Berkeley College®

2026 - 2027 LPN to BSN Student Handbook Supplement

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Welcome to the Licensed Practical Nurse to Bachelor of Science in Nursing (LPN to BSN) Degree Student Handbook Supplement!

It is a pleasure to welcome you to Berkeley College. We are pleased that you have selected Berkeley College to assist you in achieving your educational goals. On behalf of the College and the entire Nursing Department, we wish you an enjoyable and productive educational journey.

This LPN to BSN Student Handbook Supplement is intended to clarify policies and procedures specific to the LPN to BSN program and to serve as a reference guide for you about the program. The policies in this Student Handbook Supplement supersede any conflicting statements made by faculty, administrators, the general Berkeley College Student Handbook, and the Undergraduate Catalog.

The LPN to BSN Student Handbook Supplement is updated regularly, and your input is valuable to us. We welcome your recommendations and suggestions for future revisions and invite you to communicate any of your ideas and suggestions to our Student Development and Campus Life representatives.

The faculty of the School of Health Studies is committed to guiding and assisting you in your academic career. You, in turn, have a responsibility to familiarize yourself with the policies and procedures of the College.

Once again, welcome from the entire Berkeley College community. We look forward to assisting you in reaching your goals.

Overview

The policies and procedures outlined in this Student Handbook Supplement are specific to the Licensed Practical Nurse to Bachelor of Science in Nursing (LPN to BSN) program. By participating in the LPN to BSN program, you are agreeing to abide by the policies and procedures outlined in the LPN to BSN Student Handbook Supplement. These program-specific policies and procedures supersede any statements made by faculty, administrators, the general Berkeley College Student Handbook, and the Undergraduate Catalog. Students should refer to the Undergraduate Catalog and the general Berkeley College Student Handbook for all other College policies.

LPN to BSN Program Goals and Objectives

- Goals
- College and Program Learning Objectives
- Organizing Framework
- Outcomes
- Philosophy
- Purpose

Goals

The goals of the LPN to BSN degree program are to:

- Educate qualified individuals to become professional nurses and provide care to patients within the defined Scope of Practice for Professional Nurses by the American Nurses Association.
- Prepare students to meet the expectations and demands of the current healthcare workforce by working collaboratively with clinical healthcare providers and other communities of interest.
- Provide preparation for continued education in nursing.
- Respond to community needs by preparing skilled professional practitioners.
- Provide a course of study at the college level to prepare students to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).
- Provide the LPN to BSN program curriculum as an academic pathway for practical nurses to develop and transition to professional nursing.

College and Program Learning Objectives

The objectives of the LPN to BSN program are based upon the mission of the institution, the philosophy of the program, directives of the Institute of Medicine, and the needs of the public. Objectives 1 through 6 shown below are the College Learning Objectives. The remaining objectives are the Program Learning Objectives.

1. **Reading and Written Communication**: Students will demonstrate competency in reading and writing.
2. **Oral Communication**: Students will demonstrate effective oral communication skills that incorporate emotional intelligence, empathy, and civility.
3. **Critical Analysis and Reasoning:** Students will apply critical thinking and the knowledge gained in their degree programs for better decision-making informed by:
    - Ethical Reasoning
    - Quantitative Reasoning
    - Scientific Reasoning
4. **Knowledge and Skills for Participating in a Diverse Society**: Students will respect multiple perspectives and cultural contexts when making decisions independently or as part of a team.
5. **Information and AI Literacy:** Students will be able to locate, evaluate, and ethically utilize reliable information and artificial intelligence tools. They will develop an understanding of how AI systems function, recognize their limitations and biases, and apply them responsibly to support informed decision-making, problem-solving, and knowledge creation.
6. **Integration of Learning:** Students will develop the ability to make connections between different academic studies, emerging technologies such as AI, and specialized professional skills leading to more informed, creative, and productive decisions in life and career.
7. Demonstrate knowledge, skills, abilities, and judgment to integrate nursing concepts necessary to provide safe nursing care.
8. Demonstrate interpersonal communication skills and collaborative strategies that support the delivery of patient-centered care.
9. Develop a foundation for higher education and professional growth in nursing.
10. Utilize evidence-based practice in providing care to patients within the defined scope of practice for professional nurses.
11. Synthesize theoretical and empirical nursing knowledge provided throughout the course of the program to be successful when taking the NCLEX-RN.
12. Apply leadership concepts and collaborative practice when assuming the role of a baccalaureate-prepared registered nurse.

Organizing Framework

The faculty agrees that a broad organizing framework incorporating the basic concepts of our philosophy will guide the curriculum. The organizing framework for Nursing Practice Program Outcomes of the National League for Nursing (NLN, 2010) is consistent with the philosophy for the Berkeley College LPN to BSN program and has been chosen as the guiding framework for our curriculum. The NLN framework is built upon the core values of caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness.

The organizing framework consists of interrelated concepts that guide the curriculum throughout the program. They include the metaparadigm concepts of nursing, patient, health and environment supported by the integrating concepts of context and environment, knowledge and science, personal/professional development, quality and safety, relationship-centered care, and teamwork. These integrating concepts are threaded through professional nursing education and are demonstrated in the evolving outcomes expressed through the concepts of human flourishing, nursing judgment, professional identity, and spirit of inquiry. This NLN organizing framework provides a broad and holistic guide to the curriculum; it allows continued growth of knowledge and skills in an increasingly complex healthcare environment.

Outcomes

Program outcomes for the LPN to BSN program have been developed based on Berkeley College outcomes and professional nursing guidelines. The LPN to BSN program outcomes express the competencies required for successful completion of the program and entry into practice, and are:

- The graduate nurse performs at a level that integrates knowledge, skills, abilities, and judgment in formal, informal, and reflective learning experiences measured by satisfactory completion of relevant coursework and clinical experiences.
- The graduate collaborates with members of the healthcare team to maximize the potential for desired outcomes demonstrated by satisfactory evaluations of clinical experiences.
- The graduate accepts the responsibility for lifelong learning, including technical knowledge and skills for safe practice by promoting leadership behaviors consistent with the profession and the complex healthcare environment.
- The graduate nurse demonstrates cultural competency and global awareness in developing the plan of care for health promotion and disease prevention.
- The graduate nurse demonstrates competency in developing the appropriate plan of care for individuals, families, groups, communities, and populations throughout the life span, and across settings, and the graduate nurse demonstrates personal commitment through community service and field service work.
- The graduate nurse demonstrates educationally prepared competence for practice measured by completion of summative tests that assess readiness to pass the NCLEX-RN examination.
- The graduate nurse incorporates skills and knowledge of leadership, management, healthcare policy and economics into the provision of safe, quality nursing care measured by satisfactory completion of relevant coursework and clinical evaluations.

Philosophy

The philosophy of the LPN to BSN program supports the mission of Berkeley College. Drawing upon established knowledge in nursing and education including policy, research, and theory, the faculty has defined the following concepts as a basis for our program philosophy:

Humans: Humans are unique, complex, continually changing, four-dimensional energy fields. Humans are open systems moving through space and time in continuous interaction with the environment. Humans are unitary beings within which physical and nonphysical systems are integral.

Patient: The patient is the recipient of nursing care. The patient may be a human, family, group, community, or population.

Environment: The environment consists of both external and internal energy fields in continuous interaction with the patient. Exchanges with the environment determine health status. Biological, chemical, physical, psychological, cultural, socioeconomic, and political forces within the environment have profound influences upon health.

Health: Health is participation in life through an optimal fulfillment of the patient's potential. Health and illness are a continuum and are integral with the functioning of the holistic human being in life events.

Nursing: The faculty believes that nursing is an art and a science, and the faculty agrees with the American Nurses Association (2010) definition of nursing as "the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations." Nursing is an evolving profession built upon caring, and using multiple types of knowledge in the provision of evidence-based practice. Nurses employ the nursing process, professional nursing ethics, professional standards, and a unique body of nursing knowledge and skills to develop a plan of care to promote, maintain, and/or restore patient health. The plan of care is developed and implemented in collaboration with the patient and the inter-professional healthcare team, and it is centered upon principles of quality and safety.

Caring: The faculty believes that caring is an essential metaparadigm concept for nursing. Caring is an inherent human process demonstrating the universality among people and is exhibited in diverse patterns. The nurse incorporates reflection and authenticity into intentional nursing actions centered on promoting healing and wholeness within oneself and others.

Teaching-learning process: The faculty believes that the teaching-learning process is unique, evolving, and varies among unique unitary humans; therefore, learner assessment and variations in learning plans are inherent in the educational process. The faculty believes in using principles of andragogy in which the teacher and learner collaborate to achieve learning goals. Human beings are autonomous and self-directed, and the teacher supports these characteristics of growth in nursing education. Mutual respect and acknowledgment of adult life experiences and prior learning are

incorporated into the learning plan. The faculty believes that baccalaureate nursing education supports a continuous lifelong process of personal and professional growth, leading to a positive influence on the nursing profession and on society as a whole. Baccalaureate nursing education serves to socialize and advance the student's incorporation of professional knowledge, standards, and values into practice.

Purpose

The purpose of the LPN to BSN program is to prepare graduates for the role of nurse generalist as the provider, designer, manager, and coordinator of safe healthcare. The curriculum is structured to include theoretical concepts, values, and skills involved in health promotion, risk reduction, disease prevention, as well as illness and disease management. Knowledge of nursing theory, research, healthcare systems and policy, information and healthcare technologies, ethics in practice, human diversity, and global healthcare is included in the curriculum, which lays the foundation for leadership positions and graduate education.

Accreditation

The LPN to BSN program is accredited by the New Jersey Board of Nursing.

New Jersey Board of Nursing
124 Halsey Street
Newark, NJ 07102
973-504-6430

http://www.njconsumeraffairs.gov/nur/Pages/default.aspx

Berkeley College's LPN to BSN program meets the educational requirements for licensure in the state of New Jersey. Licensure, however, is not automatic. In addition to successfully passing the National Council Licensure Examination for Registered Professional Nurses (NCLEX-RN), the New Jersey Board of Nursing requires that applicants be of good moral character. Applicants wishing to become licensed in another state are encouraged to explore licensure requirements, which vary from state to state.

American Nurses Association (ANA) Standards of Professional Nurse Practice

STANDARDS OF PRACTICE

The Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process. The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision-making. These Standards are being reproduced with the express written consent of the ANA.

Standard 1. Assessment

The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.

Standard 2. Diagnosis

The registered nurse analyzes assessment data to determine actual or potential diagnoses, problems, and issues.

Standard 3. Outcomes Identification

The registered nurse identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4. Planning

The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.

Standard 5. Implementation

The registered nurse implements the identified plan.

Standard 5A. Coordination of Care

The registered nurse coordinates care delivery.

Standard 5B. Health Teaching and Health Promotion

The registered nurse employs strategies to promote health and a safe environment.

Standard 5C. Consultation

The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.

Standard 5D. Prescriptive Authority and Treatment

The advanced practice registered nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.

Standard 6. Evaluation

The registered nurse evaluates progress toward attainment of goals and outcomes.

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Core Performance Standards

Berkeley College's LPN to BSN program prepares students for registered nurse practice in any clinical setting in accordance with the scope of nursing practice. Safe and competent nursing practice requires that graduates demonstrate competencies in knowledge, skills, and attitude guided by adherence to ethical and legal principles.

RNs perform physical exams and health histories; provide health promotion, counseling, and education; administer medications, wound care, and varied other personalized interventions; interpret patient information and make critical decisions about needed actions; coordinate care, in collaboration with a wide array of healthcare professionals; direct and supervise care delivered by other healthcare personnel like LPNs and nurse aides; and participate in and/or conduct research in support of improved practice and patient outcomes.

The School of Health Studies is committed to providing reasonable accommodation in its academic programs to qualified individuals with disabilities, including but not limited to learning disabilities. A reasonable accommodation is one that does not require a fundamental alteration to the nature of the program or lower academic and/or clinical standards.

Throughout the program, students must be able to perform in a reasonably independent and timely manner that does not affect the quality of care, the safety of patients or other individuals, and in a way that does not adversely affect the School of Health Studies, clinical affiliates, or any member of the healthcare team.

Students must be able to meet all of the performance standards outlined below, with or without reasonable accommodation, in order to be admitted and progress in the program. Individuals requiring accommodations while enrolled in the program are encouraged to speak with a representative of the College's Office of Accessibility Services before enrolling in clinical and/or laboratory courses. These performance standards are required skills in order to render safe nursing care to patients in various clinical settings.

Some chronic or recurrent illnesses and/or problems could interfere with patient care and safety, and may be incompatible with nursing education and practice, becuase they may lead to a higher chance of absences. Nursing students are not required to disclose any chronic or recurrent illness and/or disability/disabilities; however, students with concerns about meeting these technical standards are strongly encouraged to discuss the issues with the Department Chair and/or the Office of Accessibility Services. Deficiencies in knowledge, skills, judgments, integrity, and/or professional attitude may jeopardize patient care and, as a result, may be grounds for course failure and possible dismissal from the nursing program.

Students must have aptitude and abilities in six areas: sensory ability and skills; fine and gross motor skills; strength, mobility, and physical endurance; the ability to communicate, comprehend, read, and write in English; behavioral stability; and cognitive ability and critical thinking skills.

It is the student's responsibility to understand the duties, responsibilities, skills, and abilities required to be a registered nurse. In addition to the technical standards described below, students are encouraged to review the information regarding the nursing profession at the O*NET website.

The following list is not meant to be all-inclusive, but instead it offers examples of required activities. Students are encouraged to review the standards carefully; if there are any questions or concerns, they should be discussed with the Chair of the Nursing Department and/or the Office of Accessibility Services.

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
Visual	Optical ability to sufficiently observe a patient and gather data accurately from a distance as well as close up	• Visual acuity sufficient to correctly measure and prepare medications • Detect changes in skin color and/ or condition • Collect data from patient care equipment, monitoring devices, and measuring equipment used in the care of clients • Read measuring devices that may be hung or placed below bed level • Read fine print in varying levels of light
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient healthcare needs	• Hear normal speaking level sounds • Detect sounds related to bodily functions with the use of a stethoscope, or detect audible alarms generated by mechanical equipment used to monitor patient's physiologic status • Detect signs of fire and initiate emergency actions

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
		• Hear call bells and/or cries for help
Smell	Olfactory ability sufficient to detect significant patient and environmental odors	• Detect odors of bodily fluids, such as foul smelling drainage, spoiled foods, or smoke from burning materials • Detect smoke
Tactile	Tactile ability sufficient for physical monitoring and assessment of healthcare needs	• Tactile ability to detect unsafe temperature levels of solutions or heat-producing devices used in patient care • Tactile ability to detect anatomical abnormalities like edema, swelling, or nodules and masses • Feel vibrations such as palpable pulse, feel differences in size and shape needed to identify bodily landmarks or skin surface signs such as rash or skin turgor
Communication	Oral communication skills sufficient to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the healthcare team, including non-verbal communication such as interpretation of facial expressions, affect, and body language	• Communicate clearly with patients, their families, and members of the healthcare team • Give verbal directions to, or follow verbal directions from, other members of the healthcare team and participate in healthcare team discussions of patient care

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
		• Recognize and report critical patient information to other caregivers
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and efficient patient care activities	• Gather data by palpation, auscultation, percussion, and other diagnostic means • Position patients, and assist in turning or lifting patients • Reach below the waist or overhead while providing patient care or performing nursing procedures • Maneuver in small patient areas such as patient rooms, treatment rooms, or nursing work stations
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	• Pick up and handle small objects, such as insulin syringes, pills, etc., with fingers • Carry out patient care procedures such as tracheostomy care, wound care, and airway suctioning
Physical Endurance	Physical stamina sufficient to remain on task continuously for a six-, eight-, or 12-hour clinical shift while standing, sitting, moving, lifting, and bending in order to perform various patient care activities	• Complete a six-, eight-, or 12-hour clinical shift which could be in varying times of the day or day of the week such as day shift, evening shift, night shift, or weekend shifts • Turn and position patients as a

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
		preventive need against development of skin breakdown • Perform cardiopulmonary resuscitation
Physical Strength	Physical strength sufficient to perform the full range of required patient care activities	• Push and/or pull 250 pounds • Lift and/or move heavy objects weighing between 25 and 50 pounds
Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist, bend, stoop, squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities	• Walk without a cane, walker, or crutches in order to ambulate patient and provide bedside care • Move around work and/or treatment areas. Position oneself in the environment in order to render care without obstructing the position of other team members and/or equipment
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility and accountability for actions	• Deal with the unexpected, such as frequently changing client status • Handle strong emotions • Be flexible with changing environments and schedules in both classes and clinical settings • Be able to work in close quarters with clients, classmates, nursing faculty, and

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
		members of the healthcare teams • Focus attention on task • Monitor own emotions and be able to keep emotions under control in classroom and clinical environments • Establish a therapeutic relationship and communicate in a supportive manner with others
Professional Attitudes and Interpersonal Skills	Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, and other members of the healthcare team to achieve a positive and safe work environment. Follow instructions and safety protocols	• Maintain empathetic, flexible, culturally sensitive, therapeutic relationships with others • Accept accountability and responsibility for one's actions • Comply with both the ethical and legal standards of the nursing profession • Express compassion, empathy, and a caring concern for others • Demonstrate initiative, motivation, and diligence • Display integrity, honesty, and responsibility • Display respect, sensitivity, and tolerance for diverse populations • Demonstrate comfort with close physical

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
		contact in the care of clients
Cognitive/Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to understand documents written in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis	• Give clear, oral patient reports • Read graphs • Read and understand printed instructional materials for both classroom and/or clinical setting use • Legibly write or type in client physical or electronic records • Effectively converse with patient and members of the healthcare team • Discriminate fine/ subtle differences in medical word or medications • Give and understand verbal directions
Conceptual/Spatial Abilities	Conceptual spatial ability sufficient to comprehend three-dimensional and spatial relationships	• Comprehend spatial relationship needed to properly administer parenteral medication such as intramuscular, subcutaneous, intradermal, and/or assess wounds of varying depths
Clinical Reasoning	Ability to logically reason across time regarding a patient's changing condition	• Carry out the nursing process in the care of patients • Process information thoroughly and quickly to prioritize tasks • Analyze and synthesize data to effectively contribute

Core Performance Standard	Definition of Core Performance Standard	Examples of Required Activities (not all inclusive)
		to the patient plan of care • Sequence or cluster patient findings • Accurately calculate medication dosage given specific patient parameters • Identify cause and effect relationships • Effectively and accurately collect data, prioritize, and anticipate reactions • Demonstrate skill of recall using both long- and short-term memory, inferential reasoning, anticipation of possible outcomes, application of knowledge, and evaluation of predicted outcomes according to the level in the program
Flexibility	Adapt to College's course schedule policy	• Available to work the hours of an assigned schedule, which may include any shift during any day of the week; or attend on-campus classes during the day, evening, and/or weekend
Timeliness	Ability to be responsive within appropriate time period	• Perform all laboratory and clinical skills within a pre-established timeframe that ensures safe patient care

American Nurses Association (ANA) Code of Ethics for Nurses

The following Code of Ethics for Nurses was developed by the American Nurses Association (ANA) as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession. This Code is being reproduced with the express written consent of the ANA.

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

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

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

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

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

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

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

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

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

Provision 10

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

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Academic Policies

- Academic Integrity
- Academic Progression and Grading Criteria
- Add/Drop Policy
- Attendance and Participation
- Class Hours
- Course Withdrawal
- Credit for Prior Learning
- Graduation Requirements
- Specialty Examinations
- Transfer Credit

Academic Progression and Grading Criteria

Passing Grade

The minimum passing grade required for a nursing (NUR) course is a B (80 percent). Any grade below a B (80 percent) is a failing grade. In order to pass a nursing course that consists of both didactic and clinical/laboratory portions, students must receive at least a B (80 percent) for the didactic portion of the course and a P (Passing) for the clinical/laboratory portion. A failure in either the didactic or clinical/laboratory portion of a nursing course will result in a failing grade for the entire course.

The minimum passing grade for all science (SCI) courses is C+ (75 percent).

Repeating a Nursing Course

Nursing students who receive a grade of C+ or below in any nursing (NUR) course must repeat that course. A minimum grade of B in the repeated course is required to remain in the program. A maximum of one (1) NUR course may be repeated once throughout the LPN to BSN program.

Repeating a Science Course

LPN to BSN students who receive a grade of C or below in any science course required in the program must repeat that course. A minimum grade of C+ in the repeated course is required to pass the course.
Students are reminded that they may only attempt to pass a single course two times, including one repeat. A student wishing to take a course for a third time, regardless of whether the repeated grade is passing or failing, must obtain written permission from the Dean of the School/Division in which the course is offered.
Note that failed courses may lead to repeat fees and/or may also delay graduation.

Automatic Dismissal

Students who earn a second failing grade in a nursing (NUR) course, whether in the course they are repeating or in a different course, will be automatically dismissed from the LPN to BSN program.

Program Dismissal Appeal

Students who are dismissed from the Nursing program for violating policies outlined in this Student Handbook Supplement will receive official notification from the College’s Nursing Department Chair. Any student dismissed from the program for reasons other than academic integrity violations may ask for a review of the circumstances leading to the dismissal and request the possibility of being readmitted into the program. This appeal should be sent to the Nursing Department Chair within six (6) months of the date of dismissal using the following mechanism:

- Student outlines a written appeal to the Chair of the program of study detailing reasons why the dismissal should be reversed. Such appeal should include relevant documentation, a detailed summary of the circumstances that have changed that will lead to student's success, and any other appropriate supporting facts.

- The Chair will review the appeal and conduct an appropriate investigation with a Committee comprised of representatives from the School of Health Studies.
- After reviewing all relevant documentation, the committee will deliberate, vote, and present their final decision to the Department Chair who will then share it with the School Dean. All decisions made by the committee will be final and cannot be appealed. The Department Chair will notify the student and Academic Advisement of the committee's decision in a letter sent via email and regular mail through the U.S. Postal Service.

Add/Drop Policy

Students interested in adding a course or courses to their schedule must meet with the Academic Advisement Department to obtain approval prior to the start of the second week of the term. Requests will be considered only if appropriate arrangements can be made to make up missed class time from the first week of the term. Clinical courses cannot be added to a student's schedule after the start of the term.

Attendance and Participation

Attendance, punctuality, and professionalism are key elements of any healthcare professional role. Unexcused absences or habitual tardiness at lecture, laboratory, clinical/internship/practicum experiences, and other similar experiences, will not be tolerated and could result in dismissal from training and/or failure of the course.

Students are expected to participate in each of their courses through regular attendance at lecture, laboratory, clinical/internship/practicum training, and other similar experiences. Students are expected to meet the requirements of coursework as assigned, including completing assignments as scheduled. For courses in which some of the meetings are asynchronous, e.g., remote or blended learning, students are expected to participate in a similar manner.

While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion, laboratory work, performance, field experience, and/or other activities that may take place during class sessions. In addition, attendance is required for in-class assessments. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Grading based on participation in class activities must be explained in the course syllabus.

In all circumstances, it remains the student's responsibility to promptly initiate discussion about absence and arrangements for making up any missed work with each instructor. Students are encouraged to work directly with their instructors for any needed flexibility, and with the Program Chair for supplemental support as needed. Absences from class are handled between students and instructors.

Class Absence(s)

Absences from class are handled between students and instructors (in the case of the clinical training between students and the clinical instructor or clinical preceptor). The instructor may request documentation to substantiate the reason for the absence and consider said documentation at their discretion while maintaining a student's right to privacy. Students are expected to provide requested documentation in a timely manner.

Advance Notification for Non-Emergency Planned Absence(s)

A student may need to schedule a planned absence from class. The student should discuss the planned absence(s) with the appropriate program representative and receive approval two weeks prior to the day(s) of absence. Table 1. Notification Policy for Non-Emergency Planned Absences offers instructions on the appropriate program representative in the School of Health Studies students must inform regarding the planned non-emergency absences.

Upon advanced notification excused absences may be granted for situations specifically addressed below.

- Absence due to religious observance
- Participation or attendance at events sanctioned by the College and/or the School of Health Studies
- Academic pursuits
- Non-emergency medical reasons (e.g., elective surgeries or treatments)
- Planned absence due to Career Services activities
- Planned absence due to active military duty

Outside conflicts need to be avoided; for example, students must not schedule work hours or other obligations during synchronous class sessions, which could be in person or online, during clinical/internship/practicum training, and/or during the final assessment period. Students should not schedule leisure activities/vacations during the scheduled academic session course dates and the final assessment period. It is expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin.

Table 1. Notification Policy for Non-Emergency Planned Intermittent Short Absences

	Course Type & Who to Notify		
Program	**Lecture**	**Laboratory**	**Clinical Training (including rotation, internship, practicum)**
LPN-BSN	Instructor	Instructor	Clinical faculty, **and** submit *Excused Absence Request Form*, **and** receive approval prior to planned absence

Failure to provide advance notification will result in the absence(s) being considered unexcused. Advance notice is not expected in cases of sudden illness or other unforeseen conflicts. Refer to the section below for non-planned absences.

Excused Absence Criteria for Non-Planned Absences

In case of an emergency, sudden illness or other unforeseen conflicts, students may request for an absence to be marked as excused absence, by filling out the Excused Absence Request Form. Excused absences are granted for situations specifically addressed below. All absence requests must be accompanied by contemporaneous supporting documentation. The following criteria are recognized for granting excused absences:

1. The student has a death in the immediate family. An announcement of the family member’s funeral arrangements may be presented as supporting documentation.
2. The student is admitted to a healthcare facility to receive necessary medical care. In the case of an injury or illness, a physician’s note (and/or evidence documenting such an absence) is required. The Program Chair or the Clinical Coordinator reserve the right to ask for additional supporting documentation in support of the physician’s note. Seeing a doctor does not satisfy the requirement for a medical excuse. Late presentation of a note or retroactive application may affect the determination of whether the absence is excused.

3. Situations beyond the control of the student and related to exceptional circumstances.
4. Special Circumstances
    - Should requests for academic flexibility be made by the Student Development and Campus Life (SDCL) and the Title IX Coordinator – from the perspective of a Reporter victim or a Respondent, on behalf of a student, instructors will work with the student and the SDCL as necessary/appropriate to determine the type of flexibility/accommodation the student may benefit from.

Table 2. Notification Policy for Emergency Intermittent Short Absences

	Course Type & Who to Notify		
Program	**Lecture**	**Laboratory**	**Clinical Training (including rotation, internship, practicum)**
LPN-BSN	Instructor	Instructor	Clinical Faculty, **and** submit *Excused Absence Request Form*

Attendance and Participation During Clinical Training

Excused Absence

Due to the very specific nature of the student learning goals and outcomes, the number of absences during laboratory and clinical training is limited even when the absences may fall under the excused absence criteria. The table below shows the number of permissible excused absences for each clinical course.

Course	Program	Total Clinical Hours	Excused Absences	Make-up Needed
NUR3110	LPN-BSN	90	1	Yes
NUR3360	LPN-BSN	45	0	N/A
NUR4410	LPN-BSN	45	0	N/A
NUR4430	LPN-BSN	45	0	N/A
NUR4450	LPN-BSN	45	0	N/A

Attendance and Participation During Laboratory Training

- Any student who fails to make up a clinical laboratory experience due to an excused absence or exceeds one (1) excused absence will receive an F for the pass/fail portion of the laboratory course. Subsequently, an automatic failing grade for the entire nursing course will ensue.

- Uniforms are mandatory while participating in any laboratory activity. All students are advised to follow the dress code outlined in the Healthcare Supplement while on clinical sites, as well as for faculty-approved activities in the community.

Tardiness (Applies to Both Laboratory and Clinical Training)

Repeated tardiness is considered improper professional behavior and may result in disciplinary action, including, but not limited to, dismissal from the clinical sites, failure of a course, and/or dismissal from the program. Clinical or laboratory tardiness is defined as arriving after the designated start time of the clinical or laboratory experience. A student who anticipates being late to clinical or laboratory, must directly contact the College Representative* as instructed (e.g., the clinical or laboratory instructor, the clinical site monitor, and/or the clinical coordinator), or a representative of the clinical site (students to follow instructions provided by the clinical coordinator). Students must inform (report to) the College Representative (e.g., faculty or site monitor) or the clinical facility representative as soon as they arrive at the clinical site.

- The first tardy occurrence will result in a verbal warning and a note will be placed on the student’s record.
- A second tardy occurrence will result in a written warning, the student will be sent home, and an absence will be recorded for the component of the course (laboratory or clinical experience).
- A third tardy occurrence will result in the student's dismissal from the clinical site** and course failure***.

*Note: Students must inform the instructor or College Representative. Communicating being late to another student is not permitted.

** If a student is dismissed from the clinical site for cause, Berkeley College is not obligated to place the student at another clinical site. Therefore, the student will be subject to dismissal from clinical training and will fail the course. Students will be rescheduled for the particular clinical rotation pending clinical site availability. In such cases, a student's graduation will be delayed.

***A course failure may result in program dismissal based on the maximum number of course failures allowed for the program.

Unexcused Absence

As stated in prior sections of the policy, students are required to inform representatives of the School of Health Studies (faculty, the Clinical Coordinator, and/or the Program Chair) that they will not be at the clinical site. For specific programs, students must notify the clinical facility as well. Instances when the student does not attend a clinical training day and fails to inform the College Representative and/or the clinical site representative (a.k.a. No Call, No Show) will result in dismissal from clinical training and course failure.

Extenuating circumstances that impede the student to provide the required notification will be evaluated by the Program Chair. It is the student's responsibility to provide documentation that clearly demonstrates that the student could not provide the mandatory notification on-time.

Class Hours

Generally, classes are in session from 7:00 AM to 11:00 PM, Monday through Friday. Saturday classes may be scheduled from 7:00 AM to 2:00 PM. Clinical rotations may be scheduled from 7:00 AM until 12 midnight, Monday through Saturday with an occasional Sunday rotation.

Course Withdrawal

Students who wish to drop a course must do so in writing and must have the approval of the Academic Advisement Department. Courses dropped during the first two (2) weeks of classes do not appear on the student's transcript. Withdrawal from a 15-week course between weeks three (3) and twelve (12) will result in a grade of WP or WF, which indicates whether the student was passing or failing the course at the time it was dropped.

Students enrolled in the LPN to BSN program are permitted to withdraw from one nursing (NUR) course during the length of their program. Students who withdraw from a second NUR course without receiving prior approval from the Department Chair will be dismissed from the program.

A grade of W will be assigned to students who enrolled in but did not participate in a course. Students who do not officially drop a course will receive a letter grade that reflects their achievement.

Credit for Prior Learning

Students admitted into the LPN to BSN program will be awarded up to 30 credits for prior learning for:

- Completing an accredited Practical Nurse program in the United States
- Possessing an unrestricted active or inactive Practical Nurse license
- Completing a minimum of 2,080 hours of work as a Licensed Practical Nurse (LPN) within the last two years

Additional information regarding the College's Credit for Prior Learning policy can be found in the 2025-2026 Undergraduate Catalog.

Graduation Requirements

To qualify for graduation, students enrolled in the LPN to BSN program must fulfill the following requirements:

- Pass each nursing (NUR) course with a minimum grade of B
- Pass each science (SCI) course with a minimum grade of C+
- Successfully complete the prescribed number of clinical hours
- Successfully complete the prescribed course of study with a minimum cumulative grade point average of 2.75
- Meet the credit-hour requirements for the major
- Discharge all financial obligations to the College

Additional information regarding graduation can be found in the 2025-2026 Undergraduate Catalog.

Specialty Examinations

Standardized course specialty examinations will be administered throughout the LPN to BSN program. Designed to measure accumulated knowledge regarding nursing care, these evidence-based examinations will be used to guide, review, and prepare students for the National Council Licensure Examination NCLEX-RN for Registered Nurses. Standardized course specialty examinations will account for no more than 10 percent of the total grade in the specific courses in which the examinations are administered.

Transfer Credit

In addition to the transfer credit guidelines outlined in the Berkeley College 2025-2026 Undergraduate Catalog, students enrolled in the LPN to BSN program who wish to have credits considered for transfer must note the following:

- Courses that contain clinical or laboratory credits are not eligible for transfer credit due to the affective and psychomotor learning domains covered in clinical and laboratory experiences.
- A grade of C+ or higher is required for science transfer credits, and the credits must have been earned within the last five years.

No transfer credit will be awarded for nursing courses taken at other institutions. Transfer credit will be evaluated on a course-by-course basis based on the recommendation of the Department Chair/Director and/or School Dean.

Academic Integrity

Berkeley College is committed to providing an educational experience that develops professional competencies, including habits of personal and professional integrity. Violations of academic integrity (including all forms of plagiarism, cheating, and deception) will not be tolerated.

The use of artificial intelligence (AI) software, such as ChatGPT, without proper citation is considered to be a form of plagiarism and is prohibited. While AI may be used as a guide when first conducting research or used for study purposes, once students post or submit an assignment, it must be reflective of their own work. Utilizing AI to generate ideas and pass them off as one's own will be considered plagiarism and will constitute an academic integrity violation. Also, anyone found to be using internet web browser extensions such as QuizWiz or Quizzard during exams and/or quizzes will receive a 0 for the test/quiz/exam and the student's action(s) will constitute a violation of the College's academic integrity policy.

Any Nursing student who violates Berkeley College's academic integrity policy, including the use of AI software without properly citing the source(s), and/or commits copyright infringement (including with Kaplan) in any NUR and/or SCI course, will receive a 0 for the assignment.

Students are encouraged to refer to the College's Academic Integrity Policy (https://berkeleycollege.edu/pdf/academic-integrity-policy.pdf) for specific details and consequences regarding academic integrity violations.

Clinical Requirements and Responsibilities

- Cardiopulmonary Resuscitation (CPR)
- Clinical Clearance Requirements
- Clinical and Didactic Remediation
- Clinical Site and Clinical Placement Policy
- Latex Sensitivity

Cardiopulmonary Resuscitation (CPR)

Students in the LPN to BSN program must complete an approved Healthcare Provider CPR course prior to participating in clinical rotations. The approved course must include Adult, Child, and Infant CPR as well as automated external defibrillator (AED) certification.

The original, valid CPR card must be presented to the Clinical Scheduling Coordinator at the beginning of each course where a clinical component is required. Students will be responsible for the cost of this certification, as well as for ensuring the certification remains current.

Clinical Clearance Requirements

In preparation for their clinical experience, students are strongly encouraged to review the Clinical Clearance Requirements forms, which are available from the Nursing Department. Clinical affiliates are becoming more stringent regarding health clearance documentation, and the absence of required documentation could delay or prohibit clinical placement.

Students are responsible for providing all clinical clearance forms to the Clinical Coordinator by Friday of Week 11 of the semester preceding the first clinical course. Students who fail to submit health forms in their totality by this due date will be withdrawn from the clinical course and a course designation of WF will be assigned. All students are encouraged to retain copies of all documentation presented to the Clinical Coordinator.

Students are not permitted to call the clinical site at any time for any reason. If a student has a question or concern, they should first try to resolve it with their clinical instructor. If the clinical instructor is unable to help, the student should contact the Department's Clinical Scheduling Coordinator. Any deviation from this procedure will result in disciplinary action by the Nursing Program Chair, up to and including removal from the clinical site and/or clinical course. The Nursing Department reserves the right to make administrative changes to clinical placements as necessary.

- Criminal Background Check
- Health Requirements
- Malpractice Insurance

Criminal Background Check

A criminal history background check is required for all students in the LPN to BSN program prior to participating in clinical rotations and may be conducted annually or at the discretion of clinical affiliates. Not passing a background check may prohibit the student from progressing in the program and from becoming licensed to work in the field.

In instances where a student's criminal background check contains information related to past criminal activity, Berkeley College cannot guarantee that the College will find suitable clinical placement(s) because the decision to allow students to complete clinical rotations is at the sole discretion of the clinical affiliate. If the student is denied clinical placement by the clinical affiliate due to criminal history information, that student will not be permitted to continue in the program. If the offense is expungable, the student is encouraged to seek legal counsel. If the student's record is cleared, and the record shows as "clear," the student is eligible for progression, provided all other clinical eligibility requirements are met.

If a charge, arrest, and/or conviction occurs while a student is enrolled in the LPN to BSN program, it is the student's responsibility to inform the Department Chair. This notification must be in writing and must occur within two business days after the event occurs. The required notification must include a description of the circumstances surrounding the charge, arrest, and/or conviction. Subsequent to this notification, the student should make an appointment with the Department Chair to discuss their options. Failure to notify the Department Chair of a charge, arrest, and/or conviction may result in the student being removed from the LPN to BSN program.

Health Requirements

Students enrolled in the LPN to BSN program must submit a complete physical assessment by a licensed physician, advanced practice registered nurse, or physician assistant prior to enrolling in clinical courses.

In addition to meeting any general immunization requirements applicable to admission, students also must also provide appropriate proof of immunity as follows:

- Blood titers for measles, mumps, rubella, and varicella
- Immunization records or blood titers for hepatitis B
- A two-step PPD skin test administered within the last year or a negative chest X-ray within three months
- A tetanus shot administered within the past 10 years

Clinical affiliates require all clinical students to have a yearly influenza vaccine. A COVID-19 vaccine and available boosters are strongly recommended. Please note that some clinical sites may also require weekly PCR testing in addition to the COVID-19 vaccination series. Failure to comply with these immunization requirements may prohibit students from attending clinical courses. Clinical affiliates also may require students to provide proof of individual health insurance or be an eligible dependent or beneficiary of another person's accident and health insurance policy. Students not able to meet this requirement may find it difficult to complete the required clinical rotation(s) and/or progress in the program.

A negative 12-item, pre-clinical urine toxicology screening for the following is also required:

- Amphetamines
- Barbiturates
- Benzodiazepine
- Cannabinoids
- Cocaine
- Meperidine
- Methadone
- Opiates
- Oxycodone
- Phencyclidine
- Propoxyphene
- Tramadol

If emergency medical treatment is required while on campus or while participating in the clinical experience, the cost of treatment will be the responsibility of the student receiving the medical attention/treatment.

Upon readmission, reinstatement, or returning from a Leave of Absence, a student must repeat the drug screening outlined above prior to participating in any clinical rotations. If during the course of study students are suspected of drug use, they may be asked to

provide an updated urine toxicology screening. The cost associated with these repeat drug screenings will be borne by the student.

A negative drug screen is required to progress in the LPN to BSN program. Students with a positive drug screen result will be required to meet with the Department Chair and/or School Dean to discuss continuation in the program. A student's drug screen is not considered positive until a determination is made that the results are not due to legally prescribed and appropriately taken prescription medications and the student has been offered the opportunity to have their original sample retested at the student's expense. If the positive drug results are not due to legally prescribed prescription medications, the student will be removed from the program and will not be eligible for reentry. If during the course of study students are suspected of drug use, they may be asked to provide an updated urine toxicology screening. The cost associated with this repeat drug screening will be at the student's expense.

By submitting the results of a urine toxicology screening to the College, the student thereby authorizes the College to share those results with any individual clinical facilities that request such information.

Health Advisory

Berkeley College's LPN to BSN program is physically and mentally challenging. During the laboratory and clinical portions of the program, students will be exposed to healthcare situations where there is an increased risk of exposure to strenuous activity, communicable diseases, radiation, and toxic substances.

Nursing students may be exposed to a variety of other situations and substances which could potentially affect those with medical conditions that include, but are not limited to, asthma, allergies, immunocompromised disorders and/or treatments, and pregnancy. If a student has a health condition or becomes pregnant while enrolled in the program, these exposures can harm the student and/or the unborn baby. If you have a health condition, or as soon as you learn you are pregnant, you should consult with your healthcare provider to ensure you are able to safely complete all program requirements and meet all relevant technical standards outlined in this Handbook. Neither Berkeley College, nor its affiliating clinical agencies, shall be responsible for any harm that might occur to an immunocompromised student, a pregnant student, or an unborn baby, as a result of continuing in the program.

Berkeley College supports pregnant and parenting students. Parenting students, as well as those who become pregnant while enrolled in the program, are strongly encouraged to contact the College Title IX Coordinator or Deputy Title IX Coordinator for more information regarding pregnancy and parenting-related issues. Contact information for the Title IX Coordinator or Deputy Title IX Coordinator can be found on the Berkeley College website (https://berkeleycollege.edu/about/title-ix/index.html).

Berkeley College also supports students experiencing a medical condition and/or who are undergoing medical treatments. Students experiencing non-pregnancy related medical conditions, as well as those who are undergoing medical treatments, are encouraged to reach out to the College's Accessibility Services representative to discuss potential services and resources that may be available (https://berkeleycollege.edu/admissions/accessibility-services/index.html).

The Nursing Department understands that life events may occur during a student's academic journey. Nursing students will be asked to medically clear prior to returning to nursing courses should any life-changing event occur, which includes, but is not limited to:

- Births
- Motor vehicle accidents
- Surgeries
- Acute medical conditions
- Mental health crises
- Chronic illness diagnoses

The Nursing Department works closely with the Department of Accessibility Services, Student Development and Campus Life, and the Personal Counselors. Therefore, students are encouraged to keep open and honest communication with the Nursing Department to ensure the applicable accommodations are granted, thereby promoting academic success.

Any student who is unable to continue in clinical courses based on the recommendation of her/his healthcare provider will be afforded the opportunity, once medically cleared, to return to the program, pending course availability.

Students enrolled in the LPN to BSN program are strongly encouraged to review the clinical clearance requirements found elsewhere in this Student Handbook Supplement.

Malpractice Insurance

Students enrolled in the LPN to BSN program are required to purchase their own individual malpractice insurance and must provide the Clinical Scheduling Coordinator with evidence of coverage prior to enrolling in clinical courses. Instructions for obtaining malpractice insurance are available in the Malpractice Insurance Guide.

Latex Sensitivity

Hospitals and other clinical settings have numerous items that have a natural latex rubber component. Unforeseen exposure and sensitivity may result from repeated exposure to the protein associated with natural latex rubber (commonly found in powdered gloves). True allergies are rare, but latex sensitivities can be seen in approximately eight to twelve percent of healthcare workers.

Students with known latex sensitivity and/or allergies must provide the College's ADA Coordinator with documentation of the specific sensitivity/allergy along with suggested safety guidelines from the healthcare provider in order to request a reasonable accommodation. Information regarding the student's latex sensitivity/allergy will be shared with clinical affiliates as applicable.

Students with documented latex sensitivity/allergies are responsible for carrying their own medication to counteract the allergy. Any costs related to the allergy screening and/or treatment will be borne by the student.

If a student has a suspected reaction, he or she must report it to the clinical site as well as to the College's Clinical Coordinator and ADA Coordinator.

Berkeley College cannot guarantee a latex-free environment, including in its classrooms, laboratories, and/or during clinical rotations.

Clinical and Didactic Remediation

Reporting of Errors and Near Misses

While in the clinical setting, student and faculty responsibilities after an incident vary slightly depending upon whether the incident was a near-miss or an error. The primary responsibility of the student and instructor following a near-miss or error in the clinical setting is to take care of the patient's immediate needs and notify the patient's primary RN and healthcare provider.

After the patient's needs have been met, the student and Berkeley College faculty will report the incident to the necessary individuals and complete the facility's required internal incident documentation as well as notify the College's Nursing Department Chair.

The clinical faculty member, in collaboration with the Department Chair, will create a remediation checklist to include activity(ies) that must be successfully completed in the on-campus laboratory prior to returning to the clinical site. Failure to complete the required remediation may result in course failure and/or program dismissal.

All documentation related to the clinical error(s) and/or near miss(es) will be kept in Perceptive Content, an electronic document management system used by the College to store images of student documents.

Didactic Remediation

Students who are identified as being academically at risk will receive a letter from the Nursing Department detailing the reason for the "Academic At Risk" status. Those students will be expected to:

- Attend weekly mandatory tutoring sessions
- Develop an individualized study plan
- Work with course faculty to achieve success in the deficient academic area

All reports related to "Academic At Risk" status will be maintained in the student's file.

Clinical Site and Clinical Placement Policy

Clinical Sites

The Adherence of Clinical Sites is a very detailed process led by each specific Program Chair in the School of Health Studies. New clinical sites are vetted for quality, an appropriate learning environment, and whether the site can aid the student in meeting programmatic learning outcomes. Program Department Chairs make clinical decisions and follow a specific workflow in order to identify clinical sites that have the best fit for their specific program. Evaluations of clinical programs occur yearly by a designated person within the specific department.

Clinical Placement

Students enrolled in the LPN-BSN program are required to complete clinical experiences. All clinical placements are arranged and approved by the Nursing Department in collaboration with clinical affiliates.

Student Rights and Responsibilities

- Complaints and Grievances
- Confidentiality
- Dress Code
- Professionalism

Complaints and Grievances

For policies and procedures regarding student complaints and grievances, including grade appeals and other academic grievances, please see the Student Complaint Procedures.

Confidentiality

Berkeley College students are required by law to maintain the confidentiality of all patient information encountered at any clinical internship and/or practicum site. While the requirements of patient confidentiality are emphasized throughout the student's coursework, all students are encouraged to visit the U.S. Department of Health and Human Services website (https://www.hhs.gov/hipaa/index.html) to review the entire Health Insurance Portability and Accountability Act (HIPAA) policy before beginning the clinical component of the program. In addition to complying with all federal regulations, Berkeley College students must comply with any specific confidentiality requirements, policies, and/or procedures established by the assigned clinical site.

A patient's right to confidentiality regarding their medical information, which includes confidentiality of personal and social information, is a fundamental healthcare tenet. Accordingly, students must remain mindful of the following basic requirements:

- Patients must not be described in any identifiable way for purposes other than the provision of direct patient care. When discussing experiences involving patients with third parties for legitimate educational purposes, using patient initials, exact descriptions, or locations of patients - either on paper or online - is strictly prohibited. Students are to use generalities only so that no patient can be clearly recognized.
- While participating in clinical rotation(s), students shall not videotape, photograph, or make audio recordings of themselves, their fellow students, their instructors, and/or their patients for any reason.
- The public discussion of any patient who is identified by name or whose identity can be derived from other circumstances (or the condition of such patient) without consent violates patient confidentiality and ethical principles. This includes, but is not limited to, any discussion held in public areas such as elevators, hallways, and cafeterias. It also includes, but is not limited to, any discussion held in any media forum (such as print media) or any virtual forum (such as websites or social networking sites). Classrooms, pre- and post-conferences, and/or laboratory settings may be used for such discussions, but only for legitimate educational purposes.
- Students should only obtain information about those patients who are assigned to their care for that clinical day. At no time should students use their position in the clinical setting to seek information about a patient other than the patient(s) to whom they have been assigned.
- Copying, scanning, and/or removing any portion of a patient's medical record and/or printed patient information from a healthcare facility is strictly prohibited.

Social networking has become one of the main sources of communication in today's world. However, its use can have major legal and ethical implications for healthcare workers with regard to patient privacy and confidentiality. Students must comply at all times with the requirements of the HIPAA and must be especially mindful of patients when using social media. For instance:

- References to patients, patient data, or clinical experiences involving patients or their family members are not to be included in any part of the social networking environment. Social media breaches include, but are not limited to, tweeting and/or posting confidential or proprietary information about clinical facilities and/or rotations and/or taking selfies while participating in clinical rotations and posting them on social media sites.
- Students are strictly prohibited from posting any information pertaining to or descriptive of a clinical site, instructor/preceptor, patient, employee, fellow student, and/or procedure. This includes revealing the location of a clinical site either by posting or by providing content with GPS locator evidence (such as digital photographs).

Students who disclose restricted patient information may face serious consequences. For example, federal law provides for fines up to $250,000 and imprisonment up to 10 years for misusing protected patient information for commercial advantage or malicious harm. Students found in violation of the Berkeley College Confidentiality Policy will be subject to disciplinary action, up to and including immediate suspension or dismissal from the College. For additional requirements concerning the use of social media in connection with Berkeley College matters, go to the College's Social Media Policy.

Dress Code

Student uniforms should be worn while in the on-campus laboratory, in the clinical setting, and for faculty-approved activities in the community. Each student is expected to keep the uniform clean, pressed, and in good condition. When uniforms are worn, they must be worn in their totality. Students who are dressed inappropriately or who lack proper professional appearance will be dismissed from that day's clinical assignment and given an unsatisfactory grade for the day.

The following are the guidelines of the professional appearance code:

- Hair must be clean. Long hair must be pulled back and cannot fall forward in front of the shoulders while providing patient care. Hair accessories must maintain a professional appearance, safety, and hygiene. Hair of an unnatural color of fad designs is not permitted. Avoid highly colored sprays and maintain only natural-looking hair color. Male students must be neatly shaven and well groomed. Facial hair should be kept trimmed and neat.
- No hats or head coverings are permitted; however, exceptions for religious requirements will be made.
- Fingernails must be kept short, clean, and filed. Artificial nails, nail polish, and added stick-on jewels are not permitted as they harbor microorganisms.
- Artificial eyelashes are not permitted.
- Dangle earrings or other visible body jewelry (nose rings, lip rings, tongue piercing, bracelets, necklaces that can become entangled in equipment) are not permitted.
- Cosmetics should be worn in moderation. Students are not permitted to wear fragrant products (cologne, perfume, aftershave, lotion, etc.) in clinical settings due to potential patient allergic response. Strong odors, including the odor of a smoker, can be apparent and offensive to patients who are ill.
- Wedding rings may be worn. Avoid large stone rings. Rings can cause injury to patients and can also harbor microorganisms. Earrings (one pair) must be small, hoop earrings are not permitted. No other body piercing jewelry is permitted. If a large medal or chain is worn it should be tucked inside the uniform. Students are required to wear a watch with a sweep second hand.
- Unless other facility-specific guidelines are provided, students are required to wear a clean and pressed nurse uniform with the Berkeley College insignia. Appropriate undergarments are to be worn and be undetectable through the uniform.
- Shoes must be professional in nature; clean, white polished shoes or sneakers are acceptable provided they contain no mesh and/or open areas. No sandals, flip flops, clogs, open-toed, or sling back shoes are permitted.
- Students are required to wear their Berkeley College IDs at all times while on campus and at the clinical sites. If a student is employed at the same facility, the employment name badge may not be worn during clinical assignments.

A stethoscope, pen, and penlight are also required.

Professionalism

Students are preparing for membership in a profession that serves the public – a public that expects a high standard of professionalism. While participating in the classroom/laboratory/clinical portion of the program, students are expected to present themselves in a professional manner at all times by demonstrating integrity, respect, and compassion and are expected to be thoughtful and professional when interacting with faculty, staff, patients and their families, healthcare providers, preceptors, affiliated institutional staff, and other students.

It is expected that during the lecture and laboratory portions (as applicable) of their courses, students will:

- Arrive at class on time. Students who anticipate being late must notify their instructor at least 30 minutes prior to the start of class.
- Not disrupt the lecture or laboratory instruction by engaging in private conversations.
- Refrain from eating or drinking while in the laboratory.
- Refrain from inappropriate behavior, such as verbal abuse, angry outbursts, etc.
- Not engage in personal phone conversations or text messaging or the use of social media while participating in the didactic, laboratory, and/or clinical portions of their program. To the extent possible, electronic devices should be turned off or placed in silent mode.

It is expected that during the clinical portion of their courses, students will:

- Uphold school policies and regulations related to academic and clinical performances.
- Refrain from performing any technique or procedure for which they have not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates an unnecessary risk of injury to the client, self, or others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Communicate client care in a truthful, timely, and accurate manner.
- Protect patient privacy, which is governed by HIPAA. Information about patients and/or their circumstances should not appear on social media sites.

If, while enrolled in a clinical course, a student's level of professionalism and/or performance presents potential harm to the welfare of clients, the faculty will determine, based on written and/or oral documentation, whether or not the student will be permitted to continue in the course. If a student’s performance presents immediate potential harm to either the student and/or their clients, the program faculty and/or preceptors have the responsibility to remove the student immediately from the clinical setting. A student who recognizes that they have made a clinical error is obligated to report the situation to their instructor immediately and to take necessary measures to ensure subsequent patient safety.

In addition, students enrolled in the LPN to BSN program may be suspended or expelled from clinical studies for reasons associated with academic misconduct. These reasons include, but are not limited to, the following:

- Failure to follow Health Insurance Portability and Accountability Act (HIPAA) Guidelines by maintaining the confidentiality of patient information and records.
- An act of dishonesty involving clinical work.
- Falsification of credentials.
- Inappropriate use of electronic devices such as, but not limited to photographing, recording, or transmission of patient information.
- Any behavior by a student that jeopardizes the affiliation between Berkeley College and the clinical site, or any behavior that causes Berkeley College to lose a clinical site.

Professional demeanor is also required while students are on virtual sites, such as online social networking sites. All students are expected to abide by the College's Social Media policy.

As members of the nursing profession, it is imperative that nursing students recognize their responsibilities to society and their patients and exhibit behavior representing high standards, polite etiquette, compassion, and respect for human dignity in both the classroom and clinical settings.

The Berkeley College LPN to BSN program strives to provide quality education in a positive learning environment. Any individual student behavior that negatively represents the Berkeley College LPN to BSN program or does not align with the Nursing Department's values will be subjected to a Professional Development Achievement Tool (PDAT) form. The process is as follows

- First offense: PDAT form and meeting with the Nursing Department Chair
- Second offense: Course failure
- Third offense: Program dismissal

It is the expectation of the Nursing Department that Nursing students will behave in a professional manner inside and outside of the classroom during their academic journey at Berkeley College.

- Any physical or verbal threat and/or altercation while being a nursing student at Berkeley College will result in immediate program dismissal.
- Any verbal assault towards a faculty or another student will result in immediate program dismissal as the Nursing Department Chair sees fit.
- Any lying, coercion, and/or manipulative behavior whether verbal or written towards a faculty member or student will result in a violation of the professionalism policy and will be treated as such.

Click for more general conduct and safety requirements applicable to all Berkeley College students.

Professional Nurse Industry Information

Industry Licensure

Registered Nurse License Requirements in New Jersey

There are three elements that are required for licensure as a Professional Registered Nurse in the State of New Jersey:

- Graduation from an approved school for professional nursing;
- Criminal history background check clearance; and
- Passing the Professional Registered Nurse NCLEX licensure examination.

Additional Information

The National Council of State Boards of Nursing (NCSBN) makes the following information available through its website https://www.ncsbn.org/newnurses.htm, and states that “Completing an approved nursing program and passing the NCLEX are the first steps to beginning a successful nursing career. It is important that nurses understand how their profession is regulated and are aware of issues relating to professional responsibility, including knowing what constitutes a violation of the nurse practice act.”

NCSBN also makes the following video, “New Nurse: A License to Practice,” available on its website https://www.ncsbn.org/video/new-nurses-your-license-to-practice.

Students enrolled in the LPN to BSN program are encouraged to visit the NCSBN website and peruse the many resources that are available.