The University of North Carolina Wilmington

School of Nursing

in the
College of Health and Human Services

Student Program Handbook
for the
Accelerated Bachelor of
Science in Nursing (ABSN) Program

2025-2026

University of North Carolina Wilmington School of Nursing ABSN Program
Student Handbook

Preface

The purpose of this Student Handbook is to assist students in understanding the policies, procedures and general information specific to the ABSN Program at the University of North Carolina Wilmington (UNCW) School of Nursing (SON). The information in this guide is supplemental to the published current issues of the University of North Carolina Wilmington *Undergraduate Catalogue* and the University of North Carolina Wilmington *Code of Student Life*.

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The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where protected status represents a bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs.

Section 1- The University of North Carolina Wilmington School of Nursing

Overview and History of the School of Nursing

In the early 1960s, the New Hanover County Commissioners consolidated James Walker Memorial Hospital and Community Hospital creating the New Hanover Memorial Hospital, which has since become New Hanover Regional Medical Center (NHRMC). With the acquisition of Cape Fear Hospital, the current designation as New Hanover Health Network (NHHN) evolved. The New Hanover Memorial Hospital Board of Directors discontinued the diploma nursing programs that had existed at James Walker Memorial Hospital and Community Hospital. In response, county officials requested that Wilmington College establish a two-year associate degree program in nursing. The first Wilmington College nursing class graduated with an Associate of Arts degree in nursing in 1967.

During the 1970s, UNCW initiated plans for a Bachelor of Science program with a concentration in professional nursing. In 1980 a baccalaureate program was recommended to meet the needs of both first-time nursing students (pre-licensure) and registered nurses wishing to earn a four-year degree. In 1984, the UNC Board of Governors approved establishing the UNCW baccalaureate program in nursing. The curriculum received initial (provisional) approval from the Board of Nursing in June 1984. Having acquired approval from the University of North Carolina System and the North Carolina Board of Nursing, UNCW established the School of Nursing (SON) on July 1, 1984. The 1992, the Registered Nurse to Bachelor of Science in Nursing (RN-BSN) program began admitting students.

Authorization to plan the graduate program was granted by the University of North Carolina General Administration in fall 1997, with authorization to establish the program in July 1998. The first cohort of students (ten full-time and ten part-time) was admitted in fall 1998. The planning year and the first two years of the program were partially supported by grants totaling over one million dollars from the United States Department of Health and Human Services and the Cape Fear Memorial Foundation. The first Master of Science in Nursing class of nine Family Nurse Practitioner (FNP) students graduated in May 2000. In 2004, continuing accreditation was granted the baccalaureate and MSN programs by the NLNAC for the maximum period of eight years (2012). In response to the critical shortage of registered nurses in professional practice, and the need to produce more faculty to accommodate increased student enrollment, the Nurse Educator Option was approved as the second option in the MSN program. In 2004, the SON admitted three students into the inaugural class of the Master of Science in Nursing Nurse Educator Option (MSN NE).

In June 2003, the Office of the President of the University of North Carolina approved the intent to plan the Bachelor of Science in Clinical Research (CLR) (non-nursing major). The following year in fall 2004, a cohort of five students began the program of study. The first five students graduated in May 2006 and the second and third cohorts graduated nine in May 2007, and nine in May 2008 respectively. Enrollment has increased steadily in the CLR program and is projected to continue to increase for the foreseeable future. The UNCW SON received funding to support early development of the program from Pharmaceutical Product Development, Inc. (PPD). A clinical research minor was subsequently added to the curriculum. In the spring of 2010, the General Administration of the University of North Carolina approved the proposal to begin a Master of Science Degree in Clinical Research Management and Product Development and enrolled the first students in January 2011. In 2017, a post-graduate certificate was added.

The School of Nursing moved into a new state-of-the-art building and the building was dedicated as McNeill Hall on April 18, 2011. A task force was charged with examining the state health related programs at UNCW in 2007. The Report of the Task Force on the Future of Health-related Programs at UNCW envisioned the establishment of a College of Health and Human Services (CHHS) to foster a transdisciplinary model. Subsequently, the UNCW Board of Trustees and the UNC Board of Governors established the formation of a CHHS in 2008 and to be operationalized in 2010. In July 2010, the UNCW College of Health and Human Services (CHHS) was established to make a positive impact on the health and quality of life of residents in the state of North Carolina and beyond. The goal of the CHHS is to help

individuals, families, and communities live healthier, more prosperous and empowered lives. The CHHS consists of three professional schools: School of Health and Applied Human Sciences, School of Nursing, and School of Social Work. In March 2016, a North Carolina Bond of $66 million was approved for an Allied Health & Human Services Building, now named Veterans Hall.

Following the Institute of Medicine report, *The Future of Nursing: Leading Change, Advancing Health* (2011), the School of Nursing revised the RN-BSN program with the goal of making a quality program for working registered nurses to obtain their four-year degree in as little as one year. This was made possible through several partnerships: Academic Partnerships and the Regionally Increasing Baccalaureate Nurses (RIBN) grant coordinated by the Foundation for Nursing Excellence with financial support from The Duke Endowment, the Jonas Center for Nursing Excellence, The Robert Wood Johnson Foundation, and the NC Area Health Education Centers. In 2013, the SON made substantive changes to the RN-BSN track of the undergraduate Bachelor of Science in Nursing (BSN) program to enhance access and completion of the degree. A fully online accelerated RN-BSN program launched in August 2013, offering courses in a carousel model over seven weeks, allowing completion in as little as 12 months.

The Doctor of Nursing Practice program was approved by the UNC General Administration in spring 2016, and the initial cohort of 9 students was enrolled in August 2016. This program began as a Post-Advance Practice Registered Nurse (APRN) program, admitting nurse practitioners (NP) of all specialties, clinical nurse specialists (CNS), certified registered nurse anesthetist (CRNA), and certified nurse midwives (CNM). The DNP expanded in 2020 to include four concentrations: two BSN-DNP concentrations, Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP), and two post-masters' concentrations including the previous Post APRN concentration and the new Nurse Executive Leadership (NEL) concentration. In fall 2024, the DNP program expanded again to offer an Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) concentration.

The MSN Nurse Educator (NE) option was reopened in January 2017 as a fully online accelerated program offering courses in a carousel model over 7 weeks. In the spring of 2024, the revised Post-Graduate Nurse Educator Certificate program reopened for student enrollment in response to the nursing faculty shortage and the American Association of Colleges of Nurses' "AACN Statement on Faculty Preparation and the 2021 Essentials," which calls for supplemental coursework in curriculum development for clinically focused graduate degree-prepared nurses to serve in the faculty role in academia.

The UNCW School of Nursing has continuously been approved by the North Carolina Board of Nursing (NCBON). The National League for Nursing (NLN) initially accredited the Bachelor of Science program, pre-licensure and RN-BSN options in 1987. In October 1996, continued accreditation was granted by the National League for Nursing Accrediting Commission, Inc. (NLNAC) through spring 2004 with reaffirmation through 2012. Subsequently, the decision was made to focus only on Commission on Collegiate Nursing Education (CCNE) accreditation. In 2004 CCNE awarded five-year accreditation of all curricula in the School of Nursing; continuous accreditation has been maintained since that initial award. An accelerated Bachelor of Science in Nursing (ABSN) Program began in Summer 2025.

The SON is an integral part of UNCW and a vital contributor to the health of the surrounding communities and beyond. The SON faculty is committed to preparing nurse graduates at the baccalaureate, master's, and doctoral levels to become vital members of the healthcare workforce contributing to the health of their community. The faculty is also committed to inter-professional collaboration in teaching, scholarship, and service.

Mission and Vision Statements

UNCW Vision Statement
UNCW will be recognized for excellence in everything it does, for its global mindset and for its community engagement.

UNCW Mission Statement
The University of North Carolina Wilmington, the state's coastal university, is dedicated to the integration of teaching and mentoring with research and service. Our commitment to student engagement, creative inquiry, critical thinking, thoughtful expression and responsible citizenship is expressed in our baccalaureate and master's programs, as well as doctoral programs in areas of expertise that serve state needs. Our culture reflects our values of diversity and globalization, ethics and integrity, and excellence and innovation.

CHHS Vision Statement
We enhance health and quality of life.

CHHS Mission Statement
We create transformative learning experiences, advance knowledge through research and scholarly activity, and engage local and global communities.

SON Vision Statement
Together we improve health and well-being.

SON Mission Statement
We educate and empower nursing and clinical research professionals to advance the health of diverse individuals and communities through excellence in teaching, practice, research, and scholarly activity.

Conceptual Framework

The School of Nursing actively promotes dedication to the professional values of individual and population-centered care, lifelong learning, quality care and patient safety. We believe that these professional values are essential to the unique discipline of nursing and the holistic perspective that is inherent in all aspects of professional nursing.

The conceptual framework for the School of Nursing ABSN curriculum reflects the complex interactions of these core values and the concepts of Patient, Environment, Wellness-Illness Continuum, Nursing and Inquiry to define Professional Nursing. The core values and concepts have been adapted to guide the curriculum from the standards of the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2021), ANA Code of Ethics (2015), Quality and Safety for Nurses (QSEN, 2007), ANA Nursing Scope and Standards of Practice (2015) and the IPEC Core Competencies (2021).

Integrity
Compassionate
Care
Advocacy
Social Justice

NURSING
PROFESSIONAL
CORE VALUES

NURSING
PRACTICE

Accountability
Clinical Judgment
Autonomy/Leadership
Safety

ANA COE

NURSING

HEALTH

Preserve Wellness
Prevent Disease

QSEN

Patient/Client
Human Dignity
Autonomy

INQUIRY

ENVIRONMENT

Where they exist
Influences on patient

Research
EBP
Knowledge Development

AACN ESSENTIALS

UNCW Accelerated Bachelor of Science: Nursing Suggested Course Sequence

Admission Requirements:

- BS or BA from an accredited institution
- Admission to UNCW
- Combined GPA of 3.0 or higher from all institutions attended
- Completion of TEAS Assessment
- Completion of all prerequisites with a B or higher grade (L=lab)
  - CHM/L 101
  - BIO/L 201
  - BIO/L 240
  - BIO/L 241
  - BIO 246 (course only; no lab needed)
  - STT 210 or 215 or PSY 225 or QMM 280
  - PSY 105

Semester 5	
NSG 300 Health Assessment and Core Nursing Concepts (3/1 lab)	4
NSG 302 Foundational Nursing Care of Adults (3/2 Clinical)	5
NSG 304 Introduction to Professional Nursing (3) (WI)	3
NSG 306 Pathopharmacology I	3
Clinical/lab hours 135	15

Semester 6	
NSG 311 Focused Care for Adults Across the Lifespan (2/1 lab)	3
NSG 313 Nursing Care of Women's Health Across the Lifespan (2/1 Clinical)	3
NSG 314 Nursing Care of Children (2/2 Clinical)	4
NSG 317 Introduction to Evidenced-based Practice and Research (3)W(I/IL)	3
NSG 319 Pathopharmacology II	3
Clinical/lab hours 180	16

Semester 7	
NSG 422 Mental Health Nursing Across the Lifespan (2/1 Clinical)	3

NSG 424 Nursing Leadership and Management (3)	3
NSG 426 Acute and Complex Nursing Care of Adults (3/3Clinical) (CR)	6
NSG Elective	3
Clinical hours 180	15

Semester 8	
NSG 430 Population and Public Health Nursing (2/1 Clinical) (IL/LGS)	3
NSG 432 Advocacy and Policy (3) (LDN)	3
NSG 434 Capstone: Prioritization and Application of Nursing Care (2/3) (EBC)	5
NSG Elective	3
Clinical Hours 180	14

Total Clinical Hours: 675 Total Semester Hours: 60

All electives are 3 credit hours

- NSG 451 Pediatric Nursing Care: Beyond the Basics
- NSG 452 Mental Health Care: Beyond the Basics
- NSG 453 Clinical Reasoning for Critical Patients
- NSG 454 Genomics and Ethical Considerations

Section II

Accelerated Bachelor of Science in Nursing (ABSN)

The purpose of the ABSN Program is to prepare nursing students utilizing a competency-based curriculum including didactic and clinical experiences. This will empower the student to function in the role of a professional nurse with the knowledge, skills, attitudes, and values to advance nursing care and improve healthcare outcomes. Graduates will be prepared to successfully pass the NCLEX and provide evidence-based care to diverse individuals, families, and communities in complex health care systems.

Program Student Learning Outcomes

Upon completion of the program, the graduate will be able to:

1. Demonstrate foundational clinical judgement and innovative practice by integration, translation, and application of nursing knowledge. (AACN:1, COE: 1&4)
2. Apply evidence based, individualized holistic care to achieve positive health outcomes. (AACN:2, COE 1,2,3, QSEN
3. Collaborate with other health professionals, community partners and the public to protect human rights, promote health and reduce health disparities. (AACN:3, COE 8)
4. Apply evidence-based knowledge to advance individual and population health. (AACN:4, COE:7, QSEN:3)
5. Integrate safety and quality as essential components of practice. (AACN:5, COE:3, QSEN 4&5)
6. Promote interprofessional collaboration with care team members, patients, families, and communities to optimize care. (AACN:6, COE: 6&8, QSEN:2)
7. Integrate knowledge of healthcare systems through innovation and evidence-based practice to optimize care. (AACN:7, COE: 1,3,4,7,8,9)
8. Utilize informatics and healthcare technology to improve delivery of nursing care. (AACN:8, COE:4, QSEN:6)
9. Integrate nursing values and integrity to promote social justice in professional nursing practice and health policy. (AACN:9, COE: 4,5,9)
10. Engage in behaviors that foster personal health, resilience, well-being, lifelong learning and support the acquisition of nursing expertise and leadership skills. (AACN:10, COE:5,7,9)

Core Performance Standards

The following performance standards are based on the minimum competencies expected of a generalist nurse, the demands of clinical training in nursing education, and the safety and well-being of the patients at the clinical agencies in which the SON utilizes for student learning. The examples provided below are not inclusive of all the expected abilities required of a student nurse in the program.

1. **Communication**
   a. Must be able to communicate effectively with patients, families, and members of the health care team through oral, written, and interpersonal means.
   b. Must be able to obtain information, describe patient situations, and perceive both oral and non-verbal communication.
   c. Must be able to speak, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication (examples include, but are not limited to, giving clear oral reports, reading watches or clocks with second hands, reading graphs, reading and understanding documents printed in English, writing legibly in English).

2. **Observation**
   a. Must be able to observe a patient accurately (examples include but are not limited to listening to heart and breath sounds; visualizing the appearance of a surgical wound; detecting bleeding, unresponsiveness, or other changes in patient status; detecting the presence of foul odor; palpating an abdomen; detecting changes in skin color or condition; collect data from recording equipment and measurement devices used in patient care; detect fire in clinical area and initiate emergency action).
   b. Must be able to detect and respond to emergency situations, including audible alarms (examples include, but are not limited to, monitors, call bells, fire alarms, and emergency alarms).

3. **Motor Function and Endurance**
   a. Must have sufficient strength and mobility to work effectively and safely with patients and carry out related nursing care; examples include but are not limited to: lifting and positioning patients, transferring patients in and out of bed, cardiopulmonary resuscitation, preparation and administration of medications (oral, injection, intravenous, including hanging IV bags at shoulder height), reading and emptying body fluid collection devices below bed level, application of pressure to stop bleeding, clearing/opening an obstructed airway, provision of daily hygiene care, movement from room to room.
   b. Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts (including days, evenings, nights, and weekends).
   c. Must be able to respond at a sufficient speed to carry out patient assignments within the allotted time.

4. **Behavioral**
    a. Must exercise good judgment and promptly complete all responsibilities in the care of patients.
    b. Must accept accountability for actions.
    c. Must be able to tolerate physically taxing workloads.
    d. Must be able to respond and function effectively during stressful situations.
5. **Critical Thinking**
    a. Must be able to use problem solving skills in clinical situations.
    b. Must be able to evaluate the effectiveness of nursing interventions.
    c. Must be able to apply the scientific method in developing a plan of care for patients.

Reasonable Accommodations: If an otherwise qualified student believes that he or she cannot meet one or more of the standards without accommodation or modifications, the following process will be used:

1. The University of North Carolina Wilmington is committed to providing reasonable to enable qualified students with documented disabilities to accomplish their educational goals. It is the responsibility of the student who desires a reasonable accommodation to notify the Disability Resource Center and to provide appropriate documentation. They will determine a student's eligibility for accommodations and will recommend appropriate resources, accommodations and service. (Disability Resource Center). Accommodation cannot be provided retrospectively.
2. Decisions regarding recommendations from the Disability Resource Center for reasonable accommodations will be carefully reviewed by the Program Coordinator, Assistant Director of Undergraduate Programs, and the SON Director. Decisions for the provision of reasonable accommodations must not jeopardize patient safety nor compromise the integrity of the nursing program. Applicants and students should be aware that accommodations provided at the UNCW SON may not be provided by the National Council of State Boards of Nursing on NCLEX or in practice. Once established, responsibility for disability-related accommodations and access is shared by DRC, faculty, and the student. Disability Resource Center: DePaolo Hall, Suite 1033; 910.962.7555; DRC@uncw.edu

Sources used to guide the above include the American Association of Nursing (ANA) Scope and Standards of Practice 3rd Ed. 2015 and https://www.sreb.org/publication/americans- disabilities-act.

Revised 8/3/18, reviewed 5/21, revised 6/2024.

Code of Ethics

Students in the SON are to comply with the UNCW Code of Student Life, the UNCW Academic Honor Code and the American Nurses Association Code of Ethics.

Student Standards of Conduct

Students share the responsibility for maintaining an environment in which the rights of each member of the academic community are respected. When asked to report to any university office, a student is expected to appear at the time specified or to arrange another appointment. All students and their guests shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth and freedom of each member of the academic community are respected.

In addition, students and faculty of UNCW SON subscribe to the American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the university, school, or the nursing profession.

Professional Conduct

1. Faculty and students assume responsibility for individual and professional judgements and actions. It is expected that they will seek consultation and clarification on professional actions in which there is uncertainty. It is further expected that they will continue to maintain the competence of their practice.
   a. The student nurse assumes responsibility and accountability for individual nursing judgements and actions at his/her level of knowledge and expertise.
   b. Nursing faculty and nursing students exercise informed judgment and use individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
2. Faculty and students will respect and uphold the rights of all patients.
   a. By providing services with respect for human dignity and the uniqueness of the patient unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
   b. By safeguarding the patient's right to privacy by judiciously protecting information of a confidential nature.
3. It is expected that faculty and students will protect the patient against incompetent, unethical, or illegal practice.
   a. By participating in the profession's efforts to establish and maintain conditions of practice conducive to high quality nursing care.
   b. By participating in the profession's efforts to implement and improve standards of nursing.

c. By participating in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
d. By collaborating with members of the health profession and other citizens in promoting community and national efforts to meet the health needs of the public.
e. By assuming responsibility for reporting incompetent, unethical, or illegal practice to the appropriate authority (i.e., incident reports, etc.).

Academic Honor Code

The SON follows the policies and procedures as outlined in the Code of Student Life and the Student Academic Honor Code.

ABSN Program Civility Statement

The School of Nursing embraces the UNCW Seahawk Respect Compact.

The SON is dedicated to creating and maintaining and civil community that supports respectful discourse and openness to opposing viewpoints. Members of the School of Nursing Community are asked to:

- Assume goodwill- approach situations positively.
- Communicate respectfully.
- Address issues to the person directly involved. Follow the chain of command if not resolved when discussed with person involved.

Statement of American Nurses Association Position: The ANA's Code of Ethics for Nurses with Interpretive Statements states that nurses are required to "*create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect.*" (ANA, 2015, provision 1.5). Similarly, nurses must be afforded the same level of respect and dignity as others. Thus, the nursing profession will no longer tolerate violence of any kind from any source. All registered nurses and employers in all settings, including practice, academia, and research must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of registered nurses; and to ensure optimal outcomes across the health care continuum.

This position statement, although written specifically for registered nurses and employers, is also relevant to other health care professionals and stakeholders who collaborate to create and sustain a safe and healthy interprofessional work environment. Stakeholders who have a relationship with the worksite have a responsibility to address incivility, bullying, and workplace violence (ANA, 2015).

Confidentiality Statement

A signed Confidentiality Statement must be on file with the School of Nursing. Forms are available through the online credentialing program. As a student assigned to a clinical agency via a Contractual Agreement or Memorandum of Understanding between the School of

Nursing and the agency, you are allowed access to patient records.

Patient information from any source and in any form, including paper records, oral communication, audio recording, and electronic display, is **strictly confidential**. Access to confidential patient information is permitted only on a need-to-know basis. It is the policy of the UNCW School of Nursing that students, faculty, and staff of the school shall respect and preserve the privacy and confidentiality of patient information, regardless of the agency to which the student or faculty is assigned. Violations of this policy include, but are not limited to:

- accessing information that is not within the scope of one's assignment.
- misusing, disclosing without proper authorization, or altering patient or personnel information.
- disclosing to another person one's sign-on code and password for accessing electronic or computerized records.
- using another person's sign-on code and password for accessing electronic or computerized records.
- leaving a secured application unattended while signed on.
- attempting to access a secure application without proper authorization.

Violation of this policy by students, faculty, or staff to any agency with which the UNCW School of Nursing has a Contractual Agreement or Memorandum of Understanding may constitute grounds for corrective action up to and including loss of agency privileges, dismissal, or termination from the school in accordance with applicable agency, school, or university procedures. Violation of this policy by any member of the school's student body, faculty, or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the school and the agency. Unauthorized release of confidential information may also result in personal, civil, and/or criminal liability and legal penalties.

Information Security Policy:

Information, as defined hereafter, in all its forms and throughout its life cycle will be protected in a manner consistent with its sensitivity and value to any agency to which a student or faculty member is assigned via Contractual Agreement or Memorandum of Understanding between the equipment and software used to process, store, and transmit information.

This policy applies to all information, which includes clinical information generated in the context of patient care. Examples of this policy include laboratory data, x-ray results, results of other tests and procedures, and dictated and written notes detailing patient histories and physical exam findings. Such patient-related data may be available electronically or in written form in standard records and patient charts; it may be available for individual patients or for groups of patients. Such information may reside in large central computer databases, such as those maintained by large hospitals and academic health centers, where it is available via computers to clinical workstations or other clinical databases maintained by individual agency personnel. It may also reside in databases that are separate from the centrally maintained database, such as the clinical databases developed for certain agency personnel members.

Scope:

The scope of information security is the protection of information that is written, spoken, recorded electronically, or printed from accidental or intentional modification, destruction, or disclosure. Information will be protected through its life cycle, including origination, entry, processing, distribution, storage and disposal.

SAMPLES OF BREACHES OF CONFIDENTIALITY

Assessing information that is not within the scope of your job/role as a student, faculty, or staff member:	Misusing, disclosing without proper authorization, or altering patient or personnel information:
• Unauthorized reading of patient account information • Unauthorized access of personnel file information • Unauthorized reading of a patient's chart • Accessing information that you do not need to know for the proper execution of your job function	• Making unauthorized marks on a patient's chart • Making unauthorized changes to a personnel file • Sharing or reproducing information in a patient's chart or personnel file with unauthorized personnel • Discussing confidential information in a public area, including but not limited to waiting room, restroom or elevator. • Posting confidential patient information on social media such as Facebook, Instagram, Twitter, etc.

Disclosing to another person your sign-on code and password for accessing electronic or computerized records:	Using another person's sign-on code and password for accessing electronic or computerized records:
• Telling a co-worker your password so that he or she can log in to your work • Telling an unauthorized person the access codes for personal files or patient accounts	• Using a co-worker's password to sign in to the hospital's computer system • Unauthorized use of a log-in code for access to personnel files or patient accounts

Leaving a secured application unattended while signed on:	Attempting to access a secured application without proper authorization:
• Being away from your desk while you are logged into an application • Allowing a co-worker to use your secured application for which he or she does not have access after you have been logged in	• Trying passwords and log-in codes to gain access to an unauthorized area of the computer system • Using a co-worker's application for which you do not have access after he or she is logged in

Responsible use of social media

Social media sites are online communities used in our professional and personal lives to communicate and distribute information. Some examples of these include Facebook, Instagram, YouTube, LinkedIn, and Twitter. The usage of such sites has provided new ways to network, nurture relationships, and discuss nursing as it relates to education, research, and practice.

Responsible Social Media Use by Nursing Students

The SON faculty believes we are accountable for educating students on the use of social media in their personal as well as professional lives. The federal rules (HIPAA Privacy Act and the HITECH Act, 2012, which modifies HIPAA [Federal Register, Volume 78. Number 17 Rules and Regulations) are expected to be followed by all nursing students as they relate to clinical practice.

Guidelines for Online Professional or Personal Social Media Usage

Students must be aware that social networking sites can be accessed by and then shared with patients and family members, colleagues and others. Students must avoid sending or posting anything that can *reasonably be used to identify* the patient in any form (HIPAA Privacy Act and the HITECH Act, 2012).

Students are encouraged to utilize social media with knowledge of risks. For example:
- Inaccuracies can become 'fact'. The public's trust in nurses can be compromised, and the 'branding' of self can undermine an individual's nursing career. You are also negatively branded by the use of slang, inappropriate language, and grammar. You are 'branding' yourself with each posting as well as representing UNCW SON and the nursing profession. Often employers and recruiters are looking for social media activity when reviewing résumés for job opportunities. (National Student Nurses' Association, Inc., Recommendations for Social Media Usage and Maintaining Privacy, Confidentiality, and professionalism, 2012).
- Content once posted or sent can be disseminated to others. Students should carefully consider the approval of any person allowed access to his or her site. Remember, anyone who accesses your site can read all information posted. It is advised to keep personal and professional online activities separated and be astute to privacy settings (ANA Principals for Social Networking and the Nurse, September 2011, Silver Spring, MD).
- You may be legally liable for what you post on your site and your posts on the site of others. (Examples include proprietary, copyrighted, defamatory, libelous or obscene commentary, as defined by the courts).
- Students will have an opportunity to provide feedback in the appropriate venue on the course and faculty at the end of each course. The SON does not monitor social media for this feedback. It is good practice to monitor your mood while posting. It is wise to delay posting until you are calmer and have had time to reflect on a situation.
Note: These guidelines are also applicable to other forms of media, including newspaper, radio, and TV.

ABSN STANDARDIZED TESTING AND NCLEX REVIEW

Students in the nursing program are required to take online standardized tests throughout the curriculum. These standardized tests have been found to be predictors of success on the NCLEX-RN examination. Valuable feedback concerning the student's strengths and weaknesses can assist the student in examining learning outcomes, while providing important information to the faculty who are responsible for ensuring that students' learning experiences are leading to expected program goals and outcomes. Each course that utilizes a standardized online test will incorporate the grade earned on the standardized test as a percentage of the final course grade and will be specified in the course syllabus.

A standardized testing fee is charged to the student's account for each semester. The standardized testing fee covers the cost of the required standardized exams, review materials, and remediation resources.

Standardized exams (e.g., ATI) are a part of some course completion requirements. Students who achieve less than the identified benchmark score will be expected to complete a course specific plan for review and remediation. Benchmark criteria for the standardized tests in the program provides expectations for students that will promote success on the NCLEX exam. The benchmark for ATI standardized test is $\geq$ Level 2.

Students are required to possess a working laptop computer for in-class activities and other assignments as well as computerized testing.

Reviewed April 2019, Revised June 2019; Reviewed April 2021.Revised February 2025

ABSN PROGRESSION POLICIES

1. The minimum passing grade for all courses in the major is a 'C'.
2. A minimum of a B is required for the following prerequisite and co-requisite courses and their accompanying labs: BIO 201 , BIO 240 , BIO 241* , BIO 246 ; CHM 101 ; MAT 101 or higher (except MAT141 and MAT142) either PAR 101 , PAR 110 , PAR 115 , PAR 205 , PAR 211, or PAR 215 ; PSY 105 ,; either SOC 105 , ECN 125 or ECN 221 ; STT 210* or STT 215* or BAN280 or PSY225. Students may repeat a failure in any of these courses only once. All required prerequisite courses must be successfully completed before starting the first semester of nursing courses (NSG300,302,304,306).
3. All clinical nursing courses are taken in specified sequences.
4. Throughout the nursing program, a student may repeat only one nursing course due to failure. Failure of the repeat or a second course in the program will result in dismissal from the nursing program. Students who are dismissed from the program cannot reapply for admission.
5. Progression in the nursing major is dependent upon the student maintaining a

cumulative grade point average (GPA) of 2.7.

6. Clinical and laboratory components of nursing courses are graded on a Pass/Fail basis. Clinical requirements will be addressed in individual course syllabi. A passing grade in the clinical and/or lab portion of a course is required to receive a passing grade for the course. Clinical failure will result in overall course failure, regardless of course theory grade. Students who fail a clinical or laboratory component of a nursing course will receive an F for the final grade in the course.

7. Medication administration is an integral component of nursing care. To promote safety in medication administration, students must demonstrate the competency to calculate medications doses accurately in each clinical course. Students must achieve 100% competency in order to successfully pass each clinical course. Three opportunities are provided in each course to achieve a passing grade. Students who do not achieve a passing grade of 100% after three attempts will receive a course grade of F and will not progress in the program.

8. If a student fails a nursing course:
   a. The student will be designated "out of sequence" and is advised to meet with their faculty advisor to review their academic status.
   b. The student must notify in writing the ABSN Program Coordinator and the Associate Director of Academic Programs of his/her intent to seek permission to repeat the course.
   c. Permission to repeat the course is contingent upon approval from the Director of the SON and on space availability. Reenrollment is subject to course and clinical placement availability.
   d. To ensure that all students are competent and safe in the delivery of patient care, any student who has been "out of sequence" must, at the discretion of the course faculty, return to the lab to demonstrate/validate competency of identified skills that would be necessary for returning to the clinical sequence in the program.

9. If a student requests and receives approval for voluntary withdrawal for personal reasons:
   a. The amount of time is not to exceed 12 months.
   b. The student will be designated "out of sequence" and is advised to meet with their faculty advisor to review their academic status.
   c. The student must notify in writing the Associate Director of Academic Programs of his/her intent to seek permission to repeat the course.
   d. Permission to re-enter the program is contingent upon approval from the Director of the SON and on space availability. Reenrollment is subject to course and clinical placement availability.
   e. To ensure that all students are competent and safe in the delivery of patient care, any student who has been "out of sequence" must, at the discretion of the course faculty, return to the lab to demonstrate/validate competency of identified skills that would be necessary for returning to the clinical sequence in the program.

Clinical and Course Policies

General Course Policies and Expectations

The nursing profession is challenging and complex, as is the nursing curriculum. To foster success in the program the faculty identifies the following course policies and course expectations.

Course Policies

Students are expected to:
1. Attend all class and clinical sessions and be prepared to participate in discussions and demonstrations. Faculty will monitor class and clinical attendance for tardiness and absences. Trends in tardiness and absences will be addressed by faculty and consequences of this behavior will be at the discretion of the faculty.
2. Submit all class assignments or tests as scheduled in the course syllabi. Late assignments policy is set by individual faculty. Communicate any issues to complete assignment to faculty before the assignment due date.
3. Adhere to APA format for written assignments.

Course Expectations

Students are expected to:
1. Apply previously learned concepts introduced in prerequisite courses to the program of study in nursing.
2. Plan a minimum of 2-3 hours of weekly study for each 1 hour of class time per week.
3. Access all class materials, class assignments, and announcements from the learning management system (Canvas).
4. Notify faculty of any special situations, disabilities or specialized learning needs the first week of class as directed by DRC, if a new situation develops contact faculty as soon as possible.
5. Demonstrate respect for fellow students and faculty by:
    a. Turning off cell phones during all class sessions.
    b. Being attentive and alert during class.
    c. Communicating with class peers to engage in dialogue that promotes learning and by asking questions at appropriate times.
    d. Avoiding side discussions during class time.
    e. Arriving to class or clinical on time.
    f. Practice professional etiquette in all communications between class peers, staff, and faculty.
6. Keep computer hardware and software updated to meet the recommended computer hardware.
7. Nursing courses are web-enhanced, and the student is responsible for

accessing class materials, class assignments, and announcements from the course page in Canvas.
8. See each course syllabus for requirements in each course.

GRADING POLICIES

Grading System:

The School of Nursing will adhere to the grading systems of the University with the following modifications and ranges: Grading Scale: Pre-licensure, ABSN and RN-BSN Programs

A	94-100
A-	91-93
B+	88-90
B	85-87
B-	82-84
C+	80-81
C	77-79
C-	74-76
D+	71-73
D	68-70
D-	65-67
F	<64

Final Grade Rounding Policy:

Your final grade will be rounded to the closest whole number using the 0.5 rule. For example, an 85.489 is an 85. An 85.844 is an 86. An 85.500 is an 86. Grades will be rounded from the tenth only. A final grade of C (77-79) or higher is required to pass the course.

Approved, Pre-Licensure/RN-BS Council, May 10, 2010; Reviewed May 2017

Section III

General Procedures and Policies

Academic Advisement

Academic Advising
Upon entering the nursing program, each student is assigned a professional advisor from the Student Success Center. The advisor provides guidance throughout the program to ensure a smooth progression through coursework. Students are required to meet with their advisor at least once per semester before the registration period to review and update their plan of study. These meetings are documented. If any issues arise between scheduled advising sessions, it is the student's responsibility to schedule an appointment with their advisor.

Developing a Plan of Study
While the primary goal of the first advising meeting is to develop a plan of study, the session serves multiple purposes. The advisor will provide an overview of the entire program to give the student a clear understanding of their academic path. Additionally, the advisor will discuss the time commitment required for the program, helping the student make any necessary adjustments to their work or personal schedule.
To assist in planning, the advisor will explore both the student's short-term and long-term goals, identifying any resources or support needed to complete the program. Understanding these goals allows the advisor to recommend electives or courses that align with the student's career aspirations. Advisors also connect students with campus resources that may be beneficial. During the initial meeting, the advisor will explain their advising approach, availability, and preferred methods of communication.

The Role of the Academic Advisor
Academic advising is a collaborative process involving information exchange, communication, and guidance. The advisor-student relationship provides not only essential information about program requirements, university policies, and regulations but also academic support and mentorship. Advisors serve as a trusted source of guidance, ensuring students receive important updates, have access to consultations, and receive assistance in overcoming challenges that may affect academic progress.
Beyond registration assistance, advisors play a key role in shaping a student's educational journey. They help students articulate and achieve career goals while ensuring that all academic and graduation requirements are met. An advisor is more than an information resource—they are a coordinator of a student's overall educational experience.

Academic Concerns
If a student encounters issues related to course registration, scheduling conflicts, or other academic concerns, they must notify the Prelicensure Program Coordinator. While notification does not guarantee immediate resolution, every effort will be made to review and address the issue.

Understanding School of Nursing Policies
Students are responsible for knowing and adhering to all School of Nursing (SON) policies at UNCW. Policies can be accessed on the School of Nursing website and in the SON Handbook. Students should also stay informed about curriculum updates, policy changes, and program requirements.

Audit Review and Graduation Requirements
Although students meet with their advisors regularly, they are ultimately responsible for ensuring all coursework and credit-hour requirements for graduation are met. Students must work closely with their advisor to confirm they are on track for graduation.

Accessing Student Records
In addition to the educational records maintained by the university, the School of Nursing/Student Success Center keeps electronic files documenting each student's admission, progression, and graduation status. Students can request copies of their records through one of the following methods:

1. **Preferred Method:** Complete the required request form, available on the [Student Success Center website](#). Submit the form in person or via email to **son@uncw.edu**.

2. **Email Request:** Send an email to **son@uncw.edu** requesting specific documents.

3. **Phone Request:** Call the Student Success Center at **(910) 962-3208** to request copies.

Please allow up to one week for processing. Students must review their files with the Administrative Associate of the Student Success Center. Note that School of Nursing/Student Success Center records do not include credentialing documents.

GRADE APPEAL PROCEDURE

Any student considering an appeal on a final course grade should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member that is professionally acceptable, communicated to everyone in the class, and applied to all students equally. However, discriminatory, arbitrary, or capricious academic evaluation by a faculty member is a violation of a student's rights and is the only valid ground for a final course grade appeal Any student who contests a final course grade under this procedure shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the steps outlined below.

. An appeal must be made in writing no later than 30 days after the grade was issued. Grades not appealed by that time become permanent.

1. The student shall present the appeal in writing to the Associate Director of Academic Programs. The written statement shall limit itself to a factual description of evidence pertaining to the valid ground(s) for appeal and documentation of all attempts to reach a resolution. By conferring with the student and the instructor, the Associate Director of Academic Programs will seek resolution by mutual agreement. The Associate Director will provide a written statement of the results of this effort to the faculty member and student.

2. Failing such resolution, the Associate Director shall transmit the written appeal to the Director of the SON, who finding no further need for conferral with the Associate Director, the student or the instructor will then transmit the written appeal to the CHHS Associate Dean for Academic Affairs, who will convene the CHHS Grade Appeals Committee.

3. The Grade Appeals Committee shall consist of the convening Associate Dean and five faculty members appointed by the Associate Dean. The Associate Dean will serve as Chair of this committee. If the committee affirms the instructor's decision, the Associate Dean will notify in writing the faculty member, the student, and the Director as appropriate. If the committee affirms the student's appeal, it shall prescribe the method by which the student will be reevaluated. The grade resulting from the re-evaluation is a final university decision and may not be appealed further

EMPLOYMENT OF STUDENTS

- There is no policy limiting the number of hours a student enrolled full-time in the School of Nursing may be employed since the ability to handle the combined responsibilities of college and employment is determined by the individual. However, if a student is employed as a student assistant, there is a limit placed on the number of hours one may work. (Designated by the school or the Financial Aid Office upon appointment.)
- It is crucial that the student considers the rigor of the nursing program when determining the feasibility of additional employment. Any additional employment done above the recommended number of hours will be done at the discretion of the individual student. The student will bear all responsibility for the final decision of employment beyond his/her academic studies.
- Students are advised not to exceed a total of forty (40) clock hours <u>including</u> employment, class and clinical practicum.
- As per the NC BON position statement released in May of 2018, it is strongly recommended that; "Based on existing evidence, caution should be exercised whenever an assignment is expected to exceed 12 hours in a 24-hour time period or 60 hours in a 7-day time period." This includes going to clinicals after working outside of the program.
- Students who fail to meet the established academic standards in the School of Nursing due to employment exceeding the above cannot receive special consideration.
- Students who need to work to pay for college expenses should consult the Student Success Center and the UNCW Financial Aid Office regarding available scholarships, loans, and/or work-study opportunities.
- Students may need to stop academic work for a period, choose part-time employment status or take advantage of certain loans and scholarships to ensure success in the program.

Students employed as health care associates should be aware that neither the university nor the School of Nursing assume any responsibility for their activities as employees of an agency.

- 7-day time period." This includes going to clinicals after working outside of the program.
- Students who fail to meet the established academic standards in the School of Nursing due to employment exceeding the above cannot receive special consideration.
- Students who need to work to pay for college expenses should consult the Student Success Center and the UNCW Financial Aid Office regarding available scholarships, loans, and/or work-study opportunities.
- Students may need to stop academic work for a period, choose part-time employment status or take advantage of certain loans and scholarships to ensure success in the program.

UNIVERSITY EMERGENCY MANAGEMENT PLAN INCLEMENT WEATHER

The School of Nursing follows the policies of the University with regard to scheduled class times. In the case of inclement weather (such as hurricanes, ice storms, etc.) the School of Nursing will follow the Emergency Management Plan for the university. Students are also reminded that they are to utilize sound, personal judgment when deciding whether to commute for a learning experience.

DISMISSAL POLICIES

Grounds for dismissal from the ABSN Program may include, but are not limited to the following:

1) Unsafe clinical practice. (See policy on Dismissal for care Practice)
2) Unsatisfactory physical or emotional health.
3) Violations of the Student Academic Honor Code.
4) Excessive absences in the classroom or clinical area.
5) Conduct incompatible with professional practice.
6) Unsatisfactory academic performance/course grades.

Only under unusual circumstances will a student who has been dismissed or voluntarily withdrew under these circumstances be allowed to re-enter the nursing program. Any student who has been dismissed from the ABSN Program has the right to appeal said dismissal in writing to the Dean of the College of Health and Human Services within 30 days of the dismissal.). The SON reserves the option to immediately dismiss a student from a clinical experience for unsafe clinical practice.

CLASS ATTENDANCE POLICIES

The University policies regarding class attendance states, "Students are expected to be present at all regular class meetings and examinations for the courses in which they are registered. All faculty members are responsible for setting policy concerning the role of attendance in determining grades for their classes. It is the responsibility of the students to learn and comply with the policies set for each class in which they are registered." (See UNCW Catalogue) Make-up assignments are not guaranteed and may impact the student being able to meet student learning outcomes (SLOs).

Students enrolled in courses in the School of Nursing are responsible for class attendance and for the prescribed activities of the courses. **Excessive absences may result in dismissal from the ABSN Program. Students are required to confer with faculty <u>prior</u> to anticipated absences and make arrangements for any required make-up assignments at the discretion of the faculty teaching the course**. Please be aware that events like vacations and attendance or participation in other leisurely events do not constitute an excusable absence nor the offering of a make-up

assignment. Students are expected to notify faculty when they will be unable to attend a class or clinical/internship experience.

In the case of a clinical/capstone absence, students are to notify the appropriate faculty member by the beginning of that experience (1-hour prior). Following an absence, students will promptly confer with the faculty member regarding the absence and any further assignments. Clinical experiences are "planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared." (CCNE, 2018, p.16. The term "clinical" or "clinical experience" includes but may not be limited to: hours spent in clinical agencies, bootcamps, orientations, simulations, or attendance at community health events e.g. health fairs, and any other required activities associated with enrollment in a clinical course.
Revised 8/3/18

TIME LIMITS FOR COMPLETION OF PROGRAM REQUIREMENTS

Bachelor of Science programs must be completed within a consecutive six calendar year period of time. The ABSN program of study is available only as full-time study. Part-time study is not available. Non-nursing courses which are more than ten years old will be evaluated individually by the faculty for currency, content, and credit.

Revised 8/3/18
STUDENT REPRESENTATION AND ORGANIZATIONS

Prelicensure Program and ABSN Committee and Other Committees

Student representation is expected on the Prelicensure Committee and within the School of Nursing. The prelicensure program coordinator is responsible for securing student representation.

Association of Nursing Students

The UNCW Chapter of the North Carolina Association of Nursing Students (ANS) is an officially recognized student organization of the School of Nursing and the University. Members function under the Charter of the organization and the leadership of elected officers.
An advisor is elected/appointed from the School of Nursing faculty. The faculty advisor is expected to attend the meetings of the organization. The advisor's role is to provide clarity, to interpret School of Nursing and University polices/procedures, and to provide general consultation. The purpose of ANS is to provide networking and mentoring opportunities for the nursing student to foster their developing professional role. The organization promotes active engagement at the local, state, and national levels to contribute to advances in nursing education, promote advocacy for health care, and provide service opportunities. This organization is affiliated with the UNCW Student Government Association.

The Wilmington Area Chapter of Nurses Christian Fellowship (NCF) of UNC Wilmington

This is an officially recognized student organization of the School of Nursing and the University. Members function under the Constitution of the organization and the leadership of elected officers. An advisor is elected/appointed from the School of Nursing faculty. The faculty advisor is expected to attend the meetings of the organization. The advisor's role is to provide clarity, to interpret School of Nursing and University polices/procedures, and to provide general consultation. The Purpose of Wilmington Area Chapter of Nurses Christian Fellowship at UNCW is to establish and advance at UNCW communities of nursing students and faculty who follow Jesus as Savior and Lord: growing in love for God, God's Word, God's people of every ethnicity and culture, and God's purposes in the world, in response to God's love, grace and truth. This will be done through meetings, guest speakers, Bible studies and prayer opportunities.

Association of Self Care for Future Health Professionals

A new, interdisciplinary student association within the College of Health & Human Services that seeks to provide an atmosphere for current majors within the college (Social Work, Nursing, Recreation Therapy, etc.) to learn valuable self-care skills and build resiliency, while at UNCW and upon entering future careers in health professions. An advisor is elected/appointed from the School of Nursing faculty as well as the School of Social Work faculty. This association will encourage students to develop the necessary skills to help prevent stress, fatigue, and burnout, which may include activities and education such as meditation, mindfulness, art, journaling, exercise, social skills, nutrition, and more. By incorporating an interdisciplinary approach, this organization will encourage students to work collaboratively with other disciplines, an important skill as a student and in providing care for individuals in health and human services.

American Association of Men in Nursing

The American Association for Men in Nursing (AAMN) is a registered student organization for all Pre-Licensure, RN- BSN, and Pre-Nursing Students at UNCW. The purpose and objectives of this organization are to provide a framework for nurses, as a group, to meet, discuss, and influence factors that affect men as nurses. This organization works at the local, state, and national levels to shape the practice, education, research, and leadership for men in nursing and advance men's health.

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Follow this link for additional information on Student Organizations

Class Officers

Each cohort of students will be assigned a faculty advisor(s) and the advisor(s) will assist the student cohorts in electing officers and student representatives for the SON Councils and Committees. The elected officers will consist of a class president, vice-president, secretary, treasurer and social chair and any other officers as deemed appropriate by the individual cohorts.

Officer	Duties
President	- Provide leadership to the cohort by setting a positive example, fostering teamwork, and promoting a supportive environment. - Coordinate cohort activities, meetings, and events - Serve as primary liaison between cohort and faculty/staff, communicating important information, concerns, and feedback effectively. - Advocate for the needs and interests of the cohort - Address conflicts and issues within the cohort in a constructive and proactive manner, seeking solutions that benefit all members - Lead the mentoring program and coordinate mentee/mentor assignments - Represent the cohort at meetings, events, and other activities, ensuring the cohort's voice is heard and respected. - Collaborate with other cohort leaders, faculty, and staff to promote a cohesive and positive learning environment. - Manage cohort resources responsibly - Uphold the values of the nursing profession, demonstrating professionalism in all interactions and activities.
Vice President	- Assist the President and other club officers in completing their duties and help to oversee the committee structure. - Step in for President if they are not able to attend a meeting or gathering. - Complete any tasks as delegated by the President. - Offers counsel to the other officer roles.
Treasurer	- Oversee finances. - Responsible for budgeting and fundraising. - Maintains records for financial transactions. - Identify financial risks and develop strategies to mitigate such risks. - Financial planning to contribute to strategic planning efforts by providing financial insights and forecasts based on the financial data.

Secretary	• Takes, stores, and distributes notes from each meeting. • Schedule and book rooms for meetings. • Attending meetings in place of President or Vice President if they are not available. • Relay pertinent information collected in meetings to the rest of the Cohort when applicable. • Collect/organize opinions, suggestions, or complaints of fellow students/the overall cohort to discuss in meetings with Officers/Faculty.
Social Chair	• Enhance the overall student experience of the cohort by fostering a sense of community, belonging, and support through event planning. • Work closely with the Treasurer to allocate funds for social events. • Collect feedback from the cohort and implement these into planning. • Coordinate cohort gatherings study groups • Ensure the cohort maintains a welcoming, warm environment optimal for learning

NURSING HONOR SOCIETY

UNCW School of Nursing is affiliated with Sigma Theta Tau, International, as the Nu Omega Chapter. Sigma Theta Tau is the world's largest nursing honor society, with about 500 chapters in approximately 695 universities throughout 27 countries. It sponsors international research around the world and has more than 135,000 members. The Nu Omega Chapter at UNCW exists in order to promote nursing scholarship, leadership, creativity, and commitment to nursing. The chapter regularly sponsors meetings for its members and the entire nursing community in the region.

The mission of Sigma Theta Tau International is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. The purposes of the organization are to recognize the achievement of scholarship of superior quality, to recognize the development of leadership qualities, to foster high professional standards, to encourage and support research and other creative work in nursing, and to strengthen commitment on the part of individuals to the ideas and purposes of the profession of nursing. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship and to nurse leaders exhibiting exceptional achievements in nursing.
See the STTI webpage for details on the criteria for membership.

STUDENT SCHOLARSHIPS

Check the CHHS SON website periodically for up-to-date information about specific scholarships. The application process is online through this website Scholarships | UNCW

To access the scholarship software in **Seaport**, click the Student Services tab. The "Apply for Scholarships" link appears in the navigation pane on the left under the Services bar.

STUDENT AWARDS

The UNCW School of Nursing offers multiple academic program options; whereby, students graduate both in December and in May of each academic year. The intent of the Student Awards is to have worthy students recognized by the faculty. Awards and criteria for Prelicensure students are:

*Award of Excellence—ABSN Graduate—*Awarded in August

(1 senior student—from the graduating class) Criteria:
1. Overall cumulative GPA 3.25 or above. (Verified with the registrar by the prelicensure program coordinator)
2. Outstanding clinical/academic performance.
3. Nominations accepted from all SON prelicensure faculty—with justification statement.
4. Must be graduating at the respective December or May commencement.
5. Endorsement by the Prelicensure committee—name of selected students presented to the Director.

6. An individual plaque for this award will be given to the student and an annual collective plaque will be placed in McNeill Hall.

***Achievement Award—ABSN Graduate*—Awarded in August**

(1 senior student—from the Prelicensure Nursing major) Criteria:
1. Demonstrates growth and mastery of nursing concepts and practices.
2. Utilizes resources effectively to develop potential.
3. Takes initiative for own responsibility for learning growth.
4. Nominations accepted from all SON prelicensure faculty—with justification statement.
5. Senior students must be graduating at the respective December or May commencement.
6. Endorsement by the prelicensure committee—name of selected student presented to the Director.
7. An individual plaque for this award will be given to the student.