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BSNIA

W. CARY EDWARDS SCHOOL OF NURSING

ACCELERATED BSN

STUDENT HANDBOOK

TESU THOMAS
EDISON
STATE
UNIVERSITY

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

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



Welcome to the Thomas Edison State University (TESU). The W. Cary Edwards School of Nursing and Health Professions has a tried-and-true, outstanding educational program and I am proud to be the Dean. The W. Cary Edwards Accelerated Bachelor of Science (ABSN) nursing program has been preparing competent, caring professional nurses for over thirty-five years. (RN-BSN is 35 years, BSNA since 2011 – not sure if it matters vis-à-vis previous sentence “preparing”). Thomas Edison nurses are in demand because, upon graduation, they provide quality care to diverse patients, families, and communities. Together, students, nurse educators, and mentors will take this exciting learning journey which will culminate in preparation for licensure and life-long learning.

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

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

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

Sincerely,

A handwritten signature in black ink that reads "Ruth Wittmann-Price, PhD, RN, ANEF, FAAN".

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

W. Cary Edwards School of Nursing and Health Professions

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

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

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

Mission and Philosophy

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

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

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

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

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

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

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

Purpose and Goals

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

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

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

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

- > Prepare graduates to assume leadership roles in a diverse society and changing healthcare environment;
- > Provide nontraditional nursing education programs that meet the needs of adult learners; and
- > Provide a foundation for advanced study and lifelong learning.

BSN Degree Outcomes

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

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

- > Apply nursing and interprofessional knowledge, theory, and evidence to facilitate clinical judgement in providing nursing care for diverse patients, families, and communities
- > Implement person-centered, nursing care for diverse patients, families, and communities to promote positive health outcomes.

- > Analyze approaches to public health and disease management for diverse populations.
- > Use evidence to inform clinical judgement to improve healthcare for diverse patients, families, and communities.
- > Employ interventions to deliver nursing care to diverse patients, families, and communities that ensure quality and safety.
- > Engage with other professionals, team members, diverse patients, families, communities, and other stakeholders to optimize nursing care and health outcomes.
- > Use resources appropriately and efficiently to provide safe, quality, and equitable care to diverse patients, families, and populations.
- > Employ informatics and healthcare technologies in accordance with best practices and professional, regulatory, and ethical standards in providing nursing care to diverse patients, families, and communities.
- > Demonstrate a professional nursing identity to effectively care for diverse patients, families, and communities.
- > Participate in personal and professional development activities that foster personal health and contribute to a culture of lifelong learning and leadership.

Accreditation

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

> COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)

665 K Street NW, Suite 750
Washington, DC 20001
207-867-6791
www.ccneaccreditation.org



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

> NEW JERSEY BOARD OF NURSING

PO Box 45010
Newark, NJ 07101
973-504-6430
www.njconsumeraffairs.gov/nur/Pages/default.aspx

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

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

> MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street
Philadelphia, PA 19104
267-284-5000
www.msche.org

Accelerated BSN Program

Program Description

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

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

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

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

Admission to the Program

The W. Cary Edwards School of Nursing and Health Professions uses a holistic approach to review applications for the Accelerated BSN Program. Applicants who meet the basic requirements are invited to interview with the Undergraduate Admissions Committee. Submission of an application does not guarantee an interview. Additionally, an invitation to interview does not guarantee admission into the program. All applicants must have:

- > Official transcripts showing successful completion of general education and nursing prerequisites courses prior to acceptance. An average GPA of 3.0 or better is preferable.
- > Official transcripts showing a grade of C (73) or better in all science and statistics prerequisite courses. **Note: credit for prior nursing courses will not be accepted.**
- > An official score report showing scores of 70 percent or better in each subcategory of the ATI Test of Essential Academic Skills (TEAS) is preferred. Waived for students with a previous bachelors degree.
- > A personal statement (approximately 500-800 words).

- > The W. Cary Edwards School of Nursing and Health Professions has the discretion to require an applicant to take the Test of English as a Foreign Language (TOEFL), regardless of the applicant's native language.
- > The ability to meet all essential requirements of the program.
- > For more information, please visit tesu.edu/nursing/programs/bsna/program-details.

System Requirements

Nursing students are required to have computer capability compatible with the technology specified for Thomas Edison State University courses. Students must own, have access to, and be proficient in using a designated personal computer with sufficient RAM (minimum 8 GB) and processing power to utilize required programs, printer, webcam, microphone, and high-speed internet. Students are required to utilize a variety of software programs and internet-based applications, including but not limited to: presentation, spreadsheet, word processing, examination, and learning resources.

System Requirements

High-speed internet connection is required; ethernet connection is recommended. Upload and download speeds below 10 Mbps may cause slower times for video-heavy courses.

Operating System

Windows or macOS recommended. ChromeOS will not function with some of our required technology and media tools.

Browser

Firefox or Chrome recommended. Edge and Safari will not function with some of our required technology and media tools.

Other Software

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

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

Peripherals for Video Related Activities

Webcam and microphone required. This includes those built into devices. Headphones with built-in microphone recommended.

Some courses may require additional hardware. Details on these will be included in those specific courses.

Note: Operating systems, browsers, plugins, and other software should be kept up-to-date for security purposes and to ensure proper functionality.

For technical (computer) questions relating to online courses, call 609-777-5680.

Essential Requirements

Admission to the Accelerated BSN Program is highly competitive, and applicants are accepted on the basis of their entire application as well as their predicted success and ability to meet the rigorous demands of the program. The program requires the successful

completion of 60 credits within 15 months. The coursework combines onsite and online learning; in addition, the clinical portion requires students to perform in a dynamic and direct care environment. Because students in this program are required to effectively deliver safe, quality nursing care to clients in the clinical setting, students must meet all of the program requirements.

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

The areas of Essential Requirements are as follows:

General Ability

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

Communication Ability

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

Observational Ability

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

Motor Ability

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

Cognitive Ability

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

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

Behavioral and Social Attributes

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

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

Program Requirements

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

- > 60 credits in general education and nursing prerequisites earned prior to acceptance. The 60-credit requirement in general education and nursing prerequisites provides students with a foundation for professional nursing requirements and graduate study. Appropriate credits may be transferred to or earned at Thomas Edison State University.
- > 60 credits in W. Cary Edwards School of Nursing and Health Professions credits. The 60-credit nursing requirement* includes 34 credits of hybrid courses with clinical learning components, and 26 credits of online nursing courses. All nursing courses must be completed through the W. Cary Edwards School of Nursing and Health Professions. These courses will be taken as full-time students and cannot be taken out of sequence. Because of the rigorous nature of the program, outside employment is strongly discouraged.

**Credit for prior nursing courses will not be accepted.*

Accelerated BSN Program of Study

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

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

Progression and Graduation Requirements

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

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

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

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

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

The awarding of the Thomas Edison State University Bachelor of Science in Nursing degree from the W. Cary Edwards School of Nursing and Health Professions signifies graduation and eligibility to take the NCLEX-RN. Once graduation requirements are met, the Dean of the W. Cary Edwards School of Nursing and Health Professions will send the letter of program completion to the New Jersey Board of Nursing. Students who choose to take the NCLEX-RN and/or apply for licensure outside of New Jersey are responsible for researching any requirements and notifying the W. Cary Edwards School of Nursing and Health Professions by emailing nursing@tesu.edu.

Graduation requirements include:

- > Successful completion of the program of study as outlined in the curriculum plan.
- > Satisfaction of all fees and/or debts to Thomas Edison State University and the New Jersey State Library.
- > Verification that student records are complete.
- > Successful completion of all course/program requirement and evaluations.
- > Successful completion of the ATI Live Review.
- > On-time submission of the Request for Graduation Form with graduation audit fee according to University guidelines.

Accelerated BSN Program Curriculum

Course Sequence Chart for Accelerated BSN Program Option—60 Credits

TOTAL CREDITS AT THOMAS EDISON STATE UNIVERSITY

HYBRID COURSES—34 CREDITS • ONLINE COURSES—26 CREDITS

	UNIT 1 8 CREDITS	Credits	UNIT 2 7 CREDITS	Credits	UNIT 3 7 CREDITS	Credits	UNIT 4 6 CREDITS	Credits
HYBRID	<i>NUR-3220:</i> Fundamentals of Nursing	3	<i>NUR-3380:</i> Applying the Nursing Process to Alterations in Health	4	<i>NUR-3450:</i> Nursing Care of Clients with Alterations in Behavioral Health	3	<i>NUR-4210:</i> Women's Health Across the Lifespan	3
	<i>NUR-328:</i> Health Assessment and Health Promotion	4			<i>NUR-348:</i> Nursing Care of Clients with Acute and Chronic Conditions	4		
ONLINE	<i>NUR-3320:</i> Introduction to Critical Thinking in Nursing	1	<i>NUR-3420:</i> Advancing Nursing Practice	3	<i>There are no online courses during Unit 3 of the Accelerated BSN Program.</i>		<i>NUR-4190:</i> Exploring Evidence-Based Practice and Research in Nursing	3
	UNIT 5 10 CREDITS	Credits	UNIT 6 9 CREDITS	Credits	UNIT 7 7 CREDITS	Credits	UNIT 8 6 CREDITS	Credits
HYBRID	<i>NUR-4220:</i> Nursing Care of Infants, Children, and Adolescents	3	<i>NUR-4420:</i> Nursing Care in the Community	3	<i>NUR-4320:</i> Nursing Care of Clients with Complex Health Conditions	4	<i>NUR-4500:</i> Transition to Professional Practice	3
ONLINE	<i>NUR-4430:</i> Public Health Nursing	4	<i>NUR-4280:</i> Leadership and Management in Nursing	3	<i>NUR-5820:</i> Financial Management in Nursing Practice	3	<i>NUR-4450:</i> Validating Nursing Competence	3
	<i>NUR-5290:</i> Health Policy	3	<i>NUR-5310:</i> Nursing Informatics: Concepts and Issues	3				

Course Descriptions

All courses have online course platforms through Moodle. The hybrid courses, NUR-322, NUR-328, NUR-338, NUR-345, NUR-348, NUR-421, NUR-422, NUR-432, NUR-442, NUR-450, have theory and clinical learning components. Students are expected to carefully review and adhere to all course syllabi.

NUR-3220: Fundamentals of Nursing 4 CR

This course introduces nursing principles that form a foundation for safe and quality nursing practice. Students explore and apply nursing theories, evidence-based practice, and professional standards to provide basic nursing care. This course is designed to be taken concurrently with NUR-328 and NUR-332. This course is a hybrid course with a clinical component and is open only to Accelerated BSN Program students.

NUR-3280: Health Assessment and Health Promotion 3 CR

This course introduces the student to the process of systematic and comprehensive health data collection and assessment. Emphasis is placed on strategies for interpersonal communication, skillful examination techniques, and data validation. Culturally and age appropriate health promotion and disease prevention activities are explored.

This course is designed to be taken concurrently with NUR-3220 and NUR-3320. This course is a hybrid course with a clinical component and is open only to Accelerated BSN Program students.

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

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

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

This course will focus on health promotion, prevention, disease management, and restoration of health across the adult lifespan of diverse populations.

This course is designed to be taken concurrently with NUR-3420. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-3420: Advancing Nursing Practice 3 CR

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

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

In this course, students examine the needs of clients experiencing alterations in emotional, behavioral, and psychological functioning. Emphasis is also placed on psychosocial influences, vulnerabilities, and substance use disorders.

This course is designed to be taken concurrently with NUR-3480. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

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

This course will focus on providing nursing care to clients with increasingly complex alterations in health, including acute and chronic conditions.

This course is designed to be taken concurrently with NUR-3450. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

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

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

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

This course prepares students to provide nursing care for women across the lifespan, including health promotion, disease prevention, and care for clients experiencing health alterations. This course also addresses family-centered care of childbearing women and neonates.

This course is designed to be taken concurrently with NUR-4190. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

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

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

NUR-4280: Leadership and Management in Nursing 3 CR

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

NUR-432: Nursing Care of Clients with Complex Health Conditions 4 CR

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

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

NUR-4420: Nursing Care in the Community 3 CR

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

This course is designed to be taken concurrently with NUR-428 and NUR-531. This course is a hybrid course with a clinical component and is only open to Accelerated BSN Program students.

NUR-4430: Public Health Nursing 4 CR

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

NUR-4450: Validating Nursing Competence 3 CR

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

NUR-4500: Transition to Professional Practice 3 CR

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

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

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

During this course, students examine a comprehensive model of policymaking. Course emphasis is on the healthcare trends, forces, and issues that shape health policy. Students, focusing on the core elements of health policy analysis, examine how politics, ethics, economics, and social and cultural variables influence policy development and impact healthcare outcomes. Students also explore the leadership role of nursing in policymaking. To receive graduate credit, students must earn a grade of B (83) or higher.

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

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

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

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

NUR-0990: Nursing Academic Support 2 CR

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

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

Policies and Procedures

Retention and Progression in the Curriculum

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

- > A designation of "satisfactory" in all experiential learning experiences (all experiential learning experiences are graded as pass/fail and students must receive designations of "satisfactory" in order to pass).
- > Successful completion of all hybrid courses as outlined in the program of study, with a grade of C+ (78) or better.
- > Successful completion of all online courses as outlined in the curriculum plan, with a grade of C (73) or better.
- > A cumulative GPA of 2.3 or better is required to graduate.

Academic Standing: Undergraduate Grading System

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

Unsuccessful Course Attempts

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

Students who fail or withdraw from a hybrid course must enroll in NUR-0990. Students may not enroll concurrently in NUR-0990 for two different hybrid courses. If a student is unsuccessful in two courses during the same BSNA Unit, they will be dismissed from the Accelerated BSN Program.

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

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

Students who elect not to enroll in NUR-0990 must withdraw from the Accelerated BSN Program.

Students who successfully complete NUR-0990 may reenroll in the hybrid course they failed or from which they withdrew.

Students who are unsuccessful in NUR-0990 are not eligible to re-enroll in NUR-0990, and must withdraw from the Accelerated BSN Program.

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

Onsite and Online Classroom Expectations

- > Attendance and participation in all scheduled/synchronous classes is mandatory. Webcams and microphones must be enabled during online class meetings. Refer to each course syllabus for more information on course engagement requirements.
- > In the event of an absence, students must notify the nurse educator/mentor via the Private Student Mentor Forum in Moodle.
- > Students are responsible for obtaining missed class materials. Class content will not be retaught.
- > Students will be asked to submit documentation for absences (i.e., physician's note, obituary notice).
- > Absence from class increases the risk of course failure.
- > Professional behavior and appearance is expected at all times. Students should refer to the University Code of Conduct Policy found online at tesu.edu/academics/catalog. And see *Essential Requirements* in the handbook see page 5 and 6 of this handbook.

- > Use of cell phones and texting during class and clinical learning experiences is prohibited.
- > Assignments submitted after the due date will not be accepted unless approved by the mentor or educator.

Standardized Testing and Examinations

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

Online Exams:

- > Exams are administered remotely using third party vendors for remote proctoring. A webcam, speakers, microphone, and reliable internet bandwidth are required. Proctoring services for faculty-developed exams need to be scheduled promptly in order to obtain an optimal testing time. Proctoring services are free if the appointment is scheduled more than 72 hours in advance. Appointments that are scheduled less than 72 hours before the exam will require a scheduling fee and risk the scheduling of a suboptimal appointment time or unavailability of an appointment time. Instructions on how to create the required accounts for proctoring services and how to schedule exam times will be provided at the start of the program. Students are responsible for ensuring that all computer applications and user accounts are operational prior to exams.
- > All examinations are mandatory on the scheduled test date.
- > Students are expected to arrive on time for the exam. Students who are late will not receive additional time.
- > Students are responsible for notifying the nurse educator immediately in the event of extenuating circumstances that prevent completion of an exam on the scheduled day.
- > Failure to complete an exam on the scheduled day may result in an exam grade of zero. Rescheduling of an exam is at the discretion of the nurse educator or mentor.
- > No books, notebooks, graphic calculators, cell phones, or any electronic devices will be permitted at students' testing seats.
- > All efforts will be made to have grades posted to the course gradebook within a minimum of one week.
- > Students with a grade of 80 percent or below are recommended to schedule an appointment with the Academic Support Coordinator within one week of receiving the exam grade to develop a remediation plan

Academic Integrity

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

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

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

- > Looking up any answer or part of an answer in an unauthorized textbook or on the internet, or using any other source to find the answer.
- > Copying and pasting or in any way copying responses or parts of responses from any other sources into the online exam. This includes but is not limited to copying and pasting from other documents or spreadsheets, regardless of who they were written by.
- > Plagiarizing answers.
- > Asking anyone else to assist by whatever means available while taking an exam.
- > Copying any part of an exam to share with other students.
- > Sharing any information about the content of an exam.

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

Plagiarism

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

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

Use of Artificial Intelligence

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

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

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

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

AI tools are prohibited during any and all proctored assessments.

Appeals

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

- > Academic Appeals: tesu.edu/academics/catalog/academic-appeals-and-waivers

Complaints

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

- > Complaints: tesu.edu/academics/catalog/student-complaint-policies-and-procedures

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

Professional and Personal Conduct

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

- > Academic Code of Conduct: tesu.edu/academics/catalog/academic-code-of-conduct
- > Nonacademic Code of Conduct: tesu.edu/academics/catalog/nonacademic-code-of-conduct

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

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

Policy Against Discrimination and Harassment

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy against discrimination and harassment. Please see the online University Catalog for more information at tesu.edu/catalog.

Background Check

The W. Cary Edwards School of Nursing and Health Professions requires a background check and fingerprinting for all students entering the Accelerated BSN Program. Affiliated agencies or facilities have the right and/or responsibility to preclude students who do not have a clear background check and/or have a history of criminal activity, sexual abuse, or child abuse from the assigned facility. This may result in the inability to complete clinical requirements and the inability to complete the program

A criminal background check may also be done on an as needed basis while students are in the program.

After graduating from the Accelerated BSN Program, students will be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) that will allow students to practice as registered nurses. Acceptance to Thomas Edison State University does not guarantee that all licensure eligibility requirements have been met. State boards of nursing determine who is eligible to sit for the NCLEX-RN after completing the requirements of an educational program. Previous convictions, misdemeanors, felonies, and specific physical/psychological conditions, including substance abuse, are also considered when determining eligibility status. Students are responsible for contacting the New Jersey State Board of Nursing or the state in which they plan to take the NCLEX-RN via the National Council of State Boards of Nursing (www.ncsbn.org) prior to enrolling in the W. Cary Edwards School of Nursing and Health Professions, if clarification is needed. Please note that Thomas Edison State University will not intervene in individual matters concerning state board eligibility requirements associated with any of the above issues.

ADA Accommodations

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

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

Student Information Change

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

Confidentiality of Student Records

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy with respect to the Family Educational Rights and Privacy Act of 1974 (FERPA). Please see the online University Catalog for more information at tesu.edu/catalog.

Clinical Education and Performance Guidelines

Assessment of Clinical Performance

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

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

Clinical Warning

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

- > Students will be notified in writing of the clinical warning; a copy of the documentation will be placed in the students' files. All clinical warnings must be reviewed and acknowledged with a signature by the student.
- > Students who fail to meet *Clinical Expectations/Requirements*, may be placed on a performance improvement plan. Students will be required to meet with educators from the School of Nursing & Health Professions to review the performance improvement plan.
- > Failure to meet the expectations outlined in a performance improvement plan may result in an "Unsatisfactory" grade in the clinical competencies of a hybrid course and may result in course failure.
- > Students who receive more than one clinical warning are at risk of failing the experiential learning component of a hybrid course which may result in course failure.
- > Clinical warnings and performance improvement plans are cumulative.

Clinical Dismissal

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

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

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

- > Demonstration of unsafe, unethical, or unprofessional behavior not consistent with University policies, course objectives, ANA Standards of Professional Nursing Practice, ANA Code of Ethics, and clinical agency policy.
- > Failure to adhere to institutional policies and professional standards that serve to safeguard the client.
- > Inability to consistently apply previously learned concepts to the clinical experience.
- > Violation or omission of essential elements of safe nursing care.
- > Failure to be self-directed, accountable, and accept responsibility for own behavior.
- > Failure to recognize and report a change in the client's condition that could be harmful.
- > Requiring continued direct supervision and presence of the clinical educator to complete nursing care, thereby jeopardizing the supervision and learning of other students.
- > Inability to conform to the professional values and behaviors required of the professional nurse.
- > Failure to maintain clinical compliance status throughout the program.

Clinical Expectations/Requirements

- > All clinical experiences are mandatory, whether held virtually, in the clinical laboratory, or in healthcare settings. This includes but is not limited to: virtual simulations, virtual experience modules, orientations, and trainings. Failure to complete an experience by the scheduled deadline with the required grade, including virtual experiences, will result in a clinical absence and will count towards a student's total percentage of clinical absences.
- > Students demonstrating unsafe, unethical, or unprofessional behavior not consistent with University policies, course objectives, ANA Standards of Professional Nursing Practice, ANA Code of Ethics, *Essential Requirements* of the program and clinical agency policy are subject to immediate dismissal from the program.

- > Students are required to comply with all clinical agency policies, protocols, and procedures.
- > Students will be informed about experiential learning schedules (start and end times). Students must be prepared, appropriately attired, and arrive on time for clinical learning experiences. Students who are unprepared or arrive late for their clinical and laboratory experiences will receive a clinical warning, and will be sent home. This will result in a clinical absence, which would count towards a student's total percentage of clinical absences.
- > Students who come to experiential learning experiences and appear to be in an impaired state will be evaluated and removed from the setting. Students will be subject to disciplinary action and possible dismissal based on evaluation findings.
- > Additional expectations/responsibilities are identified in the Clinical Performance Final Evaluation.

Clinical Absence

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

- > Students who are absent or tardy for a experiential learning experience must adhere to the notification requirements outlined below.
- > All absences or instances of tardiness will be documented and reviewed by the School of Nursing & Health Professions.
- > Missed clinical hours must be made up, at the discretion of the School of Nursing & Health Professions, and will still count against a student's total number of clinical absences.
- > Tardies and absences will be counted in aggregate over the entirety of the program. Three tardies equates to one clinical absence.
- > Students who are absent or tardy for 10% or more of their experiential learning experiences during the entirety of the Accelerated BSN program will fail the course in which they reached the 10% and be dismissed from the program.
- > Unexcused absences are not permitted for specialty courses (NUR-345, NUR-421, NUR-422, NUR-442).
- > Students who are not clinically compliant cannot attend their experiential learning experiences; any resulting absence will count towards a student's total percentage of clinical absences. A student will receive a clinical warning related to the clinical compliance requirement and a clinical attendance warning if experiential learning experiences are missed.

Punctuality

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

- > Tardiness is defined as arriving after the time indicated by the educator. Three instances of tardiness are equivalent to one absence and will count towards a student's total percentage of clinical absences.
- > Students will receive written clinical warnings for each instance of tardiness which they must review and acknowledge receipt of by signing.
- > After two instances of tardiness, the School of Nursing & Health Professions will develop a performance improvement plan for students. Students will be required to meet with the School of Nursing & Health Professions to review the performance improvement plan.
- > Failure to meet the expectations outlined in a performance improvement plan and/or continued failure to meet *Expectations/ Requirements* will result in course failure.
- > All instances of tardiness will be documented on the student's clinical performance final evaluation.

Notifications

- > Students who are absent to or tardy for a experiential learning experience must contact the relevant clinical educator and the Clinical Education Coordinator as soon as reasonably possible prior to the start of the experience.
- > If a student fails to follow the notification rules above, the School of Nursing & Health Professions will develop a performance improvement plan for students. Students will be required to meet with the School of Nursing & Health Professions to review the performance improvement plan.
- > Failure to meet the expectations outlined in a performance improvement plan and/or continued failure to meet *Expectations/ Requirements* will result in course failure

Clinical Attire

- > Students are to be in complete uniform during experiential learning experiences. Necessary equipment includes ID badge, pen with black permanent ink, penlight, bandage scissors, watch with a second hand, and stethoscope.
- > Students must wear ID badges at all times at all experiential learning experiences. If an ID badge is lost, the student must report it to the clinical educator and pay for a new badge.
- > All attire, including uniforms, must be clean, wrinkle free, neat, and in good condition at all times. Students must maintain a clean and well-groomed appearance. Undergarments must not be visible through uniforms. Shirts worn underneath uniforms must be white.
- > All uniform clothing must be purchased from the W. Cary Edwards School of Nursing and Health Professions uniform vendor. Information regarding the approved uniform will be distributed prior to program start.
- > Clean white sneakers with clean white laces will be worn with white socks. Any other footwear is not acceptable.
- > The use of cosmetics for clinical and laboratory experiences should be at a minimum and must not interfere with students' clinical care responsibilities.

- > No fake eyelashes are permitted.
- > Fragrances, such as perfume, cologne, aftershave, or lotion, may not be used during clinical and laboratory experiences.
- > Fingernails must be trimmed and clean. No artificial nails and no nail polish of any kind is permitted.
- > All hair and hair accessories must be neat, clean, and off the collar. Beards and mustaches must be clean and neatly trimmed or students must be clean shaven. Long hair must be secured in a bun above the collar.
- > The only jewelry (in addition to a watch) that can be worn with uniforms are small sized studs for pierced ears. Only two small sized studs per ear are permitted to be worn, and only on the lower lobe. Visible body jewelry and facial piercings are not permitted.
- > No tattoos are to be visible.

Safety Event/Medication Error

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

Clinical Compliance Requirements

Students accepted into the BSNA program will be required to complete pre-entrance health examinations and laboratory testing, background checks, fingerprinting, and other requirements as required by the NJ Board of Nursing and our affiliated clinical agencies. All clearance and student health records are to be submitted through the clinical compliance company by the program deadline, there will be no exceptions.

Please follow the application directions on the clinical compliance company's website. Results will be returned to students and the W. Cary Edwards School of Nursing and Health Professions. Affiliated agencies and facilities have the right to preclude students who do not have a clear criminal background check and/or have a history of criminal activity, sexual abuse, or child abuse from the assigned facility. An adverse Criminal Background Check, Drug Test and/or FBI Fingerprinting report may result in the offer of acceptance to the program being rescinded. Any offense (arrest, conviction, misdemeanor, felony, etc. on a student's records may prohibit the student from progression in the nursing program. If an offense is eligible to be expunged, students are encouraged to seek legal counsel.

Health requirements, auto insurance, health insurance, professional liability insurance (\$1,000,000 individual and \$3,000,000 aggregate, Respiratory Fit Testing, CPR Certification, and other requirements must be submitted by students in accordance with policies that are outlined by the clinical compliance company.

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

- > Meet the standards of the New Jersey State Board of Nursing as well as standards required by clinical facilities to which they are assigned.

- > Maintain an account with the clinical compliance company for clearances and health information, and pay all designated fees for their services.
- > Measles, Mumps, Rubella (MMR) titers showing immunity and immunity records of MMR booster.
- > Varicella titer showing immunity and proof of immunity.
- > Hepatitis B positive titer.
- > Hepatitis C negative titer.
- > Tuberculosis testing.
- > Tetanus/Diphtheria/Pertussis (Tdap) Booster within the past 10 years.
- > Influenza vaccination for the current flu season.
- > A COVID-19 vaccine is required as per the most recent CDC guidelines. If you were vaccinated prior to the Fall of 2023, you will need an updated vaccination.
- > Complete criminal background check, drug screen, and FBI fingerprinting through clinical compliance company. If students' background checks are not cleared, for any reason, they may be dismissed from the program. Students will not be permitted to start or progress in the program unless the comprehensive drug screen is negative. Students must undergo a second drug screen partway through the program. Drug screening is done according to the protocol outlined on the clinical compliance company's website.
- > Maintain current American Heart Association BLS Cardiopulmonary Resuscitation (CPR) Competency for Healthcare Providers.
- > Maintain current Respiratory Fit Testing Certification.
- > Maintain auto, major medical, and professional liability insurances. Students who have registered for hybrid courses and have not submitted proof of current auto, major medical, and professional liability insurance coverage will not be able to start the program. Students who do not maintain auto, major medical, and professional liability insurance cannot remain in the program. Note: for students who are injured or require medical attention at the clinical site, the cost of care will be billed to students' major medical insurance. Students are responsible for all costs.
- > Obtain a driving history report through the appropriate state agency.
- > Follow the health requirement directions on the clinical compliance company's website. All requirements must be met prior to the start of the program and maintained throughout the course of the program. Failure to comply may result in an administrative withdrawal from a course or a course failure.
- > Follow directions on the clinical compliance company's website. Any questions/concerns about testing and health requirements should be directed to the clinical compliance company.

Security and Emergency Information

George A. Pruitt Hall Security

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

Parking/Transportation

Students must register their car's make, model, and plate number with Thomas Edison State University during orientation. Free parking will be provided by Thomas Edison State University. Parking for students at clinical agencies will be provided after submission of vehicle information. Transportation to and from outside clinical agencies is the responsibility of the student. For public health nursing clinical experiences, students must have access to their own vehicle. Students must adhere to the parking guidelines of each clinical site. Failure to do so will result in dismissal from the clinical site.

Building Access Cards

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

Weather Related University Closings/ Emergency Notifications

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

Federal and State Law Information

Compliance with Federal and State Law

- > The Civil Rights Act of 1964 prohibits discrimination because of race, color, religion, or national origin.
- > Public Law 90-202 prohibits discrimination because of age.
- > Title IX of the 1972 Education Amendments prohibits discrimination because of sex.
- > Family Education Rights and Privacy Act of 1974 was designated to protect the privacy of education records to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.
- > American Disabilities Act grants equal opportunity for admission and program progression to all qualified individuals without regard to disability. The W. Cary Edwards School of Nursing and Health Professions will make reasonable accommodations for the otherwise qualified individuals who can meet the admission and program standards.
- > Health Insurance Portability and Accountability Act (HIPAA) of 1996 protects the privacy of health information.
- > New Jersey Registered Nurse Practice Act defines the scope of nursing practice.

Support Services

Library and Educational Services and Resources

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

Technical Support

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

Financial Aid

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

Academic Support Services

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

Honor Society

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

Career Development

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

Directory for Enrolled Students

W. Cary Edwards School of Nursing and Health Professions

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

Office of Admissions and Enrollment

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

Academic Advisement for Enrolled Students

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

Office of Student Financial Accounts and Operations

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

Office of Financial Aid

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

Office of the Registrar

Course registrations
Requesting official transcripts
Receipt of transcripts
Applying for graduation

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

Center for Disability Services

Information and assistance with accommodations
for students with special needs

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

Technical Support

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

