or during the spring semester (spring ceremony) and who are currently enrolled in those required courses remaining to complete their degrees or have completed degree requirements during previous terms.

Students who complete degree requirements during the summer session or during the fall semester are invited to participate in the spring commencement exercises along with students who complete degree requirements during the spring semester.

**Degrees are conferred only after all requirements are completed.**

Revised: 5/2009
NCLEX Examination

Boards of Nursing are state governmental agencies that are responsible for the regulation of nursing practice by outlining the standards for safe nursing care and issuing licenses to practice nursing. Under the guidance of its membership, the National Council of State Boards of Nursing has developed the licensure examination used by its Member Boards to test the entry-level nursing competences of candidates for licensure as registered nurses.

The Division of Nursing designed the nursing curriculum to prepare graduates for success on the NCLEX as well as assuming the role of a professional nurse. The Division of Nursing provides the opportunity for graduates to participate in review activities to foster success on the examination after the completion of the requirements for graduation. The Associate Dean provides documentation of students’ completion of program requirements and eligibility to sit for NCLEX.
III.

Standards of Conduct, Health Policies and Social Regulations
Winston Salem State University
School of Health Science
Division of Nursing

Essential Functions Policy

Individuals enrolled in the Winston-Salem State University Nursing program must be able to meet the essential function outlined below. Individuals must meet qualifications and maintain essential functions in order to maintain the integrity of the nursing program. Individuals who cannot meet the functions listed below at the time of admissions and throughout the program may be dismissed from the Nursing program.

Observation:
The student must be able to accurately observe and assess patients/clients with or without assistive devices. e.g., observe patient/client response to treatment and/or therapeutic regimen, identify signs and symptoms of disease and infection; progression and/or regression in patient/client status

Communication:
The student must be able to effectively and sensitively communicate (oral and written) in matters appropriate to patient/client care, including communication with patient/client, caregivers, members of the healthcare team and faculty.
 e.g., give an accurate report of patient/client health status and/or health information to patient/client, significant others and members of the healthcare team

Sensorimotor:
The student must have sufficient sensorimotor function to safely, effectively and efficiently perform nursing functions with or without assistive devices. e.g., inspect, auscultate, percuss, palpate, lift, transfer, transport, turn and position patients/clients

Critical Thinking/Reasoning/Judgment
The student must be able to measure, calculate, reason, analyze, integrate and synthesize information in order to make sound clinical decisions. e.g., accurately interprets patient/client response to treatment and/or therapeutic regimen and make appropriate clinical decisions based on data

Attendance:
The student must be able to meet the classroom and clinical attendance requirements of each course and of the program. e.g., attend class and clinical as outlined in the DON student handbook

Note: Students who have health problems which may interfere with meeting course objectives must submit a written statement by the primary care provider verifying that they may continue to participate in class and clinical/laboratory activities with no limitations.

Behavioral/Social:
The student must possess sound mental and emotional health. e.g., the ability to get along with others, complete all classroom and clinical responsibilities and demonstrate sound judgment; the ability to function under stress and changing conditions. Medications and/or other substances must not impair behavior and/or judgment.

Approved: 510/2011
Professional/Ethical Behavior

Students who accept enrollment in the nursing program must abide by the rules and regulations of the university, SOHS and the Division of Nursing, and are expected to adhere to the standards of academic integrity. Students should also conduct themselves with professional decorum and responsibility and comply with the Code of Ethics for Nurses.

Nursing students must keep in confidence all knowledge about their clients. Such matters are not to be discussed with family, roommates or other laypersons. The client’s name will not appear on Nursing Care Plans or other written work to be turned into the instructor. Discussion of confidential information about a client other than in clinical conferences with other members of the health team is a serious breach of ethics and is grounds for dismissal.

Communication devices such as beepers, telephones, and other electronic devices WILL NOT be allowed in class or clinical. Student will be dismissed from the area and receive an absence. Note-taking devices may be used during lectures except for telephones & pagers.

CODE OF ETHICS

Students who are preparing to enter the profession of nursing are expected to follow the Code of Ethics for Nurses. Each person, upon entering the profession, inherits a measure of responsibility and trust of the profession, and the obligation to adhere to standards of ethical practice and conduct set by the profession. The Code was adopted by the American Nurses Association in 1969 and has undergone several revisions.

The American Nurses Association Code of Ethics:

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.

5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through
contributions to practice, education, administration, and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.


ACADEMIC HONOR SYSTEM

The nursing program at WSSU endorses an honor system for the purpose of promoting and maintaining the academic integrity of all individuals. Persons who violate the honor system are subject to disciplinary action.

A. Honor System Policy Statements

1. Each student is responsible for promoting honesty and integrity throughout the academic environment.

2. It is a violation of the honor system for any individual in the program to:
   a. steal exams or answer sheets
   b. plagiarize another's work
   c. discuss answers during testing
   d. utilize notes or electronic devices during testing
   e. lie about absenteeism, plagiarizing, etc.
   f. copy from another's exam during testing
   g. discuss exam items and answers with upcoming test takers
   h. claim another's projects as his or her own
   i. steal another's possession
   j. have knowledge of a person cheating and not report it to the proper authorities
   k. falsify factors regarding clinical assignments

3. Enforcement of the honor system is a joint responsibility of students, faculty and staff.

4. Each student will sign the Nursing Student Compliance form upon entering Upper Division. (See appendix 2).

5. Once exam begins, students will not be allowed to leave classroom.

B. Disciplinary Procedures

1. When infractions of the honor system have occurred, disciplinary actions may be administered by the Associate Dean of the Division of Nursing, a faculty or by a committee to whom the authority has been delegated.

2. Disciplinary actions may include: grade penalties, additional work, or dismissal from the nursing program.
HEALTH REQUIREMENTS

All students are required to submit a report of their physical examination to the Director of health Services upon admission to the University. By law enacted by the North Carolina general Assembly, all students must “provide a record of immunization against rubella, measles, tetanus and diphtheria before entering the University.

Nursing students must present current evidence of their physical and mental health status with the application for admission to the upper division. Students are responsible for submitting current health information to the Student Affairs office at the beginning of each semester.

No student will be allowed to participate in clinical until the following information is documented:

1. Current Health Record:
   - Complete WSSU Physical Exam form and immunization record which must include the following immunizations:
     - 3 DPT vaccinations
     - 2 Measles vaccinations, 1 Mump and 1 Rubella vaccination or positive titers
     - 1 Tdap
     - 2 Varicella (chicken pox) vaccinations series or positive titer
     - Negative 2 step TB skin test (PPD) or Quantiferon result or a negative chest X-ray if skin test is positive
       - An annual record of TB screening is required for a negative chest x-ray
     - Hepatitis B vaccinations of 3 series doses or blood titer.

2. Basic health provider CPR certification which must not expire while the student is enrolled.

3. The student must comply with any special requirements designated by clinical agencies before beginning or continuing clinical assignments.

4. Students applying to the nursing major will be screened for physical and/or emotional problems through information gleaned from the health form. Applicants presenting problems which interfere with the safe practice of nursing will not be considered for admission at this time, rather, will be asked to seek proper assistance. The applicant may reapply after the problem has been resolved and evidence submitted to the Admissions, Recruitment, and Student Affairs Committee.

   Faculty members identifying a student with emotional/physical health problems will refer him/her to the Associate Dean of the Division of Nursing. If a determination is made that the student may be unsafe to practice, the student will be referred to the University’s Counseling Center or Health Center. A disposition of the student's problem will be made by the appropriate service with a recommendation to the Associate Dean.

5. The Associate Dean will make a decision as to the student's status in the program. If the student is asked to withdraw, he or she may reapply after the problem has been resolved and evidence presented to the Associate Dean. If the student is allowed to continue class and clinical while being treated, evidence of response to treatment must be submitted to the Associate Dean. The Associate Dean will decide a reasonable period of time that the student will be given to resolve the problem.
6. If a student becomes pregnant, she must submit a statement written by her physician, verifying approval for her to continue to participate in class and clinical practicum activities with no limitations. A statement must also be submitted post delivery from her physician verifying approval for her to continue to participate in class and clinical practicum activities with no limitations.

7. Students who have health problems which may interfere with meeting course objectives must submit a written statement by the primary care provider verifying that they may continue to participate in class and clinical practicum activities with no limitations. Students must be physically and mentally able to meet the performance requirements for the course.
BLOODBORNE PATHOGENS POLICY

Hepatitis B is an inflammatory disease of the liver caused by the Hepatitis B virus (HBV). Transmission of the virus is primarily through parental or sexual exposure. A person is at risk for contracting Hepatitis B if he or she has contact with infected blood or other body fluids, such as, saliva, urine, vaginal secretions, breast milk or semen. The virus can also survive on environmental surfaces for days. Health care workers are at great risk for contracting the disease.

In order to reduce the possibility of exposure to Hepatitis B virus by students, faculty, and clients, the Division of Nursing requires all students and faculty to complete annual Occupational Safety and Health Administration (OSHA) Standard Precautions and Blood borne Pathogens training.

1. HBV Immunization:

Students will submit a completed health history form on initial matriculation into the nursing program. The appropriate health history form will contain information regarding immunization for Hepatitis B, recent Hepatitis B titer, or declination of Hepatitis B vaccine and should be updated annually.

On initial matriculation into the program, students will be strongly encouraged to seek vaccination for HBV since they are at high risk for HBV. If students have not yet had the vaccine and choose to do so, they must contact the campus Health Center, local health department or private physician for obtaining the vaccination. Students who for any reason refuse to be immunized against HBV will be required to sign a Declination form and return it to the nursing office. Completed Declination forms will be kept in the student’s record.

2. Education, Standard Precautions, Other Preventive Measures

All students enrolled in clinical courses in the Division of Nursing at WSSU shall receive information and instructions on Standard Precautions for blood and body infections. The information is in accordance with CDC (Center for Disease Control) and OSHA guidelines and will be disseminated prior to any client care activities.

Any individual who (1) has not had the HBV vaccination, no history of Hepatitis B/positive titer, or has not signed a declination form for HBV immunization, (2) does not have a completed health history form on file, and (3) did not attend the annual OSHA training session will not be allowed on the clinical unit or in any client care activities until he/she complies with policy requirements.

3. Record Keeping and Confidentiality

a. Medical records shall be kept confidential except by law, OSHA standards, or University policy.
b. Training records shall be maintained for each student for three (3) years from date of training.
c. Records will be accessible only on a need-to-know basis with the student’s written consent.
d. The Division of Nursing supports the principle of confidentiality and individual rights in conjunction with the CDC guidelines on exposure to blood borne diseases.
4. Post-exposure evaluation and follow-up:

Following an exposure incident, a confidential medical evaluation and follow-up shall be provided.

a. Immediate antiseptic procedures shall be followed after possible exposure (see definition of significant occupational exposure).

b. The nursing student has an ethical duty to report the exposure to the faculty member in charge.

c. The responsible faculty member shall immediately notify the University Health Center and the Course Coordinator for all exposure incidents involving students or faculty.

d. The faculty member shall document the circumstances and route of exposure and send a copy to Course Coordinator. Faculty shall comply with clinical agency procedures for reporting exposures.

e. The Course Coordinator shall notify the Director of incident and follow up.

f. The student shall contact the University Health Center.

g. The source individual should be identified when feasible.
   (1) After consent, the source individual's blood shall be tested as soon as feasible for HBV and HIV infection.

   (2) If consent is not obtained, but is not required by law, the source individual's blood, if available, shall be tested and the results documented.

   (3) Results of the test shall be made available to the exposed faculty member or student along with applicable laws concerning disclosure of the identity and status of the source individual.

h. After consent, the exposed student's blood shall be collected as soon as feasible and tested for HIV and HBV status.

i. The expense incurred for diagnosis and treatment will be the responsibility of the student.
LIABILITY and MEDICAL INSURANCE

Students are required to carry Professional Liability Insurance at a minimum coverage of $3,000,000 per aggregate. **Coverage shall begin with first clinical course and extend throughout the student’s enrollment in the program. Failure to keep insurance coverage in effect will result in restriction from clinical practice.** Liability insurance must be paid through the University **each academic year and any summer when enrolled in a clinical course.**

Although students are automatically covered by **medical insurance** through student fees, all students are encouraged to have a more comprehensive medical insurance plan through an insurance carrier. Students are advised to read information in the University catalog regarding health services.

ILLEGAL DRUGS

The nursing program does not condone the use, possession or sale of illegal drugs among students, staff or faculty. The program, therefore, mandates that each person comply with revisions of the North Carolina law that makes it a crime to possess, manufacture, sell or deliver controlled substances. The student is encouraged to review the institution’s policy on illegal drugs found in the WSSU Student Handbook and the University catalog.

SEXUAL HARASSMENT

Sexual harassment by any member of the University is a violation of State and University policy. Complaints of sexual harassment are reported to an officer or member of the Affirmative Action Committee. In order to be aware of the meaning, consequences and procedures involved in handling complaints of sexual harassment, the student is advised to refer to the University student handbook, the catalog or the Office of Affirmative Action.

PRESENCE OF YOUNG CHILDREN IN BUILDING

1. Children are not allowed in classrooms during class and/or study time.
2. Young children are not to be left unattended in the building.
3. Because hazardous materials are used in some programs, parents should not allow children in the building.
DRESS CODE

Additional dress code requirements may be stipulated by an agency or at the discretion of the instructor.

Students who appear in clinical not in compliance with the dress code will be sent home resulting in an absence.

All uniforms should be clean and neat.

**All Students**

**Shoes**  
Leather or non-absorbent material with enclosed toe.  
Shoes should be kept clean and polished.

**Lab Coats**  
All students must have white lab coats which are used for occasions other than clinical practicum. For example, they are used when picking up clinical assignments or for selected observational experiences.

**Sweaters**  
White or navy blue may be worn.

**Hair**  
Should be no longer than shoulder length. No ornamental hair accessories

**Jewelry**  
Only one pair of small stud earrings is acceptable (worn in the ears). No visible body piercing. One flat wedding ring allowed. No visible tattoos.

**Make-up**  
Not excessive, no perfume.

**Other**  
Fingernails length should not extend over the end of finger. No artificial nails, polishes, or other coverings.

No gum or any form of tobacco.

The name pin is worn on the left side of the chest.

**Female Attire**  
School approved uniform, white shoes (no cloth shoes), white hose or socks. Plain white socks allowed with pants only.

**Male Attire**  
School approved uniform, white shoes (no cloth shoes), and white socks.
BILL OF RIGHTS & RESPONSIBILITIES FOR STUDENTS OF NURSING

(The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, TX (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, MD (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the student's freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution’s acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others is respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Revised: 4/29/2011
ACADEMIC SUPPORT SERVICES AND PROGRAMS

The University seeks to provide a variety of services and programs in order to meet the needs of all students. Students are advised to refer to the WSSU Student Handbook and the WSSU Catalog for information about the following support services and programs:

- Counseling Center
- Health Careers Opportunity Program
- Summer School
- College Level Examination Program (CLEP)
- Credit for Military Service
- Financial Aid
- Computer Sciences
- Plato Learning Lab
- Supplemental Education Program
- University Testing
- The Writing/Computer Literacy Laboratory
- Registrar's Office
- Office for Academic Affairs
- Residence Life
- Book Store
- Enrichment Center
- Library Services
- Student Affairs
- Career Planning and Placement
- Job Location and Development Program
- Health Services
- Postal Services
- Personal Property Insurance
- Language/Speech Laboratory
- Teleclass-Teleconference Center
- University College
- Continuing Education
- Dining Services
- Center for Graduate Studies
- Honors Program
- Motor Vehicle Registration/Parking
- Security
- Work Study/Work Aid
- Senior Citizens Tuition Program
- Medical Insurance Service
- Disabled Student Services
STUDENT ACTIVITIES

Nursing students are encouraged as members of the University and community to participate in campus and community activities designed to promote personal and professional growth. It is strongly recommended that nursing majors affiliate with the WSSU Nurses Association which is a member of District #3 North Carolina State Nursing Student Association and National Nursing Student Association. Students may also seek membership in Chi Eta Phi Sorority, and Beta Sigma Nu Fraternity, both nursing organizations.

The Sigma Theta Tau International Honor Society, WSSU Chapter Rho Lambda inducts members in the Spring of each year. Students should be familiar with the criteria and strive to achieve the honor. Sigma Theta Tau International stipulates the criteria for selection of members. The Faculty Advisors to the Honor Society are available to share the criteria for membership with interested nursing majors and community nurse leaders.

A list of out-of-class activities and student organizations is found in the WSSU Student Handbook and the WSSU catalog. An expectation of professional service and good citizenship is involvement in related activities that promote personal, professional and community growth and development.
IV.

APPENDICES

(Form)

1. Application for Continuation in Upper Division

2. Nursing Student Compliance Policy/Procedures

3. Personal and Family Care Plan

4. Request for Appeal form

5. Grade Appeal forms (Final Course Grade)
   - Request for Meeting with Faculty
   - Action by Faculty Member
   - Action by Department Chair
   - Request for Appeal by Student to the Grade Appeal Committee
   - Action of the Grade Appeal Committee
   - Notice of Appeal of Decision of Committee
APPLICATION FOR CONTINUATION IN UPPER DIVISION

This form is to be used for any student who fails an Upper Division Course or withdraws from Upper Division for at least one semester.

DATE

NAME     Last                                      First                                    Mi

PHONE     Home                                    Work                                 Cell

HOME ADDRESS                                    City                             State             County            Zip

LOCAL ADDRESS                                    City                             State             County            Zip

PARENT (S) OR GUARDIAN NAME __________________    PHONE       Home

PARENT (S) OR GUARDIAN ADDRESS                   City                             State             County            Zip

PREVIOUS NAME (If applicable): ________________________________

PLEASE ANSWER THE FOLLOWING:

COURSE FAILED: ________________________________________________________________

LAST DATE OF ATTENDANCE AT WSSU: ________________________________

Have you attended any other institution or higher learning since you were last enrolled at WSSU? YES ___ NO ___

a. In what major? _________________________________________________________

b. Did you graduate? YES ____ NO ____

c. If "Yes" what degree did you receive? ______________________________________

d. If "No" what was your reason for leaving? __________________________________

Use this space to state your reasons for returning to the Nursing program at WSSU:
Use this space to state what you have done to prepare yourself to be successful in the nursing program.

Signature: _________________________________  Date: _______________

COMMITTEE ACTION:

Recommended  _______________________________
Not Recommended  _______________________________

Comments:

________________________________________
________________________________________
________________________________________
________________________________________
Nursing Student Compliance Policy/Procedures

I ___________________________ have read the nursing program (student’s name) policies and procedures. A faculty member has also explained them. I know my responsibilities and hereby pledge my loyalty and commitment to uphold these policies and procedures, including the academic honor system.

_____________________________  ____________
Student’s Signature            Date
Personal and Family Care Plan

Over 90 percent of students come to college with responsibilities other than preparing for careers and future employment. It becomes necessary to plan how one will integrate and meet all responsibilities and prepare for requirements to complete courses and the nursing program. Please use the following outline to develop your plan. Submit a copy to your instructor and keep a copy available for your use.

1. What are your responsibilities in each general education and nursing class? (attendance, assignments, tests)

2. If I become ill and cannot attend class, who is the one person that I can depend on for information about class assignments?

   Name:
   Address:
   Telephone Number: ______________________ (Home) ______________________ (Work)

3. If I become ill or incapacitated and cannot attend clinical, I have asked ____________________________ to call my instructor.

4. If my child/children become ill, I have made the following arrangements:

   Those individuals who will assist me are:

5. While in the Nursing Division, if I have problems with course content, I will contact:

   a. Instructor/Advisor

   b. Student Services Director
6. I know that I can consult the following if I have financial difficulty:
   a. Financial Aid Office
   b. 

7. If I feel depressed or emotionally upset, I will contact:
   a. 
   b. 

8. My advisor is ___________________________ and I will visit this individual at least
   ___________________________ per semester.

9. I can find information regarding the course of study for nursing in the following
   publications:
   1. 
   2. 

10. Since I am employed, I have made the following arrangements so that work and School
    responsibilities will not conflict:

________________________________________  ________________________________
Student's Name                               Date
Request for Appeal

Instructions: Read Division of Nursing Appeal Process and follow time lines. Complete as indicated and take to Chair of Admissions/Recruitment, and Student Affairs Committee.

Date: ___________________ Course No. ___________________

Student: ___________________________ Faculty Name: ___________________________

1. Indicate the nature of your appeal:
   a. clinical unsatisfactory or clinical dismissal ____________________________
   b. classroom/teaching/testing issue ____________________________
   c. program dismissal: unsatisfactory academic standing ____________________
   d. program dismissal: failure to comply with requirements __________________
   e. program dismissal: unfavorable criminal background _____________________
   f. program dismissal: unfavorable drug screen _____________________________
   g. other ____________________________

2. List policy and page number from nursing student handbook that you are appealing:

3. What outcome are you requesting from the committee?

4. State your rationale for waiving the policy.

5. Explain your plan to prevent a further occurrence.

Attach Supporting documents
GRADE APPEAL FORM (FINAL COURSE GRADE)
REQUEST FOR MEETING WITH FACULTY

THIS FORM MUST BE COMPLETED AND RETURNED TO THE APPROPRIATE DEPARTMENT CHAIR AND FACULTY MEMBER BY THE 10TH CLASS DAY OF THE FALL OR SPRING SEMESTER FOLLOWING THE TERM THE FINAL GRADE IS RECEIVED. (The student should refer to Grade Appeal Process prior to filing appeal)

Student Information
Student’s Name: _____________________________ ID#: _____________________________
Address: ___________________________ City: ______________ State: ____ Zip: ______
Phone: Home ( ) ________________________ Work ( ) __________________________
E-mail Address: _____________________________________________________________

Course Information
Course Title: ______________________________________________________________
Course ID#: ______ - ______ - ______ Faculty’s Name: _____________________________
Semester (Year): _____ Fall _____ Spring _____ Summer

Information Regarding Grade
Grade Received in Course: _____________ Grade Expected in Course: _____________
Reasons for appealing the grade: (Provide an additional sheet if necessary)

Attach documentation of performance in class, clinical and/or laboratory portions of the course. Include copies (not originals) of all materials such as:
1. Syllabus and other course materials
2. All tests, term papers, etc. returned by the faculty member
3. A list of all other grades that you know you received in the course
4. Any other pertinent documents or information

Student should retain copies of all information that is filed with this statement.

Student’s Signature: ________________________________ Date: _________________

Date this Statement Received by Department Chair: _____________________________
Signature of Department Chair: ______________________________ Date: __________

Date this Statement Received by Faculty: _______________________________
Signature of Faculty Member: ______________________________ Date: __________

pc: Student, Faculty, Chair, Dean

Page 1 of 6 of the Grade Appeal Form (Final Course Grade)
GRADE APPEAL FORM (FINAL COURSE GRADE)

ACTION BY FACULTY MEMBER

The faculty member should return this form to the student and the department chair’s office within ten business days from date the request for a meeting form was received.

Date of Meeting/Communication with Student: ________________________________

Action/Response (Provide a statement of action to resolve final grade appeal; attach additional sheet if necessary):

Resolved: _____ Yes _____ No

Action Taken: _____ Grade Changed _____ Grade Not Changed

Signature of Faculty: ___________________________ Date: __________________

Signature of Student: ___________________________ Date: __________________

Faculty member should attach copies (not originals) of all materials related to contested grade such as:

1. Syllabus and other course materials.
2. All tests, term paper requirements, assignments, etc.
3. Any other materials or information (materials should include grading policy and any anecdotal notes as evidence of the student’s performance, especially in laboratory or clinical courses).

**Faculty should retain copies of all information that is filed with this statement.**

Date faculty submits this form and documents to the department chair and the student. ______________________

Signature of Faculty: ___________________________ Date: __________________

Date this Statement Received by Department Chair: _______________________

Signature of Department Chair: ___________________________ Date: ____________

pc: Student, Faculty, Chair, Dean
GRADE APPEAL FORM (FINAL COURSE GRADE)

ACTION BY DEPARTMENT CHAIR

The department chair should return the action by faculty form to the dean’s office and to the
student within five business days from the date received.

Date of Meeting/Communication with Student and/or faculty member: ______________________

Action/Response (Provide a statement of action to resolve final grade appeal):

Resolved: _____ Yes _____ No

Action Taken: _____ Grade Changed _____ Grade Not Changed

Signature of Department Chair: ______________________ Date: ______________________

Department chair should attach copies (not originals) of all materials related to contested grade
such as:

1. Syllabus and other course materials.
2. All tests, term paper requirements, assignments, etc.
3. Any other materials or information (materials should include grading policy and any
   anecdotal notes as evidence of the student’s performance, especially in laboratory or clinical
courses).

   Department chair should retain copies of all information that is filed with this form.

Date department chair submits appeal forms and documents to the dean’s office and the
student ______________________

Signature of Department Chair: ______________ Date: ______________________

Date received by dean’s office ______________________

Signature of Dean: ______________________________ Date: ______________________

Date dean submits appeal forms and documents to the chair of the grade appeal committee
________________________

Signature of Dean: ______________________________ Date: ______________________

pc: Student, Faculty, Chair, Dean
GRADE APPEAL FORM (FINAL COURSE GRADE)
REQUEST FOR APPEAL BY STUDENT TO THE GRADE APPEAL COMMITTEE

THIS FORM MUST BE COMPLETED AND RETURNED TO THE DEAN OF THE SCHOOL/COLLEGE IN WHICH THE GRADE WAS GIVEN BY THE STUDENT WITHIN 5 BUSINESS DAYS OF NOTIFICATION BY THE DEPARTMENT CHAIR OF DECISION UNFAVORABLE TO STUDENT (STUDENT SHOULD REFER TO GRADE APPEAL POLICY PRIOR TO FILING A FINAL GRADE APPEAL)

Student Information
Student’s Name: ___________________________ ID#: ___________________________
Address: ___________________________City: ______________State: ____Zip: ______
Phone: Home ( ) __________________ Work ( ) __________________
E-mail Address: __________________________________________

Course Information
Course Title: ____________________________
Course ID#: ______ - ______ - ______ Faculty’s Name: ____________________________
Semester (Year): ______ Fall ______ Spring ______ Summer

Information Regarding Grade
Grade Received in Course: _____________ Grade Expected in Course: _____________
Reasons for appealing the grade: (Provide an additional sheet if necessary)

Attach documentation of performance in class, clinical and/or laboratory portions of the course. Include copies (not originals) of all materials such as:
1. Syllabus and other course materials
2. All tests, term papers, etc. returned by the faculty member
3. A list of all other grades that you know you received in the course
4. Any other pertinent documents or information

Student should retain copies of all information that is filed with this statement.

Student’s Signature: _____________________________ Date: __________________

Date this Statement Received by Dean: _____________________________

Signature of Dean: _____________________________ Date: __________

pc: Student, Faculty, Chair, Dean

Page 4 of 6 of the Grade Appeal Form (Final Course Grade)
GRADE APPEAL FORM (FINAL COURSE GRADE)

ACTION OF THE GRADE APPEAL COMMITTEE

The chair of the Grade Appeal Committee should return this form and related documents to the Office of the Dean within 3 business days following the grade appeal committee’s decision.

Date request for appeal by student form is received by the chair of the grade appeal committee

Signature of the Chair, Grade Appeal Committee: ________________________________

Date: ____________________

GRADE APPEAL COMMITTEE’S DECISION

Upon a review of the statements and/or information provided by the student and the faculty and/or department chair, we have decided to:

_______ Recommend that the final grade issued to the student remain as recorded.

_______ Recommend a change of grade from ______ to ______.

_______ Other (attach further explanation)

Date decision made: __________________________________________________________

Committee Chair’s Signature: _________________________________________________

Appeal Committee Members: _________________________________________________

___________________________________________________________________________

Please attach findings and minutes to this form and forward to dean only.

pc: Student, Faculty, Chair, Dean

Page 5 of 6 of the Grade Appeal Form (Final Course Grade)
GRADE APPEAL FORM (FINAL COURSE GRADE)
NOTICE OF APPEAL OF DECISION OF COMMITTEE

The faculty member or the student may request that the dean review the decision made by the grade appeal committee for procedural errors and violation of policies that might have affected the outcome of the decision. This request must be filed within 5 business days following receipt of notification of the grade appeal committee’s decision.

Date notification received: _______________________
Signature of Faculty or Student: ________________________________

Student Information (To be provided by student, if appeal is filed by student)
Student’s Name: __________________ ID#: _____________________________
Address: __________________________________ City: ______________ State: ____ Zip: ______
Phone: Home (       )____________________ Work (       )_____________________
E-mail Address: _________________________________________________________

Course Information
Course Title: _____________________________________________________________
Course ID#: ______ - ______ - ______ Faculty’s Name: _____________________________
Semester (Year): ______ Fall ______ Spring ______ Summer

Faculty Information (To be provided by faculty, if appeal is filed by faculty)
Faculty’s Name: _____________________________
Address: __________________________________ City: ______________ State: ____ Zip: ______

Campus Office Location: ____________________________________________________
Campus Box: _____________________________
Phone: Home (       )____________________ Office (       )_____________________
E-mail Address: ____________________________________________________________

Justifications for Review of Decision of the Committee
List procedural errors and violations that occurred and indicate when/where they occurred and how they affected the outcome of the decision: (Provide an additional sheet if necessary)

Signature of Person Submitting Request: ___________________________ Date: __________
Date form Received by Dean’s Office: ____________________________
Person Receiving Form: ____________________________
Signature of Dean: ___________________________________________ Date: __________

cc: Student, Faculty, Chair, Dean

Page 6 of 6 of the Grade Appeal Form (Final Course Grade)