



**BACHELOR OF SCIENCE
IN
NURSING PROGRAM**

Loyola College of Arts and Sciences

**STUDENT HANDBOOK
Academic Year 2025-2026**

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Executive Summary

The BSN Student Handbook includes the policies and procedures of the Bachelor of Science in Nursing (BSN) Program at Loyola University Maryland. The [Loyola University Maryland Undergraduate Catalogue](#) contains university-wide policies and procedures that pertain to all undergraduate students. Students are responsible for the information in the general sections of the *Catalogue* as well as the parts that pertain to their specific program. This *Handbook* supplements the *Catalogue* and, in general, provides information not found in it.

It is the responsibility of all Nursing students to be familiar with, and adhere to, the policies and procedures described in this *Handbook*. Students will be asked to complete an online acknowledgement form attesting that they have read, understand, and agree to comply with the policies and professional standards outlined in the *Handbook*.

The Bachelor of Science in Nursing (BSN) pre-licensure degree program offers an academically and technically rigorous curriculum that balances core nursing competencies with Loyola's exceptional liberal arts education in the Catholic intellectual tradition to prepare future graduates for extensive and comprehensive duties and sensibilities. Students acquire the complex skills for nursing competency, clinical judgment, cultural sensitivity, teamwork, and commitment to life-long learning that ensure a successful profession as a registered nurse. The major includes a wide range of clinical rotations at Loyola's nursing education partner institution, Mercy Medical Center, a hospital recognized nationally for nursing excellence.

The BSN degree program is comprised of 61 nursing theory and clinical credits, 42 credits of prerequisite courses in other natural sciences, psychology, and statistics, and 30 credits of Loyola's liberal arts-based core curriculum. The BSN students' liberal arts core is the same as for other Loyola students.

Advice for Success

Read this handbook and other published information (undergraduate catalog, academic calendars, schedule of courses, etc.) carefully. These contain much of the information students need to know.

Adhere to all deadlines and regulations. Academic deadlines and regulations are not arbitrary and must be enforced consistently to be fair to everyone.

Ask questions early and often. If a student believes their circumstances warrant special treatment or if they are interested in exploring different opportunities, many more options are available earlier than later as situations unfold. Speaking with an advisor or faculty member as soon as possible is essential regarding any student concern, such as a late paper, international study, or health difficulties, for example.

Address problems early. Students are encouraged to come forward with potential issues or challenges as early as possible so that all possible solutions can be explored. Early action can help prevent problems from becoming unmanageable. Loyola professors, advisors, and the BSN program leadership welcome the chance to listen, support, and help students.

Base decisions on good information. Roommates' opinions, rumors, and even the experiences of others may reflect circumstances different from students' own, so students must seek accurate

information needed when facing challenges or navigating questions. The BSN Program Office and the [Student Academic Advising and Support Center](#) are critical resources for students.

Enjoy the time at Loyola and make the most of it!

Academic Progression Policies

The following academic policies are unique to students in Loyola's BSN program and are detailed in the *Nursing Student Handbook*. Students are expected to review and acknowledge their understanding of the policies in the *Nursing Student Handbook* at the start of their program.

GPA Requirement

To remain in good academic standing, all Loyola BSN Program undergraduates must maintain a cumulative grade point average (QPA) of 2.750.

Minimum Grade Requirement

Nursing students must achieve a grade of *C* or higher in all required Nursing (NUR) and Nursing prerequisite courses in the program, including [BL 362](#) and [BL 370](#). If a student does not meet the minimum of a *C* in any NUR course or prerequisite, they will be required to retake the course at Loyola before continuing with the Nursing curriculum.

Students not meeting the minimum grade requirement in a Nursing course or a Nursing prerequisite course may impact their ability to complete the Nursing program in four years.

Restrictions on Withdrawal and Replacement Courses

A student may repeat only one NUR or Nursing prerequisite course, one time, due to withdrawing from it or not achieving a *C*. Students will be dismissed from the Nursing program after two course failures (grades of *C-* or lower) and/or withdrawals in Nursing courses.

Didactic and Clinical Course Repeats and Failures

Course failure (grades of *C-* or below) in a NUR clinical course requires the student to retake both the didactic and clinical portions of the course for a second time. Conversely, failure in a didactic course requires the student to also retake both the didactic and clinical course on their second attempt.

Dismissal from the Nursing Major

A student is dismissed from the nursing program when:

- a second grade less than '*C*' in a Nursing course or a Nursing prerequisite is earned, and/or
- a cumulative QPA of 2.750 is not achieved by the end of their academic notice semester.

Students have one semester to raise their QPA to 2.750. If a student is unable to raise their QPA after the academic notice semester, they will be dismissed from the nursing major.

A student may be dismissed from the nursing program when they commit any violation of the ANA Code of Ethics for Nurses (<https://codeofethics.ana.org/home>), in addition to any violation of the Nursing Program Standards for Professionalism and Patient Safety outlined in the *Nursing Student Handbook*. Students who violate ethical codes or who engage in unprofessional behavior, particularly in clinical experiences, will be subject to a Professional Assessment Review (PAR) and may be dismissed from the Nursing Program. PAR processes are outlined in the *Nursing Student Handbook*.

Appeals Process

Should a student be dismissed from the Nursing major, they have the right to appeal for reinstatement into the BSN program. Students should follow the Appeal of Dismissal from the Nursing Major policy outlined in the *Student Handbook*.

Introduction

Preface

This *Handbook* compiles essential policies and procedures for the Loyola University Maryland (Loyola) Bachelor of Science in Nursing (BSN) program. It supplements—rather than replaces—the university Undergraduate Catalogue in helping students navigate their education effectively. While this *Handbook* was prepared based on the best information available at publication, updates may occur at the University, Department, or Program-level at any point throughout the academic year. All updates will be communicated accordingly, including changes affecting student and licensure requirements to sit for the National Council Licensure Examination (NCLEX) after graduation (e.g., clock hour requirements, clinical practice expectations, and service delivery platforms).

The Loyola BSN Program Student *Handbook* overviews university-wide and program-specific policies. Program-specific guidelines supplement those in the Undergraduate Catalogue and any policies that may be in place at students' various clinical placement sites.

This *Handbook* reflects the work of BSN faculty and administrators in defining policies, curriculum, procedures, and information related to ensuring the success and development of all Nursing students. All BSN faculty and staff work to support students' personal and professional growth and are committed to student success as future nurses.

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History

Many areas of the United States, including Maryland, are impacted by current and future nursing shortages. Mercy Health Services President and CEO David N. Maine, M.D., communicated this challenge in ongoing conversations with Loyola University Maryland President Terrence M. Sawyer, J.D. Together, they determined that our institutions could partner to become part of the solution by preparing new baccalaureate-educated nurses to increase the pipeline of registered nurses in Maryland. In 2024, Loyola University Maryland, in partnership with Mercy Medical Center, obtained approval from the Maryland Higher Education Commission (MHEC) and the Maryland Board of Nursing to start a Bachelor of Science in Nursing program to serve the growing need for baccalaureate-educated, patient-centered, registered nurses who see themselves as citizen-nurses.

Loyola and Mercy have a shared history as faith-based, mission-driven institutions deeply committed to the City of Baltimore. Founded in 1852 by the Society of Jesus, Loyola merged in 1971 with Mount Saint Agnes College, a women's college founded by the Sisters of Mercy, who also founded Mercy Medical Center in downtown Baltimore in 1874. Since the merger of Loyola College and Mount Saint Agnes College over 50 years ago, alumnae and Sisters of Mercy have served on Loyola's Board of Trustees. Loyola College became Loyola University Maryland in 2009. This alignment and partnership today between Loyola University Maryland and Mercy Medical Center has its roots in a shared history that began over five decades ago and benefits from the charism of the Sisters of Mercy and their continued engagement in the intellectual and spiritual life of the University community.

Loyola's BSN Program is academically and technically rigorous. It intentionally incorporates a strong liberal arts education in the Catholic intellectual tradition into the nursing program curriculum to prepare future graduates for extensive and comprehensive duties and sensibilities. The nursing major includes **61 nursing theory and clinical credits, 42 credits of prerequisites** and other natural sciences, psychology, and statistics, and **30 credits of Loyola's liberal arts-based core curriculum**. The BSN students' liberal arts core is the same as all Loyola students. Nursing students take natural sciences and social sciences prerequisites with non-nursing peers and include hands-on learning in our state-of-the-art biology laboratories.

Accreditation

The BSN program operates within the American Nurses Association (ANA) Code of Ethics standards as well as the standards of the Commission on Collegiate Nursing Education (CCNE) and the American Association of Colleges of Nursing (AACN). The AACN is the national professional and scientific association for member schools. Together, AACN, CCNE, ANA, National Council of State Boards of Nursing, and the Maryland Board of Nursing work to maintain the integrity of practicing nurses and nursing programs that train them (i.e., Loyola University Maryland). Over the course of the program, students will become intimately familiar with all of the relevant professional standards and ethical codes for Nurses, both nationally and in the State of Maryland.

Jesuit Core Values at Loyola University Maryland

Since their founding four-and-a-half centuries ago, the Jesuits — beginning with their founder, St. Ignatius Loyola — have had a distinctive way of looking at life. Their characteristic Ignatian worldview has permeated their educational and spiritual apostolates. It has been shared with

hundreds of thousands of women and men formed by Jesuit teaching and pastoral care. This Ignatian worldview includes the following characteristic notes or emphases: 1) openness and enthusiasm toward the whole of God's richly diverse creation and for the human person; 2) hopefulness and pragmatism in seeking graced solutions to life's challenges through the creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness; 3) sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert a real influence on their world and one another for good or for evil; and 4) commitment to a life of growing integrity and increasing service to God and others.

As a Jesuit, Catholic University founded in 1852, Loyola University Maryland adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its mission and values. One of the ways in which Loyola preserves its Ignatian tradition is by encouraging all of its constituents to cultivate and live by the following core values: academic excellence, *cura personalis* (focus on the whole person), integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

Liberal Arts Core Curriculum

All students are required to complete Loyola's liberal arts core curriculum, regardless of their major. The sample plan of study indicates the timing for Loyola's core requirements within the general Nursing curriculum. The [University Undergraduate Catalogue](#) includes a complete listing of core and major requirements for Nursing.

Mission

The mission of the Loyola BSN Program is to educate and inspire future nurses to learn, lead, and serve in a diverse and changing world, in the Jesuit, Catholic tradition of care for the whole person and excellence in learning. BSN students are prepared to exercise exceptional clinical judgment and provide patient-centered care in all healthcare settings and across the span of human life, with particular emphasis on serving the medically underserved.

Educational Philosophy

Loyola's BSN program emphasizes the Jesuit values of *cura personalis* (care for the whole person), social justice, and ethical responsibility. These principles are woven throughout the coursework and clinical experiences, ensuring that Nursing graduates are skilled professionals, compassionate caregivers, and principled leaders. The program's mission and educational philosophy guide its curriculum, learning aims and activities, and student evaluation. These span from first-year students' two professional development seminars to the senior-year health-equity-focused capstone and transition into professional nursing.

Commitment to Students

Loyola's BSN program aims to offer students a transformative learning experience grounded in our Jesuit, Catholic mission and aligned with the University's commitment to advancing student success. To that end, the Program's rigorous theoretical education and integrative clinical experiences are a means to serve others, especially those who are underserved and vulnerable. The fullness of this service depends on Nursing students developing the competencies that match the complex healthcare challenges and exceptional opportunities of the twenty-first century.

These competencies integrate human caring with nursing knowledge and confident use of relevant healthcare technology, self-reflective discernment toward the promotion of the common good of all people, and dedication to continuous improvement with interprofessional collaboration.

Ceremonies

White Coat Ceremony

At the beginning of the second year, spring semester, Loyola will host a White Coat Ceremony. Nursing students will be presented with their lab coats before starting clinical courses, as well as state the nursing pledge.

Pinning

In addition to Commencement, the Nursing major will celebrate the traditional pinning ceremony in May for graduating students.

Honor Society (Sigma)

When the program meets the eligibility requirements, the Loyola BSN Program plans to create a chapter of Sigma Theta Tau International, the Honor Society of Nursing. We will notify all students when this occurs.

Student Nursing Organization (NSNA)

The BSN Program plans to work with interested students to create a student-led chapter for the National Student Nurses Association (<https://www.nsna.org/>).

Curriculum

Loyola University Maryland's BSN Program prepares students to become skilled, compassionate, and ethical nurse leaders through a curriculum rooted in the liberal arts, Loyola's Jesuit values, and evidence-based practice. Our program fosters intellectual growth, clinical excellence, and a commitment to social justice in healthcare.

Learning Goals

The BSN Program at Loyola University Maryland supports the University's mission by preparing nurse leaders who embody Jesuit values, clinical excellence, and social responsibility. Our learning goals reflect a liberal arts foundation and a commitment to patient-centered, evidence-based care. Students will:

1. Cultivate intellectual curiosity and critical thinking through interdisciplinary learning.
2. Develop habits of reflection, ethical reasoning, and compassionate care.
3. Engage in meaningful collaboration across professional and community boundaries.
4. Embrace their role in promoting equity, advocacy, and justice in healthcare.
5. Prepare for lifelong learning and leadership within the nursing profession.

Program Outcomes

Upon successful completion of the BSN program, graduates will demonstrate competency in the following ten outcome domains, aligned with the AACN Essentials (2021):

- 1. Knowledge for Nursing Practice:** Integrate nursing, science, and liberal education to provide safe, effective, person-centered care.
- 2. Person-Centered Care:** Deliver respectful, individualized care that considers the preferences, values, and needs of individuals, families, and communities.
- 3. Population Health:** Promote health and well-being and prevent disease across diverse populations using evidence-based strategies.
- 4. Scholarship for Nursing Practice:** Use critical inquiry and evidence to inform clinical decision-making and improve nursing practice.
- 5. Quality and Safety:** Apply principles of quality improvement and patient safety in all care settings.
- 6. Interprofessional Partnerships:** Collaborate effectively with other professionals to optimize health outcomes.
- 7. Systems-Based Practice:** Navigate and influence complex healthcare systems to improve care delivery and population health.
- 8. Informatics and Healthcare Technologies:** Use information and healthcare technologies ethically and effectively in clinical practice.
- 9. Professionalism:** Uphold the values, ethics, and standards of the nursing profession, demonstrating accountability and leadership.

10. Personal, Professional, and Leadership Development: Reflect on personal and professional growth, engage in self-care, and assume responsibility for lifelong learning and career development.

Undergraduate Curriculum Plan (For Class of 2029 and 2030)

Year 1

Credits	Course Title (Fall)	Credits	Course Title (Spring)
1	NUR 101: Nursing Professional Development in Catholic Tradition Seminar	1	NUR 102: Nursing Professional Development in Clinical Judgment Seminar
3	BL 150: Foundations of Biology I*	3	NUR 205: Evidence-Based Practice and Research in Nursing
1	BL 151: Foundations of Biology I* Lab	3	BL 152: Foundations of Biology II*
3	PY 101: Introductory Psychology (Social Sciences Core) *(1/10)	1	BL 153: Foundations of Biology II* Lab
3	ST 210: Introduction to Statistics; or ST 265: Biostatistics Core (Mathematics Core) *	3	PY 244: Life Span Development* (Social Science Core)
3	Core: humanities*(2/10)	3	BL 210: Human Nutrition*
3	Core: humanities*(3/10)	3	Core: humanities*(4/10)
17	Total Credits	17	Total Credits

Year 2

Credits	Course Title (Fall)	Credits	Course Title (Spring)
3	NUR 210: Nursing Health Assessment	4	NUR 215: Fundamentals of Nursing
1	NUR 211: Nursing Health Assessment Clinical	1	NUR 216: Fundamentals of Nursing Clinical
3	BL 206: Human Anatomy & Physiology I*	3	BL 208: Human Anatomy & Physiology II*
1	BL 207: Human Anatomy & Physiology I Lab*	1	BL 209: Human Anatomy & Physiology II Lab*
3	CH 101: General Chemistry 1*	3	BL 332: Microbiology*
3	Core: humanities*(4/10)	2	BL 334: Microbiology Lab*
3	Core: humanities*(5/10)	3	Core: humanities*(6/10)
17	Total Credits	17	Total Credits

Year 3

Credits	Course Title (Fall)	Credits	Course Title (Spring)
6	NUR 310: Nursing Care of Adults and Older Adults	3	Core: humanities*(7/10)
3	NUR 311: Nursing Care of Adults and Older Adults Clinical	3	Core: humanities*(8/10)
3	BL 362: Pathophysiology	3	NUR 315: Nursing of Families: Maternal Health and Childbearing
3	BL 370: Pharmacology	3	NUR 316: Nursing Care of Families: Maternal Health and Childbearing Clinical
1	NUR 371 Pharmacology Clinical Laboratory	3	NUR 320: Nursing Care of Families: Children and Adolescents
		2	NUR 321: Nursing Care of Families: Children and Adolescents Clinical
16	Total Credits	17	Total Credits

Year 4

Credits	Course Title (Fall)	Credits	Course Title (Spring)
3	NUR 410: Nursing Care of Adults and Older Adults with Complex Health Problems	3	Core; humanities*(9/10)
3	NUR 411: Nursing Care of Adults and Older Adults with Complex Health Problems Clinical	3	Core: humanities*(10/10)
3	NUR 415: Mental Health Promotion and Psychiatric Nursing	6	NUR 440: Transition into Professional Nursing Clinical
2	NUR 416: Mental Health Promotion and Psychiatric Nursing Clinical	3	NUR 430: Leadership and Management in Nursing
3	NUR 420: Population Health and the Catholic Tradition of Social Justice	1	NUR 431: Leadership and Management in Nursing Clinical
2	NUR 421: Population Health and the Catholic Tradition of Social Justice Clinical	3	Free elective
16	Total Credits	19	Total Credits

Admission and Progression in the Nursing Program

Admission to the BSN Program

The undergraduate admission to the first-year Nursing class is contingent upon completing required high school courses at a level consistent with the University's and the BSN Program's admission standards. Loyola uses a holistic admissions review. Academic achievement is the primary criteria for admission. Factors like personal experiences, strengths, and compatibility with the University are also considered. Candidates must provide satisfactory evidence of secondary school graduation (official high school or GED/HiSET transcript) or equivalent. Candidates must also comply with the immunization requirements of Loyola University and our clinical partners. The University Undergraduate Admissions Office notifies applicants about admissions decisions.

Loyola's BSN Program faculty have developed technical standards and competency domains necessary for participation and success in clinical education, with or without reasonable accommodations. The Director of Undergraduate Admission, the Director of the BSN Program, and the Dean of the College of Arts and Sciences communicate frequently to ensure that the academic quality and preparation of incoming students meet the faculty's expectations and standards.

Advanced Placement Credits

As per the Undergraduate Catalogue, along with other examinations (see Catalogue), Loyola awards credit for students who have achieved acceptable scores on specific Advanced Placement exams. These include:

- Biology 150 and Lab 151 (Fall year 1, 4 credits): Score of 4 or 5 on AP Exam
- Chemistry 101 and Lab 105 (Fall year 2, 4 credits): Score of 4 or 5 on AP Exam
- Statistics 210 (Fall year 1, 3 credits): Score 3 on AP exam

If students wish to transfer credits earned at other institutions prior to matriculation at Loyola, the Academic Advising and Support Center (AASC) and the Nursing Program Director/Department Chair will determine course comparability based on course descriptions. AASC reviews all courses regardless of mode of delivery. Remedial, personal development, physical education, health, and preparatory courses that are not equivalent to or discipline-compatible with Loyola's courses are unacceptable for transfer. Only courses equivalent to three or four credits with a grade of C or higher earned can be accepted for transfer credit. A course with a C- or below grade will not be accepted in transfer, regardless of the point value assigned by the transferring institution.

For details on other accepted advanced placement courses and transfer of college courses taken in high school are available on Loyola's [Transfer Course Policies](#) page. Grades for transferred courses will not be factored into the Loyola grade point average. The university transfers credits only for courses similar to the requirements for degree programs at Loyola University Maryland. The cumulative Loyola Quality Point Average (QPA) is used for determining academic standing, honors, and graduation recognition, with a minimum QPA of 3.500 required for the Dean's List or any other academic honors.

Advising

It is the student's responsibility to consult with their academic advisor regularly and on an as-needed basis. Each student is assigned a faculty advisor from the Nursing Program at the beginning of their first semester, in addition to their Messina advisor. That assignment is permanent unless the student requests a new advisor or the faculty member leaves. Students should meet with their advisors regularly but must meet with them before registration in the Fall (for the following Spring) and Spring (for the upcoming Fall) semesters. The faculty advisor provides the student registration clearance required for online registration each semester. Students are expected to keep their advisors informed about their academic progress and seek assistance with problems promptly.

Good Academic Standing

To remain in good academic standing, all Loyola BSN Program undergraduates must maintain a 2.75 overall cumulative QPA. The BSN Program Director will review the academic records of all Nursing students at the conclusion of each semester. If the cumulative QPA falls below the relevant minimum standard of 2.75, the student will be placed on academic notice for one semester. A student on academic notice (or leave of absence) must meet with their academic advisor to develop an academic success plan. Students on academic notice will have one semester to raise their QPA to the minimum standard. If a student were to not recover their QPA to the 2.75 minimum at the conclusion of their academic notice semester, they would be dismissed from the nursing major.

Students would be required to choose another major at Loyola. University policies related to academic probation and dismissal from the University may also apply to Nursing students, as per the Undergraduate Catalogue.

Nursing students must achieve a grade of C or higher in all required Nursing courses and nursing prerequisites. If a student does not meet the minimum of a C in any NUR course, they will be required to retake the course at Loyola before continuing with the Nursing curriculum.

Policy Regarding Dropping Courses and Repeating Courses

A student may repeat a Nursing course only once after withdrawing from it or not achieving a C. Students will be dismissed from the Nursing program after two course failures and/or withdrawals in Nursing courses. A total of 133 credits, including all university core, nursing major, and elective courses, are required for graduation.

The BSN program follows the [Grade Forgiveness Policy](#) from the Undergraduate Catalogue, with the exception that only one NUR course or nursing prerequisite can be forgiven, one time.

Dismissal from the Nursing Program

A student is dismissed from the nursing program when:

- a second grade less than 'C' in a nursing course is earned, and/or
- A cumulative QPA of 2.75 is not achieved by the end of their academic notice semester.

As noted above under the “Good Academic Standing” section: students have one semester to raise their QPA to 2.75. If a student is unable to raise their QPA after the academic notice semester, they will be dismissed from the nursing program.

A student may be dismissed from the nursing program when she/he commits any violation of the [ANA Code of Ethics for Nurses](#), in addition to any violation of the [Student Code of Conduct](#) found in the Loyola University Maryland Undergraduate Catalogue. Violations will be reviewed on a case-by-case basis

Appeal of Dismissal from the Nursing Program

Students have the right to appeal dismissal and request reinstatement to the nursing program. Students who wish to submit an appeal must adhere to the process:

- Upon receipt of a letter of dismissal, the student may write a letter of appeal to the BSN Program Director. The letter of appeal must be received by 5 p.m. on the fifth business day of receipt of notification.
- The letter of appeal must be written by the student and include the following:
 - Submission of a formal letter, both electronically and in hard copy.
 - Identification of any extenuating circumstances leading to academic difficulty. The student uses their judgment as to what information is shared in the letter. The student should be an advocate for themselves and be clear and descriptive when elaborating on circumstances which they feel may need clarification.
 - Proposal of a plan for success.
- Once the BSN Program Director receives the letter, the Ad Hoc Appeals Committee of faculty convenes to review the appeal. As part of the review process, the committee will have access to the student’s academic record, letter of appeal, and all other documents provided by the student.
- At the discretion of the committee, the student may be requested to meet with the committee so that the committee can ask questions of the student for increased understanding. The committee will notify the student of the date and time of the meeting.
- After a full review, the committee makes a recommendation to BSN Program Director regarding appeal decision.
- The BSN Program Director will notify the student and appropriate faculty in writing of the appeal decision. This decision of the BSN Program Director is final.

Transfer Out of the Loyola's BSN Program/Change of Major

Unlike other students admitted to Loyola, Nursing students are admitted to their major at the time of acceptance and matriculation. Students who wish to change their major to something other than Nursing may do so, as per the Undergraduate Catalogue. Loyola University Maryland gives no assurance that students who change majors will be able to fulfill their new degree requirements within four years.

First-year students who decide not to enroll in the nursing-related science courses their first semester will not be given a spot in the nursing clinical course sequence that begins in the sophomore year. At first-year orientation, they will be required to sign a form "waiving" (or giving up) their right to a place in the second year of the BS (nursing) program.

They should note that until a transfer is official, their home program is the Loyola BSN Program, and their advisor of record will be their Messina advisor for the rest of the first year. These students are urged to seek academic advising as soon as possible to make informed course choices.

Pathway to Continued Education

Loyola's BSN program is designed to establish a foundation for life-long learning. Loyola and Notre Dame of Maryland University (NDMU) have signed a memorandum of understanding that allows select Loyola BSN graduates to receive priority consideration for admission into the Master of Science in Nursing Program (MSN), which offers an MSN in Nursing Leadership, Nursing Education, Family Nurse Practitioner and Adult Gerontology Nurse Practitioner.

Assessment and Evaluation

Nursing Exam Policy

Nursing and nursing-related science courses may utilize an electronic "ExamSoft" system for exams and quizzes. Students must follow the specific ExamSoft instructions provided by their professors, which include downloading necessary files before the exam date and time and bringing their fully charged device (laptop or tablet) to the test/exam. Students using devices other than MacBooks and Windows-based laptops must seek assistance as soon as possible to make appropriate arrangements. Failure to adhere to any guidelines or instructions could result in a grade of "0" on any exam or quiz.

Calculation of Course Grades Using Decimal Places

Individual exam grades will be recorded in the gradebook as reported by the electronic testing software, i.e., a full number and two decimal places after the decimal point. Grades will not be rounded up or down at this time.

At the end of the semester the average of all the exams will be computed. After using the full number and two decimals as input into the average, mathematical rules for rounding will be used on the computed average to determine the nearest whole number upon which the final course grade will be based.

If the number in the hundredth place is 5 or greater it will round up the tenth place. If the number in the hundredth place is 4 or less, it will not affect the tenth place. Next, the tenth place will be considered; if it is 5 or greater the final grade will be rounded up to the nearest whole number. If the tenth place is 4 or less, it will be rounded down to the nearest whole number.

Exam Average and Final Grade Policy

An average test score of 73% is required in all clinical courses and other nursing courses as specified in the syllabus (a 72.45 is rounded to 73; a 72.44 is rounded to 72).

The final course grade for students who do not earn a 73% average test score in selected courses is determined by the exam average: an exam average of 70-72% will have a grade of C- recorded as the final course grade. For an exam average of 67%-69%, the course grade will be reported as a D+. For an exam average of 63%-66%, a course grade of D will be recorded. Finally, an exam average below 63% will have the course grade reported as an F.

Grade Equivalencies

The following conversion chart is used to compute grades in undergraduate nursing courses:

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%

C-	70-72%
D+	67-69%
D	63-66%
F	below 63%

Lost Work

Students are responsible for ensuring that their instructors receive assignments as instructed (on paper or electronically) on time. Students must use the University's learning management system (Moodle) when instructed to do so, including the assignment upload feature, and it is recommended to make or save a copy of a paper or project before it is submitted.

Grade Appeal for Assignments

The BSN Program expects faculty instructors to provide a syllabus specifying due dates for assignments and examinations and the weight given to each course component in determining the final grade. The instructor has the right to decide the grading and weight of course components. Students who believe faculty graded them unfairly should first meet with the instructor, bring a copy of the paper, exam, or other evaluation, and request an explanation for the grade.

Students should communicate with the faculty member involved as soon as possible, but no later than ten business days after the assignment/grade was returned to the student. The faculty member should communicate within five business days of the student's request to discuss the dispute.

Final Course Grade Appeal

Please refer to the Undergraduate catalogue policy on [Appeal of a Final Grade](#).

Incomplete Grades

Please refer to the Undergraduate catalogue policy on [Grades](#).

Class Attendance

We expect students to attend classes regularly, take tests, and submit papers and other work at the times specified by the professors on the course syllabi. Students must still meet all course requirements and learning objectives for any absence. This expectation includes attending nursing class, clinical, simulation, and lab.

Excused, unplanned absence

The BSN program is student centered and supportive of students and their needs. Students should make every effort to attend all classes, clinicals, simulations, and lab experiences. Students must communicate an unexpected absence in the method requested by the course or clinical faculty. Absences that will be excused with proper documentation include:

- Student illness
- Bereavement for an immediate family member

Planned absences

Students should refer to the Loyola University Maryland's [Excused Absence Policy](#) in the Undergraduate Catalogue.

Students who anticipate military and religious absences should notify the faculty at the beginning of the semester so that the faculty can make accommodations to complete the learning objectives in a timely way.

Student Athletes

Loyola's BSN Program faculty make every effort to accommodate student-athletes' needs. The student must discuss practice, game, and travel schedules with their professors before the beginning of each semester. In the case of conflicts, academic obligations must take precedence.

Academic Consideration/Leave of absence

Students should refer to the [Leave of Absence](#) policy in the Undergraduate Catalogue.

Academic consideration refers to an action or actions taken by the Nursing Program in response to a student with an extenuating circumstance. Short-term academic consideration includes, but is not limited to, an excused absence, a deferral, an extension, a modified schedule for assignments, projects, labs, an alternative assignment, or other consideration deemed appropriate by the BSN Program Director in consultation with the relevant faculty. To request a short-term Academic Consideration, students must contact the BSN Program Director directly. The BSN Program will work with the student to determine and implement reasonable academic considerations.

Long-term extenuating circumstances refer to personal circumstances beyond the student's control that directly and substantially impact the student's ability to meet essential academic requirements or standards in a course(s). Examples include but are not limited to short-term physical or mental illness, serious injury, required treatment (e.g., surgery), bereavement, and traumatic events. Students who become aware that they will be absent from Loyola for more than three consecutive days should inform the BSN Program Director and the Office of the Dean of Undergraduate Studies (ODUGS), typically by email (odugs@loyola.edu) or telephone (410-617-5547).

Course Enrollment

How to Register for Classes

Before the registration period for each semester, students must meet with their faculty advisors to obtain their registration permission. The Academic Advising and Support Center assigns the student a registration time to enroll in courses for the following semester: this is the earliest time a student can register online. The faculty cannot change the assigned registration time. The student may register at this designated time or anytime later. Nursing students at Loyola are given priority registration and may register before most undergraduate students.

Nursing Theory/Clinical Courses

Students are guaranteed access to all required nursing and nursing-related science courses to permit graduation within 8 semesters. However, the program cannot guarantee the placement of students who do not meet the immunization requirements of Mercy Medical Center and other healthcare entities used for clinical courses.

Important Notice Regarding Immunization Exemptions and Clinical Placements

Students who request medical or religious exemptions for immunizations should understand that while the University may grant such exemptions for enrollment purposes, these exemptions do not apply to clinical placement sites. Clinical facilities are not obligated to accommodate exemption requests from students, as students are considered guests, not employees, of those institutions.

Unlike hospital employees, students do not have a legal right to request exemptions from clinical sites. Therefore, even if an exemption is granted by the University, a clinical facility may deny placement to any student who does not meet its immunization requirements. This could delay or prevent a student from progressing in or completing the nursing program.

Drop/ Add/Change Courses

After discussing plans to alter course enrollment with their academic advisor, students may drop or add a course themselves any time after registering until the end of the drop/add period (see date published in the University catalog).

Full-time Enrollment Status/Overload

Students must be registered for at least 12 credits of coursework per semester to be considered full-time at Loyola and at least nine of the credits must be in courses of three credits or more. With extremely limited exceptions, all Nursing program students must be enrolled full-time. A course load of 15 to 18 credits is considered a “normal” for the nursing program.

Permissions to take more than 18 credits in a given semester (or to “overload”) are granted by the BSN Program Director with the understanding that students will drop extra courses if their ability to achieve passing grades is at risk. Sophomore, Junior, and Senior Students who have earned at least a 2.75 overall cumulative GPA or a 2.75 GPA in the semester immediately preceding the one for which the overload is sought may register for an additional course or courses (up to a maximum of 24 credits).

As a matter of general policy, first-year Loyola BSN Program students are not allowed to overload. Most students who overload do so to enrich their experience at Loyola. Students considering overloading cannot accelerate their time to graduation as the program is a full four years.

Summer Away Courses

Loyola University Maryland students can generally take courses at other accredited institutions during the summer and transfer credits, but they need to obtain prior written permission from the Academic Advising and Support Center (AASC). A maximum of two transfer courses can be taken during the summer, and they must be a minimum of 3 credits (semester hours). A grade of C or better is required for the course to transfer. No nursing courses may be taken at an outside institution or transferred to Loyola.

Minors

Nursing students may complete a minor course concentration in another Loyola undergraduate department by completing the requirements outlined in the university catalogue. However, NUR and nursing prerequisite courses must take priority to ensure successful program completion in four years.

Global Health/Study Abroad Opportunities

The BSN Program does not currently plan to develop global health or study abroad opportunities, given our accreditation goals. During the winter and summer breaks, students may participate in non-nursing study tour programs as part of courses that fulfill the Loyola Core Humanities Requirements.

Program Standards for Professionalism and Patient Safety

Participating in clinical experiences is a privilege and not a right. Unsafe clinical practice and/or unprofessional conduct are grounds for failure in any clinical course. Such conduct may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical laboratory or clinical practice site will undergo a Professional Assessment Review (PAR) by the BSN Program Director and may be dismissed from the program.

The Nursing Program may immediately remove a student from the clinical site, prompting a review by the BSN Program Director, and/or dismiss a student from the Nursing program, under any of the following circumstances:

1. Clinical performance endangering patient safety.
2. The use of drugs/alcohol renders the student unfit for safe and competent clinical performance and endangers patient safety.
3. Physical health and/or mental health problems render the student unfit for safe and competent clinical performance and endanger patient safety.
4. Unprofessional behavior in the clinical setting and /or
5. Behavior that violates the standards in the ANA Code of Ethics for Nurses
6. Health and Conduct Issues in Clinical Placement

Professional Behavior

Faculty in the BSN program are committed to training competent and conscientious nurses. As such, holistic development as a student, person, and professional is paramount. This focus is consistent with training at a Jesuit institution. Behaviors and attitudes of concern that have been outlined by the faculty include but are not limited to the following:

- Dress appropriately when on campus, including being in clinical uniform if required.
- Turn cell phones off or set to vibrate when in class, clinical, simulation, or lab.
- If attending an online meeting, course, or other professional setting, students should be in a stationary, distraction-free environment with your camera on.
- Abstain from text messaging, social media, playing computer games, or other off-task activities during class. Laptops should typically only be used during class for note-taking or as directed by the instructor.
- Be punctual to class and all related professional activities. If students arrive after the class or meeting has started, enter in as undistruptive and quiet a manner as possible.
- If a student anticipates that they will be late to a scheduled meeting, contact the instructor to make them aware of the situation, and ask how they would like to proceed.
- Do not leave class or professional seminars once seated unless necessary, as doing so may be highly disruptive to classmates, instructors, and colleagues.
- Wait until the class, seminar, or meeting is over to pack up books and materials.
- Avoid talking during class, meetings, or professional seminars.
- Include a greeting or salutation when sending emails to peers, instructors, others with whom you may be in contact when working in a professional setting (e.g., “Dear Chris,” “Hello Professor Smith”).
- Send and receive Loyola-related email from your Loyola email account only (e.g., rmedonald@loyola.edu).
- Communication (i.e., face-to-face in person or synchronously, telephone, email, on discussion boards), when operating as a student, or any professional role, should be both direct and respectful.

Ethical Behavior

Faculty expect students to maintain high professional standards, including physically, intellectually, emotionally, and academically prepared to care for patients/clients. Expectations for Loyola BSN program undergraduate students regarding ethical behavior in clinical situations are based on the American Nurses Association Code for Nurses and federal regulations related to the privacy of patient information (HIPAA). Students are expected to protect patients' confidentiality and be honest in documenting patients' conditions and assessments and the actions/interventions they provide.

Professional Assessment Review (PAR) Process

The faculty in the BSN Program engage in ongoing professional assessment of students. The term “faculty” includes course instructors, clinical instructors, and anyone who intersects with a student’s academic and/or professional development. When concerns arise about a student, faculty have a responsibility to the student, the program, and the profession to bring the concerns to the student’s and program’s attention and address them in a timely fashion. The three-step Professional Assessment Review (PAR) process is as follows:

1. On the first instance of problematic behavior (i.e., behavior inconsistent with program competencies), the faculty member recognizing the concern will meet individually with the student to address the concerns. The outcome of the meeting includes the faculty member notifying the faculty advisor and BSN Program Director in writing of the concerns addressed with the student, and the outcome of the meeting with the student. If areas remain where competency has not yet been demonstrated, a Professional Assessment Review (PAR) may be initiated.
2. On the second instance of problematic behavior, or any instance of behavior that requires more formal feedback, a Professional Assessment Review (PAR) will be initiated.
3. On the third instance of problematic behavior, or any instance of behavior that requires programmatic intervention and/or remediation, a Professional Assessment Review (PAR) will be called. The outcome of a PAR meeting is summarized in a PAR Outcome Summary and can include a formal remediation plan for the student, or suspension or dismissal from the program. The PAR Outcome Summary is shared with the student, the student’s faculty advisor, and is included in the student's file.

The non-exhaustive list below includes issues and circumstances that warrant programmatic consideration and evaluation of the student. Frequency and severity of behaviors, necessity, and/or applicability of a remediation plan, and required program intervention are taken into consideration when determining whether a PAR is warranted.

Academic/Clinical/Professional concerns that are inconsistent with program competencies and impacting performance including, but not limited to:

- instances of misconduct (e.g., violating professionalism competencies a clinical or practicum site)
- interpersonal conflicts with colleagues, professors, etc.
- perceived/reported difficulties in stress management or self-care that impact student’s ability to fully engage in coursework, clinical work, or other professional responsibilities
- misconduct due to misinterpretation of protocol/regulations
- failure to communicate adequately and/or professionally with faculty, clinical instructors, etc.

- behaviors listed in the Statement of Professional Behavior
- plagiarism
- cheating
- earning a grade lower than C
- QPA falling below 2.75
- neglect of duty toward patients
- other misconduct that is considered significantly harmful to student/patient/faculty member/program or Loyola staff/colleagues, etc.

Professional Assessment Review (PAR) Process

The BSN Program Director will create a PAR Committee consisting of the Director and two other full-time faculty members (one of whom may be the faculty member who raised the concern about the student). The BSN Program Director and these two selected full-time faculty members make up the voting members of the PAR Committee. The PAR is also attended by the student's nursing faculty advisor, who is present to support the student and the student's and program's interests but does not have a vote on the PAR recommendations. Students who receive a PAR will receive a formal, written notification of the PAR including the meeting location, date, and membership of the PAR Committee.

The PAR Committee then meets with the student to communicate the concerns raised related to failure to meet program competencies. During this meeting, the committee will gather data from the student which might have an impact on the committee's goals, requirements, and recommendations. This meeting is recorded.

Following the PAR meeting, students will receive substantive, written feedback outlining the PAR Committee's decision in the form of a PAR Outcome Summary.

- The PAR Committee is empowered to make specific remedial recommendations or requirements for the student or recommend a student's suspension or dismissal from the program.
- If the PAR Committee recommends remediation, the Outcome Summary will outline remediation goals, requirements, recommendations designed to help the student meet those goals, and a timeframe for expected remediation to be successfully completed. These goals and remediation plans must be unanimously approved by all three voting members of the PAR Committee. The PAR Committee can stipulate that attainment of these goals is a condition of continuation in the program or participation in clinical placement, including practicum. Documentation of compliance with and successful completion of the recommendations and remediation plan will be required.

After receiving the Outcome Summary from the PAR Committee, students have ten (10) working days to respond in writing acknowledging receipt of the Summary.

- If the Outcome Summary includes recommendations and remediation, students must also acknowledge the recommendations and remediation contained therein and acknowledge their willingness to comply with them. If a student does not agree with the goals, requirements, or recommendations produced by the PAR Committee (with the exception of suspension or dismissal), the student may make a written appeal to the BSN Program Director within ten (10) working days of receipt of the PAR Outcome Summary. Grounds for appeal include errors of fact or procedure, or extenuating circumstances. Failure to acknowledge receipt, or to appeal to the BSN Program Director, within this timeframe may result in a follow-up PAR.

- In addition, by a deadline specified by the PAR Committee, and not longer than three months after the PAR meeting, the student submits a written progress update on remediation efforts to the BSN Program Director. This progress update describes progress toward remediation goals, including compliance with requirements and recommendations. Failure to respond to the PAR Committee with a progress update according to the date specified by the Committee may also result in a follow-up PAR.
- After the conclusion of the remediation period specified by the Committee, the PAR Committee reviews the student's remediation progress and any relevant related materials, and responds to the student, in writing, documenting the extent to which the PAR Committee assesses that the corrective actions were or were not successful in addressing the issues of concern.
- If concerns persist about the professional, clinical, or academic development of a student, despite the intervention of the PAR Committee, a follow-up PAR meeting may be called, and the above process will be revisited. Dismissal from the program can be the result of any PAR.

If a PAR Committee recommends a student's suspension or dismissal from the program, the student will be notified via the PAR Outcome Summary, which is also copied to the BSN Program Director. The BSN Program Director will send a letter finalizing the student's suspension or dismissal from the program and notify relevant university personnel, and the suspension or dismissal from the program is effective immediately. Should the student choose to appeal, they can follow the Appeal of Dismissal from the Nursing major policy mentioned earlier in this *Handbook*.

Academic and Intellectual Integrity

The faculty expects nursing students to show high standards of integrity and professional behavior in both academic and clinical settings. Students demonstrate integrity partly through adherence to the [University's Honor Code](#) and through a student's behavior in class, the clinical laboratory, and the clinical field. Students should review the complete text of the University's Honor Code and academic and intellectual integrity policy. Students must also take careful note of the language regarding academic integrity in all BSN programs and Loyola University Maryland course syllabi.

Eligibility for Licensure

In order to become licensed as a Registered Nurse in the United States, nursing school graduates must meet all requirements of the Board of Nursing in the jurisdiction where they wish to practice. In addition to successfully completing an approved educational program and passing a national examination, students should be aware that licensure as a Registered Nurse generally requires demonstrating good moral character. At the time of application for licensure, prospective licensees are typically required to disclose all criminal charges and convictions in a manner specified by the relevant Board.

The Loyola's BSN Program is a Registered Nurse education program approved by the Maryland Board of Nursing (MBON). Students planning on seeking licensure outside the Maryland upon graduation or later should be aware that licensure is state-specific and additional requirements beyond graduation from Loyola University Maryland may apply. They should contact the relevant Board and/or the BSN Program Office for details, keeping in mind that requirements may change without notice.

Clinical Experiences

Types of Clinical Experiences

Students will gain the opportunity for experiential learning in the BSN program. “Clinical” includes direct patient care, skills/laboratory experiences, and clinical simulation.

Direct Patient and Caregiver Contact

Off-campus clinical nursing experiences begin during the first semester of the second year of the program (in the sophomore year in the Nursing Health Assessment Clinical) and are an essential component of the curriculum. In clinical placements, students apply knowledge gained in the classroom and lab and through assignments in real-life situations under the direct guidance of a faculty member. Loyola BSN program students benefit from Loyola’s location in a city with an exceptional number of world-class health care institutions and organizations.

Skills/Laboratory Experiences

Students may have clinical experiences that are psychomotor in nature and take place in the clinical laboratory. Students must show respect and suspend their disbelief when using task trainers or mannikins to learn essential nursing skills.

Clinical Simulation

Clinical simulation is an essential teaching strategy used throughout Loyola’s BSN Program. Simulation experiences allow students to engage in realistic patient care scenarios in a controlled, supportive environment. These experiences enhance clinical reasoning, communication, and psychomotor skill development.

Simulation supports the principles of competency-based nursing education (CBNE) and directly aligns with the AACN Essentials (2021). It provides students with opportunities to demonstrate competencies across multiple domains, including knowledge integration, person-centered care, clinical judgment, collaboration, and use of healthcare technology.

Simulation experiences are required and may be used to assess progression toward clinical competency. Faculty provide structured feedback and debriefing to promote reflective learning and professional growth.

Attendance

Students must attend their clinical placements each week. Students with an unexcused absence in clinical courses will receive deductions on their clinical evaluation tool and/or documentation of a violation and a reduction in the final course grade. All missed clinical hours must be made up.

Each clinical course has different procedures for making up missed clinical hours, which are outlined in the respective course syllabi. Loyola's BSN Program's agreements with clinical agencies prohibit students from being in clinical settings outside of contracted days and times.

Students may not negotiate with their clinical instructors to come in early, stay late, or shadow for a day in any setting outside of the assigned clinical dates/times. The clinical instructor is not responsible for providing additional clinical hours opportunities for missed sessions.

Should a student expects to miss more than one clinical due to a health or personal/family emergency, they must immediately notify the BSN Program Director and their clinical faculty.

Students should note that missing more than two (2) clinical days in any particular course, even if the absences are excused, will lead to the student being considered to have not met learning objectives for that course. Students will therefore be required to repeat the course.

Clinical Course Requirements

Criminal Background Checks & Drug Screening

As part of its agreement with Mercy Medical Centers and other agencies for clinical placements, Loyola's BSN Program requires students to undergo criminal offense record investigations (CORIs), i.e., criminal background checks. Information about this procedure will be discussed with students prior to registering for Nursing Health Assessment Clinical in fall of the second year. The BSN Program is not under any obligation to find alternative placements for students with criminal matters that interfere with access to agencies. Students will also be subject to drug testing if it is required by clinical agencies, which may include screening for marijuana. The BSN program cannot provide alternative clinical placements if an institution prohibits the placement of a student with a positive marijuana screen.

Credentialling

Loyola's BSN Program reserves the right to cancel student enrollments in a clinical course if there are any problems with the timely completion of credentialing requirements according to preannounced dates. Students are responsible for any costs and inconveniences associated with completing the program.

Health Requirements

The BSN Program students must meet health requirements above and beyond those for all Loyola undergraduates. These requirements are mandated by the agencies used as clinical practice sites and include creating an Exxat account:

- having active health insurance
- an annual physical exam
 - yearly screening for tuberculosis (PPD)
 - immunity to varicella (chicken pox)
 - MMR vaccine (measles, mumps, and rubella)
 - hepatitis A
 - hepatitis B, a flu shot, COVID vaccine series,
 - including annual immunization as required by our clinical partners:
 - Annual Flu Vaccine, and
 - an updated Tdap (Tetanus, Diphtheria, Pertussis) shot as needed.

Students who are out of compliance with these requirements will not be allowed to attend clinical practice sites and may not be able to register for Nursing classes.

The BSN program may require additional physical examinations and/or other health data. These requirements are subject to change.

Cardiopulmonary Resuscitation Training (CPR)

Students are required to be certified in cardiopulmonary resuscitation (CPR) prior to enrolling in the Fundamentals of Nursing course in the fall of their sophomore year and maintain that certification. CPR certification must be at the health care provider level and provide hands-on training related to the resuscitation of adults, infants, and children. Appropriate courses include the American Heart Association's "Basic Life Support (BLS) for Health Care Providers." We

recommend that students take a CPR course during the summer between their first and second years.

Liability Insurance

All students are covered by the University liability insurance policy when enrolled in a course with a clinical component. This insurance is valid only for activities directly related to BSN courses. It does not cover students working as aides, nursing assistants, independent contractors, or those who volunteer in emergencies/disasters.

Student Employment Outside of the Program

Students who work in healthcare-related jobs during the school year or summer do not practice as nursing students. They are either independent contractors (if working directly for a patient/client) or employees of an agency. In either situation, students must be careful not to practice nursing without a license or perform procedures restricted to licensed nurses. Loyola's malpractice insurance does not cover these activities.

Reasonable Accommodation for Qualified Individuals with Disabilities in Clinical Courses

Loyola is committed to providing educational opportunities to otherwise qualified students with disabilities and/or learning differences. The program offers such students opportunities equal to those provided to non-disabled students to achieve desired educational outcomes. A "qualified individual" with a disability is one who, with or without reasonable accommodations, meets Loyola's BSN Program academic requirements and Technical Standards (see Appendix A). Students with disabilities are not required to disclose their disability to Loyola's BSN Program. However, students requesting reasonable accommodations must register with Disability and Accessibility Services (DAS) to initiate the process.

DAS determines qualified disability status and assists students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodations are made by considering each student's disability-related needs, disability documentation, and program requirements. While the process for requesting reasonable accommodations may be started at any time, they may not be implemented retroactively. It is, therefore, important that students allow ample time for their accommodation requests to be processed.

While Loyola's BSN Program will make every effort to work with students with disabilities to accommodate their learning differences or disability-related needs, Loyola's BSN Program is not required to provide accommodations that fundamentally alter or waive essential program requirements.

This information will facilitate discussions between the Office of the Dean of Undergraduate Studies, the BSN Program, and other school officials, faculty, and students. The list below presents the capabilities necessary to participate and succeed in clinical education at Loyola's BSN Program with or without reasonable accommodations. If students believe they may have a qualifying disability or require reasonable accommodations to meet these technical standards, they may contact DAS or the BSN Program Director for further information. Clinical or lab faculty may also come forward to the BSN Program Director to voice concerns regarding a student's ability to meet one or more of the standards, who will then confer with DAS and follow up with the student and others as appropriate.

Clinical Evaluation

In NUR clinical courses, grading is completed on a pass/fail basis. Students will achieve a “pass” grade according to the Clinical Evaluation Tool (CET) when all criteria earn a “Satisfactory” mark. “Needs Improvement” or “Unsatisfactory” marks on the Final CET will result in a “fail” grade for an NUR clinical course.

Course failure in a NUR clinical course requires the student to retake both the didactic and clinical portions of the course for a second time. Students may only repeat one NUR course, one time. Conversely, failure in a didactic course requires the student to also retake both the didactic and clinical course on their second attempt.

Clinical Placement

Students will be placed in their clinical sites by the BSN program administrators. Students are not permitted to appeal or negotiate their assigned clinical placements.

Nursing students with Division 1 athletic, ROTC obligations, and academic needs will be addressed after considering the availability of clinical placement slots.

HIPAA and Social Media Policy

The Health Insurance Portability and Accountability Act (HIPAA) is a comprehensive law that protects personal health information. It forbids the disclosure of private health information of agencies (hospitals, clinics, nursing homes), patients, and/or families on any social media. Protected health information includes any information or pictures related to any clinical experience. Remember, a patient or caretaker's consent for photography by the hospital or a specific provider does not extend to the student or clinical faculty. The Loyola BSN Program strictly enforces this policy. It does not allow any such postings on social media platforms, including but not limited to Instagram, Snapchat, Facebook, X (formerly Twitter), or other social media sites or webpages in private and public posting options. Students are also accountable for adhering to all other specific course or agency guidelines related to personal electronics. It is essential to understand the full extent of these policies to avoid any violations that could lead to academic and/or legal action, including dismissal from the school.

Dosage Calculation

In NUR clinical courses, students will be required to take a dosage calculation exam as indicated in the course syllabus. Students will have three attempts to achieve a 90% on the dosage calculation exam. If a student does not achieve a 90%, they will fail the clinical course, and be required to withdrawal from the didactic course. This failure would count towards the one chance to repeat an NUR course.

Uniform Policy

As representatives of Loyola's BSN Program in its partner agencies, students in clinical placements are responsible for adhering to the following uniform policy:

Students only wear the uniform when at a clinical placement and functioning as nursing students under the guidance of Loyola BSN Program faculty. Our current plan is for Loyola's BSN

Program students to purchase their uniforms and name pins from the bookstore before entering Year Two.

The uniform consists of:

- BSN required scrub pants and a top that thoroughly covers the student's abdomen.
- The official name pin specifies the student's first and last name, and the "Loyola University Maryland BSN Program" is worn on the uniform top.
- Shoes appropriate to the particular clinical setting
- Nails must be trimmed; neutral polish may be worn; no artificial nails are allowed as they harbor microorganisms
- Hair is worn off the collar and appropriately styled
- Make-up should be kept to a minimum
- Jewelry such as watches, wedding bands, and small studs in ear lobes may be worn.
- Jewelry in the nose, tongue, or other sites on the face is not acceptable in some clinical agencies.

Students are expected to dress appropriately and professionally in courses where the uniform is not required (e.g., in some Population Health and Psych-Mental Health sites). Professional dress and closed-toed shoes are expected for clinical preparation days, where lab coats are needed instead of uniforms. Jeans or other casual attire are inappropriate. Some affiliating agencies have policies prohibiting visible tattoos and/or facial jewelry.

Medication Administration

Students will be permitted to administer medications during clinical experiences beginning in the first semester, third year, under the supervision of faculty clinical instructors. Students should be extremely mindful of medication safety, including the three checks and five rights of medication administration. Students are NOT permitted to administer:

- Any IV push medications
- Cardiogenic medications (e.g. vasopressors)
- Controlled substances to a client less than two years of age
- Chemotherapy medications
- Blood products
- Patient-controlled analgesia (PCA)
- Continuous, titratable infusions such as heparin, insulin

Practicum Experience

In the second semester, fourth year, students have the opportunity for a one-on-one practicum experience in a preferred area or unit of nursing. Practicum placements will be assigned by the BSN program faculty based on students' experiential preparedness, including overall QPA and satisfactory clinical evaluations. Students will be permitted to submit preferences, but no guarantees will be made to be granted a preferential practicum placement. BSN program faculty reserves the right to place students in the best placement for their continued success.

Procedure for Protection from Communicable Diseases

Every clinical student in Loyola's BSN Program must complete training in Standard Precautions before starting in the program's second year: Prevention of Blood Pathogens and Prevention of Tuberculosis. Faculty will provide training modules to students at the start of clinical in the

second year of the program, which will be reviewed annually with updates. Completing training modules is a professional responsibility and is required for participation in clinical nursing courses. The Simulation Lab will post current policies consistent with existing OSHA and CDC guidelines in the clinical skills lab.

Bloodborne Pathogens

Students exposed to blood or bodily fluids will immediately notify their on-site clinical instructor or preceptor and follow the protocols for Occupational Exposure to Bloodborne Pathogens in place at their clinical site. If the agency does not have a protocol for occupational exposures, then the faculty will direct the student to the nearest emergency room for treatment. At the earliest reasonable time, but no later than 24 hours following an exposure, the student and faculty will notify the Director of the BSN Program. Loyola's BSN Program will document student exposures according to applicable OSHA requirements.

Students engaged in clinical practice activities may be exposed to potentially infected body fluid from a client; if this occurs, the student should do the following:

- Immediately remove soiled clothing and wash the exposed area with soap and water.
- Notify the student's faculty member.
- Report to the nearest emergency room on-site at the agency or as directed by the Loyola Student Health Center within 1-2 hours.
- Identify yourself as a student with a possible HIV/HBV exposure.
- Give close attention to filling out the Incident Report for the agency, BSN Program, and University Health Services.

Loyola BSN students are not routinely assigned to care for patients with active tuberculosis or suspected tuberculosis because they have not been fit-tested for respirator masks. Students inadvertently exposed to tuberculosis should be directed to University Health Services OR their primary health care provider. The student and Student Health Services will notify the BSN Program Director.

Student Wellness

Faculty have an ethical duty as nurses and a contractual responsibility to agencies to ensure that students are physically and psychologically healthy when providing care. In any situation where clinical staff raise concerns about a student's physical or mental health or about safety or appropriateness of being in clinical settings, the faculty and/or the Director of Loyola's BSN Program reserves the right to require that students seek evaluation and permit clinicians/university officials to provide the Director of the Loyola's BSN Program with confirmation of students' health status before beginning or continuing clinical placements. Agency-specific safety-related limitations will apply to a student under treatment for certain conditions, such as infectious diseases, fractures, or sprains/dislocations.

Students' health information is private, and students can and should be selective in their disclosures to others. However, to protect patients, respect the conditions of agreements contracts with clinical agencies, and prevent further injuries to themselves, students must disclose to their instructor's information about illness or injury that has implications for participation in clinical. Students who are injured or ill and/or whose treating clinicians prescribe restrictions in their mobility lifting or rest should inform the BSN Program Director and the Dean of Undergraduate

Studies as soon as possible. Failure to do so may result in immediate removal from clinical setting(s), with the student bearing any inconveniences and/or expenses resulting from being absent until the issues get resolved.

While on a clinical placement, students and faculty are guests of healthcare and other institutions and ambassadors of Loyola and the BSN Program. Students are accountable for all behavior while on site, even if outside of patient care areas and/or preceding or following the main part of the clinical day.

For safety reasons and to maintain the confidence of staff, patients, and families, students may not be asleep in clinical placements under any circumstances. This requirement applies to any area or part of the facility during an instructional day and includes meetings. Students must remain alert and awake during pre-conference, clinical shift/day, and post-conference. We urge students to practice good sleep hygiene and seek appropriate physical and/or mental health care. Students found sleeping will automatically be sent back to campus. Repeated sleeping incidents in a clinical setting will result in failing a clinical nursing course and/or dismissal from the BSN Program.

Students follow all institutional/organizational policies and procedures while on site. Furthermore, while students are encouraged to be appropriately assertive, they must be willing to accept feedback from Loyola's BSN Program faculty and setting preceptors. They must maintain composure and behave civilly towards faculty, agency staff, and preceptors. Maintaining civility and composure is critical to ensuring patient safety, allowing students to demonstrate mastery of course goals, and providing a satisfactory experience for all in a clinical setting, including fellow students.

Students Accompanying EMS or Other Patient Transport

Please be advised that involvement in EMS or other patient transports is not a standard component of Loyola's BSN Program clinical placements. Students who accompany patients on EMS or other transports do so at their own risk. They are not covered by any Loyola liability or other insurance policies and assume complete personal responsibility for this participation.

Costs

Nursing education has a practice component that involves additional costs that students must anticipate in the sophomore year onward. These include uniforms, stethoscopes, and other equipment for student use, laboratory fees, criminal background checks, CPR classes, transportation costs (outside of what the school offers), and any other supplies as necessary. Students are encouraged to discuss their concerns about covering such expenses with the Program Director and the Dean of Undergraduate Studies.

Transportation to Clinical

The current Loyola BSN Program plan includes transportation to clinical sites from and returning to the Loyola campus. However, this plan is subject to change, and students will be notified if it changes. Students who decide not to use the provided transportation method or do not arrive at the designated transportation sites on time are responsible for their transportation to clinical sites and related costs as an unavoidable part of their education. Students not using Loyola transportation should generally travel in groups and use public transit.

Communication

Electronic Newsletter

The Loyola Director of the BSN Program sends a newsletter each semester that includes information about nursing events, webinars, jobs, and other opportunities for nursing students.

Email

Students are required to check their official Loyola University Maryland email account on a regular basis. The BSN Program Director and all Nursing faculty communicate important announcements and opportunities by email. BSN Program faculty will make every effort to reply to student emails within 48 hours during the academic year, except for weekends and university-scheduled breaks.

Cell Phones or Computer use for Personal Matters

Cell phone or computer use for personal matters during a clinical day/shift is unacceptable. If a student uses these devices for non-clinical purposes, the clinical instructor will alert the course faculty lead. Repeated offenses will result in a PAR and/or possible failure of a clinical course.

Student Input into Faculty Promotion and Contract Renewal Decisions

All Loyola students are invited to offer feedback on their faculty through the end of semester course evaluation process. Student evaluations of teaching (SET)s are shared with department chairs and the Dean of the College of Arts and Sciences as part of faculty annual review, tenure and promotion processes.

Student Participation on Loyola and BSN Program Committees

Students are invited to serve on Loyola BSN Program committees, which are primarily composed of faculty, by personal invitation from a faculty member. Students are not voting members of these committees, but their input is highly valued.

Student Support Resources

Disability and Accessibility Services

Loyola welcomes and supports students with disabilities. Consistent with our core values and in support of our strategic plan, we appreciate the diversity that students with disabilities bring to the university. Disability and Accessibility Services' (DAS) mission is to provide students with disabilities the equal opportunity to participate fully and independently in all Loyola courses, programs, and activities. DAS does this in two ways: collaborating with campus partners to remove disability-related barriers and improve accessibility proactively and coordinating accommodations for undergraduate and graduate students with disabilities.

If you are a student with a documented disability seeking accommodations, please contact DAS and register for services. Students seeking test or exam-related accommodations must provide their professors with appropriate documentation from DAS within the first TWO weeks of the semester. Later notification may not allow sufficient time for arrangements.

The BSN program faculty and other Loyola professors will provide reasonable accommodations as soon as possible after the student establishes their need for accommodation and the relevant office communicates with the course professor. Retroactive accommodations will not be provided, such as revisions to grades or opportunities to retake tests or exams or resubmit assignments after declaration and documentation of a qualifying disability. The Americans with Disabilities Act (ADA) defines retroactive accommodations as "... accommodation[s] ... when the student has already incurred absences, performed poorly on tests, or otherwise failed to meet the academic expectations of the course."

It is the student's prerogative whether to request accommodations. In any given semester, a student may request accommodations for none, some, or all of their courses. However, students are encouraged to provide documentation to DAS for evaluation as early as possible during their time at Loyola. They should inform professors of their intentions to request any accommodations specified in their letter from DAS at the beginning of the semester.

[Disability and Accessibility Services \(DAS\)](#) works with students needing accommodations or support to live and learn at Loyola. Students must have documented physical or psychological conditions, and many conditions can be considered disabilities. For example, ADHD, anxiety and depression, hearing impairment, severe food allergies, etc., are examples of disabilities we serve.

Can DAS help you? Consider these questions, do you need help because you have trouble concentrating in class? Do you need more time for tests? Do you face a difficulty that prevents you from fully participating in class? If so, consider meeting with a DAS advisor to discuss support that might help. Please email DAS@loyola.edu to set up a time to talk. The information you provide DAS is confidential, and DAS will not disclose information without your permission.

It is the student's responsibility to communicate with course faculty regarding the Faculty Notification Email. Students should set up a time convenient for both instructor and student to discuss any accommodations you may need for a course.

Speakers of Multiple Languages

If students are a speaker of more than one language or if English is not one of their first languages, there are resources [for Multilingual Students](#) including access to an ESL tutor, faculty who can help students navigate the university, and portals for other academic support. Multilingual students are encouraged to speak with me about their unique needs.

Togetherall

[Togetherall](http://www.loyola.edu/togetherall) (www.loyola.edu/togetherall) is an online peer-to-peer platform, offering a safe space to connect with others experiencing similar feelings. There are trained professionals on hand, 24/7, 365 days a year, helping to moderate the platform, and all members are anonymous to each other. And, if sharing isn't your thing, Togetherall has tools and courses to help you look after yourself, along with plenty of resources to explore. Get Support. Take Control. Feel better.

The Counseling Center

The Counseling Center supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. During the COVID-19 pandemic, much of our service will be provided via telehealth in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage:

<http://www.loyola.edu/counselingcenter> or by calling (410) 617-CARE (2273). To make an appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let's Talk!

Students Facing Financial Hardship

Any student who has difficulty securing their food or housing is urged to contact Financial Aid Services and the Office of Undergraduate Students. Loyola may have resources available to help.

[The Student Success Emergency Fund](#) provides financial support for Pell eligible, near Pell eligible, and/or to first generation undergraduate students, to buy textbooks and other school supplies and/or emergency funds not covered by financial aid.

The Study

The Study is located on the third floor of Jenkins Hall and serves as Loyola University Maryland's academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. These services are available in person and online, and students can register for them through The Study's website at www.loyola.edu/thestudy.

The Loyola Writing Center

The Loyola Writing Center is open seven days a week for both face-to-face **and** Zoom appointments. The complete schedule of hours is posted on the

website: <https://www.loyola.edu/departments/writing-center/about/location-hours>. For questions, or help making an appointment, students can email lwc@loyola.edu.

Office of Technology Services (OTS)

Technology Services is available to help students with any technology questions or issues that come up. For information about what services and systems are available for students, please watch the [Introduction to Technology Services for Students](#) video, or visit ots.loyola.edu

Diversity, equality, and inclusion

Loyola is also committed to an environment free of other forms of harassment and discrimination. For information about policies and reporting resources, please review the Bias Related Behaviors Process and Policy in the [Community Standards](#) for policies related to students and [the harassment and discrimination policy](#) for policies related to employees

The Nursing program is deeply compelled to join in solidarity with those who steadfastly oppose the evils of racism, oppression, injustice, bias and exclusion. We stand with all members of our community, regardless of their ethnicity, gender, sexual orientation, religion, language and/or disability, and affirm their right to feel recognized, included, valued, heard, and safe in all spaces we inhabit. To this end, the policies above are meant to promote equal treatment of all students. We will also not tolerate instances of bias, discrimination, harassment, or exclusion in our classrooms, laboratories, offices, and social spaces, and will work within the University system to hold perpetrators sufficiently accountable for their actions and to fully support and restore victims. Students who feel that they have been the target of or witness to any such instances may submit an incidence report online or contact the Dean of Students' Office.

Title IX

Loyola University Maryland is committed to a learning and working environment free from sexual and gender-based misconduct including sexual harassment, sexual assault, fondling, incest, statutory rape, domestic violence, dating violence, stalking, and sexual exploitation. Reports of such offenses are taken seriously, and Loyola encourages students experiencing sexual misconduct to report the incident in accordance with the University's policy on [Reporting Sexual Misconduct](#). Because of the University's obligation to respond to reports of sexual misconduct, mandated reporters including faculty members, are required to report incidents of sexual misconduct to the Title IX coordinator even if the reporting party requests confidentiality. Information about confidential resources that are not required to report sexual misconduct to the Title IX coordinator may be found on the [Title IX reporting resources page](#). For more information about policies and resources or reporting options, please review the [Title IX web page](#). Once a student reports sexual misconduct, 11 Loyola University Maryland Internal Use Only Title IX will contact the student to discuss supportive measures- such as no contact orders and academic support- and options for addressing the incident on and off campus.

Handbook Acknowledgement Form

To be submitted electronically via link each academic year.

Appendix A: Technical Standards

Loyola's BSN program prepares students for professional nursing practice rooted in our Jesuit mission of *cura personalis* (care of the whole person). To ensure safe, ethical, and compassionate care across classroom, simulation, and clinical environments, students must meet the following technical standards, with or without reasonable accommodation, in accordance with the ADA.

Observation

Students must be able to:

- Accurately observe patients both at a distance and close at hand.
- Use vision, hearing, and touch to conduct assessments, detect physiological changes (e.g., color, swelling), and interpret digital and analog data such as monitors and waveforms.
- Independently interpret presentations such as demonstration models, written materials, visual and electronic displays, including EHRs.

Communication

Students must be able to:

- Communicate effectively (verbal, non-verbal, and written) with patients, families, and healthcare teams in English.
- Listen attentively and respond with empathy and cultural humility; interpret facial expressions, tone, and body language.
- Maintain clear, accurate documentation within required timeframes.
- Engage in real-time communication via spoken, written, and digital formats.

Motor and Sensory Skills

Students must be able to:

- Execute gross and fine motor tasks such as administering injections, performing CPR, and positioning patients.
- Move safely through clinical environments, including patient transfers and maneuvering in tight spaces.
- Use and calibrate essential equipment (e.g., IV pumps, monitors).
- Exert physical force as needed (e.g., reposition patients, handle resuscitation equipment): 20–50 pounds on occasion; 10–25 pounds frequently

Intellectual and Cognitive Abilities

Students must be able to:

- Measure, calculate (e.g., dosages), analyze, synthesize information, and apply clinical judgment.
- Retain, recall, and integrate data, including three-dimensional concepts (e.g., anatomical relations).
- Make timely decisions under pressure in emergencies or rapid changes.

- Demonstrate critical thinking across learning platforms—lecture, simulation, clinical, digital.
- Maintain emotional and physical stamina for clinical loads, including extended (6–12-hour) practicum days.

Digital and Technical Literacy

Students must be able to:

- Accurately operate computers and digital devices, including entry and interpretation of data in electronic health records (EHRs) and other healthcare technologies.
- Access and interpret digital reference materials, virtual learning platforms, and simulation systems.