



**ECPI University
College of Nursing
Orlando**

BSN Program Student Handbook

2018 Edition

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Welcome from the BSN Program Director/Dean

Dear New BSN Student,

I am pleased you decided to join us at ECPI University, College of Nursing – Orlando’s BSN Program. ECPI University began in 1966 as a technology school. Now, the University is accredited to award the master’s, bachelor and associate degrees, and diplomas, for its various programs. All ECPI programs are related to unique careers in technology, business, and the health sciences. The College of Health Science offers programs in nursing (AAS, BSN, and MSN), practical nursing and medical assisting, among others. More information on the college, ECPI, and campus administration is available in the college catalog that can be accessed via the World Wide Web.

The BSN program began in 2016 and was designed to meet the needs of individuals with a prior bachelor’s degree who want to secure a second bachelor’s degree in nursing. This BSN Program Student Handbook will provide a review of the program’s mission, philosophy, outcomes, and curriculum plan. The Student Handbook also provides access to the policies and materials needed for your success.

Again, I look forward to working with you as you strive to achieve your educational goals. Please feel free to contact me concerning any questions or suggestions for improvement.

The BSN nursing program is accredited by the Commission on Collegiate Nursing Education located at One Dupont Circle NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

Best regards,

Dr. Anthony W. Pennington Ed.D, MBA, MSN, RN, CNE
BSN Program Director/Dean
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Use of the Nursing Handbook

This Student Handbook is representative of the BSN program's standards and expectations. Each BSN student is expected to read, become knowledgeable, and comply with the contents of this handbook. Students are responsible for information in the Student Handbook as well as the ECPI University Catalog. It is recommended that students frequently refer to this handbook and the ECPI University Catalog for guidance and clarification of policies and expectations.

Curriculum

ECPI University Catalog Website: <http://ecpi.smartcatalogiq.com/>

Mission Statement: ECPI University provides a student-centered learning environment that promotes the enhancement of each student's professional and personal life through education.

Core Values

ECPI University is a private, multi-campus university founded in 1966 that operates in Virginia, North Carolina, South Carolina, Florida, and globally through the online delivery of its programs. The University has a compelling history, and our success is dependent upon the trust and confidence we have earned from students, employees, and the communities in which we operate. We deliver high quality education and student services and we are committed to the following four Core Values.

Excellence in academics

- Curriculum designed to foster life-long learning and educational excellence by reinforcing critical thinking, teamwork, problem-solving and communication skills.
- Industry-relevant programs maintain rigorous academic standards and are complemented by robust student support services.
- Hands-on, applied learning complements a strong theoretical foundation that prepares our graduates for the workplace.
- Qualified faculty members are academically credentialed and enrich the classroom experience with their industry experience.

Commitment to students

- Selective admissions process ensures that incoming students make informed decisions regarding their educational investment and are prepared for postsecondary education.
- Dedicated professionals support the student experience and facilitate the achievement of individual student success.
- Meaningful internship experiences and opportunities for graduate employment are available as a result of our long-standing employer partnerships.
- Rigorous institutional effectiveness process promotes continuous improvement of the University.

Professionalism in action

- Professional appearance, punctuality, attendance, and other behaviors that are appropriate to professional environments are valued and reinforced.
- Professional, civic, and ethical behaviors are promoted through the examples set by faculty and staff.
- Student-centered learning environment simulates the workplace and encourages collaboration with diverse groups to accomplish common goals.
- Opportunities for students to demonstrate professionalism by participating in on-site employer interviews, networking, and professional events including career fairs.

Innovation in Education

- Extensive use of technology is encouraged to enhance each student's university experience.
- Convenient, year-round schedules allow graduates to complete their programs in a timely manner.
- Input is routinely sought from the dynamic communities we serve.
- Multiple approaches are encouraged to reach educational outcomes and maximize student success.

Purpose of the BSN program

The purposes of the BSN program are to provide undergraduate students with the (1) ability to practice professional nursing as a generalist, and (2) academic foundation necessary to pursue graduate education. The BSN program is dedicated to providing educational opportunities for qualified students from diverse backgrounds in caring for individuals, families and communities and preparing graduates for the practice of registered professional nursing in a variety of health care settings. A foundation for life-long personal and professional learning is built upon a broad base of liberal arts and sciences, humanities, and nursing theory to assist students develop ethically reflective professional nursing skills that uphold the ideals of today's health care delivery system. Through evidence-based clinical decision making in nursing practice and the development of leadership skills, the professional registered nurse will be educated to service and benefit a multicultural society across the lifespan.

Program Description

The Bachelor of Science in Nursing Degree provides an opportunity for baccalaureate prepared students furthering their education and careers, and serves the community and our society by meeting the need for increased numbers of highly skilled and knowledgeable nursing professionals. ECPI University's College of Nursing has created an BSN program that allows students to acquire the essential skills and knowledge needed to meet the preventative and restorative needs of patients. At this institution, students can learn both the art and science of nursing.

The hands-on laboratory environment on our campus allows students to work with advanced simulation technology, applying what students learn on campus before beginning clinical rotations and throughout the curriculum.

Program Overview

The mission of the University and the BSN program is to offer a quality educational program that provides its graduates with the educational foundation and skills necessary to achieve professional success in the field of nursing.

The University is committed to providing quality nursing education with the goal of developing clinical leaders with the ability to advance and promote the health of the diverse populations within the communities they serve, advocate on behalf of their clients, achieve and maintain their clinical competency, and provide service to the community and the profession.

The members of the faculty and administration of the University are dedicated to achieving the University's and the BSN program's mission.

Philosophy of the BSN Program

The faculty members of the BSN program believe that:

Baccalaureate nursing education is the basic preparation for professional nursing practice, and establishes the foundation for life-long learning. The faculty members believe that the baccalaureate graduate is a generalist, prepared to provide clinical leadership in the assessment, planning, delivery, and evaluation of health care for individuals, families, and communities.

The curriculum is structured to enable the student to demonstrate that they have developed an understanding and mastery of baccalaureate-level nursing and related concepts as they progress through their educational experience. Related concepts emphasized in the nursing curriculum include ethical decision-making, critical thinking, effective communication, leadership, and management.

As envisioned by the faculty members of the University, the nursing paradigm includes:

Person. Each person is a unique being with basic rights and choices who experiences multiple stressors from their continually changing internal and external environments with varying degrees of adaptation. The ultimate goal that a person has is to find, establish, and maintain balance with health. Clients of nursing care are composed of individuals, families, groups, and communities with diverse backgrounds, sharing common goals and values. Perceptions, attitudes, values, and goals are influenced by culture, race, spirituality, age, gender, and abilities.

Environment. The environment is a complex, open system existing in a dynamic state of change. Economic, political, environmental, and technological factors exert their effects on society. The nurse promotes an environment in which the person's needs may be met, while respecting individual differences related to values, customs, and responses to life experience.

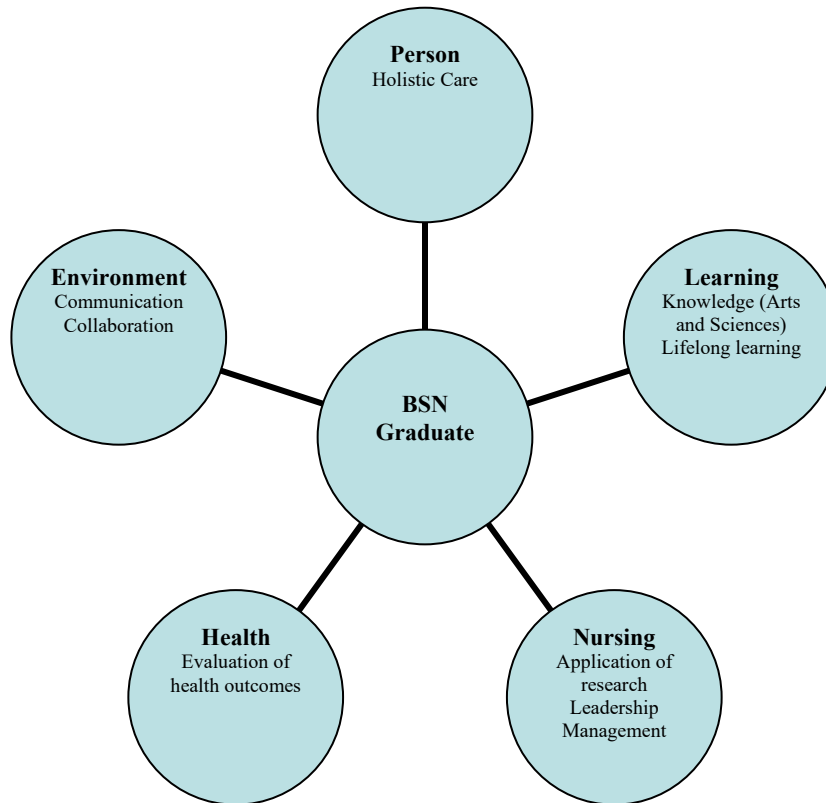
Health. Health is regarded as dynamic and multidimensional, with physical, mental, spiritual, and social components that are all interrelated on the wellness-illness continuum, varying from a high level of wellness to varying degrees of illness. Health is influenced by both internal and external factors to the individual's optimal level of functioning. When adaptive abilities are inadequate or stressed, the individual moves on the wellness-illness continuum toward a lower level of functioning. All people have the inherent right to make informed decisions regarding their health care, including self-determination.

Nursing. Nursing is both an art and a science. Professional nursing provides comprehensive health care services to clients in an effort to support them in attaining their optimal level of independence and wellness through the promotion, maintenance, and restoration of health. The role of the nurse is multifaceted, conceptualized in three primary categories: provider of care, coordinator of care, and member of the profession. Nursing education is an interactive process, allowing the adult learner to incorporate previously learned knowledge, building a foundation for providing holistic, outcomes-oriented care. The profession works collaboratively with other members of the health care interdisciplinary team to facilitate optimal client outcomes. The faculty believes the baccalaureate degree is the professional degree for nursing, providing the groundwork for the graduate degree.

Learning. Faculty members of the University believe baccalaureate education in nursing is the basis for professional practice as a nurse generalist, and offers preparation for professional development and life-long learning. Baccalaureate nursing education, based upon a liberal arts education, is the synthesis of knowledge from a variety of disciplines, including humanities, social, behavioral, and natural sciences. Learning is a collaborative partnership between the student and the faculty member, promoted by critical thinking, problem-solving, and effective decision-making. Learning occurs in a variety of settings, with each student responsible for maximizing his or her own experiences. Each student has unique life, educational, and work experiences and therefore, has individual learning needs. Outcome assessments quantitatively and qualitatively measure achievement of programmatic goals.

Organizing Framework for the BSN Program:

The following diagram represents the organizing framework of the BSN program. The program recognizes a nursing paradigm that includes person, environment, health, nursing, and learning. These five components provide the basis for the program outcomes.



Framework Description

The BSN program at ECPI University is committed to produce baccalaureate prepared nurse graduates that exemplify an effective professional nurse. To this end, the organizational framework was developed based on the program's philosophy and the essentials of nursing education set forth by the American Association of Colleges of Nursing (AACN, 1998, 2008).

Included in the BSN program's philosophy are several important factors considered fundamental to nursing education. The program believes that the curriculum should be designed to instill professional values and value-based interventions in nursing practice, and it should promote teaching and learning as life-long interactive processes. Moreover, the importance of effective critical thinking, clinical competence, accountability, and a commitment to the value of caring are also upheld. These elements of the curriculum are maintained in

accordance with the concepts that AACN has recognized as essential to professional nursing education.

The concepts identified by the AACN as essential to professional nursing education are: care of the sick in and across all environments, health promotion, and population-based health care. These aspects of practice are said to aspire from “nursing knowledge, theory, and research” and they result in a discipline of nursing that encompasses decisive nursing roles. These roles are considered to be critical to effective, professional nursing practice and are identified as follows: providers of care, designers and managers, coordinators of care, and members of a profession.

The five major concepts identified by the BSN program are those of person, environment, health, nursing, and learning. The characteristics exhibited in each concept are supported by the program objectives. These objectives are apparent in specific courses and are upheld throughout the curriculum in the program.

BSN STUDENT LEARNING OUTCOMES

The curriculum leading to the Bachelor of Science in Nursing degree is designed to prepare a professional nurse who should be able to demonstrate the ability to:

1. Provide holistic care by applying the nursing process to manage the health care needs of culturally diverse individuals, families, groups, and communities.
2. Synthesize and apply knowledge from the humanities, the arts and letters, the social and natural sciences as a basis for decision-making in nursing practice.
3. Effectively communicate using written, verbal, and electronic methodologies.
4. Collaborate as a member of the interdisciplinary health care team, in partnership with the individual, family, group, or community, to promote health and wellness and to influence health care delivery.
5. Apply theories of leadership and management to promote optimal care delivery with defined quality indicators.
6. Contribute to the enhancement of nursing practice through the evaluation of health outcomes and the application of research.
7. Actively participate in the role of a professional nurse through leadership and lifelong learning.

BSN Curriculum

Quarter 1

Course Number	Course Name	Credits (theory/lab)*	Clinical/lab hours**
NUR 311	Pathophysiology	4	0
NUR 312	Pharmacology	4	0
NUR 313	Essentials of Nursing Practice	5	0
NUR 315	Health Assessment Across the Lifespan	5 (4 + 1)	2 (24)
NUR 316	Essentials of Nursing Practice Clinical	3	9 (108)

Quarter 2

Course Number	Course Name	Credits (theory/lab)*	Clinical/lab hours**
NUR 322	Nursing Care of the Adult Clinical	4	12 (144)
NUR 326	Nursing Care of the Adult	6	0
NUR 328	Public Health Nursing	3	0
NUR 329	Public Health Nursing Clinical	1	3 (36)
NUR 332	Topics in Professional Nursing	3	0
NUR 333	Pharmacological Applications	2	0

Quarter 3

Course Number	Course Name	Credits (theory/lab)*	Clinical/lab hours**
NUR 433	Nursing Care of Women and Children Clinical	3	9 (108)
NUR 436	Mental Health Nursing Clinical	2	6 (72)
NUR 437	Nursing Research	3	0
NUR 438	Nursing Care of Women and Children	5	0
NUR 439	Mental Health Nursing	4	0

Quarter 4

Course Number	Course Name	Credits (theory/lab)*	Clinical/lab hours**
NUR 445	Professional Leadership	4	0
NUR 446	Nursing Care of the Older Adult	4	0
NUR 447	Nursing Care of the Older Adult Clinical	1	3 (36)
NUR 448	Transition to Practice	4	12 (144)
NUR 449	Senior Seminar	4	0
NUR 460	Clinical Applications	1	2 (24)

General Student Policies

Non-Discrimination Policy Catalog, 2018, Available Online at:

<http://ecpi.smartcatalogiq.com/en/2018/Catalog/University-Policies/Non-Discrimination>

ECPI University is committed to maintaining an educational environment which welcomes and supports a diverse student body and staff. The University is committed to equal opportunity regardless of race, color, religion, gender, national origin, age, disability, status as a Vietnam-era veteran, sexual orientation, or marital status for admission to the University, enrollment in classes, student services, financial aid, and employment in accordance with provisions of Titles VI and VII of the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112). (See more online)

Students with Disabilities Catalog, 2018, Available Online at:

<http://ecpi.smartcatalogiq.com/en/2018/Catalog/University-Policies/Students-with-Disabilities-Policy-and-Procedures>

ECPI University is committed to assuring that students who meet the academic and technical requirements for admission to the University are not discriminated against and receive all legally required accommodations. Academic accommodations for students with disabilities are provided on a case-by-case basis. The University will engage in positive efforts to assure accommodations throughout the application process and after enrollment. Students needing a special accommodation should contact the Campus President. While accommodations may not alter the fundamental nature of the program in question, or impose an undue financial burden on the University, the Campus President will otherwise work with a student to meet the student's needs. ECPI University will protect students' privacy rights by maintaining confidentiality during this process. Disability-related information will be shared only with the student's written permission. The student must provide a Faculty Notification Form to faculty members at the beginning of each term to receive academic adjustments/auxiliary aids and services. (Read more online)

Essential Functional Abilities

Nursing is a profession that requires specific abilities. Students must be able to complete the minimal level of abilities to practice as a nurse as published by the National Council of State Boards of Nursing. RNs should be able to fully function in the following areas:

- Physical (gross and the fine motor, physical endurance, physical strength, mobility)
- Sensory (visual, tactile, olfactory, hearing)
- Cognitive (reading, arithmetic, analytical and critical thinking)
- Interactive (interpersonal, communicative)

Contact the BSN Program Director/Dean for questions or more information about any one or all of the essential functional abilities. Also, see the catalog section on Americans with Disabilities Act.

Tuition, Tuition Refund Policy, and Financial Aid Catalog, 2018 Available Online at:
<http://ecpi.smartcatalogiq.com/en/2018/Catalog/Financial-Aid-Policies>

Tuition: Please see the current ECPI Catalog for current information
<http://ecpi.smartcatalogiq.com/en/2018/Catalog>

Expenses:

Expenses to and from clinical sites and the campus are the student's responsibility. Tuition and required books, uniform, lab coat, and lab supplies are included in tuition.

Tuition Refund Policy: Please refer to 2018 Catalog, available online at:
<http://ecpi.smartcatalogiq.com/en/2018/Catalog/Financial-Aid-Policies/Refund-Policy>

Financial Aid: Please refer to the Financial Aid Policies section of the ECPI College Catalog, 2018, <http://ecpi.smartcatalogiq.com/en/2018/Catalog/Financial-Aid-Policies>

Honor Code: Catalog, 2018, Available Online at:
<http://ecpi.smartcatalogiq.com/en/2018/Catalog/Academic-Policies/Honor-Code>

The honor code at ECPI is based upon individual integrity. This code assumes that each student accepts his/her role in the academic community with a feeling of self-respect and duty.

The Honor Code states: I pledge to support the Honor Code of ECPI and will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community it is my responsibility to turn in all suspected violators of the honor code. I understand that any failure on my part to support the Honor System will be turned over to a Judicial Review Board for review. I will report to a Judicial Review Board hearing if summoned.

Each student attending ECPI is required to sign the Honor Code as part of his/her Enrollment Certification. Therefore, it follows that work submitted by a student must be his/her own work. Suspected violations of the Honor Code should be reported either to the Academic Program Director, Campus Director of Academic Affairs, or the Campus President. If the Judicial Review Board (refer to the *Catalog* section that defines this board) determines that a violation of the Honor Code has occurred, the offending student will be disciplined, up to and including involuntary dismissal from the University.

Online Identification Verification Process Catalog, 2018, Available online at:
<http://ecpi.smartcatalogiq.com/current/Catalog/Academic-Policies/Online-Delivery-of-CoursesPrograms>

ECPI University utilizes a third party identification verification system that periodically and randomly poses a series of challenge questions via our learning management system to maintain the integrity of the online coursework. The challenge questions are derived from a

database of consumer information (addresses, phone numbers, employers, property information, etc.). The database of questions is maintained by the third party provider outside the ECPI network and ECPI does not provide any confidential information to the third party. Student participation is mandatory, and students are notified of identification verification failures. If repeated failures occur, a Judicial Review Board will be called to investigate.

In addition to the online identification verification, ECPI University reviews unique user names and passwords, attendance logs, IP addresses, and start/stop times for online learning activities to assist in student authentication. ECPI also utilizes plagiarism detection tools and special security settings within the learning management system.

Plagiarism Policy Catalog, 2018, Available Online at:

<http://ecpi.smartcatalogiq.com/current/Catalog/Academic-Policies/Plagiarism-Policy>

Purpose and Scope. The purpose of the ECPI University Plagiarism Policy is to promote awareness and adherence to copyright and intellectual property law. Refer to <http://www.copyright.gov/title17/> for information on U.S. copyright law.

This policy applies to all students, faculty, and staff of ECPI and all intellectual property including but not limited to all written and electronic publications, ideas and inventions, and verbiage and phrasing. ECPI University, College of Nursing-Orlando utilizes multiple methods for ascertaining originality on submitted assignments.

Definitions. The following definitions apply to this policy:

The Writer. The Writer is defined as any student, faculty, or staff member to whom this policy applies. However, plagiarism is not limited to writers, per the definition of plagiarism and the scope of this policy. Examples of plagiarism other than through writing include but are not limited to software programs, hardware designs, schematics, multimedia, charts, graphs, tools, and other inventions.

Plagiarism. Plagiarism is defined as an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author (<http://www.dictionary.com/browse/plagiarism?s=t>). Plagiarism can be intentional or unintentional.

Intentional Plagiarism —Plagiarism is intentional when one or more of the following conditions apply:

- the writer uses exact words from a source but neglects to include quotation marks;
- the writer paraphrases ideas from a source but neglects to cite the source using an acceptable documentation style such as MLA or APA;

- the writer copies someone else’s work and presents it as his/her own;
- the writer purchases documents, ideas, and/or verbiage and presents it as his/her own;
- the writer fails to give credit to co-authors, team members, and/or editors of the writer’s original work;
- the writer uses previously published work protected under copyright and presents the work as original and not copyrighted elsewhere; or
- the writer repeatedly commits unintentional plagiarism.

Unintentional Plagiarism —Plagiarism is unintentional when one or more of the following conditions apply:

- the writer demonstrates ignorance of copyright law and plagiarism policy;
- the writer fails to quote or paraphrase accurately but attributes the words and/or ideas to a source;
- the writer attempts to document the source but does so incorrectly;
- the writer attempts to give credit to an original source but does not use acceptable documentation methods;
- the writer uses ideas, text and/or verbiage without giving credit to the original source because the writer incorrectly believes the information is common knowledge;
- the writer inadvertently fails to give credit to co-authors, team members, and/or editors of the writer’s original work; or
- the writer inadvertently breaks copyright agreement of his/her own copyrighted work.

Consequences of Violating Policies. Violation of the University’s plagiarism policy, whether the plagiarism is intentional or unintentional, may result in disciplinary action up to and including involuntary dismissal from the University.

Disciplinary action may include initiation of a Judicial Review Board. For more information on ECPI’s general disciplinary actions, see the sections entitled, [Termination Policy](#), [Academic Review Board](#), and [Judicial Review Board](#) in the ECPI University Catalog.

Resources and Prevention. The University offers several resources, which vary by campus, for students, faculty, and staff who require information on plagiarism and documentation. These resources include:

- Seminars and training on citation style methods
- Writing Assistance Center handouts and workshops on avoidance of plagiarism
- Classroom instruction on documentation of sources
- Assistance from the on-campus librarian with questions regarding proper citation of sources
- Library recommended websites and sources on how to define and avoid plagiarism

Student Electronic Communications Policy Catalog, 2018, Available at:
<http://ecpi.smartcatalogiq.com/current/Catalog/University-Policies/Student-Electronic-Communications-Policy>

The BSN program is presented in a face-to-face format. However, students will be using various forms of electronic technologies for educational and communication purposes. Although some computers are available on campus, students must have their own access to a personal computer and printer for coursework. Students should only utilize their ECPI University email accounts when communicating through email with college administrators, faculty and staff. Students should also regularly check their ECPI University email accounts for communications from college administrators, faculty, and staff. Additionally, students should review the policy in the Catalog.

Academic and Graduation Requirements Catalog, 2018, Available Online at:
<http://ecpi.smartcatalogiq.com/current/Catalog/Academic-Policies/Graduation-Requirements>

To meet graduation requirements, undergraduate students must:

- Comply with the Satisfactory Academic Progress Policy standards;
- Meet program attendance and residency requirements;
- Earn required hours, by passing each subject required for the program;
- Achieve all applicable skill proficiencies;
- Comply with the financial terms of enrollment; and
- Satisfactorily resolve any outstanding obligations on the student account or library account.

It is important that students confirm completion of all graduation requirements with the Campus Student Records Coordinator. Students also should confirm if any awards or special recognition is due prior to the commencement ceremony. Students should not assume they are graduating until they have completed the Graduate Exit Checklist and are cleared for graduation.

Degrees and diplomas are processed approximately four to six weeks after completion of all graduation requirements; however, official transcripts, diplomas, and degrees will not be released until all financial obligations are met. Students must turn in clinical agency identification badges to the college in order to comply with clinical agency requirements. Additional paperwork may also be required to be completed and turned in as instructed by college administration, faculty, and/or staff.

Students who withdraw (voluntarily or involuntarily) from a course after the drop/add period will be assigned the following grade(s):

- A “W” if before 50% of grading period is completed.
- A “W” if passing at any point in the grading period.
- An “F” if failing after 50% of grading period.
- For clinical courses only, an “F” if the clinical is not successfully completed.

Progression Policy

A numeric grade of 75% or better is required in all nursing courses to graduate from the nursing program. In order to receive a passing grade in the course, students are required to pass the clinical, lab, and theory portions of the course. Failure in the theory, lab, or clinical component requires repeating all aspects of the course. Academic progression in the nursing program is determined by a student’s weighted exam average in each course without consideration for any additional assignments. The benchmark for passing each course is an exam grade average of 75 or greater. Students who achieve a final course grade of less than 75 in any nursing course cannot enroll in subsequent clinical nursing courses. If the student does not pass the exam portion of the course with this weighted average, other course requirements (such as papers and presentations) will not suffice to raise the grade to passing.

Only one nursing course may be repeated to raise an unsatisfactory grade. Students may not enroll in any course for which they do not have the necessary prerequisites as a result of course failure or course withdrawal. A student who is unsuccessful in a course may be allowed to reattempt that course the next time it is offered, based on availability. In order to be considered to repeat the failed course, the student must write a letter to the Program Director/Dean requesting permission to repeat the course. ECPI University, College of Nursing-Orlando’s Nursing Admission, Progression, and Graduation Committee will determine reinstatements and reviews each case individually. Re-admission to the nursing program is not guaranteed.

A student who fails more than one course, or who fails one course twice, will be dismissed from the program and will not be eligible for re-enrollment.

Attendance Policy

Class Time

It is an expectation that students attend all classes and all clinical experiences. The second-degree program is a full-time program, with students in class or clinical five days a week. Because of the high intensity of this program, outside employment is not recommended.

If a student is aware of the need to miss a class, he or she is to notify the faculty in advance, if possible. If a student misses a class, he or she is responsible for determining what materials were presented in the missed class and for making his or her own arrangements to obtain this information from available sources such as faculty, classmates, Canvas, or other on-line or reference sources.

ECPI University, College of Nursing-Orlando faculty feel very strongly that it is important for students to attend all classes in order to achieve a full understanding of essential core content throughout the nursing curriculum. Attendance will be taken twice during each class. A student must be present for both attendance takings or the student will be marked absent for the day. Students who are absent for multiple class days will have points deducted from the final course grade as follows:

- Absent 1 day = no reduction in course grade
- Absent 2 days = 1 point out of 100 total points
- Absent 3 days = 2 points out of 100 total points
- Absent 4 days = 3 points out of 100 total points
- Absent 5 days = 4 points out of 100 total points
- Absent 6 days = 5 points out of 100 total points
- Absent 7 days = 6 points out of 100 total points
- Absent 8 days = 7 points out of 100 total points
- Absent 9 days = 8 points out of 100 total points
- Absent 10 days = 9 points out of 100 total points
- Absent 11 days = 10 points out of 100 total points

Clinical/Laboratory Time

A critical component of the nursing curriculum is that students demonstrate clinical competency (meeting the clinical evaluation criteria, either on-site in a skills laboratory or off-site at a clinical site).

“Clinical Time” means the time spent on-site at a clinical site or in a skills laboratory, including all required experiences, pre -/post-conferences and observations outlined by faculty.

“Clinical Absence” means the time scheduled at a clinical site or in a skills lab that the student does not attend.

Clinical Time schedules may be adjusted from time to time. Notice of schedule changes will be given to students as soon as reasonably possible after a schedule change has been made.

Attendance during the required amount of Clinical Time is mandatory in order to receive a passing grade. Accordingly, all Clinical Absences must be made up in accordance with the requirements set forth below, or the student will not be deemed to have passed the course:

Students must be making satisfactory progress toward all course competencies in order to be eligible to make up a Clinical Absence.

Students may be able to make up a missed clinical day. However, if more than one clinical day, or more than 20% of Clinical Time (whichever is greater) in a course is missed, the student will receive a failing grade.

Tardiness and early departures constitute a Clinical Absence, and the time missed due to tardiness or early departure must be made up. A student who arrives to clinical more than 10 minutes late will be dismissed for the day and will have to make up the clinical time.

For purposes of measuring the Clinical Time missed limitation, all missed Clinical Absences will be accumulated without regard to previous makeup time. (For example, if a student has missed 5% of the Clinical Time, has made up that 5%, and then misses another 16% of Clinical Time, the student will have exceeded the 20% missed Clinical Time limitation and will not be permitted to make up additional time and will fail the course.)

A student who has not previously exceeded the 20% of Clinical Time missed limitation will be eligible to withdraw and not receive a failing grade only (a) due to extenuating circumstances approved in advance by the Program Director/Dean, or (b) in the event of a genuine medical emergency of the student or an immediate family member. [Vacations, weddings, funerals (other than those of immediate family members), child care or other family care giving obligations will not be considered to be extenuating circumstances.]

Faculty and course coordinators have the right to determine the nature of the experience that will be required for any Clinical Time that must be made up.

Direct patient care is typically required in clinical instruction. If faculty and clinical sites are available, the student must attend the makeup Clinical Time at the clinical site on the scheduled makeup day. If patient experiences are not available, alternative assignments will be offered for makeup time. Students are not guaranteed patient experiences for makeup Clinical Time.

If makeup Clinical Time is scheduled at a clinical site, all students with missed Clinical Time will be required to make up the missed Clinical Time on the scheduled makeup day. A student who misses a scheduled makeup day may not be able to be scheduled for a second makeup day, and therefore may fail the course. All Makeup Clinical Time must be completed before the end of the term. Makeup Clinical Time may routinely be scheduled for Week 12, after final exams. Accordingly, it may not be possible to make up Clinical Time missed near the end of the term.

Makeup Clinical Time is coordinated by the lead instructor for each clinical course. Other faculty, including clinical adjunct faculty, are not authorized to schedule makeup Clinical Time. It is the responsibility of the student to notify the lead instructor of any clinical course regarding missed Clinical Time. The student will then be notified of the scheduled makeup opportunity.

If the makeup Clinical Time scheduled does not fall within the times that faculty is regularly scheduled at a clinical location, the student will be required to pay a fee of \$50 per hour for the makeup Clinical Time and the fee must be paid in advance of scheduled makeup time, and if not paid, the student will not be allowed to make up the Clinical Time. Makeup Clinical Time will be scheduled only to the extent that faculty and clinical space are available and there can be no assurance that makeup Clinical Time other than those scheduled by the college will be available.

If there is an emergency or illness resulting in absence, the student should notify his or her assigned clinical instructor at least one hour prior to the start of the scheduled Clinical Time.

A student may be instructed to leave a clinical site if, in the opinion of the clinical instructor or clinical supervisor, the student's tardiness, degree of preparedness, or other conditions render the student incapable of providing safe patient care. A student may also be instructed to leave a clinical site if tardy to the extent that it adversely affects the student's ability to achieve the intended educational objective of the clinical experience. In the event the student is instructed to leave the clinical site, the student will be deemed to have a Clinical Absence for the portion of the scheduled Clinical Time missed.

Clinical, Lab, and Simulation Attire and Requirements

It is expected that students enrolled at ECPI University, College of Nursing-Orlando will dress in a manner that is reflective of a professional nursing student. Appropriate attire for the clinical settings is as follows, with mental health and public health nursing courses being the exceptions:

- A clean, pressed, white lab coat when picking up clinical assignments. Additionally, students must wear business casual attire under their lab coat. Students must wear business casual shoes with enclosed toe and heel. Students may opt to wear a clinical uniform in lieu of a lab coat and business casual attire when picking up clinical assignments.
- An ECPI University identification badge and name pin when in any clinical area, in addition to any other identification requirements made by the clinical facility.
- White non-porous shoes with enclosed toe and heel. Clogs are not permitted. Sneakers may be worn if they are completely white and clean. Students must wear socks which must be white and cover the ankle.
- A clinical uniform consisting of a scrub top and a pair of fitted uniform pants in the college designated style and color.
- A close-fitting white t-shirt may be worn under the scrub top.
- Personal hygiene and grooming must be such that it does not jeopardize the safety of clients. Fingernails are to be natural, short, clean, and unpolished. Acrylic nails are not permitted. Hair is to be worn so that it does not fall into the face of the student or over the client care area when providing care. Hair must be neatly secured above the shoulder. Men with facial hair are to maintain it in a neat, short style. Students are not to wear perfume, cologne or after-shave.
- Students are permitted to wear one pair of small, stud-style earrings only. There are to be no other visible piercing or tattoos. Students may wear marriage/commitment bands only. No other rings are permitted.
- Cell phones and other electronic communication devices are not permitted in the clinical setting.
- Students are to arrive in clinical areas with all required equipment (e.g. stethoscope, watch with a second hand, penlight, scissors, etc.) as deemed necessary for providing client care.

- Clinical agencies may have other rules/regulations that students will be required to abide by.
- Students found to be noncompliant with clinical attire and requirements will be dismissed from clinical and will need to make up the clinical experience.

Standards of Professional Behavior and Conduct in a Clinical Setting

Students in nursing and other health professions curricula are held to standards of conduct that both differ from and exceed those usually expected of college students. Consequently, nursing students are required to demonstrate clinical competence, including reasonable skill, safe practice, and professional behavior, in the care of clients. Students may be removed from clinical sites in a course at any time for unsafe or unprofessional behavior. Professional behaviors expected of the student include, but are not limited to, maintaining confidentiality, demonstrating accountability, being respectful of people's differences, being adequately prepared to ensure safe clinical practice, and adhering to the policies and procedures of ECPI University, College of Nursing-Orlando. ECPI University, College of Nursing-Orlando has adopted the American Nurses Association (ANA) Code of Ethics (2015) and the National Student Nurses' Association (NSNA) Code of Academic and Clinical Conduct (2017). These codes serve as overall guides for conduct as a nursing student. Students receive a copy of each code at Orientation. Additionally, a poster of the ANA Code of Ethics remains on display in the library and a copy of the text is also available. Key principles of these Codes are that nursing students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to their clinical instructor.

Students have a fundamental responsibility to provide care to all clients assigned to them. Refusal to care for any client is contrary to the ethical standards of the nursing profession. Students who selectively refuse to care for certain clients will be counseled by their faculty. If, after being counseled, a student continues to refuse to provide care to all clients assigned to them, disciplinary action may be taken, including but not limited to, the student being dismissed from the program.

If a student's behavior is considered unsafe or unacceptable, a faculty member will inform the student of that behavior and provide guidance and direction for improvement. The Code for Nurses specifies a standard of professional behavior expected of students throughout their enrollment in the program. ECPI University, College of Nursing-Orlando reserves the right to dismiss any student who engages in unethical, dishonest, illegal conduct, or actions that are inconsistent with The Code for Nurses. The following are examples of unsafe or unacceptable conduct:

- Evidence of inadequate preparation for clinical activities
- Incorrect or inadequate assessment/intervention
- Failure to report errors in medication or treatment administration
- Falsification of patient records
- Willfully or unintentionally doing physical or emotional harm
- Breach of confidentiality
- Violation of HIPAA protocol

- Inability to complete care/assignment within the established time period
- Inappropriate, unprofessional or untimely behavior or communication
- Evidence of behaviors that reflect an impaired state
- Failure to follow dress code guidelines

Clinical Safety

Some clinical opportunities may involve walking from one's parked car to the clinical site entrance and vice-versa. It is important to follow some basic safety guidelines when walking in the dark:

- Plan ahead. Do not wait until the last minute to consider personal safety.
- Students are encouraged to contact hospital/facility security to obtain an escort to accompany them to/from the clinical site entrance if safety concerns exist.
- Walking in groups is preferred to walking individually after dark. Students should not walk to their cars or outside of the building during any breaks.
- Avoid poorly lit areas. Avoid taking shortcuts down a poorly lit route. Choose a well-lit path.
- If a student is in an emergency situation, the student should call 911.
- Avoid places along a path that could conceal a criminal (shrubbery, recesses, etc.)
- Do not use earbuds or headphones or talk on a cell phone while walking at night. This practice reduces awareness of surroundings.
- Be aware of all surroundings. If a student sees something suspicious, the route should be altered.
- Keep one's head up while walking. Do not look down. Pay attention to surroundings.
- Walk with confidence. If confronted, shout or use a loud whistle to attract attention.
- Trust instincts. If a student feels something isn't right, the student should change plans or call for help.

For additional safety tips, please visit the following online resource:

- <http://www.state.gov/m/ds/rls/rpt/19773.htm>

Class Scheduling / Hours of Operation

Classes will be held Monday-Friday and will be scheduled between 8:00 am and 6:00 pm. Clinical experiences can be scheduled at any time during the week, including weekends. Prospective students should also be aware that clinical experiences are scheduled for the convenience of the clinical site and may be held during evenings or nights. For example, a student may have a shift of 3:00 pm – 11:00 pm, 11:00 pm – 7:00 am, 7:00 pm – 7:00 am, or other shifts. Due to the high-intensity nature of this program, it is advised that a student not have outside employment.

Administrative office hours may differ from scheduled class hours. Administrative office hours are generally Monday-Friday 8:00 am to 5:00 pm.

Classes are offered and scheduled by ECPI University in sequences or combinations to allow the student to complete the program in a timely manner. ECPI University reserves the right to alter schedules so that proper facilities, equipment, and faculty are available. As per the Florida Board of Nursing regulations, the maximum number of students in a clinical placement is 12 students to 1 faculty ratio and the maximum ratio for preceptored experiences is 18 students to 1 faculty ratio.

The sequence in which courses are taught during the program may change at the discretion of ECPI University. Prerequisites for all courses are listed in the Course Description section of the Catalog.

Student Behavior and Expectations

In order to facilitate a healthy learning environment, ECPI University, College of Nursing-Orlando has adopted the following expectations for student behavior:

1. Attendance in class is required. There are penalties associated with missing class. Please review the attendance policy in the student handbook.
2. Students are expected to arrive to class on time and stay for the duration of the lecture.
3. Students are expected to attend to the class in which they are present. Students are not to utilize class time to sleep, carry on conversations that interrupt the classroom, study or work on assignments from another class, check email, use a cell phone, surf the internet or play games and participate in other distracting activities. Long discussions with the professor are not appropriate during class time. Students should make appointments outside of class time to discuss detailed matters.
4. Laptops and other electronic devices should only be utilized for following the presentation for the class a student is currently attending. Utilizing laptops and other electronic devices for other uses is distracting to other students in the classroom.
5. Disrespectful and/or rude actions toward faculty, staff, and peers is not permitted in the classroom, on campus, or through direct or indirect communication.
6. Disruptive behavior in class will not be tolerated.
7. No confidential information is to be shared in class. This also pertains to social networking.
8. Students wishing to record lectures are to request permission from the professor.
9. Students are not to sit or lie down on the beds when not participating in lab activities. Please make certain the beds in the classrooms remain correctly made and neat. Do not place articles on the beds. Eating and drinking around the beds is prohibited.
10. Dress should be appropriate during class. Students deemed to be dressed inappropriately may be asked to change clothes or leave the campus.

Penalties for violating the above policies may result in disciplinary action ranging from counseling to dismissal from the program.

Late Assignment Policy

Written assignments **must be submitted on time**. All assignments are to be submitted in the format and by the deadline set by the course instructor (see course syllabus). Make-up

examinations and assignments are at the sole discretion of the course instructor and are discouraged. Early submissions of assignments are always accepted without penalty.

Students who submit their assignments late will be penalized according to the following policy:

- After the due date/time - 1 day late = 10% reduction in assignment grade
- After 1 day late - 2 days late = 20% reduction in assignment grade
- After 2 days late - 3 days late = 30% reduction in assignment grade
- More than 3 days late and the student will receive a "0" for the assignment

Exam and Testing Policy

Students are not to bring in any personal items into the testing classroom (backpacks, cell phones, watches with cell phone properties, books, laptops, etc.). Food is not allowed in the testing room. A beverage with a sealable cap is permitted in a testing room if there are no computers. Beverages are not allowed in a testing room with computers. Head coverings and extra clothing are not permitted unless worn for religious purposes. If an exam occurs in a laboratory, the exam policies still apply.

If a calculator is required for an exam, the college will provide one. Students are not permitted to use a personal calculator during an exam.

All exams and scantrons are to be numbered. Students will be randomly assigned a seating number and will sit in the location with the corresponding exam and scantron.

The scantron is the official document for grading purposes. Only marks on the scantron are used to score answers. Any marks on the test booklet are for the student's benefit only. The lead instructor for the course will give any pertinent instructions to the students in each classroom prior to the start of the exam.

Students are not to be allowed to leave the exam for any reason, including bathroom breaks, unless an emergency. Any student who leaves the exam room must be accompanied by faculty/staff.

If a student is late to an exam, the student may be admitted to take the exam only if:

- No one has completed the exam and left the testing room.
- The exam is still in progress.
- The exam will end at the time given by the instructor and will coincide with the time announced at the start of the exam. No extra time is offered to complete the exam due to starting the exam late.

The start time and end time of the exam will be written on the board in front of the classroom. Proctors are to end the exam at the time posted.

During exams, student questions regarding content are not entertained in order to minimize noise disturbances.

Once an exam is initiated, it is expected that a student will complete it during the scheduled period. If the exam is not completed during this timeframe, the exam will be graded based upon the number of completed items as indicated on the scantron. Another make-up exam is not offered.

Once a student has completed his or her test, he or she may then return to their appropriate lab in preparation for class. Students are not to return to the testing room and are to leave the hallway in order to provide a quiet atmosphere for those completing their exams.

Make-Up examinations

If the student anticipates missing a scheduled exam, he /she needs to notify the faculty member prior to the exam, unless it is an emergency situation without phone access. A five percent reduction will occur on any course make-up exam, while a ten percent reduction will occur on any make-up for a comprehensive final exam. For example, if a student scores a 93% on a course make-up exam, he/she will achieve an exam score of 88%. If a student scores a 93% on a comprehensive final make-up exam, he/she will achieve an exam score of 83%. If a student has missed an exam, another version of the exam is developed at the faculty member's discretion.

Make-up examinations are formatted at the individual faculty member's discretion. A make-up exam will not be identical to the regularly scheduled exam.

Students who miss an exam for any reason are required to complete a make-up exam.

Students who miss an exam are not permitted to participate in the exam review of the missed exam.

All make-up exams are scheduled for the day following final exams. Faculty members may elect to schedule a different day for make-up exams for students in their fourth quarter of the curriculum in order to process completion of assignments before graduation.

Computerized Comprehensive Exam

As one of the NUR 449 (Senior Seminar) course requirements, students must pass a comprehensive computerized examination, the HESI Comprehensive Examination ("HESI"), that contains questions similar to those found on the National Council Licensure Examination for Registered Nurses ("NCLEX-RN"). Students who fail to achieve a score of 850 or greater on the HESI, as graded by the testing service, will not pass the Senior Seminar course, and will not be eligible for graduation until they pass the Senior Seminar course. During the Senior Seminar course, students will be given three opportunities to achieve a score of 850 or greater on the HESI. Students who do not achieve a score of 850 or greater on the HESI, during the Senior Seminar course, will receive a grade of Incomplete ("I") and will be offered two additional opportunities to pass the HESI (HESI Make-Up Exams) on dates designated by the College within the 12-week period following the conclusion of the quarter during which a student receiving an "I" was enrolled in the Senior Seminar course. Students who achieve a score of

850 or greater on one of the two HESI Make-Up Exams will have their “I” changed to a passing grade. Students who fail to achieve a score of 850 or greater on one of the two additional HESI Make-Up Exams will have their “I” changed to an “F” and will have failed the Senior Seminar course.

Pregnancy

While it is recognized that pregnancy is a normal condition, there are certain legitimate concerns regarding the pregnant student. Therefore, students who are pregnant are asked to complete a pregnancy waiver with their physician. If there are limitations, they must be documented. A written monthly update will be required. Pregnant students are required to meet all program objectives. Should delivery occur while actively enrolled, the student must furnish a medical release provided by the physician prior to resuming classes and/or clinical/preceptorship experiences.

Course/Program Withdrawals

Students considering withdrawing from a course/program should read the following sections in the ECPI University Catalog: Refund Policy, Satisfactory Progress and Grade Reports (Interruption of Enrollment and Course Withdrawals), Leave of Absence, Adding/Dropping Courses, and Transfer Fees.

Student Participation in Governance

Faculty meetings are held routinely on campus. A representative from each current cohort is encouraged to attend the start of each faculty meeting. Questions and concerns voiced by the student body may be expressed during this time. During faculty meetings, students may be asked to leave a meeting if confidential information or faculty-only topics are discussed. Students may also bring issues forward to the BSN Program Director/Dean at any time in person, via email, phone or fax. The BSN Program Director/Dean employs an “open-door” policy with students. Students may also request a meeting with the Campus President.

Standards of Professional Behavior

ECPI’s BSN Program recognizes that the profession of nursing is based on specific essential values. The American Association of Colleges of Nursing (2007) proposes, “*The Essentials of Baccalaureate Education (1998, 2008)* must emphasize professionalism and professional values” and recognize the following core values and sample behaviors as essential.

Core values:

1. **Altruism** is a concern for the welfare and well-being of others. In professional practice, altruism is reflected by the nurse’s concern for the welfare of patients, other nurses, and other health care providers.
2. **Autonomy** is the right to self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care.

3. **Human Dignity** is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, human dignity is reflected when the nurse values and respects all patients and colleagues.
4. **Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession.
5. **Social Justice** is acting in accordance with fair treatment regardless of economic status, ethnicity, age, citizenship, disability, or sexual orientation.

Sample behaviors:

Honesty and acting ethically are two key elements of professional behavior that have a major impact on patient safety. Dishonest or unethical behavior, such as not reporting an error for fear of repercussions, or withholding information, can contribute to an unsafe healthcare system.”

Student Advising

There are times when students struggle to meet the program expectations due to circumstances beyond their control. There are times when students are striving to meet the program expectations but cannot be successful due to barriers. Faculty will be available to conduct and document advising sessions with students in order to assist them in being successful in the program. All students are assigned a faculty advisor. However, the faculty members in the BSN Program are all available to assist students. Documentation of advising discussions will be kept in the student’s academic file.

Examples of situations that may require student advising:

- Underperforming at any time during a class.
- Writing skills are not at the junior or senior college level.
- Speaking and presentation skills are not at the junior or senior college level.
- Poor attendance or tardiness at any time during the term.
- Communication behaviors in class or clinical that impede learning for others or are inappropriate.
- Student did not follow a handbook, catalog, college, or clinical policy and significant consequences occurred or could have occurred.
- Student did not pass a course for the first time.
- Student did not pass a second course and is therefore dismissed from the program.
- Student does not follow acceptable standards of practice, performs in an illegal or unethical manner, or violates HIPAA regulations.
- Plagiarism or cheating – all instances.

Grievances and Complaints

It is the aim of this program to identify and resolve student complaints as quickly as possible. We, like practice environments, have a process to follow when trying to resolve a complaint. If a student has a problem or concern that is not being addressed, the program has a process in place for hearing and resolving your complaint. All complaints are kept on file in a secure location on the campus.

Steps for Resolving Complaints Within the Program:

- 1. Identify the complaint in writing and address the person one has the complaint with.** If this is the instructor, make an appointment to see them privately before or after class or by phone conversation. Discuss the issue or complaint, and allow the instructor to provide feedback. The instructor will file a copy of the complaint and discussion in a secure location on the campus.
- 2. If the complaint is still not resolved to the student's satisfaction, the student should make an appointment to see the BSN Program Director/Dean.** The Program Director/Dean will review the situation and speak with all parties involved. The Program Director/Dean will speak with the student following the investigation within 3 business days following receipt of the complaint. The Program Director/Dean retains a copy of the initial complaint, investigation, and resolution in a secure location on the campus.
- 3. If the complaint is still not resolved to the student's satisfaction, the student should make an appointment to see the Campus President.** The Campus President will review the situation and speak with all parties involved, including the Program Director/Dean. The Campus President will speak to the student following the investigation within 3 business days following receipt of the complaint. The Campus President retains a copy of the initial complaint, investigation, and resolution in a secure location on the campus.

ECPI University will strive to keep all complaints confidential but cannot guarantee confidentiality. Under some circumstances, a release may be needed in order for a complaint to be properly investigated and resolved in a timely manner. Anonymous complaints will not be acted upon. Student complaint files are maintained for five years in the program office.

Grade Appeals

A student who wishes to challenge a grade on a test/assignment or the final grade in a course must follow the steps outlined below to appeal the grade:

- The student must first try to resolve the difference with the faculty member involved. If the faculty member agrees to the student's request, the faculty member will make the appropriate change in the grade book or submit a grade change through the Program Director/Dean. If the student agrees with the faculty member's decision, the matter is considered resolved and no further action is taken.

- If a satisfactory solution cannot be reached between the student and the faculty member, the student may submit a written grade appeal to the Program Director/Dean by the end of the add/drop period of the subsequent term.
- Upon the determination of the Program Director/Dean, if a satisfactory solution is not reached, the student has a final appeal available through the Campus President or his/her designee. This appeal must be filed within five calendar days of the Program Director/Dean's decision. The Campus President or his/her designee will investigate the facts of the case and make a decision in writing regarding the grade within seven days of receiving the appeal. The decision of the Campus President or his/her designee regarding a grade appeal is final.

Whenever a student believes their grade or academic record is in error, a written request challenging the error may be submitted to the Campus President within three weeks of the end of the course. Students are encouraged to first speak with the course instructor to see if an error was made during entering of grades. Review boards serve as the official appeals process for students as they seek to determine if mitigating circumstances, such as undue hardship, injury, illness or other special circumstances exist (See ECPI University Catalog). A grade appeal is not considered a "complaint" by the program.

Academic, Judicial, and Financial Review Boards Catalog 2018, Available Online at: <http://ecpi.smartcatalogiq.com/current/Catalog/University-Policies/Appeal-Procedures-and-Review-Boards>

Three types of review boards comprised of faculty and administrative personnel meet as needed to review the academic, financial, and enrollment status of students. Students, faculty, or administrative personnel may initiate review boards. The boards have the authority to review appropriate issues and serve as the official student appeals process. Actions recommended to the Campus President by these boards include probation, repeat of a course, suspension, financial leaves of absence and termination. Students may attend and participate in review board hearings. A student's spouse or parent(s) may also attend.

Academic Review Boards address concerns that affect student academic progress. Financial Review Boards address student financial concerns. Judicial Review Boards address non-academic and non-financial concerns. Students are able to read more online by using the link provided above this paragraph.

Student Nurses' Association

The Lake Mary Student Nurses' Association (LMSNA) is a pre-professional organization affiliated with the Florida Nursing Student Association (FNSA) and the National Student Nurses' Association (NSNA). Participants may develop leadership skills as they work on projects that have an impact on the community and the profession of nursing. Students are encouraged to run for elected leadership positions within the organization and to participate in student-led activities of the organization. A faculty member volunteers as the faculty advisor for the LMSNA.

APPENDIX

Acknowledgement of Review of ECPI University, College of Nursing-Orlando BSN Student Handbook

I, _____ agree to adhere to the rules and policies contained in the BSN student handbook and the college catalog. I understand that if I do not follow them as specified, I can be dismissed from the BSN program without legal repercussions.

Furthermore, I will

- Exhibit appropriate, respectful behavior at all times toward administrative personnel, instructors, classmates, and clients.
- Maintain satisfactory academic and clinical performance as outlined in the BSN Student Handbook and Catalog. Follow all the rules and regulations stated in the BSN Student Handbook.
- Follow the rules and regulations with regard to illegal substance usage at the school or clinical facility and agree to random drug testing.
- Attend class regularly and on time. Notify instructors or administration if absent or late.

Signature: _____ Date: _____

Notice: ECPI University reserves the right to make changes to the curriculum, calendar, financial, and administrative policies as deemed necessary without prior notice.

The BSN Nursing Program will make every effort to inform all students about changes in the nursing curriculum or other policies affecting them before they are implemented. Informing students of changes that impact their studies will be made through a variety of mechanisms including: face-to-face, in class announcements, E-Mail, telephone call or message, and bulletin board messages in online classes.