

Wittenberg University
ABSN Nursing Student Handbook
2025-2026



Table of Contents

Section 1. Introduction		
	Purpose	3
	History	3
	Mission	4
	Conceptual Framework	4
	Community of Interest	4
	Accreditation	4
	AACN Essentials	5
	Nursing Program Outcomes	6
Section 2. ABSN Curriculum		
	Course Policies and Procedures	7
	Nursing Major	7
	Curriculum Plans	7
	Grading Scales and Rubrics	8
	Preceptors	8
	Program Outcomes and Course Objectives	10
	Nursing Program Improvement	11
Section 3. Program Policies		
	Orientation	11
	Admission [4723-5-12 (1), OAC]	12
	Criminal Background Check	12
	Drug Screen Policy	13
	ABSN Admission Process Diagram	15
	Readmission [4723-5-12 (2), OAC]	16
	Advanced Standing & Transfer Credit [4723-5-12 (3), OAC]	17
	Credit for Experience in US Armed Forces	17
	Progression [4723-5-12 (4), OAC]	17
	Academic Requirements	17
	Probation, Suspension, Dismissal	18
	Non-academic Requirements	19
	Standards of Safe Nursing Care [4723-5-12 (C)(1)]	19
	ANA Code of Ethics for Nurses (2015)	23
	Americans with Disabilities Statement	23
	Occupational Requirements	24
	Program Completion [4723-5-12 (5), OAC]	25
	Payment of Fees, Expenses, and Refunds [4723-5-12 (6), OAC]	25
	Student Illness in Classroom and Clinical [4723-5-12 (7), OAC]	25
	Availability of Student Guidance and Counseling Services [4723-5-12 (8), OAC]	27
	Student Grievances and Appeals [4723-5-12 (9), OAC]	27
	Periodic Evaluation of Each Student's Progress in Each Course [4723-5-12 (A)(11), OAC]	29
	Notifying Students of Changes in Program Policies [4723-5-12 (A)(12), OAC]	29
	Student Codes of Conduct	29
Section 4. Other Information		
	Distance Education and Information Technology	31
	Thomas Library	31
	Frequently Asked Questions	32
	Resources	32

Appendices

Appendix	Page
A. Crosswalk: Nursing Major Courses, Program Outcomes, AACN Essentials	33
B. Student Evaluation of Teaching (SET)	34
C. Student Evaluation of Clinical Site	35
D. Student Evaluation of Preceptor	36
E. ABSN Alumni Survey	37
F. ABSN Employer Survey	39
G. Student Orientation Checklist	40

SECTION 1. INTRODUCTION

Purpose

The purpose of the Nursing Student Handbook is to build upon Wittenberg's Student Handbook and Handbook for Adult & Non-Traditional Students to describe processes and procedures which are unique to nursing students. The Department of Nursing serves traditional 4-year nursing students and non-traditional nursing students within the ABSN and RN-BSN programs. The Nursing Student Handbook contains and expands information found on the Wittenberg [Nursing website](#). The Nursing website is our primary public source of information.

Traditional and transfer undergraduate students are also responsible for policies, procedures, and opportunities described within Wittenberg's Student Handbook. Adult and non-traditional students are also responsible for policies, procedures, and opportunities described within Wittenberg's Handbook for Adult & Non-Traditional Students.

History

In 2012, Wittenberg's School of Community Education (subsequently renamed the School of Graduate and Professional Studies) contracted for a market and feasibility study for adding a BSN degree completion program for registered nurses. The results suggested significant local demand and financial support from hospital employers. Wittenberg's campus is located less than a mile from Mercy Health – Springfield Regional Medical Center, the flagship in what SRMC terms its "Springfield market": seven Mercy institutions which employ over 670 registered nurses, about 19% of whom have the BSN. The Institute of Medicine's national initiatives called for hospitals to increase the proportion of nurses with a baccalaureate degree to 80% by 2020. Mercy Health provides a generous \$5000 annual educational reimbursement, with a lifetime amount of \$20,000.

Wittenberg's RN-BSN program was created in 2013 with the hire of Dr. Joyce Zurmehly to create Ohio Board of Regents (OBR) and Higher Learning Commission (HLC) program proposals for the nursing programs. In 2013 the OBR and HLC approved Wittenberg's proposal to offer an adult part-time model BSN completion program for working registered nurses. Dr. Elizabeth Sorensen assumed departmental leadership in July 2014. In 2015, the OBR and HLC approved Wittenberg's proposal to collaborate with nearby Clark State Community College to offer the traditional-model Nursing Pathway, a seamless 4-year path to BSN completion. Then in 2018 Wittenberg's own pre-licensure nursing program was approved by the Ohio Department of Higher Education (formally OBR). This ended the Pathway program with Clark State which was taught out through Spring of 2020. In 2024 the Ohio Board of Nursing approved the accelerated bachelor of science in nursing program. Thus, there are three current routes to the Wittenberg BSN degree: the part-time, adult-format completion program for the licensed Registered Nurse (RN-BSN); and the full-time Wittenberg ABSN program and the BSN program for traditional pre-licensure students which prepares them to sit for the NCLEX exam for registered nurses. In July 2019 Dr. Marie Bashaw assumed the departmental leadership.

Mission

Wittenberg University provides a liberal arts education dedicated to intellectual inquiry and wholeness of person within a diverse residential community. Reflecting its Lutheran heritage, Wittenberg challenges students to become responsible global citizens, to discover their callings, and to lead personal, professional, and civic lives of creativity, service, compassion, and integrity.

Wittenberg Nursing's mission is to prepare students with a liberal arts education for Baccalaureate generalist nursing practice, to provide a foundation for graduate education, and to prepare students to pass forward the light as nursing leaders who meet the health needs of a dynamic and changing world. This mission was developed from the University's mission, from the American Association of Colleges of Nursing *Essentials for Baccalaureate Education for Professional Nursing Practice*, and from the understanding that increased levels of nurse education are positively correlated with client outcomes (e.g., Aiken, Clarke, Cheung, Sloane & Silber, 2003; Institute of Medicine, 2010). The evidence continues to support this fact. (AACN 2023)

Conceptual Framework

Wittenberg Nursing faculty organized our nursing program after the philosophies of Florence Nightingale, the "Lady of the Lamp" whose systematic nursing interventions reduced hospital death rates by two-thirds during the Crimean war. Over 100 years beyond the time of Nightingale, our profession still stands for:

- The scientific understanding of health, delivered with the art of compassionate care
- Devotion to the sick and people in need
- Ministry to those with whom we come in contact

Florence Nightingale:

... made nightly rounds and observed (her patients) with a little lamp in her hand. This lamp...was a symbol for all Florence Nightingale stood for, comfort and kindness and gentleness and courage, and an unswerving devotion to duty. Perhaps deep down, she knew even then that the light from the lamp would go on to shine far into the future... (O'Farrell, K., *A Lamp for Elizabeth*)

Based upon Florence Nightingale's contributions, Wittenberg University baccalaureate of science in nursing graduates are educated to provide the highest level of evidence-based, compassionate, patient-centered care. Students bring light to the university, gain light in the process of learning, and carry light outward from the university to serve patients, families, healthcare team members, communities, and global populations. The LIGHT acronym guides our program outcomes.

Community of Interest

Our community of interest includes current and potential Wittenberg University nursing students, both licensed and pre-licensure; Springfield area families and employers including Mercy Health Partners; Wittenberg University faculty and staff; and the local, regional, and national population of professional nurses. We strive to develop a high-quality BSN program that meets the needs of the community of interest.

Accreditation

The University is accredited by the Higher Learning Commission. The Higher Learning Commission is located at 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602, and its telephone number is (800) 621-7440. The Wittenberg Nursing program is approved by the Ohio Department of Higher Education. Wittenberg Nursing is fully accredited through the Commission on Collegiate Nursing Education (CCNE), the credentialing body of the American Association of Colleges of Nursing.

AACN Essentials (2021)

Domain 1: Knowledge for Nursing Practice

Descriptor: Integration, translation, and application of established and evolving 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. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

Descriptor: 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. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from 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 Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Descriptor: 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

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional nursing identity,

accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in 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.

QSEN Competencies (2014)

Wittenberg BSN courses are informed by the Quality and Safety Education for Nurses (QSEN) Competencies, which "address the challenge of preparing future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems in which they work." The six QSEN competencies are: Evidence-Based Practice (EBP), Informatics, Patient-Centered Care, Quality Improvement (QI), Safety, and Teamwork & Collaboration.

QSEN. (2014). [*QSEN competencies*](#). Case Western University Frances Payne Bolton School of Nursing.

Nurse of the Future Competencies (2010)

Wittenberg BSN courses are informed by the Nurse of the Future (NOF) Competencies, which "create(s) a seamless progression through all levels of nursing that is based on consensus competencies which include transitioning nurses into their practice settings". The ten NOF competencies are: Communication, Evidence-Based Practice (EBP), Informatics and Technology, Leadership, Patient-Centered Care, Professionalism, Quality Improvement (QI), Safety, Systems-Based Practice, and Teamwork & Collaboration. Massachusetts Department of Higher Education Nursing Initiative. (2016). [*Nurse of the Future Nursing Core Competencies*](#)©.

Nursing Program Outcomes

Nursing students fulfill these program outcomes represented by the LIGHT acronym:

LEADER: Engages as a professional healthcare leader by analyzing and implementing Quality Improvement initiatives within diverse and changing systems and health care environments.

INTERPERSONAL AND INTERPROFESSIONAL COMMUNICATOR: Communicates professionally by using interpersonal skills, informatics and technology to effectively engage with patients, families, communities, and populations, and in inter-professional teamwork and collaboration.

GLOBAL ADVOCATE: Advocates for patients, society, and the profession of nursing by applying principles of ethics and social justice in the delivery of culturally competent care.

HEALTH PROMOTER: Educates individuals and groups about evidence-based health promotion and disease prevention strategies.

THOUGHTFUL PROVIDER OF CARE: Clinically reasons with knowledge grounded in liberal arts and sciences to provide safe, evidence-based, patient-centered care to individuals, families, communities, and populations.

A crosswalk demonstrating congruence among the program's philosophy, program outcomes, and AACN Essentials is found in Appendix A.

SECTION 2. ABSN CURRICULUM

Course Policies and Procedures

- Fulltime, **ABSN** model for individuals with a bachelor's degree from another discipline. Wittenberg ABSN students complete 16 month accelerated nursing curriculum.

All Wittenberg nursing students must meet university graduation requirements:

- Maintain a minimum of a 2.5 grade point average (GPA) in the nursing major courses.
- ABSN students complete 59 total nursing credit hours.
- All students are offered an opportunity to complete all surveys related to the Systematic Evaluation Plan.

The University Academic Catalog contains policies governing repeating a course, academic progression, suspension, re-admission, and dismissal. Wittenberg University uses [Wittenberg's formula](#) for determining minutes of instructional content per semester credit hour. Theory (class) is credited at 12.5 clock hours per credit. Clinical and laboratory experiences are credited at 25 clock hours per credit hour.

Nursing Major

ABSN curriculum plan Wittenberg ABSN Pre-licensure nursing students complete a 59-credit nursing curriculum plan.

Spring or Fall start Semester 1		
Course	Credit Hours	
NUR 205 Health, Culture, & Diversity	2 Credits	2 Theory credit hours (25) Clock Hours
NUR 215 Survey of Nursing	2 Credits	2 Theory credit hours (25) Clock Hours
NUR 225 Fundamentals I	6 Credits	2 Theory credit hours, Clock Hours (25) 4 Laboratory credit hours, Clock Hours (100) 0 Clinical credit hours, Clock Hours (0) Combined Laboratory & Clinical Clock Hours (100)
NUR 245 Fundamentals II	6 Credits	2 Theory credit hours, Clock Hours (25) 1 Laboratory credit hours, Clock Hours (25) 3 Clinical credit hours, Clock Hours (75) Combined Laboratory & Clinical Clock Hours (100)
Summer		
NUR 235 Research and EBP	3 Credits	3 Theory credit hours, Clock Hours (37.5)
NUR 255 Pharmacology	3 Credits	3 Theory credit hours, Clock Hours (37.5)
NUR 305 Family	6 Credits	2 Theory credit hours, Clock Hours (25) 1 Laboratory credit hours, Clock Hours (25) 3 Clinical credit hours, Clock Hours (75) Combined Laboratory & Clinical Clock Hours (100)
Spring or Fall 2nd semester		
NUR 315 Adult Health I	6 Credits	2 Theory credit hours, Clock Hours (25) 1 Laboratory credit hours, Clock Hours (25) 3 Clinical credit hours, Clock Hours (75) Combined Laboratory & Clinical Clock Hours (100)
NUR 335 Adult Health II	5 Credits	2 Theory credit hours, Clock Hours (25) 0.5 Laboratory credit hours, Clock Hours (12.5) 2.5 Clinical credit hours, Clock Hours (62.5)

		Combined Laboratory & Clinical Clock Hours (75)
NUR 325 Mental Health	3 Credits	2 Theory credit hours, Clock Hours (25) 0 Laboratory credit hours, Clock Hours (0) 1 Clinical credit hours, Clock Hours (25) Combined Laboratory & Clinical Clock Hours (25)
NUR 415 Leadership	2 Credits	2 Theory credit hours, Clock Hours (25)
Spring or Fall Final semester		
NUR 425 Critical Care	4 Credits	2 Theory credit hours, Clock Hours (25) 0 Laboratory credit hours, Clock Hours (0) 2 Clinical credit hours, Clock Hours (50) Combined Laboratory & Clinical Clock Hours (50)
NUR 455 Role Transition - Capstone	7 Credits	1 Theory credit hours, Clock Hours (12.5) 0 Laboratory credit hours, Clock Hours (0) 6 Clinical credit hours, Clock Hours (150) Combined Laboratory & Clinical Clock Hours (150)
NUR 465 NCLEX Prep	2 Credits	2 Theory credit hours, Clock Hours (25)
NUR 445 Global Populations	2 Credits	2 Theory credit hours, Clock Hours (25)

Grading Scales and Rubrics

The grading scale in the Academic Catalog is followed for all nursing courses.

A =	93 – 100%, A- = 90 – 92%
B+ =	87 – 89%, B = 83 – 86%, B- = 80 – 82%
C+ =	77 – 79%, C = 73 – 76%, C- = 70 – 72%
D =	65 – 69%
F =	Below 65%

ABSN students must earn a **C+** or higher grade in nursing courses to meet graduation requirements. The course may be repeated once if necessary. Although the University does not limit the number of repeats permitted for each course, in the Department of Nursing, each course may be repeated once. Policies governing academic progression, suspension, re-admission, and dismissal are found below.

Departmental grading rubrics for projects, papers, clinical experiences, and oral and poster presentations are provided. Other course evaluation assignment rubrics are designed by the instructor and included in the syllabus and/or within the Learning Management System.

Preceptors

Preceptors are highly valued, volunteer professional registered nurses who work with course faculty and serve as practicum students' clinical site facilitators. Preceptors orient the student to relevant agency policies and procedures, facilitate a variety of learning opportunities including an evidence-based practice improvement project which may meet agency needs (service learning), and help evaluate the student's practicum performance.

"Preceptor" means a registered nurse or licensed practical nurse who meets the requirements of this chapter, who provides supervision of a nursing student's clinical experience at the clinical agency in which the preceptor is employed, to no more than two students at any one time, and who implements the clinical

education plan at the direction of a faculty member responsible for the course in which the student is enrolled [4723-5-01(CC), OAC].

Preceptor Qualifications [4723-5-10 (A), OAC]

The minimum qualifications and academic preparation for preceptor appointments for a registered nursing education program are as follows:

- (a) Completion of an approved registered nursing education program in a jurisdiction as defined in paragraph (R) of rule 4723-5-01 of the Administrative Code;
- (b) Experience in the practice of nursing as a registered nurse with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student
- (c) A baccalaureate degree in nursing is preferred; and
- (d) Current, valid licensure as a registered nurse in the jurisdiction or foreign country where the supervision of a nursing student's clinical experience occurs.

Responsibilities of ... Preceptors in a Clinical Setting (4723-5-20, OAC)

- (F) The teaching assistant or preceptor providing supervision of a nursing student shall at least:
 - (1) Have competence in the area of clinical practice in which the teaching assistant or preceptor is providing supervision to a student;
 - (2) Design, at the direction of a faculty member, the student's clinical experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;
 - (3) Clarify with the faculty member:
 - (a) The role of the teaching assistant or preceptor;
 - (b) The responsibilities of the faculty member;
 - (c) The course and clinical objectives or outcomes;
 - (d) The clinical experience evaluation tool; and
 - (4) Contribute to the evaluation of the student's performance by providing information to the faculty member and the student regarding the student's achievement of established objectives or outcomes.
- (G) A preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

Roles

Student, preceptor, and faculty members assume distinct, interactive roles in the active process of teaching and learning to accomplish the objectives, of the course.

The Student:

- Identifies three areas of interest in nursing practice.
- Meets the assigned facility's professional and health clearances

- Follows university and agency policies and procedures during all clinical experiences
- Punctually completes all course activities and assignments
- Seeks frequent feedback from the Faculty Member and Preceptor, and follows-up on suggestions and referrals
- Discusses any changes to the agreed schedule with the preceptor in advance
- Arranges initial and final conferences with the Preceptor and Faculty Member to confirm completion of all course outcomes.

The Preceptor:

- Has a minimum of an associate degree in nursing although a baccalaureate degree is preferred.
- Is employed in a healthcare facility who agrees to facilitate the student's practicum experience
- Provides Midterm and Final input toward evaluating the student's performance
- Signs the Learning Plan
- Reviews relevant agency policies and procedures with the student, and arranges agency orientation
- Facilitates a variety of learning opportunities, including an evidence-based practice improvement project which may meet agency needs (service learning)
- Participates in initial and final conferences with the student and faculty
- Provides input into the Faculty Member's evaluation of the student's performance
- Notifies the Faculty Member with concerns (immediately) and questions

The Faculty Member:

- Negotiates student placement with the agency and preceptor
- Confirms that terms of the agency affiliation agreement are met
- Confirms the student's prerequisites and necessary professional and health requirements
- Reviews and approves a Learning Plan draft before the initial group meeting with student and preceptor
- Participates in the initial and final meetings arranged by the student
- Monitors student progress towards meeting course objectives
- Evaluates Student performance at Midterm and Final Evaluations, with Preceptor input
- Evaluates Student Reflections
- May arrange individual counseling sessions with the student
- Provides opportunities in which students discuss major clinical concepts and their experiences
- Assigns the course grade

Program Outcomes and Course Objectives

Student experiences will support achievement of the course objectives. Course objectives are designed to support the Wittenberg University Nursing mission "to prepare students with a liberal arts education for Baccalaureate generalist nursing practice, and to provide a foundation for graduate education." By completion of the program, Wittenberg University graduates will fulfill these program outcomes:

LEADER: Engages as a professional healthcare leader by analyzing and implementing Quality Improvement initiatives within diverse and changing systems and health care environments.

INTERPERSONAL AND INTERPROFESSIONAL COMMUNICATOR: Communicates professionally by using interpersonal skills, informatics and technology to effectively engage with patients, families, communities, and populations, and in inter-professional teamwork and collaboration.

GLOBAL ADVOCATE: Advocates for patients, society, and the profession of nursing by applying principles of ethics and social justice in the delivery of culturally competent care.

HEALTH PROMOTER: Educates individuals and groups about evidence-based health promotion and disease prevention strategies.

THOUGHTFUL PROVIDER OF CARE: Clinically reasons with knowledge grounded in liberal arts and sciences to provide safe, evidence-based, patient-centered care to individuals, families, communities, and populations.

Evaluation. Preceptors and clinical sites are evaluated at the end of each practicum by the student and faculty member. The data will be analyzed by the Curriculum Committee.

Nursing Program Improvement

Committees. Students participate in the Nursing program improvement process by participating in the Nursing Curriculum Committee and the Nursing Program Evaluation Committee. Student representatives are invited to serve with voice and vote on each of three Nursing Committees: the Nursing Curriculum Committee, the Nursing Program Evaluation Committee, and the Nursing Program Advisory Council. These committees meet at least twice each year or more as needed. Serving on these committees is a right, responsibility, and privilege. Committee service not only helps the department understand the Nursing student's experience but also allows the student to have deep insight into and influence the department's central workings.

Surveys. Students participate in the Nursing program improvement process by completing surveys after each course, 6-12 months after program completion, by encouraging their employers to complete surveys, and by participating in an end-of-program interview with the Director.

Student Evaluation of Teaching (SET). The University enables electronic student access to end-of-course SET forms (Appendix B). Students are responsible for completing these forms.

Student Evaluation of Clinical Site (Appendix C) and Preceptor (Appendix D).

ABSN Alumni Survey. The ABSN Alumni Survey is completed at ABSN program completion and 6-12 months after ABSN program completion (Appendix E).

ABSN Employer Survey. Each alumnae's employer is asked to participate in an Employer Survey (Appendix F).

SECTION 3. PROGRAM POLICIES (4723-5-12, OAC)

Orientation

The Director of Nursing is responsible for ensuring nursing student orientation. Orientation topics include, but are not limited to the following:

- a. Wittenberg Nursing's mission, program objectives, and program outcomes.
- b. University resources which guide expectations of students; e.g. Student Manual, Academic Catalog, Academic Calendar, & identification cards.
- c. University resources that support learning, e.g. classrooms, textbooks & resources, Thomas Library, The Compass Center for Sweet Success, Language Learning Center, Math Workshop, Writing Center, Career Center, Tutoring services, Moodle learning management system, Solution Center, Registrar, Financial Aid, Student Accounts, mid-term reporting of concerns, & grade grievance.

- d. University technology resources that facilitate faculty and student communication, e.g. email, email list-serves, emergency notifications, self-service, & faculty advising.
- e. Office staff, logistics, and equipment. A directory of all faculty, staff, and offices is available [online](#).
- f. Departmental policies; e.g., nursing policies, drug screening, background screening, Family Educational Rights and Privacy Act (FERPA), & student service on Nursing committees.
- g. Faculty, preceptor, and student roles in evaluating the practicum and clinical site.

The Orientation Checklist (Appendix G) is used to organize and document understanding of Wittenberg's resources and processes. Students are encouraged to ask questions, and must sign the form acknowledging understanding of the nursing policies and acknowledging orientation.

Admission [OAC 4723-5-12(A)(1)]

To the University

- 1. Students follow university admission procedures. Completion of a bachelor's degree and Statistics, Chemistry, Microbiology, and Anatomy and Physiology guarantee acceptance into the ABSN nursing major.

Specific to admission to the ABSN Nursing Program

- 2. Once the admission deposit has been received, ABSN students are enrolled in the nursing major.
 - a. Students are academically advised by the nursing faculty.
- 3. Admission to nursing is contingent on clearance of drug screen (see more information below), successful passage of a criminal background check and fingerprinting, completion of all agency requirements (e.g., immunizations, OSHA training, HIPAA training, etc.)
 - i. Students entering the nursing program are required to complete a drug test as a condition of enrollment. Admission will be rescinded for failure to comply or for an unsatisfactory result.
 - ii. The background check must include fingerprinting and must be completed by the Ohio Bureau of Criminal Identification and Investigation (BCI) and the Federal Bureau of Investigation (FBI) report. This requirement is in accord with Ohio Revised Code Section 4723.09 as well as regulations of health care facilities and regulatory bodies overseeing the clinical sites where students receive clinical learning and practicum experiences. It is important to note that a past felony or misdemeanor conviction, called a "[disqualifying offense](#)" may bar a student from entering a clinical setting, testing for licensure, or being hired by healthcare employers.
 - iii. The student is responsible for all costs associated with admission requirements.
- a. Students are required to adhere to the defined curriculum plan for the expected graduation date and academic catalog.
- b. If a student's expected graduation date changes due to a student falling behind in the curriculum plan for any reason, the student will be responsible for completing the defined curriculum plan under the new Academic Catalog and new graduation date.

Drug Screen Policy

Nursing student education requires collaboration between the university and clinical agencies in order to provide quality clinical experiences. The Wittenberg Nursing program requires drug screen testing of students prior to starting clinical experiences in their facilities. Even if a clinical agency does not require a drug screen, Wittenberg nursing still requires this test as part of admission and matriculation requirements.

Additionally, the university shares an obligation with the clinical agency to provide safe patient care and to protect, to the extent reasonably possible, against unsafe care due to a student who is under the influence of drugs, other substances or alcohol while in the clinical setting.

“Drug test” or “test” means any chemical, biological, or physical instrumental analysis, for the purpose of determining the presence or absence of alcohol, drugs or its metabolites, as well as for substitution, adulteration, or dilution of the sample. Tests are based on urine, blood, or breath samples and are conducted by qualified personnel.

Students enrolled in Wittenberg nursing must abide by the department’s drug screen policy and will be informed of the drug screen policy prior to or upon enrollment in their first clinical course. Students are subject to drug screening as follows:

- As a pre-clinical screening to fulfill contractual obligations with certain clinical agencies.
- Annually when beginning first and fourth semesters.
- At any time the student has been out of the nursing program for more than one semester and is re-entering
- For reasonable suspicion testing if the student exhibits behaviors indicative of drug, substance, or alcohol use at any time while participating in didactic, laboratory/simulation and/or clinical learning experiences.

Pre-clinical Screening.

1. Students assigned to certain clinical agencies will be required to complete a drug screen prior to the first clinical assignment as specified by the agency in order to meet contractual agreements. (Note: Even if a clinical agency does not require a drug screen, Wittenberg nursing still requires this test as part of admission and matriculation requirements.)
2. Prior to starting this clinical assignment, course faculty will notify students of when and where to report for their drug screen. Instructions for completion of the test will also be provided.
3. The initial drug screen fee, and any subsequent drug screen fees, are the responsibility of the student.
4. Drug screens testing a facility’s policies and procedures must be followed. These policies and procedures are outlined on the individual testing facility handout.
5. Any student who has a positive test result or fails to appropriately complete a drug screen by the specified deadline will not be permitted to begin or continue in the program until a negative drug screen is submitted. The student will be notified of their inability to continue in the course and program by the Director of Nursing.

Reasonable Suspicion Screening.

1. Students may also be required to submit to reasonable suspicion testing while participating in classroom, laboratory/simulation, or clinical experiences. Reasonable suspicion is defined as but not limited to the following behaviors:

- a. Observable phenomena, such as direct observation of drug use and/or the physical symptoms or manifestations of being under the influence of a drug; such as, but not limited to, unusual, slurred or rapid speech; noticeable change in appearance and hygiene; impaired physical coordination; inappropriate comments, behaviors or responses; trembling hands; persistent diarrhea; flushed face; red eyes; unsteady gait; declining health; irritability; mood swings; isolation; decreased alertness; and/or pupillary changes.
 - b. Abnormal conduct or erratic behavior in the didactic and laboratory classrooms or on the clinical unit, absenteeism, tardiness or deterioration in performance;
 - c. Evidence of tampering with a drug test;
 - d. Information that the individual has caused or contributed to an incident in the clinical agency, or anywhere else when representing self as a Witt nursing student in or out of uniform;
 - e. Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs, illicit or prescribed, while enrolled in the health program; or
 - f. Odor of alcohol or substances (e.g., cannabis).
2. If a faculty member or clinical agency staff member observes such behavior, the faculty member must remove the student from the educational or clinical setting immediately and contact the Director of the program who will determine if there is reasonable suspicion to screen the student. If the Director of the program is unavailable the faculty member will contact the Provost who will determine if there is reasonable suspicion to screen the student.
 - a. If the decision is made to screen the student the Director (or Provost) will direct the faculty member to make arrangements to have the screening performed immediately. The student will be responsible for all costs associated with obtaining transportation to the designated lab or designated Emergency Department for screening and for all fees associated with the actual screening and associated health care services. The student will not be allowed to personally drive to the designated lab/Emergency Department, nor will any member of Wittenberg University drive the student. A student's failure to consent to the screening will result in immediate dismissal from the nursing program. Reasonable suspicion testing includes a witnessed urine drug test and/or breath alcohol testing.
 - b. Results of the drug/alcohol screen will be sent to the Director of the nursing program.
 - c. Students will be informed of the drug/alcohol screening results by the Director of the nursing program.

Consequences for Positive Drug or Alcohol Test, Refusal to Test, or Specimens Considered Positive.

1. Definition of a positive test: A positive drug test is defined as "The presence in the test sample of illegal drugs and/or metabolites, or of prescriptions drugs and metabolites for which the student does not have a current prescription at levels exceeding current testing guidelines. A dilute specimen that is positive for drugs is considered to be a positive specimen for those drugs detected. A breath alcohol test result of 0.04 or greater alcohol concentration is considered a positive test."
2. Failure to complete drug screening, a report of 2 dilute specimens, or confirmation of a positive result will result in immediate dismissal from the nursing program and a grade of "F" will be reported for the currently enrolled nursing clinical course(s).

3. If a student holds an Ohio LPN or RN license and has engaged in a clinical experience while impaired (as evidenced by a positive drug or alcohol screen) the Director of the nursing program will make a report to the Ohio Board of Nursing as required by Chapter 4723 of the OAC.
4. A dismissed student may petition for readmission to the program (if academically eligible) after successful completion of a substance abuse treatment program which is either certified by the appropriate state agency or is accredited by the "The Joint Commission" or "Healthcare Facilities Accreditation Program". Documentation of successful completion must be sent directly to the Director of Nursing by the substance abuse program. Results of a drug screen completed one month prior to the petition for readmission must also be received by the Director of Nursing from an approved testing facility.
5. A readmission decision will be made based on a review of the student's readmission petition, documentation of successful completion of an approved substance abuse treatment program, and drug and alcohol screen results by a panel comprised of the Director of Nursing and nursing faculty. To be granted readmission to a health program the student must agree to random drug/alcohol testing while enrolled in the health program.

Confidentiality.

The Director of Nursing will receive all test results. Confidentiality of the test results will be maintained with only the Director of Nursing and nursing faculty having access to the results with the exception of legal actions which require access to test results. Results of negative drug screens will also be provided to clinical agencies upon their request for the purpose of clinical placement.

Consent.

Each nursing student is required to sign a statement indicating that they have received a copy of the College's drug testing policy and is aware that compliance with it is required for entrance and progression in a Wittenberg nursing program.

Admission Process Diagram

Process	Nursing Students
Submit prior college transcripts for their bachelors degree.	Official transcripts immediately to Registrar.
Submit college transcripts for Chemistry, Microbiology, Statistics and Anatomy & Physiology.	Official transcripts immediately to Registrar.
Submit deposit	As soon as possible. Date of deposit is a Nursing program criteria if all other factors are equal between two students.
Enrolled in ABSN	Immediately upon deposit.
Meet with faculty during orientation day.	Meeting with Director of Nursing.
Academic advising	Declaration of Major immediately designates Director or Nursing or designee as academic advisor.
Register for ABSN Term 1 classes	Director arranges class schedule & registration.
Financial aid from external source (e.g., FAFSA, parent loans)	Useable everywhere
Tuition	ABSN: Adult tuition.
Submit tuition payment	ABSN: Adult tuition.
Course locations	ABSN: Wittenberg and online.

Year 1	ABSN: First semester of program, additional requirements include American Heart Association Basic Life Support for Healthcare Providers ("CPR"), background and fingerprinting check, drug screen, & pre-clinical health requirements, and other clinical agency and program forms and processes.
--------	---

Readmission [OAC 4723-5-12(A)(2)]

Readmission when a student has been removed from the nursing program will be considered only when the student has been out of the nursing major for at least one calendar year. Students seeking readmission to the nursing major for other reasons; e.g. absence due to personal illness, will follow the same procedure.

The procedure for readmission is:

1. The student notifies the Director in writing requesting consideration for readmission and follows the university deadline dates for application to the university.
2. The student applies to and is accepted by the University. (if disenrolled from the University).
3. The student provides transcript evidence of course completion as required and any other requested documentation.
4. Clinical skills revalidation and satisfactory scores on course-specific standardized examinations may be required.
5. The Nursing Faculty will review materials and recommend for or against readmission.
6. The Director will review materials, determine for or against readmission, and notify the student.
7. Readmission is contingent upon available clinical and classroom space. Preference for nursing course enrollment is given to enrolled students over students seeking readmission.
8. Readmitted students must meet the University's curriculum and program requirements effective at the time of readmission. Including immunizations, BLS CPR certification, BCI/FBI requirements must be fulfilled upon reentry, and will be subject to the current Academic Bulletin at the time of readmission.
9. If readmission is granted, updated program requirements (immunizations, BLS CPR certification, BCI/FBI requirements) will need to be fulfilled upon reentry.
10. The Director's decision will be final.

Re-admission to the University.

Any person who has withdrawn or has been asked to withdraw from the university is eligible to apply for readmission upon completion of a formal application for readmission. An application form may be obtained from the Admission Office. The completed application must be received by at least four weeks before the beginning of the semester in which the person wishes to reenter the college.

An adult/nontraditional student who is absent from Wittenberg for two calendar years or longer must apply for readmission. The student is subject to the academic requirements in force at the time of return.

Advanced Standing & Transfer Credit [OAC 4723-5-12(A)(3a-c)]

1. Nursing students follow Wittenberg University rules regarding [transfer credit](#). In order to earn transfer credit a student must take the course at an organization at an institution accredited by an agency approved by the U.S. Department of Education (*Witt Academic Catalog*) and earn a grade of C or 2.0 on a 4.0 scale (C- is not acceptable). The Registrar makes final decisions regarding transfer credit.
2. Nursing reviews transfer credits and informs the student of their progress toward BSN degree completion.
3. For individuals with experience in the Armed Forces of the United States, or in the National Guard or in a reserve component, the Nursing program will:
 - a. Review the individual's military education and skills training.
 - b. Determine whether any of the military education or skills training is substantially equivalent to the curriculum established in Chapter 4723-5 of the Administrative Code.
 - c. Award credit to the individual for any substantially equivalent military education or skills training.
 - i. Equivalent military education and skills training that parallels Wittenberg courses are awarded at full credit value by the provisions of the university's general transfer policy.
 - ii. Non-parallel technical courses are credited at 75 percent of their original value in a Free Elective non-parallel allowance of up to 32.5 credits.
 - iii. Wittenberg accepts up to an additional 16 credits for military or corporate training activities that carry the college credit recommendations of the American Council on Education or the Program on Non-Collegiate Sponsored Instruction.

Progression [OAC 4723-5-12(A)(4a-b)]

Nursing students must fulfill academic, non-academic, and technical requirements in order to progress in the nursing program. The program shall not implement changes to policies for student progression regarding students enrolled in the program at the time the changes are adopted [4723-5-12(B)].

Academic Requirements.

1. Academic Standing
2. Any course for which the minimal grade is not achieved must be repeated.
 - a. A letter C+ or higher grade is required in all nursing curriculum courses.
 - b. Students may repeat a nursing course one time only. If a student repeats a course, the credit value and grade received from the last registration is used to compute the grade point average. Only the credits earned from the last registration count toward the graduation requirement of 59 credits, major requirements, or other requirements. If a course is repeated, the student's transcript shows the grade earned when the course was repeated. Only academic work that has been taken at Wittenberg is repeatable and it can be repeated only with a Wittenberg course.

3. Students must earn a weighted exam average of $\geq 77\%$ in all nursing courses which have two or more exams. If a student earns $< 77\%$ exam average but an overall nursing course grade $\geq 77\%$ the student will receive the overall examination grade (C- or lower). If the student earns an overall nursing course grade $\geq 77\%$ the student will receive the actual grade earned. The clinical component of the course is pass/fail, should a student fail the clinical component of the course they will fail the course and receive a grade of "F" regardless of a course grade $\geq 77\%$.
4. A student earning $< C$ final nursing course grade will fail the course.
 - a. Students are responsible for adhering to the university academic calendar for add and drop dates.
 - b. A failing grade in one nursing course results in the student being placed on probation. Students are not removed from probation until they experience another nursing course failure or until successful completion of the program.
 - c. A second failed nursing course results in dismissal from the program.
 - d. If a significant safety issue (e.g., laboratory/simulation or clinical failure) occurs the Director may elect to dismiss the student from the program.
5. Official transcripts for courses taken at other institutions must be on file at Wittenberg.
 - a. The student is responsible for ensuring that transcripts verifying any prerequisite course taken at another institution is on file at Wittenberg no later than the beginning of the first week of classes. An official transcript must be sent to the Wittenberg Registrar prior to the start of the semester.
 - b. If a transcript verifying any prerequisite course is not on file by this deadline, the student is required to withdraw from the course immediately.
6. Enrollment.
 - a. Students follow Wittenberg policies on enrollment.
 - b. Full-time enrollment (12-16 credits per semester) is planned for each semester.
 - c. Wittenberg's ABSN graduation guarantee is conditional upon taking at least 12-16 credits per semester as found in the course curriculum.
 - d. Students pay the ABSN tuition rates.
7. Requirements for Satisfactory Completion of Courses

Students satisfactorily complete each nursing course by achieving an academic grade of C+ or higher, achieving a clinical grade of Pass, and demonstrating professional ethics and safe care at all times.

Probation, Suspension, and Dismissal.

1. Nursing Students follow University procedures for Academic Probation, Suspension, and Dismissal. A student is placed on academic probation when judged to be making less than satisfactory progress toward graduation when:
 - a. The semester grade point average or the cumulative GPA falls below stated minimums.
 - b. The rate of course completion falls below stated minimums.

2. In addition to University procedures, nursing students are placed on academic probation when they fail a nursing course.
3. In addition to University procedures, nursing faculty may place a student on probation for failures of professional ethics or safe care.

Non-Academic Requirements. Nursing students must adhere to university, nursing, clinical agency, and professional standards. Nurses are entrusted with the health, safety, and welfare of patients; have access to controlled substances and confidential information; and operate in settings that require the exercise of mature judgement and ethical behavior. The faculty reserves the right at any time to enact probation or remove from the nursing major students who violate any of these standards; exhibit unprofessional, immoral, illegal, or unethical behavior; or who compromise the safety of self or others.

Standards of Safe Nursing Care

1. Progression in nursing is contingent upon successful completion of program requirements immunizations, BLS CPR certification, BCI/FBI requirements, drug screen and criminal background check results
 - a. The background check must include fingerprinting and must be completed by the Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI).
 - b. Criminal records will undergo administrative review. Under Ohio Revised Code (ORC) Section 4723.092 an individual who has been convicted of, pleaded guilty to, or has a judicial finding of guilt for violation of any of the [Ohio Board of Nursing disqualifying offenses](#), or for violating a law of another state, the United States, or another country that is substantially similar to any of the following offences, is ineligible for licensure by examination or by endorsement to practice nursing as a registered nurse in Ohio.
 - c. If the background check identifies disqualifying offenses that prevent clinical learning placement, the student may not be able to complete clinical learning experiences and therefore may be disqualified from admission, readmission, or progression in nursing.
 - d. Some clinical facilities may decide to not accept students who have been convicted of minor misdemeanors or felonies not included in the Disqualifying Offenses table. In addition, some clinical sites may require consideration of expunged convictions in placement decisions. These decisions may impact the student's ability to complete clinical learning experiences and therefore may be disqualified from admission, readmission, or progression in nursing.
 - e. All students in the nursing program have a continual obligation to report any criminal conviction in writing to the Director of Nursing within 48 hours of its occurrence. Failure to do so will result in immediate dismissal from the program.
 - f. The student may be required to repeat the criminal background check and/or drug screen annually to meet clinical agency requirements.
 - g. Student information provided in criminal records reports will only be used to evaluate the student's qualifications for program admission and progression into clinical courses. Reports will be kept in secured confidential files separate from the student's academic file with access limited to authorized university personnel. The results will be destroyed two years after the individual is no longer enrolled in the nursing program.

2. The student is responsible for remaining current on all requirements for participating in clinical, including but not limited to:
 - a. Health insurance
 - b. Liability insurance
 - c. Criminal background check and fingerprinting (timeline as required by clinical agencies)
 - d. Drug screen (timeline as required by clinical agencies)
 - e. Immunizations
 - f. TB testing
 - g. American Red Cross or American Heart Association Basic Life Support for Healthcare Providers (CPR BLS certification)
 - h. HIPAA, OSHA, and bloodborne pathogen training per the GDAHA Clinical Packet and/or other agency requirement.
 - i. All other agency and nursing program requirements

3. Student conduct must reflect the standards for safe nursing care set forth in Chapter 4723 of the Ohio Revised Code and the rules adopted under that chapter, including, but not limited to the following [OAC 4723-5-12 (C)(1)]. Violations of Ohio law may halt academic progression.
 - (1) A student shall, in a complete, accurate, and timely manner, report and document nursing assessments or observations, the care provided by the student for the patient, and the patient's response to that care.
 - (2) A student shall, in an accurate and timely manner, report to the appropriate practitioner errors in or deviations from the current valid order.
 - (3) A student shall not falsify any patient record or any other document prepared or utilized in the course of, or in conjunction with, nursing practice. This includes, but is not limited to, case management documents or reports, time records or reports, and other documents related to billing for nursing services.
 - (4) A student shall implement measures to promote a safe environment for each patient.
 - (5) A student shall delineate, establish, and maintain professional boundaries with each patient.
 - (6) At all times when a student is providing direct nursing care to a patient the student shall:
 - (a) Provide privacy during examination or treatment and in the care of personal or bodily needs; and
 - (b) Treat each patient with courtesy, respect, and with full recognition of dignity and individuality.
 - (7) A student shall practice within the appropriate scope of practice as set forth in division (B) of section 4723.01 and division (B)(20) of section 4723.28 of the Revised Code for a registered nurse;

ORC 4723.01(B) "Practice of nursing as a registered nurse" means providing to individuals and groups nursing care requiring specialized knowledge, judgment, and skill derived from the principles of biological, physical, behavioral, social, and nursing sciences. Such nursing care includes:

 - (i) Identifying patterns of human responses to actual or potential health problems amenable to a nursing regimen;
 - (ii) Executing a nursing regimen through the selection, performance, management, and evaluation of nursing actions;

- (iii) Assessing health status for the purpose of providing nursing care;
 - (iv) Providing health counseling and health teaching;
 - (v) Administering medications, treatments, and executing regimens authorized by an individual who is authorized to practice in this state and is acting within the course of the individual's professional practice;
- (8) A student shall use universal and standard precautions established by Chapter 4723-20 of the Administrative Code;
- (9) A student shall not:
 - (a) Engage in behavior that causes or may cause physical, verbal, mental, or emotional abuse to a patient;
 - (b) Engage in behavior toward a patient that may reasonably be interpreted as physical, verbal, mental, or emotional abuse.
- (10) A student shall not misappropriate a patient's property or:
 - (a) Engage in behavior to seek or obtain personal gain at the patient's expense;
 - (b) Engage in behavior that may reasonably be interpreted as behavior to seek or obtain personal gain at the patient's expense;
 - (c) Engage in behavior that constitutes inappropriate involvement in the patient's personal relationships; or
 - (d) Engage in behavior that may reasonably be interpreted as inappropriate involvement in the patient's personal relationships.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to the behaviors by the student set forth in this paragraph.

- (11) A student shall not:
 - (a) Engage in sexual conduct with a patient;
 - (b) Engage in conduct in the course of practice that may reasonably be interpreted as sexual;
 - (c) Engage in any verbal behavior that is seductive or sexually demeaning to a patient;
 - (d) Engage in verbal behavior that may reasonably be interpreted as seductive, or sexually demeaning to a patient.

For the purpose of this paragraph, the patient is always presumed incapable of giving free, full, or informed consent to sexual activity with the student.

- (12) A student shall not, regardless of whether the contact or verbal behavior is consensual, engage with a patient other than the spouse of the student in any of the following:
 - (a) Sexual contact, as defined in section 2907.01 of the Revised Code;
 - (b) Verbal behavior that is sexually demeaning to the patient or may be reasonably interpreted by the patient as sexually demeaning.
- (13) A student shall not self-administer or otherwise take into the body any dangerous drug, as defined in section 4729.01 of the Revised Code, in any way not in accordance with a legal, valid prescription issued for the student, or self-administer or otherwise take into the body any drug that is a schedule I controlled substance.
- (14) A student shall not habitually or excessively use controlled substances, other habit-forming drugs, or alcohol or other chemical substances to an extent that impairs ability to practice.

- (15) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of the use of drugs, alcohol, or other chemical substances.
 - (16) A student shall not have impairment of the ability to practice according to acceptable and prevailing standards of safe nursing care because of a physical or mental disability.
 - (17) A student shall not assault or cause harm to a patient or deprive a patient of the means to summon assistance.
 - (18) A student shall not misappropriate or attempt to misappropriate money or anything of value by intentional misrepresentation or material deception in the course of practice.
 - (19) A student shall not have been adjudicated by a probate court of being mentally ill or mentally incompetent, unless restored to competency by the court.
 - (20) A student shall not aid and abet a person in that person's practice of nursing without a license, practice as a dialysis technician without a certificate issued by the board, or administration of medications as a medication aide without a certificate issued by the board.
 - (21) A student shall not prescribe any drug or device to perform or induce an abortion, or otherwise perform or induce an abortion.
 - (22) A student shall not assist suicide as defined in section 3795.01 of the Revised Code.
 - (23) A student shall not submit or cause to be submitted any false, misleading or deceptive statements, information, or document to the nursing program, its administrators, faculty, teaching assistants, preceptors, or to the board.
 - (24) A student shall maintain the confidentiality of patient information. The student shall communicate patient information with other members of the health care team for health care purposes only, shall access patient information only for purposes of patient care or for otherwise fulfilling the student's assigned clinical responsibilities, and shall not disseminate patient information for purposes other than patient care or for otherwise fulfilling the student's assigned clinical responsibilities through social media, texting, emailing or any other form of communication.
 - (25) To the maximum extent feasible, identifiable patient health care information shall not be disclosed by a student unless the patient has consented to the disclosure of identifiable patient health care information. A student shall report individually identifiable patient information without written consent in limited circumstances only and in accordance with an authorized law, rule, or other recognized legal authority.
 - (26) For purposes of paragraphs (C)(5), (C)(6), (C)(9), (C)(10), (C)(11) and (C)(12) of this rule, a student shall not use social media, texting, emailing, or other forms of communication with, or about a patient, for non-health care purposes or for purposes other than fulfilling the student's assigned clinical responsibilities.
- 4. The student who is out of compliance may not attend off-campus clinical learning. This is considered a clinical absence and the student will be required to make up this time, **IF** there is agency and clinical faculty availability. There is no guarantee of being able to make this clinical time up. It is the student's responsibility to remain current.
 - 5. The student is responsible for all costs associated with meeting clinical requirements.

6. Wittenberg Nursing students follow university student codes of conduct as listed in the current [Wittenberg Student handbook](#). In addition, nursing students follow the **American Nurses Association Code of Ethics for Nurses** (2015) regarding ethical conduct:

Provision 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

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

Provision 3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

Provision 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

Americans with Disabilities Statement & Non-Discrimination/Academic Support Statement:

Wittenberg University is committed to promoting student academic success by complying with the Americans with Disabilities Act (ADA) and will provide reasonable accommodations for those students supplying appropriate documentation.

Your success as a student is of utmost importance to us. If you have a disability or any other special circumstance that may have some impact on your learning and/or for which you may require special accommodations, you must contact course faculty and the academic support coordinator at the beginning of the semester so that accommodations can be considered and/or made in a timely manner

Wittenberg University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, learning, chronic health, physical, hearing, vision and neurological, or temporary medical conditions, etc.), please let me know immediately so that we can privately discuss options. To establish reasonable accommodation, you must register with the Accessibility Services office by emailing accessibilityservices@wittenberg.edu. You can also find information on the Accessibility Services webpage found at www.wittenberg.edu/success. Please note

that services are confidential, may take time to put into place, and are not retroactive. The Accessibility Services Office is located in the COMPASS: Sweet Success Center, Thomas Library, on the first floor.

The Compass Academic Support Center is the designated office on campus to provide didactic services and accommodations to students with diagnosed disabilities. The student must provide documentation of their disability to the Academic Support Center if they seek didactic accommodations (see Wittenberg University Student Handbook) in their courses. Students are strongly encouraged to contact the academic support coordinator to request specific accommodation at least two weeks in advance of the need. The student is responsible for notifying course faculty that documentation and contact with Compass for accommodations have been initiated. The student will need to work closely with their course faculty and the academic support coordinator to identify accommodations for learning. The course faculty and/or academic support coordinator will make available the necessary internal support and facilitate referral to resources as appropriate. Refer to the current Wittenberg University Student Handbook for specific information.

In addition, the Academic Support Center strives to empower all students to develop effective strategies for learning and offers peer tutoring, group tutorials and private consultation.

Occupational Requirements. The Nursing program is committed to equal and fair opportunity for all qualified nursing applicants and has established essential occupational standards necessary for students to deliver safe and effective nursing. These standards are guided by the Ohio Board of Nursing laws and rules, national accreditation guidelines, professional organization standards, and clinical agency policies. These standards determine student ability to meet program requirements through knowledge acquisition and clinical skill development. Enrollment in nursing programs is contingent upon a signed acknowledgement of the ability to meet occupational standards with or without reasonable accommodation. Nursing students must continually meet the occupational standards throughout their program of study. The student and faculty are required to notify the Director of changes in ability to meet occupational standards. If the inability to meet an occupational standard is temporary, reasonable efforts will be made to provide opportunities to complete the program. The student may be required to provide documentation from health care providers.

1. **Essential Physical/Neurological Functions:** students must possess the physical and neurological ability to make accurate observations closely and at a distance to learn skills and gather data. These include, but are not limited to auditory, olfactory, tactile, and visual ability. Examples include identifying and interpreting heart, lung and abdominal sounds; detecting gases or noxious odors; identifying changes in temperature, vibration, color, and movement; interpreting and responding to medical equipment and computer data.
2. **Essential Motor Skills:** students must safely execute physical maneuvers and tasks to fulfill professional nursing roles and responsibilities. These include but are not limited to fine and gross motor skills, mobility, and physical endurance. Examples include preparing and administering medications; supporting, positioning, and transferring patients; manipulating medical equipment; performing sterile procedures; performing basic life support; and performing nursing activities over an extended amount of time (i.e. 6-12 hour clinical shifts).
3. **Essential Communication Skills:** students must comprehend and process written and verbal material, and communicate effectively, efficiently, and professionally. These skills include, but are not limited to reading, listening, writing, speaking, non-verbal communication, and computer literacy. Examples include documenting accurate information in health records; providing patient teaching; and communicating changes in patient status in a timely manner.
4. **Essential Judgment Skills:** students must exercise sound clinical judgment. These include but are not limited to adapting to changing environments and patient conditions; functioning effectively under stress; making safe clinical judgements; asking for help when uncertain; conserving fiscal and material resources; and developing professional relationships. Examples include responding

appropriately in urgent or emergent situations; critically analyzing evidence to prioritize actions; interacting with others with compassion and sensitivity; contributing as a member of an inter-professional team; and fulfilling the University's mission.

5. **Essential Social/Behavioral/Emotional Skills:** students must demonstrate social, behavioral, and emotional health to fully accomplish professional responsibilities. These skills include but are not limited to monitoring and managing own emotions; demonstrating personal emotional stability; establishing respect, rapport, and therapeutic boundaries with patients and others; and negotiating interpersonal conflict. Examples include acting with honesty, integrity, and confidentiality; assuming personal responsibility and accountability for actions and errors; functioning effectively within a demanding and dynamic environment; providing emotional support to others; and exhibiting professional behavior.
6. Students must meet all occupational standards to be eligible for off-campus learning. Assessment of student occupational standards will be conducted prior to off-campus clinical learning. The assessment may be repeated upon the Director or faculty request. Students who do not meet occupational standards may not attend off-campus clinical learning.
Note: Wittenberg does not have occupational standards for non-nursing students, but this is accepted practice in nursing.

Program Completion [OAC 4723-5-12(A)(5)]

1. Nursing students follow university policies for degree completion. Wittenberg University graduates must achieve of 59 semester credit hours with a cumulative GPA 2.5+ in the nursing major courses. The program shall not implement changes to requirements for completion of the program regarding students enrolled in the program at the time the changes are adopted [4723-5-12(B)].
2. In order to graduate, an ABSN students must:
 - a. Achieve at least a C+ in each nursing course to count it toward the major and degree. (C and C minus grades are not acceptable).
 - b. Complete an exit interview with the Director or designee.
 - c. Complete an evaluation of the program.

Payment of Fees, Expenses, and Refunds [OAC 4723-5-12(A)(6)]

Nursing students follow [Wittenberg procedures](#) for payment of fees, expenses, and refunds. Statements are provided electronically in July for Fall Semester and in December for Spring Semester.

Students pay the ABSN tuition rate for each credit hour. Students pay \$900 per semester for lab fees.

Students are responsible for adhering to the University calendar for add and drop dates. [Refunds](#) are prorated according to the University calendar.

Student Illness in the Classroom and Clinical Settings [OAC 4723-5-12(A)(7)]

1. Illness. Regular and punctual attendance in class, clinical, lab, and seminars is expected in order to achieve course objectives. Nursing programs are required by the Ohio Board of Nursing to provide syllabi which specify a stipulated minimum number of theory, laboratory, and clinical hours for each course. Clinical/laboratory absences must be made up in a manner deemed appropriate by nursing faculty to meet nursing program requirements.

- a. There are no excused clinical or skills laboratory absences.
- b. When absences from class occur or are predicted, the student is responsible for contacting the course, clinical, and/or lab faculty in advance or as soon as possible afterwards.

If the student will be absent from a clinical experience due to illness or emergency, the student must follow the facility policies. Contact the clinical faculty and the assigned clinical agency prior to the scheduled clinical time, as arranged by the clinical instructor.
- c. Absences may require additional assignments or clinical time per the Ohio Board of Nursing requirements for prelicensure nursing programs. If additional assignments or clinical time are not accomplished, this may result in failure to meet course objectives and culminate in course failure.
- d. Students are required to follow facility policies concerning illnesses in a clinical setting. Course faculty will provide facility-specific requirements, as needed.
- e. Weather-related situations infrequently require that school be delayed or closed. In the event that Wittenberg University is officially closed during the time that the student was to attend clinical, the course faculty will inform the class of how the missed clinical day will be addressed. Students should utilize appropriate decision-making regarding transportation when inclement weather is present and the university is not closed and notify their clinical instructor if they are not able to attend clinical. Any clinical hours that the student misses when Wittenberg University is still in session, must be made up; these hours will count towards the hours of missed laboratory/clinical as set forth in letter "b" above.

2. **Clinical Tardiness**

- a. Late arrivals for clinical experiences disrupt the continuity of safe client care.
- b. Students who arrive < 15 minutes late for clinical will be marked tardy for that clinical experience.
- c. Clinical tardiness for 3 (three) clinical days will count as a clinical absence.
- d. Tardiness > 15 minutes may result in the student not being permitted to stay for the clinical experience resulting in a clinical absence.

3. **Medical Emergency**

- a. For an emergency health need during scheduled nursing classes or in a clinical facility without emergency services the faculty member, preceptor, or designee will contact the Emergency Medical System (911) to summon emergency assistance for the student.
- b. For an emergency health need during scheduled clinical time in a clinical facility with emergency services the faculty member, preceptor, or designee will assist in transporting the student to the emergency department.
- c. If a student is to be absent for an extended period, for classroom, laboratory/simulation, and/or clinical the student must petition in writing to Director of the nursing program to determine if the course work can be made up. The Director will, in consultation with faculty, determine the most appropriate course of action for the situation.

Extended Absence

If a student is to be absent for an extended period, for classroom, laboratory/simulation, and/or clinical the student must petition in writing to the Director of the Nursing Program to determine if the course work can be made up. The Director of the Nursing Program will, in consultation with faculty, determine the most appropriate course of action for the situation.

Availability of Student Guidance and Counseling Services [OAC 4723-5-12(A)(8)]

Advising about career objectives, educational concerns, and personal adjustment is an important component of the university experience and helps students with their academic and professional preparation.

1. Student Guidance

Faculty have responsibility for student recruitment and academic advising. Effective advising requires (2017-18 Faculty Manual, p. 45):

- a. Availability to students
- b. Ability to relate the concept of a liberal arts education to the advisee's educational needs
- c. Familiarity with the academic requirements, policies, regulations, and services of the department/program and of the university, as well as with the student support services of the university
- d. Knowledge of current graduate school and professional opportunities in the advisor's field

2. Student Counseling Services

- a. Students follow university procedures for counseling services. Crisis intervention and brief counselling services are offered through the university Counseling Center (<https://www.wittenberg.edu/administration/healthwellness/counseling-services>).
- b. Counseling is free and confidential. Confidentiality may be disclosed if the student is a threat to self or others.

Student Grievances and Grade Appeals [OAC 4723-5-12(A)(9)]

1. Nursing students follow university procedures for grievances, complaints, and grade appeals.
2. Grievances

For any grievance, a nursing student should follow this communication process:

- a. The student should meet with the faculty member to discuss the issue and try to reach resolution.
- b. If the issue is not resolved, the student then meets with the Director of Nursing.
- c. If the issue is not resolved with the Director of Nursing, Wittenberg also maintains an [online reporting option](#) for student academic appeals, reporting incidents on campus, and other general student complaints.

3. Grade Appeals (Current Faculty Manual)

(By Faculty Action, 2016)

In particular circumstances, a student may submit a petition to request an exception to or application of a university policy. A petition is a formal written request for an exception to a published policy or requirement. The petition should cite the regulation in question and state the basis for the waiver or exception upon which the request rests. Petitions are special requests, so students must present compelling, exceptional, and documented circumstances in making their requests.

University policies and deadlines are established by the faculty to protect the integrity of the academic experience. Petitions will be evaluated according to the standards and principles of university policies along with considerations of fairness and equity for all students. Petitions will only be granted upon a demonstration of exceptional cause.

Petitions may be submitted for academic standing decisions, for general academic policies, or for their deadlines. Graduation requirements such as total credits required, GPA, credits and GPA in the major, and residency credits may not be petitioned.

a. A grade inquiry may be initiated when the student believes the final grade assigned for a course is inaccurate. The student may petition on the grounds that the faculty member did not follow published grading policies, that the grade was not correctly calculated, or that the process of grading was not applied consistently in the class. For grading matters pertaining to Honor Code Wittenberg University Faculty Manual 2019-2020 154 violations, students must follow Honor Code procedures. Grades on assignments within a course may not be appealed.

b. If a student believes a final course grade is inaccurate, the student should first discuss the grade with the faculty member.

c. If that discussion does not resolve the question, the student should complete a grade appeal form and submit it to the Director of the nursing program.

d. An appeal should be made as soon as possible after the grade is recorded, and in no case later than the end of the seventh week of the semester following the term in which the grade was given.

e. If the appeal is denied by the Director of the nursing program, the student may submit the grade appeal form and any additional required documentation to the Provost.

f. The Provost's office will evaluate the appeal and consult with the Director of the nursing program and the faculty member. The faculty member completes a Change of Grade form, if necessary, and submits it to the Registrar. The Registrar makes any necessary changes to the student's grade in the system.

g. If the faculty member who gave the grade is no longer at the university (in the case of an adjunct instructor, for instance), the Director of the nursing program will contact the instructor and put the student and the faculty member in contact with each other to initiate the process.

h. If a faculty member whose grade is challenged is no longer at the university, cannot be contacted, or does not respond to reasonable efforts at contact, then and only then will the Director of the nursing program, in consultation with other members of the department in question, review the appeal. If the Director decides that the appeal has merit, they may then instruct the Registrar to make any necessary changes to the student's grade in the system.

- i. If the faculty member whose grade is being appealed is the Director of the nursing program, the complaint will be explored and resolved in consultation between the faculty member and the Provost.

Periodic Evaluation of Each Student's Progress in Each Course [OAC 4723-5-12(A)(11)]

1. Evaluation of progress in each course.
 - a. Methods by which each student may meet course objectives will be explained in the course syllabus.
 - b. Faculty members teaching a course will submit course evidence showing evaluation of individual and aggregate student progress.
 - c. Individual and aggregated student progress within each course shall be evaluated by the Nursing Curriculum Committee twice per year.
2. Evaluation of progress in the program.
 - a. The academic advisor will evaluate each student's progress through the curriculum each semester.
 - b. Evidence of student progress will be used for subsequent academic advising.
 - c. Individual and aggregated student progress through the program will be evaluated by the Nursing Program Evaluation Committee twice per year.

Student Notification of Program Policy Changes [OAC 4723-5-12(A)(12)]

1. Students will be notified of changes in program policies verbally and in print.
2. The program shall not implement changes to policies for student progression, or requirements for completion of the program, regarding students enrolled in the program at the time the changes are adopted [OAC 4723-5-12(B)].

Student Codes of Conduct [4723-5-12(C), OAC]

In addition to Ohio law and rule and the American Association of Nurses Code of Conduct for Nurses (2015), Wittenberg Nursing students follow university student codes of conduct as listed in the [Wittenberg Student Handbook](#).

Guidelines for Professional Appearance and Attire for Nursing Students

The nursing student's professional appearance and attire influences patient care as well as the public's image of professional nursing. Whether the nursing student is providing care for the acutely ill patient in a hospital setting or teaching the family in the home, she or he is being scrutinized by others who are forming mental images about nurses and nursing. The public's perception of nurses and nursing may influence the effectiveness of nursing practice and should be considered as the nurse provides care. The nursing student is expected to provide an environment that enhances and promotes healing. This is accomplished in a number of ways. The student will maintain a professional appearance and attire that is neat, clean, and appropriate. The student will provide a hygienic, unobtrusive, calm, and comfortable environment that focuses on the needs and healing of the patient. In keeping with these commitments, the school has adopted the following policies:

Policies Regarding Professional Appearance and Presentation

- Perfumes, colognes, and body odor
Should be avoided, the odor of cologne and perfumes can be nauseating and distressing to someone who is ill.
- Tobacco: third-hand smoke and odor
In a like manner the third-hand smoke and odor on clothing, breath, skin, or hair is an impediment to health, can be offensive, and is not acceptable. Vaping odors on clothing, breath, skin or hair is an impediment to health, can be offensive, and is not acceptable.
- Hair
 - Short, off the collar, or secured in a way that avoids hair falling over the shoulders
 - Ponytails must be secured in a manner that prevents them from falling over the shoulder
 - Dreadlocks or braids, if worn, must be clean, well maintained, and, if below the collar, must be secured
 - Beards and mustaches must be short, trimmed neatly, and clean
 - If the student will potentially be using N95 facemasks, face must be clean and shaven.
- Fingernails
 - No false fingernails of any type, including acrylics, gels, Shellac, or wraps
 - Nails must be short enough to not be seen over the tips of the fingers
 - No dip powder of any kind or color is permitted
- Jewelry
 - Earrings: only two small stud earrings in each ear is permitted, no hoop earrings are allowed.
 - Body Piercing: other than earlobes, and one nose stud, may not be visible. Only clear retainers may be used to maintain the piercing while the jewelry is out so as to make the piercing less noticeable.
 - Wristwatches may be worn; expansion bands are preferred.
- Tattoos
 - Tattoos that may be perceived as offensive must be covered, including profanity, depiction of violence or defamation.
- Cell phones
 - Students are expected to bring smart phones to clinical for access to references only. Students are not to access email, text messaging, social media or call features at the clinical settings.
 - Students may give the facilities main unit phone number to individuals who may need to contact them in an emergency during clinical hours. If the student's faculty member gives the student permission they may give the faculty member's cell phone number to individuals who may need to contact them in an emergency during clinical hours.

Policies Regarding Attire

The nursing student's professional attire influences the public's image of nursing in general and the school specifically. Whether the nursing student is providing care for the acutely ill patient in a hospital setting or teaching the family in the home, she or he is being scrutinized by others who are forming mental images about nurses and nursing. The public's perception of nurses and nursing may influence the effectiveness of nursing practice and should be considered as the nurse provides care. Likewise, the student's image of nursing is positively influenced when students take pride in their professional appearance, in their school, and in their identification with peers.

Attire in Hospitals: Clinical Practice That Includes Direct Patient Care

The student uniform should be freshly laundered for each clinical experience.

- The uniform consists of black pants, a black tunic top with the Wittenberg University School of Nursing emblem embroidered on the left upper chest area, and a black cuffed long-sleeved jacket with the Wittenberg University School of Nursing emblem embroidered on the left upper chest area. Both men and women will

wear this uniform. Additionally, students should ensure that the uniform fits properly and that no skin is exposed at the waist and the chest is appropriately covered when the student bends at the waist.

- A thin, plain, nude, or black long sleeve shirt may be worn under the scrub top to hide tattoos (not turtle neck).
- In addition, the black, professional, long-sleeved jacket is to be worn when in the clinical setting, but not involved in direct patient care.
- Only all black upper leather or vinyl shoes with flat rubber or other quiet soles in black or white (designed specifically for nurses) will be acceptable. Nursing shoes can also be purchased from Uniform Advantage. Black socks that cover the ankle must be worn with shoes at all times.
- Photo identification badges are to be worn on the uniform at all times for clinical practice and on the lab jacket when students are present in agencies for orientation or assessment prior to clinical practice. The photo identification badges must be purchased from the university during orientation week.
- All items of the uniform must be kept clean and wrinkle free.
- Specific clinical sites may have more stringent uniform requirements that supersede the WUSON policy and will be discussed and adhered with during the clinical rotation

Attire in Hospitals: Clinical Learning Activities that Exclude Direct Patient Care

- Slacks are permitted when in the clinical setting, but shorts are never acceptable. Dress should be “business casual.”
- Shoes must be completely closed; no open toe shoes or sandals are acceptable.
- Denim jeans, T-shirts with logos, halter or spaghetti straps, short skirts, or capri pants are never acceptable when in the clinical agency.
- The lab jacket and the Wittenberg University School of Nursing Photo ID badge must be worn at all times.

Attire in the Mental Health, Community Settings and Some Specialty Areas of the Hospital

Faculty will issue guidelines for attire in these clinical settings, but in general business casual dress or the student uniform with the Wittenberg University School of Nursing Photo ID badge will be required.

Students who are not appropriately dressed according to the clinical dress code guidelines may be dismissed from the clinical setting, and given an absence for that clinical day.

Students and faculty are required to adhere to the policies and regulations of the clinical institutions with whom we partner.

The responsibility for establishing guidelines for the professional attire of nursing students rests with the faculty and administration of the school. Exceptions to this policy may be made by the faculty and administration as appropriate. Suggestions for change may be submitted to the BSN program director by any faculty or student. Both students and faculty share the responsibility for adherence to the established guidelines.

SECTION 4. OTHER INFORMATION

Distance Education and Information Technology

Distance education and information technology support are available by emailing the Solution Center (solution@wittenberg.edu) or telephoning 937.525.3801. The Solution Center is staffed from 8 AM - 5 PM, Monday through Friday during the school year excluding when campus is closed; it receives emailed work requests 24 hours/7 days a week. Services available to students include help using: personal network drive storage space, WittLink Portal services, information available from the offices of the Registrar, Student Accounts, and the Career Services Office (grades, schedule, etc.), email access from most smartphones and tablets, wireless and connectivity, and virus removal.

Thomas Library

The [Thomas Library](#) contains an extensive book and periodical collection with more than 350,000 volumes and the capacity to hold 500,000 volumes and more than 2500 periodicals which are located in the basement of the building. Extensive study space supports the library for student groups. Students can also request study

rooms. Thomas Library contains many nooks and crannies to find a quiet place to study. Many tables and couches are provided to ensure a comfortable study session. Two computer labs with Internet access are also located in the library and wireless is available in the common areas. A member of the Ohio LINK which connects Wittenberg to numerous college libraries for additional research and reference materials the library also contains the special collection area. This area contains the Luther Reformation collection with more than 400 items written by Martin Luther and his contemporaries between 1517 and 1580.

Through OhioLINK, Wittenberg students have access to more than one billion items, from the libraries of more than 80 colleges and universities; in addition, the Online Computer Library Center further connects Wittenberg to information about library holdings around the nation and the world. The Library includes access to the *Cumulative Index to Nursing and Allied Health Literature (CINAHL)* and PubMed/Medline. There is some full-text in both of those databases. Of the eleven journals listed in *Magazines for Libraries* (2012) and through Journal Storage (JSTOR) Wittenberg nursing students have online access to:

- *Journal of the American Academy of Nurse Practitioners*
- *Heart & Lung, The Journal of Critical Care*
- *International Nursing Review*
- *Nursing Education Perspectives*
- *American Journal of Nursing*, 1900 to 2004, and *Imprint* (publication of the National Student Nurses Association), 2009 to present.
- *Cochrane Database*

Frequently-Asked Questions

If you cannot find an answer to your question, please contact nursing@wittenberg.edu.

How do I check my own Wittenberg transcript? Log into Self-Service. Click on Student Academic Information.

What is a "registration hold"? Registration holds prevent your ability to register for the subsequent term and significantly reduce your chances of getting into required courses. Student Accounts can enter a registration hold if you fail to pay tuition or fees on time. An administrator can enter a registration hold if you haven't completed an administrative requirement. Students can find information about registration holds in www.wittenberg.edu > self service > Student Academic Info > Registration & Priority Holds.

Resources

The AACN Baccalaureate Essentials (2021).
<https://www.aacnnursing.org/Portals/42/News/Factsheets/Education-Impact-Fact-Sheet.pdf>

The [AACN Baccalaureate Essentials \(2021\)](#) are resources that guide Wittenberg's nursing program and other bachelor's degree programs nationally. The new [AACN Baacalaureate Essentials \(2021\)](#) are being integrated as of 2022 in accordance with AACN recommendations.

[Aiken, L., Clarke, S., Cheung, R., Sloane, D. & Silber, J. \(2003\) Educational Levels of Hospital Nurses and Surgical Patient Mortality](#) was an important early research work. This study demonstrated significant reductions in surgical patient death rates when more nurses had bachelor's degrees.

[QSEN \(2005-present\)](#) and the [Massachusetts Nurse of the Future \(2016-present\)](#) competencies are professional standards that have been used to inform the creation of this curriculum.

The Institute of Medicine's [IOM The Future of Nursing \(Brief, 2010\)](#) projected a critical need for bachelor's degree nurses in hospital settings. The IOM, now called the National Academy of Medicine, set a national goal for 80% of hospital-based nurses to hold bachelor's degrees by the year 2020.

The American Nurses Association Codes of Ethics for Nurses can be found & are discussed with examples in:

Winland-Brown, J., Lachman, V., & Swanson, E. (2015). [The new 'code of ethics for Nurses with interpretive statements' \(2015\): Practical application, Part I.](#) MedSurg Nursing, 24 (4), 268-271.

Winland-Brown, J., Lachman, V., & Swanson, E. (2015). [The new 'code of ethics for Nurses with interpretive statements' \(2015\): Practical application, Part II.](#) MedSurg Nursing, 24 (4), 268-271.

Appendix A. Crosswalk: Nursing Major Courses, Prior Program Objectives and Outcomes, Current Program LIGHT Outcomes, and AACN Essentials

The table below demonstrates the expression within each ABSN major course of nursing program objectives and outcomes prior to July 2017, program LIGHT outcomes since July 2017, and AACN Essentials. In July 2017 the Nursing Program Evaluation Committee supported program outcome revision.

ABSN Major Courses

NUR 205	Health, Culture & Diversity (2)
NUR 215	Survey of Nursing (2)
NUR 225	Fundamental I (6)
NUR 235	Research and EBP (3)
NUR 245	Fundamentals II (6)
NUR 255	Pharmacology (3)
NUR 305	Family (6)
NUR 315	Adult Health I (6)
NUR 325	Mental Health (3)
NUR 335	Adult Health II (5)
NUR 415	Leadership (2)
NUR 425	Critical Care (4)
NUR 445	Global Populations (2)
NUR 455	Role Transition – Capstone (7)
NUR 465	NCLEX Prep (2)

Pre-licensure Crosswalk

NUR	Current Program Outcomes	AACN Domains E
205	LIGHT	I, II, III, IV, VI, IX, X
215	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX, X
225	LIGHT	I, II, III, VI, VIII, IX
235	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX
245	LIGHT	I, II, III, V, VI, VII, IX
255	IGHT	I, III, V, VI, VIII, IX
305	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX

315	IGHT	I, II, III, IV, V, VI, VII, VIII, IX
325	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX
335	IGHT	I, II, III, IV, VI, VII, VIII, IX
415	LIGHT	I, II, III, IV, V, VI, VII, IX, X
425	IGHT	I, II, III, IV, VI, VII, VIII, IX, X
435	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX, X
445	IGHT	I, II, III, IV, V, VI, VII, VIII, IX, X
455	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX, X
465	LIGHT	I, II, III, IV, V, VI, VII, VIII, IX, X

Appendix B. Student Evaluation of Teaching (SET) items

Core Student Evaluation of Teaching Items

Students are an important source of information about the effectiveness of a course and instructor. Please respond candidly to the questions, based on the scale provided. The results are used by faculty to make improvement in their own courses and by departments in faculty performance evaluations and in tenure and promotion decisions.

1=Strongly disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly agree, NA=Not Applicable (items 1-22)

#	Item	Theme
1	I have gained knowledge/skills that reflect the learning goals of this course.	Learning
2	My interest in the subject has increased as a consequence of this course.	Learning
3	I have found the course intellectually challenging.	Learning
4	Course materials were clearly related to the goals of the course.	Org. & Clarity
5	Course was well organized.	Org. & Clarity
6	Course materials contributed to my learning.	Org. & Clarity
7	Methods of evaluating student work were fair.	Graded Materials
8	Graded materials (e.g., tests, assignments, papers, projects) assessed knowledge/skills emphasized by the instructor.	Graded Materials
9	Instructor explained course materials clearly.	Org. & Clarity
10	Instructor promoted active student participation.	Engagement
11	Instructor presented course materials in an engaging way.	Engagement
12	Instructor encouraged students to ask questions/share ideas.	Engagement
13	Instructor fostered a class environment that was conducive to my learning.	Learning Environment
14	Instructor created a supportive learning community.	Learning Environment
15	Instructor helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	Learning Environment
16	Instructor treated students with respect.	Individual Rapport
17	Instructor offered opportunities to receive help outside of class.	Individual Rapport
18	Instructor answered students' questions and comments about course material in a helpful way.	Individual Rapport
19	Instructor provided feedback on submitted work that assisted my learning.	Graded Materials
20	Overall, the course has been a worthwhile addition to my university experience.	Overall
21	Overall, the instructor was effective in promoting my learning in this course.	Overall

22	I would recommend this course to other students.	Overall
23	Describe aspects of this course that promoted your learning.	Open-ended
24	What specific, practical changes can you recommend that might improve your learning in this course?	Open-ended
25	If a student asked whether you would recommend this course from this instructor, what would you recommend and why?	Open-ended

Appendix C. Student Evaluation of Clinical Site

Please read each question very carefully. Make sure you understand what is being asked. Use this scale and circle the number that is closest to your rating for that item.							
Adapted from the Wittenberg University Student Evaluations of Teaching (SET) instrument; Marsh).		1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Not Applicable
Learning							
1. The Clinical Site was intellectually challenging and stimulating.							
2. The Clinical Site helped you learn something which you considered valuable.							
3. The Clinical Site helped increase your interest in the subject.							
4. The Clinical Site helped you understand the subject material better.							
Enthusiasm							
5. Individuals at the Clinical Site were enthusiastic about the immersion.							
6. Individuals at the Clinical Site were dynamic and energetic.							
7. Individuals at the Clinical Site enhanced the immersion with the humor.							
8. Individuals at the Clinical Site held your interest during the immersion.							
Organization							
9. Clinical Site explanations and expectations were clear.							
10. Clinical Site materials were well prepared and carefully explained.							
11. The Clinical Site's objectives agreed with course objectives so you knew where the immersion was going.							
12. The Clinical Site facilitated taking notes.							
Group Interaction							
13. The Clinical Site encouraged students to participate in meetings and discussions.							
14. The Clinical Site invited students to share their ideas and knowledge.							
15. The Clinical Site encouraged students to ask questions and gave meaningful answers.							
16. The Clinical Site encouraged students to express their own ideas and/or ask questions.							
Individual Rapport							
17. Individuals at the Clinical Site were friendly towards individual students.							
18. Individuals at the Clinical Site made students feel welcome in seeking help/advice in or outside of immersion.							
19. Individuals at the Clinical Site had genuine interest in individual students.							
20. The Clinical Site was adequately accessible to students outside of immersion times.							
Breadth							
21. Individuals at the Clinical Site presented the background or origin of ideas/concepts developed in the immersion.							
22. Individuals at the Clinical Site presented points of view other than his/her own when appropriate.							
23. Individuals at the Clinical Site adequately discussed current developments in field.							
Evaluations							
24. The Clinical Site fairly supported achieving clinical objectives.							
Assignments							

25. Individuals at the Clinical Site offered readings, homework, etc., which contributed to immersion appreciation and understanding.						
Overall						
26. How did this Clinical Site compare with other clinical sites in which you learned?	1 Very Poor	2 Poor	3 Moderate	4 Good	5 Very Good	Not Applicable

4.9.16 ES; 8.18.19 MB

Appendix D. Student Evaluation of Preceptor or Clinical Instructor

Please read each question very carefully. Make sure you understand what is being asked. Use this scale and circle the number that is closest to your rating for that item.						
Adapted from the Student Evaluations of Teaching (SET) instrument; Marsh).	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree	Not Applicable
Learning						
1. You found the Preceptor intellectually challenging and stimulating.						
2. You learned something which you considered valuable.						
3. Your interest in the subject increased as a consequence of the Preceptor/CI.						
4. The Preceptor/CI helped you learn and understand the immersion subject material.						
Enthusiasm						
5. Preceptor/CI was enthusiastic about the immersion.						
6. Preceptor/CI was dynamic and energetic in conducting the immersion.						
7. Preceptor/CI enhanced the immersion with the use of humor.						
8. Preceptor/CI's style of presentation held your interest during the immersion.						
Organization						
9. Preceptor/CI's explanations were clear.						
10. Preceptor/CI's materials were well prepared and carefully explained.						
11. Preceptor/CI's objectives agreed with course objectives so you knew where the immersion was going.						
12. Preceptor/CI facilitated taking notes.						
Group Interaction						
13. The Preceptor/CI encouraged students to participate in immersion meetings and discussions.						
14. The Preceptor/CI invited students to share their ideas and knowledge.						
15. The Preceptor/CI encouraged students to ask questions and gave meaningful answers.						
16. The Preceptor/CI encouraged students to express their own ideas and/or question the Preceptor/CI.						
Individual Rapport						
17. Preceptor/CI was friendly towards individual students.						
18. Preceptor/CI made students feel welcome in seeking help/advice in or outside of immersion.						
19. Preceptor/CI had genuine interest in individual students.						
20. Preceptor/CI was adequately accessible to students outside of immersion times.						
Breadth						
21. Preceptor/CI contrasted the implications of various theories.						
22. Preceptor/CI presented the background or origin of ideas/concepts developed in immersion.						
23. Preceptor/CI presented points of view other than his/her own when appropriate.						
24. Preceptor/CI adequately discussed current developments in field.						
Evaluations						
25. Preceptor/CI fairly contributed to clinical evaluation.						

Assignments						
26. Preceptor/CI offered readings, homework, etc., which contributed to immersion appreciation and understanding.						
Overall						
27. How did this Preceptor/CI compare with other professional mentors you have had at Wittenberg?	1 Very Poor	2 Poor	3 Moderate	4 Good	5 Very Good	Not Applicable

Appendix E. ABSN Alumni Survey

We are contacting you because you graduated from Wittenberg University's Bachelor of Science in Nursing (BSN) program recently/within the last 6-12 months. Please respond to the questions below to indicate your level of satisfaction with your Wittenberg experience. Your responses will:

- 1) Help us continue to improve the BSN program, and
- 2) Support Wittenberg Nursing accreditation.

Your replies will be *confidential* and will be reported only in aggregate form. Please return your survey to Debbie Edwards (edwardsd@wittenberg.edu) by [date]. Please comment on any item at the end of the survey.

Please place an X in the box which represents your response.	1 Excellently	2 Very well	3 Well	4 Adequately	5 Poorly	NA
This statement is about Wittenberg University's mission.						
How well did the Nursing program help YOU, the BSN graduate:						
Achieve a liberal arts education dedicated to intellectual inquiry and wholeness of person within a diverse residential community.						
Become responsible global citizens and discover your callings.						
Lead personal, professional, and civic lives of creativity, service, compassion, and integrity.						
This statement is about Wittenberg University Nursing's mission.						
How well did the program help YOU, the BSN graduate:						
Achieve a liberal arts education for baccalaureate generalist nursing practice.						
Develop a foundation for graduate education.						
These five statements are the Expected Program Student Learning Outcomes. How well did the program help YOU, the BSN graduate, become a:						
1. LEADER: Engages as a professional healthcare leader by analyzing and implementing Quality Improvement initiatives within diverse and changing systems and health care environments.						
2. INTERPERSONAL AND INTERPROFESSIONAL COMMUNICATOR: Communicates professionally by using interpersonal skills, informatics and technology to effectively engage with patients, families, communities, and populations, and in interprofessional teamwork and collaboration.						

Please place an X in the box which represents your response.	1 Excellently	2 Very well	3 Well	4 Adequately	5 Poorly	NA
3 GLOBAL ADVOCATE: Advocates for patients, society, and the profession of nursing by applying principles of ethics and social justice in the delivery of culturally competent care.						
4. HEALTH PROMOTER: Educates individuals and groups about evidence-based health promotion and disease prevention strategies.						
5. THOUGHTFUL PROVIDER OF CARE: Clinically reasons with knowledge grounded in liberal arts and sciences to provide safe, evidence-based, patient-centered care to individuals, families, communities, and populations.						
American Association of Colleges of Nursing Essentials						
To what extent were the AACN <i>Essentials for Baccalaureate and Graduate Programs in Nursing</i> (2008) clearly evident in your nursing coursework?						
How well did these resources meet your needs?						
Admission and admission support staff.						
Academic advising; help with course planning & registration.						
School of Graduate and Professional Studies support staff.						
Thomas Library resources and support staff.						
Technology support staff.						
Classrooms, labs, conference rooms, and other learning spaces.						
Online learning spaces; e.g., Moodle						
Class size; number of students in each class.						
Course syllabi, assignments, and grading.						
Ability to reach your faculty members for help.						
Ability to interact in person with your faculty members.						
Response time from your faculty member.						

Demographic information. Please type in your answers below.
Your name and address
<i>Providing your name and address helps us update our alumni relations information. Your information will never be shared with any individuals or companies outside of Wittenberg unless you give your permission.</i>
Employment ___ Full time ___ Part Time ___ Not employed
If employed, where do you work?
What position do you fulfill at work?
As a result of your BSN completion, did you get a new position or stay in the same position?
What motivated you to complete your BSN studies?
Certification Have you taken a certification exam? Yes No What topic _____
Do you plan to take a certification exam? Yes No What topic _____
How many credit hours did you usually take each semester? ___ 1 – 7 ___ 8 – 12 ___ Over 12

During school, how was your stress from family responsibilities?
_____ High _____ Moderate _____ Manageable
During school, how was your work-related stress?
_____ High _____ Moderate _____ Manageable
During school, how was your financial stress related to enrollment?
_____ High _____ Moderate _____ Manageable
Year you became an RN
Year you completed your BSN
Other colleges you attended
Did you study with another student or group? How many students? Tell us about the experience.
What were your most favorite aspects of the Wittenberg experience?
What were your least favorite aspects of the Wittenberg experience?
What suggestions do you have for improving the BSN program?
Are there any items for which you'd like to add more comments? Is there anything else that you would like us to know?

1.3.16 ES
4.18.16 ES
8.18.19 MB
8.22.22 MB
7.23.23 MB

Appendix F. Wittenberg University ABSN Employer Survey

We are contacting you because you employ a Registered Nurse who graduated from Wittenberg University's Bachelor of Science in Nursing (BSN) program within the last 6-12 months. Please respond to the questions below to indicate your level of satisfaction with your employee. Your responses will:

- 1) Help us continue to improve the BSN program, and
- 2) Support Wittenberg Nursing accreditation.

Your replies will be *confidential* and will be reported only in aggregate form. Please return your survey to Dr. Marie Bashaw (bashawm@wittenberg.edu) by [date]. Please comment on any item at the end of the survey.

Please place an X in the box which represents your response.	1 Excellently	2 Very well	3 Well	4 Adequately	5 Poorly	NA
This statement is about Wittenberg University's mission.						
How well did the Nursing program help YOUR BSN graduate:						
Achieve a liberal arts education dedicated to intellectual inquiry and wholeness of person within a diverse residential community.						
Become responsible global citizens and discover their callings.						

Please place an X in the box which represents your response.	1 Excellently	2 Very well	3 Well	4 Adequately	5 Poorly	NA
Lead personal, professional, and civic lives of creativity, service, compassion, and integrity.						
This statement is about Wittenberg University Nursing's mission. How well did the program help YOUR BSN graduate:						
Achieve a liberal arts education for baccalaureate generalist nursing practice.						
Develop a foundation for graduate education.						
These five statements are the Expected Program Student Learning Outcomes. How well did the program help YOUR BSN graduate become a:						
1. LEADER: Engages as a professional healthcare leader by analyzing and implementing Quality Improvement initiatives within diverse and changing systems and health care environments.						
2. INTERPERSONAL AND INTERPROFESSIONAL COMMUNICATOR: Communicates professionally by using interpersonal skills, informatics and technology to effectively engage with patients, families, communities, and populations, and in interprofessional teamwork and collaboration.						
3 GLOBAL ADVOCATE: Advocates for patients, society, and the profession of nursing by applying principles of ethics and social justice in the delivery of culturally competent care.						
4. HEALTH PROMOTER: Educates individuals and groups about evidence-based health promotion and disease prevention strategies.						
5. THOUGHTFUL PROVIDER OF CARE: Clinically reasons with knowledge grounded in liberal arts and sciences to provide safe, evidence-based, patient-centered care to individuals, families, communities, and populations.						
American Association of Colleges of Nursing Essentials						
To what extent were the AACN <i>Essentials for Baccalaureate and Graduate Programs in Nursing</i> (2008) clearly evident in YOUR BSN student's professional practice activities?						
Demographic information. Please type in your answers below.						
Your name, address, and position						
<i>Providing your name and address helps us update our alumni relations information. Your information will never be shared with any individuals or companies outside of Wittenberg unless you give your permission.</i>						
As a result of your BSN completion, do your employees get a new position or stay in the same position?						
What motivates your employees to complete their BSN studies?						
What suggestions do you have for improving the BSN program?						
Are there any items for which you'd like to add more comments? Is there anything else that you would like us to know?						

1.3.16 ES

4.18.16 ES

8.18.19 MB

8.8.22 MB

Appendix G. Student Orientation Checklist and Statements of Understanding

Date	Student Name (print)
------	----------------------

	Wittenberg Nursing's mission, conceptual framework, and program outcomes
	University resources which guide expectations of students; e.g. Student Manual, Academic Catalog, Academic Calendar, identification badges, Castlebranch, etc.
	University resources that support learning, e.g. classrooms, textbooks and resources, Thomas Library, COMPASS, Language Learning Center, Math Workshop, Writing Center, Career Center, tutoring services, Moodle learning management system, Solution Center, Registrar, Financial Aid, Student Accounts, mid-term reporting of concerns, grievances.
	Departmental resources that guide expectations & support learning, e.g. policies, program outcomes, grading rubrics
	University technology resources that facilitate faculty and student communication, e.g. email, email list-servs, emergency notifications, myWitt website
	Office staff, logistics, and equipment (computer, copying & printing, phone, etc.). A directory of all faculty, staff, and offices is available online .
	University and departmental policies; e.g., Family Educational Rights and Privacy Act (FERPA), Nursing Student Handbook
	Introduction to colloquial university terms; e.g. Reci, HWA, CDR, Post, etc.
	Student role and responsibilities
	Faculty, preceptor, and student roles in evaluating the practicum and clinical site
	Director of Nursing Email Phone Marie Bashaw, DNP, RN, NEA-BC bashawm@wittenberg.edu Office 937.327.7375, Cell 937.371.7632
	Departmental Administrative Assistant
	Student Questions
	Student Signature: Statement of Understanding Nursing Policies
	Student Signature: Acknowledgment of Orientation