



PACIFIC COLLEGE
of HEALTH AND SCIENCE

STUDENT MANUAL

2025/2026



BACHELOR OF SCIENCE IN NURSING

(PRELICENSURE OPTION)

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1	08/19/2025	2025–2026 Academic Year Manual Release
1	10/27/2025	Added Microsoft Form links for student appeals: Academic (Grade) Appeal, Sanction for Violation Code of Conduct Appeal, and Sanction for Violation of Academic Integrity Appeal

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Bachelor of Science in Nursing Program Overview

The Bachelor of Science in Nursing (BSN) programs focus on preparing nurse graduates for diverse healthcare settings characterized by the need for patient-centered, relationship-based and evidence-based care. Unique to the PCHS nursing program is the inclusion of holistic and integrative health approaches to providing this care. The nursing programs blend online lectures with on-campus skills laboratory sessions and simulation learning activities. Utilization of various teaching-learning methods provides adult learners in the program a rich and engaging learning experience to prepare them in their nursing professional careers. The Program Learning Outcomes for the BSN curriculum can be found in the [PCHS College Catalog](#).

The Bachelor of Science in Nursing (Prelicensure Option) provides students with clinical learning experiences that promote development of entry-level competencies for the nurse graduate to provide safe and effective evidence-based nursing care. The program's framework of holistic and integrative nursing practice, with a focus on patient- and relationship-centered care, provides students **810 hours** of clinical experiential learning opportunities with individuals, families, population groups, and communities across a range of healthcare settings. *Refer to the [PCHS College Catalog](#) for the specific list of courses with clinical hours requirements.*

The Mission of the Bachelor of Science in Nursing Program

The Bachelor of Science in Nursing (BSN) program at Pacific College of Health and Science is dedicated to preparing compassionate, highly skilled generalist nurses who provide evidence-based, relationship-centered care to promote human healing and flourishing. Grounded in the principles of holistic and integrative nursing, our program equips students with the knowledge, clinical judgment, and empathy needed to address the diverse needs of individuals, families, and communities. We are committed to fostering a learning environment that encourages innovation, ethical practice, and the integration of mind, body, and spirit to achieve optimal health outcomes for all. Through a comprehensive curriculum and experiential learning, we prepare nurses to be leaders and advocates in advancing healthcare quality and equity.

The Vision of the Bachelor of Science in Nursing Program

Pacific College of Health and Science envisions the Bachelor of Science in Nursing (BSN) program becoming a recognized leader in preparing nurses who implement high quality, evidence-based practice using a holistic nursing framework and integrative nursing practices. We strive to be a catalyst for advancing nursing practice by fostering a deeper

understanding of relationship-centered care, empowering individuals to achieve healing and sustained well-being. By embracing innovation, compassionate practice, and interprofessional collaboration, we aim to contribute to the transformation of healthcare, bringing comprehensive nursing care to where people live, learn, and thrive, ultimately improving health outcomes for individuals and communities.

The Core Values of the Bachelor of Science in Nursing Program

Our Bachelor of Science in Nursing (BSN) program is guided by a commitment to improving lives through compassionate, high-quality evidence-based care. We embody these values in our daily actions and interactions, fostering a culture of excellence and holistic well-being:

Integrity: We uphold the highest ethical standards, ensuring honesty, accountability, and professionalism in all aspects of nursing education and practice.

Mindfulness: We cultivate presence and awareness, encouraging thoughtful, relationship-centered care that honors the whole person—mind, body, and spirit.

Compassion: We lead with empathy, embracing a deep sense of responsibility to support healing and human dignity in every individual.

Critical Thinking: We empower our students to apply rigorous evidence-based reasoning, making informed decisions that enhance the quality of care and patient outcomes.

Collaboration: We promote teamwork, valuing the contributions of all healthcare professionals and fostering partnerships that enhance care across diverse communities.

Education: We are dedicated to lifelong learning, ensuring our graduates remain at the forefront of nursing knowledge, skills, and innovation to meet the evolving needs of healthcare.

Through these shared values, we prepare nurses to lead with purpose, inspire change, and make a lasting impact on the health and well-being of those they serve.

Bachelor of Science in Nursing Program Learning Outcomes

The graduate of the Pacific College Bachelor of Science Program in Holistic Nursing will:

1. Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
2. Utilize clinical judgment to provide holistic, safe, high quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.
3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
4. Demonstrate accountability and responsibility towards creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment of individuals, families, communities, and populations.
7. Utilize knowledge, skills, and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations and communities.
8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
9. Use critical thinking, research, theory, and evidence-based nursing interventions including complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.

11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.
12. Demonstrate professional accountability and responsibility to healing self, individuals, society, and the planet through self-reflection, self-care and lifelong learning.
13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

Academic Standards and Progression

Hybrid Program Structure

The program is hybrid, meaning that there are significant online and in-person learning requirements.

Schedule of Classes

Many nursing courses require synchronous (meaning at the same time) exams. These exams are scheduled at the beginning of the semester and may take place between 8:00 a.m. and 9:00 p.m. Monday through Saturday.

Clinical learning laboratory times are scheduled to accommodate clinical site availability and will take place between 8:00 a.m. and 9:00 p.m. Monday through Saturday.

Clinicals are scheduled throughout the semester and may take place around the clock (including overnight shifts) on any of the 7 days of the week. Clinical generally takes place in 8- or 12-hour shifts.

Flexibility in Scheduling

Due to the complex nature of the availability of clinical learning sites and faculty, students' work schedules and other personal obligations cannot be considered in the assignment of clinical, laboratory, or examination schedules.

Faculty to Student Ratios

The program adheres to following faculty-to-student ratios in the specified learning environments:

Learning Environment	Faculty: Student Ratio
Online Didactic	1:25
Clinical Learning Laboratory	1:16
Clinical Practicum	1:8

Minimum Grade

For all **nursing courses** (those whose course code begins with a **NR**), a grade of “B- “(2.66) or higher must be achieved to pass the course. A grade of C+ (2.33) or below is considered a course failure.

For select courses, students must achieve an exam average of 77% to pass the course (failure to do so will result in a course letter grade of F). Additional course requirements will not be taken into consideration in determining a final course grade if the 77% exam average is not achieved. This applies to the following courses:

- BIO300: Pathophysiology
- NR354: Holistic Health Assessment
- NR310: Essentials of Nursing Practice
- NR452: Pharmacology
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing

In addition, for the following courses in the arts and sciences, a grade of “B- “(2.66) or higher must be achieved to pass the course. A grade of C+ (2.33) or below is considered a course failure.

- BIO110/BIO110L Anatomy and Physiology I
- BIO210/BIO210L Anatomy and Physiology II
- BIO315/BIO315L Microbiology
- BIO300 Pathophysiology
- BIO400 Psychoneuroimmunology
- MA102: College Algebra

For select arts and science course pairs that consist of separate didactic and a lab courses, the didactic course must always be taken with the lab course even if one or the

other was previously passed. One can never be taken without the other as the lab course applies principles that are learned in the didactic course. These courses are:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

Course Exams

Course exams, including ATI content mastery and other assessments, are conducted online at scheduled times. These times will be made available by the end of the second week of the term in which the exam is scheduled. To ensure security and integrity, students cannot request to take exams at a different time than the one scheduled.

All exams are remotely proctored, and students must have reliable internet access and functional webcams to complete them. Webcam monitoring is required during all remote exams. Additionally, all exams must be taken within the geographic boundaries of the United States. Students are not permitted to retake exams that they have failed.

Students must be logged in and prepared to take the exam at least 30 minutes before the scheduled start time. This allows sufficient time to address any technical issues and notify the exam proctor or technical support if needed. If a student attempts to start the exam 15 minutes or more after the scheduled start time, they will not be admitted, and this will be regarded as a missed exam. In this case, the missed and make-up exam policy will apply.

Missed and Make-up Exams

Exams, including course exams and practical laboratory exams, cannot be missed unless there are extenuating circumstances. If an exam is missed, including instances where a student attempts to access the exam 15 minutes or more after the scheduled start time, a grade of zero will be assigned.

In cases of extenuating circumstances, students must notify the faculty member as early as possible; however, this notification must occur before the exam begins. Make-up exams due to extenuating circumstances must be completed within seven (7) days of the original exam date. Depending on the circumstances, a grading penalty may be applied.

Attendance

Online didactic courses or course components: Attendance requires students to submit all required assignments or assessments (i.e. exams, quizzes) as scheduled in the course shell every week. Failure to do so will result in an absence for that course for the week. Any consecutive two-week period where a student does not submit required assignments or participate in required assessments will result in administrative withdrawal from the course and a grade of “WF” will be earned for the course.

Science (anatomy & physiology and microbiology) laboratory courses: Attendance for all in-person lab sessions is required. Failure to attend all in-person lab sessions will result in a failing grade for the lab course. Since the lab and its co-requisite course are linked, failure in the lab course results in failure of the co-requisite course. The student will be required to retake both the lab and the co-requisite course the following semester. If a student misses a lab, they must complete an approved virtual make-up lab within 7 days of the missed session. Virtual make-up labs may earn a maximum of 85 % of the possible points for that session. No more than two virtual lab make-ups are allowed without prior approval from the Dean of Arts and Sciences or the Dean’s delegate.

Nursing laboratory and clinical courses or course components: Courses may have lab and clinical components, and 100% attendance is required for these components. Students must make up all missed clinical and lab hours/sessions. Clinical and lab make-up will be available on a limited basis and only in the case of extenuating circumstances. However, even in the case of extenuating circumstances, the ability to make up clinical and lab is not guaranteed due to clinical agency capacity, faculty availability, or the number of hours needed to make. In cases where a student cannot make up required lab or clinical, the student will be administratively withdrawn from the course and a grade of “W” will be earned for the course.

When extenuating circumstances exist, students must notify the faculty member as early as possible, but in all cases, notification must occur prior to the start of the clinical or lab session. Failure to notify the faculty of an extenuating circumstance that will result in a missed clinical or lab session is considered a no-call, no-show and can result in the student being administratively withdrawn from the course and a grade of “WF” will be assigned to the course.

Late Arrival/Tardiness

Arriving late for laboratory or clinical is considered unprofessional. Late arrival to a clinical site could pose a risk to patient safety. As such students arriving late may not be able to

participate in laboratory or clinical learning for that day. An array of unanticipated events could contribute to lateness, so students are asked to plan accordingly. If a student has an unavoidable delay in getting to the laboratory or a clinical site, the clinical faculty member should be contacted immediately.

Graduation Requirements

Completion of all required courses at the required grade achievement level and a cumulative GPA of 2.66 or higher.

Time Requirements

The program is designed to require a full-time commitment. For didactic content, the student is expected to spend a minimum of 3-4 hours for every credit hour of work each week. Depending on the term, students will also be participating in up to 225 clinical learning hours over the course of the term. As such, allocating at least 40 hours to completing program requirements per week is reasonable. This is average, so the actual number of hours required may be more, but seldom will it be less.

Academic Probation

A student will be placed on academic probation if the student's overall or term cumulative grade point average (GPA) falls below a "B-" (2.66).

-or-

The student receives a grade of "F" or "WF" for any non-BIO general education course or a grade of "C+" or below for any nursing course (those whose course code begins with an NR), biology courses (those courses whose course code begins with a BIO), and MA102 College Algebra.

Disqualification

A disqualified student is one who is removed from the program for academic or administrative reasons. A student on probation may be disqualified from the program for the following reasons:

- Students failing more than one (or repeated failure of the same) required general education courses before beginning the core nursing courses (semester 4 on the model curriculum). Note failing biology courses (those whose course code begins with BIO) and MA102 College Algebra is achieving a grade of "C+" (2.33) or below

- Students failing more than one (or repeated failure of the same) of the following courses (Note failing these courses is achieving a grade of “C+” (2.33) or below):
 - Nursing courses (those whose course code begins with NR)
 - BIO 300 Pathophysiology
 - BIO 400 Psychoneuroimmunology
- After one academic term on probation, the student’s cumulative grade point average is below “B-” (2.66).
- The term on probation resulted in a GPA less than B- (2.66).

Employment During the Program

The hybrid program format offers some flexibility regarding when some course requirements can be met. However, the program has significant in-person learning and scheduled-time (synchronous) exam requirements. Additionally, study-time requirements are significant to achieve success. Therefore, employment during the program should be limited. Students’ work schedules will not be considered or accommodated in the scheduling of any program requirements.

Commencement (Graduation) Ceremony

Participation in the commencement ceremony is an important public acknowledgment of your achievements and an opportunity to celebrate with family and friends. However, the ceremony itself is unrelated to when a degree is conferred. Degrees are conferred when all degree requirements have been met and certified by the office of the college registrar. This occurs within the weeks following the completion of the final term of coursework. PCHS holds one commencement ceremony once a year in spring (late April/early May). Nursing program graduates participate in the ceremony following their term of program completion. Students must complete all degree requirements to participate in the commencement ceremony. No nursing program student may participate in the commencement ceremony prior to program completion.

Clinical Requirements and Expectations

Clinical Learning and Simulation Laboratories

The clinical learning and simulation laboratories are extensions of clinical learning environment. The laboratories provide safe practice spaces for students to learn and develop clinical competencies.

- Professional behavior is always expected in the Simulation/Skills Lab by all participants. Students are expected to abide by the Student Code of Conduct.
- College required nursing uniform and dress code is reinforced including student ID badge.
- The Simulation/Skills Lab cannot be held responsible for any personal items left behind.
- All Simulation/Skills Lab participants are expected to be punctual for learning sessions.
- Food and drinks are not permitted in the Simulation/Skills Labs
- Unauthorized photography is not permitted in Simulation/Skills Lab. Anyone requiring photographs for a presentation or poster will ensure that written consent is acquired from anyone featured in the photographs.
- The computers located in the Simulation/Skills Lab areas are not for personal use.
- Anyone who is found intentionally damaging property or moving or removing equipment or supplies in the Simulation or Skills Lab without permission will be asked to leave the premises immediately. Subsequently, communication reporting the incident will be sent to the Director of Simulation and appropriate administrators. Any actions taken will be consistent with those outlined in the student code of conduct.
- All participants of the lab(s) space must act in a manner that does not disturb the academic activities occurring in or outside of the lab.
- No lab participant shall infringe upon the privacy, rights, privileges, health, or safety of other lab participants.
- Conduct within the lab should mimic student's clinical experiences and expectations.
- Do not sit on the beds; beds are to be used by people when assuming the role of the patient only.
- Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab and consequences will follow in terms of the student code of conduct.

- Please do not use newspaper, betadine, and ink pens near the mannequins.
- Cell phones must be put away during Simulation Lab experiences.
- If a student desires the use of the simulation/skills lab for open lab or any other reason, it must be approved via email and scheduled first by the director of simulation at daphne.lysius@pacificcollege.edu.
- All students who use the simulation/skills labs must be supervised faculty, staff, or administrator.
- Mannequins in the lab should always be kept in the hospital beds when not in use. Do not move these mannequins and associated equipment unless it is part of the skill assignment (i.e., lifting, moving, etc.). When cleaning up after using the lab, please make sure that mannequins are returned to the bed, beds are made, and all supplies are replaced and put away. Beds should be left in the lowest position.
- Each person or group using the simulation lab supplies and equipment are accountable to clean up after lab use. Please leave the lab the way it was found so that others may use it.
- The hours of the simulation lab are contingent upon scheduled labs and/or simulation courses and availability of simulation personnel.
- The terms of these guidelines are subject to change at any time.

Clinical Compliance/CastleBranch

All students are required to attend a **mandatory** practicum/clinical information session at the beginning of the semester prior to the start of their practicum experience. Topics covered in the session include clinical compliance requirements, CastleBranch account creation, practicum course overview, practicum learning activities, and overview of role expectations for students. Students who fail to attend the information session will not be able to register for the subsequent semester, and therefore, will not be able to progress in the program. The College uses CastleBranch to manage clinical compliance items required by practicum site partners.

Clinical Clearance Requirements

- Negative urine drug screen (includes screening for Tetrahydrocannabinol (THC) - one of the components of marijuana/cannabis) within 3 months of starting clinical¹
- Clear background check²
- Personal health insurance³
- Current American Heart Association Basic Life Support certification⁴

- TB status² within the last 12 months by submitting one of the options:
 - Negative Two-Step TB skin test OR
 - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))
 - Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”): serological evidence of immunity OR documentation of non-responder status. Special follow-up will be required for those whose vaccination series is in process
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each. Special follow-up will be required for those whose serological evidence suggests that they are not immune
- Varicella IgG: Serological evidence of immunity. Special follow-up will be required for those whose vaccination series is in process
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine² (date must be current season, date will depend on time of year)
- COVID-19 vaccine
 - Initial vaccination of a COVID-19 vaccine:
 - one dose of a one-dose regimen -OR-
 - first and second doses of a two-dose regimen
 - AND-
 - a booster vaccination: initial booster (2020 - 2022) -OR- multivalent COVID-19 vaccine (2023 to current)
- Driver’s license or state issued identification
- N95 mask fit² test - passed
- Physical examination² completed within the last 12 months. *PCHS Health History/Physical form* must be signed by licensed healthcare provider and the box "The student is cleared to participate in direct patient-care clinical practice without limitations" must be checked

¹*Expires every 6 months*

²*Expires annually*

³*Continuous coverage provided*

⁴*Expires every 2 years*

All proof must be submitted by the established deadline, or a registration hold will be implemented. Placement in a clinical is not possible unless the deadline is met. If a

student submits verification of all required elements after the deadline, the student will not be able to participate in clinical learning during the following term.

Note that clinical sites may have additional compliance requirements including but limited to further COVID-19 vaccination and booster and more recent/frequent urine drug screening. Students who are assigned to these sites will need to comply with these requirements by the established deadlines to participate in clinical. If a student submits verification of additional required elements after the deadline, the student will not be able to participate in clinical learning during the following term.

Dress Code and Appearance for Nursing Laboratory and Clinical

The nursing program has standards for dress and grooming to ensure the professional appearance of its student and clinical faculty at practicum site settings. Specific guidelines to promote standard infection control practices are also taken into consideration.

Students and clinical faculty are required to wear PCHS nursing program-approved uniform when attending clinical-related activities. If a practicum site has a different dress code requirement, students and clinical faculty will be notified ahead of time by nursing administration. Typically, business casual attire with the student/faculty PCHS white coat is required. Business casual attire may include full length dress pants/slacks with a blouse or polo shirt (no logos). Jeans and denim material are not acceptable.

Students and clinical faculty must wear their PCHS student ID badge and if required, site-specific student ID badge. The ID badge(s) must be worn above the waist and with the photo and name facing outward. Shoes should be well-fitting and comfortable, as students and clinical faculty may be subject to standing for long periods at a time. Non-slip soles and non-mesh materials are highly recommended for safety reasons. Clogs/open back or open toe shoes are not permitted. Shoes/laces should be clean in appearance.

Good personal hygiene is expected of all students and clinical faculty in attendance at the clinical site. Scented perfumes, colognes, and other fragrance products should be used minimally as exposure to strong scents and fragrances can be offensive to others.

Hair length and style should not get in the way of wearing personal protective equipment (i.e., face masks, safety glasses/goggles, and head caps). Hair must be pulled away from the face and not hanging over the shoulders when doing nursing procedures. Hair must be neatly placed in a ponytail or bun. Facial hair must be well groomed.

Natural nails should be kept short and appropriately trimmed no longer than the fingertip to avoid cutting or scratching a patient, as well as to minimize dirt and debris from getting under the fingernails. Polish, if worn, may not be chipped. Artificial nails (e.g. acrylic nails,

wraps, gels) or nail embellishments of any kind are prohibited per standards of infection control. Likewise, artificial eyelashes whether strip or individual extensions (temporary or semi-permanent) are prohibited due to risk of dislodgement. Jewelry is limited to a minimum as follows:

- Only a wedding band may be allowed.
- A watch with a second-hand and non-metal band.
- Body piercing jewelry (including earrings) should be flush against the body to avoid accidental injury from pulling.

Note that necklaces are prohibited due to risks associated with pulling/grabbing and bracelets are prohibited due to infection control standards.

The College will make reasonable accommodations for dress or grooming directly related to the student's/faculty's religion or culture, unless such accommodation poses a risk to the safety or health of the individual or others OR is not in compliance with practicum site dress code.

Students and faculty must comply with facility dress codes even if they are stricter or more conservative than those of the college. Students may not participate in clinical or laboratory learning unless dress code standards are met.

Clinical Agency Policies and Procedures

Nursing students and clinical faculty are expected to uphold the policies and rules of the clinical agencies to which they are assigned. Examples of policies include and are not limited to infection control standards, patient records and access (security, confidentiality, privacy and HIPAA), and general safety measures (facility codes for fire, disaster management, child abduction, etc.).

Additionally, policies and standards related to clinical care and procedures differ across agencies and may differ from those learned in courses and clinical laboratories. Students must review the agency policy manual prior to performing any clinical skill or procedure to ensure alignment with agency policy and required procedures.

Clinical Placement and Assignment

Students are assigned to their clinical placements for practicum rotations. Clinical site, schedules/shift rotation, and number of students per clinical group are determined based on the availabilities provided by the clinical partners. Clinical learning can take place any of

the seven days of the week and on any shift (including overnight shifts). Students are expected to keep their schedule open to attend their assigned clinical placement rotation for the duration of the program. Additionally, clinical site location may vary geographically. Placements can occur in any of the five boroughs of New York City, Long Island, or the nearby counties north of New York City. Due to the limited number of available clinical spots, a student's location of residence will not be considered in determining clinical placement.

Students will be notified of their clinical assignments as early as possible, but no later than the Friday of the final week (week 15) of the previous semester in which the clinical is to occur. Students may not request changes to their clinical assignments or schedules for any reason.

Please note that even after final clinical assignments are issued, schedules may be subject to change. Adjustments may occur if there are changes in faculty availability or if circumstances arise within a clinical agency that are beyond the control of the College. While every effort will be made to minimize disruption, students are expected to remain flexible and adapt to any schedule changes deemed necessary to ensure the continuity and quality of their clinical education.

Religious Accommodation in Clinical Placements

The New York City Human Rights Law and the New York State Human Rights Law prohibit discrimination based on religion and require reasonable accommodation of religious observance unless doing so would impose an undue hardship. The College takes its compliance with these laws seriously.

Due to the complex nature of clinical scheduling and the limited availability of clinical placements across all days of the week, students who require a religious accommodation that restricts availability from certain days for clinical learning experiences must notify the administration in writing no later than the seventh (7th) week of their first term of study.

Students who have received an approved accommodation are required to re-affirm their request annually in writing prior to the start of each calendar year. This ensures the College has the most current information when planning clinical schedules. Requests submitted after published deadlines will be reviewed, but the College may have very limited ability to provide an accommodation once clinical assignments have been made.

Clinical Site Orientation

Comprehensive orientation to clinical learning and clinical learning facilities (i.e. hospitals, healthcare agencies, etc.) is a pillar of patient safety and is required in our contractual agreements with all clinical learning sites. Therefore, all clinical site orientations are **mandatory**, and attendance is required unless an extenuating circumstance can be demonstrated. However, given the limited ability to make up an orientation at a clinical site (the clinical site controls many such orientations), even with extenuating circumstances, a student may have to be administratively withdrawn from a course with a clinical component if orientation was not attended. In these cases, the student would earn a “W” for the course. Information about the clinical orientation is shared with the students and clinical faculty as soon as the information is available, usually during the first or second week of the term. Clinical site orientation hours are not counted towards clinical hours.

Student Role and Responsibilities

Students must meet clinical compliance requirements to participate in the practicum clinical experiential learning activities. During the practicum/clinical experiential learning rotation, BSN students are expected to:

- comply with all college and clinical site policies and procedures pertaining to practicum/clinical site activities.
- participate in self-directed learning by identifying learning needs related to competency development and meeting course/clinical learning outcomes as outlined in the clinical performance evaluation.
- come to their practicum rotation prepared with clinical paperwork, completed pre-activities, and learning objectives.
- be engaged in pre- and post-conferences, sharing learning experiences with peers.
- maintain accountability for own student nurse actions.
- seek feedback regarding clinical progress and completion of goals and objectives.
- complete self-evaluation and providing feedback about their clinical experiential learning experiences.

Clinical Faculty Role and Responsibilities

All nursing clinical faculty are employees of the PCHS nursing program. Clinical faculty must meet clinical compliance requirements to be assigned to teach a clinical group of

students. During the practicum/clinical experiential learning rotation, clinical faculty are expected to:

- comply with and role model all college and clinical site policies and procedures pertaining to practicum/clinical site activities.
- collaborate with clinical site healthcare staff to identify learning opportunities for students to meet clinical learning outcomes.
- facilitate a safe learning environment for students to develop clinical judgment and nursing skills competencies.
- provide timely feedback to students using just-in-time learning moments.
- evaluate student clinical performance using the clinical evaluation tool.
- communicate clinical issues and concerns with course faculty and program administrator.

Course Faculty Role and Responsibilities

All nursing course faculty are employees of the PCHS nursing program. They coordinate facilitation of teaching-learning methodologies with clinical faculty and students to optimize application and synthesis of didactic learning in the classroom for development of professional nursing competencies and achievement of clinical learning outcomes.

During the practicum/clinical experiential learning rotation, course faculty are expected to:

- assume responsibility for the overall coordination of the student clinical learning experience.
- provide the clinical faculty and students with the course syllabus, course objectives and outcomes, expected clinical paperwork, assignments and evaluation performance form.
- collaborate with the student and the clinical faculty on the development of individual student learning needs, objectives and goals.
- meet with the student and clinical faculty to address emergent issues, assess the student's performance, determine the effectiveness of the clinical experience, and discuss ideas to better achieve outcomes.
- monitors student progress in achieving course objectives, learning goals, and provides ongoing feedback.

Clinical Evaluation of Student Performance

Student clinical experiential learning outcomes are derived from the course learning outcomes as stated in respective practicum course syllabi. Competency statements from the various professional nursing standards (i.e., *2021 AACN Essentials*, *2019 American*

Holistic Nurse Association Scope and Standards of Practice, 3rd ed., and the *NCSBN 2022 NCLEX-RN Test Blueprint*) are used as observable and objective measures for the clinical learning outcomes listed in the clinical evaluation tools. **Clinical Performance Evaluation Tools** for each practicum course are available for download in the learning management system.

Students are expected to conduct a self-evaluation of their clinical performance during mid-term and final clinical evaluations. Clinical faculty provide the student feedback on their progress on meeting clinical learning outcomes at mid-term and clinical outcomes achievement in the final clinical evaluation. In collaboration with their clinical faculty and course faculty, the mid-term clinical evaluation should include student plans for meeting clinical learning outcomes by the end of the clinical experience. In the final evaluation, students must demonstrate meeting ALL clinical learning outcomes with a “Satisfactory” score. Failure to achieve satisfactory performance in the clinical requirement of the practicum course will result in a grade of “F” for the following courses:

- NR310: Essentials of Nursing Practice
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing
- NR425: Senior Seminar and Practicum

Online Exam Protocol

To ensure fairness, integrity, and a smooth testing experience, all students must adhere to the following protocol:

Pre-Exam Requirements

- **Student Arrival:** Students must log in and be ready 30 minutes prior to the exam start time. This window allows for identity verification, technology testing, and troubleshooting of potential issues.
- **Technology Readiness:** Students must complete all required pre-checks, including:
 - Desk scan/room scan

- ID verification
- Technology test

Failure to complete all steps may result in invalidation of the exam.

Technical Difficulties

If a technical issue occurs during the exam:

- Immediately contact ATI Support via chat or telephone at 1-800-667-753 for troubleshooting.
- Notify faculty and the proctor by emailing nursingexams@pacificcollege.edu with details of the issue.

Note: Link to technical support common questions: <https://help.atitesting.com/technical-support/>

During the Exam

- Students must remain on-screen and in full view of the webcam for the entirety of the exam.
- Any deviation, including leaving the screen, may result in the attempt being deemed invalid.
- Students must comply fully with all remote proctoring rules and instructions.

Test Session Recordings

- All exam session information, including video and audio recordings, will be accessible only to authorized personnel at PCHS. A contractual agreement with the vendor prohibits the sharing of recordings with students.

After Exam Completion Protocol

- Faculty Review: After the exam is completed, all responses will undergo a question analysis to ensure fairness and accuracy.
- Grade Release: Exam grades will not be automatically released following the exam. Instead, faculty will manually release grades after the review process.
- All exam results will be released within a week the exam completion.

Exam Review Protocol

- Student Request: Exam reviews will be conducted only upon student request and scheduled with the course faculty.
- Content of Review: Reviews will cover missed topics only.
- Exam Security: For security purposes, students will not be permitted to view actual exam questions or answers. Instead, faculty will review general content areas and concepts where errors occurred.
- Faculty Role: Faculty will provide clarification of concepts but will not disclose exam items in any form.

Emergency During an Exam

Students taking exams remotely are expected to remain present and engaged for the full duration of the exam. In the event of an unexpected emergency during the exam, the following steps must be taken:

- Announce the Emergency: Clearly state aloud to the computer that you are experiencing an emergency and must step away. We can ask ATI for this footage.
- Address the Emergency: You may then leave your exam session to attend to the emergency.
- Notify faculty and the proctor by emailing nursingexams@pacificcollege.edu with details of the emergency promptly after the emergency.
- Provide Documentation: Submit appropriate documentation (e.g., medical note, accident report, or other official record) to support the emergency claim. A new exam must then be created by the faculty member to administer to the student.

Failure to follow these steps may result in an exam grade of zero. Each case will be reviewed individually, and consideration will only be given to verified emergencies.

Computer Hardware and Other Requirements

The program is technology-rich and heavily relies on digital platforms and tools for successful delivery of coursework, assessments, and learning experiences. Ensuring that each student is equipped with the appropriate computer hardware and software is critical

to academic success. Students must meet the following technology requirements as a condition of enrollment.

Required Computer Specifications

All students must have access to a personal computer that meets the following requirements:

- A Windows-based laptop or desktop computer running Windows 11 or later is required.
- Macs, iPads, Chromebooks, tablets, and other mobile or unsupported devices are not permitted and will not be able to run required software, access testing platforms, or meet compliance standards.
- A laptop computer is highly recommended for its portability and flexibility, allowing students to vary their study environment, attend or form study groups, bring devices to campus or simulation labs, and access course materials with ease.

Webcam Requirements for Exam Proctoring

All students are required to have a webcam capable of performing a 360-degree room scan, which is part of the secure remote proctoring process for examinations. Acceptable options include:

- An integrated laptop webcam, which can be used to scan the room by moving the laptop as needed.
- A detachable USB webcam that can be manually moved around the room.

Fixed webcams or cameras that cannot be moved will not meet this requirement and are not acceptable for use during remote proctored exams.

Internet Access

Students must have access to reliable and stable internet service, with speeds of 20 Mbps or higher strongly recommended to ensure smooth access to virtual classes, exam proctoring software, and other learning resources.

Software and Browser Requirements

- Students are required to install and use Microsoft Office 365, which is available free of charge to all enrolled students through their Pacific College email account.
- All academic work and program-related tasks must be completed using either the Google Chrome or Microsoft Edge internet browsers. Other browsers may not support all necessary functions of the College's learning and testing platforms.

Communication and Problem Solving

Faculty and staff are highly committed to student success. Clearly communicating needs, seeking out and using available resources, and problem-solving are vital to your success. For all course needs, your faculty is the primary resource for assistance, information, and academic support. Due to the asynchronous format of the coursework, you may not be engaged in the course at the same time as your faculty. Therefore, it is important that you develop the habit of engaging via the Blackboard course with faculty when questions, needs, or concerns arise. Faculty are expected to return communications within 2 days of receipt.

For non-course-related issues, your primary resource is your advisor. Always use the email nursingadvising@pacificcollege when communicating with your advisor. Multiple team members monitor this mailbox, so it will always get to the most appropriate person to assist you. Again, team members are expected to respond within 2 days. All communication to faculty and staff must be through the Blackboard course or your school email account. Personal email accounts cannot be used when communicating with college personnel.

Code of Conduct and Professional Standards

Civility and respect for others are hallmarks of the nursing profession and foundational to the ethical practice of nursing. These principles are affirmed by the *American Nurses Association (ANA) Code of Ethics for Nurses*, particularly:

- Provision 1: *The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*
- Provision 2: *The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.*
- Provision 6: *The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*

The culture of respect that is central to ethical nursing practice must also be evident in nursing education. Mutual respect is required by all members of the Pacific College of Health and Science community. Without it, the ability to learn is compromised, and the safety of patients is endangered.

As such, the Nursing Program maintains a zero-tolerance policy toward behaviors that violate standards of respect, safety, and professionalism.

This Code of Conduct applies to:

- Classroom learning
- Online or hybrid learning environments
- Laboratory and simulation settings
- Clinical learning environments
- Social media and digital communications

All members of the college community are also subject to the institution's *Social Media Policy*, which is published in the College Catalog.

Prohibited Conduct and Behaviors

Bullying or Harassment

Behavior, words, or gestures that demean, humiliate, intimidate, or isolate another person.

This includes:

- Publicly shaming or mocking others
 - Deliberately excluding others from learning activities
 - Spreading misinformation that could endanger patients or disrupt clinical care
- **Gossip and Defamation**
Sharing unverified or false information about another individual that could damage

their personal or professional reputation. This includes statements made in person, via email, text, or on social media.

- **Threatening or Intimidating Behavior**

Verbal threats, aggressive gestures, or any behavior that causes another person to feel unsafe, targeted, or coerced.

- **Lewd, Offensive, or Discriminatory Language or Gestures**

Use of obscene, profane, or suggestive language or gestures. This also includes:

- Racial or ethnic slurs
- Sexist, xenophobic, homophobic, or transphobic remarks
- Derogatory comments about religion or nationality

Any expression that would offend a reasonable person is considered a violation.

- **Disrespect for Others**

Dismissive or demeaning treatment of any member of the college or clinical community. This includes students, faculty, staff, patients, and personnel at clinical facilities.

- **Dishonesty or Misrepresentation in Clinical Settings**

Providing false, misleading, or incomplete information during patient care or clinical assignments. This includes inaccurate or falsified documentation in the medical record, misrepresentation during verbal handoffs or reports to clinical agency personnel or faculty, and any attempt to conceal errors or omissions. Such conduct jeopardizes patient safety and violates professional and ethical standards.

- **Violation of HIPAA and Patient Confidentiality**

Sharing, discussing, or posting protected health information (PHI) without proper authorization is a violation of the **Health Insurance Portability and Accountability Act (HIPAA)**, a federal law that protects the privacy and security of patient information. This includes verbal, written, or electronic disclosures of patient details, including on social media platforms, texting apps, or emails. Posting any patient-related content online, even without names, is strictly prohibited.

- **Disruption of the Learning Environment**

Behavior that interferes with teaching, learning, or simulation, such as interrupting, making side comments and gestures, monopolizing discussion, demonstrating a

lack of respect for others' perspectives and opinions, or using electronic devices inappropriately.

- **Unprofessional Behavior in Clinical Settings**

Includes, but is not limited to:

- Inappropriate attire or poor hygiene
- Failure to follow institutional policies
- Arriving late or unprepared for clinical assignments
- Insubordination or refusal to follow faculty instructions
- Poor, abusive, or disruptive interpersonal communication with patients or clinic agency staff

- **Badgering**

Repeated, aggressive, or unwelcome questioning, criticism, or pressure intended to intimidate, provoke, or wear down another individual. This includes persistent attempts to coerce someone into agreement, undermine their confidence, or elicit a particular response through harassment or undue pressure.

- **Substance Use or Impairment**

Attending class, clinical, or lab under the influence of alcohol, cannabis, or illicit substances. This also includes misuse of prescription medications.

- **Failure to Report Conditions that Compromise Patient Safety or Quality of Care**

Neglecting to report errors, unsafe practices, equipment malfunctions, or any situation that could harm a patient or compromise the quality of care. Nursing students have a professional and ethical obligation to promptly inform faculty or clinical staff of concerns, incidents, or deviations from safe practice.

- **Failure to Comply with College or Clinical Site Policies**

All students are responsible for knowing and following the conduct policies of the College, as well as those of affiliated clinical facilities.

Violations of the Code of Conduct and Breach of Professional Standards

Violations of the Code of Conduct vary in severity, and as such, so do the consequences. Faculty may issue verbal warnings for minor infractions or for behavior that approaches a violation to provide immediate feedback and redirect conduct.

- However, any member of the college community—including students, staff, or faculty—may report a potential violation of the Code of Conduct to the Associate Dean or designee
 - Reports of violations should be submitted within 72 hours of the occurrence.
 - If the violation involves patient safety or occurs during a clinical or laboratory experience, the violation must be reported as soon as possible, and no later than 24 hours after the incident.

Upon receiving a report, the Associate Dean or designee will:

1. Investigate the matter thoroughly, including interviewing all impacted individuals and the person alleged to have committed the violation. Interviews may be conducted by other appropriate members of the college team.
2. Issue written notification to the student of the findings and, if applicable, any sanctions resulting from the violation.
3. Ensure the process—from initial report to written outcome—is completed within 2 weeks.

Possible Sanctions

Conduct Probation

A formal warning indicating that future violations may lead to more serious consequences.

- The length of the probation may vary based on the seriousness of the offense and may extend, at the discretion of the Associate Dean, until program completion.
- May include remedial actions, such as counseling, professionalism workshops, or reflective assignments.
- If the violation occurred in a clinical setting, depending on severity, the student may be found to have failed to meet the professional standards required to pass the clinical component, resulting in a grade of 'F' in the course.
- May also include removal from clinical placement for the remainder of the term, resulting in course failure.
- The student may be barred from all clinical learning activities for the rest of the term.
- In all cases, course failure will trigger the progression policy outlined in the Student Manual and College Catalog.

Suspension

Temporary removal from the program for one academic term.

- o The student may not attend any courses, clinicals, or any official nursing program activities during the suspension period.
- o If the violation occurred in clinical, the same outcomes as above may apply: failure of the course, removal from clinical, and implementation of the progression policy.

Expulsion

Permanent dismissal from the Nursing Program.

- o The student may not reapply to the program in the future.
- o Expulsion is used for the most serious or repeated violations and is immediate.

Note: These sanctions are not necessarily sequential. The Associate Dean or designee may impose any level of sanction based on the nature and severity of the violation.

Appeals

All students are entitled to due process and have the right to appeal any sanction imposed by the Associate Dean or designee.

Step 1: Appeal to the Dean of Nursing (for students in the nursing portion of the curriculum) or the Dean of Arts and Sciences (for students in the nursing portion of the general education portion of the curriculum)

- The student must submit a written appeal to the Dean within one (1) week of receiving the sanction notification via the appeals link.
- Students may seek assistance from the Office of Student Success to submit their appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes the appeal is justified.
- New information or evidence, if available, that was not considered during the original investigation.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Dean will:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not involved in the incident under investigation or the decision-making process related to the sanction under appeal.
- Issue a decision to the student within 2 weeks of receiving the appeal.
- The Dean may:
 - Uphold the original sanction
 - Modify the sanction
 - Dismiss the sanction entirely

Step 2: Appeal to the Vice President of Nursing

If the student disagrees with the decision of the Dean, they may submit a final appeal to the Vice President of Nursing.

- The appeal must be in writing and submitted within one (1) week of the Dean's decision via the appeals link.
- Students may again seek assistance from the Office of Student Success in preparing this appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes further appeal is justified.
- New information or evidence, if available, that was not considered during the previous phase of the appeal.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Vice President will:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not involved in the incident under investigation or the decision-making process related to the sanction under appeal.
- Issue a decision to the student within one (1) week of receiving the appeal.
- The Vice President may:
 - Uphold the original sanction
 - Modify the sanction
 - Dismiss the sanction entirely

Note: An effective and student-centered investigation process requires that all necessary interviews and data gathering occur promptly to expedite resolution, supporting the

success and progression of all students involved. Therefore, the individual who reports the violation and the student who is the subject of the report must attend all interviews and meetings as requested when they are scheduled.

In the interest of efficiency, students' work or personal commitments cannot be taken into consideration when scheduling these meetings. All notifications regarding meetings and interviews will be sent via email and may be conducted in person or through video call. If a student fails to attend a scheduled meeting, they will forfeit their right to participate in the process or have their perspectives or information considered in the determination of sanctions.

To submit an appeal for a **Sanction for Violation of the Code of Conduct**, please complete the [Code of Conduct Appeal Form](#).

Academic Integrity and Dishonesty

All students are expected to be familiar with the institution's definitions and expectations regarding academic integrity, which can be found in the College Catalog. Special attention should be paid to the definitions and examples of plagiarism and cheating. Violations are taken seriously not only for their academic implications but because they directly contradict the values and responsibilities inherent in the nursing profession.

The Importance of Academic Integrity in Nursing Education

In nursing education, academic integrity is more than an institutional value, it is a professional obligation directly tied to patient safety. The knowledge, skills, and judgment that nursing students are expected to develop are critical to the wellbeing and survival of patients in clinical settings. Any breach of academic integrity, whether in the classroom, clinical lab, or clinical site, compromises the validity of a student's progress and poses a potential risk to public health.

The American Nurses Association (ANA) *Code of Ethics for Nurses* establishes the ethical foundation upon which the nursing profession is built. Violations of academic integrity are in direct conflict with several provisions of this code, including:

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

- Provision 5: *The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve integrity, and maintain competence.*
- Provision 6: *The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*

These ethical standards require nursing students to act honestly and responsibly in all aspects of their education. Academic dishonesty undermines trust, distorts competency, and violates the ethical contract between the student, their patients, their peers, and the profession.

Determining the Severity of Violations

Violations of academic integrity can vary widely in scope, intent, and consequence. Factors influencing the determination of severity include, but are not limited to:

- Whether the violation was intentional or unintentional
- Whether it is a first-time or repeated offense
- The weight or type of the assignment or exam involved
- The level of examination compromise
-

Because of these variables, there is no pre-determined or uniform sanction for violations. Each incident will be evaluated on its own merits, and the resulting action will reflect the totality of the circumstances.

Testing Irregularities

All examinations in the nursing program are conducted through remote proctoring. Exams may be taken from any location that is quiet, free from distractions, and has reliable internet access—such as the student’s home. This method was selected as a student-centered approach to ensure both testing integrity and security, removing the burden of commuting to campus for exams. Because of the off-site nature of testing, enhanced security protocols are required. Remote proctoring requires the use of a computer with a functioning laptop-embedded or detachable web camera, which is a mandatory component of program enrollment.

Students must report any technical difficulties or challenges that arise during an examination in real-time (during the examination) to their faculty and the proctor by emailing nursingexams@pacificcollege.edu with details of the issue.

Students are required to strictly adhere to all remote proctoring instructions, which include but are not limited to:

- Being alone in the testing space
- No talking unless communicating with proctor, instructor, or technical support
- Minimizing background noise
- Completing identity verification procedures
- Performing a room scan with the web camera (note: the web camera must be “moveable” so that a 360° room scan can be performed. A laptop-embedded or detachable webcam is required for the room scan; fixed or stationary cameras are not permitted.)
- Maintaining full visibility of their face on camera for the duration of the exam
- Assuring no use of unauthorized resources
- No phones or other electronic devices in the surrounding area
- No food or beverages in the surrounding area

All exam sessions are individually audio and video recorded. The proctoring vendor used by the College employs validated software that detects behavioral and environmental irregularities indicative of cheating. If such irregularities are detected, they are reviewed and validated by an independent third-party reviewer before any notification is made to program leadership. A contractual agreement with the vendor prohibits the sharing of recordings with students.

In all cases, the faculty will review the evidence and determine whether the irregularities are conclusive or inconclusive of academic dishonesty (cheating). If the irregularities are deemed inconclusive, the student will receive written notification within two (2) weeks of taking the exam and will be required to meet with the course instructor. While this is not considered a formal sanction, the faculty may invalidate the exam score and require the student to complete a new version of the same exam. The program will schedule the retake, and students’ work schedules or personal commitments will not be taken into consideration during the scheduling process. Because the student is given the benefit of the doubt and a second opportunity, the requirement to retake the exam is not subject to

appeal. Failure to retake the exam as scheduled will result in a grade of zero (0) for the original exam.

When the faculty concludes that testing irregularities observed during remote proctoring of an exam indicate academic dishonesty (cheating), the student will be issued a sanction.

Sanctions for Violations of Academic Integrity

Faculty must confer with the Associate Dean or designee. All sanctions must be delivered to students via email within two (2) weeks of the exam/assessment date or assignment due date. Sanctions include the following:

Citation

A citation is issued by the faculty member or the Associate Dean/designee via email. The citation will be added to the student's academic record and sanctions can include:

- A clear description of the charge
- Evidence or information supporting the finding of a breach
- A detailed explanation of the consequences, such as:
 - Loss of credit (full or partial) for the assignment or exam/assessment
 - Required resubmission of the assignment or retaking of the exam/assessment (with or without credit)
 - Additional learning or remediation assignments

Course Failure and Suspension

For more serious offenses or repeated violations, the Associate Dean or designee may range from impose a failing grade for the course up to program suspension for a period of one academic term. The student will be notified in writing, and the suspension may be accompanied by other consequences or remedial actions as outlined under the Citation category.

Students issued a course failure may be responsible for retaking and successfully completing the course and any related co-requisite courses or requirements.

During suspension, students are not permitted to participate in courses, clinicals, or any official nursing program activities. The conditions for return to the program will be communicated in the suspension letter.

Expulsion

When a violation is particularly egregious, represents a pattern of repeated misconduct, or when previous citations and/or suspensions have failed to correct behavior, the Associate Dean or designee may permanently expel the student from the nursing program.

- The student may not reapply to the program in the future.

Note: These sanctions are not necessarily sequential. The Associate Dean or designee may impose any level of sanction based on the nature and severity of the violation.

Appeals

All students are entitled to due process and have the right to appeal any sanction imposed by the Faculty or Associate Dean/designee.

Note: If an academic integrity issue arises during the regular semester and the student chooses to appeal, students should continue to engage in the course and meet existing deadlines and expectations as the appeal process takes place.

Citation

Sanctions related to citations may be appealed to the Associate Dean if the citation was issued by a faculty or the Dean of Nursing if the citation was issued by the Associate Dean (for students in the nursing portion of the curriculum) or the Dean of Arts and Sciences (for students in the general education portion of the curriculum).

- The student must submit a written appeal to the Associate Dean or Dean within one (1) week of receiving the sanction notification via appeal submission link.
- Students may seek assistance from the Office of Student Success to submit their appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes the appeal is justified.
- New information or evidence, if available, that was not considered during the original investigation.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Associate Dean or Dean will:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not the faculty of the course in which the violation of academic integrity occurred or were involved in the decision-making process related to the sanction under appeal.
- Issue a decision to the student within 2 weeks of receiving the appeal.
- The Associate or Dean may:
 - Uphold the original sanction
 - Modify the sanction
 - Dismiss the sanction entirely

The Dean's decision is final. No further appeals will be accepted.

Suspension or Expulsion

A student may appeal a program suspension or expulsion to the Vice President of Nursing.

- The appeal must be in writing and submitted within one (1) week of the Dean's decision.
- Students may again seek assistance from the Office of Student Success in preparing this appeal.

The written appeal must include:

- Comprehensive explanation of why the student believes further appeal is justified.
- New information or evidence, if available, that was not considered during the previous phase of the appeal.
- A clear statement of the desired outcome of the appeal.

Upon receipt, the Vice President will:

- Review the appeal and investigate further if warranted. Investigation may be conducted by a designee as long as they were not the faculty of the course in which the violation of academic integrity occurred or were involved in the decision-making process related to the sanction under appeal.
- Issue a decision to the student within one (1) week of receiving the appeal.
- The Vice President may:
 - Uphold the suspension or expulsion
 - Modify the sanction
 - Dismiss the sanction entirely

Note: An effective and student-centered investigation process requires that all necessary interviews and data gathering occur promptly to expedite resolution, supporting the

success and progression of all students involved. Therefore, the individual who is the subject of the violation must attend all interviews and meetings as requested when they are scheduled.

In the interest of efficiency, students' work or personal commitments cannot be taken into consideration when scheduling these meetings. All notifications regarding meetings and interviews will be sent via email and may be conducted in person or through video call. If a student fails to attend a scheduled meeting, they will forfeit their right to participate in the process or have their perspectives or information considered in the determination of sanctions.

To submit an appeal for a **Sanction for Violation of Academic Integrity**, please complete the [Academic Integrity Appeal Form](#)

Academic (Grades, Evaluations, Performance Assessments) Appeals

All students are entitled to due process and have the right to appeal a grade, evaluation, or any other summative academic or clinical assessment that they believe is:

- Inaccurate or erroneous
- Does not accurately reflect their academic or clinical performance
- Assigned in a manner that is arbitrary or capricious

This policy provides a clear and fair process for academic evaluation appeals,

Informal Resolution Process

Before submitting a formal appeal, students are expected to engage in a direct and respectful conversation with the faculty member involved. This dialogue should aim to clarify the basis for the evaluation and resolve any misunderstandings.

- Frank, transparent, and respectful communication between the student and faculty is strongly encouraged.
- Most disagreements or misunderstandings about academic performance can be resolved informally through discussion.

Formal Appeal Process

If, after discussing the matter with the faculty member, the student still believes that the grade or evaluation is:

- Inaccurate or erroneous
- Does not accurately reflect their academic or clinical performance
- Assigned in a manner that is arbitrary or capricious

They may initiate a formal appeal to the Associate Dean or designee.

Step 1: Appeal to the Associate Dean or designee

The student must submit a written appeal within two (2) weeks of receiving the disputed grade or evaluation via the appeals link.

- The written appeal must include the following:
 - A description of all attempts to resolve the issue with the faculty member
 - A comprehensive explanation of how the student believes the evaluation is erroneous, unfair, or arbitrary/capricious
 - Any relevant documentation (e.g., graded assignments, rubrics, clinical evaluations)
 - A clear statement of the student's desired outcome
- The student may seek support from the Office of Student Success in preparing the appeal.

The Associate Dean or designee will:

- Meet separately or jointly with the student and faculty member involved

- Review relevant work or documentation submitted as part of the evaluation
- Make a decision based on a thorough understanding of the situation

Decision Timeline and Outcomes

- The Associate Dean or designee will issue a written decision within two (2) weeks of receiving the written appeal.
- The decision may include one of the following outcomes:
 - Deny the appeal, upholding the original grade or evaluation
 - Grant the appeal, modifying the grade or evaluation as appropriate

Step 2: If the student is dissatisfied with the decision of the Associate Dean or designee, the student may make a final appeal to the Dean of Nursing (for students in the nursing portion of the curriculum) or the Dean of Arts and Sciences (for students in the general education portion of the curriculum)

- The appeal must be submitted in writing within one (1) week of receiving the Associate Dean or designee's decision.
- The student may seek support from the Office of Student Services in preparing the appeal.

The written appeal must include the following:

- Comprehensive explanation of why the student believes further appeal is justified.
- New information or evidence, if available, that was not considered during the previous phase of the appeal.
- A clear statement of the desired outcome of the appeal.

The Dean:

- Will review all documentation and any new evidence
- May meet with all relevant parties, including the student and faculty member

Decision Timeline and Outcomes

- The Dean will issue a written decision within two (2) weeks of receiving the written appeal.

- The decision may include one of the following outcomes:
 - Deny the appeal, upholding the original grade or evaluation
 - Grant the appeal, modifying the grade or evaluation as appropriate

The Dean's decision is final. No further appeals will be accepted.

Note: An effective and student-centered appeals process requires that all necessary interviews and data gathering occur promptly to expedite resolution, supporting the success and progression of all students involved. Therefore, students making an academic appeal must attend all interviews and meetings as requested when they are scheduled.

In the interest of efficiency, students' work or personal commitments cannot be taken into consideration when scheduling these meetings. All notifications regarding meetings and interviews will be sent via email and may be conducted in person or through video call. If a student fails to attend a scheduled meeting, they will forfeit their right to participate in the process or have their perspectives or information considered in the determination of sanctions.

To submit an **Academic Grade Appeal**, please complete the [Academic Grade Appeal Form](#)