

Harding University Carr College of Nursing

"Developing Nurses as Christian Servants"



Founded 1975

Student Handbook 2026 - 2027

The student handbook is updated annually and all nursing students are bound to the policies and procedures in the most current edition of the handbook. *The Handbook is not intended to represent a contract, either specific or implied, with students enrolled in the Carr College of Nursing. Rather it is intended as a set of guidelines for students, faculty, and staff regarding the handling of student academic and non-academic affairs. The contents of the Handbook may be changed at any time at the discretion of the administration. Every effort will be made to inform students of changes in a timely and responsible manner utilizing the University email system.*

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ACCREDITATION AND APPROVAL

The Harding University Carr College of Nursing's (HCCN) Programs are:

- accredited by the **Commission on Collegiate Nursing Education, (CCNE)** and
- approved by the **Arkansas State Board of Nursing (ASBN).**

Commission on Collegiate Nursing Education, (CCNE)

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Washington, DC 20001
202-887-6791
www.aacnnursing.org

Arkansas State Board of Nursing (ASBN)

University Tower Building
1123 S University Avenue, Suite 800
Little Rock, AR 72204-1619
501-686-2700
www.arsbn.org

Mission Statement

Mission of the Carr College of Nursing: "Developing Nurses as Christian Servants"

The nursing program fosters a supportive environment, which challenges professional and advanced practice nursing students to reach their full potential. The programs' purposes support the mission of the university. This involves the following goals:

The preparation of professional and advanced practice nurses who provide nursing care reflective of their faith and of Christian service and who value lifelong intellectual growth.

The encouragement of practice-oriented clinical judgment and clinical reasoning which acknowledges dependence on God and is built upon a liberal arts foundation and nursing science.

The development of a commitment to Christian values, ethics, intellectual excellence, and standards of professional and advanced nursing practice.

The promotion of supportive personal and professional relationships.

The promotion of lifelong health habits that contribute to a better quality of life physically, spiritually, psychologically, and socially.

The emphasis of a servant-leadership lifestyle which prepares graduates who have a respect for cultures and an understanding of world missions.

Philosophy of the Carr College of Nursing

The Carr College of Nursing faculty is committed to philosophical beliefs which support the university's mission, "with Christ as Lord, to transform learners for global impact by engaging minds and nurturing faith within a deeply connected community" (HU, n.d., Our Mission). Congruent with Christian values of caring, faith, and service, the faculty believes that all individuals possess dignity and worth and have equal rights of freedom and choice. As holistic beings with physical, psychological, social, and spiritual dimensions who search for a relationship with God, individuals develop values and ethical beliefs influenced by others and the Scriptures. The relationship between individuals is powerful, reciprocal, and dynamic.

The faculty further believes that individuals develop over their lifespan and are influenced by the family, culture, community, and faith. The family, whether traditional or nontraditional in structure, remains the most significant factor in the growth and development of the individual

and provides the basis for learning cultural norms, values, and roles. The family is foundational to society which is also composed of groups and communities. Within this network of relationships, society shares mutual obligations with individuals to preserve and influence the health of individuals towards their highest level of wellness.

The faculty believes that health care is a basic human right. While the state of an individual's health is the individual's responsibility, the nurse assists the patient to optimal health and abilities. Health is a state of complete physical, psychological, social, and spiritual well-being and not merely the absence of disease or infirmity (WHO, 1947). The health state is viewed as an ever-changing process, the outcome of which can be altered by changing behaviors throughout the lifespan. Wellness and health are further defined by the individual, and as such, are recognized as primary individual responsibilities.

Faculty view nursing as an art and a science; it is a process of assessment, analysis, planning, implementation, and evaluation which utilizes a systematic approach to the provision of evidence-based nursing care. Nurses demonstrate caring by facilitating patients' health, in all dimensions, when they are unable to do so effectively for themselves, by alleviating suffering and by practicing the art of healing. The practice of safe, holistic nursing care based upon the Clinical Judgment Measurement Model, requires the utilization of research, critical thinking, leadership knowledge, and Christian principles as well as the ability to communicate, the use of professional standards, and clinical competence. Professional nurses use knowledge and skills to influence and advocate for patients with health care needs. The goal of holistic nursing care is to assist patients to achieve optimum well-being in all aspects of health or to attain a dignified death. These aims are practiced in all spheres of care.

The faculty is committed to the standards and codes of professional practice. Because broad knowledge and skill levels are required to assume leadership roles in practicing professional nursing, the faculty believes entry level practice demands baccalaureate preparation integrating liberal arts, natural and social sciences, and with the knowledge for nursing practice. Furthermore, the faculty believes advanced nursing practice requires the minimum of a master's level preparation in nursing arts and sciences. The undergraduate program prepares nurses to be providers of care, coordinators of care, and active participants in the nursing profession. The graduate program prepares nurses to strengthen their area of expertise with an emphasis on the art and science of advanced nursing practice while working in multiple spheres of influence and with diverse populations.

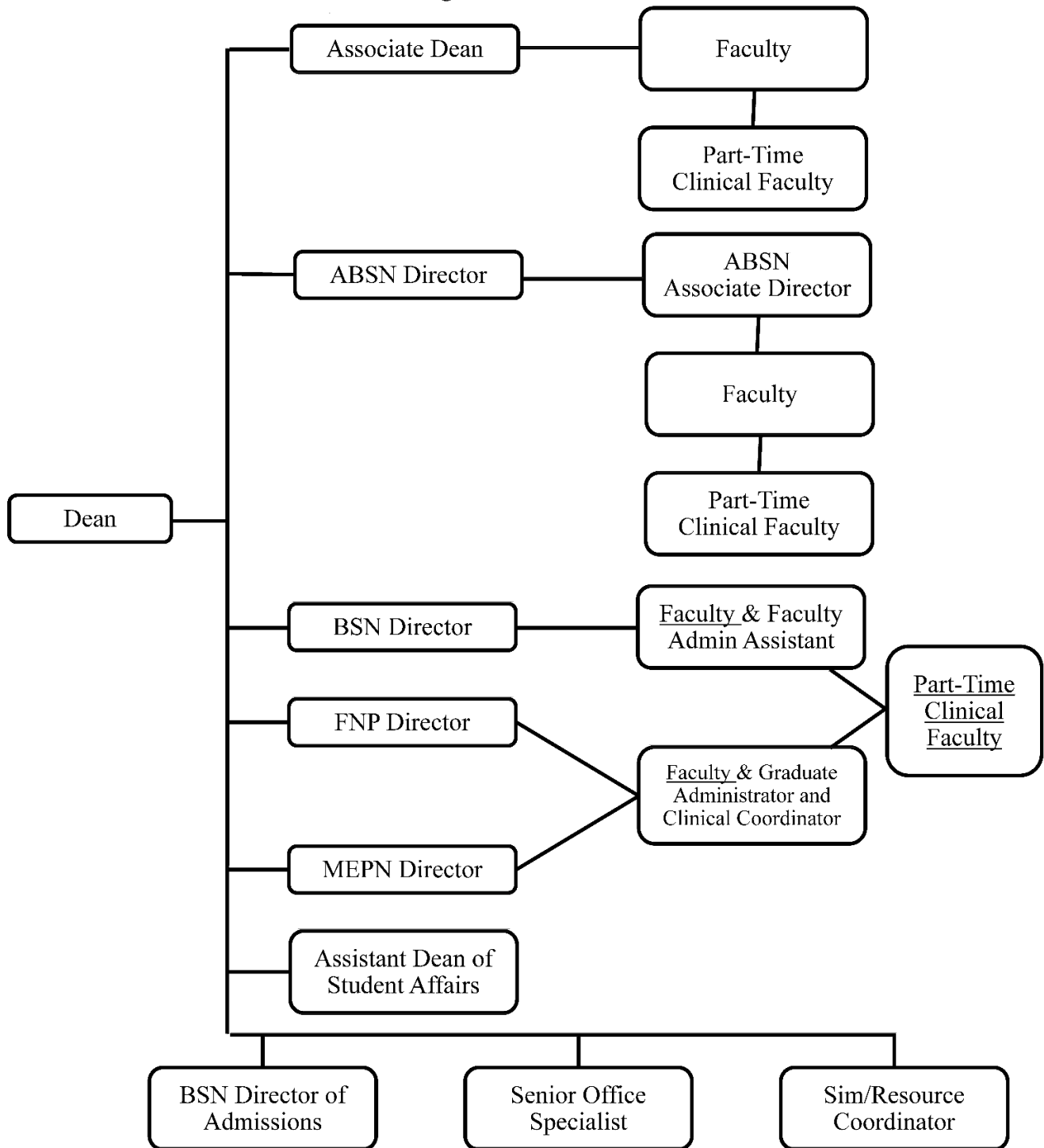
Graduates use servant-leadership principles in their work locally and abroad as full partners with other interdisciplinary team members. These professional nurses must adapt to the ever-changing health care needs of a diverse population within a global perspective. In light of this reality graduates must develop a commitment to lifelong learning and be prepared to pursue graduate study in nursing at both the master's and doctoral levels.

The faculty further believes that student-teacher relationships are based on mutual trust with a common goal of learner success. Toward this goal, the faculty serves as role models, resource persons, and facilitators of learning. As educators who are committed to excellence in teaching, scholarly activities, and community service, the faculty believes that participation in activities which enhance and further Christian service, the nursing programs, and the profession of nursing are essential.

The educational framework drives the teaching-learning process through which changes in learner behavior and lifestyle occur. The curriculum provides the learner with opportunities to use the knowledge, attitudes, and skills consistent with the practice of professional nursing and Christian service. The faculty accepts responsibility for promoting professional pride and self-worth of colleagues and learners as well as preparing graduates who are concerned and committed to society's health and welfare.

Harding University. (n.d.). *Mission, vision, and values*. <https://www.harding.edu/about/mission/>

**Harding University
Carr College of Nursing
Organizational Chart**



Legend: Carr College of Nursing employees are an interacting working team that collaborates through meetings, standing committees, task forces and informal communication.

— Direct Reporting
Effective August 1, 2026

National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

- Advocate for the rights of all clients
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate and professional manner.
- Communicate client care in a truthful, compassionate, and professional manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is a full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

National Student Nurses Association. (2001). <https://www.nсна.org/association-chapter-resources>

American Nurses Association (ANA) Code of Ethics for Nurses

The Carr College of Nursing faculty supports the *ANA's Code of Ethics for Nurses*. These imperatives are reinforced in all nursing courses. The ANA Code of Ethics for Nurses (2025) is as follows:

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

Provision 2: A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population..

Provision 3: The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4: Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5: The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6: Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7: Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8: Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9: Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10: Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

American Nurses Association. (2025). *Provisions*. <https://codeofethics.ana.org/provisions>.

HARDING UNIVERSITY GENERAL POLICIES

Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all Criteria of Accreditation of the Higher Learning Commission as well as standards of many discipline-specific specialty accrediting agencies. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment program has been developed that includes both the academic units and the administrative and educational support units.

Course-specific student learning outcomes contribute to student achievement of program-specific learning outcomes that support student achievement. All academic units design annual assessment plans centered on measuring student achievement of program learning outcomes used to sequentially improve teaching and learning processes. A holistic assessment of student

achievement is coordinated by the university's Director of Assessment and Testing used to spur continuous improvement of teaching and learning.

Students with Disabilities Policy

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g., physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Office of Disability Services and Educational Access (DSEA) at the *beginning* of each semester. If the disability is diagnosed during the academic year, the student must self-identify with DSEA as soon as possible to ensure academic accommodations are in place for the remainder of the semester. DSEA is located in Room 239 of the Student Center. If you have questions, please contact DSEA at DisabilityServices@harding.edu or (501) 279-4019.

Students without in-person access to DSEA, located on the Searcy campus, who needs a reasonable accommodation must contact the instructor and self-identify to DSEA and may submit documentation to their office by fax (501-279-5702), email, or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615). The necessary forms are available at <https://www.harding.edu/life-at-harding/disability-services/>. Upon receiving the appropriate documentation approved under ADA guidelines, the instructor may set up academic accommodations with the DSEA director.

Additional information may be found on the university's website:
<https://www.harding.edu/life-at-harding/disability-services/>.

Nondiscrimination Policy

Harding University does not unlawfully discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including employment and admission. Complaints of discrimination based on sex will be handled under the Title IX Misconduct Policy or other appropriate University grievance procedures.

Additional information may be found on the university's website: <https://www.harding.edu/titleix/>

Complaint Policy

Harding University is committed to fair treatment of its constituents in their relationships with the administration, faculty, staff and students. The purpose of this policy is to establish, implement and operate a complaint procedure. This policy and the formal complaint form (<https://onbaseforms.harding.edu/AppNet/UnityForm.aspx?key=UFKey>) are also accessible on the Harding University Consumer Information website (<https://www.harding.edu/consumer-info/>.)

Exceptions

- This policy does not govern sexual-harassment complaints. Kevin Davis, Executive Director of Title IX and Compliance, and Amie Carter, assistant director of Human Resources, serve as Title IX Coordinators of the University. Claims of student-to-student sexual harassment may be filed in the Office of Student Life in Student Center 218 or in the Office of Public Safety in Kendall Hall 107 (entrance on north side of building), and claims of employee-to-student sexual harassment may be filed in Human resources in

Ezell 130. Make complaints of employee-to-employee sexual harassment to Mr. David Ross, Assistant Vice President of Human Resources, Ezell Building 130. Make complaints of employee-to-employee sexual harassment to Mr. David Ross, Assistant Vice President of Human Resources, Ezell 131, 501-279-4380.

- The employee and student handbooks have processes for addressing certain complaints and grievances. This policy does not replace those processes.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the denial of academic progression, a procedure has been established to resolve the grievance. The academic grievance procedure used by the Carr College of Nursing is delineated in the *Harding University Catalog*, Academic Grievances (<https://catalog.harding.edu/>). Per the stated policy, a student must initiate the written Academic Grievance Appeal within five business days after notification of the final grade in Pipeline or notification of denial of academic progression.

Chapel Attendance Policy

Those nursing students who are required to attend chapel are expected to attend per university policy. An exception is made during clinical rotations. Absences from chapel are excused only on those days the students are in a clinical area for academic purposes, and does not include preclinical preparation or non-clinical activities. Chapel skips will be pro-rated by the university. Chapel attendance, absences, and tardies are recorded daily in the Office of Student Life. Each student should check their Campus Pipeline account periodically to ensure an accurate record. If there are problems or questions, contact the Office of Student Life on the second floor of the Student Center.

HCCN GENERAL POLICIES AND PROCEDURES

APPLICATION AND ADMISSION INFORMATION

Nursing students must fulfill the University requirements for admission, progression, and retention, either as a beginning or transfer nursing student. These policies are in the *Harding University Catalog*, the *Harding University Student Handbook*, and the *HCCN Student Handbook*.

Admission to HCCN is competitive. Applicants are reviewed by the program's director of admissions, program director, and/or faculty. Applicants for admission to the nursing program are considered based on predetermined admission standards and acceptance criteria. Applicants are not discriminated against on the basis of age, creed, disability, ethnic origin, marital status, race, or gender. The policies and criteria for admission are conveyed to prospective applicants via the *Harding University Catalog*, the *HCCN Student Handbook*, letters, email, phone calls, and personal interviews.

If there are more applicants than spaces available, applicants will be reviewed according to acceptance criteria. Acceptance will begin with the most qualified applicants and continue until all available spaces are filled. Applicants who are not accepted for admission into the HCCN must update their application the following semester to be considered for admission.

- Applicants who do not meet admission standards and/or acceptance criteria for the application semester will be considered for the following semester admission when:

- Applicants have taken steps during the application semester to meet admission standards/acceptance criteria.
- Applicants have notified the Director of Admissions or Academic Advisor for their program track of their intention to reapply.
- Applicants demonstrate continued academic success.

Admission Standards and Acceptance Criteria Policies for each program are included in the program-specific sections of the *HCCN Student Handbook* for each program track.

Arkansas State Board of Nursing (ASBN) Laws

ASBN requires that every nursing student in Arkansas be made aware of potential barriers to obtaining a nursing license. **Graduating from a nursing program does NOT assure the student of any state's approval to take the NCLEX-RN® licensure exam.**

As a condition of enrollment, each student will electronically acknowledge that they have read ACA§ 17-3-102 and ACA§ 17-87-312 and understand that graduating from a nursing program does not assure the ASBN's approval to take the licensure examination. If the student has questions or needs to seek clarification of the policy, contact the Arkansas State Board of Nursing at 501-686-2700 or www.arsbn.org.

Students may view the related laws and the Nurse Practice Act of the State of Arkansas at the web addresses below regarding: (1) the requirements that first-time applicants for nursing licensure in Arkansas undergo a state and national criminal background check; and (2) criminal offenses which can potentially disqualify an applicant from taking the licensure exam and/or receiving a professional nursing license. **Note:** Relevant laws are subject to change through legislation, and students should consult source documents and or seek clarification if they are unsure of the legal requirements or prohibitions for professional licensure in nursing in the state of Arkansas.

<https://www.healthy.arkansas.gov/images/uploads/pdf/NURSEPRACTICEACT.pdf>

<https://healthy.arkansas.gov/wp-content/uploads/ACA17.3.102.pdf>

<https://healthy.arkansas.gov/wp-content/uploads/NURSEPRACTICEACT.17.87.312.pdf>

The following excerpt from the Nurse Practice Act of the State of Arkansas are included here for the student's information and convenience:

ACA § 17-3-102 Licensing restrictions based on criminal records. 17-3-102. Licensing restrictions based on criminal records. (a) An individual is not eligible to receive or hold a license issued by a licensing entity if that individual has pleaded guilty or nolo contendere to or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court, unless the conviction was lawfully sealed under the Comprehensive Criminal Record Sealing Act of 2013, §16-90-1401 et seq., or otherwise previously sealed, pardoned or expunged under prior law: (1) Capital murder as prohibited in § 5-10-101; (2) Murder in the first degree and second degree as prohibited in §§5-10-102 and 5-10-103; (3) Manslaughter as prohibited in §5-10-104; (4) Negligent homicide as prohibited in §5-10-105; (5) Kidnapping as prohibited in §5-11-102; (6) False imprisonment in the first degree as prohibited in §5-11-103; (7) Permanent detention or restraint as prohibited in § 5-11-106; (8) Robbery as prohibited in §5-12-102; (9) Aggravated robbery as prohibited in § 5-12-103; (10) Battery in the first degree as prohibited in §5-13-201; (11) Aggravated assault as prohibited in §5-13-204; (12)

Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210; (13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony; (14) Terroristic threatening in the first degree as prohibited in § 5-13-301; (15) Rape as prohibited in § 5-14-103; (16) Sexual indecency with a child as prohibited in § 5-14-110, if the offense is a felony; (17) Sexual extortion as prohibited in § 5-14-113; (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 — 5-14-127; (19) Incest as prohibited in § 5-26-202; (20) Offenses against the family as prohibited in §§ 5-26-303 — 5-26-306; (21) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201; (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205; (23) Permitting the abuse of a minor as prohibited in § 5-27-221; (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403; (25) Possession or use of child sexual abuse material as prohibited in § 5-27-603; (26) Computer exploitation of a child in the first degree as prohibited in § 5-27-605; (27) Felony adult abuse as prohibited in § 5-28-103; (28) Theft of property as prohibited in § 5-36-103; (29) Theft by receiving as prohibited in § 5-36-106; (30) Arson as prohibited in § 5-38-301; (31) Burglary as prohibited in § 5-39-201; (32) Felony violation of the Uniform Controlled Substances Act, § 5-64-101 et seq., as prohibited in the former § 5-64-401, and §§ 5-64-419 — 5-64-442; (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104; (34) Stalking as prohibited in § 5-71-229; (35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy, as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection; and (36) All other crimes referenced in this title. (b) (1) If an individual has been convicted of a crime listed in subsection (a) or subsection (e) of this section, a licensing entity may waive disqualification or revocation of a license based on the conviction if a request for a waiver is made by: (A) An affected applicant for a license; or (B) The individual holding a license subject to revocation. (2) A basis upon which a waiver may be granted includes without limitation: (A) The age at which the offense was committed; (B) The circumstances surrounding the offense; (C) The length of time since the offense was committed; (D) Subsequent work history since the offense was committed; (E) Employment references since the offense was committed; (F) Character references since the offense was committed; (G) Relevance of the offense to the occupational license; and (H) Other evidence demonstrating that licensure of the applicant does not pose a threat to the health or safety of the public. (3) The waiver requirements of this section are not required for a renewal of a license if an individual has been convicted of a crime listed in subsection (a) of this section and has either: (A) Completed the waiver requirements of this section at his or her initial licensure; (B) Been licensed in this state before the enactment of subsection (a) of this section; or (C) Attended a professional or occupational school, program, or training in pursuit of an occupational license before the enactment of subsection (a) of this section and would have been qualified to hold an occupational license on or before July 24, 2019. (c) If an individual has a valid criminal conviction for an offense that could disqualify the individual from receiving a license, the disqualification shall not be considered for more than five (5) years from the date of conviction or incarceration or on which probation ends, whichever date is the latest, if the individual: (A) Was not convicted for committing a violent or sexual offense; and (B) Has not been convicted of any other offense during the five-year disqualification period. (d) A licensing entity shall not, as a basis upon which a license may be granted or denied: (1) Use vague or generic terms, including without limitation the phrases “moral turpitude” and “good character”;

or (2) Consider arrests without a subsequent conviction. (e) Due to the serious nature of the offenses, the following shall result in disqualification for licensure, regardless of the date of conviction or the date on which probation or incarceration ends unless a waiver is granted under subsection (b) of this section: (1) Capital murder as prohibited in § 5-10-101; (2) Murder in the first degree as prohibited in §5-10-102 and murder in the second degree as prohibited in §5-10-103; (3) Kidnapping as prohibited in § 5-11-102; (4) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony; (5) Rape as prohibited in § 5-14-103; (6) Sexual extortion as prohibited in §5-14-113; (7) Sexual assault in the first degree as prohibited in §5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125; (8) Incest as prohibited in § 5-26-202; (9) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201; (10) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205; (11) Adult abuse that constitutes a felony as prohibited in § 5-28-103; (12) Arson as prohibited in § 5-38-301; and (13) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§5-27-303 — 5-27-305, 5-27-402, and 5-27-403. (f) This chapter does not preclude a licensing entity from taking emergency action against a licensee as authorized under §25-15-211 for the sake of public health, safety, or welfare. (g) The disqualification for an offense listed in subsection (a) of this section and the disqualification for an offense listed in subsection (e) of this section do not apply to: (1) An individual who holds a valid license on July 24, 2019; (2) An individual who holds a valid license on or before July 24, 2019, but failed to renew his or her license for any reason; or (3) An individual who was a student on or before July 24, 2019, in a professional or occupational school, program, or training in pursuit of an occupational license and would have been qualified to hold an occupational license on or before July 24, 2019. (h) This section does not apply to licensure or certification: (1) Of professions not governed by this title; (2) Of polygraph examiners and voice stress analysis examiners under §17-39-101 et seq.; (3) Of private investigators and private security agencies under the Private Security Agency, Private Investigator, and School Security Licensing and Credentialing Act, § 17-40-101 et seq.; (4) Of body artists under § 17-26-601 et seq. Who hold a valid license on or before July 1, 2024; or (5) Of cosmetologists licensed under Title 17, Chapter 26, Subchapter 3.

ACA§ 17-87-312. Criminal background checks. (a) (1) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Division of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation. (2) At the time a person applies to an Arkansas nursing educational program, the program shall notify the applicant in writing of the provisions and requirements of this section. (b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints. (c) The applicant shall sign a release of information to the board and shall be responsible to the Division of Arkansas State Police for the payment of any fee associated with the criminal background check. (d) Upon completion of the criminal background check, the Identification Bureau of the Division of Arkansas State Police shall forward to the board all releasable information obtained concerning the applicant. (e) For purposes of this section, the board shall follow the licensing restrictions based on criminal records under §17-3-102. (f) (1) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check. (2) The permit shall be valid for no more than six (6) months. (g) (1) Any information received by the

board from the Identification Bureau of the Division of Arkansas State Police under this section shall not be available for examination except by: (A) The affected applicant for licensure or his or her authorized representative; or (B) The person whose license is subject to revocation or his or her authorized representative. (2) No record, file, or document shall be removed from the custody of the Division of Arkansas State Police. (h) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only. (i) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check. (j) The board shall adopt the necessary rules to fully implement the provisions of this section. (k) (1) The board may participate at the state and federal level in programs that provide notification of an arrest subsequent to an initial background check that is conducted through available governmental systems. (2) The board may submit an applicant's fingerprints to the federal Next Generation Identification system. (3) The fingerprints may be searched by future submissions to the Next Generation Identification system, including latent fingerprint searches. (4) An applicant enrolled in the Next Generation Identification system is not required to re-fingerprint when a subsequent request for a state or federal criminal history background check is required if: (A) A legible set of the applicant's fingerprints is obtained when the applicant enrolls in the Next Generation Identification system; and (B) The applicant is subject to the Rap Back service of the Next Generation Identification system. (l) The Identification Bureau of the Division of Arkansas State Police and the Federal Bureau of Investigation may maintain fingerprints in the Integrated Automated Fingerprint Identification System.

International Students

If the applicant was not born in the United States or in a country where English is the official language, the applicant may document their English proficiency in one of two ways:

1. An official TOEFL IBT composite score of at least 83 with a minimum speaking score requirement of 26 (out of 30 (90%)). The test must have been taken within the last calendar year of admission. Official TOEFL exam score report reflecting successful completion must be received no later than the application date. The TOEFL IBT test can be taken in the Harding University Testing Office. The test will be an expense to the student. Please contact them for details at 501-279-4415 or online at www.harding.edu/testing.
2. If the applicant's entire educational experience has been in the United States, the applicant is not required to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the first grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the Carr College of Nursing Admissions Committee, and then to the Carr College of Nursing Dean.

HCCN CODE OF CONDUCT AND ACADEMIC INTEGRITY POLICIES

Student Rights and Responsibilities

HCCN operates within applicable federal and state laws regarding student rights and responsibilities. The mission and philosophy of HCCN reflect the faculty's commitment to

foster a supportive learning environment and challenge nursing students to achieve their full potential, all within a framework consistent with Christian ideals.

Specific information regarding student rights and responsibilities may be found in the *HU Catalog*, the *HU Student Handbook*, the *HCCN Student Handbook*, and the National Student Nurses' Association online publications and resources.

Code of Conduct for All Learning Activities (e.g. Classroom, Lab, Clinical, Validations, Intensives)

Honesty and integrity are characteristics that should describe each one of us as servants of Jesus Christ. Patients deserve the best nursing care by nurses who adhere to professional standards and whose conduct reflects the highest regard of those for whom they care and serve. Professional behavior is expected in the classroom, lab, and all clinical learning environments; students should maintain the highest standards of morality, integrity, orderliness, and personal honor with the aim of providing safe quality health care for all patients while enrolled in the Carr College of Nursing. As your faculty, we pledge that we will strive for honesty and integrity in how we handle the content of our courses and in how we interact with each of you. We ask that you join us in pledging to do the same.

The HCCN Code of Conduct might be summarized by the “Golden Rule” (Matthew 7:12): treat others as you would want to be treated. All students are expected to comply with the policies, procedures, and guidelines in the *HCCN Student Handbook*, *HU Catalog*, and *HU Student Handbook*. In addition, students must follow the *ANA Code of Ethics for Nurses* (2025), the *ANA Standards of Care* (2021), the *NSNA Code for Students* (2001), *NSNA Code of Professional Conduct* and the Arkansas State Board of Nursing Rules and Regulations regarding professional conduct, during their learning experiences in the Carr College of Nursing and as a professional nurse. FNP/PGC Students must follow the laws and regulations in the state where they reside or practice (if different from the state of Arkansas), regarding professional conduct during their learning experiences in the Carr College of Nursing and as a professional nurse in the clinical setting. Many state laws mandate faculty to certify that graduates meet the state's legal and ethical requirements.

It is important to understand that a student who willfully commits a dishonorable/dishonest act has chosen to live directly in conflict with Christian principles, with other students, and with the profession. When a student is dishonest in the clinical setting (i.e. fabricates, falsifies or steals data, breaches confidentiality in papers and care plans/concept maps, etc., commits malpractice/negligence, or violates the clinical practice setting's standards, including the ethical codes for nursing practice), federal and state laws or policies take precedence over the Carr College of Nursing guidelines for disciplinary actions related to misconduct. When one knows of a peer's dishonesty or unethical/unlawful actions (i.e. taking drugs from the patient's medications, falsifying data on patient records, etc.) that individual is treated as an accessory to the incident. In some instances, violations of laws or policies have punishments that may limit or prohibit practicing nursing.

On-campus facilities are vital learning environments and include all classrooms, labs, and simulation spaces. These learning centers are utilized to assist students in developing and demonstrating clinical competence. These areas are used by all nursing students and other students associated with Harding's professional programs. In order to maximize student learning, all students are expected to model professionalism when utilizing learning centers and in any

other learning environment.

The student must adhere to the following guidelines:

Attentiveness

- The student is on time for classes, for virtual or in-person meetings with faculty/classmates, for assigned/arranged clinical with designated preceptor/instructor, and attends intensives or other course/clinical activities as scheduled. (See HCCN Attendance Policy.)
- The student stays until the faculty dismisses class or the preceptor/instructor indicates the activity is complete for the day.
- The student is alert and demonstrates attentiveness by being appropriately prepared, taking notes, asking appropriate questions, and actively engaging in conversation with faculty/classmates/patients/preceptors.
- The student is engaged in the learning activity and avoids studying or completing assignments for other classes, reviewing social forums or websites, or other media unrelated to the learning activity.

Respect

- The student demonstrates respect for authority and for peers in the presence of faculty/patients/preceptors/staff and with other students.
- The student is kind and courteous, displaying civility and Christian behavior to all faculty, peers, and fellow healthcare associates.
- The student demonstrates respect for others by refraining from disruptive or distracting behavior while others are practicing, validating, or having class in another area.

Cooperation

- The student works effectively with faculty, staff, peers, and preceptors to fulfill learning goals and complete tasks/assignments.
- The student is responsive and accountable to faculty, staff, and peers when working in assigned and/or designated groups or partnerships.

Accountability

- The student brings necessary supplies, equipment, and paperwork as instructed for learning activities or assessments.
- Students are accountable for any electronic problems (computer or printer malfunctions); therefore, it is essential to save written work to an external storage device.
- The student returns any borrowed equipment (e.g. stethoscope, lab coat) undamaged within the specified time frame.
- The student reports any broken/malfunctioning equipment to the appropriate faculty/staff.

Stewardship

- The student folds and replaces linen neatly after use and ensures the practice or study area is neat and orderly.
- The student does not eat, drink, or chew gum in the HCCN Learning Centers.
- The student uses beds only for practicing clinical skills and remakes beds neatly, cleaning/straightening the area after use.
- The student disposes of sharps properly and will not place non-sharp items in the sharps containers.
- The student removes shoes when in the beds in a “patient role”.
- The student uses all resources and supplies in a conservative manner.
- The student uses the bedside computers for skills purposes only.

- The student keeps manikins covered when not in use and removes all dressings, supplies, or equipment applied to manikins during practice.

Appearance

- The student's personal hygiene and appearance/dress reflects the standards expected of a professional nurse and meets the university's dress code at all times. (See *University Handbook*.)
- During clinical experiences (including simulation) the student follows their program-specific requirements for uniforms/dress code. (See Uniform section of the *HCCN Student Handbook*.)
- During validations and clinical competencies, the student wears either an official HCCN approved lab coat over classroom attire or the HCCN clinical uniform.
- The student wears the official HCCN photo ID badge, during clinical learning activities, including simulation.
- For safety in HCCN Learning Centers, the student wears close-toed footwear at all times.

Other Professional Behaviors

- The student does not engage in disruptive or distracting activities during learning activities or when communicating with peers. This includes, but is not limited to, the following: communicating with peers in an inappropriate tone or at inappropriate times (e.g. talking, texting, et al.), going to the restroom during class times (rather than breaks), recording learning or evaluation sessions without permission, using online social networking websites, using electronic devices, including ear buds, unless directed by faculty. Student behavior should not distract from the learning environment in any setting.
- The student turns off cell phones and removes ear buds. (Extenuating circumstances are to be discussed with the course faculty prior to the beginning of class or with preceptors/instructors prior to the start of clinical or lab.)
- The student does not engage in audio/videotaping/recording and/or photography in any classroom, learning center, or clinical setting without explicit consent of all those involved. Students may ask during the class session for permission to record and may do so with verbal agreement.
- Professional behavior is expected in all interactions with faculty. When attending meetings with faculty at no time are students allowed to record conversations without the faculty's express consent. All electronic devices will be turned off and placed on the desk in view of the student and faculty.
- The student is not permitted to have any additional person in attendance at scheduled meetings or conferences (including virtual meetings), unless the faculty/instructor has been notified *and* given their approval, prior to the meeting time.
- The student is expected to use professional and appropriate resources and media for all assignments. The student evaluates all sources for accuracy and credibility.
- The student does not bring or have visitors/friends/family/significant others in the HCCN Learning Centers.
- No skills should be performed in the clinical setting except on patients who exhibit a medical need; practicing on staff, instructors, peers or unconscious patients if prohibited.

Consequences for Violation of Code of Conduct

Generally, the faculty will follow the guidelines below to address infractions, although severe infractions may result in escalation of consequences at the discretion of the Dean. Recording conversations, meetings, or conferences, or including an unauthorized person in a meeting

without consent is considered a serious ethical violation and may result in immediate dismissal from the program. Choosing not to adhere to the above guidelines may result in the following consequences:

- **First Occurrence:** Verbal or written warning, and/or failure of a scheduled skills validation or learning activity. Students may be required to conference with faculty/instructors, who will complete a conference record documenting the behavior, clarifying expectations, and creating a plan for follow-up or improvement.
- **Second Occurrence:** Being asked to leave the learning activity, meeting, or assessment resulting in an absence and a written warning placed in the student's file; violations of behavior guidelines in clinical activities may be reflected on the clinical evaluation for the course (CET). The CET grade, as well as absences from required course/learning activities, may impact the student's final grade in a clinical course, and/or progression in the program. Students are required to conference with faculty/instructors as with a first occurrence.
- **Third Occurrence:** Required to meet with the HCCN Dean and/or Associate/Assistant Dean or Program Director before returning to learning activities. Based on the outcome of that meeting, students with a third infraction may be subject to failure of the course, which will affect progression in the program. Infractions in multiple courses may result in dismissal from the program.

Academic Integrity Policy

Harding University Integrity Principles

Honesty: Using only authorized collaboration, information and study aids for assignments and testing. Being completely truthful in all academic endeavors.

Authenticity: Presenting only ideas and creative expressions that are unique, unless properly cited according to University guidelines. Submitting the work of another constitutes plagiarism.

Accountability: Holding ourselves to the highest ethical standards, and not allowing academic dishonesty in others to go unchallenged.

Types and Definitions of Academic Misconduct

All acts of dishonesty in academic work constitute academic misconduct. This includes, but is not limited to, the following: cheating, plagiarism, fabrication, aiding and abetting academic dishonesty, conduct unbecoming of a professional, and unauthorized use or abuse of electronic devices in the learning environment or academic work. The following classifications, definitions, and examples of academic misconduct are included to promote clarity, and are not intended as a comprehensive list.

A. Cheating: Use or attempted use of unauthorized materials, information, or study aids, including AI, in any academic exercise. Such misconduct includes, but is not limited to, the following:

1. Using or having access to materials not authorized by the faculty member for completion of a quiz or test or to assist others to do so (i.e. hidden notes, recording devices, cell phones, cameras, text messages, computers, or other electronic devices.)
2. Copying from or collaborating with another student during a quiz or exam.
3. Copying or submitting another student's assignment or project. Obtaining answers to quizzes and tests, including those administered online and out of class.

4. Invading or attempting to invade the administrative security maintained for the preparation and storage of examinations.
5. Unauthorized collaboration on homework assignments.
6. Using artificial intelligence for an assignment without the teacher's consent/approval.

Cheating on an assignment, validation, quiz, or exam (any student work) will result in an automatic zero for that exercise. If the assignment or exam is Pass/Fail, the student will receive a 'Fail'. If the assignment or exam is one that a student is allowed to repeat if a certain grade is not obtained, (i.e., a dosage calculation exam), a failing grade and forfeit the ability to repeat the exam will result. If the 'Fail' grade causes failure in the course, the student will be removed from the course. A Class-A sanction will be written and sent to the Provost's office.

B. Plagiarism: Representing the words, ideas, or data of another as one's own in any academic exercise. Plagiarism is a type of stealing, whether done deliberately or by mistake. Such misconduct includes, but is not limited to, the following:

1. Purchasing a paper from an electronic source or other entity.
2. Downloading/Copying a partial or entire document from the internet or other sources and submitting it as one's own or allowing someone else (including tutors) to write, or significantly rewrite, a document and then submitting it as one's own.
3. Using ideas, paraphrases and/or direct quotes, pictures, and/or PowerPoint slides or diagrams from a source without clear documentation of that source, including faculty presentations or handouts from/in class or online.
4. Resubmitting a paper from a concurrent class or a class that was previously taken in high school or college without the permission of the faculty member to do so.
5. Copying verbatim from a source without using quotation marks, even if the source has been cited.
6. Copying, in part or in whole, from a print source, media broadcast or recording, or digital media without proper acknowledgement of the source (citation and reference).
7. Copying another person's sentence style and structure, key words, organizational plan, or unique words or ideas without proper documentation.

C. Fabrication: Falsification or unauthorized invention of any information or citation in an academic exercise. Such misconduct includes, but is not limited to, the following:

1. Taking a course, test, or quiz for another student or sharing login and password information.
2. Fabricating source information within an assigned paper and/or on the works cited page, including sources, citations, or references generated by AI.
3. Fabricating lab or research information or data on a care plan/concept map.
4. Submitting collaborative and/or group work as one's own, unless the faculty member has explicitly given permission for students to do so.
5. Completing another student's class assignment for the student.
6. Collaborating on out-of-class assignments with students, professors, family members and/or friends when the faculty member intended for students to work independently.
7. Claiming to have attended an assigned function, such as a service activity, a performance, a job interview, a home visit, a symposium, an observation, or a lecture without having attended the function or performed the actual service.
8. Lying to a university employee about assignments, attendance, illnesses, or absences.
9. Making unauthorized use of University letterhead.
10. Forging a signature for academic purposes.

11. Attempting to change an assigned grade or other information on any official university document, data source, or electronic item.
12. Falsifying information on forms submitted to the university, HCCN, or its affiliates.

D. Aiding and Abetting Academic Dishonesty: Intentionally helping or attempting to help another student commit an act of academic dishonesty. Such misconduct includes, but is not limited to, the following:

1. Allowing another student to copy one's work and to submit the work as his or her own.
2. Stealing an exam or quiz from a faculty member or copying a test or quiz and/or sharing it with other students.
3. Sharing or discussing test questions with another student who has not taken the test.
4. Giving answers to quizzes and tests, including those administered online and out of class.
5. Sharing test results in a non-proctored test environment in which an honor code is imposed.
6. Failing to challenge dishonest conduct witnessed in other students.
7. Failing to report a known violation of the professional code. (In the nursing profession, individuals are required by law and employer policy to report observed or suspected legal or ethical violations.)

E. Conduct Unbecoming a Professional: Such academic misconduct includes, but is not limited to, the following:

1. Identifying oneself as a Harding student in off-campus locations for unauthorized academic, professional, or personal gain (for example, using a nursing student ID badge to gain access to a hospital area for unauthorized or non-educational purposes).
2. Violating the legally protected privacy or confidentiality of employees or patients in learning environments.
3. Recording anyone (e.g. faculty, student, guest presenter, patient) without their permission is an ethical violation.
4. Disregarding policies or codes of conduct of work environments in which learning occurs, including agency, state, national, and federal guidelines.
5. Acting in a manner that violates course policies or policies of the academic division.
6. Delegating clinical care without permission of the clinical faculty.
7. Failing to notify the clinical faculty immediately of any clinical error so that steps can be taken to prevent harm to the patient or student.
8. Being dishonest or untruthful when documenting data on care plans/concept maps, journals, when documenting in the patient's chart (including electronic records), and when giving verbal or written reports regarding patient care.

F. Theft, Abuse, Hoarding, Possessing, and/or Transmitting, or Concealing Academic Property. Academic property includes, but is not limited to, the following:

1. Library resources and materials
2. Laboratory equipment and supplies
3. Departmental or class resources
4. Tests and quizzes, including those administered online and outside of class

Academic Misconduct and Resolution of Academic Misconduct

Incidents of alleged academic misconduct shall be resolved according to the process published in the *Harding University Catalog* (<https://catalog.harding.edu/>). Following discovery of the suspected academic misconduct, the faculty or staff member shall meet with the student in a

timely manner to discuss the allegation. (In some circumstances, this contact may be by phone or email.) The faculty member may instruct the student to leave the classroom or clinical setting. The faculty member will also notify the course coordinator at this time, if applicable. The catalog describes provisions for appealing any decision made in relation to academic misconduct.

Note: Adjunct faculty/clinical faculty should consult with their course coordinator throughout the process and should include a full-time faculty member, who is not a member of the Academic Misconduct Committee, in meetings with the student.

COMMUNICATION POLICIES

Communication is shaped by Godly principles, the *ANA Code of Ethics*, state and federal laws, and professional expectations. Specifically, the code of ethics addresses respect for human dignity, professionalism, confidentiality, relationships with colleagues and others, and collaboration, in a nurse's communication.

Failure to respond to communications in a timely way is considered unprofessional behavior. (See Code of Conduct and Consequences for Violations in the previous section.)

Professional Boundaries

The nurse, within the professional role, recognizes and maintains boundaries that establish appropriate limits to relationships. The profession of nursing has a personal component; however, relationships with patients and colleagues differ from those that are purely personal, such as friendships. The nurse, working in close concert with others under stressful conditions, finds that potential exists for blurring of limits to professional relationships. In all encounters, nurses are responsible for maintaining professional boundaries. See the National Council of State Boards of Nursing (NCSBN) website for information related to Professional Boundaries and Social Media (www.ncsbn.org/professional-boundaries.htm).

The student is expected to communicate in a professional, responsible, and respectful manner and maintain professional boundaries in all avenues of communication, including online social networking websites. This includes patients, staff, families, and other vulnerable populations encountered during clinicals and mission trips/activities. (See NCSBN's [2011] *A Nurse's Guide to the Use of Social Media* found here: https://www.ncsbn.org/public-files/Social_Media.pdf.) Inappropriate use of social media may include pictures, positive comments, and/or negative comments/references. Discussion of patients or clinical situations, whether specific or vague, can have far-reaching effects. The patient/family, coworkers, the clinical agency, the Harding University Carr College of Nursing, Harding University, and the student may all suffer damage from inappropriate communication. Violations are subject to HIPAA Law and related HCCN policies. (See the HIPAA policy in the *HCCN Student Handbook*.) Violations may also affect a nurse's ability to obtain and maintain nursing licensure. In certain situations, legal proceedings may be pursued by clinical agencies, patients, or others who believe that they were harmed by violations of these strictly enforced rules and procedures. Students must follow all clinical agency guidelines pertaining to professional communication.

- The nurse safeguards the patient's right to privacy.
- The nurse has a professional and legal duty to maintain confidentiality of all patient information.
- Collaboration, separate from cooperation, is the concerted effort to attain a shared goal – that maintains quality and safe patient care.

- Effective nursing care is accomplished through the interdependence of nurses in various roles – teachers, students, administrators, managers, support staff, researchers, and leaders. Nurses in all roles share responsibility for the outcomes of nursing care.

In the learning environment, professional boundaries apply to learning relationships. The student, maturing as a nurse, learns and refines the use of these concepts in classrooms, clinical areas and through relationships with faculty and peers. All elements of professional communication apply to the learning environment.

Contacting Faculty

Faculty contact information is provided in the course syllabus and on the course homepage in Canvas. Individual faculty will notify their students of the most efficient way to contact them during their course. Students may leave voice messages for faculty via their office telephone or leave messages for faculty with the Faculty Administrative Assistant. All faculty have posted or virtual office hours for meeting with students. Students may schedule appointments directly with the faculty.

Students are responsible for contacting appropriate faculty members when they experience difficulty with the course content or when uncertain about course/student learning outcomes, faculty's expectations, or deadlines. If a student encounters a personal problem that may affect their academic achievement, they are encouraged to seek faculty guidance as it relates to their academic progress.

If a course-related emergency arises outside the regular office hours, faculty members can be reached at numbers designated at the beginning of the semester. It is recommended that students be considerate of faculty personal time by limiting after-hours contact to emergency situations only and contacting faculty at a reasonable hour such as before 2100. Most contact with faculty should be accomplished during faculty office hours in the Carr College of Nursing.

Advising

Students should seek academic advice from their academic advisor and/or faculty mentor each semester and register for those courses for which they are qualified in accordance with *Harding University Catalog* policies. Additional information about advising can be found in the program-specific section of the *HCCN Student Handbook*.

Resolving Conflicts

Issues between students or between students and faculty, should *first* be addressed by the people involved. If the people involved need an additional party to facilitate communication, the chain of communication is as follows:

- a faculty member when there is a student-student problem
- the Assistant Dean of Student Affairs or Program Director when there is a student-faculty problem or a student-student problem, that can not be addressed by faculty
- Lastly, the Dean of the Carr College of Nursing.

Students should show respect for those in authority over him/her and follow appropriate lines of communication (described above). Refer to the Academic Grievance Procedure/Academic Misconduct Appeal process delineated in the *Harding University Catalog* for formal resolution of academic grievances or academic misconduct (<https://catalog.harding.edu/>).

Syllabus

The syllabus is an essential document that serves as a guide and agreement between the instructor and the student, outlining course objectives, instructional methods, required material, tentative schedule of topics and assignments, and academic policies. Students must obtain a copy of the syllabus for each of their courses (available via Canvas) during the first week of classes. Students are expected to read, understand, and refer to the syllabus through the term as it contains critical information regarding assignment deadlines and course-specific rules.

Instructors may update the syllabus as the semester progress, and students are responsible for adhering to the most current version.

Campus Mail

All students living in university housing are required to have a campus mailbox. Students living off-campus, in Searcy, are encouraged to obtain a campus mailbox as it is a convenient and inexpensive way to receive/send written materials on campus.

Name and Address Changes

Students are responsible for notifying their specific department (BSN, MEPN, FNP) if there is a name and/or address change while enrolled in the nursing program. Name changes are particularly important to report when applying for licensure. HCCN must have current contact information for each student (including Christmas breaks and summer) which includes:

- Name and Previous Name
- Mailing address
- Physical address
- Email address
- Local phone number and/or cell phone number and
- Emergency contact information

Students are encouraged to keep the Carr College of Nursing and Alumni Office informed of current addresses and name changes following graduation. Boards of Nursing require that addresses and name changes are current at all times.

Canvas

Each student is responsible for HCCN program/course information communicated via Canvas, the university's online learning system. (See course syllabi for additional information). Students should take advantage of university offered orientations to help improve their understanding and navigation of Canvas. Students are accountable for all information published in Canvas and should contact course faculty/instructors for clarification as needed.

E-mail

Each student is required to use their Harding University e-mail address. The student's Harding email address is HU's official method of communication. Students are accountable for all information sent via email.

Checking Email During Holidays and Summer

While most communication between HCCN and students occurs during the semester dates, it may be necessary to communicate between semesters to ensure a smooth transition through the program and successful implementation of clinicals. Types of information communicated by e-mail during this time might consist of TB/CPR certification expiration dates, course schedules,

graduation information, clinical assignments/agreements, contract signatures, etc. Over breaks and holidays, students are encouraged to continue to check their official Harding email regularly.

Faculty Titles

Students are to refer to all faculty, including clinical faculty, and staff by the title of Miss, Mrs., Mr., or Dr., in teaching-related situations, including written communication. This reflects the university's general policy.

Formatting of Academic Papers

All formal papers must be formatted according to the guidelines established in the *Publication Manual of the American Psychological Association* (7th ed.). See course syllabi for additional information.

Bulletin Boards

Information is posted on bulletin boards throughout the building. Students who wish to make announcements on the bulletin boards should submit the announcement(s) in writing to the A/BSN Director of Admissions. Announcements posted on the bulletin board without following this process may be removed without warning.

Netiquette

In the online learning environment, people cannot see your face when using written communication; they cannot hear the tone or inflection of your voice, and they cannot observe your body language to determine your intention. Therefore, when responding to a faculty member's or another student's written post, or even in creating your own, it is very important to write your thoughts out in a document before posting and take a few minutes away from them. Then reread what you wrote and make sure it answers the question(s) and is worded in a way that is not likely to offend others. Keep in mind the context (a learning environment) and course guidelines for online discussions or digital communications. Individual faculty may provide additional guidelines or requirements for communication in the online classroom.

Student Assessment

The faculty believes evaluation is a necessary component of the learning process. Students are held responsible for meeting course/student learning outcomes and evaluation criteria as stated in course syllabi.

All students will receive on-going evaluation of progress throughout each semester. Evaluation criteria will be based upon guidelines set up in each course syllabus. Final clinical evaluations are required in all clinical courses throughout the program. Additional evaluation sessions are scheduled as the student or faculty finds necessary. Students are expected to contribute data to written and verbal evaluations. Final evaluation decisions are the responsibility of the faculty.

Special learning contracts at the suggestion of the faculty or student may be instituted if one or more specific course/student learning outcomes are not being met. Contracts are learning modalities designed to assist the student with more specific means to meet their course/student learning outcomes. Contracts should be written by the joint effort of both the faculty and student. Special contracts cannot exceed the boundaries of the course in time or scope.

Course Evaluations

Evaluation is an integral part of Harding's nursing program. Each semester students are asked to complete online evaluations of their courses and clinical agencies. These evaluations are administered online through the HU Office of Testing and Assessment. The data is used to assist faculty in improving the course and the student experience. The results are discussed between the faculty member's supervisor and the faculty member at the faculty's annual performance review.

Students are asked to complete clinical & clinical agency evaluations at the end of every clinical course. These results are considered when making course/clinical revisions. The clinical evaluations are summarized at the end of the course by the faculty coordinating the course and shared with the appropriate faculty committee when considering course revisions and clinical placements.

Program Evaluation

The Carr College of Nursing is dedicated to compilation and analysis of assessment data for the purpose of evaluating student learning and achievement. In addition to compliance with the Higher Learning Commission, HCCN adheres to the assessment standards established by the Commission on Collegiate Nursing Education (CCNE) and the Arkansas State Board of Nursing. Program evaluation, as well as a need to document compliance with these standards, stimulated formation of a comprehensive Systematic Evaluation Plan by the Carr College of Nursing. Information for program enhancement is generated by the outcome data.

Student Representation on HCCN Committees

Professional communication between administration, faculty, and students is essential. Most communication between faculty and students occurs in the classroom and clinical settings. However, there is a significant amount of information that must be communicated outside those settings to preserve class and clinical time to meet learning objectives. Students should maintain open lines of communication with HCCN student committee representatives. Information shared with committee representatives is brought before the appropriate committee for discussion and follow-up. Student suggestions and input are welcome. Additional suggestions can be via personal communication or email to course faculty, program directors, or assistant/associate deans. The Carr College of Nursing strives to improve the quality of our program and student satisfaction.

There will be student representation on the following Carr College of Nursing Committees:

- **A/BSN Program Committee** – This committee reviews and votes on issues related to BSN curriculum, resources, and student affairs. Information discussed is shared with pre-licensure committee.
- **MEPN Program Committee** – This committee establishes and revises curriculum standards for the MEPN program; oversees student admission, progression and revises/develops policies for MEPN handbook; discusses resources needed for the program. Information discussed is shared with pre-licensure committee.
- **Pre-Licensure Committee** – This committee coordinates review and completion of accreditation standards including action plans, reviews SEP key elements, discusses issues in pre-licensure programs, and make decisions regarding the BSN and MEPN tracks.
- **FNP Program Committee** – This committee meets once a month to review issues relevant to the graduate courses and the program in general.
- **Health Missions and Inclusivity Committee** – This committee coordinates HCCN health missions' efforts locally and internationally, including trips at Spring Break and during the

summer, by planning mission trips, coordinating student preparation for mission trips, and evaluating the mission experience assessment. Annually this committee evaluates the college and program climates related to diversity, inclusivity, and civility.

The student representative participates as an active committee member. The students may make recommendations to the faculty on a wide range of subjects relating to both the nursing curriculum and to student needs related to the program. The student involvement on committees exists to facilitate planning and evaluating the nursing program, writing policies, determining curriculum needs, problem solving, and serving as a liaison between students and faculty.

Class representatives must be willing to serve as active committee members. It is the responsibility of each representative to report significant committee activity to their class in a timely manner (including, but not limited to, after each meeting) and to report student feedback, ideas, and matters of importance to the appropriate committee. Student representation on committees is a mechanism to provide the students with an opportunity to participate in the governance of the Carr College of Nursing. Attendance at committee meetings is mandatory. Student representatives should have the time to serve on the committee and represent the classes' views. For virtual meetings student representatives should possess the capabilities and/or computer software to facilitate communication with the committee members. If a member misses two consecutive regularly scheduled meetings, another representative may be appointed. Student representatives should notify the committee chairperson(s) prior to missing a meeting if that situation arises.

- **ABSN and BSN Student Representatives:** One Level 1A, one Level 1B, one Level 2A and one Level 2B student from the ABSN and BSN will serve on each of the following committees: the A/BSN Program committee, Pre-Licensure Committee, and the Health Missions and Inclusivity Committee. At the beginning of each semester, each level will elect student representatives. Students may self-nominate or nominate a peer. Each representative will serve one semester. If any representative is unable to complete their expected term of service, an elected representative from the appropriate cohort (Level 1 A or B or Level 2A or B) will replace them. Any student on academic/ethical probation is not eligible to serve as a committee representative. Only the Level 2 representatives have voting privileges.
- **MEPN Student Representatives:** One year 1 and one year 2 students will serve on each of the following committees: the MEPN Program committee, Pre-Licensure Committee, and the Health Missions and Inclusivity Committee. Students may self-nominate or nominate a peer. Faculty may nominate a student representative. Students serve a semester at a time with elections planned in fall and spring. If any representative is unable to complete their expected term of service an elected representative from the appropriate class of MEPN students will replace them. Any student on academic/ethical probation is not eligible to serve as a committee representative.
- **FNP Student Representatives:** A student may be selected as a representative through the following processes: 1. faculty nomination, 2. peer nomination, 3. self-nomination. Elections and/or approval of student positions will be done by the Graduate Faculty. One graduate level student from each cohort will be needed to represent their colleagues in the FNP Program Committee. Students will be asked to serve one academic year.

Copyright Laws

Students are expected to abide by federal/state law with regard to copyright. Information about the university's copyright policies can be found on the university website: <https://harding.edu/consumer-info/copyright/> Students are urged to contact the Brackett Library staff for guidance regarding copyright law.

GENERAL COURSE POLICIES

Attendance Policies

Professionalism in nursing practice demands accountability and responsibility in course and clinical attendance. **Class and clinical attendance is expected of all students for the entire learning activity.** Absences from learning experiences, whether class, lab, or clinical will limit the student's opportunities to demonstrate student learning outcomes and thus can influence the final course grade. It is the individual student's responsibility to keep up with their tardies and absences and obtain information (i.e., class content, announcements, handouts, etc.) related to the missed activity. See Missed Examination Policy regarding exam attendance.

Students are required to prepare for and attend all scheduled on-campus & off-campus learning experiences (transition/orientation, classroom, lab, and clinical experiences, including simulations). Dates and times for events will be communicated via Harding University email and/or Canvas announcements, while class-specific activities are outlined/described in course syllabi. **FNP/PGC students** are required to attend scheduled on-campus, intensive experiences. Failure to attend and participate in scheduled on-campus, intensive experiences may result in the student being withdrawn from classes and rescheduling of the remaining classes.

Students who experience alterations in health should review the Technical Standards to determine whether they continue to meet the required technical standard with or without accommodations. If the alteration in health results in a leave of absence, the student must meet all requirements for admission and progression, including those for health and safety.

Definition of Terms Relating to Attendance

Absence: not being present in the class, lab, simulation, clinical or other learning experience; missing part of a class period without prior approval of the faculty; leaving early or not returning after a break without faculty approval. University or HCCN sanctioned activities (such as NSNA convention or mission activities) are exempted provided the student notifies the faculty in advance.

Tardiness: arriving in the classroom, lab, simulation, learning activity, or at the clinical site at any time after the class or clinical period is scheduled to begin. This may occur at the beginning of the class period or after a break.

Additional attendance policies can be found in the program specific sections and the Pre-licensure section of the *HCCN Student Handbook*.

Withdrawal and Readmission

Withdrawal from a Nursing Course without a Lab/Clinical Component

A student is encouraged to carefully consider the decision to withdraw from a course and should meet with their academic advisor, course coordinator, and faculty advisor/mentor regarding this

decision.

- Procedures for course withdrawal are published in Pipeline.
- A student may withdraw from a non-clinical nursing course up to the deadline set by the University on the initial attempt to complete the course. Students who withdraw prior to the deadline will be assigned a grade of 'W', which is not calculated in the student's GPA.
- Students considering withdrawal should be aware that their financial aid might be affected and graduation from the Carr College of Nursing will be delayed if they withdraw from a course. The student should meet with a financial advisor in the HU Financial Aid office.
- For information on how withdrawal from a course can affect a student's status within the Carr College of Nursing, see the Academic Probation Policy.
- In the event a student withdraws from a Nursing Theory Course, the student will need to develop a new plan of study with their advisor. A new plan of study may cause a deferment in the student's anticipated date of graduation.

Withdrawal from a Nursing Course with a Lab/Clinical Component

A student is allowed to withdraw from a theory course with a clinical component as described above with the following provisions:

- The student has NOT yet taken the competency or written clinical final exam and the student is within the University's deadline for withdrawal. The student will receive a "W" grade. A student enrolled in a clinical course, who participates in taking the clinical competency or the written clinical final exam, and earns a failing grade for the clinical portion of the course, has at that point failed the entire course and may NOT drop the course or receive a "withdraw" grade on his or her transcript. If a student is NOT successful in the clinical portion, the student fails the entire course, and must repeat the entire course. The student will receive a grade of 'D' or 'F' on his or her student records. (Refer to program-specific guidelines for student progression.)
- If a student receives a 'D' or an 'F' in the clinical portion of the course, this is the grade recorded for the entire course.
- Students who have not been successful in the clinical portion of a course are encouraged to attend the theory sessions for the remainder of the semester to enhance the student's success in the course when it is repeated, unless the student has been removed from the University for other reasons.
- In the event a student withdraws from a nursing course with a clinical component, the student will need to develop a new plan of study with their academic advisor. A new plan of study may cause a deferment in the student's anticipated date of graduation.

Remediation Requirements Following Course Withdrawal or Failure

Students who withdraw from a course may be advised or required to enroll in an additional courses or to complete remediation activities to support their academic success. The recommendations or requirements, not otherwise specified in the *HCCN Student Handbook*, will be stipulated in a letter from the academic advisor or Dean and are program-specific and determined by an HCCN committee review at the end of each semester. Students repeating a course should utilize the university's student support services and communicate regularly with course faculty or instructors.

Program-specific policies related to remediation are found in the program-specific section of the *HCCN Student Handbook*.

Withdrawal from the Carr College of Nursing/University Procedure

When a student withdraws from the Carr College of Nursing or the University the following procedure is used:

1. The student should discuss their decision with a faculty member and/or their academic advisor or appropriate administrator.
2. If a student withdraws from all nursing courses in the first semester, for any reason, then the student must reapply to the HCCN.
3. If the student is completely withdrawing from the University, the student must follow the prescribed Harding University procedures for leaving found online in the *Harding University Catalog* (see Registration Policies and Withdrawal Procedures). If the student does not officially withdraw from all classes, "F s" will be recorded for all classes. Choosing not to follow the procedure may jeopardize the student's opportunity for readmission.
4. If the student is leaving due to the requirements of the HCCN Academic Probation Policy, upon return, the student will be placed on academic probation.
5. The student must turn in their HCCN photo ID badge and any applicable agency ID badge(s). These can be given to the course coordinator, the program director, or the director of admissions.

Readmission to the Carr College of Nursing

When a student seeks readmission to the Carr College of Nursing, the following steps are to be followed:

1. Write a letter of intent to the Program Director and Dean of the Carr College of Nursing indicating when the student desires to reenter the program. This letter must be received by the Dean prior to October 1st for spring reentry and March 1st for fall/summer reentry before the student plans to reenter the program. Failing to notify the Dean before the specified deadline prohibits the student's placement in clinical courses.
2. Contact the Dean prior to application deadlines to ensure fulfillment of all readmission requirements. The student may be asked to come in for an interview.
3. Contact the Harding University Office of Student Life once all readmission requirements to the Carr College of Nursing have been met Student Life will reactivate the student's file.
4. Any student readmitted to the HCCN, who has been out of the nursing program for a period of three or more years or who has been suspended for academic reasons, must meet the requirements of the current *University Catalog*. (The Catalog in effect at the time of readmittance.)
5. Any student who has been permanently dismissed from the HCCN will not be readmitted to the nursing program.

Course Credit for Re-Entering Students

Nursing is part of the complex, rapidly changing health care system. This necessitates curriculum revisions, which affect the student's re-entry status and graduation requirements.

1. Students must complete the nursing program within four years after admission to the nursing program for their previously earned nursing credits to meet degree requirements.
2. Students who are away from the program for more than one year may be required to retake nursing courses or give evidence through available validation exams that their nursing knowledge and skill levels are current.
3. Repetition of nursing courses, which have been taken more than three years prior to reentry into nursing school, may be necessary to satisfy degree requirements.

4. Repetition of some or all courses containing a clinical component may be required if an absence of greater than two years has occurred. If transfer credit has been granted for previous clinical courses, a repeat of the course does not apply.

Dress Code

Students at HCCN should abide by the dress code as presented in the *Harding University Student Handbook*. The Carr College of Nursing provides uniform and dress code policies for students in clinical experiences that conform to nationally accepted safety and infection control standards. The current policy acknowledges that one's appearance is a nonverbal statement about one's self. The uniform and dress code policy promotes the students' appearance as Christian professionals. Students' personal hygiene and dress should reflect the high standards expected of a professional nurse. Students are expected to be neat and clean and abide by the dress code of HCCN and of the institution in which they are assigned clinical experiences.

Purchasing Uniforms

Students whose program requires a uniform should purchase the approved uniform from the company authorized by the Carr College of Nursing. If the student purchases a used uniform it must be identical to the official Carr College of Nursing uniform and in good condition. All uniform selections should be made with the goal of presenting the most professional image possible.

Program specific policies related to dress code and uniform can be found in the program-specific sections of the *HCCN Student Handbook*.

Weather Policy

The Carr College of Nursing adheres to the University policy on inclement weather. Unless a decision is announced to the contrary, classes and clinicals will be held as scheduled. When weather that would make travel dangerous/precarious is present in the Harding University service area, the Harding University president and appropriate administrators will make the decision regarding cancellation and/or delay of classes or learning activities. Carr College of Nursing faculty will cancel/delay classes and/or clinical learning experiences or arrange for online instruction in accordance with University directives. In the event Harding University campuses are closed, students should check email and Canvas for directions from course faculty about virtual attendance or alternative assignments.

Harding University announcements regarding cancellation/delay of classes will be broadcast via *Harding University Pipeline*, the cell phone text notification system, the *Harding University radio station* (KVHU 95.3 FM), local radio stations, the *Harding University Channel 16*, and the Little Rock television stations. When inclement weather is forecast, individual HCCN course coordinators will inform clinical groups of the procedure to follow regarding continuance or cancellation of clinical experiences. Should the class or clinical time or assignment expectations for a course be affected by accommodations for inclement weather, the course coordinator will communicate course meeting time or assignment alterations.

The student must exercise judgment regarding travel during inclement weather. If no announcement has been made regarding cancellation of classes and the student believes it would be dangerous to travel to school and/or clinical sites, the student is advised to stay home. Under these circumstances, the student must make every effort to contact the appropriate faculty and

explain their situation. The student must complete any course or clinical work/learning experiences missed, according to the directives of course faculty.

CLINICAL POLICIES AND PROCEDURES

Additional Clinical Policies and Procedures for each specific program can be found in the corresponding program section of the *HCCN Student Handbook*.

Clinical Experiences

Students enrolled in the Carr College of Nursing (HCCN) will participate in didactic, and clinical learning experiences. Clinical learning experiences take place in a variety of inpatient and outpatient settings beginning with NURS 3000. In addition, students will develop clinical skills through laboratory and simulation experiences. During didactic, lab, and clinical learning students may encounter situations requiring physical exertion, careful observation, and effective communication, et al. The foundational abilities for clinical development are specified and described in the Technical Standards. (See Admissions section of the HCCN Student Handbook.) Students are expected to use their skills in the care of actual patients under the supervision of clinical faculty.

Didactic and clinical learning experiences may involve observation of, or participation in, invasive procedures (observing surgeries, initiating intravenous lines, et al.), including the direct care of patients who are severely ill, critically injured, psychologically unstable, or otherwise vulnerable. Because of the intense and demanding nature of clinical learning experiences, students are invited, but not required, to disclose to course coordinators or clinical faculty any relevant physical or mental health condition that might affect their clinical experiences or ability to provide safe care to patients. The context, timing, or extent of disclosure of personal health information is entirely at the student's discretion. If a student discloses health information to faculty, the faculty member may refer the student to a medical care provider, a counselor, or the director of disability services for further assistance.

Students are encouraged to prioritize their health throughout the nursing program and are expected to follow the advice of their healthcare provider at all times.

Transportation Policy

Clinical experiences are arranged in a variety of locations. Transportation to the clinical area is the responsibility of the student. Each student needs access to a vehicle upon admission to HCCN. No adjustment in clinical assignments will be made because the student does not have access to a car. Car-pooling among students for clinical experiences is recommended when appropriate. Expected travel expenses are detailed in the HU Catalog. Faculty are not allowed to transport students to/from clinical experiences.

Health Insurance Portability and Accountability Act (HIPAA)

Effective in 2003, the federal government passed legislation to protect the privacy of people using health care facilities and resources. The law is known as the Health Insurance Portability and Accountability Act (HIPAA) and it requires confidentiality in all patient matters. HIPAA privacy rules and regulations are intended to ensure protection of personal medical information. This includes verbal, recorded, written, or electronic information or imaging. Violation penalties can range from civil/criminal penalties of \$100,000 to \$250,000, imprisonment, as well as

possible dismissal from HCCN. HCCN has a signed agreement with each clinical agency specifying the agency's student requirements specific to HIPAA. Clinical faculty will discuss course and agency specifics at orientation sessions. Clinical agencies require students to sign a confidentiality agreement prior to participating in clinical experiences in the agency. Violations of HIPAA are subject to Harding University/HCCN policies and clinical agency policies.

HIPAA Violations Policy

In compliance with clinical agency guidelines and policies designed to promote patient privacy in the clinical setting, HCCN requires that any student participating in clinical experiences be educated in HIPAA prior to beginning clinical rotations. HCCN has a legal and ethical obligation to administer discipline whenever a HIPAA policy is violated. In the event a violation should occur, faculty will take the following steps to ensure the discipline is consistent and fairly applied to all students. The Carr College of Nursing incorporates a progressive disciplined approach to disclosure of protected health information (PHI). Disciplinary action will be based on the level of the violation and considered with other mitigating or aggravating factors.

Aggravating factors consider: the magnitude of the risk created, the harm that occurred to the affected patient or clinical agency, the ability to know or understand the HIPAA policy being violated, prior violations or other disciplinary actions previously or concurrently imposed, and willingness to cooperate with faculty.

Mitigating factors may include: violations that occur as a result of trying to help a patient or institution, no previous violations, assisting with an investigation, and/or the student could not have known (or reasonably could not have known) the applicable policy.

Level One: Unintentional Violation or Carelessness. A Level One Violation occurs when a student unintentionally or carelessly discloses confidential information to one who does not have a legitimate need to know the information or uses patient data that may lead a reviewer to identify a patient.

- I. Examples of a Level One Violation may include, but are not limited to:
 - a) Discussing patient information in a public area or submitting patient information on a student assignment without taking reasonable measures to protect the PHI.
 - b) Using patient information on papers or assignments without taking reasonable measures to protect the PHI.
 - c) Unintentionally accessing a patient's medical record using the assigned password at clinical or during off hours in which there is no clinical-related need for such access.
 - d) Failing to log-off a computer screen when at a workstation or leaving a laptop unattended or failing to appropriately log-off of the agency information system.
 - e) Carelessly handling usernames and/or passwords.
- II. Level One Disciplinary Action/s: A Level One Violation will be addressed according to the progressive discipline chart. A Level One Violation will be handled as a Level One sanction. However, a Level One Violation may result in a Level Two or Level Three sanction depending on aggravating factors.

Level Two: Intentional or Purposeful Violation or Curiosity/Concern. A Level Two Violation occurs when a student intentionally or purposefully accesses, uses, reviews and/or discloses confidential information that is unauthorized or for purposes other than clinical application.

- I. Examples of Level Two Violations include, but are not limited to:
 - a) Sharing a computer password with another person or using a password that belongs to someone else.

- b) Failure to use media control standards or using unapproved devices in the organization's network. (Jump drives, flash drives, smart phones, or any device designated as inappropriate by the course or agency policy).
 - c) Sharing patient information with individuals who do not have a purpose or identified need to know.
 - d) Intentionally or purposefully posting or allowing to be posted on the internet or social media PHI related to a particular patient in violation of organization policies for personal reasons.
 - e) Intentionally accessing any patient's record without a clinical reason, including searching for the existence of patient records.
 - f) A second Level One Violation.
- II. Level Two Disciplinary Action/s:
- a) A Level Two Violation will be addressed according to the progressive discipline chart. A Level Two Violation will be handled as a Level II sanction. However, a Level Two Violation may result in a Level III sanction depending on aggravating factors.
 - b) Aggravating and mitigating factors may be considered for review of disciplinary action.

Level Three: Violation for Personal Gain or Malice or Acts of Gross Misconduct. A Level Three Violation occurs when a student intentionally or purposefully accesses, uses, reviews and/or discloses confidential information that is unauthorized or for purposes other than clinical application.

- I. Examples of Level Three Violations include, but are not limited to:
- a) Inappropriately using PHI for personal gain.
 - b) Falsifying or altering patient information.
 - c) Obtaining PHI under false representation.
 - d) Handling PHI with gross negligence.
 - e) A third Level One violation– OR- a second Level Two violation, with or without intention and/or without purpose related to clinical.
- II. Level Three Disciplinary Action/s:
- a) A Level Three Violation is grounds for a Class B sanction at the University level unless extenuating circumstances are identified and reasonable.

Progressive Discipline Chart for HIPAA Violations

Level I Sanction: The student will receive a zero for the assignment or for the clinical day. The student will meet with the course coordinator to review the violation and a conference record will be placed in the student's file.

Level II Sanction: Faculty will follow the University guidelines for violation of academic misconduct and the student will receive a Class A or Class B sanction from the University.

Level III Sanction: Faculty will follow the University guidelines for violation of academic misconduct and will receive a Class A or Class B sanction from the University. (Note: A second Class A sanction will result in an automatic Class B sanction.) The guidelines for these sanctions can be found in the Harding University Catalog (<https://catalog.harding.edu/>).

Student Well-being & Clinical Incidents Policies

Student Health in the Clinical Setting

Nursing practice may expose the practitioner to infectious diseases. To minimize this risk, students are required to complete annual competencies in risk reduction that incorporate the most

recent guidelines related to communicable disease and the utilization of personal protective equipment. Standard Precautions and infection control guidelines must be utilized in all clinical practice settings, real or simulated. Should accidental exposure occur (e.g. via needle sticks, etc.), the student is required to **immediately notify** the clinical faculty or preceptor. (See Injury or Exposure Procedure below.)

Health Insurance

HCCN requires that all nursing students in nursing clinical courses have hospital/medical insurance. The on-campus student health service does not cover emergency care, x-rays, dental care, provider fees, hospitalization, or cost of medications prescribed by a healthcare provider. HCCN, the University, as well as the clinical agency cannot assume financial responsibility for any medical services, even if an injury/illness is a direct result of clinical related activities. Students are financially responsible for the costs of healthcare services received. Information on various student health insurance plans are available through the HU Office of Human Resources, located in the Ezell Building, room 130.

TB Skin Testing and CPR Certification Policy

In compliance with clinical agency guidelines and policies designed to promote safety in the clinical setting, HCCN requires that any student participating in clinical experiences remain current with TB skin testing and CPR certification. The policy requires that each student provides to the Director of Admissions for their program (or other designee) verification of current CPR certification and current TB skin test results prior to the beginning of the semester. Per HU policy international students must provide results of a current T-SPOT® or Gold TB test.

- CPR certification and TB skin test results must remain current until the end of the semester. If either CPR certification or TB skin test results will expire during the semester, students are encouraged to recertify in CPR and/or be retested for TB before the semester begins. Students may be required to submit documentation of current CPR and TST (or other TB screening) for tracking into a system/software selected by the institution.
- If CPR certification or TB skin test results expire prior to the end of the semester, the student will be removed from the clinical setting until current CPR certification and/or TB skin test results are received.
- A positive TB skin test will be resolved according to current CDC guidelines and agency protocols before a student is placed in a clinical setting for learning experiences.

Failure to Comply: Failure to meet the verification deadline could result in the student being ineligible to begin or attend clinical and thus receive an unexcused absence from the clinical experience, resulting in course failure. (See clinical attendance policies.). **FNP/PGC Students:** All verifications of TB skin test and CPR certification must be up-to-date, submitted, and approved prior to the start of clinical. Failure to provide required documentation will result in the student being ineligible to start (or continue) in clinical, thus delaying their clinical experience and attainment of clinical hours. The student's final course grade may be lowered one letter grade and the student may be removed from the FNP Focus courses which may result in a delayed graduation date.

Needle Sticks/Sharps Injuries and Blood/Body Fluid Exposure Policy

All students who have a blood/body fluid exposure, regardless of the type of exposure or risk status of the patient, need to report the incident to the clinical faculty. This includes parenteral (needle stick or cut) or mucous membrane (splash to eye or mouth) exposure to blood or other

body fluids or cutaneous exposure to large amounts of blood, especially if the skin is chapped or abraded.

Injury or Exposure Procedure:

1. The student immediately notifies the faculty member for guidance and assistance. (Timely reporting is essential for proper management post-exposure, including rapid HIV testing.)
2. Clinical faculty will report immediately report the incident to the course coordinator and program director, who will notify the appropriate deans or directors. All information about the incident remains confidential between the student, the clinical faculty and HCCN administration, and the clinical agency.
3. The student must follow the clinical agency's policy in its entirety.
4. Faculty obtains the latest CDC guidelines for a needle stick injury situation and compares the CDC guidelines with the clinical agency's policy; advises the student in collaboration with agency infection control personnel, CDC guidelines, and HCCN administration.
5. Additional medical advice may be sought and documented.
6. The student meets with HCCN administration to ensure that follow-up information is clearly understood; the meeting is documented.
7. Faculty ensures that the clinical agency's paperwork is accurately completed and that clinical agency policy is followed.
8. Faculty documents the incident using the HCCN Incident Form; the agency's policy and a summary of CDC guidelines are attached to the incident report.
9. The documentation is reviewed by administration and placed in a sealed envelope in the HCCN Dean's office.

Infectious/Communicable Disease Policy

The ANA's Nurses' Code of Ethics (2025) states: "The nurse practices with compassion and respect for the inherent dignity, worth, and unique qualities of every person" (Provision 1).

- Students are expected to provide care for patients with infectious/communicable diseases, including but not limited to HIV, HBV, and tuberculosis. If a student is at risk for harm, such as a student who is immunocompromised, the student may be temporarily reassigned.
- Students must comply with agency-specific policies related to care of patients with infectious/communicable diseases.
- Guidelines for communicable disease prevention recommended by the U.S. Centers for Disease Control and Prevention will serve as Harding University's guidelines for patient care. Nursing care for patients will be planned and implemented using standard precautions and nursing judgment.
- HIV testing is not required for admission to the Carr College of Nursing. Qualified students are not denied admission to the program based on HIV status. Reasonable accommodations are made by HCCN to assist the student in the completion of their education.
- Any nursing student who believes themselves to be at risk for exposure to a communicable disease has an ethical obligation to know their status and to be tested.
- Students who test positive for a communicable disease will be counseled through the Dean's office regarding how their health status may impact their education, including appropriate safeguards and expected behaviors. Reasonable accommodations will be evaluated through the DSEA office in consultation with the Dean. However, essential degree requirements and performance standards must be met to progress in the nursing program.
- With some circumstances a clinical agency may require self-reporting of health status by the student. The clinical agency has the right to determine whether the student may

participate in or continue learning experiences in their agency.

Syncopal Episodes

Students who experience loss of consciousness, seizure, syncopal or near syncopal episode in the clinical setting will be evaluated by the clinical faculty member, who will determine whether the student needs to seek further treatment based on the guidelines outlined below. Clinical faculty have the authority to require evaluation and clearance before allowing the student to return to the clinical setting. Clinical faculty should consult the agency policy regarding the procedure for a non-patient incident to determine what reports need to be made. Students will be seen by a healthcare provider (HCP) in the emergency department of the facility and/or a local HCP and written clearance must be received prior to the student's return to the clinical setting in any of the following circumstances:

- The student's syncopal episode is not witnessed by another person (patient, patient family member, employee of the organization, faculty, or student peer) or there is concern as to the potential underlying cause of syncope and/or any potential resulting injury (trauma to head, broken bone, etc.),
- If the student comes to clinical and has been experiencing a cold (or other physical/mental signs and symptoms) and experiences a syncopal episode, the student must be evaluated by a HCP, who must provide written clearance prior to the student's return to the clinical setting.
- If the student experiences a second syncopal episode while in clinical
- A student with a chronic health condition (heart, diabetes/hypoglycemia, anxiety disorder, seizures, etc.) or who is taking medication that has the potential for syncope who has a syncopal episode during clinical.

These circumstances will be considered as contributory factors in witnessed syncopal episodes and may or may not require further evaluation by a HCP based on faculty or clinical instructor judgment unless the student's condition worsens or a second episode occurs:

- Environment- OR/procedure room, strong odors, unpleasant sights/visual stimuli
- Low blood glucose- diaphoretic, shaking, pale, clammy
- Lack of recent PO intake of food or drink
- Prolonged standing
- Prescription medications
- Fatigue- lack of sleep

Clinical faculty should notify the course coordinator of the incident as soon as possible. An incident report will be completed and submitted to the Assistant Dean of Clinical Education for review and follow-up.

Substance Abuse Policy

HCCN is committed to protecting the safety, health, and welfare of its faculty, staff, and students, and people who come into contact with its faculty, staff, and students during scheduled learning experiences. HCCN therefore strictly prohibits the illicit use, possession, sale, conveyance, distribution, and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs. These behaviors are incompatible with the legal requirements for nursing practice and responsible behavior expected of students preparing for a professional nursing career. As a condition of enrollment, each student will complete an online "quiz" agreeing to adhere to the Substance Abuse Policy.

Arkansas Law

Any nurse who tests positive for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Arkansas Nurse Practice Act, ACA § 17-87-309 (a)(4) and (6); and the Arkansas State Board of Nursing Rules and Regulations Chapter Seven, Section IV.A.6.m. and p. Furthermore, any nurse who is aware that another nurse has violated a provision of the Arkansas Nurse Practice Act is obligated to report that nurse to the Board. Choosing not to report this to the Board is a violation of the Arkansas Nurse Practice Act, ACA § 17-87-309 (a)(6); and the Arkansas State Board of Nursing Rules and Regulations Chapter Seven, Section IV.A.6.j.

Similar professional expectations apply to nursing students. Therefore, any nursing student who tests positive for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Arkansas Nurse Practice Act as does any student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, or controlled substances. Students are obligated to report this information to Carr College of Nursing faculty or administrators.

The intent of the Substance Abuse Policy is not only to identify those students who are chemically impaired, but also to attempt to assist the student in the return to a competent and safe level of practice and to achieve his/her goal of becoming a Registered Nurse. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are to be implemented in good faith with compassion, dignity, and confidentiality.

When Drug Testing May Occur

The Carr College of Nursing requires the student to submit to drug testing under any or all of the following circumstances:

- Random urine, blood, and/or Breathalyzer tests for drugs and/or alcohol as required by the clinical agencies or the Carr College of Nursing
- For cause (suspicion) in any setting
- As part of a substance abuse recovery program

Any requested random testing must be completed within 24 hours and is at the student's expense. The policy below includes detailed descriptions about the testing facility, sample collection, substances, and results. Failure to complete the requested random testing within the specified timeframe may result in removal from the course or dismissal from the program at the discretion of the Dean.

Blood, Urine, and/or Breath Testing for Cause

Any Harding nursing student who demonstrates behavioral changes suspected to be related to the use of drugs, including, but not limited to alcohol, will be subjected to testing. The nursing faculty member's decision to drug test a student will be drawn from these facts in light of the experience of the observer and may be based on any of the following:

- Direct observation of drug use (or suspicion thereof) and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and/or deterioration of work performance.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance violation in another legitimate jurisdiction.

Drug testing for cause will be conducted using the following policy/procedure:

1. The faculty member will have another faculty member (or staff RN if in clinical setting) to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with the faculty member and a witness to discuss the situation in a location that ensures privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.
3. Patient and student safety is of utmost importance. If patient or student safety is threatened, the student will be removed from the learning environment/classroom and appropriate University authorities notified (e.g. Office of Student Life, Office of Public Safety).
4. The Dean of the Carr College of Nursing will be immediately notified.
5. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical agency policies. A urine or blood specimen may be required and obtained, and testing is at the expense of the student.
6. The student will sign a release statement requesting that the results of the urine, blood, and/or Breathalyzer tests be sent to the Harding University Office of Student Life.
7. The student will be suspended from all clinical activities until the appropriate personnel or committees, as designated by the nursing program, have reviewed the case.
8. If the laboratory test is negative for substances classified in the DSM-5, the student will be allowed to return to class without penalty once the cause of suspicious behavior is determined and treated. Arrangements to make-up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
9. If any single laboratory test is positive for substances classified in the DSM-5, any one of the following decisions may result and is at the discretion of the Dean: a learning agreement for behavioral change, referral for medical evaluation, and/or immediate suspension from the program.
10. Confidentiality will be maintained.

Testing Facility

The Harding University Office of Student Life will identify a Substance Abuse and Mental Health Services Administration (SAMHSA2)-approved laboratory to perform testing utilizing the agency's policies.

Sample Collection

The collection techniques will adhere to the guidelines in accordance with US Department of Transportation 49 CFR Part 40 following chain of custody protocol.

Substances

Substance-related disorders are listed in the *Diagnostic and Statistical Manual of Mental Disorders, fifth edition, (DSM-5)*. Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics or anxiolytics. Testing may include any of these drug categories. HCCN has the authority to change the panel of tests without notice to include other illegal substances as suggested by local and national reports or circumstances.

Positive Results

Test results will be considered positive if substance levels, excluding caffeine and nicotine, meet or exceed the Arkansas State Board of Nursing (ASBN) established threshold values for both

immunoassay screening and gc/ms confirmation studies, and the Medical Review Officer verification interviews verify unauthorized use of the substance. Positive tests are run twice to verify the presence of substances. Split samples are saved at the original lab and may be sent to another SAMHSA2-approved lab for additional testing at the student's expense. Positive drug testing results may bar the student from learning experiences in the agency. This barring may prevent course completion or academic progression.

If any single laboratory test is positive for substances classified in the *DSM-5*, the student is referred to the University Office of Student Life and is subject to the Carr College of Nursing's Code of Conduct Policy and the University's policies and procedures regarding substance abuse. The substance abuse policies of Harding University are found in the *Harding University Student Handbook*.

Confidentiality

All testing information, interviews, reports, statements (including the person reporting the incident), and test results specifically related to the individual student are confidential. The Executive Vice President/Dean of Students will receive drug test results from the lab, and only authorized persons (e.g. Dean of the Carr College of Nursing) will be allowed to review this information. Records will be maintained in a safe, locked cabinet, and/or password protected electronic database. While the issues of testing are confidential within the University community, the information regarding substance abuse and rehabilitation must be shared with the ASBN, or other licensing authority as the graduate applies for a license.

Positive Drug Testing Results Following Licensure

A licensed nurse may be reported to a State Board of Nursing for positive drug testing. A licensed nurse may be disciplined for this violation of that state's nurse practice act. If so, that nurse's license is flagged in the national nursing database. Positive drug results will be a permanent part of the nurse's license history.

Treatment, Referral, & Reapplication

The outcome of a positive drug screen or Breathalyzer test may include any of the following as determined by the Dean: a learning agreement for behavioral change, a referral for medical evaluation, and/or immediate dismissal from the program and suspension from the program and/or university. A positive drug screen of any of the following substances: amphetamines or similarly acting sympathomimetics, cannabis, opioids, cocaine, hallucinogens, inhalants, or phencyclidine (PCP) or similarly acting arylcyclohexylamines will result in immediate dismissal from the program. If the student wishes to challenge the decision of the nursing program, the fair process procedures of the University will be followed. The faculty, in collaboration with the Office of Student Life, will refer persons identified as having substance abuse problems for therapeutic counseling regarding substance withdrawal and rehabilitation from a reliable treatment source/program.

A student with a history of substance abuse may be readmitted to the program. The reapplication process for a student with a history of a positive drug screen or Breathalyzer will include the following:

- Documentation of evaluation by an Addiction Counselor
- Demonstration of at least one year of abstinence immediately prior to application
- Demonstrated attendance at Alcoholics Anonymous (AA) or Narcotics Anonymous (NA) for a 6-month period, or a recognized substance abuse treatment program of choice. Evidence of

participation must be sent to the Carr College of Nursing. Acceptable evidence shall consist of a written record of at least the date of each meeting, the name of each group attended, purpose of the meeting, and the signature of signed initials of the chairperson of each group attended. Acceptable evidence for a treatment program of the student's choice will be a verifiable completion certificate.

- Provision of letters of reference from all employers since leaving the program.
- Once readmitted, the student must sign an agreement to participate in monitoring by random drug screening consistent with the policy of the institution and the clinical agency where assigned patient care. The student will pay for testing.
- Once readmitted, the student must abstain at all times from the use of controlled or abuse-potential substances, including alcohol, except as prescribed by a licensed practitioner from whom medical attention is sought. The student shall inform all licensed practitioners who authorize prescriptions of controlled or abuse-potential substances of student's dependency on controlled or abuse-potential substances, and student shall cause all such licensed practitioners to submit a written report identifying the medication, dosage, and the date the medication was prescribed. The prescribing practitioners shall submit the report directly to the Dean of the Carr College of Nursing within ten (10) days of the date of the prescription. (Adapted from the ASBN Suspension Motion, 0500.)

Appeal Process

The student has the right to an appeal before the Harding University Student Life Committee. (See the *Harding University Student Handbook and/or Catalog*.)

Incident of Reoccurrence

A student who is re-admitted to the Carr College of Nursing, and has a subsequent positive test for substance abuse, will be dismissed from the Carr College of Nursing and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Carr College of Nursing.

HU STUDENT SUPPORT SERVICES

The following information refers primarily to on-campus resources, though many of those offer virtual or digital access through the university's website.

Learning Centers

Learning Centers provide an abundance of materials to support nursing students throughout their studies. Examples of Learning Centers include the health assessment and skills labs, simulation facilities, computer labs, student lounge, and study areas. These centers are overseen by HCCN and are designed to facilitate nursing student learning. Only faculty and nursing students are to be in the centers. Staff or student workers are available to assist students in obtaining and using resources as needed; any questions or problems should be referred to them. Hours for use will be posted outside the health assessment and skills labs at the beginning of each semester and summer session, but are subject to change. No food or drink is to be in any of the lab or simulation areas. Students are advised that in all learning centers audio and visual recording may occur without advanced notice for evaluation and security purposes.

Other University Services

The university provides many services for enrolled students. Refer to Harding publications and the HU Pipeline for information and links to campus services available to students and including

the following:

- Academic Resource Center (<https://www.harding.edu/life-at-harding/arc/>)
- Student Support Services (<https://www.harding.edu/life-at-harding/student-support/>)
- Disability Services and Educational Access (<https://www.harding.edu/life-at-harding/disability-services/>)
- Counseling Center (<https://www.harding.edu/life-at-harding/counseling-center/>)
- Student Health Services (<https://www.harding.edu/life-at-harding/health-wellness/>)
- University Writing Center (<https://www.harding.edu/arts-sciences/english/writing-lab/>)
- Health Sciences Librarian (<https://library.harding.edu/consultations>)

HCCN faculty or staff may refer students to these resources as appropriate.

Brackett Library

Reference Materials

Students are encouraged to explore the Brackett Library since library resources are frequently necessary for completion of learning experiences in nursing courses. Many library resources are available electronically through the library's website. Assigned readings may be placed on reserve in the library with adequate availability for the student population, but it is imperative that the student respect peers' right to access reserved materials. These materials are not to be removed from the library. The student is expected to adhere to established time limits to read materials and report missing or damaged materials to the librarian and the faculty member coordinating the course. Assistance in finding materials may be obtained from the Brackett librarians and reference assistants, including the Health Sciences Liaison. Interlibrary loan services are also available for materials not available at Brackett Library.

Faculty and staff are continually devoted to ensuring students have the most relevant and up-to-date material for student use. If you find material that is not readily available in the online searches, please don't hesitate to contact the library staff and HCCN faculty to make suggestions for modifications or additions.

FNP/PGC Students: During the student's initial intensive, an orientation to the library system and the online access portal to the resources will be provided. Students are encouraged to explore the Brackett Library since many library resources are necessary for completion of learning experiences in nursing courses.

As part of graduate studies, students will be given assignments in which they must perform a literature review on their own. Assistance in finding materials may be obtained from the Brackett librarians and reference assistants. The Brackett library has a dedicated health sciences librarian who works specifically with healthcare professionals to help them in their research.

Copying/Duplicating Educational Materials

For students on-campus; photocopy machines/printers may be duplicated in the University's Media Center. See the Media Center's website for operating hours.

Public Safety

While in the Carr College of Nursing building after 5:00 p.m. and during weekends, the following are sequential steps to obtain campus security assistance:

- Call the Office of Public Safety at 501-279-5000 (or x5000 if using a campus phone).
- If there is no answer at 501-279-5000, call the Operator (501-279-4000) and ask the

operator to notify the Office of Public Safety.

While in the Carr College of Nursing building, students should maintain locked doors at all times after 5:00 p.m. Doors to the outside are NOT to be propped open for convenience. It is the responsibility of all students to help with security in the evenings. If anyone is in the nursing building who should not be or if someone is being disruptive, the Office of Public Safety should be notified immediately. Phones are available throughout the building.

HCCN encourages students to practice safe behavior on and off campus:

1. Whenever possible, travel in pairs. Students are encouraged to ride with other students to all clinical experiences.
2. When traveling, let someone know where you are going and when you plan to return.
3. If you feel unsafe on campus for any reason, at any time, call the campus Office of Public Safety (501-279-5000) immediately. The campus Public Safety officers are available to escort you to your car, dormitory, or apartment at any time. If you need an escort, call the Office of Public Safety 10-15 minutes before you plan to depart.
4. Maintain a positive, confident posture and demeanor. Always know where you are going and how to get there. Keep your head up and be aware of your surroundings.
5. When approaching your car, remember to look around and under the vehicle, and in the back seat before entering the car. If you see anything suspicious, return to the building and call the Office of Public Safety.
6. Students may want to enroll in self-defense classes or learn martial arts. Mace or pepper spray is also a good self-defense choice for some students.
7. Students may sign up for free, automated cell phone text notification (and email) of emergency situations potentially affecting the campus. (See the Office of Public Safety website, <https://www.harding.edu/life-at-harding/campus-safety/>).
8. Alternate phone numbers needed for backup will be provided through email by Public Safety in the event of an unforeseen crisis.

HEALTH CARE MISSIONS WITH HCCN

The health care missions program is an integral part of the Harding University Carr College of Nursing program and is congruent with the mission of the University. The program seeks to offer high quality domestic and/or international health missions experiences that will lead to a broader global perspective and a lifetime of ministry through Christian service. While not required, the goal of the program is to provide every nursing student an opportunity to experience healthcare in domestic and/or international settings alongside health mission role models.

General Requirements for All Health Care Missions Trips

1. Complete an application to participate.
2. All nursing participants must receive a positive reference or recommendation from Carr College of Nursing faculty to participate in an HCCN-affiliated trip. The Health Missions Committee will obtain this information from faculty for nursing majors. Students with other majors must have a positive reference or recommendation letter sent from a full-time Harding University faculty to: Health Missions Committee Chair, HU Box 12265. Deadline for all letters is September 15.
3. Students participating in a HCCN healthcare mission trip must meet the following criteria:
 - Must be in good academic and social/ethical standing with Harding University and the Carr College of Nursing (not on academic or social/ethical probation); exceptions to be made by approval of the Dean.

- Must have a nursing (or other field of study) GPA of 2.5 or greater;
 - Must have successfully completed all the prior semester's course work with grades of C or higher.
4. In some cases, the number of student participants may be limited by the nature of the work, local accommodations, and/or staffing. In the event there are more student applicants than openings for a trip, nursing faculty will prayerfully select students from the applicant pool with consideration of the following:
 - Requirement for degree plan. Students who are needing a field experience to complete requirements for a health care missions minor will be given priority.
 - Future opportunities. Students who are entering their final semester/final year of study, and who will not have future opportunities for participation, will be given priority.
 - Overall recommendations provided by references/faculty.
 - GPA. After consideration of all the above, in the event that students have equal need, and/or consensus cannot be reached by faculty members, the student with the higher GPA will be selected for the trip.
 - Applicants who speak Spanish will be given priority for trips to Spanish-speaking countries (e.g. Central or South America).
 - Finally, whenever possible, faculty will try to offer any student who meets the minimum qualifications for participation, but is not selected for their first choice, an opportunity for participation in a health missions trip where there are openings.
 5. If nursing or Bible classes are missed to go on the health mission trip, the HCCN Attendance Policy Guidelines must be followed. The student is responsible for contacting faculty in classes to be missed and clarifying expectations regarding missed course work. Majors in other fields must meet the University's and their department's attendance policy.
 6. Must attend **ALL** preparation meetings and complete **ALL** preparation assignments. Meetings range from weekly to monthly, depending on the time until departure.
 7. Must raise all required money by the set deadlines (varies by trip).
 8. Must obtain and maintain a valid passport. (Expiration must be more than six months beyond expected travel dates.)
 9. Must obtain and maintain USA major medical health insurance and foreign emergency evacuation and health insurance for the duration of the trip.
 10. Must sign an "Assumption of Risk and Release of Liability Form" and a "Power of Medical Attorney" form.
 11. Must fill out an "Emergency Medical and Health Information" form and complete all HCCN and specific country-required immunizations and for all countries through which travel is planned.
 12. Additional requirements/details for students to participate in specific health mission trips will be explained each year by the Health Care Missions Committee. All HCCN students are invited to attend as schedules allow.

Health Care Missions Trip Guidelines and Expectations

The following are guidelines/expectations for all students participating in a health mission experiences overseen by Harding University Carr College of Nursing (HCCN). The HCCN faculty and/or associates expect adherence to these guidelines. Any violation, either academic or ethical, will result in appropriate discipline. All policies from the current *HCCN Student Handbook* apply while on mission trips.

Student participants in health mission experiences are expected to do the following:

- Model Christ and display servant leadership in every situation.

- Abide by the instructions of the person(s) in charge of the group, whether that is a HCCN faculty person or a designated associate of the HCCN or the healthcare organization/mission.
- Abide by all guidelines outlined by the specific mission site.
- Abide by all guidelines reviewed in preparation sessions prior to the trip.
- Abide by HCCN and Harding University student codes of conduct.
- Participate in all preparation sessions for the designated mission experience.
- Demonstrate cultural sensitivity and respect for the customs and culture of the local people, for example in dress and in interactions with members of the opposite sex.
- No displays of affection that could appear romantic are allowed on HCCN-sponsored mission trips. Dating and romantic relationships are not the focus of mission trips and could be viewed as culturally inappropriate. No romantic or dating relationship with individuals of the host country are allowed.
- Stay on task and complete all assigned duties at the appropriate time without complaining and/or questioning. Concerns regarding assignments should occur only in a private session with the faculty or designated associate in charge.
- Participate in the clinical component of the experience as applicable by following the specific directions of the faculty or person in charge. Assignments are made with respect to the participant's level of preparation; however, it is the learner's responsibility to notify faculty or supervisor if they are not prepared to complete a task safely.
- Refrain from complaining about the food or accommodations that are provided for you. Remember you are the guest.
- Assist with all household tasks including food preparation, clean-up, laundry, or other responsibility as assigned by host or team leader.
- Be present for all meals, including breakfast, observe curfew for lights-out and get sufficient rest so that you can work effectively.
- Adhere to all prescribed medication regimens and promptly report any signs/symptoms of illness to the appropriate person.
- Spend appropriate time working on course requirements or learning outcomes as applicable, completing all assignments on time. Late work is not accepted.
- Function as a team player and demonstrate flexibility, sensitivity and consideration for patients, the missionaries, fellow students, and the faculty or designated associate in charge.
- Be present for and participate in all debriefing sessions and other group gatherings while on site or after returning to campus. Report culture stress to faculty or person in charge promptly.
- Demonstrate a Christ-like spirit of gratefulness and appreciation at all times, remembering you are an "Ambassador for Christ".
- It is the policy of the HCCN that patients treated during global medical mission efforts should be given the same privacy/confidentiality protections that apply to patients treated in the USA. Violation of this policy will be reviewed by the Dean for possible disciplinary actions.

Failure to Comply with Behavior Expectations

While participating in a health care missions experience, any student who chooses not to abide by guidelines outlined by the University, the HCCN, or the mission site can face serious consequences. The student may be subject to any or all of the following:

- Being sent home immediately (Decisions to send a student home are at the discretion of Harding faculty or representatives with or without consultation of partnering organizations, facilities, or staff.)
- Receive a failing grade for the course if being taken for credit

- Academic/ethical probation from the HCCN for the remainder of the nursing program.
- Dismissal from the nursing program
- Discipline from the University
- Prohibition from participation in future HCCN sponsored mission trips.

If the student is being sent home for disciplinary reasons, the student is responsible for paying return expenses including ground transportation, plane ticket penalties, schedule/flight change fees, and any other expenses incurred.

Health Care Mission Social Media Policy & Procedure

All written content, photographic or other images included in digital media for the Health Missions Committee should meet reasonable privacy, professional, and Christian standards. All media should fit within the vision, mission, and values of Harding University.

Procedure:

1. Prior to posting on any social media site, the image and/or content should be reviewed by at least two people, including a Harding University faculty member from HCCN or the Communication Sciences and Disorders (CSD) department.
2. Patients, staff, families and other vulnerable populations encountered during mission trips, must receive the same social media courtesy.
3. All images should be de-identified to the extent possible unless there is explicit permission granted.
4. The Health Care Mission Committee will maintain a file of approved photos from all mission sites where HCCN or CSD students serve.
5. Social media sites will be managed by the student representative for the Health Care Missions Committee with all posts/publications are subject to designated faculty approval.
6. The Health Care Missions TV located on the wall next to the stairwell will be managed by the Health Care Mission Committee with the assistance of HCCN and CSD staff.

Review Guidelines:

- Does the content or image fit with the Harding University mission, vision and values?
- Is the quality of the image adequate?
- Does the content or image illustrate evidence-based practice in the given setting?
- In clinical and non-clinical photographs are faces, or unique characteristics obscured? If not, is there documented permission (written or verbal) from the subjects or adult guardians of minors?
- Is there permission from the photographer to use their photograph?
- Are all images appropriate?
- Are they culturally sensitive? (perceptions of an image may be different cross-culturally)
- Are there any objectionable images?
- Are there any images that might be disturbing or offensive?
- Are there any images that might be perceived as making fun or shaming someone?

Supplemental Courses for Undergraduate Students Participating in Health Missions:

NURS 3440 - Health Care Missions Practicum may be taken by any student for variable credit hours when going on any international health mission trip.

- If taken to meet Health Mission Minor, a student MUST register for 1-3 hrs of NURS 3440 or NURS 3100 depending on the student's need, during the semester of the trip.
- If the student needs a global literacy credit, must register for 3 credit hours.
- Those students making trips between semesters are **REQUIRED** to take either NURS 3440

or NURS 3100 for at least one hour of credit in order to be covered by liability insurance while providing hands-on patient care. See Healthcare Missions Committee Chairperson for details.

It is strongly recommended that all BSN students going on health missions trips enroll or complete NURS 4130 - Health Care Missions.

Traveling Abroad: Health Considerations

Those students who plan to participate in any of the travel abroad or health missions programs will need additional immunizations and possibly additional lab testing/screening. These can be obtained at the student's local health department or at specified locations in Searcy. Specific immunization requirements and recommendations are determined by the country to which the student is traveling. The HCCN generally follows the CDC guidelines for travel outside the US. Malaria prophylaxis and specific health insurance in case immediate evacuation is necessary may also be required.

In order for students to participate in the travel abroad programs they must agree to abide by all health regulations. If a needle stick or other invasive injury occurs while a student is in a developing country site where HIV/AIDS is endemic, the student will be expected to follow the Infectious and Communicable Disease Policy which will be initiated by the HCCN faculty or another accompanying responsible adult.

Those students traveling into a developing country or assisting with relief efforts in natural disaster situations (e.g. hurricane, flood, earthquake) must be acutely aware that there are numerous water and food borne diseases in such locations. It is imperative that the student abides by all regulations outlined by the coordinator/s of these programs in order to remain healthy, reduce the risk of illness, and enjoy a quality learning experience.

Because TB is endemic in many countries in the developing world, students may be required to get a TB skin test (available through Harding Student Health Services) or a T-spot blood test before traveling. Follow-up TB screening may be required 4-6 weeks upon return to the United States. To verify adherence to TB screening requirements, the student must present appropriate documentation to the coordinator of the program when requested.

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Harding University Carr College of Nursing

Pre-Licensure Section



ACADEMIC ADVISING

While registration is done online, it is the student's responsibility to meet with the academic advisor at least once each semester to ensure the student is meeting requirements for remaining in the nursing program and that the student is progressing satisfactorily towards graduation. Each nursing student should bring their current degree evaluation to their advisor each semester while in the HCCN. The student is responsible for meeting all University and HCCN requirements for graduation.

Information related to program-specific advising and tracks is found in the program specific- sections of the *HCCN Student Handbook*.

Faculty Mentors

Each nursing student is assigned a faculty mentor upon admission to HCCN. The faculty mentor is available to the student to discuss any academic questions or concerns. Availability for appointments both face-to-face and virtual can be requested in-person or via email and is communicated to students through HU email, posted office hours, or online appointment schedulers. The faculty advisor may communicate with the student throughout the semester or academic year, and students should feel free to contact the faculty mentor for support.

Online Scheduler

The University has an online scheduler program to facilitate registration for classes.

APPLICATION AND ADMISSION INFORMATION

Nursing students must fulfill the University requirements for admission, progression, and retention, either as a beginning or transfer nursing student. These policies are in the *Harding University Catalog*, the *Harding University Student Handbook*, and the *HCCN Student Handbook*. Students are evaluated for admission to HCCN per pre-established admission criteria and requirements that include the Technical Standards below.

Admission Standards and Acceptance Criteria Policies for each program are included in the program-specific sections of the *HCCN Student Handbook* for each pre-licensure track (BSN, ABSN, MEPN/E-MEPN). Additional general information related to application and admissions is in the All Programs section of the *HCCN Student Handbook*.

Technical Standards

In collaboration with the National Council of State Boards of Nursing, HCCN has developed a list of technical standards which are essential for safe and successful participation, progression, and mastery of the Core Performance Standards of our nursing program.

Technical Standards

In addition to the academic requirements for admission, candidates for all program tracks must meet the technical standards (TS) that are foundational for providing safe and effective patient care. The Carr College of Nursing at Harding University has an ethical responsibility to ensure the safety of patients with whom our students come into contact. Technical standards are the required, non-academic skills related to observation, communication, sensory/motor, intellectual, behavioral/social and ethical, which are further described below.

Students should carefully review the technical standards and evaluate their ability to meet these

standards as described below. At the beginning of each semester, students will electronically initial and acknowledge that “I certify that I can meet the Technical Standards listed in this document with or without accommodation.” Students will also be asked to review and acknowledge the TS when returning from a leave of absence. The TS delineated below may be met with or without accommodation. Students who, after review of the TS, determine that they require accommodation to meet program requirements for safe nursing care, should contact the director of the Office of Disability Services and Educational Access (Email: DisabilityServices@harding.edu; Phone: 501-279-4019) to confidentially discuss their accommodations needs.

Technical Standards Domains and Descriptions:

Observation: A candidate must be able to observe demonstrations and experiments in the basic sciences and observe demonstrations in class, laboratory settings and clinical sites. A candidate must be able to observe and interpret presented information. A candidate must be able to observe a patient accurately at a distance and nearby. This standard necessitates the use of somatic senses or their functional equivalent.

Communication: A candidate must be able to communicate effectively and sensitively with patients, caregivers, and all members of the health care team. The purpose of this communication is to elicit and convey information, describe changes in mood, activity, and posture, and perceive and interpret nonverbal communication. These skills include the appropriate use of language and computer literacy.

Sensory/Motor: A candidate must have sufficient motor function to complete nursing procedures and tasks. Such actions require coordination of both gross and fine muscular movements, equilibrium, and use of the five senses or their functional equivalent. Examples of such tasks may include assessing patients by body system, taking accurate vital signs, giving injections, or inserting intravenous catheters.

Intellectual (Conceptual, Integrative, and Quantitative Abilities): A candidate must demonstrate a fundamental and continuing ability to use critical thinking and analytical skills both independently and in collaboration with a health care team, in order to synthesize knowledge, solve problems and explain health care situations. A candidate must always be fully alert and attentive in clinical settings.

Behavioral/Social: A candidate must demonstrate professional demeanor appropriate to his/her educational level. A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all patient care responsibilities. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. A candidate must be able to function within regulatory limits and modify behavior based on constructive criticism. A candidate must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in professional and advanced nursing practice.

Ethical Standards: A candidate must demonstrate the highest level of professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff

preceptors, patients, families, and all healthcare team members.

Applicants and students should be able to meet the physical and cognitive demands of the program and exhibit sound judgment. HCCN is committed to the development of future professional nurses who reflect the diversity of our patient communities, including nurses with disabilities. If a prospective or current student is unable to meet the technical standards for admission, the student is encouraged to contact the Harding University Office of Disabilities Services and Educational Access. The director of the Disability Services Office will determine, on an individual basis, in an interactive process with the student and HCCN, whether a reasonable accommodation or modification can be made. HCCN faculty are committed to supporting all students to achieve their educational and professional goals. Given the clinical nature of the program, additional time may be needed to implement accommodations. Accommodations are not retroactive; therefore, students are encouraged to contact disability services as soon as possible prior to or at the beginning of their program.

In addition to the technical standards, students may not be under the influence of any substance or medication (including, but not limited to medical marijuana) that can alter behavior, physical ability, or mental function. (See Substance Abuse Policy.)

Students who believe they require a disability-related accommodation to meet the technical standards described above should contact:

Disability Services and Educational Access (DSEA)

Website: <https://www.harding.edu/student-life/disabilityservices>

Phone: 501-279-4019

Email: DisabilityServices@harding.edu

Fax: 501-279-4059

Location: Student Center, Room 239

Mailing address: HU Box 12268, Searcy, AR 72149-5615

Health and Safety Documents Required for Entrance and Progression

Applicants must submit the documentation listed and described below. The required forms bearing the student's signature, evidence of compliance with all specified health requirements, and of current CPR certification must be received prior to entrance to HCCN. Before the start of each semester students should ensure all the necessary forms have been submitted to the appropriate person and are on file at HCCN. Students will be admitted on a "conditional status" until all of the documentation is completed.

Students will find the deadlines for submission and the individual to whom the documents should be submitted listed in the program specific section of the *HCCN Student Handbook*. It is important students read and follow-through on email communications related to these requirements to ensure timely registration and smooth transition from semester to semester. (See communication section of the *HCCN Student Handbook*.)

All students, including those who are readmitted to the program, must present current evidence of the following:

1. **Upon enrollment, Handbook/Policies Acknowledgements and Agreement** (Submitted via Canvas each semester.)
2. **Immunizations** – Health care workers, including nursing students, are vulnerable to communicable diseases such as measles, mumps, rubella, diphtheria, pertussis, polio,

meningitis, varicella, influenza, hepatitis, and tuberculosis. These diseases may be prevented by appropriate immunizations and are therefore required for participation in clinical activities.

- a. Evidence of current immunizations: Tetanus, diphtheria, and pertussis (Tdap), MMR (measles, mumps, rubella), influenza vaccination, varicella (chicken pox) vaccine or history of varicella illness, and COVID vaccine series.
 - b. Evidence of hepatitis B vaccine series: The hepatitis B vaccine series is required for HCCN. These vaccines take 8 months to complete, and the series must be completed before the student begins clinical courses. **Note:** If 10 or more years have elapsed since the student received the hepatitis B vaccine series, the student must submit the results of a titer that indicates immunity.
 - c. Any student requesting an exemption from vaccine requirements will need to discuss an individualized plan with the person responsible for the admissions process (Director of Admissions or other Academic Advisor). Requests for exemption will be considered, but are not guaranteed.
3. **Annual Influenza Vaccine** – In compliance with clinical agency requirements all Level I and Level II students must provide documentation of receiving an annual influenza vaccination, usually available beginning in August.
4. **COVID vaccination** – Documentation of this series may be required by clinical agencies.
5. **Annual TB Skin Test (TST)** – In compliance with Arkansas Public Health Department guidelines, students are required to have two TB skin tests before entering HCCN and one TST annually thereafter. The skin test is read 48-72 hours after administration by a licensed healthcare professional. The test must be read by a person authorized to read TST results. A positive TB skin test will be resolved according to current CDC and agency protocols before a student is placed at a clinical site. T-SPOT® or TB Gold TB test (IGRA) are acceptable evidence of TB screening for all students, and are the required test (per HU policy) for all international students.
6. **Current CPR Certification** – All students (including those newly admitted) are to verification of current CPR certification (American Heart Association BLS Provider Course or equivalent). CPR certification includes one and two-rescuer adult CPR, child CPR, and infant CPR; use of an Automated External Defibrillator (AED); use of a bag-mask device; and assisting an adult, a child, and an infant with relief of an obstructed airway. CPR certification must include a hands-on skills validation component. CPR certification must be submitted upon admission and must be kept current. ACLS is not accepted as proof of CPR certification.
7. **Nurse Practice Act of the State of Arkansas** – All Level I and Level II students must verify knowledge/receipt of the Arkansas Nurse Practice Act. Each student will sign and submit via electronic process, a statement verifying knowledge of the Arkansas Nurse Practice Act and of the electronic/online address/link(s) to access it.
8. **Drug Screen** – All students are required to have a drug screen during the first semester of entry to HCCN. Instructions for completion will be provided to the student. (Please see the Substance Abuse Policy in the *HCCN Student Handbook*.)
9. **Criminal Background Checks Policy** – Some courses may require the student to undergo background checks or meet other security requirements. Clinical agencies require nursing students to undergo background checks prior to participating in clinical experiences in the agency. (Please see the ASBN laws included in the previous section.)

Liability Insurance

Applicants must have current liability insurance; this is paid through the clinical course fees. The liability insurance covers the student only when functioning in the role of a nursing student in clinical courses. If the student has a full-time or part-time nursing job, the work situation will not be covered by this insurance; the student will need to obtain additional personal liability insurance. Additional liability insurance may be purchased from the National Student Nurses' Association, as a member of the Harding Nursing Student Association (HNSA).

Program Expenses

Students should expect additional expenses from the time they enroll at the university or in their first nursing courses, until the end of the nursing program. Students may be required to purchase ebooks and/or other supplemental resources to support their learning, as required or recommended by HCCN. Scientific and professional books are continually updated and most have electronic resources. Rapid changes in health care necessitate new editions of educational resources that reflect those changes. Students enrolling in nursing courses are required to have a personal laptop computer. Specific requirements for textbook resources and supplies may be found in each course syllabus. Refer to the Carr College of Nursing section in the *Harding University Catalog* for a current list of estimated expenses. Course and program fees cover HNSA membership, liability insurance, and laboratory supplies that are essential for learning. Nursing students may spend more on textbooks because of the high cost of professional textbooks and/or related or supplemental materials.

Scholarships and Loans

There are several nursing scholarships available to students which are listed in the *Harding University Catalog*. Any student with financial need is highly encouraged to contact the Student Financial Services office. The program's Academic Advisor (e.g. Director of Admissions or Graduate Coordinator) may have information about nursing scholarships and application forms. Scholarships are awarded the spring or summer semesters prior to the next academic year. Students may be in need of small amounts of money to temporarily assist them in continuing in college; a fund exists through the University Student Association for small, short-term loans. Other financial assistance may be available through the military branches and professional associations.

PROGRESSION AND RETENTION REQUIREMENTS

General Guidelines for Student Progression

At the end of each semester a student's grades from the current semester are reviewed to determine if a student has attained the required grade for each course and is continuing to meet the minimum grade and GPA requirements for their program. At the end of each semester a student's grades from the current semester are reviewed to determine if a student is continuing to meet the minimum grade and GPA requirements. If a student does not meet these requirements, the student will be placed on academic probation in HCCN and may not be able to progress and/or continue in the program.

Passing Course Grade

Program-specific requirements for grading and progression may be found in the program-specific section of the *HCCN Student Handbook*. Course syllabi specify student learning outcomes, course requirements, assignments, and specific grading procedures/policies.

Students needing clarification about course grading policies should contact their course faculty/instructors.

Information About Grade Point Averages (GPA)

Cumulative GPA: The cumulative GPA is composed of every course taken by a student, regardless of whether or not the course is required for the nursing degree. A minimum cumulative GPA is required for admission to the nursing program, and must be maintained for continued progression and enrollment in the nursing program.

Nursing GPA: The nursing GPA is composed of all nursing courses and nursing prerequisite courses. Courses counted in the nursing GPA are specified for each program and may be found in the program specific section of the *HCCN Student Handbook*.

Specific program requirements, and a list of the courses included when calculating the Nursing GPA is included in the program-specific section of the *HCCN Student Handbook*.

Calculating GPA

The student's GPA is determined by dividing the number of grade points earned by the units attempted. For example, course grades are given the following values:

$$A = 4.00 \quad B = 3.00 \quad C = 2.00 \quad D = 1.00 \quad F = 0.00$$

Multiply the grade points by the credit hours for the course, add all the course points, and divide by the total number of credit hours.

Example:

Course	Credit Hours x Grade Point = Points Earned		
NURS 2030	3	B = 3.0	9
NURS 3630	3	C = 2.0	6
ENG 2110	3	A = 4.0	12
BOLD 2010	2	A = 4.0	8
BIOL 2410	4	B = 3.0	12
15 total hours		47 total points earned	

Divide total points by total credit hours: $47 / 15 = 3.13$ GPA

Efforts to Support and Promote Student Progression

Many efforts to support and promote student progression have been developed by the HCCN faculty.

1. HCCN administration and faculty hold orientation sessions each semester for nursing students in order to promote communication between students, faculty, and administration.
2. The financial needs of students have been addressed by the procurement of several scholarships for nursing students. Students enrolled in HCCN, or those applying for admission, should apply for these scholarships, generally before March 2nd each year.
3. Activities to promote a community of learning and a supportive environment are planned by faculty and staff and all HCCN students are encouraged to participate.
4. Nursing students are strongly encouraged to become active members of the Harding Nursing Student Association, a pre-professional organization.
5. All nursing students and those pursuing a nursing degree receive information about their status in the program and other program requirements through many modalities (email, phone, et al.)

6. The student's Harding email address is HU's official method of communication. Students are responsible for regularly checking this address.
7. Commensurate with HCCN's belief that faculty are facilitators of learning, continual monitoring of student progression is maintained to facilitate all students' learning, including identifying students at risk for learning difficulties. Students desiring assistance with learning are encouraged to meet with course faculty, academic advisors, and to utilize the services described in the Student Support section of the *HCCN Student Handbook*.
8. HCCN faculty participate in HU's Early Alert and the CARE programs to facilitate students' academic success. These programs are designed to identify students at risk and to connect students to available support services. Students receiving an Early Alert email are to contact their course coordinator and/or faculty mentor as soon as possible.
9. All upper level students participate in HCCN clinical orientations at the beginning of each semester. This allows students time to refresh basic nursing care skills, enhance critical thinking and nursing judgment, improve medication safety, and further develop their communication skills.
10. An informational meeting for all incoming students is conducted by HCCN faculty and administrators.

Academic Probation Policy

A student placed on academic probation should expect to graduate at least one semester later than originally planned. The student should work with their program's academic advisor to develop a new plan of study.

The academic probation policy is as follows:

1. A student will be placed on academic probation within the Carr College of Nursing when any one of the following conditions exists:
 - a. The student receives a failing grade for any nursing course (NURS prefix) regardless of reason. **(Program-specific grading policies are outlined in the program-specific sections of the *HCCN Student Handbook*.)**
 - b. The student does not maintain the required, minimum nursing GPA.
 - c. The student receives a grade below a 'B' in Math 1110.
2. If a student has been placed on academic probation within the Carr College of Nursing, the following conditions will apply to the probationary period:
 - a. The student who has been placed on academic probation will be required to take a reduced nursing credit hour load of 13-15 hours the semester of probation. The schedule must include the course(s) to be repeated.
 - b. The student's academic schedule must reflect individualized stipulations specified in the probation letter from the Dean or designated program administrator
 - c. Admission into courses that must be repeated is based upon availability of openings. Probationary students will be placed as space is available.
 - d. The Carr College of Nursing leadership team may require a student to leave the Carr College of Nursing for one semester if the committee determines this action to be in the student's best interest. If and when the student returns they will be placed on academic probation in the Carr College of Nursing for that semester.
 - e. Courses are taken in sequence. Level I nursing courses must be successfully completed before the student can enroll in Level II nursing courses. No exceptions to this policy will be made.
3. The student on academic probation may be returned to good academic standing in the nursing program if **BOTH** of the listed conditions are met:

- a. The student earns a passing grade in the repeated nursing course(s), as well as all other nursing courses taken during the probation semester.
 - b. The student obtains the minimum nursing GPA required by their program.
4. A student will receive permanent academic dismissal from the Carr College of Nursing under any one of the following conditions:
 - a. Student does not earn a passing grade on the second attempt of a previously failed course. A student may enroll in the same nursing course a maximum of twice.
 - b. A student fails two or more nursing courses required for their degree. (An exception is made for students who incur their second course failure in the final semester, unless the reason for course failure, in the final semester, is for academic misconduct or an ethical violation. The two-attempt per course policy will still apply.)
 - c. Commits an academic misconduct class B sanction or incurs a second class A sanction. (See Code of Conduct and Academic Integrity Policies in the first section of *HCCN Student Handbook*.)
 - d. Does not complete the nursing program within four (4) years of admission into the Carr College of Nursing.
5. When a student who is on academic nursing probation and withdraws (W or WF) from any nursing course, that student will NOT be considered to be in 'good academic standing' within the nursing program, even if all other nursing courses that semester have been passed.
6. If a student's probationary status is due ONLY to a dropping of the nursing GPA below that required by their program track, the probation status will be removed at the end of the semester in which the student's nursing GPA exceeds the requirement. (A minimum passing grade may or may not sufficiently raise the nursing GPA.) The student will have one semester in which to raise their GPA to meet their program's requirement.
7. If the students' nursing GPA falls below that required by the program in the student's final semester, the student will still be permitted to graduate if all other requirements have been satisfactorily met.
8. Regardless of the overall nursing GPA, in order to graduate, the student must meet requirements for successful completion of all nursing courses (those with an NURS prefix) even if the failing course grade (a grade below that required for success in nursing course, as specified by the program's grading policies) is earned in the student's (planned) final semester.
9. Students on academic/ethical probation may be advised not to participate in extracurricular activities and/or health care mission trips, if the timing of the trip or activity necessitates the student's absence from required classes or clinical experiences. If a student will miss a course or clinical experience due to an event or trip (e.g. HNSA meetings, ANSA, NSNA conferences, mission trips, non-nursing sponsored activities), the student should obtain approval from course coordinators for their absence in advance. Violations of this policy may affect the student's final course grade.

Core Performance Standards

Students are expected to develop and/or perform with accuracy essential skills for professional nursing in laboratory and clinical learning experiences.. The Core Performance Standards, like the skills described below, build on the Technical Standards required for admission and progression in the college of nursing. (See the Technical Standards Section in the *HCCN Student Handbook*.) The provided examples of clinical skills are not a comprehensive list; rather, the examples are meant to serve as a guide to help students understand non-academic course

requirements and expectations for the professional nursing role.

Technical Standards Domains with Descriptions	Exemplars of Each Domain:
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Observation: A candidate must be able to observe demonstrations and experiments in the basic sciences and observe demonstrations in class, laboratory settings and clinical sites. A candidate must be able to observe and interpret presented information. A candidate must be able to observe a patient accurately at a distance and nearby. This standard necessitates the use of somatic senses or their functional equivalent.

1. Must have vision and eye health. This must be maintained with physician visits if necessary
2. Must be able to adequately discern many sounds such as heart, lung and bowel sounds. Student must provide their own amplified stethoscope if hearing impaired.
3. Assess the patient environment for safety hazards.
4. Obtain accurate vital signs.
5. Perform a bedside assessment on an adult patient.
6. Recognize changes in patient status.
7. Accurately measure patient intake and output.
8. Evaluate a wound or incision for signs of infection or healing.

Communication: A candidate must be able to communicate effectively and sensitively with patients, caregivers, and all members of the health care team. The purpose of this communication is to elicit and convey information, describe changes in mood, activity, and posture, and perceive and interpret nonverbal communication. This domain includes the appropriate use of language and computer literacy.

1. Obtain a health history from an adult patient.
2. Promptly convey patients' requests or concerns to the appropriate health team member.
3. Accurately document patient condition, nursing interventions, and patient responses in an electronic health record and/or a physical document including documentation of narrative nursing notes.
4. Provide basic education (fall precautions, diet/nutrition/fluid restrictions, disease process) to patients and their families effectively using teaching/learning principles.

Sensory/Motor: A candidate must have sufficient motor function to complete nursing procedures and tasks. Such actions require coordination of both gross and fine muscular movements, equilibrium, and use of the senses or their functional equivalent.

1. Safely reposition, transfer, or ambulate an acutely ill patient.
2. Be able to follow the National Institute for Occupational Safety and Health (NIOSH) guidelines, which sets the maximum lift per nurse at 35 pounds.
https://www.reliasmedia.com/articles/9596-niosh-sets-35-lb-limit-as-the-max-for-safe-lifts#.YqIKETO_oYGmail
3. Assist a patient with activities of daily living (toileting, eating, hygiene).
4. Maintain asepsis or sterile technique during basic and advanced nursing procedures (dressing change, Foley catheter insertion, medication administration).
5. Use, program, set, or re/calibrate medical equipment (glucometers, vital sign, telemetry, IV pumps/tubing, Oxygen, AED)

Intellectual (Conceptual, Integrative, and Quantitative Abilities): A candidate must demonstrate a fundamental and continuing ability to use critical thinking and analytical skills both independently and in collaboration with a health care team, to synthesize knowledge, solve problems and explain health care situations. A candidate must always be fully alert and attentive in clinical settings.

Behavioral/Social: A candidate must demonstrate professional demeanor appropriate to his/her educational level. A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all patient care responsibilities. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. A candidate must be able to function within regulatory limits and modify behavior based on constructive criticism. A candidate must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in professional and advanced nursing practice.

Ethical Standards: A candidate must demonstrate the highest level of professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff preceptors, patients, families, and all healthcare team members.

1. Accurately calculate medication dosages.
2. Develop an organization plan for the day to effectively deliver patient care.
3. Use the steps of the clinical judgment process, including the collection and evaluation of patient history and physical exam findings to create a care plan that addresses fundamental patient needs.
4. Individualize patient goals and nursing interventions to address the complex nature of the human experience of illness.
5. Anticipate potential problems and take action to avoid harm and support patients' and families' well-being.
6. Select credible, scholarly sources to support rationale for clinical decision-making and planning patient care.

1. Prepare for classroom, laboratory, and clinical learning by arriving on time, with necessary equipment and assignments.
2. Adhere to HCCN policies for dress code, attendance, and behavior at all times.
3. Complete clinical care assignments as directed and follow program guidelines for required supervision when performing skills (med administration, sterile procedures).
4. Maintain professional boundaries and demonstrate respect when communicating with patients, patient families, facility staff, and faculty.
5. Use both positive and negative feedback from faculty, patients, and facility staff to improve the quality of nursing care delivered.
6. Recognize limits of personal knowledge, skill, or ability and ask for assistance as appropriate.
7. Demonstrate self-awareness and a commitment to ongoing self-evaluation and improvement.

1. Identify ethical dilemmas in nursing practice.
2. Demonstrate caring behavior and concern for others.
3. Carry out all nursing assessments and interventions as documented and reported.
4. Maintain academic integrity in all classroom and clinical activities.

GRADUATION AND LICENSURE

Graduation

During the next-to-last semester (2A/Level 2) students must file a “Request for Degree” form with the Registrar’s Office, including a degree evaluation audit signed by the student and their advisor. The student is also encouraged to register with the Alumni Office.

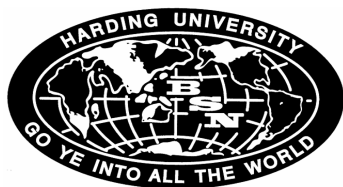
Graduation and Licensure Expenses

During the semester of graduation, the student can expect from \$500 to \$1,000 additional expenses for licensure preparation and application, and other graduation expenses. Prices vary and exact information is available at the beginning of the graduation semester.

Nursing Pin

The official Harding University Carr College of Nursing pin since the first class (1977) is presented to the graduate during one of the ceremonies described below. The pin represents the degree the student has earned. The Carr College of Nursing pin is part of the graduate's uniform. If the graduate’s nursing pin is lost, the graduate may purchase another pin by directly contacting the Dean's Office in the Carr College of Nursing.

BSN Pins



1977- 2010

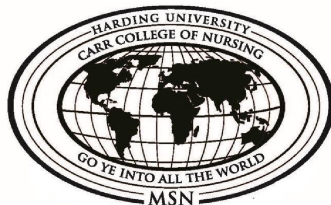


2011- 2014



BSN 2015-present

MEPN Pin



MSN 2023- present

Pinning and Hooding Ceremonies

The Pinning and Hooding Ceremonies are a special time to celebrate the graduates’ completion of the program and to honor their families. It is held the day before commencement for Fall and Spring Graduates and during finals week for ABSN graduates. All nursing graduates and their families are encouraged to attend. The appropriate nursing pin will be presented to the nursing graduates at the ceremony, along with professional awards, and the graduate hood (MEPN graduates only). Award recipients receive plaques and their names are placed on plaques in the Carr College of Nursing.

NCLEX-RN® Licensing Examination

Following graduation, the National Council of State Boards of Nursing (NCSBN) offers a national computerized test, providing the opportunity for a graduate to become a registered nurse. The test is called the NCLEX-RN® and is given in every state and eligible U.S. territory. Approval to be academically eligible to take this examination rests with the Dean of the Carr

College of Nursing. The Arkansas State Board of Nursing, or its equivalent, makes the ultimate eligibility decision following graduation from an approved nursing program such as HCCN.

The graduate may take the test in any state provided the applicant meets the state's eligibility and approval requirements; the national testing service or U.S. territory also makes testing slots available. All students may obtain the National Candidate Bulletin and State Board of Nursing addresses and electronic links from the NCSBN (www.ncsbn.org). Each student is responsible for obtaining their own application. This information is reemphasized during the semester of graduation. Assistance in regards to applying to any state for licensure will be discussed early in the last semester before graduation. All correspondence, if not online, can be sent through the Dean's office for the student applying for licensure.

Arkansas DACA Statement

Students or potential students who are not US Citizens should check with the State Board of Nursing to determine eligibility for licensure as an RN. Feel free to contact the Dean of the Carr College of Nursing, if you have concerns or questions (nursing@harding.edu)

Arkansas Application

Effective 5/1/2002, all persons seeking initial licensure as a nurse in Arkansas are required to undergo Federal Bureau of Investigation (FBI) and Arkansas Criminal Background Checks. The background checks shall be completed no earlier than 12 months prior to the application for licensure by examination. Early in the student's final semester in HCCN, the student will obtain LiveScan digital fingerprint scan directions from the Dean's office. The Arkansas Criminal Background Check Form must be completed according to specific guidelines (see online) and every question on the form must be answered truthfully. The Arkansas State Police will send the criminal background check results directly to the Arkansas State Board of Nursing. Applications for the NCLEX-RN® will not be processed until the FBI and Arkansas Criminal Background Check results are in the Arkansas State Board of Nursing's office. The state's website (www.arsbn.org) will contain current licensure application information and nursing practice laws. Students are encouraged to check the site often for updated information.

Applications for States Other than Arkansas

Students seeking initial licensure in states other than Arkansas are responsible for following the individual state's regulations regarding criminal background checks. The student must complete that state's NCLEX-RN® application form as directed on the application and usually must bring the completed form to the Dean's office. If indicated, the form will be mailed from the Dean's office.

Transcripts

Official transcripts required by each state for initial licensure are available to be sent from Harding's Registrar's Office following graduation. Requesting a transcript must be done by the student; no other person or University employee may request a transcript for a student. For initial licensure the Transcript Request form will come from the Dean's office the last semester before graduation. If additional copies of the transcript are needed, the student can fill out a request for transcripts through Pipeline, indicating the transcripts should be sent "after degree conferred". NCLEX-RN® test results will not be released without an official transcript. Occasionally a transcript is withheld; the graduate must contact the Registrar's Office should this occur.

State Application Fees/Deadlines

All applications require a monetary fee designated by each state's law and by the NCSBN. All

national and state application deadlines must be met to be eligible to take the NCLEX-RN®. If not sent from the Dean's office, the student is urged to send all applications by certified mail.

Temporary Permits

In Arkansas, the graduate will not be issued a temporary nursing permit until the FBI background check is complete, and the graduate is registered for testing. Temporary permits are time-limited and become void upon a decision of "pass/fail" of the licensure examination. Currently, in Arkansas, a temporary permit is issued for a new graduate for 90 days; an extension of the permit is not available. In Arkansas the new graduate must take the NCLEX-RN® during the time of the permit. Temporary permits may not be available in all states or may have different eligibility/regulatory requirements.

GENERAL COURSE POLICIES FOR PRE-LICENSURE PROGRAMS

Course and Clinical Attendance

Attendance in Online Courses

At the start of each semester, students **MUST** login to each course by the **FIRST** Friday by 1pm of the semester. Failure to login to the course by the first Friday by 1pm will result in being automatically dropped for the course through Canvas. This occurs automatically and ensures the student attends all classes for which they are registered.

Students are expected to frequently login to the course in Canvas (ideally daily). This will ensure the student receives announcements and updates in the Canvas platform. All course assignments must be completed and individual course learning outcomes attained to pass a course and to meet requirements that prepare students for the licensure examination and for nursing practice. It is the individual student's responsibility to keep up with their courses in the Canvas platform.

Course faculty or instructors may require synchronous live or video sessions for students. Requirements for synchronous activities will be reviewed in course orientations and the syllabus.

Online Course Exams may include remote or in-person proctoring as required by the program or as stated in the course syllabus. Additional information about testing can be found on the Missed Examination Policy in the *HCCN Student Handbook*.

Attendance in Theory Courses and Related Learning Activities

Professionalism in nursing practice requires accountability and responsibility in course and clinical attendance. **Regular attendance is expected of all students for the entire class period, labs, or learning activities.** Two tardies will equal one absence. Please refer to behavior guidelines and expectations outlined in the first section of the *HCCN Student Handbook*. Students may be permitted a specific number of absences according to the program type and meeting frequency of the course.

When the course faculty notices a pattern of excessive absences/tardies, the faculty will confer with the student or inform the student in writing (e.g. HU email or Student Conference Record). After the initial warning, if absences/tardies continue such that the student violates the policy or

is going to fail the course, the faculty will advise (on record) the student to officially drop the course with a 'W'. If the student does not drop the course, the student will be dropped from the course with a grade of 'WF' per University policy. Copies of this communication will be forwarded to the HCCN Dean and the Associate Provost, and a copy will be placed in the student's file at HCCN.

All students must obtain prior approval from course coordinators of required nursing courses prior to planning health care mission trips or activities such as HNSA, ANSA, or NSNA meetings and non-nursing sponsored activities, etc., which involves missing class and/or clinical learning experiences. If a student must be absent from or late to a classroom or learning center session, the student must notify the appropriate course faculty prior to the scheduled learning session. Makeup work is at the discretion of the faculty.

Attendance in Clinical or Other Designated Clinical Experiences

Absence from clinical or any designated clinical experiences (transition and orientation sessions, simulations, pre and post conferences, wellness screenings, etc.) without prior faculty notification will result in a failing grade for the clinical/lab portion of the course. Failure of the lab/clinical portion of a course results in failure of the entire course. Leaving a clinical activity (including observational activities) prior to the designated time results in failure of the course.

Notifying Faculty of Absence

In case of illness or any other situations affecting the student's ability to attend a clinical experience, the student is expected to call the faculty (follow instructions given by course coordinator) and the clinical preceptor (if required by course) to report the absence/tardy prior to the time the clinical experience is scheduled. The clinical faculty must be notified directly by the student in the event of absence or tardiness from any assigned clinical learning experience prior to the beginning of the experience. Sending notification by another student is not acceptable.

Approved Absences from Clinical Experiences

An approved absence constitutes personal contagious illness including fever, vomiting, diarrhea, or respiratory symptoms within the past 24 hours or family emergency (death, serious accident or sudden, severe illness of an immediate family member.) Absence from the clinical learning environment, beyond 12 hours, regardless of reason for absence, will require repetition of the entire course. Absence (approved) from any activity designated clinical experience will be made up by an equivalent experience assigned by the clinical faculty. Arrangements to make up the missed clinical experience(s) are to be initiated by the student on the first day back to class. There is no guarantee the clinical makeup experiences can be provided, due to clinical agency policies and time constraints. If a student is unable to make up clinical requirements in the timeframe determined by faculty, the entire course must be repeated at the student's expense.

Clinical Concerns	Consequence
Unexcused Clinical Absence: Student fails to notify faculty about absence and/or does not meet the requirements for approved absence. (See approved absences.)	Failure of clinical course
Approved Clinical Absence: Student notifies faculty prior to absence and presents a note from healthcare provider verifying illness or for family emergency.	May be able to make up one experience, but more than one is not guaranteed.

Tardiness to clinical site or specified meeting location at beginning of the clinical or after a break.	First time – Verbal warning at time of occurrence, followed by a written warning documented on the Breach of Conduct form or Student Conference Record. Second time – Failure of the course (theory and clinical).
Incomplete Clinical Preparation: The student must complete all assigned pre- and post- clinical work by the assigned deadlines. Failure to complete pre-clinical work prior to the start of the clinical experience or failure to complete post-clinical assignments prior to the next clinical day are considered as incomplete clinical preparation.	First time - Verbal warning at time of occurrence or upon discovery, possible removal from assigned clinical location until preparation is completed, incurring a tardy for the clinical experience. A grade of zero is assigned for the weekly grade on clinical work or unsatisfactory and performance reflected on the CET. A written warning documented on the Breach of Conduct form or Student Conference Record. Second time – Failure of the Course (theory and clinical).

Definitions of absences and tardiness are provided in the All Program section of the *HCCN Student Handbook*.

Additional policies related to attendance are found in the All program section and in the program-specific section of the *HCCN Student Handbook*.

Testing

Test Administration Policy

Enrollment in HCCN courses implies acceptance of the Codes of Academic Conduct and agreement to abide by the terms and spirit therein. Cheating in any form constitutes Academic Misconduct and is not tolerated. (Refer to the Behavior Guidelines and Academic Integrity Policies described in the *HCCN Student Handbook*.)

The following guidelines will be enforced during all course testing sessions in the HCCN:

- No food or drink items are allowed in the student's possession.
- No caps, hats, or other head coverings are permitted.
- ALL electronic devices (including, but not limited to, cell phones, smart watches, earbuds, sunglasses, and smart glasses) not related to testing must be placed in a designated area in the room, and cell phones should be turned-off or silenced.
- Backpacks, book bags, and all other personal items must be placed in a designated area in the room.
- Students may be subject to assigned seating arrangements.
- Students will be given all necessary items (test booklet, pencil, calculator, etc.).
- Blank paper may be provided at the discretion of the faculty. The faculty will collect all scratch paper at the end of the exam.
- Students will remain in the testing room until finished with their individual exam (except in the event of an emergency).
- Students must maintain a quiet environment until all students have completed the exam.
- A student arriving late for an exam, at the faculty's discretion, may be allowed to take the exam, but will have only the amount of time remaining in the regularly scheduled timeframe to complete the exam. If any student in the class has completed the exam and left the room prior to the arrival of the late student, the late student will not be allowed to take the exam.
- During computerized testing, under no circumstances are students allowed to talk or access e-mail, websites, or any programs other than the current exam. If that should occur, the student will receive a zero for that exam.

- Students must complete all take-home exams individually and without outside assistance unless stated otherwise in the assignment guidelines. Copying any portion of a take-home exam or sharing take-home exam information or answers constitutes academic dishonesty.
- Faculty reserves the right to investigate any suspicious activity (including emptying pockets, baring arms, etc.), including suspicious activity observed/reported by a test proctor administering an exam for the faculty.
- During testing sessions in the Harding University Testing Lab, students must comply with Testing Lab policies.

Test Review Policy

Paper or computer tests may be reviewed in the faculty's office with faculty present at all times and for a maximum of 20-30 minutes. The review **MUST** take place prior to the next scheduled exam. No student is permitted to review past exams once the date for the next exam passes; therefore, students are encouraged to schedule a time for test review with course faculty, promptly. Only the student's incorrect test answers and individual results may be reviewed. This does not include referencing the textbook or student notes. Student's personal belongings are to be placed in a secure area during the test review. Students may not have any writing utensils or electronic devices present. All cell phones, smart watches, ear buds, and any other electronic device will be turned off and placed on the desk in view of the student and faculty.

Note: Students who score < 80% on an exam are strongly encouraged to review the exam with the faculty prior to the next scheduled course exam.

Missed Examination Policy

In order for students to make up a missed exam (including a missed validation), they must personally notify the course faculty prior to missing the exam; if missing due to illness, documentation from the healthcare provider must be provided to the faculty prior to taking the exam. Students who have not previously notified the faculty of an absence will not be allowed to make up the missed exam, resulting in a grade of zero for that exam. Failure to take an exam within the designated time will result in a zero for that exam. The only HCCN approved absences are for personal contagious illness (fever, vomiting, diarrhea or respiratory symptoms within past 24 hours), medical procedure, accident, or death of an immediate family member. The wedding of an immediate family member may be excused with notice given to the faculty within the first week of the semester. University sponsored activities approved by the HCCN Dean or Office of the Provost are approved absences. The student will receive a zero for the exam if the faculty member is not notified, regardless of the reason for the absence. Make-up exams may be the same exam or an alternate exam.

The student is responsible for scheduling the make-up exam with the course coordinator and for being present at the scheduled time and place to take the exam. The student must present their Harding University identification badge in order to take the exam. Test Administration and Review Policy guidelines apply in make-up exam situations. Times and locations will be announced at the beginning of each semester. (The individual course coordinator is responsible for scheduling and administering make-up examinations at any other time.)

HESI Exam Substitution Policy

A course HESI exam grade may be substituted for the lowest unit exam grade within the course. The HESI exam grade may **NOT** be substituted for the Final Exam grade in a course- only unit exams. The HESI score will count as a course assignment grade, regardless of whether it

substitutes for an exam. The HESI exam will not be allowed to replace any exam grade lowered due to Academic Misconduct or unexcused absence.

Program-specific requirements for HESI Remediation are specified in the Progression and Retention section of the program-specific policies within the *HCCN Student Handbook*.

Late Assignment Policy

All assignments are due by the date and time stated in the syllabus or on the course schedule. Any assignment turned in after the specified date/time will be considered late. Defer to the course syllabus on whether any late work will be accepted. Late work may be subject to a point deduction at the discretion of the course coordinator; such penalties are outlined in the syllabus. Late work related to clinical preparation is subject to the policy specified in the Clinical Attendance policy of the *HCCN Student Handbook*.

Use of AI in Academic Work

Development of clinical judgment, effective written and oral communication, and appropriate evaluation and application of research are necessary for the student's preparation as a professional nurse. Therefore, students are prohibited from using artificial intelligence (AI) to complete assignments (work submitted for a grade) for any course or pathway at HCCN without the explicit direction of course faculty. This includes utilization of AI tools (like ChatGPT, Copilot, Gemini, image generators, coding assistants, predictive text, or advanced editing software, like Grammarly Premium) to generate, draft, paraphrase, summarize, or substantially edit any portion of an assignment. Use of AI may be evident when student papers include fabricated sources or references, content not requested in the assignment, terminology the student is unfamiliar with, or incongruent data/facts about patients or other entities including assigned sources. Students using Copilot in Microsoft Office 365 applications (Word, PowerPoint, et al.) or Google are responsible to evaluate applications and ensure AI-driven features are disabled when creating written assignments or other work for submission. Utilizing AI to complete an assignment, without the teacher's directive to do so, constitutes cheating and is in violation of HCCN's and Harding University's Academic Integrity policy. (See Code of Conduct.) HCCN has adopted a tiered strategy to address AI violations.

Level One: Students will meet with the course coordinator of the course in which the student committed the infraction. The course coordinator will review the infraction, subsequent penalties within the course, and counsel the student regarding AI use in all HCCN courses. The student will sign a conference record, which will then be reviewed by the Dean and the Assistant Dean of Student Affairs (as well as the program director of the student nursing pathway). This record will then be placed in the student's file for future reference. (Note: If a student lists any fabricated resources/resource entries or fabricated data/factual content or other incontrovertible evidence of AI use, the issue may be treated as a Level Two offense, per the discretion of course faculty.

Level Two: The student will meet with the course coordinator to review the infraction, discuss course assignment penalties, and sign a 2nd conference record regarding the unauthorized use of AI. Because this is a 2nd offense of unauthorized use of AI, the student will be given an academic misconduct, Level A, to be filed with the provost's office.

Level Three: The student will meet with the course coordinator to review the infraction, discuss penalties for course assignments, and sign an additional conference record regarding the unauthorized use of AI. Because this is a 3rd offense of unauthorized use of AI, the student will

be given an academic misconduct, Level B, to be filed with the Provost's office. The student will be subsequently dismissed from the nursing program, unable to complete any additional studies with the Carr College of Nursing.

Student Employment/Work Policy

As HCCN programs have very demanding curriculum, students are generally advised not to work while enrolled in classes. Students who are employed during their program should limit their outside work to <20 hours/week during the school year, if possible. Students are responsible for ensuring their jobs do not interfere with their academic responsibilities. Clinical hours may include evening, night, and weekend shifts, and no exceptions to the clinical rotation schedule will be made for employed students.

Students are NOT permitted to work the shift prior to their assigned clinical experience to ensure they are alert and ready to provide safe patient care.

Clinical dates and times may be subject to change, and all students need to make family arrangements and work/schedule adjustments in order to attend evening or night shift clinicals as assigned/required.

General Clinical Policies

Students are expected to adhere to the following clinical policies. These expectations reflect current employer practice expectations.

Physical Examination of the Human Body and Practice of Nursing Procedures

Learning situations throughout the nursing curriculum require viewing and touching anatomically correct simulated models, viewing human anatomical parts in textbooks and on slides, videos, DVDs, or interactive computer programs, performing complete physical examination of patients (adult and child) and/or classmates, and discussing/documenting assessments using professional terminology. Students who experience difficulty with these learning situations have a responsibility to contact the course coordinator and discuss their concerns.

Patient physical assessments/examinations and interventions are required in multiple nursing courses. Students in clinical learning situations function in a nursing role which includes assessment/examination of body systems including but not limited to integumentary, cardiovascular, respiratory, gastrointestinal, and reproductive systems.

Performance of Clinical Skills

Students in Level 1/Year 1 of their program are required to perform any invasive skill for the first time under the direct supervision of their HCCN clinical instructor. For subsequent opportunities to perform a skill that has already been observed, the student will contact their clinical instructor and may receive permission to perform the invasive skill under the supervisions of their agency assigned nurse. Permission to perform an invasive skill with the agency nurse is granted on a case-by-case basis dependent on clinical faculty discretion and in accordance with agency policy.

Students in Level 2/Year 2 will notify their clinical instructor for any skill opportunity. Level 2/Year 2 students may receive permission to perform the invasive skill under the supervision of their agency assigned nurse based on faculty discretion and in accordance with agency policy.

Exceptions to this policy exist for NURS 4530/NURS 6230 and NURS 4550/NURS 6700 where students may not have a clinical faculty member present on site. Clinical Skill performance policy in these courses are outlined in the course syllabus and covered in clinical orientation.

No invasive procedures are to be performed on anyone without medical need (i.e. peers, staff, or instructors). Professional boundaries, Christian principles, and safe practice standards are to guide behaviors in all learning experiences.

Selecting Patient Assignments

Students are expected to maintain professional boundaries and adhere to Standards of Professional Performance and clinical agency requirements in all clinical learning experiences, including patient selection activities. Students are not to select/assign their own patient (unless directed to do so by clinical instructor) and should not be assigned to a patient who is their friend or relative. Students are not to select a patient for their peer or gather patient information for their peer. (Exceptions are made at the clinical faculty's discretion.)

Accountability

Students are expected to be punctual and fully prepared (including but not limited to preclinical written work and proper dress code) to meet assigned or delegated commitments and course requirements. Students are expected to provide the clinical faculty with opportunities to observe skill performance. Students are expected to maintain confidentiality according to ethical principles and HIPAA law. Choosing not to be accountable in these areas may mean exclusion from class or clinical experiences.

Accountability also includes protecting peers and patients from communicable illness. This includes notifying the clinical faculty if the student is experiencing fever, vomiting, diarrhea, or respiratory signs or symptoms within the past 24 hours or if they emerge during clinical.

Student Parking

The clinical faculty will give students specific parking information relative to each clinical agency. Students are expected to park in the designated area(s) specified by each clinical agency. In many clinical agencies, parking space is limited. Students are encouraged to carpool whenever possible. Violation penalties may result in monetary fines as well as disciplinary action through the HCCN as well as the clinical agency. Students who are also employees in a clinical agency may not use employee parking privileges while functioning in the student role in that agency.

Personal Belongings

To protect personal belongings, students are urged to leave books, purses, and other personal items locked in the car or at home. Carry small needed items in uniform/lab coat pockets. NOTE: Neither Harding nor clinical agencies are responsible for lost or stolen items, including jewelry.

Break or Meal Time

The following process should be implemented when taking scheduled breaks while in clinical:

- Inform the clinical faculty or charge nurse when leaving the unit.

- Arrange with another student or staff member to care for the assigned patient(s) during the absence.
- Adhere to the general guideline indicating that break time is 15 minutes for every four hours in the clinical area. If needed, faculty will provide more specific information per clinical experience.
- Follow the faculty's guidelines about meal arrangements, if applicable. Meeting relatives or friends for breaks or meals is not permitted.
- Do not leave the clinical area early as a substitute for not taking a break or time for a meal.
- Leaving the agency during breaks or mealtime is not permitted without instructor approval.

Hand-off Communication/Change-of-Shift Report

When the student is beginning their assignment for the day/shift, notify the charge nurse/primary nurse of the following:

- name
- college (HCCN)
- patient(s) to whom assigned
- faculty's name
- time leaving
- clarification of student role
- level in program (e.g. sophomore/beginning, junior, senior)
- nursing care skills the student can/cannot perform (e.g. medication administration, IV insertion, dressing change)
- if and what the student will document
- any aspect of patient's specific care the student will not be performing (e.g. PEG tube feeding, trach suctioning, enema administration)

In patient situations when the student has completed their assignment for the day/shift notify:

- the clinical faculty,
- the charge nurse
- the person caring for the patient(s) after the student leaves.

Include in the report:

- the name(s) and room numbers/bed designation of assigned patient(s);
- care completed for the patient(s),
- diagnostic tests and therapies patient underwent/received, and
- observations/assessments made about the patient(s), including any special need/complaint (physiological, psychological, and spiritual) the patient(s) indicated.

The student **MUST** complete necessary charting/documentation before leaving the floor. **Failure to document care or to safely "handoff" or report at the end-of-shift may result in or be considered a breach in the code of conduct and/or academic misconduct (Refer to HCCN Code of Conduct and Academic Integrity Policy).**

Skills Lab and Simulation Policies

A complete guide to the policies and procedures for simulation can be found in the *Simulation Policies and Procedures Manual*.

Confidentiality for Simulation Scenarios

The simulation lab is a learning environment, and that disclosure of confidential information is a breach in the professional nurse code of conduct and the Harding University Carr College of Nursing Code of Conduct and Academic Integrity Policy. The simulation labs are a

nonthreatening and professional environment that aim to be a conducive learning space. Students and faculty are expected to behave professionally and maintain confidentiality of the scenarios, activities, and performance of their peers.

Actual patient information is not used in simulation scenarios. Patient scenarios are developed internally or obtained from simulation curriculum sources. Confidentiality of the scenario contents is to be upheld from student to student in order to keep the realism and critical thinking components at high regard within the scenarios; we must not share information about the scenarios with each other. Students are expected to remain professional and maintain the confidentiality of their fellow students during simulation scenarios. To this end, students are required to sign a confidentiality form stating that they will not discuss the scenarios, activities, and performances of their peers. A sample consent form can be found in Appendix B of the *Simulation Policies and Procedures Manual*.

The simulation program collects evaluations on simulation and learning activities. All evaluations are anonymous to maintain confidentiality.

Media Release and Consent for Simulation and Laboratory Experiences

Simulated clinical experiences and skill validations may be recorded or photographed. All skill validations and simulation video recordings are retained on a secured network. Recordings may be used for educational purposes, faculty review, academic partner review, public relations, advertisement, promotional, and/or fundraising activities. Recordings will be destroyed according to the Harding University Policy. The consent form is found in Appendix C of the *Simulation Policies and Procedures Manual*.

Uniforms and Dress Code Policies for Clinical Experiences

General Uniform Information

1. The official Carr College of Nursing uniform with the HCCN emblem is required for all Harding University nursing students.
2. The uniform must be identical to the selections approved by the Carr College of Nursing and purchased from the authorized uniform company.
3. All uniform tops and pants for both males and females must be black. A solid black crew neck short sleeve t-shirt or black dickie must be worn under the uniform top. Any exceptions to undershirts are at the discretion of the course coordinator and the clinical agency policy. The uniform pant hem should touch the top of the shoe and extend no longer than the top of the shoe sole. (No elastic or knit cuffed pants allowed.) Uniforms must fit correctly/properly in all circumstances through program completion.
4. The uniform is to be well maintained and wrinkle-free. A clean uniform is to be worn daily. To prevent transfer of microorganisms, it is to be changed as soon as possible after leaving the clinical area. The student uniforms are to be worn **only** for clinical courses, not other activities. An optional black long sleeve scrub jacket with the HCCN logo that has elastic sleeves may be purchased (from the approved vendor) to be worn at clinical but not during direct patient contact.
5. In the clinical setting the student is expected to wear the approved Carr College of Nursing uniform unless otherwise specified. Faculty will inform the student of acceptable attire in each clinical agency. If the agency's dress code is more restrictive than this policy, the student is expected to comply with the agency's policy. Choosing not to adhere to the Uniforms and Dress Code Policy could result in being sent home from clinical and/or referral to the Harding Vice President for Student Life/Dean of Students. See class syllabus for

specific class requirements.

Hose/Socks

Solid white or black hose or white or black socks covering above the ankle are to be worn. Support hose or socks are recommended. Sock color should match shoes.

Shoes

Shoes must be clean, solid white or black, professional looking, and leather. Shoes and laces must be kept clean. Shoes must have enclosed toes and heels for OSHA compliance. It is recommended that shoes have low heels or small wedges, have laces for tying, be easily cleaned (no mesh or fabric material or vent holes on outside of shoes), and have a non-slip tread.

Exceptions to the Official Uniform

Exceptions to wearing the official uniform are at the discretion of the clinical faculty.. Lab coats may be worn over non-uniform clothing when permitted by the clinical agency. The lab coat must have sleeves and be white, clean and wrinkle-free, appropriately display the HCCN emblem, and be worn with the appropriate ID badge(s).

General Appearance and Electronics Guidelines for the Clinical Area

1. Perfume, perfumed hairspray, cologne, after-shave, or other strong odors such as body odor and/or tobacco smoke are not permitted.
2. Gum chewing is not permitted.
3. Students may wear Sigma Theta Tau International Honor Society pins, Professional Nursing Student Association pins, and pins representing prior nursing institutions on their uniforms. No other pins, ribbons, or accessories are allowed on the uniform or ID badge(s).
4. For patient and student safety and to reduce the risk of infection or transmission of pathogens students must abide by the following:
 - **Fingernails:** Kept short and clean. Fingernail polish or acrylic/artificial nails, known to contribute to infections, are not allowed.
 - **Rings:** No rings are to be worn in clinical areas. The clinical agency and/or Harding University are not responsible for lost or stolen jewelry, including engagement or wedding rings.
 - **Earrings/Accessories:** No hoop or dangling earrings are permitted. Small (stud-type) earrings are allowed, only one earring per ear. Necklaces and bracelets (including ankle bracelets) are not permitted. No other visible body piercings are permitted (including tongue piercings). Follow the agency policy regarding tattoos.
 - **Hair:** Hair is to be neat and clean. If students have long hair, it is to be secured back off the uniform collar and up on the head with a non-ornate barrette or other appropriate hair-securing device. A black headband is allowed. Ribbons, bows, feathers, and extreme color or styles are not permitted. Hair should not hang in one's eyes or face, or fall down so as to touch the patient while one is working. Hair should be neatly trimmed or styled off the collar and free of extreme colors or extreme styles. Beards and moustaches are to be neatly trimmed. Clinical agency protocols regarding hair style, if more restrictive, must be adhered to by the student.
 - **Hands:** Hand hygiene is to be practiced at the following times and per agency

policy:

- Before and after every patient contact
 - At the beginning and end of your shift
 - When leaving the unit and upon return
 - After contact with contaminated items
 - Before and after eating
 - After using the restroom, covering a sneeze/cough, brushing your hair, and other personal care.
 - **Gloves:** Wear disposable (non-latex) gloves when in contact (or potential for contact) with blood or body fluids.
 - **Equipment:** Electronic devices and personal equipment (stethoscopes, clipboards, etc.) should be cleaned before leaving the facility.
5. Cell phones should be stowed at all times in patient care areas. Students should only use cell phones for clinical purposes (e.g. contacting clinical instructor). The student must follow all agency policies for cell phone use, and phones must be set in a mode that does not interfere with agency equipment. Interference with agency equipment being used for patient care (including mechanical ventilators, infusion control pumps, and telemetry) has been documented. No other electronic devices, for example, tablets, laptop computers, or smart watches are to be used in the clinical setting. Hospital computers should only be used for patient care purposes. See HIPAA policy for additional discussion and guidelines.

Photo ID Badge

- The Carr College of Nursing photo identification badge is obtained from the Harding University Office of Public Safety with a permission slip from the Carr College of Nursing assigned faculty or staff. The Office of Public Safety does charge a nominal fee to replace lost badges.
- The Carr College of Nursing Office Manager will hole-punch the badge and provide a clip.
- Newly admitted nursing students, students who have a name change, students whose badge becomes illegible, and students who lose their badges must contact the assigned faculty or staff member to acquire the official badge.
- The Harding University Carr College of Nursing identification badge is worn during all clinical experiences associated with Harding's nursing courses, including simulation.
- The Carr College of Nursing badge is to be worn with the picture facing outward only in Carr College of Nursing clinical agencies or at other times when the student is completing an authorized Carr College of Nursing assignment.
- The student ID badge may not be used while working in clinical areas as an agency employee or volunteer.
- Agency-specific ID badges may be required in some clinical agencies.
- The HCCN and agency badges must be returned to the clinical nursing faculty at the last clinical activity of the semester (CET).
- The badges will be returned to the student during the HCCN orientation at the beginning of the semester (pending verification of current status of required health and safety forms, current CPR certification, and updated TB skin testing).
- The badges must be returned to course faculty if withdrawing from the HCCN and/or the University.

Required Equipment for Clinical

Each nursing student will be required to purchase equipment and supplies deemed necessary in the clinical and lab setting. Additional items may be specified in the course syllabus. Students are required to have their own supplies including the following items:

- stethoscope
- sphygmomanometer
- watch with a seconds indicator (smart watch not allowed)
- penlight
- electronic devices with required clinical software
- pocket-sized metric ruler
- bandage scissors
- black or blue ballpoint pen
- course-specific clinical materials (i.e. copies of clinical manuals or protocols, etc.)

It is the student's responsibility to purchase these items, keep them in working order, and consistently have them ready for use in the clinical area.

NURSING ORGANIZATIONS

Nursing students have the opportunity to become a member of the Harding Nursing Student Association (HNSA) which is the local organization of the Arkansas Nursing Students' Association (ANSA) and the National Student Nurses' Association (NSNA). The Epsilon Omicron Chapter of Sigma Theta Tau International, a nursing honor society, offers membership to students who meet the organization's and chapter's criteria.

Harding Nursing Student Association (HNSA)

The Harding Nursing Student Association (HNSA) consists of nursing and pre-nursing students. Students work closely with elected faculty advisors. Active membership of all students is encouraged. Meetings are held monthly. The HNSA has a cabinet of officers consisting of a President, 1st and 2nd Vice Presidents, Secretary, Treasurer, Historian, Newsletter Correspondents, Service Project Director, Legislative Chair, Breakthrough to Nursing Director, and Fundraising Co-Chairs. The purposes of the organization are to inform the nursing students of current health care issues and to socialize them to the role of the professional nurse. The Harding Nursing Student Association and the Arkansas Nursing Students' Association (ANSA) work with the National Student Nurses' Association (NSNA) to initiate, change, and maintain quality in health care and a better state of living for all individuals through projects, legislation, and individual responsibility. HNSA members have opportunities to attend and serve as delegates to the ANSA and NSNA annual conventions.

Epsilon Omicron Chapter, Sigma Theta Tau (Sigma)

The Harding University Honor Society of Nursing, established in 1976, became the Epsilon Omicron Chapter of Sigma Theta Tau International in 1981. Sigma is an international nursing honor society recognizing excellence in nursing practice, leadership, academic achievement, and research efforts of nurses. An annual induction is held for qualified nursing students who have maintained a high scholastic average and have demonstrated outstanding achievement in nursing. Community nurse leaders, with a minimum of a baccalaureate degree, who have demonstrated marked achievement in nursing, are also eligible for membership. To be eligible for invitation into the chapter, nursing students are to:

- Be members of the A/BSN or MEPN nursing class of Harding University, having completed at least one half of the nursing curriculum.
- Have a minimum cumulative grade point average of 3.0.
- Be ranked in the upper 35% of their graduating class.

- Be in good academic standing with the Carr College of Nursing and Harding University.

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Harding University

Bachelors of Science in Nursing (BSN) Section



ACADEMIC ADVISING

Health Studies/ Pre-nursing Students

- Health Studies & Pre-nursing students are advised by the Director of BSN Admissions.
- Contact the Director of BSN Admissions through the online calendar (jcastleberry@harding.edu) a month before the university's advising period begins.
- A "Degree Evaluation" must be completed and filed with the Registrar when a student has completed 50 hours and prior to completing 60 hours. Students must meet with their advisor to complete this audit. This evaluation must be on file before the student can register for the following semester.

APPLICATION AND ADMISSION INFORMATION

Admission Standards

The standards for admission to the HCCN BSN program are as follows:

1. Being accepted for admission to Harding University.
2. Passing all required prerequisite courses for HCCN admission with a final grade of 'C' or higher. Only one 'C' is allowed in any 4-hour course.
3. The GPA calculated on the science and nursing courses:
 - a. CHEM 1010/1010L or CHEM 1040/1040L, BIOL 2400/2400L or BIOL 3200/3200L, BIOL 2405/2405L or BIOL 3210/3210L, BIOL 2410/2410L or BIOL 3400/3400L, NURS 3630, and NURS 2030 (when applicable)
 - b. Students may attempt a prerequisite course a maximum of three times.
 - c. A student's GPA equal to or higher than 2.78 earns admission consideration for unconditional admission.
 - d. A student's GPA between 2.5-2.77 may or may not earn consideration for the part-time conditional admission, and the student will be required to successfully complete NURS 3100- Nursing Success. The student who maintains a 3.0 in nursing courses after two part-time semesters may progress to a full-time track and unconditional admission to the program.
4. Completion of a HESI A2 Admission exam. The admissions staff will assist you in sitting for that exam and can direct the student to materials to prepare for the exam. The results of the exam are considered in the application process, a score >80% is recommended.
5. Applying for admission to the HCCN and submitting pertinent documents, including criminal background check, as required.
6. Patterns of prior academic success and behavior are considered in admission decisions. Additional considerations in the application process included, but are not limited to faculty references and a student's integrity, attitude, character, and work ethic.

Acceptance Criteria

All applicants are reviewed according to the following acceptance criteria:

- **Prerequisite GPA** – Total grade point average of all nursing prerequisites (total 22 hours).
- **Cumulative GPA** – Total grade point average of all college courses.
- Successful completion of all prerequisites (see nursing prerequisites below).
- A standardized admission test score, measuring a student's knowledge and understanding of prerequisite content, will be considered in the application process.
- References from nursing faculty and other prerequisite course faculty.
- Patterns of prior academic success.

All admission decisions are final and may not be appealed. The student does not have access to records related to admission. **Note:** Admission to Harding University and completion of prerequisite courses are NOT guarantees of nursing program admission.

Nursing Prerequisites

The following courses are required before admission to the Carr College of Nursing. A grade of 'C' or above is required in each course for consideration of admission. The Nursing prerequisite courses are listed below. Those courses (22 hours) calculated for the Nursing GPA are listed below with an '*':

*CHEM 1010/1010L or CHEM 1040/1040L	General Chemistry	4 hours
*BIOL 2400/2400L or BIOL 3200/3200L	Anatomy & Physiology I	4 hours
*BIOL 2405/2405L or BIOL 3210/3210L	Anatomy & Physiology II	4 hours
*BIOL 2410/2410L or BIOL 3400/3400L	Microbiology	4 hours
*NURS 2030/2030L	Health Assessment	3 hours
*NURS 3630	Pathophysiology for Nursing	3 hours

TOTAL 22 hours

** NURS 1000	Intro to Nursing	1 hour
ENG 1110	Intro to University Writing & Research	3 hours
FCS 3230/3230L or NURS 3020	Lifespan Human Development or Lifespan and Human Development	3 hours/2 hours
FCS 3310	Human Nutrition	3 hours
PSY 2010	General Psychology	3 hours
SOC 2030 or NURS 3010	General Sociology or Social Determinants of Health	3 hours
MATH 1200	Elementary Statistics	3 hours

TOTAL 18 or 19 hours

**CUMULATIVE TOTAL
40 or 41 hours**

**May be taken prior to admission OR in program

Health and Safety Documents Required for Admission and Progression

Please submit all health and safety documentation as directed by the Director of BSN Admission no later than March 2nd for Fall admission and October 2nd for Spring Admission. Failure to submit documents by the deadline may result in an inability to register for classes, delay the start of clinicals, leading to an unexcused absence, and/or prevent progression in the program.

Required Health and Safety Documents

- Handbook/Policies and Nurse Practice Act Acknowledgements and Agreement (Via Canvas)
- Drug Screen* (Instructions for completion are provided.)

- Criminal Background Check
- Record of Immunizations
- Current CPR certification
- Current TB skin test (TST) documentation (In compliance with Arkansas Public Health Department guidelines, students are **required to have a two-step TB skin test** before entering HCCN and one TST annually thereafter. Per HU policy, international students must get a T-SPOT® or TB Gold test upon entering HCCN.)
- Documentation of completed hepatitis B vaccine series or Hep B titer proving immunity.
Note: The hepatitis B series may take **8 months to complete**.

A complete description of the required health and safety documents may be found in the pre-licensure section of the *HCCN Student Handbook*.

PROGRESSION AND RETENTION REQUIREMENTS

Cumulative GPA: The cumulative GPA is composed of every course taken by a student, regardless of whether or not the course is required for the nursing degree. A minimum cumulative GPA of 2.0 is required for admission to the nursing program, and must be maintained for continued progression and enrollment in the nursing program.

Nursing GPA: To remain in the program the student must maintain a 2.5 GPA in nursing, including a grade of 'C' or higher in all nursing courses, and make satisfactory progress toward the degree, achieving a minimum nursing GPA of 2.50.

Nursing GPA Courses

All these courses (or their equivalents) are included in the calculation of a Nursing GPA:

CHEM 1010/1010L	BIOL 2400/2400L	BIOL 2405/2405L	BIOL 2410/2410L
MATH 1110	NURS 2030/2030L	NURS 3000	NURS 3630
NURS 3210	NURS 3620	NURS 3500	NURS 3450
NURS 3510	NURS 3540	NURS 3550	NURS 4200
NURS 4120	NURS 4530	NURS 4540	NURS 4550
NURS 4620			

(See GPA Information and Calculation in the Pre-licensure section of the *HCCN Student Handbook*.)

BSN/ABSN Course Grade Policies

The table on the next page provides a detailed description of all NURS course grading policies for BSN/ABSN. Course Grade Policies define the requirements for passing in NURS courses based on course exam averages, validations, clinical evaluation, et al. All NURS course syllabi include/align with these policies and may specify additional requirements as well.

2026-2027 HCCN BSN/ABSN Course Grade Policies HCCN course grade policies are designed to assist students to be safe and competent as well as to prepare them for the national licensure exam.	
Test Score Average for Nursing Courses	The total test score average must be $\geq 75.0\%$ without rounding, to pass a nursing course. If the test average is less than 75.0%, a grade of D is recorded for the course, regardless of the average on other class assignments. NURS 2100, NURS 3050, NURS 3620, NURS 3440, NURS 4130, and N4620 are excluded from this provision. Low Test Score – To optimize academic success and as part of academic accountability, students with a test average or individual test score $< 75\%$ are strongly encouraged to schedule a meeting with the Course Coordinator before proceeding with further course exams to discuss test taking strategies and to review the exam.
Achievement Tests	In preparation for program success and licensure preparation, the Achievement Tests, Diagnostic Tests, and Comprehensive Test results may be considered a score in courses with similar content and/or as designated by HCCN Committee. See course syllabi.
Validation Score for Nursing Skills Courses	A passing validation score must be $\geq 80.0\%$, without rounding for each graded skill or validation. A student can only revalidate three skills per course. Failure of the first attempt at a fourth skill results in failure of the course. At this point, the student cannot remain in the course; a grade of 'D' will be assigned. Each student is allowed three attempts at one skill or validation. The score earned on the first attempt is the score recorded. Two additional attempts per skill are permitted. If on the third attempt of an individual skill or validation the student is unsuccessful, a grade of 'D' is assigned for the course, and the student cannot remain in this course. This policy applies to all nursing courses with validations (e.g., NURS 3000, NURS 3620, NURS 3510). NURS 2030 is an exception: A passing validation score in NURS 2030 must be $\geq 75.0\%$ without rounding for midterm and final validations. Students in NURS 2030 who receive a score less than 75% will have two additional attempts on the midterm validation (3 total attempts). On the final validation, the student receives only one additional attempt (2 total attempts) to score 75% or higher without rounding. If the student passes a repeat validation attempt, for N2030, the validation grade will be recorded in the gradebook as a 75%.
Clinical Competency Score for Nursing Clinical Courses	The clinical written final test score and the clinical competency score are averaged and must be $\geq 75.0\%$, without rounding, to pass the nursing course regardless of other course assignment grades. In courses with one final clinical assessment, either clinical final or clinical competency, refer to each syllabus for specific course requirements.
Dosage Calculation Test Score for Clinical Courses	Students must pass a dosage calculation test administered in SafeMedicate for each clinical course as assigned. The dosage calculation test score must be $\geq 90.0\%$ without rounding in Level 1 and 100% in Level 2 to pass a nursing course. Three opportunities to pass the test will be provided. Refer to dosage calculation test requirements in the Student Handbook and individual course syllabi. Students who do not meet the required score within the allowed attempts must withdraw from the course. For students in their first semester, the dosage calculation test is assigned in N3620, but affects the outcome for the N3000 clinical course.
CET Score for Clinical Courses	Level 1: Achieve $\geq 75.0\%$, without rounding, on the clinical evaluation tool (CET) to pass the course regardless of other course assignment grades Level 2: Achieve $\geq 80.0\%$, without rounding, on the clinical evaluation tool (CET) to pass the course regardless of other course assignment grades.. At the final CET, any student evaluated as insufficient (0-4) in any single criteria/competency will receive a failing grade for the course, regardless of the overall score on the domain or CET.
Calculating Final Course Grade	When a student has successfully met all specified requirements (test average, clinical competencies average/validation score, and CET score) and has a minimum grade of $\geq 70.0\%$, without rounding in both the theory and practicum portions, the final course grade is calculated using total points. The final grade in all non-clinical courses is based on the total number of points earned in the course. In clinical courses, point distribution will correlate approximately with the designated theory and clinical credit hours. For example, in a <u>5-hour clinical course</u>, the available points correlate approximately to 3 theory credit hours and 2 clinical credit hours. In a <u>4-hour clinical course</u>, the available points correlate approximately to 3 theory credit hours and 1 clinical credit hour. A student who does not successfully meet all specified grading requirements receives a failing grade for the course regardless of the average on other course assignments.
Course Grade Scale	Once all specified criteria listed previously are met the following course grade scale is used to calculate the final course grade, which is then given to the Registrar's Office. 90-100 = A 80-89 = B 70-79 = C 60-69 = D,

BSN/ABSN Grading Policies Summary

- An average of 75.0% (without rounding) or higher on all class exams must be obtained to pass the theory portion of the course regardless of the average on written out-of-class or in-class presentations or assignments.
- A minimum grade of 70.0% (without rounding) must be achieved in both clinical and theory portions of the course to pass the course. If either portion is not passed, the student must enroll in both the theory and clinical portions of the course when it is repeated.
- A student who does not successfully meet **ALL specified requirements** (course exam avg, CET, skill validation average, et al.) receives a failing grade for the course regardless of the average on other course assignments.
- At least a "C" (70.0% without rounding) must be maintained in each nursing course designated by NURS in the Harding Catalog to progress toward completion of degree (BSN).

Progression and Remediation of Nursing Courses

Nursing courses are taken in sequence; students who fail or withdraw from a non-clinical or clinical nursing course should discuss their plan of study with their academic advisor. If a student is unsuccessful in a clinical course, they cannot progress to the next semester's clinical courses. Any Level I or Level II student who receives less than a "C" in any nursing course must successfully complete NURS 3101- Student Success, the semester following the nursing course failure. Enrollment in NURS 3101 is concurrent with the course being repeated. All students who score below an 800 on the HESI exam and whose final course exam average is <80% are required to enroll in NURS 3102- HESI Success, the next semester or summer to remediate the identified course content. Failure to complete the required remediation within the initiating semester will result in a failing grade ('D') for NURS 3102 and ultimately make the student ineligible for graduation unless NURS 3102 is repeated and the remediation is satisfactorily completed. In addition to the course they are repeating, any student in their final semester, who must repeat a course to meet the degree requirements for graduation, will be required to enroll in NURS 4620- Nursing Capstone Experience again to prepare for the NCLEX.

General policies for course withdrawal are found in the all programs section of the *HCCN Student Handbook*. Policies related to academic probation are found in the Pre-licensure section of the *HCCN Student Handbook*.

Additional BSN Course Policies

Attendance in Theory Portion of NURS Courses

The following tables outline the permitted number of absences from class periods for the BSN Program.

BSN Courses/Students			
Course Meetings per Week	Absences Allowed	Course grade lowered one letter grade with:	Student fails the course with:
1	2	3 absences	More than 3 absences
2	3	4 absences	More than 4 absences
3	5	6 absences	More than 6 absences

Absences from the classroom or learning environment are not designated as excused or unexcused, even for sickness; rather, students have a total allowance of absences for the semester based on the number of class meetings. The only exception is for absences excused by the Office

of the Provost or for HCCN-Sponsored events with prior approval of course faculty.

See the All Programs and Pre-Licensure Section of the *HCCN Student Handbook* for additional information about Attendance Policies, including those related to clinical.

Additional BSN Clinical Policies

Onboarding Requirements

Clinical agencies/facilities often have student onboarding requirements that are separate from the requirements of HCCN. Care Learning Requirements must be completed by the deadline and transcripts must be submitted to the course coordinator. Failure to meet course deadlines for agency or program specific onboarding requirements could result in the inability to attend clinical, receive an unapproved absence from clinical and/or course failure.

Dosage Calculation

Students must pass a dosage calculation test administered in SafeMedicate for each clinical course as assigned. The dosage calculation test score must be >90.0% without rounding in Level 1 and 100% in Level 2 to pass a nursing course. Three opportunities to pass the test will be provided. Refer to dosage calculation test requirements in the Student Handbook and individual course syllabi. Students who do not meet the required score within the allowed attempts must withdraw from the course. For students in their first semester, the dosage calculation test is assigned in N3620, but affects the outcome for the N3000 clinical course. Successful achievement of the designated passing score in the Dosage Calculation Test must occur prior to any medication administration in the clinical setting. Demonstration of the ability to administer medications safely is a clinical course requirement.

BSN CURRICULUM OVERVIEW

Curriculum Strands and Student Learning Outcomes

The curricular strands are integrated throughout the program. Students are evaluated throughout the program, through a variety of means to develop and ensure competence. At the completion of the **program**, the BSN graduate is expected to meet the outcomes and be competent in all the areas described below.

HCCN Program Learning Outcomes	
Strand	Outcome
Nursing Process	Provides person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and is culturally and developmentally appropriate and uses the nursing process as a basis for making evolving clinical judgements to restore, maintain, and promote health, and to prevent illness.
Critical Thinking	Uses critical thinking to Integrate established and evolving disciplinary nursing knowledge, knowledge from other disciplines, and a foundation in liberal arts and natural and social sciences, into holistic care of the patient.
Research	Synthesizes, applies, and disseminates research to support evidence-based nursing knowledge and practice to enhance quality of care, improve health

	outcomes, and transform health care.
Communication	Communicates and collaborates across professions and with care team members, patients, families, communities, and other constituents to optimize care, provide health education , enhance the healthcare experience, and improve outcomes.
Leadership	Engages in activities and self-reflection that foster personal health, resilience, and well-being, contribute to lifelong learning; and supports the roles of advocate, change agent, leader , and follower within the nursing profession.
Quality Improvement and Safety	Applies established and emerging principles of safety and quality improvement to create and support safe nursing practice that enhances quality of care and minimizes harm to patients and providers through both system effectiveness and individual performance.
Christian Principles	Cultivate a sustainable professional identity grounded in Christian principles that include a spiritual perspective, accountability, humility, curiosity, integrity, and caring behaviors reflective of Christian nursing's characteristics and values.
Global Perspective	From a global perspective participates in the delivery of population health care from prevention to disease management, through servant-leadership and collaborative activities with community partners; such as public health agencies, schools, health care systems, and others for the improvement of equitable local and global population health outcomes.
Stewardship	Coordinates resources within complex systems and situations to provide safe, quality, cost-effective, and equitable care to diverse populations.
Technolog and Informatics	Uses informatics and communication technologies to gather data, drive decision making, and manage and improve the delivery of safe, high-quality care in accordance with best practice and professional and regulatory standards.

Suggested BSN Curriculum Sequence

The Suggested BSN Curriculum Sequence represents the required courses for a Bachelor of Science in Nursing (BSN) degree at Harding University. Students are encouraged to participate in the numerous activities available at Harding University; flexible scheduling, including part-time status, is an option. Students are urged to meet with their faculty advisor/s for academic planning to enhance their academic progression and success.

Enrolled students use the classrooms and laboratories at the University and are placed in a variety of public and private agencies, which serve as clinical facilities. Graduates of the nursing program are eligible to take the NCLEX-RN® Examination for registered nurse licensure. Graduates are prepared for generalist positions in professional nursing practice and for beginning graduate studies in nursing.

The curriculum covers four academic years. The Traditional Track is for students with no previous nursing education.

Clinical Sequences

Due to limited clinical spaces, each applicant will be assigned to a clinical course sequence from admission to the program until graduation. Once the clinical course sequence is assigned, students remain in that sequence. If the student needs to repeat a course or withdraws from a course, a new progression sequence is assigned on a space-available basis.

A table of the usual sequence is presented on the next page.



HARDING UNIVERSITY CARR COLLEGE OF NURSING (HCCN)

"Developing Nurses as Christian Servants"

Suggested BSN Curriculum Sequence

Freshman Year (Health Studies)			
** BNEW 1010 Life & Teachings of Jesus (Gospels)	2	** BNEW 1030 Faith & Mission of the Church (Acts-Revelation)	2
+* ENG 1110 Intro to Univ Writing & Research	3	* PSY 2010 General Psychology	3
COMM 1010 Communication Principles	3	HIST 1010 or 1020 American History ^U	3
ART 1010 or MUS 1010 or THEA 1010 ^U	3	* SOC 2030 General Sociology ^U	3
* NURS 1000 Introduction to Nursing	1	KINS 1010 Wellness ^U	2
&*Δ Track 1: CHEM 1010/1010L General Chemistry		*Δ Track 1: BIOL 2400/2400L Anatomy & Physiology I for Nurses Track	
Track 2: BIOL 2400/2400L Anatomy & Physiology I for Nurses	4	2: BIOL 2405/2405L Anatomy & Physiology II for Nurses	4
Total 16		Total 17	
Sophomore Year (Health Studies)			
** BOLD 2010 Creation & Kingdom (Genesis - Esther)	2	** BOLD 2030 Wisdom & Prophets (Job - Malachi)	2
+ ENG 2110 Critical Reading, Thinking & Writing	3	&φ* NURS 3630 Pathophysiology ^U	3
* FCS 3230 Lifespan Human Development	3	* FCS 3310 Nutrition	3
ENG 2010/2020 World Literature I or II	3	* MATH 1200 Elementary Statistics ^U	3
BUS 2510 Personal Finance	1	*** NURS 4130 or BMIS 3000 (Global Perspective)	3
*Δ Track 1: BIOL 2405/2405L Anatomy & Physiology II for Nurses		*Δ Track 1: BIOL 2410/2410L Introduction to Microbiology	
Track 2: CHEM 1010/1010L General Chemistry	4	Track 2: BIOL 2410/2410L Introduction to Microbiology	4
Total 16		Total 18	
Admission to the HCCN Level 1 (First Year of Nursing Program)			
Level 1A	Hour	Level 1B	Hour
** Bible elective	2	NURS 3210 Pharmacology & Nursing	3
NURS 2030 Health Assessment	3	NURS 3450 Maternity & Women's Health Nsg	4
NURS 3000 Professional Nursing	5	NURS 3500 Psychiatric & Mental Health Nsg	4
# NURS 3540 Gerontological Nursing	2	NURS 3510 Adults/Chronic Health & Rehab Concerns	5
# NURS 3620 Nursing Practice Interventions	2		
@ MATH 1110 Fundamental Math for Nurses	1		
Total 15		Total 16	
Level 2 (Second Year of Nursing Program)			
Level 2A	Hour	Level 2B	Hour
*** BHIS 3040 Church History: Ancient to Medieval/ BHIS 3050 Church History: Reformation to Modern	2	NURS 4120 Research in Nursing	3
NURS 3550 Pediatric & Child Health Nsg	4	NURS 4540 Advanced Medical Surgical Nursing	5
NURS 4200 Nsg Adults w/Acute Illth Concerns	5	NURS 4550 Nsg Leadership & Management	4
NURS 4530 Community Health Nsg	4	## NURS 4620 Nsg Capstone Experience	3
Total 15		Total 15	

LEGEND FOR COURSE CURRICULUM SEQUENCE			
Many students take courses during the summer. If you wish to lighten your regular semester course load, please see your advisor and the Registrar for information about summer courses.			
The following symbols match with various courses on the front page:			
Symbol	Description	Symbol	Description
*	All of the courses listed with an (*) are required to have a "C" or higher. Certain specific courses (CHEM 1010/1010L or 1040; BIOL 2400/2400L or 3200, BIOL 2405/2405L or 3210, BIOL 2410/2410L or 3400, and NURS 3630) determine your progression for entrance into the Carr College of Nursing and for graduation. For full admittance into the Carr College of Nursing, the Nursing GPA must be 2.78 or higher. If the above pre-nursing GPA is 2.5 to 2.77, then the applicant may be considered for part time admittance. Additional considerations in the application process include, but are not limited to, science and pre-nursing faculty references and a student's integrity, attitude, character, and work ethic. A standardized admission test measuring a student's knowledge and understanding of pre-nursing content will be considered in the application process. All Science and pre-nursing courses may only be attempted twice for consideration for unconditional admission.	***	In recognition of the interrelatedness of world cultures and the Christian mission of worldwide evangelism, the global perspectives requirement ensures that a liberal arts education includes the development of skills, knowledge, or dispositions that will help students interact meaningfully with the world, specifically beyond the borders of the United States. The range of skills and content knowledge applicable to this category suggests that the general goals of global perspectives may be met in a variety of ways through combinations of courses in the following menu. Students who wish to appeal for a waiver of the global perspectives requirements (on the basis of extended residence abroad, for example) may have their appeal considered by the Global Perspectives Appeal Committee. The appropriate form is in Pipeline under Student Services, in the Student Records menu. ANTH 2500, BHIS 3030, BIOL 2500, BMIS 3000, 3080, 3070 or 3020, CSD 2750, 2770, FCS 2050, GEOG 2506 or 2551, HUM 2010, 2730, MGRK 1000, NURS 3050, 3440 or 4130, POLS 2020, SOCS 3010, SWK 3600, or THEA 3060
@	Course must be completed with "B" or higher.	+	IFACT in English is 17 or below, English 1100. ENG 1100, 1110, and ENG 2110 must be passed with a "C" or higher for university graduation.
#	NURS 3540 and NURS 3620 are to be taken the first semester of admission and opposite NURS 3210.	**	University policy states that all full-time students must enroll in a Bible course each semester.
Δ	Track 1: ACT score must be between 19 - 23 to enroll in CHEM 1010/1010L. Track 2: ACT score must be 24 or higher to enroll in BIOL 2400/2400L. Students with approval may take both CHEM 1010/1010L and BIOL 2400/2400L concurrently.	****	BHIS 3040 Church History: Ancient to Medieval (fall only) /BHIS 3050: Reformation to Modern (spring only) will substitute as HIST 2100/2110 Western Civilizations I or II for Nursing majors only.
&	Chemistry Prerequisite(s): Math ACT score below 19 or Math SAT score below 510 or 220-236 on the ACCUPLACER Next-Generation Quantitative Reasoning, Algebra, & Statistics placement test will need to take UNIV 1050 Foundations of Algebra with Lab.	##	NURS 4620 must be taken the semester of graduation.
@ These courses are suggested for summer to lighten semester loads.			
Consider obtaining a Health Missions minor. Mission and health care mission opportunities abound. BMIS 3020, NURS 2100, NURS 3050, NURS 3440 and NURS 4130 can enrich your skills and knowledge in health care missions. Details are available in Harding University's online Catalog and specifics can be provided by the Carr College of Nursing Health Missions Coordinator.		NURS 4130 is not considered a textual Bible class. It will serve as a Global Perspective class, and the student will not be required to enroll in an additional Bible class during that semester. NURS 3050 is not considered a Bible course. It is only a Global Perspective course.	
Consider obtaining a Bible and Ministry Nursing minor. Details are in the catalog and specifics can be provided by the Carr College of Nursing. Courses include BDOC 3040, 10 hours of textual studies, plus 6 hours of electives.		All HCCN Nursing program courses (NURS 2030/2030L, N3000, NURS 3210, 3450, 3500, 3510, 3540, 3550, 3620, 4120, 4200, 4530, 4540, 4550, and 4620) must be passed with a "C" or higher.	
All non-nursing course transfer credit is approved through the Registrar's Office; prior written approval is required before taking a course.		Nursing majors interested in honors courses are to apply through the Honors College office. Nursing courses that can be taken for Honors credit are NURS 1000, NURS 3450, NURS 3510, NURS 3540, NURS 3550, NURS 3630 and all Level II nursing courses; this selection of courses constitutes a full upper-division nursing honors program in collaboration with the Honors College.	

AVAILABLE MINORS FOR BSN STUDENTS

Health Missions Minor

The Carr College of Nursing, the Paul R. Carter College of Business Administration and the College of Bible & Ministry offer an interdisciplinary minor called Health Missions.

Requirements

- Textual hours (BIB/BOLD/BNEW) Credit hours: 8
- BMIS 3080 - Missionary Anthropology Credit Hours: 3
- NURS 3440 - Health Missions Practicum Credit Hours: 1-3
- BMIS 3070-3071 - Field Work in Missions Credit Hours: 1, **OR** BMIS 3072, **OR** BMIS 3073 **OR** GEDV 3670 - Global Economic Development Internship Credit Hours: 1-6
- NURS 4130 - Health Care Missions Credit Hours: 3 **OR** PPHS 4130 - Health Care Missions Credit Hours: 3

Choose one from the following:

(It is recommended to choose a 3-hour option)

- BDOC 3040 - Christian Bioethics Credit Hours: 2-3
- BMIS 3020 - Development Ministry Credit Hours: 0-3
- NURS 3010 – Social Determinants of Health Credit Hours: 3

If more hours are needed, choose from the following (optional):

- BHIS 3030 - Living World Religions Credit Hours: 3
- BMIN 3040 - Evangelism and Church Planting Credit Hours: 3
- BMIS 3000 - The World Christian Credit Hours: 3
- BMIS 3010 - Strategy of Missions Credit Hours: 3
- BMIS 3050 - Seminar in Missions Credit Hours: 3
- NURS 2100 - Skills for Health Missions Credit Hours: 2
- NURS 3100 - Independent Study Credit Hours: 1-4

Total hours: 18

Bible and Ministry Minor for Nursing Majors

Requirements

- Textual studies (freshman/sophomore courses): Credit hours: 8
- Textual studies (junior/senior course): Credit hours: 2-4
- BDOC 3040 - Christian Bioethics Credit Hours: 2-3

Choose 6 hours from the following:

- BMIS 3000 - The World Christian Credit Hours: 3
- BMIS 3080 - Missionary Anthropology Credit Hours: 3
- GEDV 3670 - Global Economic Development Internship Credit Hours: 1-6
- BMIS 3020 - Development Ministry Credit Hours: 0-3
- NURS 3010 – Social Determinants of Health Credit Hours: 3
- NURS 4130 - Health Care Missions Credit Hours: 3
- NURS 3440 - Health Missions Practicum Credit Hours: 1-3 **OR**
- BMIS 3070-3071, BMIS 3072, or BMIS 3073 - Field Work in Missions Credit Hours: 3

Total hours: 18

Nursing Honors Track

The Carr College of Nursing and the Honors College have designed a course of study for students who wish to take honors (HNRS) courses and courses for honors credit, while pursuing a nursing degree. The nursing honors program began in 1996 and offers a variety of options. Nursing students are encouraged to participate in honor courses for personal and professional growth.

Students can enroll in the Honors College before entering the college of nursing. Honors nursing courses, application forms, and Honors Contract information for courses are available online through the Honors College. Information about participation in the honors college can be found on the Honors College website (<https://www.harding.edu/honors/>).

Nursing students can create an Honors Contract for specified nursing courses. Contact the specific course coordinator for requirements of the Honors Contract within the first two weeks of the semester.

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Harding University

Masters Entry into Professional Nursing (MEPN) Section



Academic Advising

MEPN and E-MEPN Students

- MEPN and E-MEPN students are advised by the Graduate Administrative Coordinator/Assistant.
- Contact the Graduate Administrative Coordinator or Advisor through the online calendar (MEPN@harding.edu) at least one month before the university's advising period begins.
- A "Degree Evaluation" must be completed and filed with the Registrar when a student has completed 35 hours. Students must meet with their advisor to complete this audit. This evaluation must be on file before the student can register for the following semester.

Two admission tracks for Master's Entry to Professional Nursing exist at the HCCN to meet individual student needs:

1. The MEPN track: Admission requirements include BA or BS degree and the Arkansas Board of Nursing prerequisites.
2. The Early MEPN (E-MEPN) track: Admission requirements includes 87 undergraduate credit hours and the Arkansas State Board of Nursing prerequisites.

Application and Admissions Standards

Admission Standards

The minimum standards for admission to the MEPN program at HCCN are as follows:

1. A baccalaureate degree in any field, from a regionally accredited college or university, and all required program prerequisites (see below), or an equivalent degree from a comparable foreign institution or completion of 87 credit hours and all required prerequisites. If an applicant has a foreign degree, all nursing prerequisites must be completed at a US college or university.
2. Undergraduate grade point average (GPA) of program science pre-requisites is 3.0 or greater on a 4.0 scale; Overall or cumulative GPA 3.2/4.0. For students with a cumulative GPA less than 3.2, the last 60 hours or most recent college hours will be calculated to evaluate eligibility for application.
3. Program pre-requisites include the HU courses or transfer equivalents as required by the Arkansas Board of Nursing: CHEM 1010, MATH 1200, BIOL 2400, 2405, 2410, PSY 2010, NURS 3020 or SOC 2030, FCS 3310, NURS 3020 or FCS 3230, ENG 2110. The overall GPA requirement is 3.2/4.0 and science (CHEM, BIOL, NURS) GPA is 3.0/4.0. Each prerequisite must be at a letter grade of "C" or better and taken within the last 5 years. Nursing Pathophysiology (NURS 3630) and Health Assessment (NURS 2030) are recommended.
4. Program admittance requires proof of a certified nurses' aide course (CNA). Certification as a CNA is not required.
5. Although not an official requirement, the Graduate Record Exam (GRE) will be able to have their scores reviewed and considered as part of their admission into the program.
6. Completion of a HESI A2 Admission exam with a composite score of 75% or greater. The HESI A2 can be retaken. The MEPN staff will assist you in sitting for that exam and will direct the student to materials to prepare for the exam. Other Nursing Entrance exams are approved by the MEPN Director.
7. Legal residents in the United States or international applicants must have appropriate student visas. Selected courses are offered in an online format. Due to the online education construct of our program, students who are in the United States with an F-1 Visa may not be eligible to attend this program. Students with an F-1 Visa must consult with the Department

of Homeland Security for eligibility to the program. A document verifying residency status must be provided to the University and Program.

8. Evidence of meeting health related requirements is required.
9. Evidence of current health insurance maintained throughout the program.
10. Evidence of current American Heart Association CPR BLS Provider Courses for health care providers maintained throughout the program.

See International Students policy for English proficiency requirements in the All Programs Section of the *HCCN Student Handbook*.

Application Process

Admission to the MEPN program is competitive. Applications will be reviewed by the graduate coordinator and/or graduate faculty based upon criteria listed above and a follow-up interview to be set after the submission deadline. Students are to complete an online application form through NursingCAS.

Application elements are listed below:

1. Online applications available at NursingCAS.
2. Official transcripts of all completed academic courses.
3. MAT or GRE scores if available.
4. Submission of HESI-A2 scores. All other nursing program entrance tests must be reviewed by the program director for substitution of HESI-A2 and must be submitted with the application. A 75% or greater composite score is required. If student earns between 70-74%, the student must take Pathophysiology (NURS 3630) or retake the HESI-A2.
5. Three references pertaining to academic and professional work.
6. Completion of essay questions submitted to nursing CAS. All essays will be reviewed for plagiarism as well as Artificial Intelligence (AI).
7. Submission of required health documents. (See below.)
8. Completion of the criminal background check prior to program start date, and completion of drug screen prior to start of clinical.
9. Completion of a Certified Nurses' Aide Course. A certificate of completion is to be submitted. Students are not required to take the certification exam.
10. Application for admission to the graduate program will be considered complete when all materials are collected in NursingCAS.

See International Students policy for English proficiency requirements in the All Programs Section of the *HCCN Student Handbook*.

Following the selection process, students will receive a letter indicating the following outcomes of the application process: 1. acceptance, 2. admission as an alternate, 3. conditional acceptance (if prerequisites are in progress or HESI-A2 is not yet completed), or 4. non-acceptance. If a student receives a non-acceptance letter, he or she may re-submit an application after one calendar year.

If accepted, a non-refundable deposit must be received within 10 working days to secure the seat. The amount of the deposit varies based on program track (MEPN or E-MEPN).

Acceptance Criteria

All applicants are reviewed according to the following acceptance criteria:

- **Nursing GPA** – Total grade point average of all nursing prerequisites (total 30 or 31 hours)
- **Cumulative GPA** – Total grade point average of all college courses
- Successful completion of all nursing prerequisites (see Nursing Prerequisites below)
- A standardized admission test score, measuring a student's knowledge and understanding of pre-nursing content, will be considered in the application process.
- Academic and professional reference/recommendations, as well as those of course faculty
- Patterns of prior academic success

All admission decisions are final and may not be appealed. The student does not have access to records related to admission. Note: Admission to Harding University and completion of prerequisite courses are NOT guarantees of program admission.

Prerequisite Courses

In addition to a BA, BS or the completion of 87 credit hours toward an undergraduate degree, the following course equivalents are required by the Arkansas State Board of Nursing (ASBN) and Carr College of Nursing for admission to the MEPN program:

Program pre-requisites include the HU courses (or transfer equivalents) as required by the Arkansas State Board of Nursing: CHEM 1010, MATH 1200, BIOL 2400, 2405, 2410, PSY 2010, SOC 2030 or NURS 3010, FCS 3310, NURS 3020 or FCS 3230, ENG 2110. The overall GPA requirement is 3.2/4.0 and science (CHEM, BIOL, NURS) GPA is 3.0/4.0 (within the last 5 years). Each prerequisite requires a letter grade of 'C' or better. Nursing Pathophysiology (NURS 3630) and Health Assessment NURS 2030 are recommended courses.

Nursing Prerequisites

The following courses (or their approved equivalents) are required before admission to the Carr College of Nursing MEPN or E-MEPN program. A grade of 'C' or above is required in each course for consideration of admission. The nursing prerequisite courses are listed below. Those courses (31 hours) calculated for the Nursing GPA are listed with an asterisk (*):

*CHEM1010/1010L or CHEM 1040/1040L	General Chemistry	4 hours
*BIOL 2400	Anatomy & Physiology I	4 hours
*BIOL2405	Anatomy & Physiology II	4 hours
*BIOL 2410	Microbiology	4 hours
ENG 1110	Intro to University Writing & Research	3 hours
NURS 3020 or FCS 3230/3230L	Lifespan & Human Development for Nurses or Lifespan Human Development	2 hours/3 hours
FCS 3310	Human Nutrition	3 hours
PSY 2010	General Psychology	3 hours
NURS 3010 or SOC 2030	Social Determinants of Health or General Sociology	3 hours
		TOTAL 30 or 31 hours

Recommended Courses

*NURS 2030	Health Assessment	3 hours
*NURS 3000	Professional Nursing	5 hours
*NURS 3630	Pathophysiology for Nursing	3 hours
NURS 1000	Intro to Nursing	1 hour
MATH 1110	Fundamentals of Math for Nurses	1 hour

Note: Math 1110 must be passed with a grade of 'B' or higher.

Health and Safety Documents Required for Admission and Progression

Please submit all health and safety documentation as directed by the Graduate Coordinator by August 1 for Fall admission. Failure to submit documents by the deadline may result in an inability to register for classes, delay the start of clinicals and/or prevent progression in the program.

Required Health and Safety Documents

- Handbook/Policies and Arkansas Nurse Practice Act Acknowledgement and Agreement (Via Canvas)
- Drug Screen* (Instructions for completion are provided.)
- Record of Immunizations
- Current CPR certification
- Current TB skin test (TST) documentation (In compliance with Arkansas Public Health Department guidelines, students are **required to have a two-step TB skin test** before entering HCCN and one TST annually thereafter. Per HU policy, international students must get a T-SPOT® or TB Gold test upon entering HCCN.)
- Documentation of completed hepatitis B vaccine series or Hep B titer proving immunity.

Note: The hepatitis B series may take **8 months to complete**.

*These Health and Safety forms will be provided to you for completion.

PROGRESSION AND RETENTION REQUIREMENTS

Information About Grade Point Averages (GPA)

Cumulative GPA: A minimum nursing GPA of 2.78 is required for unconditional admission to the nursing program, and the nursing GPA must be maintained above the specific program requirement for continued progression.

Nursing GPA: To remain in the program: the student must earn a grade of 'C+' or higher in all nursing courses, and make satisfactory progress toward the degree, achieving a minimum nursing GPA of 3.0.

Nursing GPA Courses

All these courses (or their equivalents) are included in the calculation of a Nursing GPA:

CHEM 1010/1010L	BIOL 2400/2400L	BIOL 2405/2405L	BIOL 2410/2410L
MATH 1110	NURS 5020/5020L	NURS 5010	NURS 3630
NURS 5050	NURS 5060	NURS 6210	NURS 6230
NURS 6030	NURS 6051	NURS 6500	NURS 6700

NURS 6041

NURS 6140

NURS 6200

NURS 5500

NURS 5580

NURS 5590

NURS 6010

NURS 6060

(See GPA Information and Calculation in the Pre-licensure section of the *HCCN Student Handbook*.)

MEPN/E-MEPN Course Grade Policies

The table on the next page provides a detailed description of all course policies. This table may also be found in all course syllabi.

2026-2027 HCCN MEPN Course Grade Policies	
HCCN course grade policies are designed to assist students to be safe and competent, as well as to prepare them for the national licensure exam.	
Test Score Average for Nursing Courses	The total test score average must be $\geq 75.0\%$ without rounding, to pass a nursing course. If the test average is less than 75.0% without rounding, a grade of D is recorded for the course, regardless of the average on other class assignments. Low Test Score – To optimize academic success and as part of academic accountability, students with a test average $\leq 75.0\%$ are to schedule a meeting before proceeding with further course exams to discuss test taking strategies with the Course Coordinator.
Achievement Tests	In preparation for program success and licensure preparation, the Achievement Tests, Diagnostic Tests and Comprehensive Test results may be considered a score in courses with similar content and/or as designated by HCCN MEPN Curriculum Committee.
Validation Score for Nursing Skills Courses	In 5060 and 5020, a passing Validation Score must be $\geq 75.0\%$, without rounding for each graded validation. In 5060, a student can revalidate three skills per course. If the student is unsuccessful in any subsequent validations the student will receive a “D” in the course. At this point the student cannot remain in the course. Each student is allowed three attempts at one validation. The score earned on the first attempt is the score recorded. Two additional attempts per validation are permitted. If a student is unsuccessful after the 3rd attempt of an individual skill or validation, a grade of “D” is assigned for the course and the student cannot remain in the course. This policy applies to all nursing and nursing skills course In 5020, students will be validated individually three times during the semester. The grade of the first attempt will be recorded. If the student scores below 75%, the student will be allowed to repeat the validation to achieve a passing score (two additional attempts for first two validations, one additional attempt for final validation). If the student passes the subsequent validation attempt with a score of 75% or greater, then the failing grade of the initial validation would be replaced with a 75%. If the student does not earn a passing score on the repeated validation attempts, the student will fail the course.
Clinical Competency Score for Nursing Clinical Courses	The clinical written final test score and the clinical competency score are averaged and must be $\geq 75.0\%$, without rounding, to pass the nursing course regardless of other course assignment grades. If a course does not have a clinical written final test, Clinical Competency Score must be 75.0% without rounding, or higher. If a student does not achieve a 75% without rounding for a combined average with clinical final & competency, the student can reattempt competency one time and the combined scores of clinical final, original competency, and final competency must be 75% without rounding. If a student receives $< 75\%$ without rounding on a course with no clinical final, the student can reattempt the competency one time and the two grades averaged must be 75% without rounding.
Dosage Calculation Test Score for Clinical Courses	The Dosage Calculation Test Score must be ≥ 100 without rounding, to pass a nursing course. Three opportunities to pass the test will be provided. Students should meet with the course coordinator if $< 100\%$ is not met and continue with dosage calculation remediation before the next attempt at the exam. Refer to dosage calculation test requirement in handbook.
MCET Score for Clinical Courses	Achieve $\geq 75.0\%$, without rounding, on the clinical evaluation tool (MCET) to pass the course regardless of other course assignment grades. Population Health and Leadership must receive a specific pass requirement according to syllabus.
Final Course Grade - Combined Theory/ Practicum Course Grade	If minimum requirements are met in the testing average, validation average, clinical assignments, clinical competencies and clinical evaluation tool, then all the points are tallied for the final course grade. The legend of letter grades to points earned are included in each syllabus.
Enhancing Student Success	1. Keep track of your exam average in each nursing course. 2. When available, take Adaptive Quizzing practice questions prior to the scheduled exam. 3. Remediation and mastery aids are available on the achievement test website.

MEPN/E-MEPN Grading Policies Summary

- An average of 75.0% (without rounding) or higher on all class exams must be obtained to pass the theory portion of the course, regardless of the overall average on written out-of-class or in-class presentations or assignments.
- A minimum grade of 75.0% (without rounding) must be achieved in both portions of the course to pass the course. If either portion is not passed, the student must enroll in both the theory and clinical portions of the course when it is repeated.
- A student who does not successfully meet **ALL specified requirements** (test average, clinical competencies average/validation score, and CET score) and has a minimum grade of 75% test average and a 75% overall average) receives a failing grade for the course, regardless of the average on other course assignments.
- At least a "C+" (75.0% without rounding) must be maintained in each nursing course to progress toward degree completion for MEPN/E-MEPN.
- For MSN-MEPN courses to be counted towards the MSN-FNP program track/degree, a student must achieve an 80% without rounding to receive dual credit. If a student is accepted into the FNP program after the MEPN program and does not have an 80% average in a dual courses, then the student must retake the course while enrolled in the FNP program.

Progression and Remediation of Nursing Courses

When a MEPN student is unsuccessful in a clinical or non-clinical course, they may continue taking the online master's essentials courses if they choose. If a student is unsuccessful in a clinical course, they cannot participate in the next semester's clinical courses. The semester prior to returning to clinical, the student will need to participate in a nursing independent study, adjusted to each student's academic needs, but including review and re-demonstration of all nursing skills. The course may involve review of the Clinical Judgment Model, the nursing process, care planning, concept mapping, simulation experiences, and case studies. In addition to the course they are repeating, any student in their final semester, who must repeat a course to meet the degree requirements for graduation, will be required to enroll in NURS 6900-Transition to Practice again to prepare for the NCLEX.

General policies for course withdrawal are found in the all programs section of the *HCCN Student Handbook*. Policies related to academic probation are found in the pre-licensure section of the *HCCN Student Handbook*.

HESI Remediation

The MEPN faculty strongly encourage all MEPN students to participate in HESI remediation regardless of scores to help students learn where they have opportunities for growth in the course just completed. HESI remediations assists each student with future HESI exams and course exams. If a MEPN student has a <80% exam average and < than 800 on the course HESI, the student is required to complete remediation by the deadline which is the Monday after the semester ends by 0800 or as designated by the course coordinator. The student should email the course coordinator that HESI Remediation has been completed.

HESI Remediation consists of three required sections: 1. Complete all review packets for HESI course; 2. Complete all assigned case studies; and 3. Complete all assigned skills.

HESI Exam Bonus points

A MEPN student can earn up to ten bonus points to be added to the HESI exam section in Canvas if they complete HESI Remediation by Monday at 0800 after the course ends. In order to

earn 10 bonus points for HESI remediation, a student must complete the entirety of the assigned remediation and notify the course coordinator and MEPN Program Director by email when the remediation is completed. The HESI exam substitution is only based on the original HESI score and does not include the HESI Remediation bonus points.

Additional MEPN Course Policies

Attendance to Theory Portion

The following tables outline the permitted number of absences from class periods for MEPN Programs. The summer on-ground course NURS 6200 is adjusted for the 10 week semester and attendance policy is located in the 6200 Syllabus.

MEPN Courses/Students

Course Meetings per Week	Absences Allowed (meet with course coordinator)	Course grade lowered one letter grade with:	Student fails the course with:
1	3	4 absences	More than 5 absences
2	4	5 absences	More than 6 absences

Absences from the classroom or learning environment are not designated as excused or unexcused, even for sickness, rather students have a total allowance of absences for the semester. The only exception is for absences excused by the Office of the Provost or for HCCN-Sponsored events with prior approval of course faculty.

See the Pre-Licensure Section of the *HCCN Student Handbook* for additional information about Attendance Policies.

Additional MEPN Clinical Policies

Onboarding Requirements

Clinical agencies/facilities often have student onboarding requirements that are separate from the requirements of HCCN. Care Learning Requirements must be completed by the deadline and transcripts must be submitted to the course coordinator. Failure to meet course deadlines for agency or program specific onboarding requirements could result in the inability to attend clinical, an unapproved absence from clinical, and/or course failure.

Dosage Calculation

All students in HCCN MEPN Program clinical courses are required to pass a dosage calculation test via SafeMedicate with a score of 100% in every clinical course. Three attempts are allowed. Practice quizzing and remediation should be completed prior to each retesting. Successful completion (100%) of the Dosage Calculation Test must occur prior to any medication administration in the clinical setting. Demonstration of the ability to administer medications safely is a clinical course requirement. If the student is unable to meet the 100% pass score after three (3) attempts, the student must withdraw from the course.

MEPN CURRICULUM

MEPN Student Learning Outcomes

The curricular strands are integrated throughout the program. Students are evaluated throughout the program, through a variety of means to develop and ensure competence. At the completion of

the **program**, the MEPN graduate is expected to meet the outcomes and be competent in all the areas described below.

<i>Strands</i>	<i>Outcomes</i>
Clinical Judgment	Demonstrate clinical judgement in making evidence-based clinical decisions for safe and quality nursing care relevant to comprehensive patient problems encountered in diverse care settings.
Population Care	Integrate evidenced-based clinical prevention and population care for identified populations encountered in diverse settings.
Evidence-Based Practice	Implement research findings and evidence-based best practices in the provision of professional nursing to enhance safety and quality in patient care. Use informatics and patient care technologies to facilitate and reach the highest patient care outcomes.
Research	Analyze disparities in knowledge or evidence, articulate research questions, design a research study and evaluate the impact on patient and population outcomes in professional nursing for refinement of safety and quality care.
Servant Leadership	Analyze political, legal and ethical influences in health care systems that affect health policy, economics, care coordination, patient/population outcomes. Facilitate opportunities for personal, professional and spiritual growth.
Accountability	Demonstrate accountability for patient and system quality outcomes, using quality improvement and acting as a change agent, and patient advocate.
Collaboration	Communicate, collaborate with and listen to patients, families, and interprofessional team members for patient and family teaching and learning needs, patient and system quality outcomes.
Ethics	Demonstrate commitment to Christian principles, professional ethics and standards of professional nursing practice to provide culturally competent, patient centered care to patients, families and populations in local and global communities.

MEPN Curriculum Sequence

Enrolled students use the classrooms and laboratories at the University and are placed in a variety of public and private agencies, which serve as clinical facilities. Graduates of the MEPN nursing program are eligible to take the computerized version of the NCLEX-RN® Examination for registered nurse licensure. Graduates are prepared for generalist positions in professional nursing. The table below presents the usual sequence of courses.

A table of the usual sequence is presented on the next page.

HARDING UNIVERSITY CARR COLLEGE OF NURSING (HCCN)			
"Developing Nurses as Christian Servants"			
Traditional MEPN Curriculum Sequence: 2026-2027 Academic Year			
Students must possess at least a B.S. or B.A. with an overall GPA of 3.2			
AR State Board Required Prerequisite Courses			
CHEM 1010/1010L General Chemistry or CHEM * # 1040/1040L College Chemistry I	4	BIOL 2400/2400L Anatomy & Physiology II for * # Nurses or BIOL 3200/3200L Anatomy & Physiology II	4
BIOL 2405/2405L Anatomy & Physiology I for * # Nurses or BIOL 3210/3210L Anatomy & Physiology I	4	BIOL 2410/2410L Intro to Microbiology for Nurses * # or BIOL 3400/3400L Microbiology	4
* ENG 1110 Intro to Univ Writing & Research	3	* MATH 1200 Elementary Statistics	3
* NURS 3020 Lifespan Human Development or FCS 3230 Lifespan Human Development	3	* PSY 2010 General Psychology	3
* FCS 3310 Nutrition	3	* NURS 3020 Social Determinates of Health	3
	3	*Recm NURS 3630 Pathophysiology	3
MEPN Year 1			
Fall 1		Spring 1	
NURS 5010 Clinical Pathophysiology	3	NURS 5500 Clinical Pharmacology	3
NURS 5020/5020L Clinical Assessment	3	NURS 5580 Adult Health I	6
NURS 5050 Professional Nursing Science	3	NURS 5590 Psychosocial Health	5
NURS 5060 Clinical Skills	3	Δ NURS 6060-OL2 Faith, Ethics and IP Collaboration in Adv Practice	2
Total	12	Total	16
Summer 1			
Δ NURS 6041-OL2 Healthcare Technology, Teaching and Evaluation	2		
Δ NURS 6140-OL2 Advanced Research Methodology	3		
NURS 6200 Maternal and Pediatric Nursing	7		
Total	12		
MEPN Year 2			
Fall 2		Spring 2	
Δ NURS 6030-OL2 Advanced Theory in Nursing Science	2	Δ NURS 6010-OL2 Leadership, Healthcare Policy, & Economics	3
Δ NURS 6051-OL2 Epidemiology & Vulnerable Population Applications	3	NURS 6500 Critical Care & Rescue	6
NURS 6210 Adult Health II	6	NURS 6700 Leadership in Diverse Care Settings	6
NURS 6230 Population Health	5	NURS 6900 Transition to Nursing Practice	1
Total	16	Total	16
Total Hours for MEPN Program: 72			

LEGEND**Symbol****Description**

*	Required to have a "C" or higher on all prerequisites.
#	The Science GPA must be 3.0 or higher (General or College Chemistry, A&P 1 w/lab, A&P 2 w/lab, Intro to Microbiology w/lab) and taken within the last 5 years
Δ	Online – Requires a "B" or higher
Recm	Recommended

HARDING UNIVERSITY CARR COLLEGE OF NURSING (HCCN) "Developing Nurses as Christian Servants"			
Health Studies - Master's Entry into Professional Nursing (HSPN), BS/MSN Curriculum Sequence: 2026-2027			
Freshman Year			
** BNEW 1010 Life & Teachings of Jesus (Gospels)	2	** BNEW 1030 Faith & Mission of the Church (Acts-Revelation)	2
* CHEM 1010/1010L General Chemistry or CHEM 1040/1040L College Chemistry I	4	* BIOL 2400/2400L Anatomy & Physiology I for Nurses or BIOL 3200/3200L Anatomy & Physiology I	4
* ENG 1110 Intro. to Univ Writing & Research	3	* PSY 2010 General Psychology	3
COMM 1010 Communication Principles	3	ENG 2010 or 2020 World Literature I or II	3
@ KINS 1010 Wellness	2	*@ NURS 3010 - Social Determinants of Health or SOC 2030-General Sociology	3
IDS 2500 Foundations of Interdisciplinary Studies	1		
Total Hours	15	Total Hours	15
Sophomore Year			
** BOLD 2010 Creation & Kingdom (Genesis - Esther)	2	** BOLD 2030 Wisdom & Prophets (Job - Malachi)	2
ENG 2110 Critical Reading, Thinking, & Writing	3	@ ART 1010 or MUS 1010-1015 or THEA 1010	3
*@ BIOL 2405/2405L Anatomy & Physiology II for Nurses or BIOL 3210/3210L Anatomy & Physiology II	4	*@ BIOL 2410/2410L Intro. to Microbiology for Nurses or BIOL 3400/3400L Microbiology	4
* NURS 3020 Lifespan Human Development or FCS 3230 Lifespan Human Development	2	@ HIST 1010 American History to 1877 or HIST 1020 American History Since 1877	3
BUS 2510 Personal Finance	3	* IDS 4500 Interdisciplinary Studies Capstone	3
BUS 2510 Personal Finance	1		
1-2 HSPN Major Electives that equal 4 hours	4		
Total Hours	16-17	Total Hours	15
Junior Year			
Fall	Hour	Spring	Hour
** Bible elective/***Global Perspectives elective	2 or 3	** Bible elective/***Global Perspectives elective	2 or 3
@ HIST 2100 Western Civ to 1500 or HIST 2110 Western Civ Since 1500	3	@ MATH 1200 Elementary Statistics	3
NURS 2900 Clinical Judgement in Nursing	2	φ* NURS 3000 Professional Nursing (Satisfies CNA Course)	5
* FCS 3310 Nutrition	3	φ*@ NURS 3630 Pathophysiology -recommended	3
	1	* NURS 1000 Introduction to Nursing-recommended	1
Total Hours	14	Total Hours	14-15
Admission to MEPN Program -87 credit hours for admission with pre-requisites			
MEPN Year 1			
Fall 1	Hour	Spring 1	Hour
NURS 5010 Clinical Pathophysiology	3	NURS 5500 Clinical Pharmacology	3
NURS 5020/5020L Clinical Assessment	3	NURS 5580 Adult Health I	6
NURS 5050 Professional Nursing Science	3	NURS 5590 Psychosocial Health	5
NURS 5060/5060L Clinical Skills	3	Δ NURS 6060-OL2 Faith, Ethics and IP Collaboration in Adv Prac	2
Total Hours	12	Total Hours	16
Summer 1			
NURS 6041-OL2 Healthcare Technology, Teaching & Evaluation	2	BS in Health Studies earned at 128 hours	
Δ NURS 6140-OL2 Advanced Research	3		
NURS 6200 Maternal and Pediatric Health	7		
Total Hours	12		
MEPN Year 2			
Fall 2	Hour	Spring 2	Hour
Δ NURS 6030-OL2 Advanced Theory in Nursing Science	2	Δ NURS 6010-OL2 Leadership, Healthcare Policy, & Economics	3
Δ NURS 6051-OL2 Epidemiology & Vulnerable Population Applications	3	NURS 6500 Critical Care & Rescue	6
NURS 6210 Adult Health II	6	NURS 6700 Leadership in Diverse Care Settings	6
NURS 6230 Population Health	5	NURS 6900 Transition to Nursing Practice	1
Total Hours	16	Total Hours	16

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Harding University

Master of Science in Nursing Family Nurse Practitioner (MSN-FNP) and Post Graduate Certificate (PGC) Section



ACADEMIC ADVISING

MSN Students

- MSN students in the Family Nurse Practitioner program will be established in one of three designated pathways: Master of Science in Nursing degree, Second MSN degree, and Post Graduate certificate.
- Due to the established pathway and progression of courses developed for FNP students, courses are sequenced in a way that allows students to build upon foundational knowledge gained in each course.
- Each graduate nursing student has an assigned faculty academic advisor. This faculty advisor will have their degree pathway established at the beginning of the program by the FNP Program Director.
- This established course pathway will become their “Plan of Study” and outline when courses are to be taken. This plan of study will be maintained with the Graduate Administrative Assistant.
- While registration is done online, it is the student’s responsibility to meet with his or her faculty advisor as needed and at least once each semester to ensure that the student is meeting requirements for remaining in the graduate nursing program and that the student is progressing satisfactorily towards graduation. These meetings may take place either by phone or by using virtual technology to provide a “face-to-face” discussion. Advisors may choose to meet in groups or in 1:1 basis while on campus or during intensives.
- The student is responsible for meeting all University and HCCN requirements for graduation.
- The student is responsible for enrolling in the appropriate courses for each semester. The Graduate Administrative Assistant will review course enrollment to ensure students are in appropriate courses. The Graduate Administrative Assistant will also help organize meetings with students and a faculty advisor.

Faculty Advisors

- Each semester, the faculty advisor will assist the student in reviewing the schedule of classes for the upcoming academic year. Students should schedule a time to meet with their advisor to review their individual plan of study or as a group during intensives to address general needs.
- The faculty advisor is available to the student at regularly scheduled office hours to discuss any academic questions or concerns. These hours are posted outside the faculty offices and on Canvas.
- The faculty advisor may be contacted in a variety of ways, including face-to-face contact, telephone calls, voice messages, e-mail, or notes.

Online Scheduler

- The University has an online scheduler program to facilitate registration for classes. This is located under the “Registration” tab in Pipeline.
- Graduate students will need to ensure semester tuition and bills are paid to allow enrollment for the upcoming semester.

CURRICULUM OVERVIEW

Curricular Strands and Student Learning Outcomes

At the completion of this **program**, the advanced practice graduate will be prepared to:

Strands

Outcomes

Clinical Reasoning

1. Demonstrate clinical reasoning in making holistic advanced practice clinical judgments for safe and quality nursing care relevant to comprehensive patient problems encountered in primary care settings.

Population Care

2. Integrate evidenced-based clinical prevention and population care for aggregates and identified populations encountered in primary care.

Evidenced Based Practice

3. Implement research findings and evidence-based best practices in the provision of advanced practice nursing to enhance safety and quality in care.

Research

4. Analyze disparities in knowledge or evidence, articulate research questions, and evaluate outcomes of advanced practice nursing for refinement of safety and quality.

Accountability

5. Demonstrate accountability for patient and system quality outcomes, acting as a change agent, and patient advocate.

Leadership

6. Analyze political, legal and ethical influences in health care systems that affect health policy and economics.

Collaboration

7. Communicate and collaborate with patients, families, and health team members for patient and system quality outcomes, and to foster supportive personal and professional growth.

Christian Ethics

8. Demonstrate commitment to Christian principles, professional ethics, and standards of advanced practice to provide culturally competent, patient-centered care to patients and families in local and global communities.

Program Competencies

The Harding University Carr College of Nursing incorporates into its curriculum the AACN Essentials of Master's Education in Nursing, the graduate-level QSEN competencies, and the NONPF nurse practitioner population-focused core competencies.

The Essentials of Master's Education in Nursing

The *Essentials of Master's Education in Nursing* addresses the graduate nurse's continuing demand to be transformative thinkers and essential components of healthcare evolution. The *Essentials* are core components of master's education programs and provide curricular elements that lay a foundation for healthcare. A nursing Master's program should prepare the graduate to improve quality outcomes in healthcare, develop lifelong learning skills that demand excellence of self and others, build collaborative interprofessional healthcare teams, utilize evidence-based practice in their approach with patients, and develop unique, effective approaches to practice.

<i>AACN The Essentials of Master's Education in Nursing</i>	
Essential I: Background for Practice from Sciences and Humanities	Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
Essential II: Organizational and Systems Leadership	Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.
Essential III: Quality Improvement and Safety	Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.
Essential IV: Translating and Integrating Scholarship into Practice	Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.
Essential V: Informatics and Healthcare Technologies	Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.
Essential VI: Health Policy and Advocacy	Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.
Essential VIII: Clinical Prevention and Population Health for Improving Health	Recognizes that the master's-prepared nurse applies and integrates broad, organizational, patient-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.
Essential IX: Master's-Level Nursing Practice	Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

American Association of Colleges of Nursing (2011). *The Essentials of Master's Education in Nursing*. Downloaded June 3, 2015 from <http://www.aacnnursing.org/portals/42/publications/mastersessentials11.pdf>

Graduate-level QSEN Competencies

The Robert Wood Johnson Foundation (RWJF) established criteria to develop health care that was high quality, safe, effective, and patient-centered. While most of the essentials were developed and targeted toward entry-level nursing, additional steps were made to address the Institute of Medicine's report, the *Future of Nursing*, (2011). Advanced Practice Nurses have been, and will continue to be, leaders in healthcare practice, administration, education, and research. With healthcare engaging in a continual metamorphosis, Family Nurse Practitioners must not only learn current standards, but the ability to seek improved ways of providing competent medical and nursing care.

Definitions of QSEN Competencies	
Quality Improvement (QI):	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.
Safety:	Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Teamwork and Collaboration:	Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Patient-centered Care:	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
Evidence-Based Practice (EBP):	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Informatics:	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

<https://qsen.org/competencies/graduate-ksas/>

The National Organization of Nurse Practitioner Faculties *Nurse Practitioner Population focused Core Competencies*

Upon graduation, MSN students educated to be family nurse practitioners are expected to understand and have developed competencies that are deemed reflective of a competent FNP. While new graduates are not expected to be experts in these competencies, the education included in FNP programs should entail content that will establish foundations for FNP graduates to build upon. These competencies include the following:

1. Scientific Foundation
2. Leadership
3. Quality
4. Practice Inquiry
5. Technology and Information Literacy
6. Policy
7. Health Delivery System
8. Ethics
9. Independent Practice

These competency areas have been further divided into specific core competencies. The most recent version (2022) of the NP Core Competencies can be found at the National Organization of Nurse Practitioner Faculty website (www.nonpf.org).

MSN Curriculum Sequence

The FNP Curriculum has been developed to address the Essentials of Master's education and the competencies necessary for a student to begin practice as a Family Nurse Practitioner. They are divided into 3 areas of education: Master's Essentials, NP Core courses, FNP Focus courses.

Course Requirements for the MSN Degree		
MASTER'S ESSENTIALS		
Course Number	Title	Credit hours
NURS 6010	Leadership, Health Care Policy, & Economics	3
NURS 6030	Advanced Theory in Nursing Science	2
NURS 6041	Health Care Technology, Teaching, & Evaluation in Health Care	2
NURS 6051	Epidemiology & Vulnerable Population Applications	3
NURS 6060	Faith, Ethics & Interprofessional Collaboration in Advanced Practice	2
NURS 6140	Advanced Research Methodology	3
NP CORE COURSES		
NURS 6100	Advanced Practice Role Development	1
NURS 6110	Advanced Pathophysiology	3
NURS 6120	Advanced Health Assessment & Diagnostics	3
NURS 6180	Advanced Pharmacotherapeutics in Practice	3
FNP FOCUS COURSES		
NURS 7010	Reproductive Health and Family Theory (60 clinical hours)	3
NURS 7120	Child/Adolescent Health & Family Theory (120 clinical hours)	4
NURS 7200	Adult/Elder Health & Family Theory (240 clinical hours)	6
NURS 7310	Family Health and Theory (330 clinical hours)	7

Course Requirements for The PG Certificate Program		Credit hours
NURS 6060	Faith, Ethics & Interprofessional Collaboration in Advanced Practice	2
NP CORE COURSES		
NURS 6100	Advanced Practice Role Development	1
NURS 6110	Advanced Pathophysiology	3
NURS 6120	Advanced Health Assessment & Diagnostics	3
NURS 6180	Advanced Pharmacotherapeutics in Practice	3

FNP FOCUS COURSES			
NURS 7010	Reproductive Health & Family Theory	(60 clinical hours)	3
NURS 7120	Child/Adolescent Health & Family Theory	(120 clinical hours)	4
NURS 7200	Adult/Elder Health & Family Theory	(240 clinical hours)	6
NURS 7310	Family Health & Theory	(330 clinical hours)	7

FNP Curriculum Sequence

FULL TIME*			
Semester	Course Number and Title		Credit Hours
Fall, Y1	NURS 6120 Advanced Health Assessment & Diagnostics		3
	NURS 6110 Advanced Pathophysiology		3
	NURS 6030 Advanced Theory in Nursing Science		2
	NURS 6100 Advanced Practice Role Development		1
	Total		9
Spr, Y1	NURS 6180 Advanced Pharmacotherapeutics in Practice		3
	NURS 6060 Faith, Ethics & Interprofessional Collaboration in Advanced Practice		2
	NURS 7120 Child/Adolescent Health & Family Theory		4
	Total		9
	(120 Practicum Hours)		
Sum, Y1	NURS 6140 Advanced Research Methodology		3
	NURS 6051 Epidemiology & Vulnerable Population Applications		2
	NURS 7010 Reproductive Health & Family Theory		3
	Total		8
	(60 Practicum Hours)		
Fall, Y2	NURS 6041 Health Care Technology, Teaching, & Evaluation in Health Care		3
	NURS 7200 Adult/Elder Health & Family Theory		6
	Total		9
	(240 Practicum Hours)		
Spr, Y2	NURS 6010 Leadership, Health Care Policy, & Economics		3
	NURS 7310 Family Health & Theory		7
	Total		10
	(330 Practicum Hours)		
Program Total: 45 (750 Practicum Hours)			

PART TIME*		
Semester	Course Number and Title	Credit Hours
Fall, Y1	NURS 6030 Advanced Theory in Nursing Science	2
	NURS 6110 Advanced Pathophysiology	3
	Total	<u>5</u>
Spr, Y1	NURS 6060 Faith, Ethics & Interprofessional Collaboration in Advanced Practice	2
	NURS 6180 Advanced Pharmacotherapeutics in Practice	3
	Total	<u>5</u>
Sum, Y1	NURS 6051 Epidemiology & Vulnerable Population Applications	2
	NURS 6140 Advanced Research Methodology	3
	Total	<u>5</u>
Fall, Y2	NURS 6041 Health Care Technology, Teaching, & Evaluation in Health Care	3
	NURS 6120 Advanced Health Assessment & Diagnostics	3
	Total	<u>6</u>
Spr, Y2	NURS 6010 Leadership, Health Care Policy, & Economics	3
	NURS 7120 Child/Adolescent Health & Family Theory	4
	Total	<u>7</u>
	(120 Practicum Hours)	
Sum, Y2	NURS 6100 Advanced Practice Role Development	1
	NURS 7010 Reproductive Health & Family Theory	3
	Total	<u>4</u>
	(60 Practicum Hours)	
Fall, Y3	NURS 7200 Adult/Elder Health & Family Theory	6
	Total	<u>6</u>
	(240 Practicum Hours)	
Spr, Y3	NURS 7310 Family Health & Theory	7
	Total	<u>7</u>
	(350 Practicum Hours)	
Program Total: 45 (750 Practicum Hours)		

The FNP Curriculum Sequence represents the required courses for a Master of Science in Nursing (MSN) degree at Harding University. Students are placed in a plan of study that has been developed for them. If a class is repeated or not taken, the student will need to meet with the FNP Program Director or their academic advisor to review and modify their plan of study. This potentially can add additional semesters to the student's planned graduation date. Flexible scheduling, including part-time status, is an option but limited. Students are urged to meet with their faculty advisors for academic planning to enhance their academic progression and success.

The curriculum covers two to three academic years. Several admission tracks exist at the HCCN to meet individual student needs.

- The Master of Science in Nursing degree is for students with no previous completion of a master's degree in nursing. (full-time and part-time options)
- The Second MSN degree is for students with a previously completed MSN degree and wish to broaden their clinical capabilities. Students may choose this pathway if they plan to seek federal financial aid assistance.
- The Post-Graduate certificate program is available to students who hold a Master's degree in nursing and are interested in specializing or expanding their clinical focus.

Students transferring from other graduate nursing programs will be placed in one of these plans of study depending on current progression. Coursework will be based upon an analysis of their completed work.

Clinical Sequences

9. Due to limited spaces, each applicant will be assigned to a course sequence from admission to the program until graduation.
10. Once the clinical course sequence is assigned, students remain in that sequence.
11. If the student needs to repeat a course or withdraws from a course, a new progression sequence is assigned on a space-available basis.

Examination of the Human Body and Validation of Nursing Skills

Patient physical assessments/examinations and interventions are required in NP Core and FNP Clinical courses. Students in clinical learning situations function in an advanced practice nursing role which includes assessment/examination of all body systems including integumentary, cardiovascular, respiratory, gastrointestinal, and reproductive systems. Professional boundaries and Christian principles are to guide behaviors in all learning experiences. (Review www.ncsbn.org for professional boundary expectations of nurses.) Students are advised that in all lab settings on campus, audio and visual recording may occur with or without advanced notice.

APPLICATION AND ADMISSIONS

Applicants for admission to the graduate nursing program are considered based on predetermined admission standards and acceptance criteria. Applicants are not discriminated against on the basis of age, creed, disability, ethnic origin, marital status, race, or gender. The policies and criteria for admission are conveyed to prospective applicants via the ***Harding University Catalog, HCCN Graduate Student Handbook***, letters, e-mail, phone calls, and personal interviews.

Acceptance Criteria

Admission to the MSN program is competitive. Students who apply to the MSN program will be interviewed by graduate faculty to ensure appropriateness of fit between the applicant and program. If the number of qualified applicants exceeds the predetermined admission limits, consideration for acceptance may be deferred to the next admission cycle.

The standards for admission to the MSN FNP program at HCCN are as follows:

- A baccalaureate degree in nursing from an accredited nursing program and from a

regionally accredited college or university, or an equivalent degree from a comparable foreign institution. Students without a BSN, but with a MSN and a license to practice nursing in their residency state will be reviewed and considered on a case-by-case basis.

- For students seeking a second MSN degree, or a Post Graduate Certificate (PGC), the initial graduate degree must be from an accredited graduate nursing program. The amount of hours for consideration will be based upon previous coursework and is reviewed on a case-by-case basis.
- Undergraduate grade point average (GPA) of 3.0 or greater on a 4.0 scale. For students with a graduate degree, or additional undergraduate degrees, a cumulative GPA will be used. For students with a cumulative GPA < 3.0, the last 60 hours will be calculated to evaluate eligibility. If the GPA is below 3.0, acceptance may be considered on a case-by-case basis.
- Satisfactory completion of basic inferential statistics, undergraduate health assessment, and undergraduate nursing research courses; each completed with a final letter grade of “C” or higher. Equivalency courses will be reviewed on a case-by-case basis.
- If the applicant was not born in the United States or in a country where English is not the official language, or if he/she did not complete their undergraduate nursing education from an accredited program in the United States, the applicant must document their English proficiency in one of two ways:
 - i. An official TOEFL iBT composite score of at least 83 with a minimum speaking score requirement of 26 (out of 30). The test must have been taken within the last calendar year of admission. Official TOEFL exam score report reflecting successful completion must be received no later than the application date. The TOEFL iBT test can be taken in the Harding University Testing Office. The test will be an expense to the student. Please contact them for details at 501-279-4415 or online at www.harding.edu/testing.
 - ii. If the applicant’s entire educational experience has been in the United States, the applicant is not required to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the first grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the Carr College of Nursing Admissions Committee, and then to the Carr College of Nursing Dean.
- Legal residence in the United States. International applicants must have status as a permanent resident upon admission to the graduate program and be eligible to attend an online program. Due to the online education construct of our program, students who are in the United States with an F-1 Visa may not be eligible to attend this program. Students with an F1 Visa must consult with the Department of Homeland Security for eligibility to the program. A document verifying residency status must be provided to the University and Program
- Unencumbered current, compact or state R.N. license
- 2000 hours of work experience as an R.N. must be complete before registering for any practicum course. These hours must be evident on the applicant’s CV or application. If not, applicants may be requested to provide written documentation or verification.

Applications for admission to the graduate program will be considered when all materials are collected to a centralized application source, and a \$50.00 application fee and supplemental application has been submitted to HCCN. Those students who reapply within one year of their original submission will be exempt from paying the \$50.00 application fee again.

Acceptance Process

If there are more applicants than spaces available, applicants will be reviewed according to acceptance criteria. Acceptance will begin with the highest-ability applicants and continue until all available spaces are filled. Applicants who are not accepted for admission into the HCCN graduate program will have their application maintained on file for one year. Updates to the application are encouraged and is the applicant's responsibility.

2. Applicants who do not meet admission standards and/or acceptance criteria for the application semester will be considered for the following admission cycle. Applicants may increase their preparation for acceptance by meeting with any member of their interview committee.
3. Students who are not admitted to the FNP program initially may be invited to take Master-level courses as a graduate student with non-accepted status. See 'Non-degree Seeking Student' section below.

Transfer Students

For students without a previous master's degree who have taken courses at an accredited program, a transfer of graduate-level coursework may be allowed. As of Fall 2016, up to 6 credit hours may be transferred with the approval of the FNP Program Director. Any transferred work must have a minimum grade of B (3.0) to be accepted for transfer credit and must have been taken within the last 5 years to be considered. Only MSN Essential and NP Core courses may be considered for transfer. Students will be responsible for material covered in transfer-approved courses. Due to the holistic focus the curriculum offers, students applying to the MSN program are encouraged to take all coursework offered for continuity of content. Students who wish to transfer graduate level coursework for credit must complete and sign the "Course Transfer Petition" form. Approval of over 6 credit hours toward the completion of the MSN degree must be petitioned by the applicant and may be granted with approval of both the FNP Program Director and the Dean of HCCN.

2nd Master's Degree and Post-Graduate Certificate Students

Students who have completed a previous master's degree (Non-FNP focused) from an accredited graduate nursing program may apply to the FNP program and obtain either a 2nd Master's Degree or a Post-Graduate certificate. Courses taken greater than five years ago may need to be repeated within each of the programs. Students interested in these pathways will need to complete the application process as previously discussed. Applicants to either of these pathways will need to have their transcript reviewed by the FNP Program Director or Dean. An individual plan of study will be developed based on previous education to include courses essential to family nurse practitioner education. Transcripts will be reviewed for essential core curriculum, and plans of study will be developed based upon curriculum requirements for the MSN pathway. Courses required will include the NP Core Courses, the FNP Focused Courses, NURS 6100 Advanced Practice Role Development, & NURS 6060 Faith, Ethics and Interprofessional Collaboration. Students may elect to take additional MSN essential courses to supplement their education. This will need to be established with the FNP Program Director upon entrance into the program. Additional approved courses will be reviewed on a case-by-case basis. Students should review state regulations of recognition requirements for additional advanced practice certification.

2nd Master's Degree

The 2nd Master's Degree pathway at Harding University Carr College of Nursing is a 32 credit hour program designed to provide education for registered nurses who hold a MSN (Master of

Science degree in Nursing). The program is designed for students interested in specializing or expanding their graduate studies and can be completed in 5 semesters. Students with a MSN from an accredited program have previously taken and passed essential foundational courses. Students in this pathway are provided the knowledge and clinical experience to allow them to sit for the national certification exam as family nurse practitioners. Federal financial aid is offered through Harding University for this pathway.

Post-Graduate Certificate Students

The Post Graduate Certificate (PGC) program at Harding University Carr College of Nursing is a 32 credit hour program designed to provide education for registered nurses who hold a MSN (Master of Science degree in Nursing). The certificate program is designed for students interested in specializing or expanding their clinical focus. Students with a MSN from an accredited program have previously taken and passed essential foundational courses. The PGC program provides the students' knowledge and clinical experience to allow them to sit for the national certification exam as family nurse practitioners.

The 32-credit hour program can be completed in 5 semesters, depending on the determined need for certification exam eligibility. For students who have a MSN from an accredited program but do not have certification as advanced practice registered nurses, the plan of study consists of 32 credit hours.

Students who have completed their MSN with an accredited graduate program and have certification in a clinical practice focus (Nurse practitioner, Clinical Nurse Specialist, etc.) will have a reduced number of credit hours in their plan of study based upon analysis of previous course completion. These students typically have a certification in another setting (acute care) and another population focus of practice (i.e. pediatrics, adult-gerontology or neonatal), but wish to expand their knowledge and clinical focus to family practice in a primary care setting. To determine the course requirements for these students, a gap analysis is completed by the faculty during their application to the program. An individualized plan of study is developed for each student, depending on previous coursework. The established plan of study will be based primarily upon the FNP Focused Courses. If the previous NP core courses taken by the applicant were population focused (i.e. Advanced Assessment for Pediatrics or Adult Pathophysiology), then additional NP Core Courses will need to be added in order to obtain the FNP certificate.

The minimum requirements for this certificate program include NURS 6060 Faith, Ethics, & Interprofessional Collaboration in Advanced Practice as a university Bible requirement, and the four FNP Focus Courses. If students have advanced practice certification in other areas and the NP Core Courses have been completed within the last 5 years, those courses may be transferred to the university to meet the requirements of this program.

Non-degree Seeking Students

A student who is not accepted for full- or part-time admission into the Family Nurse Practitioner program may be eligible to take courses as a non-degree seeking student. The student will be allowed to take pre-designated Master's level courses at Harding University for credit in the FNP program. The following conditions apply:

- The student must have applied to the FNP program through the designated pathway and be among those who were not selected for the full- or part-time program.
- The student must have permission to enroll in these courses from either the FNP Program Director or the Dean of the Carr College of Nursing.
- The student may take one or two courses per semester for two consecutive semesters.

- The following courses are eligible for students to take as a ‘non-degree seeking student’:
 - a. Fall Semester
 - i. NURS 6110 Advanced Pathophysiology
 - ii. NURS 6051 Epidemiology & Vulnerable Population Applications
 - b. Spring Semester
 - i. NURS 6060 Faith, Ethics, & Interprofessional Collaboration in Advanced Practice
 - ii. NURS 6180 Advanced Pharmacotherapeutics in Practice
 - c. Summer Semester
 - i. NURS 6100 Advanced Practice Role Development
 - ii. NURS 6041 Health Care Technology, Teaching, & Evaluation in Health Care
- If the student elects to take two courses per semester, the courses will be assigned as laid out in item 4.
- If the student elects to take one course per semester, the student must take NURS 6110 Advanced Pathophysiology in the Fall semester, NURS 6180 Advanced Pharmacotherapeutics in Practice in the Spring Semester, & NURS 6100 Advanced Practice Role Development in the summer.
- The student must maintain a 3.0 GPA during the Fall and Spring semesters, with no course grade below a B.
- If a student earns a course grade below a B, the student will have one opportunity to repeat the course at the next available time it is offered. The student will not be considered for admission into the FNP program until the course grade is a B or greater.
- If a student earns two course grades below a B, whether in the same class with a repeated failure, or in two separate courses, the student will be removed from eligibility to be admitted into the FNP program.

Students who complete this pathway and demonstrate a 3.0 GPA with either no course grade below a B, or with a passing grade in one repeated course, will be reviewed for admittance into the FNP program. The student will need to meet with the FNP program director and the Assistant Dean of Student affairs to discuss admission into a selected pathway based upon courses that have been completed. If the student completes six credit hours in the Fall with a grade no lower than a B (Successfully completing and passing two courses), then the student may petition the FNP Program Director and Dean for admittance in the Spring semester. Students enrolled as ‘non-degree seeking student’ will not be eligible for federal financial aid as students are required to have a designated degree pathway to receive financial benefits. However, they may be eligible for private loans and scholarships.

All course work taken as a ‘non-degree seeking student’ will be applied to credit in the MSN Family Nurse Practitioner Program at HCCN. Any grade less than a B will also be considered and applied to their progression status.

Entrance and Progression Requirements

Applicants must meet stated health requirements and CPR certification before entering HCCN. Students will be admitted on a “conditional status” until all of the documentation is completed. These documents are provided to Certified Background® by each individual applicant. Instructions and the program code will be provided to the student by the Graduate Administrative Assistant once the student is accepted to the program. All students must present current evidence of the following by the beginning of their studies in the graduate program.

1. **Health History** – A brief health history form is to be completed by the applicant. It is the student's responsibility to notify graduate faculty of their course, and the Program Director of any change in the student's health status.
2. **Immunizations** – Health care workers, including nursing students, are vulnerable to communicable diseases such as measles, mumps, rubella, diphtheria, polio, meningitis, varicella, influenza, hepatitis, and tuberculosis. These diseases may be prevented by appropriate immunizations.
 - a. Evidence of current immunizations required by immunization record or titer: *Tetanus, Diphtheria, and Pertussis (Tdap can cover all three of these), MMR (Measles, Mumps, Rubella), Influenza, and Varicella (chicken pox)* or serologic evidence of immunity.
 - Measles (rubeola) may also be confirmed with laboratory evidence of the disease.
 - Documentation of Varicella immunization may also be accomplished with healthcare provider documentation of either varicella or herpes zoster.
 - b. "A single dose of Tdap is routinely recommended for preteens and teens (preferably at age 11-12 years); however, adults 19 or older who did not receive Tdap as a preteen or teen should receive a single dose of Tdap." (CDC, 2016; vaccines.gov, 2016). This is important for all health care providers working with children.
 - c. A positive *Rubella Titer* is required for all students. If a titer is negative, or low, the student must receive a Rubella booster.
 - d. Students should have evidence of polio immunizations from childhood. If it was not done during childhood, the CDC does not recommend vaccination as an adult. Evidence of polio immunization may be required by the clinical agency in which the student is assigned to do clinical.
 - e. *Evidence of Hepatitis A and B Vaccines*. The Hepatitis B vaccine is required for HCCN graduate students. This vaccine takes several months to complete. If the student has not completed the Hepatitis B series prior to admission, permission may be granted to begin coursework, but the series must be completed before the student begins clinical courses. The first clinical course is NURS 7120 Child/Adolescent Health & Family Theory. The Hepatitis A vaccination is not required, but is recommended for students who plan to work in or travel to areas where Hepatitis A rates are high.

Note: If 15 or more years have elapsed since the student received the Hepatitis B vaccine series, the student must submit the results of a titer that indicates immunity. If the titer results are negative, the student must repeat the Hepatitis B series (per CDC guidelines)
 - f. Students must also meet any immunization requirements as directed by the clinical agency or state/federal requirements.

In the event that an applicant is pregnant, the student will be permitted to sign a waiver form exempting her from the immunization/TB requirements outlined in this *HCCN Graduate Student Handbook* until six weeks post-delivery.

Students who are medically exempt from vaccinations must supply documentation from their healthcare provider.
3. **Annual TB Skin Test** – Students must submit evidence of a negative PPD or documentation of a previous positive with a negative chest x-ray from within the past year. A positive TB skin test will be resolved according to current CDC and agency protocols before a student is placed in a clinical setting for learning experiences. (The

HCCN accepts documentation from licensed healthcare providers.) Per HU policy, International students are required to get a T-SPOT® TB test (T-Spot) for admission or have one on file.

4. **Current CPR Certification** – All graduate students applying for admission to the MSN program at HCCN are to provide (via electronic database) documentation verifying that CPR certification (American Heart Association Healthcare Provider Course or equivalent) is current. CPR certification includes one and two-rescuer adult CPR, child CPR, and infant CPR; use of an Automated External Defibrillator (AED); use of a bag-mask device; and assisting an adult, a child, and an infant with relief of an obstructed airway. CPR certification must include a hands-on skills validation component. CPR certification must be submitted prior to admission and must be kept current. ACLS is not accepted as proof of CPR certification.
5. **Criminal Background Checks Policy** – All graduate students accepted into the MSN program will be required to have a criminal background check completed upon admission. Students will be sent information through email regarding the process. Findings will be sent directly to the program. If the program determines a student has a non-eligibility condition in his or her history, or was not cleared in the Criminal Background Check process, the application to the program may be denied. These conditions include, but are not limited to:
 - o A nursing license that has a pending investigation or is encumbered
 - o Any criminal offense, including those pending appeal, and include the following:
 - Conviction of a misdemeanor.
 - Conviction of a felony.
 - Pled nolo contendere, no contest, or guilty
 - Received deferred adjudication.
 - Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty.
 - Been sentenced to serve jail or prison time or court-ordered confinement.
 - o Been granted a pretrial diversion.
 - o Been arrested or have any pending criminal charges.
 - o Been cited or charged with any violation of the law.
 - o Been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action.

Students who begin the program, but encounter any of the conditions above may be disqualified from progression in the HCCN graduate program.

6. **Drug Screening:** Drug screening will be required upon admission. Students will be sent information through email regarding the process. Documentation of prescribed medications may be asked of students depending on the results of the screen. Additional screens may be required upon the request of faculty.

Some clinical agencies (e.g. Veteran's Administration and corporation linked clinics) may require the nursing student to undergo additional background checks and drug screenings prior to participating in precepted clinical experiences in their agency. It is up to the MSN student to verify this requirement with the clinical agency they plan to utilize for their clinical experience and follow the process recommended by the agency. It is the responsibility of the student to take the appropriate actions and secure the appropriate funds to have this done to the satisfaction of the clinical agency.

Liability Insurance

Students participating in FNP clinical courses will be provided with student professional liability insurance. This is paid through student fees and maintained by HCCN. The student professional liability insurance will only cover incidents occurring during precepted clinical experiences and activities associated with the student role of an advanced practice nursing student. Any activities associated with the student's full-time or part-time nursing job will not be covered by this insurance. The student will need to maintain their own personal liability insurance for their professional practice as an RN. Each student will be covered with a minimum coverage of \$2,000,000 per incident, and \$5,000,000 aggregate while participating in precepted, clinical experiences as an FNP student.

Health Insurance

Applicants to the Carr College of Nursing MSN FNPP program must have health insurance coverage while a nursing student at Harding University. HCCN requires that all graduate nursing students in nursing clinical courses have hospital/medical insurance. The campus student health service does not cover emergency care, X-rays, dental care, health care provider fees, hospitalization, or cost of medications prescribed by health care providers. HCCN or Harding University, as well as the clinical agency, where students are participating in precepted, clinical experiences, cannot assume financial responsibility for any medical services, even if an injury/illness is a direct result of patient care activities. Students are financially responsible for the costs of healthcare services received.

Program Expenses

Graduate nursing students will have additional expenses beyond tuition and university fees for which the students are personally responsible. These may include, but are not limited to, a computer, mobile computing device, clinical expenses, health-related expenses, standardized tests, certification preparation and examination fees, health insurance, lab coats, health care assessment equipment, transportation, and personal costs while attending campus activities.

PROGRESSION AND RETENTION

The Carr College of Nursing's policies and criteria for progression and retention in the graduate program require a student to achieve a grade of "B" (80.0% without rounding) or higher in each nursing course, to maintain a minimum nursing GPA of 3.00. (Also see Passing Course Grades.) At the end of each semester a student's grades from the current semester are reviewed to determine if a student is continuing to meet the minimum grade and GPA requirements. If a student does not meet these requirements, the student will be placed on academic probation in the Carr College of Nursing.

Many efforts to promote retention have been developed by the HCCN faculty:

- HCCN administration and faculty hold orientation meetings each year during the student's first on-campus experience and prior to beginning coursework to enhance communication between students, faculty, and administration.
- HCCN administration and faculty work to maintain open lines of communication with students throughout their academic career. Students receive information about status and progress in the program and other relevant information via letter, phone, e-mail, and/or personal interviews. Note: The student's Harding e-mail address is HU's official method of communication. Students are responsible for regularly checking this address, including during designated holidays and school breaks.

- Communication is maintained with all graduate students and applicants to provide personal academic counseling and a smooth transfer process to HCCN. Applicants wishing to speak with faculty to review their transcript should first contact the Carr College of nursing graduate program to request a meeting and submit copies of their transcript for review. The FNP program director and/or dean will review the information to provide guidance for degree completion. This informal review of previous courses is not binding to the final accepted hours for degree completion as not all information will be reviewed nor all paperwork completed.
- Commensurate with HCCN's belief that faculty are facilitators of learning, continual monitoring of student progression is maintained to facilitate all students' learning, including identifying students at risk for learning difficulties. Graduate students desiring assistance with learning are encouraged to meet regularly with course faculty, academic advisors, and the Center for Student Success.

Course Guidelines for Student Progression

To complete the course successfully, the student will:

- Adhere to the policies stated in the course syllabus and printed in the *Harding Carr College of Nursing Graduate Handbook*.
- Complete and submit each assignment by the due date and time. Failure to do so without prior permission will result in a loss of 10% of the points possible for the assignment per day late (including weekends). After three days, if the assignment is still not submitted, the student will receive a zero for the assignment. The student will still be required to submit work for completeness and to avoid a drop in letter grade. Failure to complete any assignment for a course will result in a drop of one letter grade for that course. (A grade of an "A" will drop to a "B+". A grade of a "B+" will drop to a "B")
- Attend all intensive classes and other scheduled meeting times (online and/or on campus). No points are given for attendance as it is an expected component of student development. Absences during intensives may affect the student's ability to obtain information needed for successful completion of the course. Unexcused absences (failure to notify faculty) during intensives may result in removal of the student from the course. Course activities are designed to optimize learning in a specific content area. Alternate learning experiences related to absences may be assigned at the discretion of the faculty.
- Earn a grade of 80.0% (B) or higher for the quiz/exam average and for the overall course grade. 79.9% is considered a C+.
- Students must earn at least 80% of the points possible on course exams and quizzes before other points will be considered in calculation of the course grade. Failure to achieve an average of 80% or higher on all examinations will result in a final course grade equal to the average of the exam and quiz scores.
- Students are expected to take quizzes/exams as scheduled on the date assigned in the course syllabi. In the event a student is unable to participate in an exam at the assigned time, the course coordinator must be notified prior to the scheduled time. Taking the quiz on a date other than the assigned due date, must be approved by the course coordinator, and may only be for extenuating circumstances. Failure to obtain approval will result in a zero for the exam/quiz.

Students are encouraged to seek understanding of missed questions and participate in reviews of all quizzes and exams. Exam/quiz reviews are an additional opportunity for learning but one that may be revoked if abused by the students. Reviews, either online or with faculty, should be done in order to identify content students may be struggling with, assist students in test-taking

abilities, and to seek clarification of any misconceptions about the exam content. Test reviews by students will be at the discretion of faculty and will be available for 72 hours or at the faculty discretion (video/audio review and discussion board).

General Guidelines for Student Progression

1. A student must receive a minimum final grade of a "B" (80.0% without rounding) or higher in all graduate courses. A course grade of C+ or lower is considered a failed course. Any student who receives a final grade of a "C+" (79.9% without rounding) or less in a course must repeat that course. A student will be allowed to progress if the following conditions exist. If the student:
 - A. maintains a minimum cumulative graduate nursing GPA of 3.00
 - B. earns a "B" (80.0% without rounding) or higher in the course:
 - in the theory portion of a clinical course; and
 - in the clinical portion of a clinical course
 - iii. earns an 80.0% without rounding, or higher on the average of course exams.
 - iv. earns an 80.0%, without rounding, or higher on all clinical competency simulations (1 attempt to revalidate allowed)
 - v. earns an average score of "3" or higher on the GCET in NURS 7010 & NURS 7120, NURS 7200 average score of "4" or higher on the GCET, and an average score of "4.5" or higher on the GCET in NURS 7310.
- Any graduate student who receives less than a "B" in any nursing course must schedule a meeting with the FNP Program Director and their advisor to review continuation in the program and to discuss their plan of study.
- It is the student's responsibility to monitor his/her academic progression toward the completion of course and degree requirements and to maintain good academic standing (See Academic Probation Policy #4). While graduate faculty and staff make all efforts to assist the student, the student is responsible for seeking guidance from the assigned faculty advisor to facilitate degree planning.
- Final decisions regarding student progression are the responsibility of the Dean of the Carr College of Nursing. Final decisions are placed in the student's permanent records.
- The student has the right to appeal any course grade according to the academic grievance procedure outlined in the current edition of the *Harding University Catalog*.
- When a course is repeated due to a low grade, the grade earned from the previous enrollment will be replaced with the newly earned course grade.

Academic Probation Policy and Dismissal

- J. A student may enroll in the same nursing course no more than two times.
- K. A student will be placed on academic probation within the Carr College of Nursing when any one of the following conditions exists. If the student:
 - Earns a final grade of less than a "B" (80.0% without rounding) in any graduate course.
 - Commits an ethical offense. Any student placed on probation for an ethical offense will remain on ethical probation until graduating from the HCCN (See the HCCN Code of Conduct and Academic Integrity Policy Statement). University standards and professional standards of practice and conduct are to be followed by all nursing students. Some ethical offenses, as stated in the *Harding University Student Handbook* and *Harding University Academic Catalog*, may result in suspension and/or dismissal from Harding University and the Carr College of Nursing.)

- L. If a student has been placed on academic probation within the Carr College of Nursing, the following conditions will apply to the probationary period:
- A. The student who has been placed on academic probation will be required to take a reduced credit hour load of no more than 6 graduate hours the semester of probation. The 6-hour schedule must include the course(s) to be repeated if possible.
 - B. The student's academic schedule must reflect individualized stipulations specified in the probation letter from the Assistant Dean of Student Affairs of the HCCN.
 - C. Admission into courses that must be repeated is based upon availability of openings. Probationary students will be placed as space is available.
 - D. The Carr College of Nursing Graduate Faculty Committee may counsel a student to leave the Carr College of Nursing for one semester if the committee determines this action to be in the student's best interest. If and when the student returns he/she will be placed on academic probation in the Carr College of Nursing for that semester.
 - E. Students who are placed on academic probation should expect to graduate at least one semester later than originally planned.
- M. The student on academic probation may be returned to **good academic standing** if a minimum grade of "B" (80.0% without rounding) or higher is achieved in the repeated nursing course(s) as well as all other nursing courses taken during the probation semester.
- N. A student will receive permanent academic dismissal from the Carr College of Nursing under any one of the following conditions. If the student:
- i. Does not pass (achieves less than 80.0% without rounding) the same graduate nursing course after the second attempt.
 - ii. Does not pass (achieves less than 80.0% without rounding) up to two different nursing courses required for the MSN degree.
 - iii. Does not complete the nursing program within five (5) years of admission into the Carr College of Nursing
 - iv. Commits a second ethical offense. (Refer to #2.B. in this policy).
- O. Certain conditions may disqualify a student in program progression in the Carr College of Nursing. The conditions include, but are not limited to those listed in "Entrance and Progression Requirements", under #6 in this handbook. This will also include any action that will create an encumbered license.
- P. If a student withdraws from a course, they will only be allowed to enroll in the course one additional time. If they are unsuccessful in passing the course during their second attempt or withdraw from the course for a 2nd time, the student will be dismissed from the MSN program.

GRADUATION AND LICENSURE

Graduation and Licensure Expenses

During the semester of graduation, the student can expect from \$500 to \$1,000 of additional expenses for certification exam preparation and application, as well as other graduation expenses. Prices vary and exact information is available at the beginning of the graduation semester.

Hooding Ceremony

The Hooding Ceremony is a special ceremony to celebrate the MSN graduates' completion of the program and to honor their families. It is held each semester the day before commencement. All current graduates for that semester are encouraged to attend. Professional awards are presented during that ceremony. Awards may include the *Head, Heart, and Hands Award*, *Outstanding Colleague Award*. Graduate students completing the Post-graduate certificate

program will receive their certificate. Graduate students receiving an MSN degree will be hooded toward the conclusion of the ceremony in preparation for commencement the following day. Students interested in being a part of the planning committee need to contact the FNP Program Director. The committee will develop a budget and a time schedule for timely task completion. All matters pertaining to the ceremony are to be approved by the FNP Program director and the Dean and the Dean's designate(s).

Graduation

As outlined in the Graduate and Professional Catalog, during the first semester of the graduating year the nursing student must file a "Request for Degree" form with the Registrar's Office, including a degree evaluation audit signed by the student and their faculty advisor, FNP Program Director or Assistant Dean of Student Affairs. This will need to be done during the intensive prior to the Fall semester start. The student is also encouraged to register with the Alumni Office. Following graduation, students will need to keep updated contact information with the nursing program for accreditation purposes.

National Certification Examination

Following graduation from HCCN's Family Nurse Practitioner program, the American Association of Nurse Practitioners (AANP) and the American Nurses Credentialing Center (ANCC) offer a national certification exam, providing the opportunity for a graduate to become certified as Family Nurse Practitioner. Final approval to be eligible to take this examination rests with the Dean of the Carr College of Nursing; Each student must then apply to be licensed as an advanced practice registered nurse based on the requirements of the home state. It is the student's responsibility to be familiar with their state board requirements for recognition as an advanced practice registered nurse.

Transcripts

Official transcripts required by each state for recognition in that state are available to be mailed from Harding's Registrar's Office following graduation. Requesting a transcript must be done by the student; no other person or University employee may request a transcript for a student. The student can fill out a request for transcripts through Pipeline, indicating "after degree conferred" to be sent after the final semester. Occasionally a transcript is withheld; the graduate must contact the Registrar's Office should this occur.

FNP COURSE POLICIES

Participation in Online Nursing Courses Policy

Professionalism in nursing practice demands accountability and responsibility in course and clinical attendance. ***Regular participation in assigned classroom discussion and clinical attendance is expected of all graduate students for the entire assigned time.*** ALL course student learning outcomes and class assignments must be completed to pass individual courses and to meet requirements to prepare students for the certification examinations at the completion of the program. Non-participation in online courses and/or absences from clinical learning experiences is considered unprofessional and will limit the student's opportunities to demonstrate student learning outcomes and thus can influence the final course grade. Unprofessional behavior in the clinical setting, may include, but not limited to non-participation in clinical, can result in the removal of the student from the clinical setting, failure in the course, and/or removal from the FNP program. Since online courses include participation as part of their grade, the student is expected to participate in the manner directed by the faculty and/or syllabi.

See Missed Examination Policy regarding makeup exams. Students who experience alterations in health (physical and/or mental) status (such as pregnancy, childbirth, surgery, injury, or newly diagnosed conditions or newly prescribed medications) that would jeopardize patient and/or student safety, will be required to submit a medical release statement from their health care provider prior to returning to class or clinical.

Definition of Terms

Absence: not being present in the class or clinical as required by course faculty or program director; missing part of a class period without prior approval of the faculty; leaving early or not returning after a break without faculty approval.

*All students must obtain prior approval from course coordinators prior to planning health care mission trips or activities such professional conferences or meetings, non-nursing sponsored activities, etc. which involve missing any part of intensives, class and/or clinical learning experiences.

If a student must be absent from or late to a classroom or learning center session, the student must notify the appropriate course faculty prior to the scheduled learning session. Makeup work is at the discretion of the faculty.

Tardiness: arriving in the classroom during intensives, to a previously scheduled synchronous online activity, or at the clinical site at any time after the clinical period is scheduled to begin. This may occur at the beginning of the class period or after a break.

When the course faculty notices a pattern of excessive absences/tardiness or non-participation in course activities, the faculty will confer with the student both verbally and in writing with the student, documenting the incidents and establishing a remediation plan. Students are expected to check their e-mail every day during the work week and reply back to the instructor within 24 hours of notification. Any phone messages left with the student should also be returned to the faculty within 24 hours as well. After the initial warning if absences/tardies or non-participation continue such that the student violates the policy or is going to fail the course, the faculty will discuss both verbally and in writing requesting the student to officially drop the course with a "W." If the student does not drop the course, the student will be dropped from the course with a grade of "WF" per University policy. Faculty will retain all email and attempts to contact the student regarding excessive absences/tardies and/or non-participation as documentation of attempts to discuss the problem verbally as well as providing written notification and documentation in a timely manner. Copies of all communication will be forwarded to the Carr College of Nursing FNP program director, Assistant Dean of Student Affairs, the Dean, and the Associate Provost, and a copy will be placed in the student's file in the HCCN.

Attendance Policy: Clinical Portion of a Course

Absence from any learning activity designated as a clinical experience, including simulated laboratory sessions, and all scheduled pre and post-conference sessions, without prior faculty notification, will result in a failing grade for the clinical portion, which results in failure of the entire course. Leaving a clinical activity without notifying the preceptor prior to leaving, will result in failure of the course. Course faculty should be notified in the event of extended absences. The preceptor must be notified directly by the student in the event of absence or

tardiness from any assigned clinical learning experience prior to the beginning of the experience. Sending notification by another student is not acceptable.

Attendance in precepted clinical experiences is mandatory for clinical proficiency. Clinical days with the designated preceptor must be arranged in advance and accurately documented by the student and provided to the faculty overseeing the student's clinical experience for the enrolled course via clinical log calendar. If a change causes a significant alteration in the clinical hours or clinical experience, the student is expected to notify the course faculty at the earliest opportunity. If the preceptor reports the student is not attending clinical at the designated times, the student will be asked to speak with the faculty overseeing the clinical experience for the enrolled course, the clinical coordinator and then the FNP program director if it is warranted. The FNP program director will be notified of any attendance issues associated with a student's clinical.

Tardiness to the clinical agency/experience is both unprofessional and unacceptable in the graduate program. If course faculty is notified by the preceptor or alerted by other means of this problem, the following consequences shall be implemented:

1. *First occurrence* – Written warning (with documentation in the student file)
2. *Second occurrence* – Failure of both the theory portion and clinical portion of the course.

Approved absence from any activity denoted as a clinical experience will be made up by an equivalent experience assigned by the clinical faculty. Arrangements to make up the missed clinical experience(s) are to be initiated by the student within one week of the missed experience, unless prior arrangements have been made. There is no guarantee clinical makeup experiences can be provided due to both clinical agency and program time constraints. If a student is unable to make up clinical requirements during the semester, the student will receive an incomplete. The student will need to meet with course faculty and the FNP clinical director to arrange when clinical studies will be completed. Clinicals must be completed prior to the start of enrollment and clinical rotation of the subsequent semester. If a student's clinical rotation is not completed by the last date of enrollment of the following semester, the student will need to meet with a faculty advisor to review course rescheduling. Unapproved absences from clinical must be made up prior to the end of the semester, or the student will receive a failing grade and will need to meet with faculty advisor to review course rescheduling.

Passing Course Grades

The student is required to have access to the syllabi for each course by accessing it through Canvas which will be available for the duration of the semester. These syllabi specify course outlines, student learning outcomes, requirements, assignments, and specific grading procedures. The Carr College of Nursing follows the University policy for course grades. Specific criteria for course grading are either outlined in the syllabus or are given in writing at the beginning of a course by each course coordinator.

Grading Policies

Practicum/Skills Content:

1. An average of 80.0% (without rounding) or higher on all class exams must be attained to pass the theory course regardless of the average on written out-of-class or in-class presentations or assignments.
2. A minimum grade of 80.0% (without rounding) must be achieved in the theory portion and a passing score on the GCET for the clinical portion of the course to pass the course.

If either portion is not passed, the student must enroll in both the theory and clinical portions of the course when it is repeated.

3. Passing scores for the GCET are as follows:
 - a. Receives an average score of “3” or higher on the GCET in NURS 7010 & NURS 7120.
 - b. Receives an average score of “4” or higher on the GCET in NURS 7200
 - c. Receives an average score of “4.5” or higher on the GCET in NURS 7310.
4. When a student has successfully met **all specified requirements** (exam/quiz average $\geq$ 80%, clinical competencies/requirements passed, and GCET score has been achieved), the remaining course assignments will be calculated in the final course score. A student who does not successfully meet **all specified requirements** receives a failing grade equal to the lowest scored component for the course regardless of the average on other course assignments. At least a "B" (80.0% without rounding) must be maintained in each nursing course to progress in the FNP Program.
5. An “Incomplete” may be assigned as the student’s grade if the student is not able to complete clinical hours by the specified due date in the course, or complete all assignments in the course by the end of the semester or due dates. An “Incomplete” may only be assigned if the student has communicated with the Course Coordinator in advance and arrangements have been made. Due to the progressive nature of the FNP courses, the student will not be able to progress to the next course without first completing their incomplete course.

HCCN Course Grade Policies 2026-2027	
HCCN course grade policies are designed to assist students to be safe and competent health care providers as well as to prepare them for the certification exam.	
Test Score Average for Courses	The total exam/quiz score average must be $\geq$80.0% without rounding, to pass a nursing course. If the exam/quiz average is less than 80.0% without rounding, a grade equivalent to the exam average is recorded for the course regardless of the average on other class assignments. Low Exam Score – To optimize academic success and as part of academic accountability, students with a test average $\leq$80.0% are to schedule a meeting before proceeding with further course exams to discuss exam taking strategies with the Course Coordinator or course faculty.
Validation Score for Courses	A Clinical Competency Evaluation/Validation Score must be $\geq$80.0%, without rounding, or achieve a “Pass” grade. If a student fails to achieve a passing score of the first validation, the student must meet with the evaluator to review their performance. The student will be removed from their current enrollment in their FNP Focus course or NP Core course and be asked to remediate when the course is repeated. This policy applies to FNP Core courses and FNP Focus courses which include NP demonstration of clinical competencies (NURS 6120, NURS 7010, NURS 7120, NURS 7200, and NURS 7310).
Clinical Competency Evaluation Score for NP Core & FNP Focus Courses	If an NP Core course or an FNP Focused course includes a final patient encounter simulation exam, the clinical simulation exam score must be $\geq$80.0%, without rounding, to pass the nursing course regardless of other course assignment grades. These clinical competency exams will include simulated models. If a student fails to achieve a passing score of the first validation, the student must meet with the course coordinator and evaluator to review their performance. The student must arrange with the course coordinator to demonstrate the Clinical Evaluation Competency/Validation. A second failure in the clinical evaluation competency will result in a failure in the course. The student will be removed from their current enrollment in their FNP Focus Course and be asked to remediate when the course is repeated. This policy

	applies to FNP Core Courses and FNP Focus Courses which include NP demonstration of clinical competencies (NURS 6120, NURS 7010, NURS 7120, NURS 7200)
GCET Score for Clinical Courses	Achieve <u>an average score</u> of “3” or higher on the GCET in NURS 7010 & NURS 7120, and an average score of “4” or higher on the GCET in NURS 7200, and an average score of 4.5 or higher on the GCET in NURS 7310 without rounding, on the graduate clinical evaluation tool (GCET) to pass the course regardless of other course assignment grades.
Course Grade Scale	Once all specified criteria listed previously are met the following course grade scale is used in the MSN program FNP program to calculate the final course grade, which is then given to the Registrar’s Office. 90-100 = A 85-89.99 = B+ 80-84.99 = B 75-79.99 = C+ 70-74.99 = C 0-69.99 = F

Calculating Grade Point Averages (GPA)

A	90-100	4.0
B+	85-89.99	3.5
B	80-84.99	3.0
C+	75-79.99	2.5
C	70-74.99	2.0
F	≤ 69.66	0.0
I = Incomplete		0.0
W = Withdraw		0.0
NC = No Credit		0.0
CR = Credit		0.0

Multiply the grade points by the credit hours for the course, add all the course points, and divide by the total number of credit hours. Example:

Course	Credit Hours x Grade Point = Points Earned		
NURS 6060	2	B = 3.0	6
NURS 6110	3	A = 4.0	12
NURS 6120	3	B+ = 3.5	10.5
	8 total hours		28.5 total points earned

Divide total points by total credit hours: $28.5 / 8 = 3.56$ GPA

GPA Information

Cumulative GPA: The cumulative GPA is composed of every course taken by a student, regardless of whether or not the course is required for the nursing degree. A minimum cumulative GPA of 3.0 is required for admission to the MSN program. If the GPA is below 3.0, acceptance may be considered on a case-by-case basis. A 3.0 or greater GPA must be maintained for continued progression and enrollment in the nursing program.

Exam Administration and Review Policy

Enrollment in HCCN online graduate courses implies acceptance of the Codes of Academic Conduct and agreement to abide by the terms and spirit therein. Cheating in any form constitutes a breach of the codes and is not tolerable with the health care professions. (Refer to *HCCN Code of Conduct and Academic Integrity Policy Statement*.)

The following guidelines will be enforced during all course exams delivered on campus at HCCN:

- No food or drink items are allowed in the student's possession.
- No caps or hats are permitted.
- Cell phones (turned off) and all other electronic devices must be placed in a designated area in the room.
- Backpacks, book bags, and all other personal items must be placed in a designated area in the room.
- Students must bring their HU ID with them to the exam.
- Blank paper may be used, at the discretion of the faculty. The student must tear up all paper at the end of the exam in front of the proctor.
- Students must maintain a quiet environment throughout the exam while being proctored.
- Does not apply .
- During computerized testing, under no circumstances are students allowed to talk or access e-mail, websites, or any programs other than the current exam. If that should occur, the student will receive a zero for that exam.
- Faculty reserves the right to investigate any suspicious activity (including emptying pockets, baring arms, etc.), including suspicious activity observed/reported by an exam proctor administering an exam for the faculty.
- Exam or Quiz Review – Commonly missed concepts will be reviewed/discussed by the faculty within one week following the testing session, allowing opportunity for clarification of content about which students have questions. Following the exam, the course coordinator will review the exam and post the grades for student review. A posted review of the exam will be made for online courses for the student to review for the next 72 hours. A discussion forum dedicated to questions about the quiz/exam will be opened and remain up for the duration of the posted quiz/exam review. Additional components of the review will be at the discretion of the course coordinator as to the delivery of the exam review.
- One-on-One Exam Review: Paper or computer exams may be reviewed in the faculty's office with faculty present at all times. Only the student's exam and individual results may be reviewed. Students wishing to review their personal exam scores should schedule an online review of the exam with course faculty through video chat logs.
- For online exams/quizzes administered off campus, students will be advised of the type of quizzes or exam being offered. For quizzes in which students are allowed to use outside resources, the instructor will designate the type of materials allowed. The use of outside resources for quizzes and exams will be at the discretion of the course coordinator.
- For proctored exams delivered online, the use of an online observation company will be utilized to monitor the student for any use of unauthorized outside materials. Should any suspicious activity be monitored by the online observation company, the student activity will be reviewed with the FNP program director and the course coordinator.

Distance Testing and Proctoring Sites

Due to the online nature of the MSN program, the Carr College of Nursing has incorporated the use of an online observation company to proctor quizzes and/or exams taken by students while away from campus. The designated proctoring company will provide guidelines that will be enforced during all course examinations delivered online and electronically proctored. It is the student's responsibility to review and abide by the guidelines set forth by the designated proctoring company and by faculty.

Students may elect to have their exam taken at an authorized testing agency in which they will be proctored at this location. Additional fees to test at these locations are at the student's personal expense and arrangements must be made prior to the start of the semester by the student. Students must communicate with the course coordinator and the FNP program director to convey their intent in testing at these locations in writing.

1. Students must visit the proctoring company's website to evaluate equipment before logging in for the quiz or exam. This should be scheduled by the student one week from the assigned date of the quiz/exam.
2. Students must take the exam/quiz in a well-lit, quiet and private room. The lighting in the room must be daylight quality, and overhead lighting is preferred. If overhead lighting is not possible, the student must make sure the light source is not directly behind the student (to avoid interfering with the monitoring process).
3. Students must take the quiz/exam in a private location.
4. Students must not allow any other person or animal in the room during the exam/quiz.
5. Students must remove any hats, sunglasses, and/or headphones.
6. Students must remove any cell phones, tablets, smart watches, and/or laptops from the room that are not connected with the live proctor.
7. Students must remove any notes that do not pertain to the exam/quiz from the workspace.
8. Students must have a government issued photo ID available for the proctor to review prior to the start of the exam/quiz.
9. Students must bring a reflective surface such as a CD, DVD, or mirror to show the edges of the student's computer monitor to the proctor. Or be prepared to use the camera on the computer to rotate through the room to demonstrate the examination environment to the proctoring agent.
10. Students must close out all programs, applications and websites that do not pertain to the exam/quiz prior to the start of the exam/quiz.
11. Faculty reserves the right to investigate any suspicious activity (including emptying pockets, baring arms, etc.), including suspicious activity observed/reported by an exam proctor administering an exam/quiz for the faculty.
12. Should any suspicious activity be monitored by the online observation organization, a report and video file will be made available to the course coordinator for review. The student activity will be reviewed with the course coordinator and, if necessary, graduate faculty administration.

Readmission to the Carr College of Nursing Procedure

The faculty understand that life circumstances may delay program progression. When a student determines his or her personal life circumstances warrant a temporary delay in progress, the student will submit a letter of intent to withdraw from the program & the date of anticipated readmission. Due to the competitive nature of the application process and the limited spaces allowed in the program, a student may apply for readmission but is not guaranteed a position within the program.

When a student seeks readmission to the Master's program at the Carr College of Nursing, the following steps are to be followed:

- Write a letter of intent to the FNP Program Director of the Carr College of Nursing to indicate when the student desires to reenter the program. This letter must be received by the FNP Program Director prior to October 1st for spring reentry and March 1st for fall reentry before the student plans to reenter the program. Choosing not to notify the FNP Program Director before the specified deadline prohibits the student's placement in clinical courses.
- Contact the FNP Program Director prior to application deadlines to ensure fulfillment of all readmission requirements. Depending on the circumstances of the initial withdrawal, the availability of program positions, and the academic progress of the student, the student may be asked to reapply, meet with the program faculty for an interview, and/or submit additional paperwork at the discretion of the FNP Program Director. A position is not guaranteed.
- The student will be under the direction of updated plans of study that have been approved prior to the student's withdrawal and will be under the policies and procedures of the most recent catalog.

Any student readmitted to the HCCN who has been out of the Master's program for a period of three or more years or who has been suspended for academic reasons, must meet the requirements of the *University Catalog* in effect at the time of readmission. Any student who has been permanently dismissed from the HCCN will not be readmitted to the nursing program.

Course Credit for Re-Entering Students

Advanced Practice Nursing is part of the complex, rapidly changing health care system. This necessitates curriculum revisions, which affect the student's re-entry status and graduation requirements.

- Students must complete the FNP program within five years after initial admission to the Master's program for their previously earned course credits to meet certification requirements.
- Students who are away from the program for more than one year may be required to retake nursing courses or give evidence through available validation exams that their nursing knowledge and skill levels are current.
- Repetition of nursing courses, which have been taken more than three years prior to reentry into graduate school, may be required to satisfy the requirements for certification exams. Due to the content and limitations applied by certifying bodies, some courses, such as NURS 6180 Advanced Pharmacotherapeutics in Practice, may need to be repeated to maintain graduation and testing requirements.
- Repetition of some or all courses containing a clinical component may be required if an absence of greater than three years has occurred. If credit has been granted for previous clinical courses a repeat of the course does not apply.

UNIFORM AND DRESS CODE POLICIES

The Carr College of Nursing abides by the dress code as explained in the *Harding University Student Handbook*. The Harding University dress code also applies to wearing non-uniform clothing while in any clinical setting.

Men and Women

- Clothing should be neat, clean, and relatively free from the tattered and worn look. Shoes are required to be worn on campus.

- Tight or form-fitting attire (such as leggings) and garments designed as underwear or sleepwear should not be worn as outerwear. Undergarments should not be visible.
- Shorts should be mid-thigh or longer in length. Shorts are not permitted in classes, chapel, or lyceum events such as American Studies programs.
- Clothing that is unusual or displays material inconsistent with the mission of the University is prohibited.
- Hair should be neat, clean, and free of extreme styles; unnatural hair colors are not permitted.

Women

- Tops must have at least 2-inch shoulder straps. Clothing must not be low cut and may not reveal cleavage or the midriff. Halter tops are not permitted.
- Skirts and dresses must not have hemlines or slits that extend above the knee. Banquet dresses may be strapless; however, the back must not extend below the natural bra line.
- Piercing is limited to the wearing of earrings and a small nose stud or ring. Banquet dresses should be modest and becoming, conforming to the guidelines listed above. Dresses may be strapless; however the back must not extend below the natural bra line.

Men

- Shirts must be worn at all times. Tank tops and body shirts are limited to athletic participation only.
- Caps, hats, and bandanas are not permitted in classes or chapel.
- Piercing is limited to the earlobes and the wearing of small earrings or studs.

The Carr College of Nursing provides a uniform and dress code policy that abides by nationally accepted safety and infection control standards. As a trusted and respected profession, APRN students must present themselves in a professional manner. Most importantly, the current policy acknowledges that one's appearance is a nonverbal statement about one's self. The uniform and dress code policy facilitates the students' appearance as Christian professionals.

Source(s):

Centers for Disease Control and Prevention. (June 2, 2010). Hand washing: Hand hygiene saves lives. Retrieved July 30, 2010, from <http://www.cdc.gov/features/handhygiene>.

LaSala, K. B., & Nelson, J. (2005, February). What contributes to professionalism? *MedSurg Nursing*. http://findarticles.com/p/articles/mi_m0FSS/is_1_14/ai_n172083071

General Practicum Dress Code

- The official Carr College of Nursing identification embroidery is required for all lab coats of Harding University graduate nursing students. The identification embroidery must be sewn to the left arm of the lab coat and look professional.
- Casual, professional wear is indicated for advanced practice nursing students in the clinical setting. Clothing must be professional, clean, wrinkle-free, and follow the Harding University dress code. Jeans, denim, sweatpants, tank tops, or T-shirts are not appropriate casual wear. Shirts/blouses need to be tucked in (Unless designed to be worn un-tucked) and must not reveal midriff skin or cleavage. To comply with OSHA requirements, socks/hosiery and shoes with enclosed heels and toes are to be worn with casual wear.
- The lab coat must have sleeves, extend down to the hips (half-length) and is to be well maintained and wrinkle-free. Clean clothes are to be worn daily to prevent transfer of microorganisms; it is to be changed as soon as possible after leaving the clinical area.

- If the agency's dress code is more restrictive than this policy, the student is expected to comply with the agency's policy.
- Choosing not to adhere to the Dress Code Policy could result in referral to the Vice President/Dean of Students. (Refer to Clinical Experiences: Accountability)

Hose/Socks

Support hose or socks are recommended for comfort and to prevent circulation difficulties. As part of the professional attire, solid colored hose or socks should be chosen as not to distract from the patient-provider role.

Shoes

Shoes must be clean, professional looking, and in good repair. Shoes should be non-porous that are sturdy to protect the student's feet from injury. Shoes must have enclosed toes and heels for OSHA compliance. It is recommended shoes have low heels or small wedges, have laces for tying, be easily cleaned, and have non-slip tread. Logo-marked shoes, canvas shoes, or sandals are not permitted.

Exceptions to the Official Uniform

1. Exceptions to wearing accepted casual professional clothing is at the discretion of the clinical faculty (i.e. lab coats over casual clothes, colored scrub uniforms, or printed lab coats for pediatric clinical).
2. Lab coats may be worn over non-uniform clothing when permitted by the clinical agency. The lab coat must have sleeves and be white, clean and wrinkle-free, appropriately display the HCCN identification patch, and be worn with the appropriate ID badge(s).
3. When scrub attire is indicated by the practicum site, the student may comply with the color of scrubs of the clinical agency. All scrub tops for both males and females must be worn with a clean, **all-white** crew neck t-shirt under the top. Undergarments for both males and females must provide full coverage and not be visible through the scrub attire. No visible prints or colors on undergarments are to be worn with a uniform.
4. If lab coats are not to be worn in the clinical setting as per clinical guidelines, the student may remove their lab coat while around patients. However, the identification badge should be present at all times in the clinical setting.

General Appearance Guidelines for the Clinical Area

Students' personal hygiene and dress should reflect the high standards expected of a professional nurse. Students are expected to be neat and clean and abide by the dress code of HCCN and the institution in which they are assigned their practicum experiences.

- Perfume, perfumed hairspray, cologne, after-shave, or other strong odors such as body odor and/or tobacco smoke are not permitted.
- Gum chewing is not permitted.
- Students may wear Sigma Theta Tau International Honor Society pins, Professional Nursing Student Association pins, and pins representing prior nursing institutions on their uniforms. No other pins, ribbons, or accessories are allowed on the uniform or ID badge(s).
- Infection Control
 - **Fingernails:** Keep manicured and at a workable length. Fingernail polish or acrylic/artificial nails, known to contribute to infections, are not allowed.

- **Rings:** Only wedding bands or engagement rings are to be worn in the clinical setting. The clinical agency and/or Harding University are not responsible for lost or stolen jewelry, including engagement or wedding rings.
- **Accessories:** No hoop or dangling earrings are permitted. Small (stud-type) earrings are allowed, only one earring per ear. No earrings of any kind are permitted for male students. Necklaces and bracelets (including ankle bracelets) are not permitted. No other visible body piercings or tattoos are permitted. Tattoos should be appropriately covered.
- **Hair:** Hair is to be neat and clean. If students have long hair, it is to be secured back off the uniform collar and up on the head with a non-ornate barrette or other appropriate hair-securing device. A black headband is allowed. Ribbons, bows, feathers, and extreme color or styles are not permitted. Hair should not hang in one's eyes or face, or fall down so as to touch the patient while one is working. Hair should be neatly trimmed or styled off the collar and free of extreme colors or extreme styles. Beards and moustaches are to be neatly trimmed. Clinical agency protocols regarding hair style, if more restrictive must be adhered to by students each semester.
- **Hands:** Hand hygiene is to be practiced:
 - Before and after every patient contact
 - At the beginning and end of your shift
 - When leaving the unit and upon return
 - After contact with contaminated items
 - Before and after eating
 - After using the restroom, covering a sneeze/cough, brushing your hair, and other personal care
- **Gloves:** Wear disposable (non-latex) gloves when in contact (or potential for contact) with blood or body fluids.
- Cell phones, and smartphones are not to be used in clinical settings except for clinical purposes and in accordance with agency policy; and are to be in a mode not interfering with clinical equipment. There has been documented interference with hospital equipment being used in patient care including mechanical ventilators, infusion control pumps, and telemetry.

Photo ID Badge

- The Carr College of Nursing photo identification badge is obtained from the Harding University Office of Public Safety with a permission slip from the Carr College of Nursing assigned faculty or staff. The Office of Public Safety does charge a nominal fee.
- The Carr College of Nursing Graduate Administrative Assistant will hole-punch the badge and provide a clip.
- Newly admitted nursing students, students who have a name change, students whose badge becomes illegible, and students who lose their badges must contact the Graduate Administrative Assistant to acquire the official badge.
- The Harding University Carr College of Nursing identification badge is worn during all clinical experiences associated with Harding's nursing courses.
- The Carr College of Nursing badge is to be worn only in Carr College of Nursing clinical agencies or at other times when the student is completing an authorized Carr College of Nursing assignment.
- The student ID badge may not be used while working in clinical areas as an agency employee or volunteer.

- Agency-specific ID badges are required in certain clinical agencies.
- The badges must be returned to the FNP Program Director if withdrawing from the HCCN and/or the University or at the conclusion of the student's clinical rotations.

Required Equipment

Each FNP nursing student will be required to purchase equipment and supplies deemed necessary in the clinical and lab setting. Students are required to have their own:

- stethoscope
- watch with a seconds indicator
- Access to required clinical software
- Diagnostic kit as prescribed in the assessment course.
- Other assessment equipment as designated by FNP Focused courses.

It is the student's responsibility to purchase these items, keep them in working order, and consistently have them ready for use in the clinical area.

FNP CLINICAL POLICIES

Students are expected to adhere to the following clinical policies. These expectations reflect current employer practice expectations.

Standard Precautions Requirement

All students in the graduate clinical courses HCCN courses are required by the clinical agencies as well as the HCCN to complete the Standard Precautions training annually and complete the post test. To comply with this measure, all students in the FNP program will complete this requirement prior to beginning clinical studies in NURS 7010 Reproductive Health and Family Theory and NURS 7310 Family Health and Theory. All students must pass the posttest with a score of $\geq 90\%$ in order to be in compliance with this requirement. No students will be allowed to participate in clinical activities without meeting this requirement. If a student fails to pass the exam, the student must meet with the clinical instructor for remediation.

Selecting Patient Assignments

Students are expected to maintain professional boundaries (www.ncsbn.org) and adhere to Standards of Professional Performance and clinical agency requirements in all clinical learning experiences, including patient selection activities. Students are not to select/assign themselves to a patient who is their friend or relative. Students and preceptors should work together to select patients that will allow opportunities for student development and growth and assist the student in meeting course learning objectives.

Accountability

Students are expected to be punctual and fully prepared (including but not limited to preclinical written work and proper dress code) to meet assigned or delegated commitments. Students are expected to provide the clinical faculty with opportunities to observe skill performance. Students are expected to maintain confidentiality according to ethical principles and HIPAA law. Choosing not to be accountable in these areas may mean exclusion from class or clinical experiences. Accountability also includes protecting peers and patients from communicable illness. This includes notifying the clinical preceptor and faculty if experiencing fever, vomiting, diarrhea, or respiratory symptoms in the past 24 hours.

Personal Belongings

To protect personal belongings, students are urged to leave books, purses, and other personal items locked in the car or at home. Carry small needed items in uniform/lab coat pockets.

Note: Neither Harding nor clinical agencies are responsible for lost or stolen items, including jewelry.

Break or Meal Time

As time in the clinical setting is considered a valuable opportunity for learning and student learning can occur on multiple levels, students should make every attempt to follow the scheduled break or mealtimes of the clinic. Should students have conditions/situations that warrant stepping away from the clinical setting, he or she should notify the preceptor/office manager prior to scheduling breaks or lunch. The following process should be implemented when taking scheduled lunches/breaks while on duty:

- a. Inform the preceptor or office staff when leaving the clinic.
- b. Follow the preceptor's guidelines about meal arrangements, if applicable. Meeting relatives or friends for breaks or meals is not permitted.
- c. Do not leave early as a substitute for not taking a break or time for a meal.

Nursing Organizations

The Epsilon Omicron Chapter of Sigma Theta Tau (Sigma), is a nursing honor society, offers membership to students who meet the organization's criteria.

Epsilon Omicron Chapter Sigma Theta Tau International (STTI): An Honor Society

The Harding University Honor Society of Nursing, established in 1976, became the Epsilon Omicron Chapter of Sigma Theta Tau International in 1981. Sigma Theta Tau International is an international nursing honor society recognizing excellence in nursing practice, leadership, academic achievement, and research efforts of nurses. An annual induction is held for qualified nursing students who have maintained a high scholastic average and have demonstrated outstanding achievement in nursing. This induction is currently held during the Fall semester. Community nurse leaders, with a minimum of a baccalaureate degree, who have demonstrated marked achievement in nursing, are also eligible for membership.

To be eligible for invitation into the graduate chapter, nursing students are to:

- Have completed one-fourth of academic studies in the MSN program at HCCN.
- Have a minimum cumulative grade point average of 3.5.
- Be in good academic standing with the Carr College of Nursing and Harding University.

American Association of Nurse Practitioners

The American Association of Nurse Practitioners (AANP) allows students to join at a discounted rate, both graduate and postgraduate students. Students will have access to many conferences and publications at a reduced cost or as part of their membership. Scholarship and grant opportunities are directed for student projects and research. Having access to nurses already active as nurse practitioners on a state and national level can expose students to a variety of issues relevant to their future practice. For more information, you may contact any of your professors or AANP directly at <http://www.aanp.org/membership/student-membership>.

State Nurse Practitioner Organizations

Each state has an organization of nurse practitioners (NP) practicing in that area. Because each state has different scopes of practice and issues relevant to their ability to serve as a nurse

practitioner, students will need to be aware of the legalities of being able to practice within their state. Most state NP organizations include a wide variety of NP professionals that may act as student resources, providing additional assistance with locating and securing potential preceptors and future. Involvement as a student will be beneficial to students as a future practicing healthcare provider.