SCHOOL OF SCIENCE, ENGINEERING & HEALTH

Department of Nursing

Undergraduate Student Policy Handbook

2025-2026

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The Deparment of Nursing (DON) Undergraduate Student Policy Handbook is available on the Nursing Learning Management System and the DON website.

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Disclaimer

The DON Undergraduate Student Policy Handbook ("Handbook") is a reference guide for the program's policies, procedures, and services. Several key points are important to consider when using this Handbook.

First, this handbook contains only general information and guidelines. It is not intended to be comprehensive, and it does not contain all the rules, regulations, policies, and procedures that relate to students. Therefore, if you have any questions concerning the applicability of any rules, regulations, policies, or procedures, you should address your specific questions to your academic advisor.

Second, this handbook does not confer any contractual right, expressed or implied, between the student and Messiah University ("University").

Third, the University reserves the right to amend, revise, modify, or revoke the policies, procedures, rules, regulations, and services, both academic and financial, described herein at any time. The University will inform students of any changes as they occur. However, it is the students' responsibility to keep themselves apprised of current policies and procedures by referencing the undergraduate program's website and Nursing course on the University's LMS, as well as, to adhere to the rules at all times. Publishing on the nursing program's website and nursing course on LMS shall be deemed to be reasonable notice of any such change.

Finally, the Messiah University *Student Handbook* also contains information regarding policies, rules, procedures, and services for undergraduate students. The *Student Handbook* should be used in conjunction with this program-specific Handbook for undergraduate nursing students. It is not uncommon for individual programs to establish policies and expectations that exceed the minimum standards delineated in the general *Student Handbook*. When this occurs, the text of this program-specific Handbook supersedes that which addresses the same topic in the general *Student Handbook*.
Adopted 2016 • Revised 2024

Mission & Philosophy

Mission of Messiah University

Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

Mission of the DON

The Mission of the DON at Messiah University is to prepare baccalaureate and graduate professional nurses within the context of liberal arts and sciences from a Christian worldview for beginning and advanced professional nursing roles. The educational process facilitates the knowledge, skills, and attitudes needed to promote professional nursing excellence, interprofessional collaborative practice, and lifelong learning. The distinctives of a Messiah University nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, caring leadership, and reconciliation from a Christian worldview.

Philosophy of the DON

The Philosophy of the DON, stated as Foundational Beliefs, is consistent with the Mission, Foundational Values, and the Undergraduate Learning Outcomes (ULOs), and Graduate Learning Outcomes (GLOs) of Messiah University. Herein are stated the Foundational Beliefs of the faculty of the DON.

Foundational Belief 1 - Unity of Faith Learning and Life

Central to and informing both the nursing program and the curriculum is the Christian worldview with its affirmations about God, humanity, and culture as understood from Scripture and throughout history. Consistent with the Messiah University philosophy, the nursing faculty and students seek to integrate the practice of nursing with the belief that God is the source of all truth and the One who created persons to glorify God within their environment and society.

Foundational Belief 2 - Importance of Person

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables (Neuman, 1995). Each person is created in God's image and therefore has inherent value and significance. The person is created to live in harmonious relationship with God, self, and others.

Foundational Belief 3 - Significance of Community

A person is an open system who lives in relationships in interface with the environment. The family is the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The family exists for the transmission of values, growth and development of its members, and enhancement of its community.

Foundational Belief 4 – Disciplined and Creative Living

The environment is composed of all internal and external influences that surround the person. A healthy human environment reflects the glory of God the Creator, is disciplined, supports human well-being with its resources, is ecologically balanced and free of pollution, is actively engaged in an ever-changing world, and is characterized by shalom and freedom from violence. Shifts in society require new creative approaches to nursing that encompass informed, responsible, and ethical choices for promotion of disciplined and creative living.

Foundational Belief 5 - Service and Reconciliation

Nursing as divine service is participation in God's redemptive activity in the world. It flows from a sense of calling and personal worth and is sustained by God-given resources and is characterized by attitudes and actions of service and reconciliation directed toward the well- being of persons, families, and communities. Christian attitudes of accountability, which include ongoing personal and professional development, as well as attitudes of reconciliation are essential for effective interactions among health team members and with persons, families, and communities.

Foundational Belief 6 – Importance of Diversity

Nursing is practiced within a local, national, and international context. Nursing caregivers must have knowledge of human diversity and be able to apply knowledge of the effects of human diversity on health status and responses to primary, secondary, and tertiary preventions. The context of practice influences the delivery but not the essence of care.

Foundational Belief 7 – Importance of Integration of Faith and Learning

The integration of faith and learning for service, leadership, and reconciliation in both theoretical and clinical educational environments provide the foundation of the nursing program. The nursing faculty view nursing as a call to service through which health concerns of persons, families, and communities are holistically addressed. Commitment to ongoing personal, spiritual, and professional development and service are foundational in fulfilling the roles of the beginning and advanced professional nurse.

DON Faculty Outcomes

1. Integrate faith and learning in areas of teaching, scholarship, service, and practice.
2. Demonstrate a personal and professional lifestyle of service in the nursing faculty role.
3. Demonstrate effective clinical and classroom teaching.
4. Maintain theoretical and clinical competencies in areas of nursing expertise.
5. Engage in scholarship activities that promote evidence-based nursing practice and education.

Professional Values

Students are at the center of the educational program and are supported in their personal development as they integrate faith and learning. The nursing program seeks to link students' motivation for service to God and humanity with the development of professional nursing values. Christian ideals provide the basis and meaning for professional nursing values of altruism, autonomy or freedom, human dignity, and integrity and social justice fundamental to the discipline of nursing (AACN, 2021). Students are given opportunities to link professional values and the Christian worldview and to practice ethical caring that incorporates them both.

Educational Process

The process of nursing education is the mutual responsibility of both students and faculty. Faculty are expected to demonstrate accomplishments in teaching, scholarship, practice, and service. Faculty serve as socializing agents for the professional role through both formal and informal educational experiences with students. Through participation in the educational process, students identify with nursing as they internalize values, knowledge, skills, and behaviors of the profession.

Bachelor of Science in Nursing (BSN) Program Goals and Outcomes

The BSN curriculum is currently built upon The American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2008). See *Appendix A* for a list of the nine essentials. The curriculum is congruent with the University-Wide Educational Undergraduate Learning Outcomes (ULOs), the BSN Student Learning Outcomes, and the BSN Program Outcomes, which are stated as Curricular Competencies. These outcomes are assessed annually in accordance with the assessment plan. The BSN curriculum is under review and revision to map to The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). See *Appendix B* for a list of the ten domains in the new essentials.

BSN Program Goals:

1. Prepare professional nurses to engage in interprofessional collaborative practice and provide holistic nursing care to persons, families, and communities.
2. Provide an environment in which students are encouraged to develop and integrate a dynamic Christian worldview into their personal and professional lives.
3. Provide an educational foundation for graduate study for students.

4. Provide student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

BSN Program Outcomes: Curricular Competencies

Graduates from the baccalaureate program at Messiah University practice nursing from a Christian worldview and demonstrate the following program outcomes, articulated as curricular competencies in their professional nursing roles of provider of care, designer/manager/ coordinator of care, and member of the profession.

1. Critical thinking through the integration of theoretical and empirical knowledge derived from general education courses.
2. Application of knowledge and skills for leadership, quality improvement and patient safety in all aspects of health care delivery.
3. Application of research for evidence-based nursing practice.
4. Use of knowledge and skills of information management and patient care technology for delivery of quality patient care.
5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.
6. Effective communication and collaboration with patients, families, communities, and other health care professionals for the delivery of high quality and safe patient care including health promotion, risk reduction, disease prevention, and delivery of comprehensive health care services at the individual and population level.
7. Knowledge of local, national, and global health care issues.
8. Ethical behavior for adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice.
9. Skill in providing comprehensive holistic, culturally humble care for persons, families, and communities across the lifespan.

University-Wide Educational Objectives: Undergraduate Learning Outcomes (ULOs)

1. **Foundations of Learning:** Students will develop skills common to the liberal arts and sciences: research, analysis, reflection, and communication.
2. **Breadth and Depth of Knowledge:** Students will develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise.
3. **Faith Knowledge and Application:** Students will develop informed and mature convictions about Christian faith and practice.
4. **Specialized Skills and Scholarship:** Students will become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school.
5. **Self-Awareness:** Students will gain awareness of identity, character, and vocational calling.
6. **Social Responsibility:** Students will demonstrate a commitment to service, reconciliation, and justice, and respond effectively and ethically to the complexities of an increasingly diverse and interdependent world.

Concepts Central to the Curriculum

The following concepts are central to the curriculum of the Messiah University DON program. Each concept is defined based on the faculty's understanding of its meaning and use within the curriculum. It is understood that no concept can be defined in isolation; however, for clarity, each is individually defined in relation to the others.

Client System

Person.

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables. Each person is created in God's image and therefore has inherent value. The person is created to live in a harmonious relationship with God, self, and others. A person is an open system who lives in relationship with families and communities in interface with the environment. Healthy persons manifest wholeness by acting purposefully and morally, thinking rationally, and exercising creative and responsible stewardship of the environment.

Family.

The family is, by God's design, the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The DON defines family as a relationship of people in heterosexual marriage, adoption, lineage, and other relationships that function as family. The family exists for the transmission of values, the growth and development of its members, and the enhancement of the community. The healthy family can manifest wholeness by love, commitment, intimacy, open communication, and shared goals. The family interacts with and is influenced by the larger community as it nurtures its members.

Community.

The community is an open social system characterized by a group of people with a common identity or perspective in a given place or time. A community has shared purposes, commitments, relationships, and responsibilities. A healthy community has environmental, social, and economic conditions in which people can thrive. The role of the community is to support and encourage its subsystems (individual, family, or client system) to optimal physiological, psychological, sociological, developmental, and spiritual health. Therefore, social justice is an inherent concept of community health. A community may also be geopolitical or phenomenological, local, national, international, global, ethnic, inter-ethnic, academic, professional, or faith-based (Maurer & Smith, 2013). In understanding the interconnectedness of the local and global community, social justice and sharing of resources is also a part of community.

Environment.

The client system environment can be internal, external, or a created environment. The internal (intrapersonal) environment includes factors within the boundaries of the client system. The external environment factors can be interpersonal or extrapersonal in nature and occur outside the boundaries of the client system. A created environment occurs with attempts to shape a safe setting for functioning through being a responsible steward of resources. A healthy human environment reflects the glory of God the Creator, supports harmonious social relationships and human well-being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.

Health.

Health is a dynamic state of varying system stability on a continuum of wellness and illness. God's intention for persons, families, and communities is optimal wellness or stability which means living creatively within their limitations, finding meaning in suffering, or experiencing a peaceful death. Variations from health or wellness or varying degrees of system instability are caused by stressor invasion of the normal line of defense that is inherent in this imperfect world.

Nursing.
Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain their optimal health or wellness. Nursing, motivated by compassion, is guided by theory, ethical principles, and professional standards. Nursing is realized through the roles of provider of care, designer/ manager/coordinator of care, and member of a profession using critical thinking, communication, assessment, and technical skills. Nursing is influenced by the socioeconomic, political, and cultural contexts in which it is practiced.

Essential Curricular Components: BSN Program

The American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2008) are fundamental to the curriculum for the baccalaureate (BSN) nursing program and thereby essential for the practice of professional nursing. Curriculum competencies for the baccalaureate nursing program are derived from this resource. The baccalaureate education provides the basis for professional knowledge development which includes skills in critical thinking, communication, ethical decision making, leadership, safe and quality care implementation, inter and intraprofessional collaboration, evidence-based care, culturally humble care, and life-long learning pursuits, all for promotion of quality population health across the lifespan.

For the baccalaureate nurse, professional nursing is realized through the roles of provider of care, designer/manager/coordinator of care, and member of a profession. Each role requires, in differing degrees, critical thinking, communication, assessment, and technical skills. The three roles are carried out in a variety of organizational structures and health care settings. Each role requires ongoing practice and experience to develop expertise. As providers of care, students implement the nursing process and learn to manage the care of persons, families, and communities within the environment. As designers/managers/coordinators of care, they learn to match the needs of persons with resources; collaborate with persons, families, and members of the health care delivery system; and coordinate the delivery of health care services. As members of a profession, students learn to be accountable for their own nursing practice, to function within the organizational structure of various health care settings, to serve as health care advocates, to challenge and suggest change for ineffective delivery systems, and to promote nursing as a profession (*Appendix A)*.

Curriculum level description: In the curriculum, nursing students develop increasing ability to make clinical judgments in a variety of settings while learning the roles of the beginning professional nurse. Accomplishment of the curriculum competencies will enable the baccalaureate prepared generalist nurse to practice within complex healthcare systems and

assume/perform the roles of the professional nurse: provider of care; designer/manager/coordinator of care; and member of a profession.

Students progress through the curriculum in three levels. During level one of the curriculum (sophomore year) students learn to care for persons, families, and communities within a Christian Worldview. The use of primary prevention for nursing interventions is the focus of nursing care for persons, families, and communities. The roles of provider of care, designer/manager/coordinator of care, and member of the profession are introduced. Specifically, students learn to use skills as they focus on the beginning provider of care role.

During the second level (junior year) of the curriculum students learn to care for persons, families, and communities throughout the lifespan. The use of both primary and secondary prevention interventions is the focus of nursing care for persons, families, and communities throughout the lifespan. The provider of care role is expanded, the designer/manager/coordinator of care role is explored, and the member of the profession role is identified.

During the third level of the curriculum (senior year), students learn to care for persons, families, and communities in a variety of diverse and complex healthcare delivery environments. The use of primary, secondary, and tertiary prevention for nursing interventions is the focus of nursing care for persons, families, and communities in a variety of healthcare delivery environments. The provider of care role, designer/manager/coordinator of care role, and member of the profession role continue to be expanded for completion of knowledge about these roles.

References:

- American Association of Colleges of Nursing (AACN) (2008). *The essentials of baccalaureate education for professional nursing practice.* Author.
- American Association of Colleges of Nursing (AACN) (2021). *The essentials: Core competencies for professional nursing education.* Author.
- Maurer, F, & Smith, C. (2013). *Community/Public health nursing practice: Health for families and populations* (5th ed.). Elsevier
- Neuman, B. (1995). *The Neuman systems model* (3rd ed.). Norwalk: Appleton and Lang

Code of Conduct

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.
The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

Professional Expectations

A. Pennsylvania (PA) Code of Professional and Vocational Standards (21.18 Standards of Nursing Conduct)
B. National Student Nurses Association (NSNA) Code of Ethics

Progression

Courses are taught in a specific, progressive sequence, and students must meet criteria to progress.

1. Students must maintain an overall **GPA of 3.0** and a GPA of 2.7 in required supporting courses**
2. Students must earn a minimum of "C" or higher in all nursing and required supporting courses**.
    a. Upon completion of a pre-requisite science courses*, students may only have 1 "C."
        i. If more than 1 "C" is earned, 1 course may be repeated in an attempt to earn a C+ or higher.
        ii. If a student earns a C or lower during the repeat attempt, the student will be dismissed from the nursing major.
        iii. All nursing or required supporting courses being repeated must be taken at Messiah University.
    b. Process for repeating science course: The student will fill out an Academic Policies Petition requesting approval to repeat the science course for progression. The academic advisor and assistant dean will review and sign the petition, which will then be routed to the Registrar's Office.
    c. If a student earns a C- or lower in a first half semester NURS course, the student may progress to the second half semester course but not progress to subsequent semester courses until the failed course is repeated and passed. **Some exceptions may apply in the junior year courses*.
3. Failure of 1 NURS course (C- or below) may be repeated. Failure of 2 or more NURS courses leads to permanent dismissal from the major.
4. NURS, pre-requisite, and required supporting courses completed at an alternative college or university require a "B" or higher to receive transfer credit. CLEP and AP credits may also be accepted. Refer to the transfer course equivalency database. These courses must be completed within 7 years of the applicant's start date.
5. Students must receive satisfactory criminal history background checks

6. Students are expected to perform the same "Performance and Essential Functions Nursing" as licensed registered nurses.
7. The student's moral and professional behavior must be civil and consistent with the Pennsylvania Code of Professional and Vocational Standards, the National Student Nurses Association Code of Academic and Clinical Conduct, and the Messiah University DON's expectations regarding good moral character and violations. Failure to demonstrate compliance with any of these may result in dismissal.

*Pre-requisite science courses:

- CHEM 103/L Chemical Science
- BIOL 185/L Anatomy and Physiology I
- BIOL 186/L Anatomy and Physiology II
- BIOL 189 Genetics for Health Professions
- BIOL 265/L Microbiology

**Required supporting courses:

- All the above pre-requisite sciences and:
- PSYC/SOAN/HDFS 101 Intro to Psych/Sociology/Marriage & Family
- PSYC 209 Life Span Development
- NURS 203 Historical and Conceptual Basis for Nursing
- NUTR 222 Principles of Nutrition
- STAT 269 Introductory Statistics

Adopted 1993 • Revised 2025

Grading

A plus/minus grading scale will be used in the required nursing courses. The following equivalences will be utilized for final course grades:

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	78-79	2.3
C	75-77	2.0
C-*	70-74	1.7
D+*	68-69	1.3
D*	60-67	1.0
F*	<60	0.0

**Course failure. Refer to progression policy.*

- One grade is given for each nursing course whether or not there is a clinical component.
- Examination grades will be recorded as earned and **will not** be rounded up to the nearest whole number.
- The student must earn an overall exam ≥75.0% in order to pass the course.
- For exam average <75.0% or clinical failure, the highest grade the student may receive is a C- (if overall course grade is ≥75%). If the overall course grade is <75%, the student will earn the grade equivalent to their overall course average.
- Rounding up of the *final* course grade will be at the discretion of the course faculty but is not required or expected.

- Course requirements and additional grading criteria will be addressed in each course syllabus.

Academic Integrity

Students must demonstrate professional, academic, and student life behaviors consistent with the Community Covenant of Messiah University and professional nursing codes of conduct. Consistent behavior in each of these areas represents good moral character. Compliance with professional, academic, and student life expectations is required for progression in the nursing major. To ensure an understanding of integrity expectations, students are required to complete an academic integrity educational module on the Learning Management System. Achieving 100% on the integrity module quiz is expected within three attempts, or mandatory remediation will be required. Students have one week at the start of the semester to complete the required module each year. Progression is denied until completion of the module and quiz occurs, and remediation if necessary. Students are expected to adhere to the standards of academic integrity in order to maintain a code of conduct that represents good moral character, as outlined in the Undergraduate Catalog. Disciplinary Action for Academic Integrity Infractions in NURS courses:

1. When an academic integrity infraction is suspected, the following progression of events will occur:
    (a) student will be notified within two business days
    (b) meeting with the student and faculty/staff member within two business days
    (c) report will be submitted to the Admission & Progression (A&P) committee within two business days
    (d) meeting will be scheduled with student and faculty/staff member and A&P committee within five business days.
        (1) A&P committee will meet with the student and faculty/staff member, then dismisses student and faculty/staff member
        (2) A&P committee will then meet without the student faculty/staff member to determine if an infraction likely occurred
        (3) If a violation has occurred, a formal report will be sent to the SSEH Dean, course coordinator, the involved faculty/staff member, the Assistant Dean of Nursing (ADN), and the advisor within two business days. The report will include:
            1. student's name & ID number
            2. course number
            3. description of the incident including date & nature of the violation and evidence
            4. appropriate sanctions (may include from unsatisfactory mark(s) on clincial evaluation tool, assignment grade of zero, course failure, dismissal, maximum course grade of "C", and/or remediation).
        (4) If the A&P committee determines that an infraction of the academic integrity policy did not occur, the matter is closed. The student will receive written notification within two business days.
        (5) For repeat infractions of academic integrity, the A&P committee will notify the SSEH Dean for further action.
        (6) The report and supporting documents will be maintained in the student's file. With issues related to computer offenses or misrepresentation of academic records, the case may be referred to the Associate Dean of Students office for processing.

(e) The student may appeal in writing to the ADN within one week of written notification from the A&P committee.
    (1) A department meeting will be held within five business days to review the incident and appeal.
    (2) The involved faculty or staff member should be recused from this meeting.
    (3) Written notification of the department's decision will be communicated to the student within two business days.
(f) The student may appeal the DON's decision in writing to the SSEH Dean within one week.
(g) The student may appeal the decision of the SSEH Dean in writing to the provost, whose decision will be final.
(h) When the appeal process ends, the Dean or designee will notify the Registrar within five business days of a confirmed infraction and the applied sanction.

Student Life Expectations

Students are expected to adhere to the guidelines outlined in the Messiah University Student Handbook. Disciplinary actions will be taken in accordance with the handbook. Student life expectations that also violate the nursing code of conduct will be reviewed by the A&P committee, and appropriate sanctions applied. A student may appeal within ten days to the SSEH Dean, who shall render a final written determination.

Performance and Essential Functions of Nursing

The student is expected to perform the same scope and standards as a licensed registered nurse. The student must display physical and emotional stability, such that their behavior will not lead to excessive absence from the classroom or clinical setting or render them unable to meet established, reasonable standards of performance. The DON uses the ANA: Scope and Standards of Practice (2021), which "are authoritative statements of the actions and behaviors that all registered nurses, regardless of the role, population, specialty, and setting, are expected to completely perform."

Students in the major are required to demonstrate the ability to achieve these standards with or without reasonable accommodations. Candidates should be aware that some types or degrees of disability might prevent a student from meeting accepted standards for performance. The university does not have authority over the provision of accommodations at cooperating agencies.

In situations where the student cannot be sufficiently accommodated or cannot meet competency/performance requirements, the student is encouraged to find another study area. Requests for reasonable accommodation from an otherwise qualified individual must be supported by appropriate documentation and submitted to the Office of Academic Accessibility.

If it becomes apparent to the nursing faculty that the student is having difficulty meeting performance standards, Messiah University reserves the right to require additional medical and/or psychological evaluation at the student's expense and/or to suspend or remove the student from the program. The student shall be given notice of such action and shall be permitted to obtain review of the action by using the Grievance Procedure.

STANDARD	DESCRIPTION
1. Assessment	Collects pertinent data and information relative to the healthcare consumer's health or the situation.
2. Diagnosis	Analyzes assessment data to determine actual or potential diagnoses, problems, and issues.
3. Outcomes Identification	Identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.
4. Planning	Develops a collaborative plan encompassing strategies to achieve expected outcomes.
5. Implementation	Implements the identified plan.
6. Evaluation	Evaluates progress toward attainment of goals and outcomes.
7. Ethics	Integrates ethics in all aspects of practice.
8. Advocacy	Demonstrates advocacy in all roles and settings.
9. Respectful and Equitable Practice	Practice with cultural humility and inclusiveness.
10. Communication	Communicates effectively in all areas of professional practice.
11. Collaboration	Collaborates with a healthcare consumer and other key stakeholders.
12. Leadership	Leads within the profession and practice setting.
13. Education	Seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking.
14. Scholarly Inquiry	Integrates scholarship, evidence, and research findings into practice.
15. Quality of Practice	Contributes to quality nursing practice.
16. Professional Practice Evaluation	Evaluates one's own and others' nursing practice.
17. Resource Stewardship	Utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, financially responsible, and used judiciously.
18. Environmental Health	Practices in a manner that advances environmental safety and health.

American Nurses Association [ANA] (2021). *Scope and standards of practice (4th ed.)*. ANA.

Adopted 2001 • Revised 2025

Reentry Requirements

Reentry into the major is dependent on the following criteria:

1. Successful completion of progression criteria
2. Return within 1 year after beginning clinical courses
3. Completion of a reentry simulation
    - Based on the most recently completed/passed clinical NURS course
    - Demonstrate clinical skills and knowledge of theory
    - Follow the reentry instructions posted in Canvas.
    - Pass a skills checklist prior to the start of repeating a course (75%)
    - If <75% is earned, remediate until a successful demonstration
    - Begin the next required nursing course in their sequence of study during the second half of the semester, when possible.
    - Questions should be directed to the simulation educator.
    - See Appendix H: Re-entry simulation algorithm

Nursing Courses

Plan of Study
The standard four-year nursing curriculum plan of study (Appendix E) provides the nursing student with a guide for planning course registration each semester. This guide is *not prescriptive* but based on a logical course sequence to meet pre-requisite course requirements. This guide also provides important reminders for requirements unique to nursing students. Other plans of study are available for alternate pathways (Appendix F)

Assist Animals
Service animals are permitted in class and Patient Simulation Laboratories (PSLs) according to the Office of Academic Accessibility (OAA) policy for assist animals. Contact the ADN for questions regarding service animal use at clinical sites. Emotional support animals are prohibited in the classroom, clinical setting, or any PSL.
Adopted 2018, Revised 2025

Attendance
Attendance is expected in all nursing classes, labs, and clinicals. The university policy on attendance can be found in the Messiah University Student Handbook. Additions to the university policy may be addressed in each course syllabus. A faculty member may exercise broad discretion when addressing absence. The range of consequences may include a verbal warning to course failure.
Adopted 1993 • Revised 2025

Audio/Video Recording
The student who wishes to audio/video record must follow these guidelines:
- Classroom: Follow guidelines in the Messiah University Student Handbook, Student Behavioral Policies
    - Faculty may refuse to allow recording unless approved by OAA.
    - No sharing is permitted
    - Destroy or delete recordings at the end of each course
- Simulation/skills lab: No recording is permitted.
- Clinical: No recording is permitted.
- Failure to abide by this policy will result in consequences, including revocation of future recording privilege or dismissal from the major.

Adopted 1997, Revised 2025

Auditing
- The student who wishes to attend a non-clinical nursing course but not receive university credit or a grade for their work may audit the course for a fee in accordance with university policy.
- Attend classes regularly but is not required to complete assignments
- When the course is completed, the audited course is noted on the student's transcript.
- Nursing courses eligible for audit status include NURS 203, NURS 303, NURS 304, NURS 305, NURS 405.

Revised 2024

Fees
Fees are required for clinical nursing courses and adjusted to reflect current costs of clinical/simulation supplies. There will be no refunds unless the course is dropped prior to the first day of class.

Fees are applied to cover the costs associated with:

- Tote bag with laboratory clinical supplies
- Clinical uniform scrubs*
- Clinical accessories
- Laboratory supplies
- Kaplan Integrated Testing
- Simulation equipment
- Clinical name badge
- ExamSoft
- Exxat
- PA Criminal History Record Check
- ELNEC education modules and certificate

**Replacement costs of the uniform are the student's responsibility.*

Additional Student Costs (**not included in Student Fees**):

- AHA Basic Life Support for the Health Care Provider
- Required immunizations
- Tuberculosis (TB) screen
- Required physical exam
- Textbooks & course materials
- FBI Record Check and PA Child Abuse History Clearance
- Urine drug screen
- Travel costs
- Watch with second-hand
- Smartphone/tablet and apps
- PC or Mac laptop
- Clinical shoes
- NCLEX-RN examination fee
- State licensure fees
- Cap & gown
- Nursing organization fees (optional)
- Nursing pin (optional)

Adopted 1985 • Revised 2025

Kaplan Integrated Testing

The Kaplan integrated testing and remediation program is used across the nursing curriculum. Kaplan Integrated Exams are comprehensive exams of course content. Students prepare for the exams through the Kaplan review books, focused review practice tests, and remediation activities available via the Kaplan website.

- Authorization (Ticket-to-Test) to take the Integrated Exam is achieved by
    - completing ALL the assigned Kaplan NGN Focused Review tests (ex: A, B, and C) AND
    - performing 60 seconds of remediation on each question (those answered correctly and incorrectly) on all focused review tests prior to the scheduled Kaplan Integrated Exam.
- The total Kaplan score for each course is 10% of the course grade
    - 5% allocated to the Ticket-to-Test completion & remediation

Percent of questions remediated	Remediation Grade	
	Points	Percent
100%	5	100%
90-99%	4	80%
80-89%	3	60%
70-79%	2	40%
60-69%	1	20%
< 60%	0	0%

- 5% allocated to the Kaplan Integrated Exam Percentile Ranking Score

Integrated Exam Percentile Ranking	Percent Grade
96-100th	Grade earned
90-95	95%
80-89	90%
70-79	85%
60-69	80%
50-59	75%
40-49	70%
30-39	65%
20-29	60%
10-19	50%
Below 10	40%

- If the exam and overall course grade are ≥75% without Kaplan Integrated Exam score factored in, but the Kaplan Integrated Exam scores pull the student's overall course grade to <75%, the student will be awarded the lowest possible passing course grade (75%).
- Students are highly encouraged but not required to remediate the Integrated Exam questions to gain a better understanding of the material.

Clinical

In nursing courses with a clinical component, the clinical and/or laboratory experiences are evaluated as pass/fail and are required.

- Students must successfully achieve the clinical criteria (see Clinical Evaluation and specific course syllabi) by the completion of each clinical course to pass.
- Specific courses have identified critical criteria that must be met at a satisfactory level to pass.
- The number of unsatisfactory ratings allowed may vary across courses.
- Students must be evaluated as "pass" on the Clinical Evaluation Tool to receive a course grade of at least a "C."
- Students who receive an unsatisfactory rating in >3 clinical behaviors or any of the critical criteria will fail the clinical component of the course (and thus fail the course).

Professionalism

Nursing students must demonstrate professionalism in all aspects of their lives, including the classroom, clinical, and simulation environments. Students should uphold these non-inclusive

standards. Faculty, staff, the admission & progression committee, and the ADN may exercise broad discretion if students disregard these expectations for professional behavior. The range of consequences may include a verbal warning, course failure, contract requirements, or dismissal from the nursing major.

Accountability	• for own learning, including deadlines • for knowing requirements/expectations • for own actions • for checking the Learning Management System and e-mail daily • for preparing for classroom, laboratory, simulation, & clinical experiences • to be awake, alert and engaged in learning activities and discussions
Confidentiality	• of all health or personal information obtained in the laboratory or clinical environments • of simulation experiences

Communication	• Avoid use of electronic communication (email, text messaging, phone calls, social media, etc.) during class/clinical/laboratory sessions unless preapproved by faculty for an extenuating circumstance
	  ○ All electronic devices must be turned off and inaccessible during classroom time unless otherwise approved by the professor
	  ○ Computers may be used in the classroom at faculty discretion and only for classroom activities.
	• Should be respectful with peers, faculty, staff, and the healthcare team
	  ○ Avoid argumentative, hostile, condescending, uncivil or disrespectful
	  ○ No profane language or gestures
	  ○ Nonverbal expression of disdain or disrespect is a form of incivility and is not acceptable behavior in any environment
	• Should demonstrate cultural competence and humility
	• Communicate approved classroom/clinical accommodations per OAA guidelines.

Competence	• Demonstrate adherence to progression requirements • Perform safe and accurate clinical skills (including medication administration, critical thinking/judgment) • Demonstrate competence in writing skills
Interpersonal Conflicts	• Communicate directly with the individual involved in the conflict • Reflect respect, integrity and caring • Use the proper chain of command for problem resolution (Appendix G) • Report sexual assault, harassment, verbal/physical threats, or actual violence via the Title IX reporting options or imminent danger to safety (717-691-6005) or 9111
E-mail Etiquette	• Use professionalism in writing • Include a relevant subject line • Use faculty/staff preferred name/title • Demonstrate respect in communication • Do not use email for emotionally delicate or explosive, complex, or sensitive communication • Respond to faculty or staff emails within 2-3 days
Teamwork	• Be respectful and caring • Contribute to group process equally • Be cooperative and collaborative • Base decisions on group consensus

Timeliness	• Submit assignments on time • Avoid procrastination • Adhere to scheduled appointments

Adopted 2012 • Revised 2025

Students with Disabilities

A student whose disability falls within the Americans with Disabilities Act (ADA) guidelines may require accommodations, which can be arranged through the OAA. Faculty will not provide accommodations without official documentation nor those that fundamentally alter the nature of the program. The student with accommodations is responsible for submitting the accommodation letter to the course instructors at the beginning of every semester.

Any student who believes that they have been subjected to discrimination based on disability or denied access or accommodations required by law, shall have the right to invoke the Grievance Procedure.

Adopted 1997 • Revised 2022

Course Registration

- Register for courses using the university's website portal.
- Meet with the academic advisor during the designated advising times each semester.
- Prior to registering for classes, all prerequisite course requirements must be met. Students planning on registering for a nursing course after the summer prerequisite course has been completed should contact the professor before the end of the spring semester.
- Students must evaluate their academic advisor prior to registering for spring semester
- Check for any registration holds before course registration.
- To repeat a NURS course, contact the ADN for registration access.

Adopted 2009 • Revised 2024

Testing Policy

- NURS course exams use ExamSoft/Examplify software on the student's personal laptop computer (Mac or PC). iPads, Chromebooks, and other Android-based devices are incompatible.
- NURS examinations may contain multiple-choice and alternative-format questions, including matrix multiple-choice, drag-and-drop, cloze, bowtie, hot spot, multiple-response select all that apply, matrix multiple response, and drop-down.
- Students must ensure adequate system requirements to use Examplify prior to the start of nursing courses. These are available in the ExamSoft module on the Nursing Canvas site.
- Any questions regarding ExamSoft should be directed to:
    - Messiah helpdesk: 717-796-4444 or techsupport@messiah.edu,
    - Messiah student PC Support Line: 717-796-5039,
    - ExamSoft Exam Taker Support Line: 954-429-8889 or examsoft-support@turnitin.com
- Loaner laptops can be reserved for temporary personal laptop repairs. Contact the helpdesk to request a loaner.
- 1-2 days before exam day:
    - Download the exam. No additional exam time will be granted for downloading on exam day.
    - Complete any computer updates.

- On exam day:
    - Turn off anti-virus programs
    - Exit all programs and close all documents
    - Connect to the secure Messiah University Wi-Fi
    - Charge laptop or bring a power cord to the exam
- During the exam:
    - Place all belongings (backpacks, coats, hats, beverages, phones, watches, etc.) in the designated classroom location.
        - No watches, wrist devices, headphones, or other wearable technology are permitted.
        - Only a personal computer, scrap paper, and a pencil (provided by faculty) are permitted.
    - Turn off all electronic devices (watch, phone, etc.).
    - If the room space allows, have at least one chair-width of space between students
    - Feet should remain on the floor.
    - No conversations, eye wandering, classroom mobility, or distractions.
    - No questioning of the proctor regarding exam question content.
    - No one leaves the room for any reason (restroom use, breaks, etc.).
    - Earplugs may be used (soft type only, must be inspected by proctor).
    - Exam submission implies that no unauthorized aid was given or received for the exam.
- Students may not copy or reconstruct exam items for any reason.
- Students are not permitted to disclose or discuss information about exam items or answers except during a formal exam review with the course faculty. This includes posting or discussing items/answers on the internet, through electronic devices, and in person. This policy is in place to maintain exam integrity. Violation of this policy will result in disciplinary action in accordance with the University's academic integrity policy.
- Policy violations will lead to a range of consequences from verbal warning to dismissal.

Adopted 2011·Revised 2025

Exam Absences & Tardiness

Absences

- Students are required to be present on exam days.
- Faculty will excuse absences on exam days for valid, emergency reasons such as an illness or a family emergency. Faculty have the right to require documentation to verify the reason for the absence, such as a provider note.
- Faculty have the right to decline absence requests.
- Personal travel arrangements are not sufficient reasons for an excused exam absence.
- Course faculty may allow exam make-ups for excused absences as close to the scheduled testing date as possible. An alternative exam may be given to preserve exam integrity.
- If a student is an NCAA athlete has a university-sponsored sporting event scheduled on an exam day, the student must work with the faculty and/or coaches in advance to schedule an exam makeup. The exam make-up date will be as close as possible to the scheduled exam date, and the student may be required to take the exam prior to leaving for the sporting event. An alternative exam may be given to preserve exam integrity.
- If a student has an excused, emergency absence for a final exam, the student will work with course faculty for make-up. The student may need to receive an "incomplete" grade and complete the exam after the course ends.

Tardiness

- Students must arrive at their exam location and be in their seats before the exam starts.
- Students with an unexcused late arrival to an exam will not be granted additional time to complete the exam.
- Students need to submit their exams at the closure of the original exam time.
- Students with an unexcused absence and who do not show up for the exam will receive a grade of 0 for that exam. This policy applies to all students, including those who take exams in alternative testing locations.

Adopted 2025

Bereavement Policy

If a student experiences the death of a close friend/relative during the academic year, the Messiah University DON will support the student in taking time to attend the funeral and for bereavement. Faculty will make every effort to assist with achieving a balance of navigating time off and meeting course objectives and clinical behaviors. Students should inform course faculty of the death within 24 hours to receive timely support from faculty.

Adopted 2025

Clinical Experience

Patient Assignments

The instructor in each clinical setting determines clinical assignments for each course, selecting patients to best meet the students' educational needs. These patients represent a broad spectrum of culturally, ethnically, and spiritually diverse backgrounds and medical diagnoses. Each student is expected to care for all patients assigned to them.

Nursing students are authorized to provide care only to patients specifically assigned to them by faculty or clinical site staff. Under no circumstances should a student initiate or provide assessment, treatment, or other nursing interventions to non-assigned patients without explicit direction and supervision from the clinical instructor or designated clinical site staff. Failure to adhere to this policy constitutes a breach of professional and academic standards and may result in disciplinary action, up to and including removal from the clinical setting or program.

Adopted 1991•Revised 2026

Clinical Absence
Attendance in clinical is mandatory. If a student will be absent from clinical due to illness or emergency, the instructor and/or clinical agency must be informed prior to the start of the clinical time. If the student cannot meet the clinical objectives due to an absence or dismissal from clinical, the student will fail the course.

Excused Absence
- The student should submit a request for a planned excused absence to the course coordinator; the course faculty will then decide whether to honor the request.
- Excused absences may be granted for reasons including, but not limited to, illness, injury, and family emergencies.
- The faculty reserve the right to request written documentation from the student to justify the absence.
- The need for clinical make-up will be based on the student's achievement of clinical objectives within the course timeframe. Make-up will be at the discretion of the clinical instructor and will depend on the availability of time and clinical facilities.
- If unable to make up time within the semester, a course grade of "incomplete" will be given until clinical make-up is complete.

Unexcused Absence
- An absence will be considered unexcused if it does not meet the criteria for an excused absence. Clinical make-up will not be permitted for unexcused absences. The lack of clinical experience may result in a course failure if clinical criteria cannot be met within the remaining scheduled clinical time.
- In addition, students who are unprepared for clinical may be dismissed from the clinical site. This is considered an unexcused absence and will receive an unsatisfactory in professionalism on the Clinical Evaluation Tool.

Adopted 1988 • Reviewed 2024

Preparation for Clinical, Simulation and Skills
It is vital to safe nursing practice that students be prepared to enter the clinical setting. The student who is not prepared to care for patients in the clinical setting, as determined by the clinical instructor, will be dismissed from the clinical setting and/or rated as "unsatisfactory" in the Clinical Evaluation Tool. Preparation for patient simulation and skills laboratory experiences are just as important to safe nursing practice. The student is expected to perform satisfactorily during patient simulation and skills laboratory experiences as defined by the learning objectives. Therefore, if a student is not prepared, the course coordinator will be notified to determine an appropriate course of action.
Adopted 1985 • Reviewed 2022

Cellular Phone Use
Cellular phones must be in silent mode when in the class, simulation, and clinical setting. Students are required to have a mobile technology device for clinical experiences. In clinical, phones may be used only for educational purposes and must occur outside of the patient's view (e.g., in the staff lounge or medication room). No pictures are to be taken of any patient or patient information in view.
Adopted 2019

Confidentiality
Messiah University nursing students must abide by the Health Insurance Portability and Accountability Act (HIPAA) and confidentiality policies of all affiliating agencies. Undergraduate students complete training and an examination about HIPAA in the NURS 211 Foundations of Nursing Practice course.

Students are not permitted to remove any patient-identifying information from the clinical site. Clinical faculty have broad discretion in addressing violations of electronic, paper, and verbal disclosures. Consequences may range from a warning to dismissal from the nursing major.
Adopted 2007 • Revised 2021

Dress Code
Students and clinical faculty represent Messiah University in the clinical setting and should maintain a professional appearance. During clinical and patient simulation laboratory experiences, the student must wear the clinical uniform unless otherwise indicated by faculty. Students may be excluded from clinical or PSL if the student's appearance does not align with this policy and/or syllabus/faculty guidelines. Students who are dismissed from clinical/simulation/skills lab due to uniform policy violations will be considered unexcused absences and will be documented in the Clinical Evaluation Tool.

Clinical Uniform
- Messiah University DON navy colored uniform scrub top and pants, unless specified by the agency
- Messiah University DON name badge
- White, navy, or black clinical shoes (must be slip-resistant leather or non-cloth synthetic, no clogs, or open-back shoes)
- Students may wear a shirt under the uniform top (white, black, or navy)
- For pregnant females, the designated clinical student uniform may be substituted for a plain navy-blue maternity top and navy-blue maternity pants.
- Navy clinical jacket (optional)

*Sweatshirts, hoodies, and fleece jackets are not permitted.

The following personal appearance and grooming guidelines must be followed **during clinical experience in any setting**:

- Only hair of a natural color is permitted. Hair must be clean and secured back to avoid interfering with patient care.

- Facial Hair: Clean-shaven or neatly groomed & trimmed
- Sufficient oral hygiene
- Makeup: Subtle
- Smells: Perfume, smell of smoke, and body odor are prohibited
- Nails: Short, well-manicured, no polish, no artificial nails
- Neatness: Uniform should be clean and wrinkle-free
- Jewelry: No bracelets or necklaces (medical bracelets are permitted—must be snug to the wrist and made of non-porous material)
- Rings: two maximum per hand
- Watch: with second-hand or digital seconds required
- Ear piercings: Non-dangling; max two per ear
- Body piercings: Nose piercings limited to one small stud; no other facial or tongue piercings are permitted.
- Tattoos: Generally acceptable unless they are considered to be offensive in nature. Offensive tattoos should be covered with a neutral covering. Excessive tattoos are either discouraged or prohibited by clinical sites.

Uniform modifications

- If the clinical experience allows for street clothes, dress should be business casual (no jeans, leggings, cropped or capri pants, miniskirts, maxiskirts, t-shirts, sweatshirts, bare midriffs, low scooped or V-neck shirts, sneakers, or open-toe shoes).
- Clinical sites may have additional/stricter policies. Students are expected to follow each site's dress code policy.

Adopted 1982 • Revised 2025

Drug Screening and Background Clearances

Drug Screening

- Messiah University's DON must adhere to all policies of clinical facilities with which the university affiliates for student clinical learning experiences.
- Use of drugs, prescribed or otherwise, may create a risk of being denied a clinical placement, including, but not limited to, prescribed medical marijuana or opiates. If students have concerns about prescribed medications, they should contact their healthcare provider.
- All nursing students will be required to have, pay for, and have transportation for drug screening.
- Students suspected of being under the influence of alcohol or drugs will be required to submit to an immediate substance screening, as a condition of remaining in the program.
- The nursing program maintains a no-tolerance policy regarding substance abuse. Students must demonstrate a clear urine drug test, except for documented and prescribed medications.
- When submitting a urine specimen for drug screening, the student must disclose any prescribed medications on the intake form accompanying the specimen. Failure to undergo the drug test will result in dismissal from the program.
- If the urine drug test comes back positive for any substance not prescribed by a health care provider, the student will be dismissed from the program. If the drug screen comes back

diluted or adulterated, the student will be allowed one retest. If the student fails or refuses the second test, the student will be dismissed from the program. If the student wishes to be considered for readmission, the student must submit a letter from a treatment agency verifying the completion of a substance use assessment and a treatment program as indicated. Readmission is not guaranteed. If the student is readmitted and tests positive for substance a second time, the student is not eligible for readmission to the nursing program.

- If, during routine criminal checks and drug screenings, a student is found in violation of any university policy or ethos, the DON will report those violations to the appropriate university office or offices.

Background Clearance Checks

To comply with the Commonwealth of PA Older Adult Protective Services Act and the Chapter 63 of 23 PA Consolidated Statutes Annotated relating to the Child Protective Services law, students must provide evidence that they have no record of disqualifying criminal offenses. The background clearances include PA *Criminal History Record Check, FBI Fingerprint Record Check, and PA Child Abuse History Clearance*.

- A Federal Criminal History Background check with a status of 'Disqualification' will result in dismissal from the program. Additionally, other criminal or abuse records will be reviewed by the department to determine eligibility to work with vulnerable populations in accordance with the Child Protective Services Law and the Older Adults Protective Services Act. Any new charges after submission of the background check must be reported to the Admission & Progression chairperson immediately.
- A decision by Messiah University DON to admit a student despite criminal convictions does not guarantee that if the student completes the program and obtains the appropriate degree or certificate, the student will be eligible for licensure or credentialing by a governing body or will be eligible to work for a particular employer. Licensure and credentialing authorities and employers apply their own standards for evaluating whether criminal convictions are disqualifying based on state laws and facility-specific regulations. Messiah University accepts no liability in cases where a third party deems criminal convictions sufficiently serious to cause a denial of the applicable license or credential or to refuse employment opportunities.
- These clearances must be obtained and the results made known to the Messiah University DON. Progression in the nursing major is conditional, pending results of the criminal history background checks.
- Failure to comply with criminal background checks will prohibit progression in the nursing major.
- All background check procedures, associated costs, and transportation will be the student's responsibility.
- If a student is found in violation of any university policy or ethos during routine criminal checks and drug screenings, the DON will report those violations to the appropriate university office or offices. If necessary, additional background checks may be requested at any time during the nursing curriculum.

Health Insurance

- Students **must secure health insurance** coverage for comprehensive medical costs while participating in the major.
- At the beginning of each semester, the student must submit documentation of their health insurance card to Exxat.
- If insurance information changes at any time during the school year, a photocopy of the up-to-date health insurance card is required.

- If insurance coverage termination occurs during the academic year, the Engle Center can provide information for insurance coverage during the remainder of the academic year. Insurance coverage must be maintained throughout the academic year.
- The university will use its best efforts to ensure adequate medical care while participating in the nursing major, but the student assumes the risk and responsibility for medical or medication-associated costs.
- Failure to obtain health insurance can result in a student's exclusion from clinical experiences since clinical agencies require students to have health insurance which will result in a course failure.
- The contractual agreement between the Messiah University DON and agencies wherein clinical experiences occur indicates that the agency shall provide emergency medical care to university nursing faculty and students assigned to the agency in the event of accident, illness, or exposure to infectious disease.
- The student shall be responsible for the expense of all health care rendered when emergency care is provided.

Adopted 1986 • Reviewed 2022

Student Health Documentation

Failure to complete the required health information will result in the student's exclusion from clinical. A personal photocopy of health records prior to online submission is advised.

Upon admission:

- First-year students must follow the general university requirements for health assessment.

Sophomore Level Requirements:

Students who anticipate progression into clinical nursing courses must complete and submit the following to the online compliance tracking system *before the end of October* of sophomore year:

1. Physical Examination performed by a Medical Doctor, Doctor of Osteopathic, Physician Assistant, or Nurse Practitioner (Use the form provided on the Canvas Nursing site.)
2. TB screen (TB or Interferon Gamma Release Assay) *
3. Complete series of the following immunizations**:
    - Tdap – current within 10 years
    - MMR (or positive serum titer)
    - Hepatitis B (or positive serum titer)
    - Varicella (or positive serum titer)
        - Influenza
        - COVID-19

Junior and Senior Level Requirements:

Students entering clinical courses must receive an annual TB screen* and influenza vaccine**:

1. Documentation of the TB screen results must be submitted to Exxat *within the first week of the fall semester*. A *current* screen must be maintained annually.
2. Documentation of an annual influenza vaccine must be submitted to the compliance tracking system by *early October* each *y*ear. Use the Influenza Documentation Form provided on the Learning Management System on the Nursing site.

*A positive TB screen will require a physician exam that includes a focused symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive

diagnosis of active or latent TB infection. Following a positive TB screen with appropriate treatment, documentation of an annual symptom screen is required from a physician (MD or DO), physician assistant, or nurse practitioner.

** Exemptions may be available upon request.
Adopted 1982 · Revised 2024

Basic Life Support for the Healthcare Provider

Each nursing student must complete the **American Heart Association, Basic Life Support (BLS) Health Care Provider** course prior to the beginning of NURS 310 and NURS 311. Certification status must be renewed biannually through the American Heart Association. It is each **student's responsibility** to complete the course and submit documentation before attending clinical experiences. A student will **NOT** be permitted in the clinical area unless current BLS for the Healthcare Provider from the American Heart Association has been completed. Time missed in clinical due to missing certification will be an unexcused absence. **American Red Cross certification is not acceptable**.
Adopted 1982 • Revised 2022

Academy of Clinical Excellence Program

The ACE program is an innovative clinical program where students attend 12-hour clinical shifts once a week at a partner hospital. The hospital selects hospital-employed registered nurses (RNs) to precept the students during the shift. The nursing faculty onboard the RNs and oversee the ACE program clinical groups, including providing the clinical grade.

Students who meet the following criteria may be considered to participate in clinical through the ACE program:

1. Strong clinical judgement, assessment, and communication skills, history of punctuality, and a high level of professionalism, as noted on Clinical Evaluation Tools.
2. Two or fewer unsatisfactory ratings in the previous prerequisite clinical course.
3. No unsatisfactory rating in any safety-related clinical behavior
4. Students who have failed a course may not be part of the ACE program when repeating the same course.

Once students meet the above criteria, they will be placed in specific groups based on availability and by randomization.
Adopted 2025

Incident Reporting
The DON will keep records of any reportable clinical incidents directly related to student performance in the clinical setting that results in the clinical facility or agency formally documenting it as a clinical incident. Clinical/Simulation incident documentation will serve as information to guide possible policy revision and review related to clinical/simulation experiences and activities of students.

Procedure:

1. Any reportable clinical/simulation incident related to patient care will be immediately reported to the clinical instructor.
2. The clinical instructor will assist the student in completing the documentation required by the clinical facility/patient simulation laboratory.
3. The clinical instructor and the student involved in the clinical/simulation incident will complete the DON Clinical/Simulation Incident Report Form within 72 hours.
4. The clinical instructor will report the simulation incident to the Course Coordinator and the clinical incident to both the Course Coordinator and ADN within 72 hours.
5. The ADN will discuss the clinical incident with the course faculty to identify the need for further action.
6. The completed form for the simulation incident will be filed with the Simulation Educator.
7. The completed form for the clinical incident will be filed in the DON's confidential file for 5 years after the student is no longer in the nursing program.

See *Appendix D Clinical Incident and Simulation Incident Report*
Adopted 1992 • Revised 2022

Inclement Weather
Faculty may need to cancel or delay clinical based on the weather report if university leadership has not canceled classes for all students. The decision will consider safety issues and professional responsibility. Decisions regarding the cancellation or delay of clinical may vary between instructors/courses. If a clinical day is canceled due to inclement weather or unforeseen circumstances, faculty may assign alternative clinical experiences.
Adopted 1983 • Revised 2021

Suspension
Clinical suspension ramifications can range from unexcused absence to dismissal from the nursing major. Faculty reserve the right to suspend a student's privilege to be in the clinical setting if the student:

1. is not able to perform/is in violation of the "essential functions of nursing"
2. is out of compliance with the policy "Background Clearance Checks."
3. does not follow the Preparation for Clinical Learning.
4. does not follow the Patient Simulation Laboratory Policy.
5. does not abide by the Dress Code Policy.
6. does not complete the required health forms (see policy on Health).
7. has a problem with alcohol or drugs as described in the section of the Professional Nursing Law cited below. Although these sections of the law apply to the professional nurse, nursing schools are required to follow these rules as set forth by the Pennsylvania State Board of Nursing:

The licensee is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs, which tend to impair judgment or coordination, so long as such dependence shall continue. In enforcing this clause (2), the Board shall, upon probable cause, have authority to compel a licensee to submit to a mental or physical examination as designated by it. After notice, hearing, adjudication and appeal as provided for in section 15, failure of a licensee to submit to such examination when directed shall constitute an admission of the allegations against him or her unless failure is due to circumstances beyond his or her control, consequent upon which a default and final order may be entered without the taking of testimony or presentation of evidence. A licensee affected under this paragraph shall, at reasonable intervals, be afforded an opportunity to demonstrate that he or she can resume a competent practice of professional nursing with reasonable skill and safety to patients. [Pennsylvania State Board of Nursing. (Nov. 2006). Professional Nurse Law/Practical Nurse Law (Section 14, a, 2 p. 21). Harrisburg, Pa: Bureau of Professional and Occupational Affairs.]

Any hospital or health care facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of her/his license shall make or cause to be made a report to the Board: Provided, That any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirements of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to a fine not to exceed one thousand dollars ($1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure), (Section 14.1 (f) of the Professional Nursing Law as cited above) (14.1 amended June 29, 2002, P.L. 651, No. 99).

8. demonstrates repeated unsafe behaviors.
9. does not demonstrate honest, legal, and ethical behavior.

In the event of ongoing suspension, the Admission & Progression Committee will be notified for further evaluation.
Adopted 1991 • Reviewed 2022

Transportation
The student is required to provide their own transportation for the clinical component of each nursing course (University Catalog). The majority of clinical sites are within a 35-mile radius of Messiah University. The student is responsible for safety and for following the Pennsylvania Vehicle Code rules and regulations. Messiah University and the DON are not responsible for providing transportation and are not liable for any personal injury, accident, or financial loss suffered by the student during this travel. Messiah University and the DON do not reimburse students for mileage.
Adopted 1993 • Reviewed 2022

Universal Precautions
The basic infection control measure is good hand washing. For the prevention of contamination by blood and body fluids, the official guidelines published by the Centers for Disease Control and Prevention will be used as the final authority in determining safety precautions. For risk of contact with blood, in compliance with the World Health Organization guidelines (WHO), students will be required to wear gloves; masks and eye protection will be optional per the student's preference for blood collection.
Adopted 1988 • Reviewed 2022

Patient Simulation and Skills Laboratories

Patient Simulation and Skills Education Policies
Simulated clinical and skills experiences (low, mid, and high-fidelity standardized patients) are incorporated throughout the curriculum:

- to prepare students for actual patient situations
- to challenge students' professional responses and judgment in stressful situations.

Students should:

- conduct themselves as if they were in a clinical situation, cooperative and respectful
- treat everyone involved, including the simulator and skills laboratory equipment, professionally and realistically
- abide by the university's code of conduct during simulation
- keep all events, procedures, and information used in conjunction with the PSL strictly confidential (patient history information obtained before the actual simulation experience and information obtained and used in the debriefing/feedback sessions)
- keep their own performance and observations of the simulation confidential, understanding that breach of confidentiality is academic dishonesty
- understand that continuous audiovisual digital recording occurs in the PSL
- wear full clinical uniform during simulation
- bring standard equipment to PSL as required for clinical
- begin simulation with handwashing (soap & water)
- follow standard safety protocols
- use universal precautions
- report accidents (i.e., falls, shock, needle sticks) immediately to the simulation educator, coordinator, faculty, or proctor
- avoid using advanced simulators for task training experiences
- avoid food and drink (including chewing gum) in all PSL or audiovisual control room.
- use pencil only in PSLs (no ink pens are allowed)
- avoid entering K106, 004, or 012 without faculty/staff presence
- avoid attempting to use equipment/computers in the PSL until trained and instructed to do so.

- avoid touching IV bags not attached to IV pumps. These are simulator drain bags.
- avoid placing oral medications into the mouth of any simulator
- avoid betadine on any simulators unless instructor to do so
- keep supplies in the PSL
- limit conversation/discussion to the scenario itself to maximize learning opportunities.
- turn out the lights and lock the doors if they are the last individual in a PSL.

Any student ignoring the rules of the patient simulation laboratory will be asked to leave. Violation of this integrity policy is a violation of the university's Code of Conduct and will lead to consequences for the student, possibly up to and including removal from the nursing program.
Adopted 1984 • Reviewed 2023

Nursing Tote Bag and Equipment Agreement
In the first clinical course, students receive a tote bag containing supplies that will be used for learning skills throughout the program. Upon receiving the nursing tote bag, the student takes responsibility for the contents and agrees to:

- Use the contents for educational purposes only, under the supervision of nursing faculty/staff, abiding by the student handbook.
- Release Messiah University from liability for issues that arise pertaining to the nursing tote bag and/or its contents.

General Policies

Formal Complaint and Appeal Procedure
The university has defined a formal complaint as a grade dispute or a grievance and has established policies to address formal student complaints as outlined here. Procedures for filing a formal complaint related to harassment can be found here**.**

Admission/Progression Denial Appeals for Nursing Students
A student may file an admission/progression denial appeal under the following circumstances:

- There has been a clear miscalculation of the earned cumulative GPA and/or the earned pre-requisite GPA.
- There was a documentation error for a support course grade.

If an appeal meets the above criteria, the student should initiate each step of the appeal process:

1. Informally discuss with the ADN (ADN), a faculty advocate (of the student's choice), and the Admission & Progression Committee chairperson during the first week of the semester.
2. If no resolution occurs, appeal in writing to the ADN within five (5) working days following the informal discussion. The ADN will respond in writing, copying the Dean of the School of Science, Engineering & Health (SSEH), within three (3) working days.
3. If the department's decision is not to the student's satisfaction, the student may appeal in writing to the Dean of the SSEH within 5 working days of written notification from the ADN.

The Dean should provide a decision in writing within five (5) working days, which shall be final.

Grade Appeals

A student may appeal an NURS final *course* grade under the one of the circumstances below. The student should follow the grade appeal process. If the discussion results in a grade change at any stage, a grade change request form will be submitted to the Registrar's Office by the instructor.

a. There has been a clear miscalculation of the grade.
b. Changes were made in the grading procedures without student notification.
c. The grade appears to be arbitrary and not based on published evaluation procedures/rubric.
d. There is an appearance of arbitrary and/or inequitable grade assignments.

1. **Informal discussion between student and instructor.**
2. **Informal discussion between student and ADN.** If the matter is not resolved to the student's satisfaction, the student should informally discuss the matter with the ADN, who will discuss the concern with the instructor. Contact with the ADN must be initiated before the end of the semester in which the grade was earned.
3. **Formal discussion between student, instructor, and ADN.** If the matter is not resolved to the student's satisfaction**,** the ADN will arrange a meeting to discuss the matter with the student and instructor. AND will send eritten notification of the outcome to the student.
4. **Student appeal in writing to ADN.**
   a. This written appeal must be made within ten working days of the written notification of the student by the ADN of the outcome of the formal discussion and include identification of which circumstance, as outlined above (a.-d.), applies to the appeal with a corresponding explanation.
   b. Within ten working days of the student's appeal, the ADN will inform the instructor of the appeal and provide a copy of the student's appeal.
   c. The instructor has ten working days to provide a written explanation of the student's grade.
   d. The ADN has ten working days to convene a departmental meeting (without the instructor or student present) to review the case and come to a decision based on the student's written appeal and the instructor's written response.
   e. The ADN will inform the student of the departmental decision in writing, with copies to the instructor and the SSEH Dean.
5. **Student appeal in writing to the SSEH Dean.** If the decision of the department is not to the student's satisfaction, the student may appeal the decision to the SSEH Dean. This appeal must be made in writing, within ten working days of the ADNs letter to the student. The School Dean shall render a decision in writing within thirty days, which shall be final.
6. **Cases involving the ADN.** In any case where the instructor is the ADN, another member of the department will serve in the role of the ADN in these proceedings.

Other Appeals

Sometimes a student/group may have a complaint about a nursing faculty member, the faculty as a whole, or regarding the application of any DON policies. This complaint may be personal or may involve/be related to an administrative decision made. To voice a complaint, the student should adhere to the following guidelines:

1. The student/group should make a reasonable attempt to discuss the issue openly with mutual trust and respect, against whom the complaint is held, within 10 working days of the time the concern arises.
2. If no resolution has been achieved, the student/group may file a written and signed complaint with the ADN or designee within 30 days of the alleged incident. The ADN shall have ten working days to render a written decision.
3. If the student/group wishes to appeal the ADNs decision, the student/group must submit a written and signed complaint to the SSEH Dean within 10 working days of the ADNs decision. The Dean responds in writing within 30 days, which shall be final.

Adopted 1982 • Reviewed 2022

Professional Organizations

Student Nurses' Association of Pennsylvania (SNAP)

The National Student Nurses' Association (NSNA) promotes the professional development of future registered nurses. SNAP is a constituent of the NSNA. Members benefit from leadership opportunities, exam preparation courses, scholarships, career information, publication discounts, legislative representation, and a quarterly association newsletter.

Nurses Christian Fellowship (NCF)

NCF is a local, regional, national, and international fellowship for Christian nurses. At Messiah University, NCF is a chartered organization of SGA. In response to God's love, grace, and truth, the purpose of NCF, as a ministry of InterVarsity Christian Fellowship/USA, is to establish and advance in nursing, within education and practice, witnessing communities of nursing students and nurses who follow Jesus as Savior and Lord: growing in love for God, God's Word, God's people of every ethnicity and culture, and God's purposes in the world. Meetings are weekly and may include devotion, prayer, discussion, fellowship, guest speakers, and service projects.

Sigma Theta Tau International (STTI) (Sigma)

Sigma Theta Tau (Sigma) is an international honor society for nurses and nursing students. Membership is by invitation to the local chapter, Lambda Kappa, and requires a GPA achievement in the top third of the nursing class, plus excellence in scholarship and leadership. The mission of the Honor Society of Nursing, Sigma, is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing.

Student Employment

The DON does not endorse nursing majors' employment in positions designated as "nursing student." The malpractice insurance purchased by the university only provides coverage for the student's activities as a Messiah University nursing student under the supervision of a faculty member employed by the university. The DON endorses the regulations of the State Board of Nursing:

- If students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.
- Student employment shall be on a voluntary basis and not a requirement of the institution. Remuneration for employment shall be within the range of the salary scale for the position. State Board of Nursing Commonwealth of Pennsylvania (Sept. 13, 2003). *Pennsylvania Code Title 49. Professional and Vocational Standards. Chapter 21, Section 21.112.*

Adopted 1985 • Reviewed 2022

Artificial Intelligence (AI) Usage
Since critical thinking skills and sound clinical judgment are integral aspects of being a Registered Nurse, students may not use generative artificial intelligence (AI) tools for any assignments in the nursing program, unless otherwise specifically stated by the professor. Students may use AI tools to suggest improvements or corrections in spelling, grammar, phrasing, and mechanics only. Any use of AI beyond specified activities is considered a violation of Messiah University's academic integrity policy. Consequences for violations are at the discretion of the course faculty and in accordance with the academic integrity policy.
Adopted 2025

Learning Management System (LMS)
The DON uses the LMS (Canvas) to post courses and department resources.

- Printing course materials is the student's responsibility.
- Classroom and clinical assignments are submitted electronically.
- The LMS page titled, NURSING, is used for general announcements and submission of required documents. Important resources are located on this site.

Adopted 2009 • Revised 2024

Social Media
The term "social media" includes, but is not limited to blogs, social networks, apps, podcasts, discussion forums, video sharing, Really Simple Syndication (RSS) feeds, and online collaborative information and publishing systems (i.e., Wikis). The DON recognizes that social media sites have become important communication tools for the community. Students should abide by the Nurse's Guide to the Use of Social Media. The DON may exercise broad discretion if students disregard these expectations. Social media may be used to investigate student behavior. The range of consequences may include verbal warning to dismissal of the program.
Students may not:

- Use of any patient identifiers or health information. This rule applies even if the patient is not identified by name.
- Disclose confidential information about the university, its employees, or its students
- State personal opinions as being endorsed by the University
- Use information and conducting activities that may violate Messiah University academic policies or local, state, or federal laws and regulations
- Engage in activity that reflects negatively upon Messiah University, clinical agencies, faculty, or peers.
- Post material that is obscene, vulgar, discriminatory, sexually explicit, defamatory, threatening, harassing, abusive, racist, lewd, filthy, unlawful, hateful, or embarrassing to another user or any other person or entity.
- Disclose of any confidential or proprietary information regarding Messiah University, patients, and faculty/peers.
- Use of Messiah email address in person social media profiles
- Connect, follow, or "friend" current or former patients
- Use clinical sites as "check-in" locations
- Text or social media network with faculty without permission
- Use in class
- Take and/or posting photos or videos without written permission of those captured
- Share tests, quizzes, notes, presentations, or faculty information

- Establish Messiah University social media sites/pages without DON approval.

Students must:

- remain respectful of Messiah University, Clinical Agencies, and faculty/peers at all times.
- be personally responsible and legally liable for what they post on their own site and on the sites of others.
- Consider how future employers may use posted material in hiring decisions.
- Use professional judgment
- Make clear that any few expressed are not necessarily those of the institution if students identify as Messiah University students online.

Adopted 2011• Reviewed 2024

Appendices

Appendix A: AACN Essentials (2008)

Essentials of Baccalaureate Nursing Education for Professional Nursing Practice (AACN, 2008)

I. Liberal Education for Baccalaureate Generalist Nursing Practice: A solid base in liberal education provides the cornerstone for the practice and education of nurses.

II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

III. Scholarship for Evidence-Based Practice: Professional nursing practice is grounded in the translation of current evidence into one's practice.

IV. Information Management and Application of Patient Care Technology: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

V. Health Care Policy, Finance, and Regulatory Environments: Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

VII. Clinical Prevention and Population Health: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

VIII. Professionalism and Professional Values: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

IX. Baccalaureate Generalist Nursing Practice: The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Appendix B: AACN Essentials (2021)

The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

Domain 1: Knowledge for Nursing Practice encompasses the integration, translation, and application of disciplinary nursing knowledge and ways of knowing, as well as knowledge from other
disciplines, including a foundation in liberal arts and natural and social sciences.

Domain 2: Person-Centered Care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.

Domain 3: Population Health spans the healthcare delivery continuum from prevention to disease management of populations and describes collaborative activities with affected communities, public
health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Practice involves the generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety, as core values of nursing practice, involves enhancing quality and minimizing risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships involves intentional collaboration across professions and
with care team members, patients, families, communities, and other stakeholders to optimize care,
enhance the healthcare experience and strengthen outcomes.

Domain 7: Systems-Based Practice prepares nurses to lead within complex systems of health care.
Nurses must effectively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Information and Healthcare Technologies are used to provide safe, high-quality care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice.

Domain 9: Professionalism involves cultivating a sustainable professional nursing identity, perspective, accountability, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development includes activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the

acquisition of nursing expertise and assertion of leadership

Appendix C: Roles of the Beginning Professional Nurse

Provider of Care Role

In the role of Provider of care, the nurse implements the nursing process to deliver nursing care. Care is structured toward persons, families, and communities who need a safe and effective care environment; physiological, psychological, sociocultural, developmental, and spiritual wholeness; and health promotion and maintenance. The provider of care role also involves the use of critical thinking, communication, assessment, and technical skills as the nurse makes clinical judgments in meeting the needs of persons, families, and communities.

Designer/Manager/Coordinator of Care Role

In the role of designer/manager/coordinator of care, the nurse is involved in planning, coordinating, and facilitating the delivery of nursing and other health services. The nurse identifies the comprehensive health needs of persons, families, and communities. Coordination is based on knowledge of and collaboration with other health care disciplines, knowledge of principles of leadership and management, and awareness of human and material resources. Various communication skills are essential for referral and other collaborative endeavors. In this role, the nurse also uses critical thinking skills for continuous evaluation of the comprehensiveness, efficiency, and appropriateness of nursing and other health services.

Member of the Profession Role

In the role of member of the profession, the nurse aspires to improve the discipline of nursing and the quality of nursing care provided to persons, families, and communities. Critical thinking skills are used to apply knowledge and research findings to nursing practice and to raise questions for further research about nursing and healthcare in a rapidly changing health care environment. Communication skills are used while participating in professional organizations and the political process, and while interacting with other health care providers. The nurse acts as an advocate for health care recipients in a variety of organizational structures and health care settings. Knowledge of legislative, regulatory, ethical, and professional standards that define the scope of nursing practice is essential. In this role, the beginning professional nurse is committed to collegiality, the need for life-long learning, and continuing growth toward expert nursing practice.

Appendix D: Clinical Incident and Simulation Incident Report

Agency Name: _____ Agency Contact: _____

Student Name: _____ Faculty Name: _____

Clinical Course: _____ Clinical Rotation: _____

Date of Incident: _____ Time: _____ a.m. /p.m.

List all individuals involved (including titles):

Description of incident & patient response as documented on the patient record. Include the nature of or potential for injury:

Description of any intervention post-incident:

What was the patient outcome (if known)?

What recommendations were made to prevent this type of incident in the future?

_____ _____

Student Signature Date Faculty Signature Date

_____ _____

Course Coordinator Signature Date Simulation Educator Signature Date

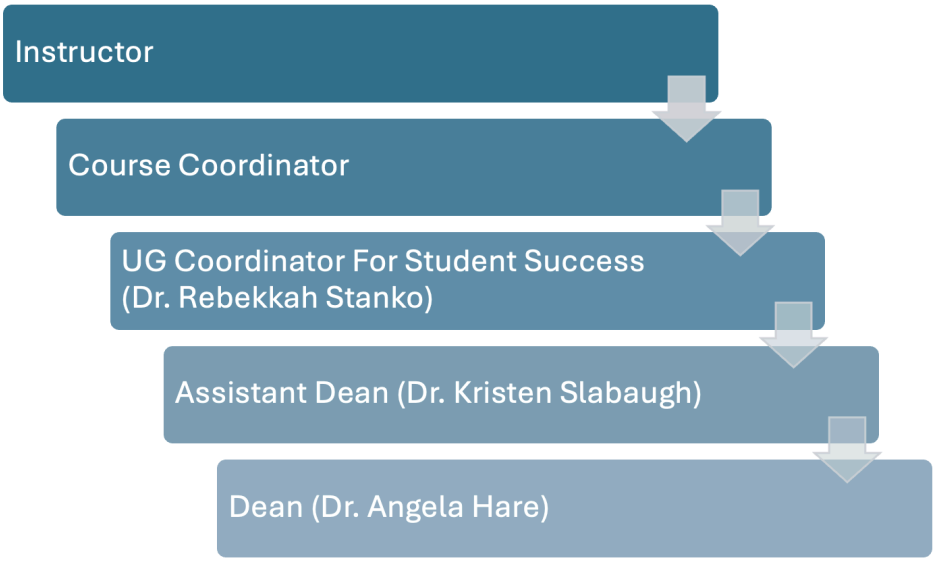
_____ _____

ADN Signature Date

Appendix E: Sample Plan of Study

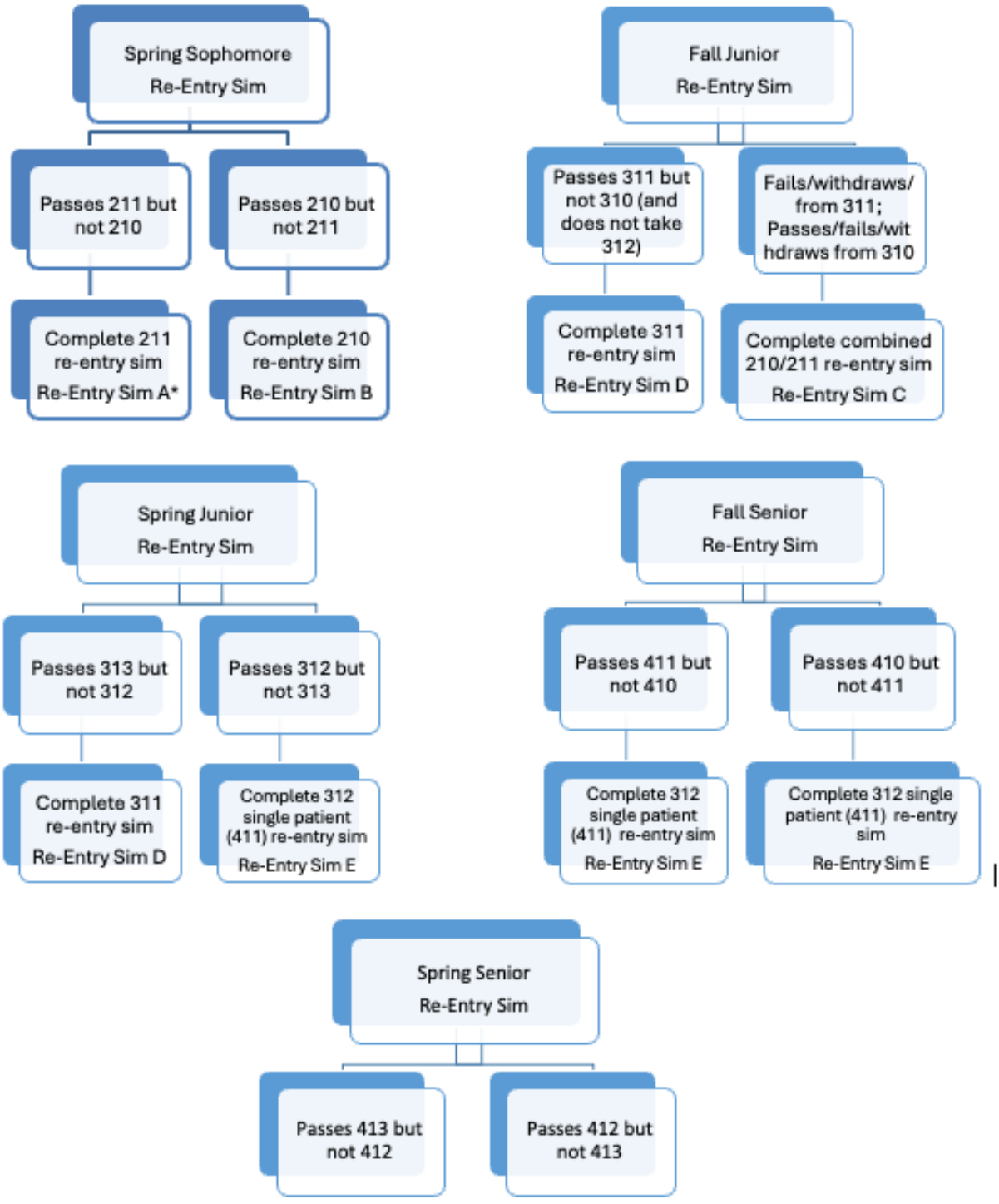
Appendix F: Sample Alternate Plans of Study

Appendix G: Student Concern Chain of Command



*Instructor should be the first point of contact. Steps should be skipped if it includes an involved individual.

Appendix H: Reentry Simulation Algorithm



Appendix I: Annual Student Policy Handbook Assignment

An assignment titled "DON Undergraduate Nursing Student Policy Handbook" will be posted on the NURSING Canvas site for students to indicate that you:

- have read, understood, and agree to abide by all policies and guidelines established by the Messiah University DON
- understand that Messiah University DON reserves the right to modify policies due to unforeseen circumstances.
- authorize the Admission & Progression Committee or its delegate to regularly review and evaluate your academic and disciplinary records for the purpose of monitoring your eligibility for progression in the nursing major.
- understand that eligibility to continue in the nursing major is contingent upon satisfaction of all stated admission and progression criteria.

This Undergraduate Student Policy Handbook assignment is to be completed annually at the beginning of the Fall semester. The specific date due is provided on the Learning Management System. Noncompliance with completing the Undergraduate Nursing Student Policy Handbook assignment will result in a hold for course registration.

MESSIAH UNIVERSITY
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