Undergraduate Student Handbook
Hampton University School of Nursing
2026–2028

"Education for Life" | "Our Home by the Sea"

Hampton University School of Nursing • Hampton, Virginia 23668

This handbook supplements the Hampton University Academic Catalog and the official Hampton University Student Handbook. Students are responsible for reviewing all applicable University and School of Nursing policies.

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Section 1: Welcome, Purpose, Accreditation, & Overview

A Message from Dean Jones



Welcome to the Hampton University School of Nursing (HUSON). Established in 1891, the School of Nursing holds an enduring legacy of preparing exceptional nurse leaders, scientists, and healthcare advocates dedicated to clinical excellence, reducing health disparities, and advancing care in underserved and global communities. As you enter "Our Home by the Sea," you join a community defined by academic rigor, professional accountability, and transformative scholarship. The contemporary healthcare landscape demands nurses who possess advanced clinical judgment, ethical grounding, and evidence-based expertise. In partnership with our dedicated faculty, HUSON is committed to providing you with robust didactic, laboratory, simulation, and clinical learning experiences supported by modern educational technologies and comprehensive NCLEX-RN preparation frameworks.

Your success requires personal ownership of your education, relentless pursuit of patient safety, and strict adherence to the standards outlined in this handbook. We hold high expectations for your academic mastery and professional socialization, and we stand ready to support your development into a safe, culturally responsive, and empowered nurse leader.

Welcome to the Hampton legacy of excellence.

Michael L. Jones, PhD, MBA/HCM, RN, FAAN
Dean and Clinical Associate Professor
Hampton University School of Nursing

Purpose of the Handbook

The School of Nursing *Department of Undergraduate Nursing Education Student Handbook* has been created to assist nursing and health science students in their student and professional socialization, which is integral to success at Hampton University, in the School of Nursing, and in the health care profession. The purpose of the established regulations and information included in the *Student Handbook* is to assist the undergraduate nursing and health science student in professionalism and continued growth and self-actualization. Each student is expected to read the *Student Handbook* thoroughly and become knowledgeable about the included codes and regulations. The *Student Handbook* serves as the authority in governing the conduct and behavior of students enrolled in programs at Hampton University. Each student should refer to the *Student Handbook* frequently, as well as to other official publications of Hampton University, for guidance and clarification on the policies and practices expected of Hamptonians. Members of the School of Nursing faculty, staff, and administration are prepared to assist you whenever necessary.

Policy Hierarchy

This handbook supplements the Hampton University Academic Catalog and the official Hampton University Student Handbook. While the University establishes broad institutional grading and general academic standing policies, specialized accreditation standards, such as the Commission on Collegiate Nursing Education (CCNE), and the Virginia Board of Nursing (VBON), regulations require the Hampton University School of Nursing to enforce specific progression and retention standards for nursing majors. Where nursing-specific academic, clinical, progression, and dismissal standards exceed general University basslines, the policies articulated in this handbook govern professional enrollment and major progression.

Accreditation and Board Approval

The baccalaureate degree program in nursing at Hampton University has conditional approval from the Virginia Board of Nursing and holds conditional accreditation from the Commission on Collegiate Nursing Education (CCNE), (https://www.aacnnursing.org/ccne-accreditation), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. The master's degree program in nursing at Hampton University is approved by the Virginia Board of Nursing and accredited by CCNE. The School of Nursing also supports undergraduate Health Science education; students should note that CCNE accreditation and Virginia Board of Nursing approval apply specifically to the nursing degree programs unless otherwise stated by the University.

Overview of Undergraduate Nursing Education and Health Science

The undergraduate nursing program leading to the Bachelor of Science degree is designed to prepare students for professional nursing practice in diverse health care delivery systems. The undergraduate Health Science program prepares students for health-related careers, graduate study, and roles that support health promotion, wellness, community health, and interprofessional collaboration. Community-based and family-centered learning experiences, simulation, laboratory learning, clinical preparation, and health science coursework support student development in holistic, evidence-based, safe, ethical, and culturally responsive care.

The curriculum is grounded in liberal arts, humanities, natural sciences, behavioral sciences, nursing science, health science, clinical reasoning, public health perspectives, and professional role development. Students are prepared to collaborate with members of the health care team and to pursue graduate education, specialty practice, leadership, and continued professional growth in nursing, health science, and related health professions.

Section 2: Mission, Philosophy, Goals, & Program Outcomes

Vision

To empower multicultural nurses and healthcare professionals to excel in evidence-based practice, research, leadership, and service to improve health outcomes in the global community.

Mission

The mission of the School of Nursing is to provide the highest quality professional nursing and health science education at all levels. The school is committed to serving an increasingly diverse student population and preparing multicultural nurses and health science professionals who demonstrate advanced knowledge, sound clinical judgment, evidence-based practice, leadership capacity, and a commitment to family and community health within a global context.

Goals

1. Provide opportunities for learners to obtain a Bachelor of Science, Master of Science, or doctoral degree.

2. Provide opportunities to apply nursing and health science knowledge to individuals, families, groups, and communities with diverse health care needs across a variety of settings.

3. Offer undergraduate and graduate nursing and health science education programs that provide strong theoretical, experiential, clinical, scientific, and professional foundations for further study.

4. Promote appreciation for lifelong learning, continuing education, professional development, and career advancement in nursing, health science, and related health professions.

5. Offer opportunities for leadership, management, interprofessional collaboration, and ethical decision-making to improve nursing practice, health care delivery, population health, and community well-being.

6. Provide opportunities for utilizing evidence-based research to advance nursing knowledge, health science practice, clinical reasoning, health promotion, disease prevention, and research.

7. Prepare health science students to understand the biological, behavioral, social, cultural, and environmental factors that influence individual and community health.

8. Strengthen students' ability to apply health education, wellness promotion, prevention strategies, and public health principles across diverse populations and settings.

9. Prepare students for graduate study, professional school, certification pathways, employment, and leadership roles in health care, public health, wellness, research, administration, and community-based health services.

10. Foster culturally responsive, ethical, and service-oriented professionals who are committed to reducing health disparities and improving health outcomes locally, nationally, and globally.

Philosophy

The School of Nursing affirms that each human being is a unique bio-psycho-social-cultural-political-spiritual client system worthy of dignity, respect, and caring. Health is understood as a dynamic phenomenon on a wellness-illness continuum. Nursing and health science promote optimal health, prevent illness, restore function, support rehabilitation, educate clients and communities, and advocate for individuals, families, groups, and populations. Professional nursing and health science practice requires accountability, advocacy, ethical judgment, leadership, collaboration, cultural responsiveness, and the application of theory, research, evidence-based practice, and health promotion principles to improve health outcomes.

Program Outcomes

Upon completion of the undergraduate nursing and health sciences programs, students will be able to:

- Accept each human being as a unique bio-psycho-social-cultural-political-spiritual entity within an open system interacting with internal and external environments.

- Apply theoretical knowledge from nursing, health sciences, humanities, behavioral sciences, and natural sciences to promote wellness, prevent illness, and support optimal health outcomes.

- Apply ethical decision-making skills and serve as effective advocates for clients, families, communities, and populations in multicultural health care and health science environments.

- Use critical thinking, independent decision-making, clinical judgment, and scientific reasoning to address individual, family, community, and population health needs.

- Use nursing and health science knowledge across diverse settings to assist culturally and developmentally diverse populations.

- Evaluate research for applicability to nursing, health sciences, evidence-based practice, health promotion, disease prevention, and professional roles.
- Promote interprofessional collaboration to improve health care delivery, community health, public health practice, and population health outcomes.
- Use verbal, written, digital, and professional communication effectively in nursing, health sciences, and interprofessional settings.
- Use leadership, management, advocacy, and organizational strategies to improve health care, health education, wellness, and community-based services in a global environment.
- Demonstrate responsibility and accountability for professional decisions, ethical conduct, health-related interventions, and related outcomes.
- Use new and emerging health technologies, informatics, and digital tools to promote health, support evidence-based decision-making, and advance nursing and health sciences.
- Participate in lifelong learning for personal, academic, and professional development in nursing, health sciences, graduate study, and related health professions.

Section 3: Academic Programs, Admission, & Curriculum

Program Pathways & Target Populations

- **Traditional Bachelor of Science (BS) with a major in Nursing**
    - **Target Audience:** Pre-licensure undergraduate students entering through the Pre-Professional Nursing sequence or transferring from accredited post-secondary institutions.
    - **Program Scope:** A 120-credit comprehensive curriculum combining foundational natural/behavioral sciences, laboratory simulation, acute care and community practicums, and longitudinal NCLEX-RN preparation via the ATI Complete Partnership.
- **Accelerated RN-to-BS Nursing (Online Track)**
    - **Target Audience:** Licensed Registered Nurses possessing an active, unencumbered U.S. RN license seeking baccalaureate degree completion.
    - **Program Scope:** A flexible 120-credit program (offered in 1-year accelerated or 2-year part-time tracks) emphasizing evidence-based practice, healthcare informatics, executive leadership, and population health.
- **Health Sciences Pathways**
    - **Target Audience:** Undergraduates pursuing healthcare administration, wellness education, health policy, or preparation for graduate and professional healthcare programs.
    - **Program Scope:** A 120-credit curriculum offering specialized concentrations in *Policy and Administration* and *Community Health Promotion*, culminating in a senior health science internship and capstone project.

Criteria for Nursing Admission

All students must meet the general admission requirements of Hampton University and the specific admission requirements of the School of Nursing. Admission to the Department of Undergraduate Nursing Education programs is a two-tier process: students must be admitted to the Pre-Professional Nursing Program and to the Professional Nursing Program. The acceptance letter of enrollment into Hampton University qualifies the student for admission to the Pre-Professional Nursing Program, but enrollment in the Pre-Professional Program ***does not guarantee admittance*** into the Professional Nursing Program.

Admission to Pre-Professional Nursing

- **First-time college students** must meet Hampton University admission requirements and School of Nursing pre-professional criteria. High school applicants must have a GPA of 3.0 or higher (on a 4.0 scale), a grade of B or higher in High School math and science courses (i.e., Algebra, Biology, and Chemistry), and 1440 on the SAT or a 33 composite ACT score.

- **Transfer students** must meet University admission requirements and submit official transcripts and course descriptions. Only grades of C or higher are eligible for transfer evaluation. General education coursework must be no older than ten (10) years; math and science coursework must not be older than five (5) years.

- Cumulative grade point average of 3.0 or higher from all schools attended

- Pre-Nursing courses (e.g., NUR 202, NUR 221) may be accepted if the student provides course descriptions that are consistent with HU courses.

- **Military and Veteran Students:** The school follows University policy for evaluating advanced credit. Documentation may include DD Form 214 or DD Form 295 when applicable.

- Active-duty military and veterans who were previously military corpsmen/medics may elect to seek advanced placement credit by successfully completing a "credit-by-examination" exam. An additional fee is required.

- The School of Nursing does not offer letters of advanced admission to the Professional Nursing Program.

- **Change of Major:** An undecided major or student listed as a major within another department must submit a change of major form along with student transcripts to the School of Nursing for evaluation by the Chair of the Undergraduate Nursing Department. This includes a change of major from Nursing to Health Science and from Health Science to Nursing.

- Cumulative grade point average and math and science grade point average of 2.3 or higher

- **Prior nursing program enrollment** students previously enrolled in another nursing program must have left that program in good academic standing and must not have failed a nursing course to be eligible for consideration.

- A student who has previously enrolled in the undergraduate nursing education program at Hampton University and has left the program, for any reason, must reapply and be reevaluated for admission to the School of Nursing.

- Any student who has completed courses at an accredited college or university may request transfer credit for general education courses only. Students must provide an official transcript listing the course(s) and a catalog course description from the college or university where the course was taken. Only grades of "C" or higher are acceptable for transfer credit. ***Professional Nursing courses at other institutions are not eligible for transfer credit.***

Admission to the Professional Nursing Program (Revised April 2026)

Admission to Hampton University and/or enrollment in the Pre-Professional Nursing sequence does not guarantee admission to the Professional Nursing Program. All applicants must be currently enrolled in the Hampton University Pre-Nursing program and must submit a formal application packet during the spring semester of their sophomore year.

Core Academic Eligibility Benchmarks

- **Enrollment Status:** Applicants must be currently enrolled in the HU Pre-Nursing program.

- **Overall Cumulative GPA:** A minimum cumulative GPA of 3.0 on a 4.0 scale must be earned with all prerequisite coursework completed by the spring semester of submitting the application packet.

- **Course Completion & Minimum Grades:** All required courses must be completed with a grade of "C" or higher.

- **Pre-Nursing Course Passing Standard:** Pass each pre-nursing course (NUR 105, NUR 202, NUR 217, NUR 221, and NUR 230) with at least a grade of C+ (77.0%). Students must not earn less than 77.0% in more than one pre-nursing course.

- **Pre-Nursing Course GPA:** Cumulative GPA of at least 2.3 (C+, 77.0%) in pre-nursing courses: NUR 105, NUR 202, NUR 217, NUR 221, and NUR 230.

- **Science and Mathematics GPA:** Cumulative GPA of at least 2.3 (C+) in CHE 101, MTH 110, BIO 224, BIO 225, and BIO 304.

- **Course Repeat Limits:**

    - No more than one repeat for any pre-nursing course.
    - No more than one repeat for any required math or science course.

- **Math/Science Recency:** Math and science courses must have been completed within the last five (5) years.

- **Standardized Testing (TEAS):** Students must score 70.0% or higher on the Test of Essential Academic Skills (TEAS) assessment.

- **Competitive Holistic Review:** Meeting minimum eligibility benchmarks does not guarantee selection. Qualified applicants are evaluated holistically using standardized rubrics across interview performance (Appendix G-1), a proctored personal statement (Appendix G-2), and documented extracurricular/community leadership engagement (Appendix G-3).

Required Prerequisite Curriculum for Consideration

Year	Fall Semester Courses	Spring Semester Courses
Year 1	○ ENG 101: Written Communication I ○ MTH 110: College Mathematics II ○ CHE 101: General Chemistry ○ NUR 105: Intro to Professional Nursing ○ UNV 101: The Individual and Life ○ PED (Activity) or HEA 200	○ ENG 102: Written Communication II ○ COM 103: Oral Communication ○ BIO 224: Anatomy & Physiology I ○ PSY 203: Introduction to Psychology ○ HIS 106: World Civilization II ○ NUR 202: Nutrition & Dietetics
Year 2	○ BIO 225: Human Anatomy & Physiology II ○ HUM 201: Humanities I ○ NUR 221: Medical Terminology ○ General Elective (any 3-credit course) ○ PSY 311: Developmental Psychology ○ PED (Activity) or HEA 200	○ BIO 304: Microbiology ○ MTH 205 or PSY 346: Statistics ○ NUR 217: Health Assessment & Practicum ○ SOC 205: Intro to Sociology ○ HUM 202: Humanities II / Elective ○ NUR 230: Computation in Pharmacotherapeutics Lab

Admission Reminder:

Meeting minimum requirements does not guarantee admission to the Professional Nursing Program. Program capacity, ranking criteria, clinical placement availability, accreditation requirements, and faculty review may affect admission decisions.

Readmission Requirements

- Reapply to the Professional Program if withdrawing from a nursing course or separating from the University.

- Submit the application for readmission one semester prior to the intended date of reentry.
- Meet all current admission requirements for the Professional Program.

- Complete current curriculum requirements upon readmission.
- Validate clinical competencies from previous clinical nursing courses prior to resuming the next clinical course, when required.
- Students with two or more failures in nursing are not eligible for readmission.
- Accept all stipulations of readmission and submit a letter of intent.
- Students dismissed for disciplinary policy violations are not eligible for readmission.

Curriculum Sequence

Students are responsible for following the curriculum sequence in effect for their catalog year or readmission plan. Nursing courses are sequential; course availability, prerequisites, co-requisites, clinical placement requirements, and progression policies determine enrollment eligibility.

Traditional Bachelor of Science – Nursing Program

Traditional BS Nursing: Sample Sequence	Representative Courses / Requirements
Year 1	• ENG101: Written Communication I • MAT110: College Mathematics II • CHE101: General Chemistry • NUR105: Introduction to the Nursing Profession • COM103: Oral Communication • BIO224: Anatomy & Physiology I • PSY203: Introduction to Psychology • NUR202: Nutrition & Dietetics • PED: Any Physical Activity Course • UNV101: University Orientation • HIS106: World Civilization II
Year 2	• BIO225: Human Anatomy & Physiology II • BIO304: Microbiology • HUM202: Humanities II or Elective • SOC205: Introduction to Sociology

	• MAT205: Introduction to Statistics or PSY346: Introduction to Statistical Methods • NUR221: Medical Terminology • NUR217: Health Assessment/Practicum • NUR230: Computation in Pharmacotherapeutics Lab • PSY311: Developmental Psychology
Professional Summer	• NUR215: Foundations of Nursing • NUR216: Foundations of Nursing Practicum
Year 3	• NUR350: Pathophysiology/Pharmacology • NUR345: Adult Health Nursing I • NUR346: Adult Health Nursing I Practicum • NUR355: Nursing of the Childbearing & Childbearing Family • NUR356: Nursing of the Childbearing & Childbearing Family Practicum • NUR328: Nursing Informatics • NUR418: Issues in Research Seminar
Year 4	• NUR442: Leadership & Management in Nursing • NUR455: Adult Health Nursing II • NUR456: Adult Health Nursing II Practicum • NUR419: Professional Development Seminar • NUR445: Community/Mental Health Nursing • NUR446: Community/Mental Health Nursing Practicum
Total Credits:	120 total credits required for graduation.

Accelerated RN to BS Program (2–Year Option)

2-Year Accelerated RN to BS Nursing (Part-Time): Sample Sequence	Representative Courses / Requirements
Year 1 Summer	• NURO308: Introduction to Online Learning
Year 1 Fall/Spring	• NURO312: Health Assessment for Registered Nurses • NURO307: Conceptual Approaches to Pathophysiology • NURO328: Nursing Informatics • NURO415: Community Health Nursing • NURO417: Community Health Nursing Practicum
Year 2 Summer	• NURO315: Transition Theory • NURO316: Transition Theory Practicum
Year 2 Fall/Spring	• NURO418: Issues in Research • NURO400: Major Health Issues and Problems of the Elderly or NURO428: Transcultural Nursing • NURO423: Leadership & Management for Registered Nurses • NURO424: Leadership & Management for Registered Nurses Practicum
Admission Prerequisites	• ENG101: Written Communication I • ENG102: Written Communication II • MAT110: College Mathematics II • MAT205: Introduction to Statistics or PSY346: Introduction to Statistical Methods • BIO224: Anatomy & Physiology I • BIO225: Human Anatomy & Physiology II • BIO304: Microbiology • CHE101: General Chemistry • SOC205: Introduction to Sociology

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PSY203: Introduction to Psychology
PSY311: Developmental Psychology
COM103: Oral Communication
HUM201: Humanities
HUM202: Humanities or Fine Arts
HS106: History of World Civilization II
General Elective
Physical Education (2 Activity Courses) or HEA 200 Health Education
UNV101: Waiver for UNV with transfer of 30 or more credits

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<tr><td>Total Credits</td><td>
<table>
<tr><th>Category</th><th>Hours</th></tr>
<tr><td>General Placement Credits</td><td>55</td></tr>
<tr><td>Nursing Curriculum Credits</td><td>33</td></tr>
<tr><td>RN Advancement Placement Credits</td><td>32</td></tr>
<tr><td>Total Required for Graduation</td><td>120</td></tr>
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RN to BS Program (1–Year Option)

1-Year Accelerated RN to BS Nursing: Sample Sequence	Representative Courses / Requirements
Summer Session	• NURO308: Introduction to Online Learning • NURO315: Transition Theory • NURO316: Transition Theory Practicum
Fall Semester	• NURO312: Health Assessment for Registered Nurses • NURO307: Conceptual Approaches to Pathophysiology • NURO328: Nursing Informatics • NURO415: Community Health Nursing • NURO417: Community Health Nursing Practicum

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<tr><td>Spring Semester</td><td>

- NURO418: Issues in Research
- NURO400: Major Health Issues and Problems of the Elderly or NURO428: Transcultural Nursing
- NURO423: Leadership & Management for Registered Nurses
- NURO424: Leadership & Management for Registered Nurses Practicum

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<tr><td>Admission Prerequisites</td><td>

- ENG101: Written Communication I
- ENG102: Written Communication II
- MAT110: College Mathematics II
- MAT205: Introduction to Statistics or PSY346: Introduction to Statistical Methods
- BIO224: Anatomy & Physiology I
- BIO225: Human Anatomy & Physiology II
- BIO304: Microbiology
- CHE101: General Chemistry
- SOC205: Introduction to Sociology
- PSY203: Introduction to Psychology
- PSY311: Developmental Psychology
- COM103: Oral Communication
- HUM201: Humanities
- HUM202: Humanities or Fine Arts
- HS106: History of World Civilization II
- General Elective
- Physical Education (2 Activity Courses) or HEA 200 Health Education
- UNV101: Waiver for UNV with transfer of 30 or more credits

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<tr><td>Total Credits</td><td>

Category	Hours
General Placement Credits	55
Nursing Curriculum Credits	33
RN Advancement Placement Credits	32
Total Required for Graduation	**120**

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Health Science Program

Health Science - Policy and Administrative: Sample Sequence	**Representative Courses / Requirements**
Year 1	• ENG101: Written Communication I • ENG102: Written Communication II • MAT110: College Mathematics II • CHE101: General Chemistry • BIO105: General Biology or Higher • SOC205: Introduction to Sociology • UNV101: University 101 • HIS106: World Civilization • COM103: Oral Communication • PSY203: Introduction to Psychology • HUM201: Humanities I • Physical Education
Year 2	• Required National Science Course over 200 level or higher • HSC203: Healthcare in the U.S. • HSC105: Introduction to the Health Profession, NUR105: Introduction to the Nursing Profession or HEA200: Health Education • MAT205: Introduction to Statistics or PSY346: Introduction to Statical Methods • HSC221: Medical Terminology • CSC120: Introduction to Computers • HUM202: Humanities or Elective • MATH117: Pre-Calculus I or Free (Unrestricted Elective) • HSC222: Introduction to Healthcare Law • PSY311: Human Growth & Development
Year 3	• HSC224: Cultural Assessment for Health Professionals • HSC318: Population/Community Health or NUR318: Community Health • HSC319: Post-Acute Care,

	• MGT301: Business Organizational Behavior and Management • ACC203: Financial Accounting • HSC300: Healthcare Research Methods • HSC323: Multidisciplinary Approaches to Healthcare Ethics • HSC325: Healthcare Economics and Finance • HSC203: Advanced Concepts of Health/Free (Unrestricted) Elective • MKT305: Principles of Marketing
Year 4	• MGT323: Management Information/D/P Systems • HSC425: Healthcare Administration • HSC410: Policy and Politics of Healthcare • HSC411 Health Science Capstone Project Proposal • MGT400: Organizational Behavior • HSC412: Health Science Capstone Project • HSC499: Health Science Internship • Free Unrestricted Elective
Total Credits	120 total credits required for graduation.

Health Science - Community Health Promotion: Sample Sequence	**Representative Courses / Requirements**
Year 1	• ENG101: Written Communication I • ENG102: Written Communication II • MATH110: College Mathematics II or Higher • BIO105: Introduction to Biology I or Higher • SOC205: Introduction to Sociology • HIS106: History • UNV101: University 101 • COM103: Oral Communication • PSY203: Introduction to Psychology

	• HUM201: Humanities • Physical Education
Year 2	• 200 Level or Higher Required Natural Science Course • HSC203: Healthcare in the U.S. • HSC105: Introduction to the Health Profession, NUR105: Introduction to the Nursing Profession or HEA200: Health Education • MAT205: Introduction to Statistics • HSC221: Medical Terminology • CSC120: Introduction to Computers • HUM202: Humanities II or Humanities Elective • MATH117: Pre-Calculus Mathematics or Free (Unrestricted) Elective • HSC217: Health and Community Assessment or NUR217: Health Assessment • HSC202: Nutrition and Wellness or NUR202: Nutrition and Dietetics • HSC321: Teaching for Health Professionals
Year 3	• HSC320: Scientific Writing for Health Professionals • HSC307: Health Promotion • HSC330: Behavioral Health • HEA203: Advanced Concepts of Health or Free (Unrestricted) Elective • HSC300: Healthcare Research Methods • SOC314: Urban Problems or Sociological Perspectives or the approved elective. • PSY311: Human Growth & Development • HSC318: Population/Community Health • MKT305: Principles of Marketing
Year 4	• HSC401: Health Program Planning • LEA302: Leadership in Organizations • MGT323: Management Information D/P Systems • HSC411: Health Science Capstone Project Proposal • HEA411 or HSC400: Health and Aging • HSC412: Health Science Capstone Project • PHA587: Health Disparities and Service Learning

	• HSC499: Health Science Internship • Free (Unrestricted) Elective
Total Credits	120 total credits required for graduation.

Advanced Standing and Transfer Credit

The University grants credits for acceptable performance on the ***Advanced Placement Examination administered by the College Board***. A minimum score of three (3) is required in all subject areas. ***Credit for CLEP and other examinations*** may be accepted by the University and applied to degree requirements with the approval of the ***Office of Testing Services***, the major department, and the department of discipline in which the subject is taught. Students may also request permission to complete a credit by examination in those non- nursing courses in which they are proficient. There are specific procedures for the credit by examination process, and the detailed procedures are available upon request. There is an additional fee for each credit by examination as well as a fee to have course credits applied to the transcript.

Registered Nurses (RNs) who have an unencumbered license are admitted in advanced standing. Registered nurses are required to provide evidence of an unencumbered valid state license to practice professional nursing in one of the 50 United States. The same admission policies governing undergraduate students seeking admission to Hampton University apply to registered professional nurse students. The evaluation of an official transcript of previous course work at a college or university is required before advanced credit is awarded. Advanced credit will be posted after eighteen (18) nursing credits have been earned at Hampton University.

Licensed Practical Nurses (LPNs) who have an unencumbered license may be admitted in advanced standing. Licensed practical nurses are required to provide evidence of an unencumbered valid license to practice professional nursing in one of the 50 states (and territories). The same admission policies governing undergraduate students seeking admission to Hampton University apply to licensed practical nurse students. You must provide an official transcript from a practical nursing school, as well as from all colleges and universities attended.

The ***School of Nursing*** abides by university policies for awarding advanced credit for active-duty military and veterans. Veterans/active-duty military students are subject to the same admission policies governing all other undergraduate students and must submit ***copies of DD Form 214 or DD Form 295***. (Please see Military Training in the current Academic Catalog.) Active-duty military and veterans who were previously military corpsmen/medics may elect to seek advanced placement credit for the following nursing courses, NUR 215/233, NUR 216/234, and NUR 217 by successfully completing credit by examination.

Online Coursework & HamptonU Global Transfer: Please refer to the Hampton University academic catalog for guidance on transfer credits.

Note*:* There is an application fee for the credit by examination process as well as a fee for the course credits to be applied to the transcript. Students are responsible for additional fees if credit status exceeds seventeen (17) credit hours.

Section 4: Advisement, Registration, Communication, & Student Accountability

Academic Advisement

Advisement is a required component of student success. Students must meet with their assigned academic advisors before registration and as needed throughout the semester. Advisement sessions support progression planning, the review of academic concerns, the discussion of personal and professional issues affecting progression, and referrals to appropriate support services.

Student Group	Advisement Focus
Freshman / Pre-Professional Students	Prerequisite planning, GPA monitoring, TEAS preparation, professional program readiness, academic support referrals.
Transfer Students	Transcript evaluation, course equivalency, curriculum placement, prerequisites, program application timeline.
Professional Nursing Students	Clinical readiness, course sequencing, progression standards, testing performance, remediation, graduation/NCLEX planning.
Students at Risk	Academic warning, action plan, faculty consultation, tutoring/remediation, counseling/support services.

Registration and Course Planning

Students should register only for courses that align with their approved curriculum plan, prerequisites, and progression status. Students must obtain advisor approval and are responsible for understanding the academic, financial aid, and graduation implications of dropping, withdrawing from, repeating, or taking courses outside the approved sequence.

Communication Methods

- Students are expected to check Hampton University email and the learning management system daily.
- Students are expected to use their Hampton University email for all HUSON business while enrolled.
    - Program information may be communicated through official email, LMS announcements, course syllabi, posted notices, faculty messages, the School of Nursing website, or University announcements.

  - Students are responsible for maintaining current contact information and responding promptly to time-sensitive requests related to advisement, clinical clearance, testing, progression, and graduation.

- Faculty syllabi serve as course-level contracts and may include additional course-specific expectations consistent with program policy.

- Students are expected to follow professional email etiquette (e.g., avoid greetings like "Hey").

Student Accountability

Accountability in nursing education requires students to take responsibility for their own learning, preparation, conduct, documentation, deadlines, and professional communication. Faculty provide instruction, evaluation, feedback, and learning experiences; students are responsible for preparing, participating, seeking assistance early, and meeting program expectations.

Semester Advisement Checklist

Done	Requirement/Action Item
☐	Review current degree audit and curriculum plan.
☐	Confirm prerequisites and co-requisites for planned courses.
☐	Discuss GPA, test performance, and academic risk indicators.
☐	Confirm clinical/internship clearance requirements and deadlines, if applicable.
☐	Review financial aid or scholarship implications of course load changes.
☐	Document next steps and follow-up appointments.

Section 5: Academic Policies, Retention, Progression, Graduation, & Dismissal

Grading System and School of Nursing Standard

University Letter Grade	Numerical Grade	Quality Points
A+	97-100	4.1
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	Below 60	0.0

Minimum Passing Grade in Nursing

The minimum passing grade for all didactic and clinical nursing courses is **77.0% ($C+$)**. A final course grade below 77.0% (grades of C, $C-$, $D+$, D, $D-$, or F) constitutes a failing grade in the School of Nursing. HUSON policy dictates that there is no rounding of grades in nursing courses.

Academic Grading Scale and Nursing Progression Standards

The School of Nursing utilizes the Hampton University undergraduate grading scale. In accordance with CCNE accreditation standards and Virginia Board of Nursing regulations, undergraduate nursing students must maintain the academic benchmarks required for safe practice and licensure preparation:

- **Minimum Passing Standard:** A minimum grade of **77.0% ($C+$)** is required to pass every didactic and clinical nursing course. Any final course grade below 77.0% is recorded as a course failure for nursing progression.

- **Course Progression:** A student who earns below 77.0% in any required nursing course may not advance to subsequent sequential nursing courses until the failed course is repeated and successfully passed with a grade of **77.0% ($C+$) or higher**.

- **Two-Failure Dismissal Policy:** A student who earns a final grade below 77.0% in any **two required nursing courses** (whether repeating the same course or across two different nursing courses) will be dismissed from the School of Nursing.

Standardized Course Grade Framework

To maintain academic consistency and meet CCNE curriculum standards, all didactic nursing courses adhere to the following mandatory grade distribution:

Component	Weight	Criteria & Operational Rules
Unit Examinations	50%	Proctored, faculty-constructed assessments evaluating clinical judgment and course outcomes (50–60 items per unit exam).
Comprehensive Final Examination	25%	Standardized, cumulative evaluation of all course outcomes (80–100 items) administered during the university final exam period.
ATI Standardized Testing & Remediation	10%	Standardized assessments via the ATI Complete Partnership: Practice A & B (2%) + Proctored CMS Assessment & Remediation (8%).
Quizzes, NGN Case Studies, & Learning Activities	15%	Formative quizzes (maximum 5%), Next Generation NCLEX clinical judgment case studies, simulation prep, and assignments.
Total	100%	The minimum passing benchmark for all nursing courses is **77.0%**. Grade rounding, extra credit, and dropping test grades are strictly prohibited.

Attendance

Regular attendance and active participation are essential to academic success and professional development. Students are expected to attend all scheduled classes, laboratory sessions, clinical experiences, and required program activities.

Attendance Requirements & Student Accountability

Students may not miss more than **10%** of scheduled class meetings during a semester, whether the absences are excused or unexcused. The allowable number of absences varies based on the course's credit hours and scheduled meeting times.

- Students who exceed the 10% absence limit will be referred to the appropriate School of Nursing committee for review.

- Before meeting with the committee, the student must submit documentation supporting the absences.
- When appropriate, the committee will develop an individualized action plan to support the student's progress through the remainder of the semester.
- The student will meet with the committee to review and finalize the action plan.
- Continued nonadherence to the attendance policy may result in additional academic or disciplinary action, including dismissal from the undergraduate nursing program.

Student Responsibilities

Absence from class does not relieve a student of the responsibility for completing assignments, examinations, or other course requirements. Students are responsible for obtaining missed course content and communicating with the instructor regarding any required make-up work.

Instructors are not obligated to provide make-up assignments unless the student provides an acceptable explanation and supporting documentation for the absence. The instructor will determine whether make-up work is permitted and whether the completed work meets course requirements.

Students are responsible for:

- Maintaining an accurate record of their absences.
- Reviewing and following the attendance requirements outlined in each course syllabus.
- Taking examinations at the scheduled time.
- Submitting assignments by the stated deadlines.
- Communicating with the instructor promptly when an absence or delay occurs.
- Completing approved make-up work within the required timeframe.

Prearranged Absences and Make-Up Work

Students planning an absence for personal reasons, University-sponsored activities, or other approved purposes must notify the instructor at least 24 hours before the scheduled absence whenever possible.
Approved make-up work involving examinations, excluding quizzes, and other course requirements must be completed within seven calendar days of the absence or before the next class session, whichever occurs first.

Students may not be permitted to make up work missed as a result of suspension or dismissal from the University. Suspension or dismissal before the end of the semester may result in the loss of academic credit for the semester.

Online and Remote Instruction

Participation requirements apply equally to in-person, online, and remote instruction. Attendance in a virtual class requires the student's full attention and active engagement. Students may not attend class while driving, working, shopping, caring for personal matters, or participating in other activities that interfere with learning and professional conduct.

Documentation of Attendance

Students must document their attendance in class, laboratory, clinical, and other required learning experiences according to course and program procedures. Failure to document attendance may be recorded as an absence.

Falsifying attendance records, submitting fictitious laboratory or clinical documentation, or documenting another student's attendance constitutes academic dishonesty and may result in disciplinary action, including dismissal from the program.

Childcare and Routine Appointments

Students are expected to make childcare arrangements and schedule routine medical, dental, and personal appointments outside of class, laboratory, and clinical hours. Children may not accompany students to class, laboratory sessions, clinical experiences, or School of Nursing facilities while classes are in session.

When an unexpected medical emergency results in absence, the student must provide documentation from a licensed health care provider or campus health professional at the next scheduled class, laboratory, or clinical session.

Military Mobilization

Students who separate from the University because of mobilization in the Armed Forces will receive grades of "IP" ("In Progress") in accordance with university policy. Students will have up to three years from the date the "IP" grades are issued to complete the required coursework. During that period, students will not be charged tuition for courses in which an "IP" grade was awarded. Students should consult the current Hampton University Academic Catalog for additional guidance.

Retention and Progression

- All nursing/health science courses must be taken in the approved numerical and curricular sequence.

- Theoretical nursing courses with related practicum courses must be taken concurrently.
- A student in the pre-professional baccalaureate nursing program must apply to the Professional Program; minimum eligibility does not guarantee admission.
- A grade below **77.0% (**$C+$**)** in any nursing course is a failing grade.
- Students who earn below 77.0% in a theoretical course or corresponding clinical course may be required to enroll in and successfully complete remediation or a designated special topics/tutorial course before repeating the failed course.
- Students may not progress to the next nursing course sequence until all prerequisite and co-requisite courses are successfully completed.
- An Incomplete in a nursing course may prevent progression until the incomplete grade is resolved.
- Students may not withdraw from a nursing, math, or science course more than once unless an approved exception applies.

Incomplete Grade

A grade of "I" indicates that the student has maintained a passing average but, for reasons beyond the student's control, has not completed a specific course requirement. Students are responsible for arranging with the instructor to complete any missing work within the established University and School timeframe. Students may not progress in nursing courses when an unresolved incomplete prevents confirmation of prerequisite or course completion.

Withdrawal

- Students must consult with their advisor and course faculty before withdrawing from a course.
- Withdrawal from a nursing course can delay progression and may require enrollment in the course at the next available offering.
- Repeated withdrawal from the same nursing course or multiple nursing course withdrawals may result in dismissal or denial of progression.
- Discontinued attendance is not the same as official withdrawal.

Graduation

All University graduation requirements must be met before a student will be cleared for graduation. The University requires that applications for graduation must be submitted a year in advance

(online). Should unforeseen circumstances cause a change in the original anticipated graduation date, a Graduation Update Form should be completed.

Candidates for graduation must satisfactorily complete all academic, clinical, and programmatic degree requirements prior to participating in any graduation exercises. In accordance with professional nursing education standards and School of Nursing policy, participation in the School of Nursing Pinning Ceremony and departmental celebratory exercises is strictly reserved for students who have successfully fulfilled all prescribed degree requirements and are eligible for degree conferral.

Under university policy, provisional graduation status has been discontinued; students must complete all coursework and degree requirements to graduate. (*Note: For cohorts matriculating under earlier catalog regulations through the May 2027 graduating class, undergraduate students who remain within six [6] credit hours of completing degree requirements may participate in the general Hampton University Commencement Ceremony as provisional candidates. However, provisional candidates remain ineligible to participate in the School of Nursing Pinning Ceremony or departmental Awarding of Degrees exercises.*) Effective after the May 2027 Commencement, all provisional participation is retired university-wide. Hampton University formally confers degrees upon final registrar certification and completion of all academic prerequisites.

To be eligible for degree conferral and participation in Commencement, the School of Nursing Pinning Ceremony, and departmental exercises, candidates must meet the following requirements:

- Successful completion of all required general education, prerequisite, health science, nursing, practicum, internship, and elective requirements.
- Completion of the required minimum credit hours for the approved program of study.
- A minimum of **120 credit hours** of coursework as specified in the 4-year curriculum sequence.
- A minimum of **120 credit hours** of coursework as specified in the 4-year curriculum sequence for licensed practical nurses.
- A minimum of **120 semester credit hours** as listed in the curriculum outline sequence for registered nurses (Hampton University Online).
- A minimum of 30 semester credit hours earned in residence at Hampton University; the student must be in residence for the final 30 semester hours prior to degree completion.
- Minimum University cumulative GPA and minimum passing grade of **77.0% (**$C+$**)** in all nursing courses.
- Successful completion of the Department of Nursing Comprehensive Exit Examination and NCLEX readiness requirements.

- Submission of the Application for Graduation by the University deadline.
- Clearance of all financial obligations and University requirements.
- Completion of residency requirements, including final credits earned at Hampton University when required.

Graduation Honors

Honor	Requirement
Valedictorian	Highest Grade Point Average (GPA) of any graduating senior in the Undergraduate College. A tie in Grade Point Average would be resolved by counting the number of "A+" grades. The GPA is calculated for this purpose in all letter grades received from all institutions with a minimum of four (4) full-time semesters (60 semester hours) at Hampton University.
Salutatorian	Second-highest GPA of any graduating senior in the Undergraduate College, calculated as for Valedictorian.
Summa Cum Laude	3.90 GPA and above
President's List	3.90 GPA and above
Magna Cum Laude	3.70 – 3.899 GPA
Cum Laude	3.50 – 3.699 GPA
Honors	3.50 and above GPA
Departmental Honors	Awarded to graduates with a 3.50 or higher grade point average in their major.

Note on Senior Fees: There are additional costs for selected secured examinations, the official nursing school pin, a white uniform for pinning, academic regalia for convocation and commencement, and optional social events associated with senior-year activities. Candidates for

graduation are advised to plan ahead to ensure financial resources are available to cover passport photos and state board application fees required for licensure examination eligibility.

Dismissal

Dismissal Trigger	Policy Meaning
Two Nursing Course Failures	A student who receives final grades lower than **77.0%** in two required nursing courses, whether repeating the same course or across two different courses, will be dismissed from the School of Nursing.
Unsafe or Unprofessional Behavior	Conduct violating University policy, the ANA Code of Ethics for Nurses, the Virginia Nurse Practice Act, clinical agency policy, or professional standards may result in dismissal.
Positive Drug Screen	A positive drug screen not attributed to legally prescribed medication will result in dismissal from the nursing program and referral to the appropriate University office.
Academic Dishonesty	Cheating, plagiarism, unauthorized AI usage, test compromises, or falsification of records will result in course failure, suspension, or dismissal.
Clinical / Internship Ineligibility	Failure to meet clinical clearance, health, agency, or safety requirements may prevent course completion and progression.

Academic Grievance Policy and Procedure

Hampton University has established policies to resolve student problems and issues fairly and impartially. Our primary mission is to help students learn while maintaining high academic and ethical standards. Students appealing an academic regulation, course grade, readmission denial, separation from the major, or academic dismissal must follow the sequential steps outlined below.

Filing Deadlines

- **Grade Appeal (< 77% in a nursing course):** No later than 10 business days into the following semester.
- **Separation from the Major (second grade < 77%):** No later than 10 business days into the following semester.
- **Academic Dismissal Appeal:** No later than 10 business days into the following semester.
- **Appeal of Denial for Readmission:** No later than 10 business days after receipt of the decision.

Procedural Rules & Chain of Review

All steps must be followed sequentially. If any steps are omitted, the Provost or Dean will refer the case back to the step that was skipped. Official petition forms must be obtained from the Office of Student Academic Support Services (William Freeman Hall, Room 125) prior to scheduling conferences.

Step	Level of Review	Action Required
Step 1	Course Instructor *(Source of Problem)*	Schedule a conference with the course instructor (required if the grievance involves a course). Discuss concerns clearly and factually without speculation. If unresolved, proceed to Step 2.
Step 2	Academic Advisor	Schedule a conference with the assigned Academic Advisor.
Step 3	Department Chairperson	Schedule a conference with the Administrative Head: Chairperson of the Undergraduate Nursing Education Department.
Step 4	Assistant Dean for Academic Affairs	Schedule a conference with the Assistant Dean for Academic Affairs of the School of Nursing.
Step 5	Dean of the School of Nursing	Schedule a conference with the Dean of the School of Nursing.
Step 6	SON Grievance Committee	Attend a formal hearing with the School of Nursing Grievance Committee (notification of date and time will be provided).
Step 7	Provost	If unresolved after completing Steps 1 through 6, undergraduate students may schedule a conference with the Provost.

(Source: Modified Hampton University Academic Catalog)

Section 6: Testing, ATI, Dosage Calculation, & NCLEX Preparation

Purpose

The purpose of this policy is to establish an academic testing environment in which the highest ethical standards are expected. Consistent with the University's Code of Conduct, the Hampton University School of Nursing (HUSON) is committed to fostering an atmosphere of respect, professionalism, and integrity.

Scope

This policy pertains to all HUSON students in the pre- and professional Nursing programs, including students in the Health Sciences major and Gerontology minor.

Policy Statement

The Hampton University School of Nursing seeks to maintain a rigorous standard for academic performance and grading consistency across the curriculum. HUSON has zero tolerance for academic dishonesty and has adopted stringent standards to maintain assessment security, consistency, and academic honesty. Individuals found in violation of HUSON's testing policy are subject to disciplinary action up to and including dismissal from the program.

Honor Pledge

"As a member of the Hampton University learning community, I understand and will abide by the University's policy of academic integrity, as described in the Student Handbook and the University catalogue. Furthermore, I agree to these provisions of the Hampton University Code of Conduct, and I will not engage in, condone, or assist others in any act of dishonesty or plagiarism. I understand that I will be subject to appropriate disciplinary and/or academic sanctions if I commit any violations of the University's Code of Conduct (academic integrity) policies. Finally, I understand that any violation is subject to and will include a grade of zero, immediate suspension or dismissal."

General Testing Guidelines

- **Testing Location & Medium:** Tests, exams, and quizzes are proctored and administered on campus. Computerized testing is the mandatory medium for all exams, quizzes, and final exams. Paper and pencil tests are not administered. Alternate testing methods or remote delivery may be utilized only under special circumstances as approved by the Dean of the School of Nursing.

- **Schedule:** Exams and quizzes are administered on class days during scheduled class times and are posted in the course calendar.

- **Calculators:** Computer calculators within the testing platform or calculators distributed directly by HUSON are to be used for all exams. Students are not permitted to use personal calculators under any circumstances.
- **Study Guides:** The School of Nursing faculty does not provide study guides for test preparation.

- **Grading Policies:** Extra credit may not be given on tests and quizzes. Under no circumstances will a test or quiz grade be dropped.

Testing Day Procedures & Exam Security

- **Entering the Testing Area:** Students must wait outside the testing area until seated by a faculty member or proctor. No student may enter the room until a faculty member or proctor is available to assign seats. Students will be requested to empty their pockets for checking before entering. Food and drink (including water bottles) are strictly prohibited in the testing room.

- **Personal Belongings:** Prior to testing, students must place all textbooks, notebooks, course materials, paper, outerwear (coats, jackets), and electronic devices in designated storage areas. Items may be retrieved only after the test period ends. The University is not responsible for lost or stolen valuables.

- **Jewelry & Attire:** Prior to entering the testing environment, all jewelry (including rings, watches, bracelets, earrings, and necklaces) must be removed and secured by the student in accordance with the HUSON uniform policy. No headgear or hoodies may be worn during testing. Ears must be visible at all times; hair cannot cover the ears and must be pulled back. Eyeglasses (smart glasses) will be inspected.

- **Electronic Devices:** All smart devices, phones, smartwatches, electronic eyeglasses, tablets, personal earphones, and earbuds are strictly prohibited. Possession of an electronic device in the testing environment will be viewed as an attempt to cheat and will result in an immediate grade of zero ("0") for the test and disciplinary referral.

- **Testing Room Conduct:** Students must cease all conversations before testing begins. The instructor has the right to withhold distribution of the test until this is done. Talking during the test will be viewed as cheating and result in a grade of zero ("0"). Students must direct their gaze solely at their own computer monitor. Students may not click outside of the test window or use print screen functions. To ask a question or indicate a need, raise a hand or write in the approved software feedback tool.

- **Required Testing Materials:** Students may only use materials provided by the instructor/proctor (e.g., official scratch paper, pencils). Scratch paper must be turned in

with the student's name on it upon exam submission. All math calculations must be completed on official scratch paper or within the platform notes tool.

- **Physiological Needs:** Students should satisfy physiological needs, such as restroom use, before the test period begins; students are not permitted to leave and return to the testing area.

- **Dishonesty & Reporting:** Students must not tolerate dishonest behavior by peers. Any student engaged in academic dishonesty will be required to meet with the Department Chair for disciplinary action.

Remote Delivery Guidelines (Used only under administrative discretion)

- The student's face must always remain visible from the neck up within camera view.

- Assessments must be taken in a well-lit, quiet space with no other individuals present or walking by.

- No talking, eating, or drinking is permitted. Webcams must remain on continuously.

Attendance & Make-Up Examination Policy

- All tests and quizzes must be taken on assigned dates. A grade of zero ("0") will be recorded for any test or quiz not taken on the scheduled date.

- An opportunity to remove a zero ("0") is offered at the discretion of the instructor with verifiable documentation: participation in an institution-sponsored activity (verified by written statement from faculty sponsor) or a recognizable emergency approved by the Department Chair or Dean.

- All approved make-up tests/examinations must be completed within **seven (7) days** after the absence occurs or prior to the next class session, whichever comes first. Make-up exams will be an alternate version.

- Missed quizzes cannot be made up under any circumstances; any unexcused violation results in a zero ("0").

- Final exams must follow the University final exam schedule. Any conflict requires an exception requested in writing through the instructor, department chair, and dean.

Special Accommodations

Students needing special accommodations for learning, physical, or other disabilities must provide appropriate documentation from the Office of Access and Learning at the beginning of the course. Consideration for accommodations will not be granted retroactively after an assessment has been administered. Any unauthorized alterations or modifications to the testing environment are strictly prohibited.

Post-Exam Concept Review & Individual Review

- **Purpose & Decorum:** The primary purpose of the Post-Exam Review session is to provide feedback on items answered incorrectly and review concepts missed by a majority of students. It is not an opportunity to challenge test item validity or engage in adversarial debate. Any student who violates the collegial setting will be dismissed from the session.

- **Item Inquiries:** If a student believes an item has an incorrect answer key, a minimum of two (2) validated and reliable scholarly sources verifying the correct answer must be shared with the instructor for review.

- **Acceptable Pass Rate (77.0%):** A score of less than 77.0% is not a passing score; additional tutoring and remediation is mandatory for all exams except the Final Exam.

- **Individual Review:** All students who score below 77.0% on an exam must make an appointment with the faculty member for an individual in-person review of the exam to evaluate the testing platform Student Overview and develop improvement strategies. Test reviews will not be conducted online.

Dosage & Calculation Exams & Structured Remediation Plan

- **Passing Benchmark:** The required passing benchmark on all dosage calculation exams is **90.0%**.

- **Pre-Assessment Requirement:** All students with a clinical component must take a dosage calculation assessment (minimum 25 items) as a pre-assessment to identify academic achievement gaps. Students must achieve ≥ 90.0% on the initial assessment or retest to be cleared for clinical practice and permitted to administer medications.

- **Mandatory Remediation Protocol (Attempt 1 Failure):** Students scoring below 90.0% on the initial exam will be placed on a mandatory, structured remediation plan:

    1. *Formal Action Plan:* Complete and sign a formal Student-Instructor Conference Action Plan (Appendix B) within 48 hours of receiving the initial test score.

    2. *Prescribed Module Completion:* Complete assigned dosage calculation modules via the learning platform (e.g., ATI Nurse's Touch: Dosage Calculation and Safe Medication Administration 3.0), targeting specific error categories.

    3. *Practice Problem Submission:* Complete and submit 100% of the assigned practice calculation problem set (minimum 50 practice items) showing all handwritten mathematical work.

4. *Mandatory Faculty Tutoring:* Complete at least one documented 1-on-1 tutoring review session with course faculty prior to scheduling the retest.

- **Retesting Limits & Deadlines:** Retesting (Attempt 2) utilizes an alternate exam version. All retesting and remediation must be completed prior to the first assigned clinical day and before the end of the university add/drop period. A student may only take a dosage calculation exam two (2) times.

- **Consequences of Unsuccessful Retest:**

    - If a student remains unsuccessful after remediation and retesting, the student receives a failing grade in the clinical course (NUR 216, NUR 346, NUR 356, NUR 446, NUR 456).

    - If unsuccessful after the add/drop period, both the didactic and clinical courses must be dropped, and the student will receive a "WF" for the clinical course.

Testing and Grading Criteria (Course Syllabi Weights)

- **Core Curriculum Lecture Courses**

(Applicable to Fundamentals, Adult Health, Pediatrics/Maternal-Child, Community/Mental Health, and Pathophysiology/Pharmacology)

Assessment Category	Course Grade Weight	Policy & Administration Guidelines
Unit Examinations	50% to 75%	• Minimum 50–60 items per examination • Grades may not be dropped • No extra credit permitted
Comprehensive Final Examination	25% *(Min. 10%)*	• Standardized at 25% of the course grade • Minimum 80–100 items • Administered per University final exam schedule
ATI Content Mastery Series (CMS)	10%	• 2% Practice Assessments A & B with remediation • 8% Standardized Proctored Assessment
Quizzes	≤ 5%	• 10–30 items per quiz • Missed quizzes cannot be made up

Formative Activities	≤ 10%	• Includes projects, presentations, and scholarly papers • Total formative activities combined with quizzes cannot exceed 15%
Total	**100%**	

- **Clinical & Laboratory Courses:** Final grades represent at least 80% psychomotor and affective domain evaluation and no more than 20% cognitive domain.

ATI Content Mastery Series (CMS) Standardized Assessments

The Content Mastery Series (CMS) assessments provide essential data regarding mastery of nursing concepts and NCLEX predictability. Standardized testing accounts for **10% of the final course grade** in designated specialty courses.

Courses containing ATI Content Mastery Assessments include:

- **NUR 345** – Adult Health Nursing I
- **NUR 355** – Nursing Care of the Childbearing and Childrearing Family
- **NUR 442** – Leadership
- **NUR 445** – Community/Mental Health Nursing
- **NUR 455** – Adult Health Nursing II
- **NUR 419** – Professional Development Seminar

CMS Grading & Remediation Policy (Except NUR 419):

- **ATI Practice A and B Assessments (2% of Final Grade / 1% per assessment):** Students must complete the assessment and post-assessment remediation to earn credit:
    - Minimum 1-hour Focused Review on initial assessment attempt.
    - Complete handwritten active learning templates on the first 10 topics of the Focused Review.
    - Complete the Post Study Quiz if available (0 to 50 items for major content areas ≤ 75%).
    - Complete all practice and remediation prior to the proctored exam date.
- **ATI Proctored Assessments (8% of Final Grade):** Awarded based on CMS Proctored Level earned AND remediation completion:

Level	Focused Review	Remediation
Level 3: 98% (8.0 points)	Minimum 1-hour Focused Review	• Active learning templates on first 10 topics
Level 2: 89% (7.12 points)	Minimum 2-hour Focused Review	• Active learning templates on first 10 topics
Level 1: 80% (6.4 points)	Minimum 3-hour Focused Review	• Active Learning Templates on first 10 topics • Complete 3 ATI Pulse tutorials.
Below Level 1: 77% (6.16 points)	Minimum 4-hour Focused Review	• Active Learning Templates on first 10 topics; • Complete 3 ATI Pulse tutorials; • Mandatory conference (Appendix B) • Mandatory retake (Form B/C capped at 77.0%–80.0%).

ATI Comprehensive Practice & Proctored Predictor Assessments (NUR 419)

- **Comprehensive Practice A & B (2% of Course Grade / 1% each):** Minimum 1-hour Focused Review, handwritten Active Learning Template for EACH topic on Focused Review, and Post Study Quiz.

- **ATI Comprehensive Predictor Proctored Assessment (8% of Course Grade):** Standard grades awarded based on NCLEX passing predictability:

Passing Predictability	Percentage/Points	Timeframe
≥ 95% Passing Predictability	98% (8.0 pts)	Minimum 1-hour Focused Review
90% to 94.9%	89% (7.12 pts)	Minimum 2-hour Focused Review
85% to 89.9%	80% (6.4 pts)	Minimum 3-hour Focused Review
85% to 89.9%	77.0% (6.16 pts)	Minimum 4-hour Focused Review
***BoardVitals Requirement:** *All students must complete a 50-question BoardVitals quiz targeting Client Need categories scored below 65%.*		

- **Note:** CMS exams are not the final exam for a course. All proctored ATI assessments must be proctored on campus.

- **Licensure Attestation:** Virginia Board of Nursing licensure attestation requires BS degree conferral AND achieving ≥ 90% predicted probability on the Comprehensive Predictor OR attaining the Virtual-ATI "Green Light".

ATI Content Mastery Assessments: HUSON Curriculum Mapping

Nursing Course	ATI Exams
NUR 105: Introduction to the Nursing Profession	• Practice TEAS Prep
NUR 215: Foundations of Nursing	• Fundamentals 1 (Learning Systems Quiz) • Fundamentals 2 (Learning Systems Quiz) • Fundamentals Learning Systems Final
NUR 345: Adulty Health Nursing 1	• Adult Med-Surg Practice A & B • Targeted Med-Surg Proctored Exam
NUR 355: Nursing of the Childbearing & Childbearing Family	• OB/Peds Practice A & B • OB/Peds CMS Proctored Exam
NUR 442: Leadership & Management in Nursing	• Leadership Practice A & B • Leadership CMS Proctored Exam
NUR 445: Community/Mental Health Nursing	• Pharmacology Practice A & B • Pharmacology CMS Proctored Exam • Community Health Practice A & B • Community Health CMS Proctored Exam
NUR 445: Community/Mental Health Nursing	• Mental Health Practice A & B • Mental Health CMS Proctored Exam
NUR 455: Adult Health Nursing II	• Adult Med-Surg Practice A & B • Adult Med-Surg CMS Proctored Exam
NUR 419: Professional Development Seminar	• ATI Capstone Assessments • Virtual-ATI Assessments • Comprehensive Practice A & B • RN Comprehensive Predictor Proctored Exam

NCLEX-RN Preparation, Licensure Application, and Readiness Checklist

Senior nursing students enrolled in NUR 419 must complete licensure application instructions, request required final transcript release and follow Virginia Board of Nursing requirements. Graduation and conferment of the BS degree are required before transcripts are released for licensure eligibility.

Status	Requirement / Action Item
☐	Apply for graduation by the University deadline.
☐	Complete all didactic, clinical, and practicum course requirements.
☐	Complete comprehensive exit examination and NCLEX readiness requirements.
☐	Clear all university financial obligations.
☐	Complete NCLEX-RN application instructions in NUR 419.
☐	Request final official transcript after degree conferment.
☐	Review Board of Nursing criminal history and licensure eligibility guidelines.
☐	Complete an individualized NCLEX study calendar and Virtual-ATI remediation plan.

Section 7: Clinical Education, Clearance, Safety, & Compliance

Clinical Course Preparation and Clearance Requirements

Prior to beginning any course that includes clinical rotation, laboratory practice, simulation, or agency placement, students must complete all health, safety, legal, and agency compliance requirements by the stated deadline. CastleBranch or another approved secure platform may be used to manage clinical clearance documentation. Students who do not meet clearance requirements may be administratively dropped from the clinical course and corresponding didactic course.

Clinical education is an essential component of the undergraduate nursing curriculum. Before enrolling in or beginning any course that includes a clinical practicum, laboratory experience, or agency-based placement, students must satisfy all School of Nursing and clinical agency clearance requirements. Clinical preparation requirements begin with **NUR 215 Foundations of Nursing** and **NUR 216 Foundations of Nursing Practicum** and continue throughout the professional nursing program.

Clinical Clearance Deadline

All required documentation must be uploaded to the School of Nursing's designated secure compliance platform by the deadline established for the academic year. Unless otherwise communicated by the School of Nursing, documentation is due by **May 1**. Students who do not meet all clinical clearance requirements by the established deadline may be administratively removed from the clinical practicum and corresponding didactic courses. Because clinical experience is required for progression, failure to maintain clearance may delay program completion.

Students are responsible for:

- Registering with the designated compliance platform.
- Uploading complete, accurate, and current documentation.
- Monitoring the status of submitted documents.
- Responding promptly to requests for additional information.
- Retaining copies of all original records for their personal files.
- Maintaining clearance throughout the academic year.
- Meeting any additional requirements established by assigned clinical agencies.

The School of Nursing does not provide physical examinations, immunizations, laboratory testing, background checks, or professional liability insurance. Students are responsible for the costs associated with meeting clinical requirements.

Annual Background Check

Students must complete an annual background check through the designated compliance platform. The screening may include:

- Criminal history
- Sex offender registry review
- Residency history
- Health care fraud and abuse screening
- Other agency-required screenings

A student whose background check identifies a concern may be ineligible for placement at certain clinical agencies. Because clinical experiences are required for degree completion, the inability to secure an appropriate placement may affect the student's progression or eligibility for graduation.

Drug Screening

Students must complete drug screening as required by the School of Nursing and participating clinical agencies. A student whose drug screen is positive for a substance not supported by valid documentation of a legally prescribed medication may be removed from clinical placement and subject to review under School of Nursing and University policies. A confirmed positive drug screen may result in dismissal from the nursing program and referral to the appropriate University office.

HIPAA and OSHA Compliance

Students must complete all required training related to the **Health Insurance Portability and Accountability Act (HIPAA)** and the **Occupational Safety and Health Administration (OSHA)** before entering the clinical environment. HIPAA training prepares students to protect the privacy and confidentiality of individuals' health information. OSHA training addresses workplace health and safety standards, including precautions designed to reduce exposure to occupational hazards. Students must comply with all confidentiality, infection prevention, and workplace safety policies established by Hampton University, the School of Nursing, and assigned clinical agencies.

Annual Physical Examination and Health Documentation

Students must submit documentation of an annual physical examination completed by a licensed health care provider. The documentation must verify that the student is able to participate safely in clinical learning experiences. Health records must be current and uploaded to the designated compliance platform. Documentation submitted for a previous academic year may not be resubmitted unless it remains valid under the applicable requirement. Students must notify the School of Nursing of any health-related matter that may affect their ability to participate safely in clinical experiences. When appropriate, the School of Nursing will review the matter in accordance with university policy and clinical agency requirements.

Immunization and Tuberculosis Screening Requirements

Students must provide current documentation of immunization status and tuberculosis screening in accordance with School of Nursing and clinical agency requirements. Requirements may change based on public health guidance, vaccine availability, and agency policies.

Students may be required to submit documentation for the following:

- **Measles, mumps, and rubella (MMR):** Documentation of required vaccinations or positive antibody titers.
- **Varicella:** Documentation of vaccination, positive antibody titer, or other acceptable evidence of immunity.
- **Hepatitis B:** Documentation of the vaccination series, positive antibody titer, or other approved documentation.
- **Tetanus, diphtheria, and pertussis (Tdap):** Documentation of a current booster within the required timeframe.
- **Tuberculosis screening:** Documentation of an approved tuberculin skin test, blood test, chest X-ray, screening questionnaire, or other documentation as required based on the student's history and agency requirements.
- **Seasonal influenza vaccine:** Documentation of the current seasonal influenza vaccine or an approved declination form when permitted by the assigned clinical agency.
- **Additional immunizations or screenings:** Documentation required by the assigned clinical agency or applicable public health guidance.

Students entering the clinical environment for the first time may be required to complete a two-step tuberculin skin test or an approved blood test. Students with a history of positive tuberculosis screening must submit the documentation required by the School of Nursing and assigned clinical agency. Clinical agencies may decline to accept students who do not meet their immunization or screening requirements. When an agency cannot accommodate a student, the School of Nursing cannot guarantee an alternative clinical placement. The inability to complete required clinical hours may affect progression or eligibility for graduation.

Seasonal Influenza Vaccine

Students must submit documentation of the current seasonal influenza vaccine by the deadline established by the School of Nursing. When permitted by the assigned clinical agency, a student may submit an approved declination form signed by a licensed health care provider. Clinical agencies may impose additional requirements for students who decline vaccination, including masking requirements, or may prohibit placement entirely. Students are responsible for understanding that submission of a declination form does not guarantee access to a clinical placement.

Cardiopulmonary Resuscitation Certification

Students must maintain current certification in **Basic Life Support (BLS) for Health Care Providers** from the American Heart Association or another provider approved by the School of Nursing.

Certification must:

- Be completed before the student begins a clinical course.
- Remain current throughout enrollment in clinical practicum courses.
- Include any required hands-on skills demonstration.
- Meet the requirements of assigned clinical agencies.

Online-only certifications are not accepted unless specifically approved by the School of Nursing.

State Licensure for LPN and RN Students

Licensed practical nurses and registered nurses enrolled in an applicable undergraduate nursing pathway must maintain an active, unencumbered license to practice. Proof of licensure must be submitted annually and whenever requested by the School of Nursing. Students must notify the school promptly of any change in licensure status.

Professional Liability Insurance

Students enrolled in clinical practicum courses must maintain professional liability insurance throughout the period of enrollment.

The insurance policy must:

- Meet the minimum coverage limits established by the School of Nursing and assigned clinical agencies.
- Identify the effective start and end dates.
- Remain active for the entire clinical placement period.
- Be uploaded to the designated compliance platform.

Students should verify the required coverage amount with the appropriate School of Nursing office before purchasing a policy. Professional liability insurance provides protection for students as they participate in supervised clinical learning experiences. Nursing students are accountable for their conduct, decisions, and actions within the scope of their educational role.

Additional Clinical Agency Requirements

Clinical agencies may require documentation or training beyond the School of Nursing’s standard requirements. These may include:

- Agency-specific orientation
- Additional background checks or drug screening
- Infection prevention training
- Electronic health record training
- Confidentiality agreements
- Safety modules
- Fit testing
- Additional immunizations or health screenings
- Acknowledgement-of-risk forms
- Other site-specific documentation

Students are responsible for completing all requirements by the deadlines established by the assigned clinical agency.

Acknowledgement of Risk and Policy Compliance

Students may be required to sign an acknowledgement-of-risk form, facility acknowledgement, policy acknowledgement, or other documentation required by Hampton University, the School of Nursing, or the assigned clinical agency. By participating in clinical experiences, students acknowledge that health care environments may involve exposure to infectious diseases, occupational hazards, and other risks. Students are expected to follow all safety precautions, infection prevention procedures, and clinical agency policies.

Clinical Experience Manual and Forms Packet

Students must review the Clinical Experience Manual and Forms Packet and submit a signed acknowledgment of receipt. The acknowledgment confirms that the student has received, reviewed, and understands the clinical expectations, policies, procedures, and required documentation associated with participation in clinical education.

Student Responsibility Statement

Clinical clearance is an ongoing professional responsibility. Students must monitor expiration dates and maintain current documentation throughout enrollment. Students who fail to meet or maintain clearance requirements may not participate in clinical experiences and may be administratively removed from the clinical practicum course and corresponding didactic course.

Because requirements may change, students should review School of Nursing communications and the designated compliance platform regularly.

Requirement	Frequency/Standard	Notes
Background Check	Annually or as required by agency.	Includes criminal history and related screening.

Drug Test	As required by program or agency.	Positive tests not attributed to prescription medication may result in dismissal.
Physical Examination	Annually.	Must be completed by appropriate health care provider.
Immunizations / Titers	Current documentation required.	MMR, Varicella, Hepatitis B, Tdap, TB screening, influenza, and other agency requirements.
CPR Certification	Current American Heart Association BLS for Health Care Providers or approved equivalent.	Online-only certification is generally not accepted unless approved.
HIPAA / OSHA / Compliance Training	Prior to clinical and as required annually.	Protects privacy, confidentiality, and safety.
Liability Insurance	As required by School or agency.	Coverage amount should be confirmed annually.
Castle Branch Uploads	By published deadline.	Students must keep original documents for personal records.

Clinical Attendance and Lateness

- Students are expected to report to clinical /internship settings, simulation, laboratories, and classrooms on time and prepared.
- Students must notify the clinical instructor, preceptor, and/or clinical agency as directed if they will be late or absent.
- Faculty or preceptors may prohibit a late student from participating in clinical activities for that day when safety, preparation, or agency requirements are affected.
- Two occurrences of lateness in a 2-credit clinical course may equal one absence; two absences may result in clinical course failure, subject to course policy.

- Clinical absences must be documented and made up only when allowed by course and agency policy.

Transportation

Clinical/Internship and practicum courses may involve experiences in hospitals, clinics, schools, community sites, home health, and other agencies across Hampton Roads and surrounding areas. Students are responsible for reliable transportation, travel expenses, parking, and timely arrival. Carpooling may be possible but cannot be relied upon for all experiences.

Standard Precautions, Exposure, and Accidents

- Students must implement Standard Precautions in all settings where exposure to blood, body fluids, or infectious materials may occur.

- Exposure, injury, illness, accident, medication error, safety event, or near miss must be reported immediately to the preceptor, faculty member, and appropriate agency supervisor.

- Students must follow agency procedures, School of Nursing procedures, and documentation requirements after any incident.

- Students should not perform activities beyond their level of preparation, clinical approval, or legal scope of student practice.

Pregnancy and Health Clearance

Students who experience pregnancy, delivery, illness, injury, surgery, or other health conditions that may affect clinical / internship participation may be required to submit an official health care provider clearance statement before participating in clinical/internship practicum, laboratory, or simulation activities. Clinical agency requirements may determine whether and how accommodation can be provided.

Clinical /Internship Clearance Checklist

Done	Requirement / Action Item
☐	Register in CastleBranch or approved clinical documentation platform.
☐	Upload annual physical examination documentation.
☐	Upload immunization records and required titers.
☐	Complete TB screening according to program and agency requirements.
☐	Upload current CPR/BLS certification.
☐	Complete background check and drug screening.
☐	Complete HIPAA/OSHA/compliance modules.

☐	Upload liability insurance if required.
☐	Confirm that all requirements are approved before the deadline.
☐	Keep personal copies of all health and clearance documents.

Section 8: Professional Conduct, Ethics, Appearance, Social Media, & Artificial Intelligence (AI)

Standards of Behavior

Nursing / Health Science students represent Hampton University, the School of Nursing, their profession, and clinical partner agencies. Students are expected to demonstrate honesty, respect, cultural humility, professional communication, accountability, confidentiality, preparedness, safe practice, and ethical decision-making in all academic, clinical, simulation, laboratory, and community environments.

Academic Honesty and Professional Integrity

- Academic dishonesty includes cheating, plagiarism, falsification of documents, improper documentation, unauthorized assistance, unauthorized use of AI or electronic tools, and any unethical or illegal behavior affecting academic or clinical work.
- Falsification of clinical records, attendance records, laboratory documentation, immunization records, or agency documents is considered serious misconduct.
- Students may be required to sign academic honesty and professional conduct forms, which may be retained in the student's academic file.
- Confirmed academic dishonesty may result in a grade of zero, course failure, suspension, dismissal, and/or referral under university conduct processes.

Honor Pledge

As a member of the Hampton University learning community, I understand and will abide by the University's academic integrity policy. I will not engage in, condone, or assist others in any act of dishonesty, plagiarism, falsification, or breach of confidentiality. I understand that violations may result in disciplinary and/or academic sanctions, including a grade of zero, immediate suspension, or dismissal.

Professional Ethics

Students are expected to follow the Hampton University Code of Conduct, the School of Nursing standards of behavior, the American Nurses Association Code of Ethics for Nurses, applicable state nurse practice expectations, and clinical agency policies. Students must protect patient privacy and confidentiality at all times.

Social Media and Confidentiality

- Students may not transmit patient-related images, recordings, identifying information, or clinical stories through social media or electronic communication.

- Students may not post information that could reasonably violate patient privacy, degrade or embarrass patients, identify clinical agencies inappropriately, or damage professional relationships.

- Clinical experiences, patient information, screenshots, course testing content, and agency materials may not be shared without authorization.

- Online behavior is subject to the same ethical, confidentiality, and professional conduct standards as in-person behavior.

Uniform and Appearance

Uniform and appearance policies exist for professionalism, patient safety, infection control, agency compliance, and identification of students in clinical and laboratory settings. Students must follow course-specific uniform expectations and agency requirements. Failure to adhere to uniform or appearance requirements may result in removal from the clinical/practicum area and may affect clinical evaluation.

Area	Core Expectation
Classroom / Non-Clinical	Dress should be appropriate, clean, neat, and professional. Course faculty may specify attire for presentations, labs, or events.
Clinical / Practicum/Internship	Approved uniform or scrubs, school identification, name pin or badge, clean shoes, appropriate hair and grooming, minimal jewelry, and required equipment.
Simulation / Lab	Scrubs and identification may be required to support professional simulation and skills practice.
Cultural / Religious / Medical Exceptions	Requests for exceptions should be reviewed through the Chair or designee and handled on a case-by-case basis consistent with university policy and agency safety requirements.

Artificial Intelligence (AI) and Academic Integrity

Academic honesty and professional integrity are foundational to nursing practice and patient safety. The unauthorized use of artificial intelligence (AI) technologies compromises clinical judgment development and violates the School of Nursing Code of Conduct:

- **Permissible Use:** Generative AI tools (such as ChatGPT, Claude, Microsoft Copilot, or similar technologies) may only be used when explicitly authorized in writing by the course instructor within the course syllabus or specific assignment instructions.

- **Prohibited Academic Use:** Using AI tools without explicit faculty authorization to generate text, rationale, clinical care plans, concept maps, simulation pre-work, discussion board posts, or academic papers is strictly prohibited and treated as academic dishonesty.

- **Prohibited Testing Use:** Accessing AI tools, browser extensions, mobile applications, or external resources during any proctored in-person or remote quiz, examination, dosage calculation test, or standardized assessment will result in an immediate grade of **zero ("0")** for the assessment and referral to the Department Chair and Dean for disciplinary dismissal from the School of Nursing.

- **Attribution Requirement:** When AI usage is permitted by faculty, students must provide full transparency by citing the tool used, describing the prompt provided, and explaining how the generated output was verified and adapted.

Section 9: Student Support, Resources, Career Development, & Licensure

Counseling and Guidance

Students are encouraged to seek guidance early when academic, personal, financial, emotional, or professional concerns affect success. Faculty advisors, course faculty, the School of Nursing administration, student academic support services, counseling services, and disability support offices can assist students in identifying resources and action plans.

Disability Services and Accommodations

Hampton University is committed to compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students seeking accommodation must provide appropriate documentation to the designated University office. Accommodation is not applied retroactively to completed tests, assignments, or clinical experiences. Any alterations or modifications to the testing environment is strictly prohibited. Students must have documented accommodations.

Student Bill of Rights

- Students have the right to fair and respectful treatment within the academic and clinical learning environment.
- Students have the right to receive course expectations, grading criteria, and evaluation standards through syllabi and course materials.
- Students have the right to use established grievance and appeal processes.
- Students have the right to confidentiality of education records in accordance with applicable law and University policy.
- Students have the right to seek support services and reasonable accommodation through appropriate University channels.

Financial Information

Students are responsible for tuition, fees, testing expenses, clinical clearance costs, background checks, drug screens, uniforms, supplies, licensure application costs, graduation-related expenses, and other program-related costs. Failure to resolve financial obligations may affect registration, graduation clearance, transcript release, and participation in selected activities.

Career Development and Professional Preparation

HUSON is committed to supporting students as they transition from academic preparation to professional readiness. Students are encouraged to begin career planning early and to seek guidance from faculty advisors, clinical faculty, preceptors, mentors, alumni, and campus career development resources. Career development should be viewed as a continuous process that includes self-assessment, academic planning, professional networking, experiential learning, leadership development, and preparation for employment or advanced study.

Career Readiness Expectations

Students are expected to actively engage in opportunities that strengthen their professional identity and prepare them for entry into nursing, health science, public health, graduate education, and related health professions. These opportunities may include externships, internships, nurse residency programs, research activities, service-learning, leadership roles, professional conferences, simulation experiences, and community-based health initiatives.

Students should maintain updated professional materials, including a résumé, cover letter, portfolio, reference list, clinical documentation records where applicable, certifications, licenses, and evidence of professional accomplishments. These materials may be used when applying for externships, graduate programs, nurse residency programs, employment, scholarships, fellowships, or professional development opportunities.

Externships, Internships, and Nurse Residency Programs

Students are encouraged to explore externship, internship, and residency opportunities that align with their academic program, career goals, and professional interests. Nursing students should pay particular attention to nurse externship and nurse residency timelines, as many health care organizations begin recruitment months before graduation. Health science students are encouraged to seek experience in health education, public health, health administration, community health, research, wellness, policy, and health-related service organizations.

Students are responsible for reviewing eligibility requirements, application deadlines, required documents, and clinical or professional expectations for each opportunity. Faculty and advisors may provide guidance; however, students are expected to take responsibility for completing applications, preparing for interviews, and following all institutional and agency requirements.

Graduate School and Professional Advancement

HUSON supports students who wish to pursue graduate education, specialty certification, professional school, advanced nursing roles, health science careers, public health training, or leadership positions in health care. Students are encouraged to meet regularly with advisors to discuss academic performance, prerequisite requirements, entrance examinations, recommendation letters, personal statements, and professional goals.

Students requesting letters of recommendation should provide faculty or administrators with adequate notice, a current résumé, unofficial transcript, program or employment details, submission instructions, and a clear statement of professional goals.

Licensure, Certification, and Professional Standards

Students pursuing nursing licensure are responsible for understanding NCLEX-RN application requirements, state board of nursing regulations, background check expectations, criminal history disclosures, transcript requirements, and deadlines. Health science students are encouraged to identify relevant certifications, professional credentials, graduate pathways, and employment qualifications connected to their intended field.

All students are expected to demonstrate professionalism, ethical conduct, effective communication, accountability, cultural responsiveness, and respect for confidentiality in academic, clinical, community, and professional settings.

Professional Conferences, Leadership, and Networking

Participation in professional conferences, student organizations, leadership activities, research presentations, community service, and interprofessional events is strongly encouraged. These experiences help students build confidence, strengthen communication skills, expand professional networks, and develop leadership capacity.

Students are encouraged to seek membership in professional organizations related to nursing, health science, public health, health administration, wellness, research, and other health-related fields. Active participation in professional organizations supports lifelong learning and helps students remain informed about trends, standards, policies, and innovations affecting health care and population health.

Portfolio Development

Students should begin developing a professional portfolio early in their academic program. The portfolio may include a résumé, professional statement, academic achievements, certifications, clinical or field experiences, leadership activities, service projects, research participation, presentations, awards, reflective writing, and examples of professional growth.

The portfolio should demonstrate the student's development as a future nurse, health science professional, leader, advocate, and lifelong learner. Students are encouraged to update the portfolio each semester and use it as a tool for advisement, career planning, graduate school applications, employment interviews, and professional self-reflection.

Student Organizations and Governance

Student participation in governance and professional organizations strengthens leadership, communication, advocacy, and professional identity. Students are encouraged to participate in

School and University organizations, nursing student associations, health science associations, and service activities that support student success and professional formation.

Professional Readiness Checklist

Done	Requirement / Action Item
☐	Create or update professional resume.
☐	Maintain current CPR/BLS and clinical compliance documents.
☐	Attend career fair or nurse residency information session.
☐	Prepare professional references with at least two weeks' notice.
☐	Complete NCLEX study plan, ATI remediation assigned, Kaplan, MCAT or GRE study plan
☐	Review licensure requirements for the state where you plan to practice or work.
☐	Update portfolio with clinical, service, internship, leadership, and simulation experiences.

Section 10: Student Support, Resources, Career Development, & Licensure

Facilities and Learning Spaces

Students are expected to maintain professional behavior and care for classrooms, laboratories, simulation spaces, computer labs, and common areas. Eating and drinking is restricted in classrooms, laboratories, simulation spaces, and testing environments. Students must follow all lab safety, equipment, cleaning, and access rules.

Technology Expectations

- Students must maintain reliable access to a computer that meets course and testing platform requirements.
- Students are responsible for checking email, LMS announcements, course calendars, and electronic resources.
- Chromebooks or unsupported devices may not work with secure testing software; students must verify compatibility in advance.
- Students must protect passwords, patient information, education records, and clinical documentation access.
- Unauthorized recording, photography, screen capture, or distribution of course, exam, clinical, or patient material is prohibited.

Emergency and Inclement Weather Communication

In the event of inclement weather, emergency closure, clinical agency disruption, or remote-delivery requirement, students must follow University announcements and course faculty instructions. Cancellation of class may affect clinical experiences, simulation, testing, or course deadlines. Students should contact course faculty if they have questions about clinical attendance or safety during weather or emergency conditions.

Approval, Governance, & Review Details

Role/Authority	Approval Date & Notes
Dean, School of Nursing	
Assistant Dean, School of Nursing	
Chairperson Undergraduate Nursing Department	
Next Review Date	August 2027 (Monitored & Reviewed Yearly)
Approval & Amendment History	
Original Approval Authority & Date	January 2020
Ammendment Date	November 2022
Comprehensive Redesign & Standardization	September 2026: Integration of ATI Complete Partnership into testing policy.

Appendix A: Quick Reference Contacts

Need	Contact / Office to List
Academic Advisement	Assigned faculty advisor / School of Nursing advising contact
Progression or Readmission	Department Chair / Undergraduate Program leadership
Clinical Clearance	Clinical coordinator / CastleBranch administrator
Testing or ATI	Course faculty / ATI coordinator
Disability Accommodations	University disability services office
Counseling	University counseling center
Financial Aid	University financial aid office
Graduation	Registrar / School of Nursing graduation contact
Licensure / NCLEX	NUR 419 faculty / School of Nursing designee
Student Conduct	Dean of Students / applicable University office

Appendix B: Student-Instructor Conference Sheet

Field	Response
Student Name	
Course / Section	
Faculty	
Date	
Reason for Conference	
Summary of Concern	
Action Plan	
Student Responsibilities	
Faculty Follow-Up	
Student Signature / Date	
Faculty Signature / Date	

Appendix C: Health Care Provider Statement Form

This form should be completed when a student requires health clearance to participate in classroom, laboratory, simulation, clinical, or practicum experiences. The provider should indicate whether the student may participate without restriction, with restrictions, or should not participate at this time. Clinical agency requirements may supersede classroom participation clearance.

Provider Statement Item	**Response**
Student Name	
Date of Evaluation	
Clearance Status	☐ Cleared without restrictions ☐ Cleared with restrictions ☐ Not cleared
Restrictions / Limitations	
Expected Duration of Restrictions	
Provider Name / Credentials	
Provider Signature / Date	

Appendix D: Essential Functional Abilities

Ability Area	**Essential Expectation**
Interpersonal	Interact with individuals, families, groups, faculty, peers, and health team members while respecting social, cultural, and spiritual diversity.
Communication	Communicate effectively in oral, written, electronic, and clinical documentation formats.
Cognitive / Clinical Judgment	Use critical thinking, problem solving, calculation, analysis, prioritization, and sound judgment in clinical decisions.
Motor / Physical	Perform or assist with nursing procedures, patient care activities, and emergency responses safely.
Sensory / Observation	Observe patient status, environmental cues, safety risks, and changes in condition.
Behavioral / Professional	Manage stress, adapt to changing environments, maintain professional boundaries, and accept feedback.

Appendix E: Policy Review and Addendum Signature Page

The information in this handbook is subject to change. Students will be notified of substantive changes through an addendum or official communication and may be required to provide a signature acknowledging receipt of the change.

Addendum Title / Date: _____

Student Name: _____

Signature: _____

Date: _____

Appendix F: School of Nursing Grievance Petition Process & Form

Instructions for Submission of Grievance Petition

Grievance Petition forms are available in the School of Nursing's Office of Student Academic Support Services, located in William Freeman Hall, Room 125.

1. **Student Section:** The entire student section of the petition form must be completed before it may be distributed and prior to scheduling any appointments to discuss your grievance. The student section includes:
    - Student Data
    - Purpose of Petition
    - Reason for Petition (short explanation including supportive rationale)
2. **Comment Routing:** The Office of Student Academic Support Services will request and obtain comments from the Academic Advisor, Course Instructor, Department Chairperson, Assistant Dean, and Dean after the complete student section is submitted.
3. **Signature Submission:** The signature page must be submitted to the Office of Student Academic Support personnel after each meeting in the grievance process.

Hampton University School of Nursing

Petition for Grievance of Academic Regulations

Field	Detail
Date:	
Program	☐ BSN ☐ RN-BSN
Student Name:	
Student ID #:	
Address:	
City, State, Zip:	

Cell Phone:	
Home / Work Phone:	
Attendance Preference:	☐ Yes, I wish to attend ☐ No ☐ Unable to attend
Unable to Attend?	If you are unable to attend, please state why below:

Purpose of Petition *(Check applicable box)*:

- ☐ **Grade Appeal** for a grade less than 77% in a nursing course *(Deadline: No later than 10 business days into the following semester)*
- ☐ **Separation from the major** as a result of a second grade less than 78% in a nursing course *(Deadline: No later than 10 business days into the following semester)*
- ☐ **Appealing Academic Dismissal** *(Deadline: No later than 10 business days into the following semester)*
- ☐ **Appeal of Denial for Readmission** into the School of Nursing *(Deadline: No later than 10 business days after receipt of decision)*
- ☐ **Other Academic Regulation:**

  _____

  _____

Reason for Petition

(Provide a concise explanation of the petition, including supportive rationale. Attach additional sheets and documentation if necessary.)

Student Signature: _____ **Date:** _____

Grievance Petition Signature Page

Step & Review Level	Reviewer Name & Title	Reviewer Signature	Student Signature	Date
Step 1: Course Instructor				
Step 2: Academic Advisor				
Step 3: Department Chairperson				
Step 4: Assistant Dean for Academic Affairs				
Step 5: Dean of the School of Nursing				
Step 6: Grievance Committee Chair				
Step 7: Office of the Provost				

Appendix G: Professional Nursing Program Admission Evaluation Rubrics

The School of Nursing evaluates qualified applicants to the Professional Nursing Program through a multi-dimensional, CCNE-aligned assessment process. Candidates are evaluated across three objective assessment tools: the Professional Nursing Program Interview Rubric (20 points max), the Personal Statement Rubric (10 points max; minimum passing score: 7.0), and the Extracurricular, Community Engagement, and Leadership Rubric (5 points max; minimum passing score: 3.0).

Appendix G-1: Professional Nursing Program Interview Rubric

(CCNE Aligned — Revised April 2026)

- **Candidate Name:** _____ **Student ID #:** _____
- **Evaluator Name:** _____ **Date:** _____
- **Total Points Earned (Max 20):** _____

Criteria & CCNE Alignment	4 Points (Exemplary)	3 Points (Proficient)	2 Points (Developing)	0–1 Points (Unsatisfactory)	Score
1. Accountability, Feedback & Emotional Resilience *(Standards III & IV: Professional values, growth mindset, self-regulation)*	Demonstrates accountability, constructive response to feedback, emotional maturity, and clear evidence of growth and resilience.	Accepts feedback and describes improvement with moderate insight and emotional awareness.	Acknowledges feedback but demonstrates limited reflection or defensive reasoning.	Avoids accountability, minimizes feedback, or shows a lack of emotional control.	/ 4
2. Time Management, Stress & Prioritization *(Standards III & IV: Safe learning behaviors, managing competing demands)*	Presents a clear, realistic, and ethical plan for managing multiple high-stakes demands while maintaining performance and wellbeing.	Demonstrates appropriate planning and prioritization, with some stress management strategies.	Lacks structure, specificity, or realistic time- and stress-management strategies.	Shows poor prioritization, unrealistic planning, or disregard for academic integrity or wellbeing.	/ 4
3. Ethical Decision-Making &	Clearly articulates ethical	Identifies ethical concerns and	Ethical reasoning is superficial or	Unable to identify ethical principles or	/ 4

Emotional Intelligence *(Standards III & IV: Ethical comportment, professional integrity, judgment)*	reasoning, demonstrates integrity, emotional insight, and alignment with professional nursing values.	decisions with appropriate reasoning and emotional awareness.	lacks professional context.	demonstrates questionable judgment.	
4. Mental Health Awareness & Self-Care *(Standards III & IV: Student wellbeing, sustainability for practice)*	Demonstrates strong insight into mental/emotional demands of nursing, articulates realistic self-care strategies, and recognizes personal wellbeing responsibility.	Identifies importance of mental health and provides reasonable self-care plans.	Acknowledges stress, but strategies are vague or reactive.	Minimizes mental health demands or lacks awareness of self-care responsibilities.	/ 4
5. Reflection & Professional Communication *(Standards III & IV: Communication skills, professional presence)*	Communicates clearly and professionally and demonstrates readiness for professional interactions reflectively.	Communication is clear and professional with minor lapses.	Communication lacks clarity, organization, or a professional tone.	Poor communication skills or unprofessional responses.	/ 4

Appendix G-1B: Hampton University School of Nursing Interview Rubric

(January 2024 – modeled after HUSOP)

Student Name: _____ **Student ID #:** _____

Date: _____ **Evaluator:** _____

Criteria	1	2	3	4	Score
Appearance	• Overall appearance is untidy. • Choice in clothing is inappropriate for interview (torn, unclean, wrinkled). • Poor grooming.	• Appearance is somewhat untidy. • Choice in clothing is inappropriate (shirt not tucked in, tee-shirt, too much jewelry, etc.). • Grooming attempt is evident.	• Overall neat appearance. • Choice in clothing is acceptable for the interview. • Well-groomed (e.g., shirt tucked in, jewelry blends with clothing, minimal wrinkles).	• Overall appearance is very neat. • Choice in clothing is appropriate for any interview. • Very well groomed (hair, clothes pressed, etc.). • Overall appearance is business professional.	/ 4
Professionalism / Ethics	• Unacceptable behavior and language. • Immature, does not demonstrate professional behavior. • Unfriendly and not courteous.	• Used typical behavior and language – did modify behavior to fit the interview. • Somewhat mature and can demonstrate professional behavior. • Lacks ability to self-reflect and self-analyze in-depth. • Attempts to be courteous to all in interview setting.	• Acceptable behavior, well mannered. • Mature, professional, responsible and moral. • Exhibits some self-confidence. • Courteous to all involved in interview.	• Professional behavior and language (handshake, "hello", "thank you", eye contact, etc.). • Exceptionally mature, professional, responsible and moral. • Exhibits self-confidence. • Friendly and courteous to all involved in interview.	/ 4
Communication	• Presentation shows lack of interest.	• Showed some interest. • Exhibits some listening skills	• Showed interest throughout the interview.	• Very attentive. • Shows effective listening skills	/ 4

	• Exhibits poor listening skills. • Speaking is unclear – very difficult to understand message of what is being said (e.g., mumbling). • Enunciation is poor. • Sentence structure and grammar are lacking. • Volume is inappropriate for interview (e.g., spoke too loudly, too softly).	and self-confidence. • Speaking is unclear – lapses in sentence structure and grammar. • Enunciation is fair. • Volume is uneven (varied).	• Exhibits good listening skills and self-confidence. • Speaking is clear – minimal mistakes in sentence structure and grammar. • Enunciation is good. • Volume is appropriate.	and self-confidence. • Speaking is clear – appropriate use of sentence structure and grammar. • Enunciation is excellent. • Volume is appropriate.	
Body Language	• Fidgeted – e.g., constant movement of hands and feet. • Lack of eye contact. • Slouching all the time.	• Fidgeted – e.g., frequent movement of hands and feet. • Eye contact is made intermittently. • Occasionally slouching.	• Minimal fidgeting (e.g., occasionally shifting). • Occasional loss of eye contact. • Brief slouching, but quickly correcting self.	• No fidgeting. • Eye contact made. • Sitting straight in chair.	/ 4
Responding to Questions	• Gives response that does not answer question posed, evasive. • Inappropriate or incoherent answers to questions.	• Attempts to answer questions. • Gives incomplete answers.	• Answers questions. • Answers are acceptable and complete.	• Thorough answers to questions.	/ 4
Maximum: 20 Points				**Total Points =**	/ 20

Evaluator Signature: _____ Date: _____

Appendix G-2: Personal Statement Evaluation Rubric

(Revised April 2026)

- **Candidate Name:** _____ **Student ID #:** _____
- **Content Score (0–5):** _____ **Grammar/Writing Score (0–5):** _____
- **Total Score (Max 10):** _____ **Passing Benchmark:** Minimum 7 out of 10 points

(A total score below 7.0 indicates that the submission does not meet School of Nursing expectations for professional readiness and written communication).

Score Band	Component I: Content (0–5 Points)	Component II: Grammar, Spelling, & Writing Quality (0–5 Points)
5 Points *(Outstanding)*	Clearly and thoughtfully explains professional goals specific to nursing; demonstrates strong motivation, maturity, self-reflection, and commitment; meaningful examples of readiness; typed, well-organized, ≤ 1 page.	Writing is clear, professional, and polished; no spelling, grammar, or punctuation errors; proper sentence structure, paragraph development, and tense; exemplary written communication.
4 Points *(Proficient)*	Addresses personal nursing goals but lacks full depth/clarity; motivation present but not fully supported; examples somewhat generic; typed, within page limit.	Writing is clear and readable; minor spelling/punctuation errors that do not interfere with meaning; sentences and paragraphs are well-structured.
3 Points *(Developing)*	Goals are vague, unrealistic, or weakly connected to nursing; limited explanation of motivation; may be too short or too long; content does not clearly demonstrate readiness.	Multiple spelling, grammar, or punctuation errors; some awkward phrasing or run-on sentences; writing shows effort but needs improvement for professional standards.
2 Points *(Unsatisfactory)*	Incomplete or fails to address nursing goals; little to no supporting evidence of motivation	Frequent grammar and spelling errors; poor sentence or paragraph

	or maturity; poorly organized, off-length, and/or not typed.	structure; errors interfere with clarity and understanding.
0–1 Points (Unacceptable)	Incoherent, incomplete, or off-topic; fails to address goals or motivation; does not meet basic submission length, format, or clarity requirements.	Very poorly written; numerous errors in grammar, spelling, and punctuation; demonstrates a lack of basic written communication competency.

Academic Integrity & AI Policy:

Personal statements must represent the applicant's original work, experience, and authentic voice. Plagiarism and the unauthorized use of artificial intelligence tools (such as ChatGPT or similar platforms) to generate any portion of the personal statement are strictly prohibited and will result in disqualification.

Evaluator Signature: _____ **Date:** _____

Appendix G-3: Extracurricular Activities, Community Engagement, & Leadership Rubric *(Revised April 2026)*

- **Candidate Name:** _____ **Student ID #:** _____
- **Community Involvement Score (0–2.5):** ____ **Leadership Score (0–2.5):** _____
- **Total Score (Max 5.0):** _____ **Passing Benchmark:** Minimum 3.0 out of 5.0 points

(A minimum score of 3.0 indicates adequate engagement and leadership potential; scores below 3.0 suggest insufficient extracurricular involvement or leadership experience for professional nursing).

Score Level	Extracurricular Activities & Community Involvement (0–2.5 Points)	Leadership Experience (0–2.5 Points)
2.5 Points (Exceptional / Very Strong)	Membership in multiple organizations; active and continuous participation in community/civic activities; clear commitment to service; activities have a distinct health focus.	Held two (2) or more formal leadership positions within the last two years; actively contributed to planning and execution of multiple community events.
2.0 Points (Strong)	Membership in at least two organizations; active participation in community/civic events; documented service activities; at least one activity has a health focus.	Held one (1) formal leadership position in the past two years; contributed to planning and execution of at least one community event.
1.5 Points (Moderate / Average)	Membership in one organization; past community involvement (not current); some service history; no health-related focus.	Active participation on planning committees without a formal leadership title; demonstrated contribution to event planning/execution.
1.0 Point (Limited / Below Average)	Membership in one organization; no community service history; no health-related focus.	Supported an event or service activity in an assistant role; no role in planning or execution.
0–0.5 Points (Minimal / None)	No community service or civic events documented within the past 5 years; no health-related focus.	No leadership experience within the past 5 years; did not support, lead, or plan activities.

Evaluator Signature: _____ **Date:** _____

00 Acknowledgement of Receipt

Student Responsibility Statement

I acknowledge that I have been informed of the location of the digital copy of the Hampton University School of Nursing Undergraduate Student Handbook on the School of Nursing website. I understand that I am responsible for reading, understanding, and following the policies, procedures, academic standards, clinical expectations, and professional conduct requirements described in this handbook and in official Hampton University publications.

Name (print):

_____

Signature:

_____

Student ID:

_____

Date:

_____

Acknowledgement should be completed at the beginning of the academic year, upon admission to the School of Nursing, and whenever significant handbook addenda are issued.