



THE CATHOLIC UNIVERSITY OF AMERICA
Conway School of Nursing

Undergraduate Student Nursing Handbook 2026 – 2027



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Purpose

This handbook is designed to assist students by centralizing important information, policies and guidelines relevant to education at The Catholic University of America (CUA) Conway School of Nursing (CSN). Students are responsible to review the *Catholic University Undergraduate Announcements* in the 2026 - 2027 CUA catalog and understand the information contained in this document.

The rules and regulations in this book pertain to all undergraduate nursing students. Program plans are subject to change. Please refer to nursing.catholic.edu for the most recent updates.

Students are responsible for complying with all of the rules and regulations of CUA and completing the Conway School of Nursing Undergraduate Nursing Handbook (UGNH).

THE CATHOLIC UNIVERSITY OF AMERICA

CONWAY SCHOOL OF NURSING

Dean's Welcome to Baccalaureate Students

Welcome to the Conway School of Nursing (CSON) of The Catholic University of America. We hope you will find joy in preparing to be nurse leaders who will be catalysts for good in health care, upholding the human dignity, human freedom and human flourishing of all entrusted to your care.

Nursing is a life-changing, life-affirming path – one that leads to happiness when you bring your whole self to the profession, making a difference in the lives of individuals, families and communities. Grounded in the teachings of the Catholic Church, we embrace and serve persons of all faiths. All of us at the Conway School of Nursing look forward to partnering with you in your nursing education and learning from you as you advance on your own unique life journey.

Marie T. Nolan, PhD, RN, FAAN
Dean and Professor

Associate Dean's Welcome to Baccalaureate Students

The CSON baccalaureate program is built on preparing competent students to enter the profession of nursing. *The Essentials: Core Competencies for Professional Nursing Education* defined by the American Association of Colleges of Nursing (2021) provides the structure of the nursing curriculum.

The domains and concepts of the *Essentials* provide the bridge for CSON nursing students to understand nursing practice and value the human dignity of every person. Competency-based education and clinical experiences lead to the development of mastery of nursing competencies.

Based on the university's motto, *Deus Lux Mea Est*, "God is My Light", CSON nursing students are prepared to light and lead the future of nursing practice.

Eileen Caulfield, PhD, RN, NEA-BC
Associate Dean and Assistant Professor

CSON Directory

Administration

Marie T. Nolan, Ph.D., RN, FAAN	<i>Dean and Ordinary Professor</i>
Martha Scheckel, Ph.D., RN, CNE, FAAN	<i>Vice Dean and Associate Professor; Director Center for Future Faculty</i>
Lauren E. Arrigoni, DNP, CPNP-PC, RN	<i>Assistant Dean of MSN and DNP Programs Director, Pediatric Primary Care Nurse Practitioner Program</i>
Eileen V. Caulfield, Ph.D., RN, NEA-BC	<i>Associate Dean for Baccalaureate Programs; Assistant Professor</i>
Angela Cooper, BS, Finance	<i>Director, Finance & Operations</i>
Mary E. Dixon, DNP, RN, NEA-BC	<i>Executive Director for Strategic Partnerships and Professional Programs, Director, MSN Complex Healthcare Systems Administration, Clinical Assistant Professor</i>
Kristina L. Leyden, Ph.D., APRN, FNP-BC, CHSE-A	<i>Assistant Dean, Accelerated BSN Program and Clinical Assistant Professor</i>
Kyra J. W. Mendez, PhD, MPH, RN	<i>Director, PhD Program, Assistant Professor</i>
Sandra O'Brien, Ph.D., CNE, CRNP-F, PHCNS-BC, RN	<i>Associate Dean MSN and DNP Programs Director, Family Nurse Practitioner Program, Director, International Student Exchange Program, Clinical Assistant Professor</i>
Mary "Cari" Selzer, D.N.P., APRN, ACNP-BC	<i>Associate Dean for Online Learning Director, Adult Gerontology Acute Care Nurse Practitioner Program, Clinical Assistant Professor</i>
M. Helene Spencer, DNP, APRN, CNP, FNP-C, PMHNP-BC	<i>Director, Psychiatric NP Program, Clinical Assistant Professor</i>

Faculty

Reiko Asano, PhD., RN	<i>Clinical Assistant Professor</i>
Marysanta Bigony, Ph.D., RN, CCM, PHCNS-BC	<i>Clinical Assistant Professor</i>
Patricia Conner Ballard, Ph.D., RN, ACNS-BC	<i>Clinical Assistant Professor</i>
Deirdre Carolan Doerflinger, PhD, ANP, BC, GNP, BC, CNS, FAANP, DEGN	<i>Clinical Assistant Professor; VANAP Project Manager</i>
Jill Dombrowski, Ph.D., RN	<i>Clinical Assistant Professor</i>
Brittany Feijoo, PhD, MSN, FNP-BC	<i>Clinical Assistant Professor</i>
Mary E. Flynn, DNP, CPNP	<i>Clinical Assistant Professor</i>
Shanna Fortune, D.N.P., CRNP, AGPCNP-BC, FNP-BC, AGACNP-BC	<i>Clinical Assistant Professor</i>
Anne S. Hollis, PhD, RN, MSN, MBA, ACNP-BC	<i>Clinical Assistant Professor</i>
Allison Koons, MSN, RN	<i>Clinical Associate</i>
Judith Mahoney, DNP, ANP-C, AOCNP	<i>Clinical Assistant Professor</i>
Rebecca C. Roberts, Ph.D., CPNP-PC	<i>Associate Professor</i>
Mary Anne Vincent, PhD, RN, CNE	<i>Clinical Assistant Professor of Nursing</i>
David R. Want, DNP, FNP-C, RN, CHSE	<i>Clinical Assistant Professor</i>
Maura Adams Wenzel, D.N.P., RN	<i>Clinical Assistant Professor</i>

Adjunct Faculty

William R. Ayers, M.D.	<i>Adjunct Professor</i>
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Staff

Stephanie A. Adams	<i>Admin Assistant, Office of the Dean</i>
Cherise Carpenter, M.S.N., CRNP, ANP-BC	<i>Director, Undergraduate Clinical Partnerships and Placements</i>
Barbara Dominguez, MSN, FNP-BC, BS, BBA	<i>Graduate Placement Coordinator</i>
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Kimberly L. Walsh, M.S.N, M.P.A, RN, CNL	<i>Director, Undergraduate Academic Programs</i>

Professors Emeriti

Janice Griffin Agazio, PhD, CRNP, RN, FAANP, FAAN, LTC (Ret). US Army	<i>Professor Emerita</i>
Elizabeth Hawkins Walsh PhD, RN, CPNP, FAANP	<i>Professor Emerita</i>
Joyce E. Johnson, Ph.D., RN, NEA-BC, FAONL, FAAN	<i>Professor Emerita</i>
Patricia McMullen, Ph.D., J.D., CRNP, FAANP, FAAN	<i>Dean Emerita</i>

Clinical Associates

Clinical Associates to the Conway School of Nursing are appointed on a semester basis.

Section 1 – Introduction**History**

The Conway School of Nursing traces its beginnings to the summer of 1932, when The Catholic University of America for the first time offered a group of professional courses in nursing education. Because of the demand, the work was continued during the following academic year, and in April 1933 the Board of Trustees authorized a curriculum leading to the degree Bachelor of Science in Nursing Education. The first degree was conferred in 1934. The Division of Nursing Education, which offered this program, was approved for active membership in the Association of Collegiate Schools of Nursing in June 1935. The Division of Public Health Nursing, offering a curriculum leading to the baccalaureate degree, was initiated in September 1935. In November 1935, the Board of Trustees accepted the recommendation of Bishop James Hugh Ryan that the two divisions be organized as one of the professional schools of the university. The programs of study leading to the degrees of Bachelor of Science in Nursing Education and Bachelor of Science in Public Health Nursing were approved. The school was subsequently expanded to include basic professional nursing in addition to the program for registered nurses. In 1939 the Providence Hospital School of Nursing, Washington, D.C., became the

Providence Division of the School of Nursing Education and during the next decade gradually moved toward complete identification with the university. In 1949 the university assumed full responsibility for the undergraduate program.

In 1951 the degree of Master of Science in Nursing (M.S.N.) was introduced. The current program prepares nurses for leadership positions in nursing. A doctoral program leading to the degree Doctor of Nursing Science (D.N.Sc) was initiated in 1968. It was one of the first of its kind in the country to prepare nurse scientists for leadership roles in research education, and health care administration.

In the spring of 2006, the D.N.Sc. program was transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and development of nurse scientists who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares nurses for leadership in advanced nursing practice including the roles of nurse practitioner and nursing and health services administration.

The school is recognized for its preparation of excellent nurse clinicians and leaders who are grounded in faith and committed to improving the care of the most vulnerable among us.

The baccalaureate degree program in nursing, the master's degree program in nursing, the Doctor of Nursing Practice program and the post-graduate APRN certificate program at The Catholic University of America, Conway School of Nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Mission Statement

Strengthened by a rich heritage of Catholic teachings and Christian values, the Conway School of Nursing prepares professionally educated nurses to engage in and transform nursing practice, leadership, education, and research. Fostering a profound sense of vocation in nursing, we provide compassionate and ethical care, respecting the dignity of every person. We are committed to the advancement of nursing knowledge through moral reasoning, scientific inquiry and other scholarly activity.

School Goals

The four specific educational goals of the Conway School of Nursing, as identified by the faculty, are:

- Educational programs are implemented to meet the missions of the University, the Conway School of Nursing, the standards established by the profession, and societal needs.
- The climate and environment in the Conway School of Nursing facilitates faculty and student practice, research, and scholarly activities.
- A competitive market position will be maintained to enroll a sufficient number of qualified students of diverse backgrounds to support the excellence of the educational programs.
- Contributions to the health care of people are made through an emphasis on evidence-based practice, Christian, moral, and spiritual value systems within the context of Catholic teachings.

Statement of Philosophy

The Catholic University of America Conway School of Nursing is an integral component of its parent institution and, therefore, is committed to the teachings of the Catholic Church and the values of the Christian faith. The Conway School of Nursing conducts its academic affairs in accordance with the university's aims and policies, the standards of the academic community, and of the nursing profession. Its philosophy and mission focus on education, scientific inquiry, and service within the scope of nursing knowledge and practice. The faculty subscribes to the following belief statements applicable to all programs of study as reflecting a unifying philosophy.

We believe in the integrity and worth of the human person; that the values of respect, dignity, and justice undergird the delivery of nursing care; that healthcare is a basic human right; and that all persons are unique and capable of change and of participating in decision making related to their health needs. These beliefs are enacted through caring responses to the needs of all human beings, with consideration for their sex, age, color, creed, and cultural background. We have special obligations as Christians and as professional nurses for the nursing care of clients who are poor and/or disadvantaged and to prepare multinational nurses to transmit these values to their people throughout the world.

We believe that professional nursing, steeped in a rich tradition of caring, is ever mindful of the health needs of contemporary and future societies in rapidly changing and complex environments throughout the world. Society and human beings are viewed holistically. Human persons are perceived to be continually adapting to their environment in order to meet their biological, psychological, social, and spiritual needs. The goal of professional nursing is to foster adaptation and to promote, maintain, and restore optimum health in individuals, families, groups, and communities throughout the lifespan. A systematic approach utilizing intellectual, interpersonal, and technical competencies frames the delivery of nursing care to clients. Through the roles of clinician, teacher, consultant, manager, and advocate, the professional nurse is able to provide care in a variety of settings.

The goal of education within the Conway School of Nursing is to promote the growth of persons toward their full personal and professional potential. Faculty members view education as a continuous interactive process. Faculty members believe that nursing knowledge, as well as relevant knowledge from the arts and sciences, is foundational to professional nursing. The courses of study at both the undergraduate and graduate levels are designed and implemented in ways that include, yet go beyond, what is currently descriptive of nursing practice. An awareness of ethical and spiritual values is an essential component of our educational efforts. Faculty recognize and strive to meet their responsibility to add to the existing body of nursing knowledge.

We believe that nurses prepared at the graduate level build on these basic competencies, engage in explanatory and critical thinking about clinical practice issues in all settings, delineate nursing knowledge embedded in clinical practice through research activities, and are skillful in applying frameworks, models of care, concepts, and rationales for practice.

Finally, we believe that the school's faculty is accountable for the quality of the educational programs and for the promotion of safe and effective nursing through teaching, service, research, and collaboration with other professionals and consumers of care.

Baccalaureate Program Aim

The aim of the baccalaureate program is to prepare students for beginning professional nursing practice. The program provides the general and professional education essential for understanding human beings, their culture, and their environment; for acquiring and utilizing nursing theory upon which nursing practice is based; and for promoting self-understanding, personal fulfillment, and motivation for continued learning. Students in the program are prepared to maintain and promote client adaptation in a variety of health care settings, through theory, evidence-based practice, and utilization of the nursing process.

Baccalaureate End of Program (EOP) Outcomes Aligned to the 10 AACN *Essentials* Domains

1: Knowledge for Nursing Practice Demonstrate a systematic approach (integration, translation and application) to critical thinking and clinical reasoning, inclusive of knowledge from nursing, other disciplines, theology, philosophy, and the other liberal arts and natural and social sciences to make judgments and create innovations in nursing practice for the common good.
2: Person-Centered Care Provides holistic, individualized, just, compassionate, coordinated, evidence-based, developmentally appropriate, and inclusive care that is respectful of the dignity of the human person, promotes human flourishing and is consistent with the teachings of the Catholic Church.
Domain 3: Population Health Engage in collaborative activities and evidence-based practice to promote health, prevent disease, and manage risks, considering social determinants of health, across the continuum of care and levels of prevention with both traditional and non-traditional partnerships from diverse communities, public health, industry, academia, health care, local government entities, and others.
Domain 4: Scholarship for the Nursing Discipline Synthesize, interpret, and apply nursing knowledge to improve health and transform health care.
Domain 5: Quality and Safety Use principles of safety, including improvement science to provide quality care that minimizes the risk of harm to patients and providers through both system effectiveness and individual performance.
Domain 6: Interprofessional Partnerships Demonstrates interprofessional teamwork and intentional collaboration with colleagues, patients, families, and communities that value engagement with the city, nation, Church and world through participatory decision-making related to healthcare needs to optimize, enhance and improve health outcomes.
Domain 7: Systems-Based Practice Incorporate strategies of coordinated cost-effective, proactive, and efficient care within complex healthcare systems based on Catholic values to provide safe, quality, and equitable care to diverse populations.
Domain 8: Informatics and Healthcare Technologies Use information and communication technologies to gather data, drive decision making, and provide care respecting the dignity of the human person that aligns with best practice and professional and regulatory standards.
Domain 9: Professionalism Demonstrates the formation of a sustainable professional identity grounded in Catholic social teaching, inclusive of honesty, integrity, accountability, a collaborative disposition, and ethical behavior reflective of the Catholic identity and nursing's unique characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Engage in activities that demonstrate a commitment to lifelong whole personal well-being, intellectual curiosity, professional growth and development, resilience, and healthcare leadership.

Approved by CSON Faculty Assembly 09/05/2024

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at The Catholic University of America, Conway School of Nursing are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-877-6791.

Catholic University Announcements

University policies and some Conway School of Nursing policies may be found in the undergraduate announcements document. Additional school policies are specified in the student handbook.

The *Catholic University Undergraduate Announcements* are available online at [CUA Announcements](#).

Section 2 – Academic Requirements, Progression, Probation & Dismissal, Graduation**Student Acknowledgement of Policies and Procedures**

At the start of each semester, all undergraduate nursing students are required to read and review the CSON student handbook and forward any questions to the Undergraduate Associate Dean for clarification.

Technical Standards for Admission and Graduation

The curricula of the Conway School of Nursing require students to engage in diverse and complex

experiences that focus on achieving competencies, knowledge, skills, attributes, and professional values. Applicants for all academic programs and enrolled degree-seeking students must possess specific abilities and skills deemed essential for meeting the professional standards of accrediting agencies.

Candidates for nursing degrees or certificates must be able to meet the standards:

Sensing/Observing: Students must be able to make accurate observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. A student must be able to observe a patient accurately, both at a distance and up close. Overall, they must be able to effectively monitor, assess, and respond to the health needs of their patients.

Examples (not all-inclusive):

- Interpret and respond to monitors, alarms, emergency signals, and cries for help
- Interpret and differentiate heart, lung, and bowel sounds
- Observe patient responses
- Observe small calibration markings and numbers (e.g., on syringes)
- Assess color change in skin and fluids

Communication: Students must accurately elicit or interpret information, including medical history, to evaluate a client or patient's condition adequately. They must accurately convey information and analyze it using one or more means of communication (verbal, written, assisted [such as a TTY], and/or electronic) to patients and the healthcare team. They must be able to communicate effectively in a team setting. Students must be able to discern a more profound meaning or significance in what is being expressed. They also must be able to connect with others to sense and stimulate reactions and desired interactions. They must be able to interact effectively with the health-care team and maintain accurate clinical records on patient care.

Examples (not all-inclusive):

- Concisely and accurately explains treatments and procedures, as well as other health education
- Documents clearly and concisely, within legal guidelines

Motor/Clinical Skills: Students are required to independently and safely elicit information from patients through palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to safely conduct laboratory and diagnostic tests, as well as carry out physical assessments. Students must possess the motor skills required for them to provide holistic and safe care as a generalist RN or within a specialty's scope of practice. These skills include operating equipment typically found in the healthcare environment (IV pumps, cardiac monitors, and electric blood pressure equipment, safe patient handling equipment, etc.). Students must practice safely and appropriately providing care in emergencies and during life support procedures, and follow universal precautions to prevent the spread of contamination. The student must also be able to coordinate fine and gross motor movements to effectively treat patients in emergencies. Emergencies include any circumstance that requires an immediate remedy.

Examples (not all-inclusive):

- Maintain sterile technique
- Transfer and position patients
- Change positions and maintain balance around patients in their room or other workspaces.
- Perform assessments and therapeutic procedures, including inspection, palpation, percussion, auscultation, and other diagnostic maneuvers and procedures.

Intellectual-Conceptual, Integrative, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are critical to practice as a nurse. The student must possess the ability to measure, calculate, reason, analyze, and synthesize both objective and subjective data, and to make decisions that reflect consistent and sound clinical judgment. Students must possess good judgment in patient assessment and the ability to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. This includes decision-making to maintain the safety and security of patients, as well as behaving appropriately with patients, staff, students, supervisors, and faculty.

Examples (not all-inclusive):

- Identify cause-and-effect relationships in clinical situations
- Recognize and respond rapidly and safely to changes in patient status based on a variety of sources, such as physical assessment and pertinent laboratory findings.
- Revise care to promote appropriate patient outcomes
- Access electronic health records using a health agency-approved device
- Safely monitor and respond to alarms, emergency signals, cries for help, heart, lung, and bowel sounds
- Assess respiratory and cardiac function, blood pressure, blood sugar levels, and neurological status, among other vital signs.

Behavioral and Social Attributes: Students must possess the physical and emotional health necessary for the application of their intellectual abilities and the use of sound judgment in an appropriate and timely manner. Students must be able to function effectively under physically taxing workloads and in times of physical and mental stress. Students must be able to exhibit a level of consciousness and attentiveness that ensures patient safety. Students must display compassion, sensitivity, and concern for others and maintain professional integrity at all times. Students must be able to adapt to changing environments, display flexibility, accept and integrate constructive criticism, and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. This includes interacting appropriately with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds. Students are not required to be involved in medical procedures that violate their moral integrity but may be required to learn about these procedures.

Examples (not all-inclusive):

- Establish and maintain a professional and therapeutic relationship with individuals, families, and groups
- Arrives on time, prepared to fully participate
- Manages work to meet deadlines
- Is able and willing to examine one's own behavior when it interferes with productive individual or team relationships.

Character

- Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.
- Demonstrate intent and desire to follow the American Nurses Association Standards of Care and Nursing Code of Ethics.
-

Examples (not all inclusive):

- Is honest in all communications with others
- Has a positive attitude to ensure teamwork
- Maintains confidentiality

Program Specific Requirements: In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the specific nursing program and of students who are candidates for graduation.

The Conway School of Nursing is committed to full compliance with the Americans with Disabilities Act (ADA) as amended by the Americans with Disabilities Act Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. The Conway School of Nursing is committed to accommodating the needs of students with documented disabilities. Based on the requirements of the program and the profession of nursing, the above standards are established for the Conway School of Nursing. Modifications or adjustments made to enable individuals with disabilities to participate equally, without fundamentally altering the essential nature of the course or program, are coordinated through the University Office for Disability Support Services. The determination on whether a proposed accommodation fundamentally alters the essential nature of the standards for the nursing

program are determined by the University's Fundamental Alteration Committee in coordination with the Conway School of Nursing Associate Dean for Baccalaureate programs for undergraduate students or the Dean for graduate students and Disability Support Services.

Questions or concerns regarding these technical standards should be directed to the Associate Dean for Undergraduate Programs. Questions or requests for reasonable accommodations should be coordinated through the Catholic University Disability Support Services.

Policies and Regulations in AY 26-27:

These policies and regulations apply to all students enrolled in the B.S.N. program.

Academic records of all students are reviewed every semester.

The following standards are required for all courses with a NURS prefix in AY 26-27:

1. A minimum grade of C (73.00%) is required in all nursing courses. The Conway School of Nursing (CSON) does not allow rounding of final course grades. Refer to the course syllabus for specific details.
2. A student may repeat only one nursing course (NURS) in which a grade of C- or lower was earned and must earn a minimum grade of C (73.00%) on the second attempt. Required courses in the nursing major (beginning with the prefix NURS) may be repeated only once (for a total of two times). Students are limited to two withdrawals from nursing (NURS) courses during the nursing program of study. All students should be aware that dropping or withdrawing from courses could impact their financial aid and graduation date.
3. A grade of C (73.00%) or better in all courses with a NURS prefix is required for progression in the program. Two grades of C-(72.99%) or below in NURS courses will result in dismissal from the CSON.
4. Clinical experiences are an essential part of nursing education. A satisfactory clinical/performance evaluation is necessary to pass clinical courses. Nursing students are expected to demonstrate beginning-level affective, cognitive and psychomotor skills in early courses and increase competence as they progress through the program. Clinical evaluation tools specify performance expectations. Students must achieve the level of competent.
5. Typically, a nursing student must be successful in their first attempt of all NURS (nursing) courses in order to complete the nursing program of study within 4 years.

Progression Criteria

The program does not limit the number of academically qualified students who are allowed to progress into nursing major courses. Most nursing courses require prerequisite(s) or co-requisite(s) for progression. **Not all courses are offered each semester.** The nursing program of study outlines the academic map and sequence of nursing courses from introductory to complex.

Nursing students will meet the following progression criteria:

Freshman Year – at the conclusion of the first year; (Class of 2030)

1. Cumulative grade point average of <2.75 will place the student on probation in the Conway School of Nursing.
 - o Freshman students are provided the opportunity to repeat courses to raise their GPA during the summer term and fall term.
2. Minimum grade of C (73.00%) in NURS 151 Introduction to Health Systems and Professions.
3. Science courses with a BIO or CHEM designation must meet the minimum grade of C-. However,

freshman students should strive to achieve at least a B+ grade because the required overall science GPA is 2.75 for progression.

4. If a student is unsuccessful in passing one or two science courses, the science course must be repeated and the student must meet the minimum passing grade of C- to include meeting the Science GPA 2.75.
5. Nursing students may only repeat two science courses. This includes science labs.
 - o This allowance requires the student to repeat the science course(s). The need to repeat a science course(s) can ultimately delay progression in the nursing major and graduation date.
6. If a freshman student is unsuccessful in passing two science courses with the minimum science grade of C- and does not meet the required Science GPA of 2.75, the freshman student will not progress in the CSON. Students will be advised to transfer to another major in the CUA.

Entrance/Progression HESI®

1. During the Spring semester, the Entrance/Progression HESI® is administered in NURS 152 to assess freshman students' readiness to progress in nursing studies. Students must achieve passing scores (75%) in each section on the Health Education Systems Incorporated HESI® Admission Assessment (A2).
2. During the first week of sophomore year, students who were unsuccessful on their first attempt are given the opportunity to retake the Education Systems Incorporated HESI® Admission Assessment (A2) a second time to achieve passing scores (75%) in each section for progression in nursing. Prior to the second assessment, students must provide evidence of remediation. Scores from the previous admission assessment will not be combined with the second set of scores.
3. Students who transfer into the CSON will take the Health Education Systems Incorporated HESI® Admission Assessment (A2).

Sophomore Year – during the second year; (Class of 2029)

1. Students must have met the minimum grade of C (73.00%) in all nursing courses.
 - o NURS 151 Introduction to Health Systems & Professions
 - o Passed NURS 152 Health Education Systems Incorporated HESI® Admission Assessment (A2) referred to as the Progression/Entrance HESI
 - o NURS 254A Health and Wellness Across the Lifespan
 - o NURS 257 Nutrition and Health
 - o NURS 371 Pathophysiology
2. Students who did not pass the Health Education Systems Incorporated HESI® Admission Assessment (A2) or earn a C- or below in a total of two nursing courses cannot progress in the CSON.
4. At the conclusion of the sophomore year students must attain:
 - o Overall GPA 3.0 and,
 - o Minimum science GPA 2.75

Junior Year – during the junior year (Class of 2028)

1. Junior students must pass the nursing math assessment exam in NURS 309 Fundamental Applications with a minimum grade of 90.00%. If a student fails to achieve a 90.00% score on the nursing math assessment exam after three attempts, the student will not pass NURS 309 Fundamental Applications.
2. Meet the minimum grade of C (73.00%) in all nursing courses during AY 2026-2027.
3. Earn a minimum grade of C (73.00%) in both NURS lecture and clinical companion courses:
 - NURS 275 Lecture & Clinical
 - NURS 370 Community & Population Health Lecture
 - NURS 372 Community & Population Health Clinical
 - NURS 375 Mental Health Nursing Lecture
 - NURS 377 Mental Health Nursing Clinical
 - If a student's final grade is < 73% in the didactic course the student must repeat the lecture and clinical components of the course.
 - If a student is unsuccessful in meeting the clinical performance standards and passes the lecture the student must repeat clinical.
 - If a student is unsuccessful in the didactic course and does not pass the clinical component of the course, it will count as two unsuccessful grades.
4. Maintain an overall GPA 3.0
 - If a student has a GPA below 3.0 the requirements for continuation in the CSON will detail requirements for success in the next semester. The student will sign the probationary letter indicating their understanding. If a student does not meet the conditions for continuation in the CSON during the following semester, the student will not progress in the CSON.
 - If a student has a GPA < 2.75. the student will not progress in the CSON.
5. Students who earn a grade of C- or lower in a total of two nursing courses cannot progress in the CSON.

Senior Year – during the senior year; (Class of 2027)

1. Pass the nursing math assessment exam given in NURS 376 clinical (Adults in Health and Illness II). The nursing math assessment exam is part of NURS 376 (Adults in Health and Illness II Clinical). If a student is unsuccessful in achieving 90% or greater following three exam attempts, the student will not pass NURS 376.
2. Meet the minimum grade of C (73.00%) in all nursing courses during AY 25-26.
3. Earn a minimum grade of C (73.00%) in both NURS lecture and clinical companion courses:
 - NURS 376L NURS 376C Adults in Health and Illness Clinical
 - NURS 420 Child and Adolescent Health and Illness
 - NURS 421L Child and Adolescent Health and Illness Clinical
 - NURS 423L Women in Health and Illness Lecture
 - NURS 428C Women in Health and Illness Clinical
 - NURS 430L Adults in Health and Illness III Lecture
 - NURS 430C Adults in Health and Illness Clinical

- NURS 481 Nursing Practicum A/B/C
- If a student's final grade is < 73% in the didactic course the student must repeat the lecture and clinical components of the course.
- If a student is unsuccessful in meeting the clinical performance standards and passes the lecture the student must repeat clinical.
- If a student is unsuccessful in the didactic course and does not pass the clinical component of the course, it will count as two unsuccessful grades.

4. Maintain an overall GPA 3.0

5. Pass the Exit HESI in NURS 480 (Strategies for Professional Practice) with a score of 850 or greater. Students are permitted to take the Exit HESI a total of three times immediately before graduation.

If a student fails to achieve the required passing score on three attempts, the student will be assigned an Incomplete grade.

- For final grade calculation purposes, the first Exit HESI score will be calculated and not subsequent Exit HESI scores in NURS 480. As described in NURS 480 course syllabus, refer to the course syllabus for grade weighting (final grade percentage) for course final grade calculation.
- Graduating students who do not achieve the minimum Exit HESI score will be permitted to walk during graduation if they are 6 credits within graduation credit requirement.
- During the summer, students who did not achieve the minimum score of 850 will retake the Exit HESI at their own cost. Upon successful completion of the Exit HESI, the Incomplete grade will be converted to the student's final letter grade. Students will be awarded their conferred degree in August.

If a student is persistently unsuccessful in achieving the required Exit HESI score, the student's grade will convert to an F letter grade in August per the incomplete grade guidelines established by the Office of the Provost and the student must repeat NURS 480.

6. Students who earn a grade of C- or lower in a total of two nursing courses in the fall semester cannot progress in the CSON.

Academic Honesty

Academic honesty is expected of all Catholic University students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication. The following sanctions are presented in the university procedure related to [Student Academic Dishonesty Policy](#)

Students should review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals.

In addition, the incorporation of materials from Artificial Intelligence (AI) i.e. ChatGPT (Chat Generative Pretrained Transformer) or other AI sites in the body of a written paper or class assignment, submitted by a student as original work for a grade will be a violation of Academic Honesty in the Conway School of Nursing.

Online exam help using an external help source during exam testing by bypassing lock down browser is a serious violation of academic integrity and is dishonest and fraudulent. A student will be subject to immediate dismissal or course failure pending the outcome of an investigation and hearing.

Policies Concerning Probation and Dismissal from the Conway School of Nursing

Academic Nursing Probation

1. If a student has a GPA < 2.75, the student will not progress in the CSON.
2. If a student has a GPA below 3.0 and between 2.75 – 2.99, the student will be placed on nursing probation for one semester only. A formal letter outlining the requirements for continuation in the CSON will detail requirements for success in the next semester.
 - The student will sign the probationary letter indicating their understanding.
 - If a student does not meet the conditions for continuation in the CSON during the following semester and achieve a GPA 3.0, the student will not progress in the CSON.
3. A student who earns a grade of C- or below in one nursing course will be placed on academic probation in the CSON. A student on academic probation is allowed to register for no more than 14 credits per semester and may not progress in nursing clinical courses.
4. A student may only repeat a nursing (NURS) course once.
5. Students placed on probation may be required to attend study skills and test-taking skills workshops.
6. Participation in any extracurricular activities, such as student government or intercollegiate athletics, will be reviewed and may be restricted.
7. A student on probation may not graduate from the Conway School of Nursing until she/he has achieved a 3.0 cumulative GPA.

Dismissal

The following are grounds for academic dismissal from the Conway School of Nursing:

1. Failure to achieve a 3.0 cumulative GPA after one semester on probationary status.
2. Failure in two or more credit bearing courses in any given semester.
3. A cumulative GPA of less than 2.8 at the end of any academic year.
4. Inability to attain a grade of C (2.0) or higher in a nursing course following two attempts.
5. Failure to complete any two attempts in any of the required nursing courses with a grade of C or higher (Nursing courses have the prefix NURS)
6. Violation of any University or Conway School of Nursing Behavioral or Student Responsibility Policies may result in dismissal.

The Conway School of Nursing administrative group monitors student progress and makes decisions concerning probation, procedures, academic dismissal, and subsequent appeals. Students dismissed or fail to meet progression criteria from the Conway School of Nursing may request and be considered for retention at the university if they satisfy minimum university requirements and if they are accepted by another School for internal transfer.

CUA Appeal policies are located [centrally](#)

Clinical Standards for Admission and Academic Progression

Clinical Standards for Behavior

By accepting admission and enrolling in the Conway School of Nursing, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings. Additionally, students have an ongoing duty to disclose to the Conway School of Nursing any arrests or citations for any offenses, including traffic offenses, involving possible use of alcohol or drugs including driving under the influence (DUI), or any arrest, citation, or conviction for any other non-traffic offenses, regardless of how any court or municipality disposes of the allegation.

Candor

Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form that requires disclosure of any health conditions that may affect the student's ability to enter clinical settings or the ability of the school to secure clinical placements.

Students in nursing programs with a clinical component are required to submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting, or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e., alcohol, drugs, and controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the Conway School of Nursing may result from failing to fully disclose relevant health history, criminal background and/or falsification or material omission of information. The student's duty to disclose the aforementioned information remains throughout the student's enrollment in the school.

Health-Related Behavioral Standards

In accordance with the law and University policies, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The Conway School of Nursing, in accordance with University policy, will provide reasonable accommodation to a qualified individual with a disability. To obtain an accommodation, an individual must request it from the University Office of Disability Services.

Admission and continuation in the Conway School of Nursing programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement all of which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the

ability of other members of the health care team to provide prompt treatment and care to patients.

Observational Ability: The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

Communication Ability: The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well. This requires verbal abilities, control of non-verbal behaviors which limit communication, and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers that assist with patient care activities such as lifting, wheelchair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary.

Intellectual, Conceptual, and Quantitative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long-term goals.

Behavioral and Social Attributes: Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients, families and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

A student's failure to meet the Behavioral and Social Attributes by demonstrating aggressive

and threatening behaviors is subject to dismissal.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively under stressful situations which may occur in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in their nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

Professional Behavior: Professional decorum is required in all hospital patient care interactions.

Unsafe Practice

Unsafe practice is defined as behavior that threatens, or has the potential to threaten, the safety of a client, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member.

Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students are not allowed to have alcohol in their system during their clinical rotation. It is expected that students do not consume alcohol at least 8-hours prior to arriving at your clinical site for your assigned clinical rotation.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved.

If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the Conway School of Nursing.

The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Students who exhibit any potentially unsafe practice during a clinical, laboratory, or academic experience may be subject to drug and alcohol testing with the concurrence of the program's Associate Dean and the Dean of Student Affairs. Students failing to comply with the request may be disciplined or dismissed. Students who test positive for any non-prescribed medications or substances will be disciplined and/or dismissed. The student has the right to follow the published University policies and procedures in the event of course failure or program dismissal as posted on [Academic Policies for Undergraduate Students](#)

Essential Clinical Criteria for Progression in the Baccalaureate Nursing Program

Baccalaureate nursing students are expected to demonstrate beginning level cognitive and psychomotor skills in early courses and increasing competence as they progress through the program. Clinical and laboratory evaluation tools specify performance expectations. Students must achieve the level of competent.

Annual Nursing Math Test Requirement

To ensure that Catholic University's undergraduate nursing students are competent in clinical settings, the CSON requires students to understand basic mathematics, especially as related to measurement calculations, medication dosages and the administration of other therapies that require computations. This is a requirement of the National Council State Boards of nursing, as well as a part of NCLEX-RN[®] licensure examination. Specifically, "Pharmacological and Parenteral Therapies" are a core component of required skills, where the nurse provides care related to the administration of medications and parenteral therapies. This includes dosage calculations and medication administration."

To support students in their learning and to ensure the public is safe, the CSON annually requires every junior and senior nursing student to pass an on-line nursing math examination before they are permitted to administer medications in their assigned clinical(s). To strengthen the students' math skills and knowledge, resource materials are published in either Brightspace or an EAB announcement with attached materials. Students can purchase online content and textbooks to assist in math test preparation.

Information about the test is provided to BSN students before the test date. Refer to Policy in the Student Handbook Appendix

- Process for Juniors (Class of 2028)
- Process for Seniors (Class of 2027)

Section 3 - Clinical

Clinical Placement and Clinical Settings

Health Requirements and Documentation

Before admission to and attendance at clinical courses, students are required to have: 1) annual background check 2) immunization form, 3) annual negative drug screening, 4) completed certification of clinical readiness, 5) current CPR certification, 6) health clearance, 7) documentation of negative PPD test, 8) annual influenza vaccine, 9) Covid-19 immunization series, as mandated by clinical partners, and 9) completed an annual math test.

Health and Basic Life Support Requirements: Students must submit a History and Physical Evaluation Form, along with documentation of current immunizations prior to commencement of the semester a student is enrolled in any clinical class. Students who fail to meet this requirement may be denied clinical placement for that semester.

All students are required to submit:

- 10 panel urine drug screen (THC, Cocaine, PCP, Opiates, Methamphetamine, Methadone, Amphetamines, Propoxyphene Methaqualone, Barbiturate, Benzodiazepines) before commencing clinical rotations.
- Annual documentation of PPD status.
- Annual updated certificate of current health.
- Current CPR certification that is administered by the American Heart Association (AHA) (Basic Life Support for Healthcare Professionals). **CPR certification from any other organization is not acceptable.**
- Annual influenza (flu) vaccine.
- COVID 19 vaccine. Currently the COVID 19 vaccine may be continued to be required by the clinical partner for clinical placement clearance. The CSON will adhere to COVID-19 vaccine requirements for student placement.
- Health Insurance – Students must submit documentation of their health insurance card per compliance requirements of clinical partners.

Important: Any changes in health status that impact a student's safety, the safety of patients or those whom the student encounters, or which significantly affects their progression must immediately be verbally reported to the Undergraduate Associate Dean the pertinent information, followed with documentation of changes in writing.

Students are expected to comply with all agency requirements for placement in the clinical setting. Of note: agencies may change their requirements or have special lab requirements, and a student is expected to comply with all requirements for clinical placement.

Failure to comply with these requirements by the set deadline may result in withdrawal from clinical courses, with resultant effect upon progression in the program.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member or directly contact the clinical site regarding their clinical placement assignment.

Eligibility Requirements for Placement in Clinical Settings

Security/Criminal Behavior and Background Check Policy

Background checks are mandatory for all undergraduate students prior to entering clinical coursework for students in the undergraduate program and may be required as the student progresses in their program of study.

Criminal background checks are mandatory for all undergraduate nursing students prior to the start of their clinical coursework. The Conway School of Nursing and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting on the basis of these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions, up to and including

dismissal from the Conway School of Nursing. The procedures for conducting criminal background checks are provided to students through the Office of the Dean.

Following admission to the Conway School of Nursing, students will have a continuing duty to disclose any activities which involve criminal behavior, including any arrests or citations for criminal violations, including DUI, regardless of whether or how they are adjudicated, until the date of their graduation. Failure to disclose any such activity during this time period may result in dismissal.

Treatment of Information Regarding Health History and Past Criminal History

As a condition of placement in the clinical setting, the Conway School of Nursing reserves the right to require that students sign a waiver allowing the Conway School of Nursing to release pertinent health or background information to the supervising faculty member or clinical associates and to the clinical placement site if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns; (b) past health history suggesting elevated risk for substance abuse; (c) a past or chronic health condition or an acute exacerbation that may affect the student's ability to provide safe care; (d) a non-academically based disciplinary action by the Conway School of Nursing or the University; or (e) any criminal convictions that may compromise the student's eligibility to work at a particular clinical placement site.

Annual Drug Testing

Negative results of a 10-panel urine drug screen (THC, Cocaine, PCP, Opiates, Propoxyphene, Methaqualone, Methadone, Amphetamines, Barbiturate, Benzodiazepines). This is an annual requirement for junior and senior nursing students before starting clinical rotations.

Based on any concern that a nursing student is exhibiting behaviors suggestive of substance abuse or has a positive urine screen, a consultation with the Dean of Student Affairs will occur. A random urine test from a specified agency could be required for screening purposes at the cost to the student.

If there is a confirmed positive for a controlled (Schedules II-V) or an illicit substance or cannabis, the student shall be withdrawn from all clinical courses, and may be subject to discipline, up to and including dismissal from the Conway School of Nursing, on the basis that the student is not able to meet course objectives for classroom and/or clinical requirements.

- **Medical Marijuana**

Students are not permitted to use cannabis. It is not permitted by the Conway School of Nursing's clinical partners due to patient safety considerations.

Certification of Clinical Readiness

Submitted annually and after each illness, [the current form](#) documents the students' readiness for the demands of clinical courses.

Current CPR Card

The student is responsible for submitting a copy of a current Basic Life Support (BLS) CPR card from a American Heart Association (AHA) BLS provider. **CPR cards from any other organization are not acceptable.** AHA Heartcode BLS with Hands-On session with a AHA training center will be accepted.

Immunization Requirements

The [Immunization Form](#) documents the students' immunizations. This must be submitted prior to the commencement of any clinical rotations. Students who fail to meet this requirement may be denied clinical placement for that semester.

Hepatitis B Documentation

Students are required to provide proof of the 3 - dose series OR 2 Hepatitis-B vaccinations **and** Positive Surface Antibody titer lab report or any document indicating titer results. An Antigen test will not be accepted. If the titer is negative/low/equivocal, the student must repeat 3 dose or 2 dose Hepatitis-B series and a repeat titer, drawn 30 days after the final dose, is required. If the repeat titer is negative the student must submit a non-conversion letter from their health care provider. Declinations are not accepted.

PPD Documentation

Students must submit documentation of a negative 2-step PPD test or Quantiferon Gold test, annually. Students with a positive PPD or a positive Quantiferon Gold test are required to submit documentation of a negative x-ray.

Influenza Vaccine

Each year students must submit documentation that they have received a flu shot for the current flu season.

COVID - 19 Vaccine

During the COVID -19 pandemic, students were required to submit a certificate that they have completed the COVID-19 immunization (two doses for Moderna or Pfizer; one dose for Johnson & Johnson).

Currently, the COVID - 19 vaccine is not required by our clinical partners for clinical placement clearance. However, students will be asked to provide documentation of either past vaccinations or a completed waiver form. The Conway School of Nursing will adhere to COVID – 19 vaccine reporting requirements for student placements set by clinical partners.

Health Insurance

Students must submit documentation of their health insurance card, per compliance requirements of clinical partners.

HIPAA Adherence – Patient Privacy

All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from a clinical setting and additional academic sanctions, including course failure and dismissal.

Specifically, it is expected that all students in the Conway School of Nursing complete training on HIPAA prior to participating in clinical practice or rotations; if this training is not provided by the clinical agency as part of the orientation process, the student will be assigned an on-line tutorial.

Students are expected to maintain the privacy of individually identifiable health information (IIHI) and adhere to the protection of patient privacy. Students are not allowed to post any information related to patient care on social media.

Social Media

1. No social media postings, including photographs, may be taken, posted, or tagged anywhere in or from the clinical facilities. Further information regarding social media can be found online for the University's [Social Media Policy, University Accounts](#)

Some clinical agencies do not allow cell phones to be present during any student clinical experiences. If the cell phone policy is violated, the student may be asked to leave and not return to the clinical area, another clinical placement cannot be guaranteed for students, and they may receive a failing clinical course grade.

2. Patient information is not to be taken from the facility (i.e., report sheets with patient's names, lab reports, patient history).
3. If either of these events occurs, the student will fail the clinical course.

Pre-registration: Pre-registration is required for clinical courses in order to ensure guaranteed course enrollment. Students who do not pre-register by the last day of class during the semester previous to the planned clinical course will be placed on a waiting list and are not guaranteed admission to the course or clinical placement.

Transportation to Agencies

The student is expected to assume responsibility for transportation to all assigned clinical practice and community sites. The Conway School of Nursing does not provide transportation to clinical sites. Public transportation is often available to clinical sites but may not be available at all sites.

Baccalaureate Students Uniform and Equipment Requirements

The following information outlines the Conway School of Nursing expectations for professional attire in the clinical setting. Students who appear for clinical inappropriately attired or groomed may be sent home.

A professional appearance is required of students in all clinical experiences. Students should consider the impact of cosmetics, tattoos, and decorative hair style/colors upon patients, staff and other individuals' responses to and perception of them as professionals. The clinical agencies and faculty have the discretion to require modification of these factors when students are in the clinical setting.

A specific uniform, available through the University bookstore, is for all clinical settings and where the clinical agency does not require a specific alternate uniform (i.e., in pediatric settings).

Appropriate Attire in Clinical Setting

All students are required to purchase the official Catholic University Conway School of Nursing uniform through the School Bookstore. The items included are:

- Embroidered blue scrub top and bottom
- Embroidered lab coat
- Name Tag
- Embroidered red scrub top and bottom (ONLY for clinical rotations at INOVA)
- Embroidered red scrub top and khaki scrub bottom (ONLY for clinical rotations at MWHC)

Note: When specifying text for nametag and embroidery, it should read *Your Name BSN Student*

Items Needed for Clinical:

- Close-toed all white shoes (Crocs are not acceptable).
- Watch with sweep second hand
- Sprague-Rappaport type stethoscope, with both a diaphragm and bell.

Appropriate Appearance (for safety and infection control purposes)

Students must follow the standards established by the clinical agency. In addition, follow Conway School of Nursing Standards:

- Hair Covering: Students who need to cover their hair for religious reasons should consult with the faculty member to ensure that the cover selected meets safety and infection control standards.
- Jewelry: One pair of stud earrings worn ONLY in the lobe of the ears is acceptable, if allowed by the agency. No other jewelry may be worn except a flat wedding band. No necklaces or lanyards are allowed, which may become entangled in IV or other medical equipment.
- Body piercing: removal of all nose, lip, and eyebrow rings while at clinical sites.
- Nails: Nails must be short (fingertip length). NO NAIL POLISH OR NAIL TIPS.
- False Eyelashes: No false eyelashes or extensions.

- Perfumes and Cologne: Perfume and cologne should not be worn because of scent allergies and sensitivities.
- Hair: All hair must be up off the collar and tied back, off the shoulder and/or up; students should take measures to ensure that bangs and facial hair do not contaminate clean/sterile fields.
- Tattoos: All tattoos must be covered.

Students are advised not to work (employment, volunteer work or academic work) after 9:00 pm before clinical the next day.

Eligibility of Clinical Placements

If a student's health status or behavior (i.e. vaccination, physical disability or other reasons) results in a clinical setting not accepting a student for clinical placement, the Conway School of Nursing will make reasonably good faith attempts to place the student in a different setting. If the Conway School of Nursing is unable to obtain a clinical placement for the student after two attempts within a given semester or three attempts over two semesters because of specific student concerns which violate agency policy, the student may be administratively withdrawn from the Conway School of Nursing.

Section 4 – Academic Procedures

Access to Student Academic Records

Students wishing to share their information about their Catholic University experience, including academic information, with parents or guardians, must provide a signed FERPA form to the CSON and Enrollment Services. Authorization for the CSON to share information about their Catholic University experience with individuals not granted access under FERPA provisions must be in writing.

Attendance – Clinical

1. Clinical/Lab attendance is mandatory.

2. Students are referred to their course syllabi, which establish the maximum number of absences that are allowed for a given course. Students who have more than ONE clinical absence are in jeopardy of not passing the course.
3. Students are expected to notify the appropriate persons regarding any absences, including an emergency requiring tardiness or absence from the simulation or clinical experience. Notification procedures are identified in specific course syllabi and include notifying the clinical instructor and the clinical coordination team via [email](#). This notification must occur in a timely manner; that is, prior to the beginning of the clinical/lab experience.
4. Habitual tardiness to clinical/lab, defined as more than one occurrence, may result in course failure.
5. Vacations and social events i.e. weddings, family gatherings, are not considered to be excused absences for clinical. Students are advised not to make any personal or travel plans prior to holidays and long weekends (including job interviews) until all clinical and course requirements have been met.

Varsity sport games, ROTC, medically documented events, and family deaths – are the ONLY instances where there is an exception to the Attendance Policy. In rare circumstances, the Associate Dean of the undergraduate program may approve a clinical absence for a family event/family circumstance. Family vacations are never considered.

All exceptions must be authenticated by submission of a written note:

- a. Coach's letter (on Catholic University letterhead) to faculty.
- b. ROTC instructor letter (on appropriate letterhead) to faculty.
- c. A completed certificate of clinical readiness [form](#) with a readable, valid address and certificate of illness (dates included) must be provided prior to returning to clinical.
- d. Letter of attestation or death notice from student regarding family death.

Attendance – Lecture

Faculty and administration in the Conway School of Nursing consider class attendance as necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, class and clinical/lab attendance are mandatory. The responsibility for prompt and regular class and clinical/lab attendance rests with the individual student. Professors are responsible for establishing and communicating policies regarding documentation and consequences of absenteeism in their individual classes. This may include requiring authentication of unavoidable absences, determination of whether a student has met course requirements, and if the student has achieved a passing grade.

Vacations and social events i.e. weddings, family gatherings, are not considered to be excused absences for lecture. Students are advised not to make any personal or travel plans prior to holidays and long weekends (including job interviews and the last day of exams) until all course requirements have been met.

Dean's List

The Dean's list is announced by letter following the end of the fall and spring semesters. Students are placed on the Dean's list if their cumulative semester GPA is greater than or equal to 3.5. Dean's list designation is not noted on the student's Catholic University official transcripts.

Directives for Scientific Writing in the Conway School of Nursing

Proficiency in written communication is important in nursing. All written assignments are expected to be

grammatically correct and formatted using the most current edition of the *American Psychological Association Style Manual*.

Examination Policy

The following is the policy for missed and make-up exams in the Conway School of Nursing:

Exams may be made up in the case of absences for reasons deemed acceptable to the course faculty (i.e., Conway School of Nursing accepted absence) only. The Conway School of Nursing accepted absences are defined as:

- Illness documented by a medical certificate signed by a licensed physician, physician's assistant or nurse practitioner verified by a faculty member in the Conway School of Nursing.
- Death in the immediate family.
- Participation in a University activity which meets the *Catholic University Student Handbook* criteria for an excused absence, with prior notification to faculty 2 weeks in advance.

Make-up exams will be taken on the first available date and within one week of the scheduled exam. The student must make arrangements for the make-up exam with the course faculty. Exceptions may be made for student absences for one week or more, with the concurrence of the faculty and the associate dean for undergraduate programs. **Make-up examinations will not be the original exam, but will be equivalent and a different version from the original exam.**

The student must notify the course faculty of an emergency or unexpected illness prior to the beginning of the exam, or at 7:00 am for 7:40 a.m. classes. Exams will not be given to students who have not provided timely notification and will result in a "0" on that exam.

For information on grading, progression policies, probation and dismissal see the *Undergraduate Announcements*, Conway School of Nursing Section, Policies and Regulations.

Contingency Planning

Please refer to the course syllabus for specific instructions.

Evaluation of Students

Criteria for course evaluations are noted on individual course syllabi. Students may be evaluated on performance on objective tests, formal papers, class presentations, normed national examinations and other measures. Clinical performance is evaluated by means of the criteria specified in the clinical evaluation tool for the course.

Section 5 - Student Performance/Grades

Grading Policies

The minimum grade of "C"(73%) is required in nursing courses.

Grades for nursing courses are calculated in the following manner:

A	94 - 100%
A-	90 - 93%
B+	89 - 86%
B	85 - 83%
B-	82 - 80%
C+	79 - 76%
C	75 - 73%
C-	72 - 70%
D	69 - 60%
F	59% or below

Probation and Dismissal

Refer to Section 2.

Appealing a Grade, Probation, Progression or Dismissal

The Conway School of Nursing follows the university policies and procedures for appealing a grade, probation or dismissal. Refer to Appendix to review written policy.

University Policy

The Academic Senate reaffirms the judgmental nature of the academic grading process used in the university and the responsibility of professors and teachers to make appropriate judgments on the success or failure of the academic accomplishments of their students. The senate further reaffirms the right of the professors and teachers within the university, as a legitimate dimension of academic freedom, to make these academic judgments free of external coercion.

The Academic Senate, however, recognizes that students have a right to appeal any failing final grades that they assert have been determined by nonacademic criteria. Therefore, the Academic Senate also reaffirms the principle that failing grades may be overruled under certain circumstances and establishes the procedures referenced above by which a student may appeal a failing final grade or a non-passing grade received in academic endeavors such as course work, comprehensive examinations, dissertations or final doctoral oral examinations.

University Procedure

1. Each school of the university shall have a standing committee on failing grades made up of three faculty members and two students. If the school has both graduate and undergraduate components, one student shall be an undergraduate and the other shall be a graduate. The committee members shall be proposed by the dean of the school and approved by the faculty and the student representatives to the faculty meetings. One of the faculty members shall be appointed chairman by the dean of the school. Members appointed from the faculty shall serve for two years; student members shall serve one year. Members may be reappointed. Appointments to the committee shall be made as needed early in the academic year.

2. The following procedures are applicable in all schools for appeals. Such appeals will be considered when the student alleges that the grade was given for reasons based on nonacademic criteria.
3. A student wishing to challenge a failing final grade shall review the Conway School Policy in the Student Handbook Appendix and proceed in the following way:
 - a. If the grade is received in a course, the student shall first discuss the matter with the professor. If the matter is not settled in this discussion, the student may then submit a written appeal, first to the chairperson of the department in which the course was offered and then, if necessary, to the dean of the school, or to the dean directly in schools having no departments. The chairman or dean will seek to settle the matter by discussion with the student and/or professor. The written appeal must be submitted to the chairman (or dean) no later than the 5 business days in which the failing grade was recorded in the Office of the Registrar.
 - b. If the grade was received in other than coursework, the procedure to be followed is that outlined in section (a.) above, with the student submitting the initial appeal to the chairman (or to the dean in schools not having departments).
 - c. If the matter is not settled through the procedures above, the student may submit his or her written appeal to the dean of the school concerned, requesting that the School Committee on Failing Grades consider the appeal. The dean shall then forward the appeal to the chairman of the committee. The chairman shall acknowledge receipt of the appeal to both the dean and the student, and shall inform both the professor(s) and student involved that they will be given an opportunity to be heard by the committee. A copy of these procedures and a list of the members of the School Committee shall be sent to the parties involved.
4. As a condition for processing the appeal, the applicant shall file with the School Committee a written statement that explains in a summary fashion the factual basis for the appeal. The basis as presented shall not be construed to limit subsequent expansion of the grounds for appeal by the submission of a supplementary written statement. A copy of the original appeal and statement and any subsequent supplementary written statement shall be forwarded to respondent(s), who shall be requested to respond in writing to the original appeal and statement, as well as any supplementary statement. Such response(s) shall not be construed to limit subsequent written expansion of the position of the respondent(s).
5. The written appeal shall set forth the names of any witnesses the petitioner requests be called by the School Committee. The written response shall set forth the names of witnesses the respondent(s) requests be called. Such written requests shall not be construed to prevent the designation of additional witnesses by the parties or limit the witnesses the committee may call.
6. All meetings of the School Committee shall be conducted by the chairman. The student and respondent(s) shall be invited to be present at meetings that are called by the chairman of the committee to obtain evidence or hear arguments. Such meetings shall be called with appropriate notice and shall be closed. All information given to the committee shall be kept confidential. However, the student and respondent(s) may each bring one person from their school for consultation and advice when they are invited to meet with the committee. Legal counsel shall not be admitted to any of the meetings of the committee.
7. The School Committee shall consider all requests for suggested witnesses and invite those individuals the committee deems can appropriately contribute information relevant to the matter in question. Only those persons specifically invited by the committee may attend meetings. Moreover, any person asked to meet with the committee may request that he or she be heard without the presence of individuals other than the committee members. If the request is granted, charges or other pertinent information

obtained at such a meeting must be communicated to all of the other parties concerned.

8. In the event that a member of the School Committee is unable to participate in an appeal or removes himself or herself from the deliberations, the chairperson shall immediately notify the dean, who will appoint another individual to the committee to serve temporarily for the period in which the current appeal is being considered.
9. The School Committee should at all times attempt to bring about an agreement between the student and the respondent(s) concerning the grade in question. If such an agreement is reached, the student shall withdraw his or her appeal in writing, the written withdrawal being submitted to the chairman of the committee. If no agreement is reached, then the committee shall decide either to support the appeal by granting appropriate relief or to reject the appeal. Suitable relief, especially in a failed course, ordinarily involves changing a failure to a pass. In no case will the committee assign a letter grade. Other forms of relief (e.g., retaking a comprehensive or oral examination), especially in situations not related to coursework, should be available. A majority vote of the full membership of the committee is required for a decision. The decision shall be in writing and contain a summary of the reasons for the decision. This written report shall be retained by the committee. The student and the respondent(s) may read the written report, but no copies shall be furnished to anyone, except to the Senate Committee on Failing Grades, as described below.
10. The decision of the School Committee either to support or to reject the appeal (without the summary of reasons) shall be transmitted to the student and respondent(s) involved by certified return-receipt mail or by hand delivery. This notification shall include a statement that either the student or the respondent(s) may appeal the decision of the School Committee, in writing, to the Committee on Failing Grades of the Academic Senate within 30 calendar days from the receipt of the committee's decision. Such appeal must set forth with particularity the grounds relied upon.
11. If the decision of the committee is to support the appeal and change the grade to pass and no appeal is filed, the chairman of the School Committee shall notify the dean involved, the student's dean and chairman of the department, and the registrar, who shall make the appropriate change in the student's records. Credit earned in the course in which the grade is changed to pass will be counted toward the degree sought but will not be counted in calculating the student's GPA. If the grade for a comprehensive or oral examination is changed to pass, the examination shall satisfy the comprehensive examination or oral examination degree requirement for which it was given.

Procedures for Appeal of Failing Grades to the Academic Senate

1. The members and chairman of the Committee on Failing Grades of the Academic Senate shall be appointed by the committee on Committees and Rules of the Academic Senate. The committee shall consist of three faculty members and two students, one graduate and one undergraduate.
2. An appeal to the Senate Committee shall be made in writing to the chairman of that committee and mailed or delivered to the Office of the Academic Vice President. Such appeal must set forth with particularity the grounds relied upon.
3. Upon receiving an appeal, the chairman of the committee shall: (a) acknowledge receipt of the appeal to the sender, to the other party, and to the dean and chairman involved, and (b) request the report of the involved School Committee from its chairman. A copy of the appeal shall be sent to the other party and School Committee, both of whom shall respond in writing to the appeal. In the event the Senate Committee desires a further clarification of a party's response or position, the committee may request such to be furnished in writing.
4. After reviewing the foregoing, the Senate Committee shall decide by a majority vote of the full

membership to uphold the original decision of the School Committee, to remand the matter for further proceedings, or in exceptional cases, to constitute itself as the committee to grant a new hearing in accordance with the procedures required of the School Committee.

5. The chairman of the committee shall forward to the Senate, in writing, the committee's decision. The chairman of the committee shall notify, by return-receipt mail, the parties involved of the committee's action and notify, if necessary, the appropriate university officials.

Conway School of Nursing Policy and Procedures for Complaint and Appeal of a Failing Grade

A student wishing to make a complaint or challenge a failing final grade shall review the Conway School Policy in the Student Handbook Appendix.

Refer to Appendix to review the written policies.

- Conway School of Nursing Complaint Policies and Procedures
- Conway School of Nursing Policy and Procedures on the Appeal of Failing Grades

Section 6 - Academic Advising

Academic advisement is an academic support service provided by the Conway School of Nursing to each student. Students are assigned an academic advisor whose name is registered on Cardinal Students.

Registration

Prior to registration, the student should schedule a meeting with their academic advisor or attend a group advisement session to review their proposed courses and program plan. At the undergraduate level, the academic advisor may schedule group meetings at a time that is convenient for most students.

At the academic advisement meeting, the student will discuss the courses they propose taking, and complete the Registration Worksheet (Tracker)

In some instances, students will receive Cardinal Students notification that they are unable to register. This may occur in cases where the student has an outstanding bill, where library books have not been returned or in other circumstances. The reasons for denial of registration will be specified on the student's Cardinal Students account. The student must rectify the problem before registration will be granted.

Any changes in the agreed upon courses must be reviewed and endorsed by the student's advisor. Students who do not follow the agreed upon courses are advised that significant delays may occur in their progress toward a degree.

Once the student determines, via Cardinal Students, that the Conway School of Nursing has granted necessary permissions, the student is responsible to register themselves for the courses.

Prior to the end of the Add/Drop period, the student must verify through Cardinal Students that he/she is correctly registered for each of their courses. For multi-section courses, they should ensure that they have been assigned to the correct course section; for guided/independent studies, they should ensure that the correct faculty member has been identified.

Students may access their unofficial transcript via Cardinal Students or may use the functionality of Cardinal Students to list their current course schedule. If financial or other holds prevent registration it is the student's responsibility to resolve these issues by the previously stated enrollment deadlines.

Conway School of Nursing Scholarships and Loans

Undergraduate scholarships and loans are managed centrally through the University's Office of Financial Aid. Students may contact this office in person or by telephone at (202) 319-5307 regarding specific questions about scholarship and loan monies.

Registration Requirements

Each student is responsible for registering for the next semester on time, meeting prerequisites for each course for which they register and for adhering to the program plan approved by their academic advisor. Because the Conway School of Nursing courses are routinely offered during either the Fall or Spring semester as opposed to both semesters, students who do not follow the approved academic plan may not be able to complete their program of study by the projected date. The required courses for each degree program are found on the [Conway School of Nursing](#) website.

Registration Permissions

Conway School of Nursing permission is required for registration for some undergraduate nursing courses.

Pre-registration

Pre-registration is required for undergraduate clinical courses. Undergraduate students who do not pre-register by the last day of class prior to a clinical course are not guaranteed admission to the course. Undergraduate students who encounter difficulties with pre-registration should notify the Undergraduate Office as soon as possible so that these difficulties can be resolved.

Advising Rights and Responsibilities

THE STUDENT (ADVISEE)	THE ADVISOR
RIGHTS 1. The student has the right to expect the advisor to be available at reasonable times during the academic year and frequently during registration and pre-registration. 2. The student has the right to expect the advisor to be knowledgeable about a) the drawbacks and advantages of various course selections and b) academic regulations and administrative procedures. 3. The student has the right to expect the advisor to seek out relevant information when he/she is not knowledgeable about a specific topic or to refer the student to the specific university office or to individuals that can provide additional resources and assistance.	RIGHTS 1. The advisor has the right to expect the student to be knowledgeable about his/her academic progress, particularly about courses he/she has taken and is currently taking. 2. The advisor has the right to expect the student to meet with the adviser if the need arises. 3. The advisor has the right to expect the student to keep appointments or to notify the advisor of cancellations.
RESPONSIBILITIES 1. The student has the responsibility to know the academic regulations and procedures contained in the Undergraduate Announcements and other university publications. 2. The student has the responsibility to consult with the advisor and obtain the advisor's approval for course selection before registration or for course changes through add/drop. 3. The student has the responsibility to make preliminary choices of courses prior to consulting with the adviser during registration and, after consultation, the responsibility to complete the required steps in the registration process. 4. The student has the responsibility to follow and complete the prescribed program and to register for graduation via Cardinal Students.	RESPONSIBILITIES 1. The advisor has the responsibility to maintain adequate office hours to accommodate his/her advisees and to be available for individual consultation at times that are mutually agreeable to the student and the advisor before or during registration. 2. The advisor has the responsibility to be knowledgeable about university policies and about rules and regulations governing undergraduate education, to stay abreast of changes in academic regulations, procedures and programs, and to use the information in consultation with the student. 3. The advisor has the responsibility to assist the student in learning about educational support services available at the university such as study skill lab, tutoring programs, and mentoring programs.

Standardized Testing

During the course of undergraduate study, the Conway School of Nursing requires completion of nationally normed diagnostic and evaluative standardized tests. Completion of these tests is part of the requirements in all nursing courses. Additionally, all BSN students are required to pass a comprehensive

diagnostic exam that assesses their readiness to enter professional nursing study or to take the nursing licensure examination (NCLEX-RN®). The Conway School of Nursing may require students scoring below a certain percentile to successfully complete additional remediation and retesting as a condition of program entry, course completion or as a condition of endorsement for the NCLEX-RN® licensure examination. Students will be given complete testing information, including study and review information, prior to any scheduled test.

To succeed in the nursing program, students must be able to complete online tests successfully. In some cases, students who lack the ability to accurately demonstrate required skills on standardized tests may be referred to Disability Support Services (DSS) at the Catholic University of America. It is strongly recommended that students with diagnosed disabilities or suspect they have a disability identify themselves early in the process and work with the nursing program and Disability Support Services to ensure that they receive appropriate accommodation(s).

Exam Computer Requirements

All undergraduate nursing courses (any course with the NURS prefix) administers all tests through the ExamSoft platform. Students are required to have a laptop or tablet that meets the ExamSoft minimum requirements. The program (Examplify®) runs on most windows-based and Mac computers purchased within the last 1-3 years. Details on the minimum requirements are found at [ExamSoft Minimum System Requirements](#). It is a student's responsibility to ensure that their computer meets these requirements.

ExamSoft/Examplify will not run on Chromebooks, Android, or Linux operating systems.

Examplify does not support touchscreen input on Mac or Windows laptops.

ExamSoft published in April 2026 support for MacBook Neo with Examplify.

For a better experience, ExamSoft recommends that students take exams on the same Operating System version that a successful mock exam was recently completed.

Examplify for macOS requirements

- Operating System: macOS Tahoe, Sonoma, or Sequoia
- Only genuine versions of Mac operating systems are supported.
- CPU: Intel, A18, or M series processor.
- RAM: 4GB or higher.
- Hard Drive: 4GB or higher available space.

Examplify for iPadOS requirements

- Hardware Requirements: iPad 5+, iPad Air 3+, iPad Mini 5+, iPad Pro.
- Operating Systems: iPadOS 18 and iPadOS 26 (Only officially approved Apple versions of iPadOS are supported).
- 500 MB of free space required to commence an exam.
- iPad must not be modified (e.g. Jailbroken).
- Internet connection for download, registration, exam download and upload.

Examplify for Windows requirements

- Operating System: 64-bit versions Windows 11.
- Alternate versions of Windows 11, such as Windows RT and Windows 11 S, are NOT supported.

- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows certified for use are Windows 11 23H2, Windows 11 24H2 and Windows 25H2
- The English (United States) Language Pack must be installed.
- ExamSoft does not support tablet devices other than Surface Pro.
- CPU Processor: x86 or arm-based processor supported by the operating system.
- RAM: 4GB of usable RAM or higher
- Hard drive: 4GB or higher of available space.

Evolve© Logins and Access Codes

Students will be issued an access code for Evolve case studies and practice tests. Required assignments will be assigned from these case studies.

The access code is valid for 24 months. Students are responsible for purchasing replacement access codes in cases of loss or extended completion time for the program.

Over Election of Course Load

There are some circumstances in which an undergraduate nursing student might want to take more than the normal full-time course load of 5 courses (15 credits). Taking more courses than the normal full-time course load is called over-electing.

Students may over-elect when they meet all of the following criteria:

1. The student has a grade point average from the preceding semester of 3.2 or above.
2. The student has a cumulative grade point average of 3.2 or above.
3. The student has not failed a nursing course.
4. The student is granted written permission by the Conway School of Nursing Associate Dean for Undergraduate Program.

Process for requesting over-electing:

1. Prior to the beginning of the semester send an email to the Conway School of Nursing the Associate Dean for Undergraduate Program respectfully requesting to over elect course load with a statement as to the reason for higher course load.
2. Request a advising session with the Conway School of nursing Director for Undergraduate Program.
3. Sign the Conway School of Nursing over election counseling form confirming understanding that over electing will provide a higher than typical student academic workload.

Section 7 - Behavioral Expectations of Students

Email

The Catholic University email address is the official address used by the Conway School of Nursing for email communication on Conway School of Nursing or other Catholic University matters. The Conway School of Nursing uses email as the major vehicle for communicating important information to students. Students should check their email daily, but at least 3-4 times each week. The Conway School of Nursing has transitioned away from use of the postal service and mailed communication with only a few exceptions. Students are requested to allow 48 business day hours for faculty response to student email messages with the exception of urgent matters requiring faculty notification. Students' email signature line must include full name, traditional or accelerated program and anticipated month & year of graduation.

Schedule Appointments When Faculty Meetings Are Needed

Students who wish to meet with faculty in person may schedule an appointment during the faculty member's office hours or contact faculty directly via email or phone to request an appointment at a mutually convenient time.

Privacy of Communication

FERPA is a federal law that protects the confidentiality of certain student information. Consequently, students must provide written authorization to the Conway School of Nursing to share information about their Catholic University experiences with individuals (including family members) not granted access under FERPA provisions.

Resolution of Concerns

On occasion, students may have concerns about some aspect of a course or program. The Conway School of Nursing employs a "chain of command" approach to resolve such difficulties. Consequently, students should first communicate with the course faculty to address any problems or concerns. In instances where the difficulty cannot be resolved, the second level of contact is the course coordinator. If the course coordinator is the faculty member with whom the student has been dealing and the issues have not been resolved, the student may then schedule an appointment to meet with the appropriate program Associate Dean. Typically, matters will be resolved at this level; in the event the problem persists, the Dean will or upper-level University administration consulted. Students and families will find it very beneficial to work through this hierarchy system to address questions or concerns., since upper-level University officials may not be cognizant of pertinent information regarding a particular matter.

Students are afforded the opportunity to file an appeal if they believe they are being treated in a discriminatory way. The University's appeal of [failing grades and grievance policies](#) are available on-line.

Section 8 - Management of Academic Program of Study

The student has primary responsibility for ensuring that they adhere to the prescribed academic plan/program. Central to this responsibility is the appropriate use of Cardinal Students, Brightspace courseware, academic advice and the Conway School of Nursing registration requirements.

Cardinal Students

Cardinal Students is a comprehensive, online resource which allows students to manage their academic program, including course registration. Students are expected to know how to use the Cardinal Students functionalities, including accessing the course catalog, schedule of classes and registration processes. The University provides Cardinal Students training as part of the Orientation Program. Online Cardinal Student's tutorial assistance is also available at [CUA Technology Services](#). The Office of Enrollment Management has a published brochure of course registration information explaining how to use Cardinal Station registration resources.

Learning Management System (LMS) Brightspace and Other Courseware

The University supports various platforms for web-enhanced courses. The Conway School of Nursing web-enhanced courses uses the University's Brightspace Learning Management System. The student is expected to learn how to use Brightspace components that will support their coursework. In addition, on occasion, textbooks have accompanying online or computerized elements i.e. Elsevier Sherpath. Students need to learn how to use these elements and "plug-ins". The Conway School of Nursing uses a student's Catholic University email log on as the Brightspace log on; although the Brightspace system permits creation of other logins and passwords, these may not be used for Conway School of Nursing courses with a Brightspace component.

Transcript Verification

It is the student's responsibility to periodically (beginning, prior to add/drop and end of the semester) review Cardinal Students information for accuracy. Students should pay particular attention to transfer credits and milestones. In the event an inaccuracy is found, students are responsible for contacting the appropriate office for resolution as soon as possible.

Course Cancellation

The Conway School of Nursing reserves the right to cancel courses during the add/drop period if enrollment is low. Every effort will be made to assist the student to identify an alternate course via the Consortium or to help the student adjust his/her academic plan so that their progression is not unduly delayed.

Course Schedule: Most of the courses offered by the Conway School of Nursing are only offered once per academic year. Students who are unable to take a nursing course in the semester it is scheduled should consult with their academic advisor regarding the impact on their academic progression.

Section 9 – Graduation

Degree Applications: All students in the traditional plan must have 123 credit hours to be eligible for graduation. In order to be considered for graduation, the student and their advisor should audit the program to be sure that all degree requirements have been met. Along with the minimum number of credit hours, all students must have met all core nursing requirements (with appropriate grades) as outlined in the program plans as published below. The Undergraduate office does not apply for students to graduate; the student must apply for graduation “on-line” via Cardinal Students. For assistance in this matter, please refer to enrollment services.

Graduation Requirements

If a student does not apply for his/her diploma online, he/she cannot be considered for graduation, and a diploma cannot be prepared.

There are three times during the calendar year when a student can receive his/her degree:

January—This means that the student has fulfilled all degree requirements the preceding Fall semester and must be active in the system (see continuous enrollment policy) in the Fall semester.

May—This means that the student has fulfilled all degree requirements the preceding Spring semester and must be active in the system (see continuous enrollment policy) in the Spring semester.

August—This means that the student has fulfilled all degree requirements by the last day of the summer term of the year in which the diploma is to be awarded.

The university holds a commencement ceremony in May. Those receiving their degrees in May are required to attend and those having already received their degrees in August, October or January are invited to attend.

Graduation with Honors

A notation and documentation which will occur on the official final transcripts will designate students who receive Latin Honors. The calculation of Latin honors is based upon the cumulative GPA, which is calculated after all final grades have been posted. Students who receive Latin honors are not eligible to participate in the Honors convocation, which is an event that occurs before the posting of final grades. The categories for Latin honors are as follows:

Cum Laude ≥ 3.5
Magna Cum laude ≥ 3.7
Summa Cum Laude ≥ 3.9

<http://policies.catholic.edu/Archives/academic-undergrad/commhonors.cfm>

Sigma Theta Tau International:

Sigma Theta Tau International, Kappa Chapter is the Catholic University chapter of the international nursing honor society. Eligibility for this society is based upon students' cumulative GPA. Students must be invited and students must also accept the invitation to be inducted as a member. Students who accept membership are eligible to participate in the University Honors Convocation. Eligible students receive invitations based on cumulative GPA.

Section 10 - Program of Study

Bachelor of Science (BSN) in Nursing Degree

The traditional program, or curriculum plan, is designed for the beginning nursing student; high school graduates or students with limited college transfer credit. The Conway School of Nursing Website [Conway School of Nursing](#) contains the current and most complete information on plans of study and nursing coursework.

Admission Requirements

Undergraduate admissions to the Conway School of Nursing is coordinated by the Office of Undergraduate Admissions.

- **Required Application Materials:** A completed Common Application, official high school transcript, personal essay, and letter of recommendation.
- **Academic Preparation:** Applicants should demonstrate completion of a college-preparatory high school curriculum, including appropriate coursework in laboratory sciences and mathematics.
- **Holistic Admission Review:** Applications are evaluated based on cumulative academic performance, rigor of coursework, grade trends, preparation in science and mathematics, writing ability, recommendations, and overall readiness to succeed in a professional nursing program.
- **Competitive Applicant Profile:** Competitive Traditional BSN applicants typically have a strong cumulative GPA, averaging **3.53**, and have successfully completed rigorous high school science and mathematics coursework. Applicants with other academic profiles may also be considered when their overall record demonstrates strong potential and readiness for the program.

Transfer Credits into the Conway School of Nursing

All clinical nursing courses must be taken in the Conway School of Nursing. Non clinical nursing courses are evaluated by administrators in the Conway School of Nursing (on-line courses will be considered). Transfer courses **MUST be evaluated for comparability to Catholic University courses PRIOR to a student registering for such courses.**

The Conway School of Nursing follows the University Transfer Policy. The Conway School of Nursing allows undergraduates who wish to take a course at another college or university to apply those courses towards their Catholic University degree provided the following conditions are met:

- The course is completed at a regionally accredited institution
- The course is substantially similar to a Catholic University course
- The course is completed with a grade of C or better
- The course is a non-clinical course
- The course does not duplicate, overlap or repeat previous work
- The college or university offering the course allows the course to be used for credit toward its own undergraduate degrees

National standards for online education are used to determine if an on-line course is comparable to a Catholic University course.

The maximum number of courses that are allowed for transfer in a summer session is limited to two (2) per year, only one of which may be a science course taken for remediation purposes.

Students cannot take courses off campus while enrolled in classes at The Catholic University of America. A maximum of eight (8) courses can be transferred into the Conway School of Nursing following enrollment.

Nursing students who are repeating science courses to increase and maintain the minimum standard Science GPA will have the following rules apply regarding cumulative GPA calculation:

When repeating a required course where the grade was D or F, if the course is offered at Catholic University and it is retaken at Catholic University, the grade for the repeated course will be calculated into the cumulative GPA. When repeating a required science course at Catholic University, where the original grade was a C-, the cumulative GPA will not be adjusted to include the new grade in calculations.

When repeating a required science course at another University (during a time period when it is not available at Catholic University, i.e. summer session), the following will apply:

The appropriate department evaluation and approval must occur thru the [CUA Transfer Credit Office](#) and the Conway School of Nursing must also authorize retaking the course prior to the student's enrollment in that course. Once the course is completed, the grade obtained in the course will be used to evaluate whether the minimum standard science GPA required in the curriculum has been achieved. Grade calculations for courses taken off site that are traditionally offered at Catholic University (but limited due to time constraints) will not be used in the calculation of the cumulative GPA.

International Students

The [CUA Office of International Services](#) supports the academic mission of the University by promoting international education. The Baccalaureate nursing programs have intensive academic requirements and a heavy practice component. They require proficiency in written and spoken English and familiarity with the educational system in the United States, particularly in terms of teaching and testing methods. In addition, a broad background in liberal studies and the humanities is necessary to develop the critical thinking and problem-solving skills required to function as a professional nurse in the health care system in the United States.

Admission into the Conway School of Nursing, subsequent course load, and length of program will be determined based on a review of the transcript evaluation, TOEFL score, and an English placement examination. Enrollment in intensive English courses may be necessary to progress in the nursing program.

Requesting the transcript evaluation from an approved educational evaluation service is the responsibility of the student and this evaluation must be submitted directly to the Office of Admissions by the transcript evaluation service. It must include an English translation and a course-by-course evaluation, as well as credential evaluation.

All students for whom English is an additional language must complete the English placement examination offered by the university regardless of the completion of English courses at other institutions. Recommendations based on the English placement examination must be satisfied for progression into the nursing program.

BSN Program AY 2026-2027

The program consists of 123 credits in the following distribution. The program course plan requirements may be modified in instances of individual academic program progression issues. Yet, those instances are constrained and solely authorized by the CSON.

Advanced Placement course credits for courses taken in High School will be evaluated the [Office of Transfer Credit](#) for transfer as Catholic University college credit.

Natural Science and Math - 18 credits

Course	# of credits
Organic/Biochemistry for Allied Health Lecture and Lab	4
Human Anatomy and Physiology I and II Lecture and Lab	8
Microbiology Lecture and Lab	3
Statistics (Math 114)	3

English - 3 credits

All students are required to take one English writing course. The particular course depends on the criteria for placement at the time of matriculation. Transfer credit will be evaluated on an individual basis. All students for whom English is a second language must complete the English placement examination offered at the University; English 101 is part of the first-year experience and the freshman learning community (LC).

Philosophy - 6 credits

All students are required to take Philosophy 201 and 202, both of which are a part of the first-year experience and learning communities (LC).

Religion - 9 credits (6 while in A&S)

Of the three required religion courses, the first must be TRS 201, "Faith Seeking Understanding", a learning community course (LC). The second Theology course is TRS 202A/B, "The Church and the Human Person." The third required theology course is a biomedical ethics course; either TRS 333 or Phil 303. Bioethics must be taken at Catholic University and is not transferable into the University.

Humanities/Liberal Studies - 15 credits

All students are required to take the following coursework:

Course	# of credits
Psychology (Psy 201)	3
Growth and Development (Psy 379)	3

*Electives- 12 credits **

*Consult with your assigned academic advisor regarding liberal arts electives that fulfill general education requirements. Three liberal arts elective credits of the total 12 liberal arts electives are taken while in The Conway School of Nursing as noted in the program plan.

Classes of 2027 and 2028

Nursing - 69 credits

Course	# of credits
Introduction to Health Systems and Professions	3
Health and Wellness across the Lifespan	3
Nutrition & Health	3
Health Assessment	4
Pathophysiology	3
Fundamental Applications	4
Community & Population Health Lecture and Clinical (3/2)	5
Mental Health Nursing and Clinical (3/2)	5
Pharmacology	3
Adults in Health and Illness I Lecture and Clinical (3/2)	5
Child and Adolescent Lecture and Clinical (3/2)	5
Women's Health Lecture and Clinical (3/2)	5
Adults in Health and Illness II Lecture and Clinical (3/2)	5
Nursing Research	3
Transitions to Professional Nursing	2
Adults in Health and Illness III Lecture (3) and Clinical (2) or Nursing Practicum-optional (2)	5
Strategies for Professional Practice	2
Leadership/Management of Health	2
Nursing Informatics	2

Classes of 2029 and 2030

Nursing - 69 credits

Course	# of credits
Introduction to Health Systems and Professions	3
Health and Wellness across the Lifespan	3
Nutrition & Health	3
Health Assessment	4
Dosage & Calculations: Mathematics for Nursing	1
Pathophysiology	3
Fundamental Applications	4
Community & Population Health Lecture and Clinical (3/2)	5
Mental Health Nursing and Clinical (3/2)	5
Pharmacology	3
Adults in Health and Illness I Lecture and Clinical (3/2)	5
Child and Adolescent Lecture and Clinical (3/2)	5
Women's Health Lecture and Clinical (3/2)	5
Adults in Health and Illness II Lecture and Clinical (3/2)	5
Nursing Research	3
Adults in Health and Illness III Lecture (3) and Clinical (2) or Nursing Practicum-optional (2)	5
Transitions & Strategies for Professional Practice	3
Leadership/Management of Health	2
Nursing Informatics	2

Nursing Courses in the BSN Program

[Course descriptions](#) are available on the Catholic University website under Nursing.

Credit Hours

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits. P/F indicates the course is graded with either Pass or Fail. The following ratios are used:

<u>Didactic Course</u>	<u>1 credit =50 minutes /week*</u> <u>2 credits=100 minutes/week</u> <u>3 credits-150 minutes/week</u>
Courses with Laboratories (Skills Lab [e.g., fundamentals of nursing])**	1 credit = 45 hours/semester
Courses with Clinical Experiences***	1 credit= 45 hours/semester 2 credits= 90 hours/semester

Per [university policy](#), a semester is defined as a period of “approximately 15 weeks.”

**In all courses with clinical experiences, a portion of the total clinical hours may be replaced by simulation using a ratio of 1:2, such that 1 hour of simulation equals 2 hours of clinical experience. The simulation must be conducted in line with the International Nursing Association of Clinical Simulation and Learning (INACSL) Healthcare Standards of Best Practice and the District of Columbia Board of Nursing Municipal Regulations (DCMR).

***Example: In a 2-credit clinical course, which involves 90 hours of clinical experience for the semester, up to 45 hours (50%) of the clinical experience could be replaced by clinical simulation; 22.5 hours in the simulation lab = 45 hours of clinical experience for the semester (1 lab hour = 2 clinical hours).

Curriculum Plan for Traditional Program

Prior to 2023, the previous curriculum plan was based on a 2+2 program. During AY 2024 – 2025, in the Baccalaureate Curriculum Committee (BCC), faculty voted to change the traditional BSN course sequence based on the change to a direct entry program, student feedback and review of Skyfactor Benchmarks Exit Survey Data, the Commission on Collegiate Nursing Education (CCNE) Accreditation Standards, Commission on Collegiate Nursing Education (CCNE) BSN Essentials, and the National Council State Boards of Nursing (NCSBN) RN licensure exam NCLEX – RN. The changes in the curriculum strengthens curriculum integration. The changes were approved by the CSON BCC and Faculty Assembly, the Undergraduate Board and the CUA Senate in May 2025.

The [Classes of 2027 & 2028](#) curriculum plan.

The [Classes of 2029 & 2030](#) follow the new curriculum plan. The total number of credits required for graduation is unchanged. The plan may be modified to meet an individual student's program. The curriculum and the curriculum plans are subject to modification by the CSON.

APPENDIX Listing

Nursing Courses, Prerequisites, Corequisites AY 2026 – 2027

Baccalaureate Testing Administration Policy

Nursing Mathematical Calculation Testing Policy for AY 26-27

Conway School of Nursing Complaint Policies and Procedures

Conway School of Nursing Policy and Procedures on the Appeal of Failing Grades

Student Handbook Attestation

Baccalaureate HESI Testing Policy

Nursing Courses, Prerequisites, Corequisites AY 2026 – 2027

Course Number	Course Name	Prerequisite	Required co-requisite	Notes
NURS 151	Introduction to Health Systems & Professions	none	none	
NURS 152	Progression HESI Assessment/ Exam	NURS 151		Freshman Year (Classes of 2029 & 2030), Spring 2027. A practice HESI will be administered Fall 2026. Sophomore Year (Class of 2028), October. 75% score in all sections of the HESI required. Freshman Year (Class of 2029) Sophomore Transfer students, February.
NURS 254A	Health and Wellness	NURS 151 BIOL 232 BIOL 233		
NURS 257	Nutrition	NURS 151 BIOL 232		
NURS 371	Pathophysiology	NURS 151 NURS 152 BIO 223 CHEM 109/119 PSY 201		
NURS 258	Health Assessment	NURS 151 NURS 152 NURS 254A NURS 257 NURS 371	NURS 309 NURS 310	
NURS 310	Pharmacology	NURS 151 NURS 152 NURS 254A NURS 257	NURS 258 NURS 309	

		NURS 371		
NURS 309	Fundamentals	NURS 151 NURS 152 NURS 257 NURS 371	NURS 258 NURS 310	
NURS 370	Community & Population Health Lecture	NURS 151 NURS 152 NURS 254A NURS 257 NURS 371	NURS 310 NURS 372	Taking NURS 370 in Fall, NURS 310 is a corequisite; Taking NURS 370 in Spring, NURS 310 is a prerequisite
NURS 372	Community & Population Health Clinical	NURS 254A NURS 257 NURS 371	NURS 310 NURS 373	Taking NURS 372 in Fall, NURS 310 is a corequisite; Taking NURS 372 in Spring, NURS 310 is a prerequisite
NURS 375	Mental Health Lecture	NURS 254A NURS 257 NURS 310 NURS 371	NURS 310 NURS 377	Taking NURS 375 in Fall, NURS 310 is a corequisite; Taking NURS 375 in Spring, NURS 310 is a prerequisite
NURS 377	Mental Health Clinical	NURS 254A NURS 257 NURS 310 NURS 371	NURS 310 NURS 375	Taking NURS 377 in Fall, NURS 310 is a corequisite; Taking NURS 377 in Spring, NURS 310 is a prerequisite
NURS 275 L	Adults in Health & Illness I	NURS 258 NURS 309 NURS 310	NURS 275 C	
NURS 275 C	Adult in Health & Illness I	NURS 258 NURS 309 NURS 310	NURS 275 L	
NURS 420	Child Health Lecture	NURS 275 L/C	NURS 421	
NURS 421	Child Health Clinical	NURS 275 L/C	NURS 420	
NURS 423	Women's Health Lecture	NURS 275 L/C	NURS 428	
NURS 428	Women's Health Clinical	NURS 275 L/C	NURS 423	
NURS 376 L	Adults in Health & Illness II	NURS 275L/C	NURS 376 C	
NURS 376 C	Adults in Health & Illness II	NURS 275L/C	NURS 376 L	

NURS 403	Research	MATH 114		
NURS 427	Transitions	NURS 275 L/C	NURS 376 L/C	
NURS 430 L/C	Adults in Health & Illness III	NURS 376 L/C	NURS 480	
NURS 480	Strategies	NURS 427	NURS 430 L/C	
NURS 424	Leadership	NURS 275L/C		
NURS 378	Informatics	NURS 309		
NURS 481 A	Practicum			optional
NURS 481B	Practicum - peds			optional
NURS 481 C	Practicum - maternity			optional

L = Lecture

C = Clinical

L/C = Lecture & Clinical

Baccalaureate Testing Administration Policy

Purpose: *To standardize Conway School of Nursing Baccalaureate testing administration, and facilitate greater consistency across proctors and testing environments.*

1. Students are encouraged to use the restroom prior to the exam. Students may use the restroom during the exam one at a time, but additional exam time will not be given.
2. If a student has an urgent need during the exam, the student should stay seated, raise their hand, and the proctor will come to see them.
3. The proctor will project on the screen a countdown timer of the remaining time for the exam, which will be started once students have successfully entered the exam.
4. All cell phones and other electronic devices (including smart watches) must be silenced, set to airplane mode, and placed in the student's backpack. No electronic devices may be on or about the student during the exam.
5. Students will place book backpack/bags/coats where the proctor indicates. Students will make their best effort to spread out to allow an empty seat in front, behind and on each side. The proctor may assign seating on exam days.
6. Students may only have a computer, pencil/ pen, and one closed beverage with them at the desk. The proctor may inspect the beverage vessel or view its underside.
7. If a student is ill, they may keep tissues/ cough drops, or other medically necessary items with them at the desk. The proctor may inspect the items.
8. The proctor will distribute blank scratch paper to each student. The proctor will collect and destroy the papers at the end of the exam.
9. Students may not wear baseball caps, or hats of any type that protrude over the forehead.
10. Students may raise their hands during the exam if they have a question; however, questions regarding course content will **not** be answered during the exam.
11. Students must keep their eyes on their own computers.
12. For ExamSoft exams, once the student has completed the exam, the student must show a "green success screen" to the exam proctor, one at a time.

approved by Baccalaureate Curriculum Committee 4/11/24, revised 5/2/24

Nursing Mathematical Calculation Testing Policy for AY 26-27

Nursing Mathematical Calculation Testing Process for Fall 2026 Seniors (class of 2027):

1. Students cannot administer medication until they pass the nursing mathematical calculation test (math test).
2. Math testing will be embedded into N376c Adults in Health and Illness II (clinical).
3. A team of Med-Surg Task Force members will assemble the initial math test that would be given in person, using electronic technology, assembled employing a testing blueprint, on the day of Fall clinical orientation.
4. Students will be directed to utilize the materials (recorded lectures, Powerpoints, and learning packets) located in Brightspace to prepare over the summer.
5. Students will take the exam in person on the day of clinical orientation at the start of the Fall semester.
6. Students who do not pass with a 90% on the first attempt will enroll in math remediation software selected by the Baccalaureate Curriculum Committee (BCC) at their own cost. The Med-Surg Task Force will make a plan for students with financial difficulties.
7. Students who do not pass with a 90% on the first attempt will achieve a specified level of mastery on identified math remediation software modules.
8. Students who do not pass with a 90% on the first attempt will take a second round of testing at least two weeks (but no more than three weeks) after the initial test, with the Med-Surg Task Force assembling the test, employing a testing blueprint, after students have completed the math remediation software modules.
9. Students who do not pass with a 90% on the 2nd attempt will be directed to secure tutoring at their expense, and will complete a Nursing Mathematical Calculations experience with hands-on medical mathematical calculations.
10. The third math test will be assembled, using a testing blueprint assembled by the Med-Surg Task Force, administered using electronic testing software, at least two weeks (but no more than three weeks) after the 2nd test.
11. Students who do not pass on the third attempt with a 90% will not pass NURS 376C (see Student Handbook for progression implications).

Medical Mathematical Calculation Testing Process for Fall 2026 Juniors (Class of 2028):

1. Students cannot administer medication until they pass the nursing mathematical calculation test (math test).
2. Students will complete nursing math modules as part of NURS 309 Fundamental Applications. Students will also complete a Nursing Mathematical Calculations experience with hands-on medical mathematical calculations during N309 Fundamental Applications lab.
3. The math testing will occur during NURS 309 Fundamental Applications.
4. The math testing will be given in person, using electronic testing software, and take place the week after MidTerm.
5. The Med-Surg Task Force will assemble the initial math test, employing a testing blueprint

6. Student who do not pass the initial testing with a 90% will take a second round of testing, using a testing blueprint assembled by the Med-Surg Task Force, at least two weeks (but no more than three weeks) after the initial test.
7. Prior to the second attempt, the students will complete remediation specified by the Med-Surg Task force, in collaboration with the Baccalaureate Curriculum Committee. Students who do not pass the 2nd attempt with a 90% will enroll in math remediation software selected by the Baccalaureate Curriculum Committee (BCC) at their own cost, and will achieve a 90% level of mastery on identified modules a week prior to test administration. The Med-Surg Task Force will make a plan for those with financial difficulties.
8. The third math test will be assembled, using a testing blueprint assembled by the Med-Surg Task Force, administered using electronic testing software, at least two weeks (but not more than three weeks) after the 2nd test.
9. Students who do not pass on the third attempt with a 90% will not pass NURS 309 Fundamental Applications (see Student Handbook for progression implications).

THIS POLICY WILL BE INCORPORATED INTO N376c ADULTS IN HEALTH AND ILLNESS II CLINICAL & N309 FUNDAMENTAL APPLICATIONS SYLLABI, AND THE UNDERGRADUATE ANNOUNCEMENTS, AND THE STUDENT HANDBOOK.

approved by Baccalaureate Curriculum Committee 5/10/2024; revised 5/8/2025

Conway School of Nursing Complaint Policies and Procedures

The Catholic University of America Conway School of Nursing has established policies, processes, and procedures to address concerns related to grade appeals, committee decision appeals, academic integrity, sexual misconduct, discrimination, harassment, and general complaints.

Complaints

Definition of a Complaint: A formal student complaint is a signed statement submitted by a student alleging discriminatory, arbitrary, or improper treatment.

Process for Filing and Documenting a Complaint:

1. Filing a Complaint:

A formal student complaint (see Appendix A) must be submitted within 10 days of the event in question to the appropriate course faculty member, program director, or associate dean. The written complaint should include:

- a. A factual description of the issue or dispute leading to the complaint.
- b. The names of any individuals involved, if applicable.
- c. A brief summary of all informal resolution attempts made prior to filing the formal complaint.
- d. Any additional information the student considers relevant to the complaint.

2. Documentation of Complaint Response:

The faculty, staff, program director, or associate dean addressing the complaint must document (see Appendix A) the following details and submit the record to the Vice Dean:

- a. The date the complaint was formally submitted.
- b. A summary of the complaint, including the factual description, names of individuals involved (if any), informal resolution attempts, and any other relevant details as outlined in the filing process (#1 above).
- c. The steps or actions taken to resolve the complaint.

The formal complaint process established here is not meant to supplant attempts at resolving complaints through informal discussion. However, there are no circumstances under which a formal complaint must be settled informally (e.g., when a student submits a formal complaint, the student cannot be told to work out the complaint informally).

Whether settled informally or formally, the complaint process should move expeditiously without compromising the integrity of the process. Nothing in this policy should be construed to impinge upon the responsibilities of any office and/or regularly constituted body of the University. Moreover, no action may be taken concerning a formal complaint that would conflict with a university policy, such as those stated below, federal, state, or local law or regulation.

Note: If a student has a concern that is consistent with the definition of a complaint above and falls outside of Grade Appeals, Academic Integrity, Sexual Misconduct, or Anti-discrimination and Anti-harassment policies outlined above, he/she should follow the "Process for Filing Complaints" under the **Complaints** section of this policy.

University Policies

Grade Appeals

Appeal of Failing Grades Policy

<https://policies.catholic.edu/students/academicundergrad/appealfailinggrades.html>

Procedures for Appeal of Failing Grades Within the Schools

<https://policies.catholic.edu/students/academicundergrad/gradesprocedures.html>

Academic Integrity

Student Academic Dishonesty Policy

<https://policies.catholic.edu/students/academicundergrad/integrityfull.html#iii>

Student Academic Dishonesty Procedures

<https://policies.catholic.edu/students/academicundergrad/integrityprocedures.html>

Sexual Misconduct

Reporting Sexual Harassment or Sexual Offenses

<https://www.catholic.edu/report/sexual-harassment-sexual-offenses.html>)

Anti-discrimination and Anti-harassment

Anti-Discrimination and Anti-Harassment Policy

<https://policies.catholic.edu/faculty-staff/employment/eeo/affirmact.html>

Decisions of the Progression Committee.

There are three Progression Committees, one for the undergraduate program and two for the graduate programs (Advanced Practice Nursing and PhD). Each committee provides oversight of academic progression and retention policies and procedures as outlined in the Undergraduate Announcements [Policies Concerning Probation and Dismissal from the Conway School of Nursing](#), [Undergraduate Student Nursing Handbook](#), the Graduate Announcements [MSN Grading Policy](#), and the [General Policies for the Ph.D. Program](#)

Appendix A

Conway School of Nursing Compliant Policies and Procedures

Student Complaint Form

Instructions:

Please complete this form to submit a formal complaint in accordance with the Conway School of Nursing Complaint Policies and Procedures. Complaints must be submitted within 10 days of the event in question. Provide as much detail as possible. Submit the completed form to the appropriate course faculty member, program director, or associate dean.

Student Information:

Full name: _____

Student ID#: _____

Program (BSN, MSN, DNP, PhD, etc.): _____

CUA Email: _____

Phone Number: _____

Complaint Details:

Date of Incident: _____

Location of Incident (if applicable): _____

Individuals Involved (if applicable): _____

Description of Complaint (Include factual details, what occurred, and why you believe it was discriminatory, arbitrary, or improper treatment):

Attempts at Informal Resolution (Describe steps taken to resolve the issue before filing this complaint):

Requested Resolution:

What resolution or outcome are you seeking?

Acknowledgment and Signature:

I confirm that the information provided above is accurate to the best of my knowledge. I understand that this complaint will be reviewed per the Conway School of Nursing Complaint Policy and may be documented for tracking purposes.

Student signature: _____ Date: _____

To be completed by faculty, program director, or associate dean:

Date Received: _____

Received by: _____

Summary of Response and Actions Taken:

Final Resolution (if applicable):

Date of Resolution: _____

Approved Faculty Assembly March 2025

Conway School of Nursing

Policy and Procedures on the Appeal of Failing Grades

Purpose of Policy:

To investigate student appeals of a failing grade in a final grade on academic endeavors such as coursework, comprehensive examinations, dissertations or final doctoral oral examinations that he or she believes has been influenced or directed by criteria other than academic; attempt to achieve agreement between the student and the course faculty member concerning the grade in question; and render a recommendation to the Conway School of Nursing (CSON) Dean to uphold or reject the student appeal.

Note: This policy applies exclusively to CSON student final grade appeals. It does not cover student complaints, which are addressed under the CSON Complaint Policies and Processes.

Functions:

The Academic Senate of the University provides a series of policies useful to committee functioning. These include:

1. *Appeal of Failing Grade Policy*
2. *Procedures for Appeal of Failing Grades Within the Schools*
3. *Grades and Academic Standing Policy (Graduate)*
4. *Student Academic Dishonest Policy*
5. *Student Academic Dishonesty Procedures*

The *Procedures for Appeal of Failing Grades Within the Schools* (Appendix B) stipulates that “Each school of the University shall have a standing committee on failing grades appointed by the dean and consisting of *three faculty members and two students. If the school has both graduate and undergraduate components, one student shall be an undergraduate and the other shall be a graduate.*” Further, “A majority vote of the full membership of the committee is required for all decision-making.” This policy specifies time frames for student grade challenges/appeals as well as general procedures for University Schools to follow.

The following CSON Procedure clarifies the process for the Student Appeals Failing Grade (SAFG) Committee Chair and committee members:

The student appealing a failing grade must submit the CSON Standing Committee on Failing Grades Appeal Form (Appendix A) to the Dean, CSON within **5 business days** from when the faculty posted final grades.

1. Once the Dean assigns the failing grade(s) appeal to the Chairperson of the SAFG Committee, the Chairperson and committee shall evaluate the appeal. The committee may affirm the decision of the instructor without need for a hearing if the committee deems the appeal to be frivolous or without merit, which shall be communicated by the chairperson in writing to the dean, the student, and the instructor.
2. If the Committee does not reject the appeal as frivolous or without merit, the chairperson will address the student’s appeal by:
 - a. If applicable, contacting DSS to secure a written statement focused on the basis of the appeal.
 - b. Sending a copy of the original appeal and statement and any subsequent supplementary written statements to the instructor, who shall be requested to respond in writing to the original appeal and statement, as well as any supplementary statement.
 - c. Developing the objective narrative for committee review.
 - d. Convening the committee, discuss the content of the objective narrative, documents submitted by the course faculty member, etc.
 - e. Inviting witnesses as identified by the student and/or the course faculty member.
 - f. Note: *The student and faculty members shall be invited to present at meetings that are called by the Chairperson.*

3. The Committee should attempt to achieve agreement between the student and the course faculty member concerning the grade in question. Such an agreement effectively nullifies the appeal/complaint. If no agreement is reached, the Committee shall decide the matter and either grant the appeal or reject the appeal.
4. A majority vote of the full membership of the committee is required for a decision.
5. The Chairperson drafts a letter to the Dean communicating the decision for committee review and approval.
6. The Chairperson drafts a letter for the Dean to edit/send to the student based on the recommendation of the committee.
7. Note: *Once the Chairperson receives the student appeal from the CSON Dean, the Committee should complete its work within two weeks and render its recommendation to the CSON Dean.*

Membership of the CSON Standing Committee on Failing Grades:

Appointed by the CSON Dean, the committee shall be comprised of the following:

Faculty: Three faculty members; the CSON Dean designates one as Chairperson
Faculty membership may change depending on faculty availability and the need for faculty members to recuse themselves based on the student appeal.

Students: One graduate student and one undergraduate student

Meetings:

The Chairperson convenes committee members as indicated in response to student appeals.

Appendix A

Conway School of Nursing

Standing Committee on Failing Grades Appeal Form

The Conway School of Nursing follows the policies and procedures defined by the University in regard to the appeal of course grades. *Please be aware that students may appeal only a final grade on academic endeavors such as coursework, comprehensive examinations, dissertations or final doctoral oral examinations. Also, final failing grade appeals may only be when the student believes that the grade was influenced by criteria other than academic. The student must submit a grade appeal **within 5 business days** from when the faculty posted final grades.*

Instructions

1. *Before you consider filing an appeal please review carefully the University policy and procedure for grade appeals:*
 - **University policy on grades appeals:**
<http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>
 - **University procedure on grades appeals:**
<http://policies.cua.edu/academicundergrad/gradesprocedures.cfm>
2. Complete the Conway School of Nursing Grades Committee Appeal Form (**Appendix A**) and submit it to the Dean's office in person or by certified mail in accordance with the university procedure. *Appeals not submitted using the designated Appeal Form will not be reviewed.* The appeal must be received in the Dean's office within 5 business days after the final failing grade has been entered into Cardinal Station (for coursework) or notification of failure by the responsible committee (for non-coursework cases).
3. Request a written receipt from the Dean's office confirming the date and time of submission of the appeal form with supporting documents.
4. A response from the Dean and/or the Chair of the Grades Committee should arrive within five business days after filing the appeal. Please note that according to the Grades Committee policies and procedures, the Chair of the Grades Committee will review each appeal received for compliance with University policy and procedures.

If the appeal does not specify and outline the ways that the instructor allowed non-academic criteria to influence the award of a failing grade, the Grades Committee Chair may return the appeal to the Dean outlining the lack of compliance of the appeal with the University policies and request further information.

The School of Nursing has a zero-tolerance for discriminatory behavior towards students. Instructors are required to strictly adhere to course policies and procedures that are applied equally to all students.

**Conway School of Nursing
Grade Appeal Form For Student Completion**

Date:

Student Name:

Student ID#:

Appeal-associated Course Number:

Appeal-associated Course Title:

Appeal-associated Course Instructor:

1. Succinctly describe the non-academic factors that you assert influenced your grade. You may use bullet points or create a table:

2. Provide the names of any students willing corroborate your assertions or provide supportive evidence to substantiate your assertions:

3. State the remedy you seek:

4. If the appeal is related to a final course grade, attach the course syllabus

5. If the appeal is related to a final course grade, attach a record of grades earned for all graded course assignments.

Appendix B

Catholic University Statement Regarding Procedures for Appeal of Failing Grades Within the Schools

Procedures for Appeal of Failing Grades Within the Schools

1. The following procedures are applicable in all schools.
2. Each school of the University shall have a standing committee on failing grades appointed by the dean and consisting of three faculty members and two students. If the school has both graduate and undergraduate components, one student shall be an undergraduate and the other shall be a graduate.
3. A majority vote of the full membership of the committee is required for all decision-making.
4. A student wishing to challenge a failing final grade shall submit a written appeal (e-mail appeals are not acceptable) to the dean of the school in which the course was offered. The written appeal must be submitted in person or by registered U.S. Mail (or equivalent) with return receipt requested. If the appeal is submitted in person, the dean must have received it within **5 business days** after the final failing grade has been entered into Cardinal Station (for coursework) or notification of failure by the responsible committee (for non-coursework cases). Note: hereafter, the term "instructor" refers to the course instructor(s) or responsible committee for non-coursework cases.
5. The dean shall assign the matter to the chairperson of the failing grade committee. Note: hereafter, the term "committee" refers to the failing grade committee and the term "chairperson" refers to the chairperson of that same committee.
6. The chairperson shall by University e-mail or letter acknowledge receipt of the appeal to the dean, the student, and the instructor.
7. The committee shall evaluate the appeal. The committee may affirm the decision of the instructor without need for a hearing if the committee deems the appeal to be frivolous or without merit, which shall be communicated by the chairperson in writing to the dean, the student, and the instructor.
8. If the committee deems the appeal to be with merit, the chairperson shall inform by University e-mail or letter both the student and the instructor that they will be given an opportunity to be heard by the committee.
9. The basis of the student's appeal as originally presented shall not be construed to limit subsequent expansion of the grounds for appeal by the submission of a supplementary written statement; however, no additional written statement initiated by the student may be submitted after the committee's first meeting with the student. A copy of the original appeal and statement and any subsequent supplementary written statement shall be forwarded to the instructor, who shall be requested to respond in writing to the original appeal and statement, as well as any supplementary statement.
10. The written appeal shall set forth the names of any witnesses the student requests be called by the committee. The written response shall set forth the names of witnesses the instructor requests be called. Such written requests shall not be construed to prevent the designation of additional witnesses by the parties or limit the witnesses the committee may call, although the committee reserves the right to deny the requests. Any additional requests must be directed to the chairperson in writing by letter or University e-mail.
11. All meetings of the committee shall be conducted by the chairperson. The student and instructor shall

be invited to be present at meetings that are called by the chairperson to obtain evidence or hear arguments. In non-coursework cases where the instructor is not known to the student there will be an opportunity for separate meetings of the committee with the student and with the instructor. All meetings shall be called with appropriate notice (minimum of one calendar week) and shall be closed. Neither the student nor the instructor shall have legal counsel present at any of the meetings of the committee.

12. The committee shall consider all requests for suggested witnesses and invite those individuals the committee deems can appropriately contribute information relevant to the matter in question. Only those persons specifically invited by the committee may attend meetings. Moreover, any person asked to meet with the committee may request that he or she be heard without the presence of individuals other than the committee members. If the request is granted, charges or other pertinent information obtained at such a meeting shall be communicated to all of the concerned parties.

13. In the event that a member of the committee is unable to participate in an appeal or recuses himself or herself from the deliberations, the chairperson shall immediately notify the dean, who will appoint another individual to the committee to serve temporarily for the period in which the current appeal is being considered.

14. The committee should at all times attempt to bring about an agreement between the student and the instructor concerning the grade in question. If such an agreement is reached, the student shall withdraw his or her appeal in writing, the written withdrawal being submitted to the chairperson. If no agreement is reached, then the committee shall decide either to support the appeal by granting appropriate relief or to reject the appeal. Appropriate relief ordinarily would involve changing a failure to a pass. In no case will the committee assign a letter grade. In non-course situations, other forms of relief (e.g., recommendation by the committee to the dean to allow the student to retake a comprehensive or oral examination) should be available. A majority vote of the full membership of the committee is required for a decision. The decision shall be in writing and contain a summary of the reasons for the decision. This written report and all evidentiary material shall be retained by the dean for a period of five years. The student and the instructor may read the written report, but no copies shall be furnished to them.

15. The decision of the committee either to support or to reject the appeal (without the summary of reasons) shall be transmitted to the student and instructor involved by certified return-receipt mail or by hand delivery. The date and manner of transmittal shall be recorded.

16. If the decision of the committee is to support the appeal and change the grade to pass, the chairperson of the committee shall notify the dean of the school in which the course (or other graded exercise) was offered, the dean of the school in which the student is matriculated, and the Registrar, who shall make the appropriate change in the student's records. Credit earned in the course in which the grade is changed to pass will be counted toward satisfying degree requirements but will not be counted in calculating the student's GPA. If the grade for a comprehensive or oral examination is changed to pass, the examination shall satisfy the comprehensive examination or oral examination degree requirement for which it was given.

17. In addition to the procedures outlined here, each school may develop its own accompanying internal procedures.

Procedures for Appeal of Failing Grades to the Academic Senate

1. Appeals can be made only if the following two conditions are present: (1) in making its decision the school committee failed to comply with the applicable procedures and (2) the school-level decision significantly contributes to a student's dismissal from the University. The appeal must set forth with particularity the grounds relied upon.

2. An appeal to the Senate committee shall be made in writing to the chairperson and mailed or delivered to the appropriate dean (Dean of Undergraduate Studies for undergraduate students or the Dean of Graduate Studies for graduate students). The written appeal must be submitted in person or by registered

U.S. Mail (or equivalent) with return receipt requested. If the appeal is submitted in person, the appropriate dean must receive it within 15 business days after the student has been notified of the decision of the school committee. If the appeal is submitted by mail, it must be postmarked within 15 business days of notification.

3. The members and chairperson of the Committee on Failing Grades of the Academic Senate shall be appointed by the Committee on Committees and Rules of the Academic Senate. The committee shall consist of three faculty members and two students, one graduate and one undergraduate.

4. A majority vote of the full membership of the committee is required for all decision-making.

5. The Dean of Undergraduate Studies or the Dean of Graduate Studies shall assign the matter to the chairperson of the Senate committee.

6. Upon receiving an appeal, the chairperson shall: (a) acknowledge receipt of the appeal to the sender, to the other party, and to the appropriate deans, and (b) request the report and evidentiary material from the involved school committee from its dean.

7. The committee shall decide by a majority vote of the full membership to uphold the original decision of the school committee, or in exceptional cases, to constitute itself as the committee to grant a new hearing in accordance with the procedures required of the school committee.

8. The chairperson shall forward to the Chair of the Academic Senate, in writing, the committee's decision. The chairperson shall notify, by return-receipt mail or by hand delivery, the parties involved of the committee's action and notify, if necessary, the appropriate University officials.

Procedures Issued by Academic Senate May 9, 1985. Procedures of 5/9/85 Modified and Adopted by the Academic Senate 12/15/2011 and Modified on 9/19/2013

**Conway School of Nursing
Undergraduate Nursing Handbook (UGNH)**

Student Attestation
&
Acknowledgment of Understanding

I have read the electronic version of the Conway School of Nursing UGNH.

I understand I am responsible for reading this handbook and that I am accountable for adherence to the policies and guidelines herein.

I understand declaring a lack of knowledge of CSON standards will not be accepted as a basis for an exception to these standards.

I am aware that the UGNH is subject to change and I am responsible for reviewing the electronic version of the handbook when revisions or changes are announced by the CSON.

By signing this document, the student is acknowledging receipt of the electronic version of the Undergraduate Nursing Handbook and agrees to abide by the standards.

Student's name (printed) _____
Student's signature _____
Student ID # _____
Date: _____



THE CATHOLIC UNIVERSITY OF AMERICA

Conway School of Nursing

Baccalaureate HESI Testing Policy

Purpose: *To standardize Conway School of Nursing Baccalaureate HESI examinations and facilitate greater consistency across courses, including implementation of testing and remediation, and the number of attempts allowed for each HESI.*

Process for HESI administration:

- I. Each course faculty member will schedule 2 HESI attempts
 - a. Some variability may be present between courses for the first administration of the HESI examination. However, the date must allow for a two-week remediation period prior to scheduling the second attempt.
- II. Students must achieve a score of 1000 or higher on the first attempt to opt out of a second HESI attempt for that course.
 - a. Students may opt to participate in a second attempt to bring up their HESI score even if they score above 1000.
 - b. The higher of the two scores will be the score graded within the course for which it is associated.
- III. Students must complete all the assigned remediation before being admitted to a second HESI attempt.
 - a. Remediation must be completed, and the completed transcript must be printed and presented to the faculty/proctor for the 2nd HESI attempt before the student is able to participate in the second attempt.

Clarity on HESI weighted percentage:

- I. The HESI Exam will be 15% of the final grade of each course associated with a HESI:
 - a. The final HESI score will be the higher of two attempts, or the first attempt of > 1000.
 - b. Remediation is required before a second attempt:
 - i. Some courses may include a pass/fail grading system regarding compliance with remediation packets while others may require a numeric grade on each packet.

Entrance and Exit HESI Examinations:

- II. The Entrance HESI is associated with NURS 151 and NURS 152.
 - a. Successful student progression requires a score of >850.
- III. The Exit HESI requires a pass rate of >850 to successfully complete the undergraduate program, which students will take in NURS 480 only (spring semester of Senior Year).

approved by Baccalaureate Curriculum Committee 4/8/25

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