



BSN Nursing Handbook

American University of Health Sciences

9/1/25 – 8/31/26

Mission of American University of Health Sciences

The American University of Health Sciences, a private Christian-based minority-serving university of higher education, welcomes students of diverse backgrounds and prepares them to positively impact society by providing exceptional quality patient-centered care within the context of a global perspective of the human condition. This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body, and spirit—are addressed and where teaching/learning, research, service, and scholarship are valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and service to our fellow man, and a commitment to life-long learning.

Approvals And Accreditations

TYPE	ACCREDITING BODY	DETAILS
Institutional	WASC Senior College and University Commission (WSCUC)	American University of Health Sciences (AUHS) is accredited by WSCUC, located at 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, Tel: 510.748.9001. WSCUC is recognized by USDOE and CHEA.
Institutional	Transnational Association of Christian Colleges and Schools (TRACS)	AUHS is a member of TRACS, located at 15935 Forest Road, Forest VA 24551, Tel: 434.525.9539, email: info@tracs.org. TRACS is recognized by USDOE, CHEA, and INQSSHE.
Programmatic	Commission on Collegiate Nursing Education (CCNE)	The Baccalaureate and Master's Degree Programs in Nursing at AUHS are accredited by CCNE, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.
State Approval	Bureau for Private Postsecondary Education (BPPE)	AUHS is approved to operate by BPPE, which means compliance with state standards as set forth in the Ed. Code.
State Approval	California Board of Registered Nursing (BRN)	The Bachelor of Science in Nursing (BSN) Degree at AUHS is approved by the California Board of Registered Nursing.
Programmatic	Accreditation Council for Pharmacy Education	American University of Health Sciences School of Pharmacy, Doctor of Pharmacy program has been authorized by the ACPE Board of Directors for candidacy status. For an explanation of the ACPE accreditation process, consult the Office of the Dean or the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, Illinois 60603, 312-644-3575; FAX 866-228-2631; acpe-accredit.org.

Non-Discrimination/Affirmative Action Policy

AUHS, in accordance with applicable Federal and State Laws and University Policies, does not discriminate based on race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, postpartum period and medical conditions related to pregnancy and childbirth), disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This non-discrimination policy covers admission, access, and treatment in university programs and activities.

Inquiries regarding the University's student-related non-discrimination policies may be directed to the Office of Student Services. Students may complain of any action which they believe discriminates against them on the ground of race, color, national origin, marital status, sex, sexual orientation, disability, or age and may contact the Office of Student Services, 1600 East Hill Street Building 1, Signal Hill, CA 90755, (562) 988-2278. For further clarification of such policies including discriminatory practices and sexual harassment, students are invited to view the AUHS Website and review the general catalog.

Mission of the School of Nursing

The American University of Health Sciences (AUHS) School of Nursing (SON) prepares students to make a positive impact on society through the provision of competent, caring, and evidence-based nursing care to diverse patient populations. This mission is accomplished by recruiting and graduating diverse students, especially students from minority groups that are underrepresented in the nursing community and preparing them to deliver competent, culturally sensitive, caring, and evidence-based nursing services to all persons in need. The SON shares the core values of the University including a belief in Christian Values, a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and a commitment to teaching/learning, research, service, and scholarship.

The mission of the SON is strongly aligned with the mission of the University. It also focuses on preparing students to make a positive impact on society through the provision of competent, caring, and evidence-based nursing services to diverse patient populations. This mission is accomplished by preparing students from diverse ethnic backgrounds to deliver competent, culturally sensitive, evidence-based care to all persons in need. The School of Nursing robustly supports the core values of the University including a belief in God and the Christian values this represents, a holistic approach to education and patient care, promotion of the intellectual and analytical abilities of the student, professional practice based upon evidence, giving back to society as service to humankind, and a self-commitment to life-long learning.

Purpose of the Program

The purpose of the AUHS School of Nursing is to prepare competent nurses who advance patient care and nursing science through the scholarship of practice in the delivery of care across the lifespan. Concomitant with this belief is that delivery of care is focused on the individualized, culturally relevant, and appropriate needs of each client from multiple and divergent health-care settings.

Philosophy of the AUHS School of Nursing

The faculty's beliefs about people, the world, nursing, and health form the underpinnings of the University's philosophy. The link between the mission and philosophy of AUHS and the mission and philosophy of the SON is

demonstrated in the beliefs and values that are jointly held. The contexts of nursing, or the interrelated conditions in which nursing events occur, are also important when considering the development of a philosophy. Therefore, the social, political, cultural, and economic milieu surrounding the discipline, and the health care system were considered during the elaboration of the philosophy. Given this perspective, the faculty holds the following beliefs that support the program preparing students to become licensed registered nurses with a Bachelor of Science in Nursing (BSN) degree.

Each **individual** is made up of biological, psychological, social, and spiritual dimensions which are integrated, inseparable, and interactional. Human beings respond in a holistic manner according to their environment and are valued for their abilities, characteristics, and differences.

Nursing is a blend of both art and science and is not contained by a setting or workplace. It is scientifically based and composed of knowledge, skill, judgment, and a deep caring for patients that when applied, make up the practice of the discipline. Nursing is constantly evolving, and the professional nurse applies evidence-based knowledge from nursing, the medical, physical, behavioral, and other sciences as the basis for practice. The art of nursing consists of the internalized approach or the provision of caring behaviors that a nurse reveals during the client/patient encounter.

The Nursing Process is a problem-solving approach that is foundational to all nursing actions with the client/patient and other members of the health-care team. Critical thinking underlies the process as the nurse utilizes clinical judgment and decision-making skills to analyze, synthesize, interpret, formulate, and adapt a plan of care.

Education is the catalyst used to transform the student into a professional nurse. Education builds a foundation of essential knowledge and skills that transforms the student into a safe and competent nurse. Having acquired foundational knowledge, further education is necessary to augment the learner's ability and motivation to seek, and interpret information, which is then processed into knowledge. Knowledge is used to benefit the nurse's own patients and transmitted to the health care community to benefit all patients. Education is the vehicle through which students learn to assess and evaluate, to think critically, to make sound nursing judgments, and to accept accountability for their actions. It is the medium through which nursing students learn to process data and information into knowledge, and knowledge into wisdom. Students are taught the importance of lifelong learning so that they continuously seek out new knowledge and evidence to continually improve their own practice and advance the discipline of nursing.

Teaching the student to be an active learner is vital to the educational process. The environment for learning, created by AUHS and the faculty, is intended to facilitate the student's exploration of social interactions, individual differences, diversity, and his/her own learning styles. This knowledge will then be applied in the classroom as well as in different healthcare settings. This approach to keeping the student at the center of teaching-learning is a fundamental belief of the faculty.

Health is a dynamic state that transitions throughout the lifespan. Health becomes the focus of attention when stimulated by either positive or negative influences. Wellness, or the positive influence, is a unity within the individual that lends itself to health promotion and risk reduction. In health there is unity of the individual's body, mind, and spirit. Illness, or the negative influence, finds disunity within the individual that asserts the need for nursing intervention and is the center of nursing care.

Academic Excellence/Research/Scholarship involves the process of gaining deeper knowledge and understanding of phenomenon and contributes to informed decision making. Sound practice is built upon evidence-based research in the profession of nursing. One identified strength of the School of Nursing lies in its desire to be responsive and sensitive to the instructional, research and professional service needs of students, to our profession and to the University. The SON recognizes Boyer's Four Forms of Scholarship: the scholarships of discovery, integration, application, and teaching. In teaching, we strive to refine the students' quantitative

reasoning skills and contribute to their knowledge and understanding of health care research. We emphasize the intelligent use of the ability to communicate results clearly and concisely, and the need to approach problems with creativity and common sense. Our ultimate goal is to contribute to the overall intellectual growth of the students and to produce graduates capable of independent and critical thinking, prepared to realize their full potential and play a leadership role in society.

Service/Practice involves activities which contribute to and provide support for the nursing program and University. SON faculty participates in a community of learning dedicated to communication, respect, service, and teamwork. This statement of service renews our commitment to promote the core principles of accountability, community, civility, and responsiveness, and guides our practices. Faculty from the SON are involved in practice and service and activities and assist students in many of their service activities.

Cultural Competency reflects an understanding that quality health care outcomes require a deeper understanding of and attention to the differences among individuals and groups. Cultural competence implies integrated patterns of human behavior that include thought, communication, actions, customs, beliefs, values, and institutions of a racial, ethnic, religious, or social group that are understood, respected and valued by other groups. The SON recognizes the need for students to learn how to interact effectively in a diverse environment and that by doing so, the expansion of cultural knowledge and the adaption of services to meet various cultural unique needs are achieved.

Christian Values reflect love and caring for humankind, and justice and respect. In this respect, our students learn about the expectation of service to humankind and the importance of one's commitment to others and to the local and global communities in which we live and work. Like our parent institution, the AUHS SON is committed to serving under-represented populations and accomplishes this by both educating and employing a diverse health care workforce and providing opportunities for health care research in underrepresented and vulnerable populations. We are proud that our community benefits from the range and diversity of our people, our experiences, backgrounds and habits of hard work, collaboration and of respect for all.

Center of Excellence (COE) for Homelessness and Mental Health

The AUHS Centers of Excellence (COE) represent focused areas where academic quality, student outcomes, community service, and mission alignment converge to produce measurable impact on homelessness and mental health. This project is completed over several quarters. The COE for Homelessness and Mental Health at the AUHS, launched in Fall 2025, is embedded in the AUHS curricula and applied projects to prepare students to address homelessness and mental health needs in underserved communities through community-engaged scholarship and evidence-based practice.

The Center strengthens students' research readiness and professional formation while advancing AUHS's mission of developing better professionals, engaged community members, and better Christians through service, integrity, and humility.

Measurable outcomes include oral/poster presentations at the symposium, submission of a final paper for grading, and publication selection using standardized Research Rubrics. The COE is required across all undergraduate and graduate programs. Details of this requirement including the number of required hours are integrated throughout the curriculum to promote ongoing community engagement and support the program's mission of service and leadership.

Code of Ethics for Nurses

Code of Ethics for Nurses (2025 Update)

As you begin your journey in nursing, grounding yourself in the **Code of Ethics for Nurses (2025)** provides a moral compass for professional practice. Developed by the **American Nurses Association (ANA)**, the Code articulates the ethical values, obligations, and duties of every nurse across roles and settings. It reflects modern realities in health care—including health equity, artificial intelligence, public health crises, and global interconnectedness—while remaining steadfast in its core commitment to human dignity and patient-centered care.

1. Respect for Human Dignity

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person. Care is provided without discrimination and with intentional commitment to equity, inclusion, and culturally responsive practice.

2. Primary Commitment to the Patient

The nurse's primary commitment is to the patient—whether an individual, family, group, community, or population. This includes honoring patient autonomy, supporting informed decision-making, and addressing social determinants of health that influence outcomes.

3. Protection of Patient Rights, Health, and Safety

The nurse promotes, advocates for, and protects the rights, health, safety, and well-being of patients. This includes safeguarding privacy and confidentiality in both physical and digital environments, addressing ethical use of technology and AI, and speaking up against unsafe or unjust practices.

4. Accountability and Responsibility for Practice

The nurse is accountable for individual nursing practice and professional judgment. Delegation, documentation, and clinical decisions must align with evidence-based standards and ethical obligations to ensure optimal patient care.

5. Duty to Self

The nurse owes the same ethical duties to self as to others. This includes preserving personal integrity and safety, maintaining professional competence, prioritizing well-being, and engaging in lifelong learning.

6. Ethical Work Environments and Just Systems

The nurse contributes to establishing, maintaining, and improving ethical practice environments. Nurses advocate for safe staffing, healthy workplaces, equity in employment, and systems that promote quality care and moral resilience.

7. Advancement of the Profession

The nurse advances the profession through scholarship, research, innovation, education, leadership, and policy engagement. Ethical knowledge development and responsible integration of emerging technologies are essential to modern nursing practice.

8. Collaboration for Public and Global Health

The nurse collaborates with health professionals, communities, and global partners to promote health, reduce disparities, and address public health challenges. Nursing practice extends beyond bedside care to community, national, and international advocacy.

9. Nursing's Collective Responsibility

The profession of nursing, through professional associations and its members, is responsible for articulating nursing values, shaping health policy, promoting social justice, and protecting the integrity of the profession.

Source: American Nurses Association. (2025). *Code of ethics for nurses with interpretive statements*. Silver Spring, MD: Author.

BSN General Description, Outcomes and Objectives

AUHS School of Nursing provides a traditional Bachelor of Science in Nursing (BSN) degree with a focus on licensure for beginning nurse generalists. The BSN program is structured as a 36-month accelerated program. Admission is directed toward entry-level (pre-licensure) baccalaureate students, especially those from diverse cultural backgrounds who are typically underrepresented in the healthcare field. Initially, the program accepted only students who had completed all science and general education prerequisites eligible for credit transfer. Currently, students may complete all prerequisites and corequisites at AUHS during their studies. The mission, goals, and expected outcomes of the program adhere to professional nursing standards and guidelines relevant to preparing nursing professionals. The program incorporates standards from the Code of Ethics for Nurses with Interpretive Statements, ANA (2025), Nursing Scope and Standards of Practice, ANA 4th edition (2021), The Essentials for Baccalaureate Education for Professional Nursing Practice, AACN (2021), California Board of Registered Nursing Nurse Practice Act (2025), and the QSEN Competencies Pre-licensure KSA's (2022). The curriculum aligns with the University's mission to prepare health-care practitioners who are able to work with racially and ethnically diverse populations, especially in providing culturally competent care. Graduates of the BSN degree are prepared to organize, implement, and evaluate hospital-, population-, and community-based nursing care plans in complex and culturally diverse environments. Upon completion of the BSN degree, and consistent with the school's mission, learning objectives, and philosophy, graduates will be able to:

Program Learning Outcomes (PLOs)

1. Apply the theoretical and scientific underpinnings of nursing, biological and behavioral sciences, and humanities to the professional practice of nursing (*Domain 1: Knowledge for Nursing Practice; Concept: Clinical Judgment*).
2. Incorporate the nursing process as a systematic problem solving tool of the nurse in assisting individuals, groups, and communities to attain, maintain, and regain health (*Domain 2: Person-Centered Care & Domain 6: Interprofessional Partnerships; Concepts: Clinical Judgement, Communications, Compassionate Care, Evidenced Practice*).
3. Effect positive client/patient outcomes through professional communication, therapeutic relationships, teaching-learning principles, and advocacy for client/patient needs and rights (*Domain 3: Population Health Domain 6: Interprofessional Partnerships & Domain 7: Systems-Based Practice; Concepts: Clinical Judgement, Communications, Compassionate Care, Evidenced Practice, Ethics, Health Policy, Social Determinants of Health [SDOH]*).
4. Develop, implement, and evaluate a culturally responsive plan of care that respect client/patient values, beliefs, and preferences, even when they differ from the nurse's

own (Domain 4: Scholarship for Nursing Discipline; Concepts: Diversity, Equity, & Inclusion, Ethics, Compassionate Care, Clinical Judgement, Evidence-Based Practice).

5. Utilize scientific inquiry, evidence-based practice, critical thinking, and professional judgment as essential components of decision-making in nursing care (Domain 5: Quality & Safety; Concepts: Ethics, Compassionate Care, Clinical Judgement, Evidence-Based Practice).

6. Deliver nursing care within professional standards, an ethical framework, Christian Values, and regulatory guidelines that promote justice, respect, and patient advocacy (Domain 6: Interprofessional Partnership; Concepts: Ethics, Diversity, Equity & Inclusion, Health Policy).

7. Facilitate collaborative relationships with the clients/patients, families, communities, and members of the healthcare team to achieve coordinated, person-centered outcomes, and provide compassionate care (Domain 7: System base practice & Domain 9: Professionalism; Concepts: Communication, Clinical Judgement, Compassionate Care).

8. Apply foundational leadership, management, quality improvement, and research principles in diverse and complex health care systems while utilizing informatics and healthcare technologies integrating communication, ethics, health policy, diversity, equity, and inclusion, and the social determinants of health to support equitable, patient centered care. (Domain 8: Informatics and Healthcare Technologies; Concepts: Diversity, Equity, and Inclusion, Ethics, Health Policy, Communication, Social Determinants of Health [SDOH]).

9. Demonstrate understanding of the social, historical, and philosophical foundations of the nursing profession while practicing professionalism through ethical conduct, evidence-based practice, awareness of health policy, and the delivery of compassionate, patient-centered care. (Domain 9: Professionalism; Concepts: Evidence-Based Practice, Ethics, Health Policy, Compassionate Care).

10. Develop personal responsibility for ongoing professional growth and development including higher education in advanced practice nursing (Domain 10: Personal Professional and Leadership Development; Concepts: Health Policy, Ethics, Diversity, Equity, & Inclusion, Clinical Judgment, Communication, Compassionate Care).

11. Participate in professional organizations, leadership initiatives and political activities to influence healthcare systems and policy and promote equitable access to care (Domain 10: Personal Professional and Leadership Development; Concepts: Health Policy, Social Determinants of Health, Ethics, Evidence-Based Practice, Diversity, Equity & Inclusion).

(PLOs) (Aligned with the 2021 AACN: The Essentials: Core Competencies for Professional Nursing Education (<https://www.aacnnursing.org/essentials/tool-kit/domainsconcepts>; competencies & sub-competencies are embedded in each domain).

Curriculum Framework BSN

Core Requirements

The School of Nursing accepts a new cohort each Spring and Fall Quarter. Students may transition into the nursing program after completing nine prerequisite courses and the TEAS examination. The curriculum consists of thirteen (13) quarters of full-time study over three (3) years and three months for those entering without transfer credits. This comprehensive program integrates general education, nursing theory, and clinical nursing courses spanning biological and behavioral sciences, humanities, arts, and professional nursing disciplines. A minimum of 189 quarter units is required to fulfill all program requirements, including the 90 hours of core content outlined in Article 9, Public Health Nurse, and Section 1491: Qualifications & Regulations. Graduates who successfully complete the 13-quarter course of study receive a Bachelor of Science in Nursing (BSN) degree and are eligible to apply for the State of California Public Health Nurse Certificate. BSN graduates who have demonstrated proficiency in both theoretical knowledge and clinical practice are qualified to take the NCLEX examination for registered nurse licensure.

BSN PLAN OF STUDY

YEAR 1							
Quarter 1 – Pre-Requisite	C R	Quarter 2 – Pre-Requisite	C R	QUARTER 3	CR	QUARTER 4	CR
Chemistry 151 A: General, Organic, Inorganic with Laboratory	3	Chemistry 151 B: General, Organic, Inorganic with Laboratory	3	Biology 230: Pathophysiology	4	Nursing 250: Introduction to Nursing Health Care	4
Biology 200 A: Human Anatomy	4	Biology 200 B: Human Physiology	4	Pharmacology 210: Clinical Pharmacology	3	Nursing 250L: Introduction to Nursing Health Care Clinical Studies	4
Mathematics 110: Quantitative Reasoning	4	Microbiology 201: Microbiology	4	Nursing 220: Physical Assessment	4	Nursing 260: Health Care Communication	3
English 101: English College Composition I	4	Philosophy 160: Critical Thinking	4	Nursing 220L: Physical Assessment Laboratory	2	History 101: American History & Constitutions	4
Psychology 100: Psychology	4	Sociology 100: Sociology	4	Nutrition 230: Nutrition	3		
Total Units	19	Total Units	19	Total Units	15	Total Units	15
YEAR 2							
QUARTER 5	C R	QUARTER 6	C R	QUARTER 7	CR	QUARTER 8	CR
Nursing 300: Older Adult Health Nursing Care	3	Nursing 330: Intermediate Nursing Health Care	4	Nursing 350: Child Health Nursing Care	4	Nursing 370: Psychiatric/Mental Health Nursing Care	4
Nursing 300L: Older Adult Health Nursing Care Clinical Studies	3	Nursing 330L: Intermediate Nursing Health Care Clinical Studies	5	Nursing 350L: Child Health Nursing Care Clinical Studies	4	Nursing 370L: Psychiatric/Mental Health Nursing Care Clinical Studies	4
Nursing 310: Human Life Cycle	3	Nursing 340: Legal and Ethical Aspects of Health Care	3	Nursing 360: Women's Health Nursing Care	4	Nursing 380: Critical Care Nursing	4
Nursing 320: Psychosocial Aspects of Health Care	3	Art 300: Medical Illustration II	3	Nursing 360L: Women's Health Nursing Care Clinical Studies	4	Nursing 380L: Critical Care Nursing Clinical Studies	5
Art 200: Medical Illustration	3						
Total Units	15	Total Units	15	Total Units	16	Total Units	17
YEAR 3							
QUARTER 9	C R	QUARTER 10	C R	QUARTER 11	CR	QUARTER 12	CR
Nursing 400: Community Health Science	3	Nursing 420: Nursing Research	4	Nursing 470: Advanced Adult Nursing Health Care	5	Nursing 460: Transition to Professional Practice	2
Nursing 410: Community Health Nursing Care	4	Nursing 430: Basic Leadership & Management in Nursing	3	Nursing 470L: Advance Adult Nursing Health Care Clinical Studies	5	English 207: Creative Writing	4
Nursing 410L: Community Health Nursing Care Clinical Studies	4	Nursing 430L: Basic Leadership & Management in Nursing Clinical Studies	3	Anthropology 250: Cultural Anthropology	4		
Communications 150: Oral Communications & Public Speech	4	Philosophy 304: Ethics	4				
Political Science 101: American Political Institutions	4	Statistics 415: Statistics	4				
Total Units	19	Total Units	18	Total Units	14	Total Units	6

Grading Policy

AUHS Undergraduate Programs grading scale with Letter & Grade Points

The School of Nursing at AUHS has a general policy concerning acceptable grades. At AUHS, any grade less than C+ is considered a failing grade (a C+ is a passing grade, a C is not). It is a policy that students may not progress in the program until the failed course has been successfully repeated. A NURSING class may be repeated only once in the program. Please consult the individual course syllabus for specifics concerning each course.

Students at the school receive grades based on classroom participation, laboratory and project work, written examinations, as well as externship evaluation. Students are given a grade record for each course registered in. AUHS School of Nursing uses the following grading system:

LETTER GRADE	PERCENT	QUALITY POINTS AWARDED	Progression Indicators
A	93.0-100	4.0	Developed
A-	90.0-92.99	3.7	
B+	87.0-89.99	3.3	
B	83.0-86.99	3.0	
B-	80.0-82.99	2.7	Developing
C+	78.0-79.99	2.3 passing for Nursing	
C	76.0-77.99	2.0	
C-	70.0-75.99	1.7	
D+	67.0-69.99	1.3	
D	63.0-66.99	1.0	
D-	60.0-62.99	0.7	
F	<60	0.0	

Please note that C+ or 78% is the lowest score that a student may earn that is considered a “pass” in any nursing course.

BSN Transition and Progression

Transition from GE into Nursing

Transitioning from General Education (GE) into the nursing program requires the successful completion of all prerequisite GE courses, as well as fulfillment of all nursing program admission criteria. Candidates must pass the TEAS examination with a minimum score of 65% within two attempts. Direct admit applicants who have completed all prerequisites may take the TEAS test externally prior to admission to AUHS, whereas current AUHS students are required to complete the TEAS assessment on campus. The University schedules a maximum of two attempts for the TEAS exam. Students who do not achieve a passing score on both attempts will not be permitted to transition into the nursing program and will be advised accordingly.

Course Progression

Progression within a course, from course to course, and level to level is governed by the general faculty in concert with the Dean of the School of Nursing. Students are responsible for completing all general education and nursing courses at the designated class level before progressing to the next class level. For progression within the BSN program, nursing theory and clinical/lab courses are linked, although taken separately. To pass the course itself and progress to the next theory and clinical/lab course, students must satisfactorily **pass both** the theory and corresponding clinical/lab components of the course with a grade of at least a C+ or better (78%) **and** achieve a Level 2 or better on the ATI Proctored Exam for the theory course. If a student receives a grade of C or below in any portion of the nursing course (e.g., the theory or clinical portion), and does not meet the required Level 2 or better on the ATI Proctored Exam for the theory course, they are required to repeat the entire course (e.g., both the theory and clinical portion) and achieve at least a C+ in both theory and clinical/lab portions.

Course Failures

A student is only permitted to **fail one nursing course** in the process of completing the BSN program. The student may retake that failed course, however, if the student fails that course again, upon retaking, or subsequently fails any other nursing course, the student may not continue in the program.

Faculty Review

Faculty may review a student's record based on classroom and/or clinical performance, professionalism, attendance, or tardiness. The faculty may choose to put the student on probation, make conditional requirements, and/or dismiss the student. The Dean, in concert with the Faculty, will give a letter to the student stating the action of the Faculty. Appeal of this action by the student is made to the Dean of the School of Nursing.

GPA Requirements

A minimum cumulative grade point average of 2.5 (on a 4.0 scale) must be maintained throughout the program.

Course Withdrawal and Re-admittance

A student who withdraws from a class with an administrative approval or fails will be readmitted once. When a student fails or withdraws from a course, the attempted nursing course must be successfully completed before progressing to subsequent nursing courses. Failure to maintain any of the academic standards shall result in academic probation, academic failure, and/or dismissal from the nursing program.

Waitlist

American University of Health Sciences (AUHS) receives many qualified applications each quarter for direct acceptance to the School of Nursing. Due to the limited number of available spaces in SON, AUHS maintains an active waitlist each quarter. The waitlist is only comprised of students who are academically qualified to be successful at AUHS and have fulfilled pre-requisite requirements. The waitlist will be based on the following criteria:

- All admission documents have been received by the admissions department.
- The candidate meets academic requirements.
- The candidate has successfully passed TEAS with a minimum score of 65% or higher in two attempts.

Students who elect to remain on the waitlist will be informed of their final admission status as space becomes available.

Re-entry

The following are criteria for re-entry:

- Failure of one nursing course.
- Approved administrative withdrawal.
- Approved leave of absence (medical, military, and immediate death in the family - parents, siblings, spouse, and children).

Students are permitted to re-enter on a space-available basis based on the criteria above. Re-entry is not always guaranteed. In some cases, there may be a waitlist. The waitlist, which is based on the student's place and academic qualification, such as cumulative GPA, ensures a fair process for all students. Students returning from medical leave must submit a health clearance note from the attending healthcare provider.

Course Withdrawal

A student may not withdraw from a nursing course to avoid receiving a failing grade. Students must seek counsel from the Faculty or the Dean before withdrawing from a course. The last day to withdraw without a failing grade is **before week 7**.

Progression for Graduation and Certification

All students must take the complete series of ATI Proctored Assessment Tests. Each proctored examination must be passed on the first attempt with a Level 2, which is the required score listed in the table below before progressing to the next content area. If you do not pass the proctored test on the first attempt with the required score listed below, you must complete the ATI remediation process, which consists of focused review, remediation templates, Nurse Logic 2.0 and Learning Systems. A student must meet with the Faculty or Dean to show verification of completing the remediation process. After completing the remediation process, the student will be allowed to retake the appropriate proctored examination and must demonstrate an increase in their score leading to the required score listed below as directed by the appropriate attempt (see table below).

A student will have a maximum of two (2) attempts to receive a required score on a proctored examination as indicated for the appropriate attempt listed below. The student must demonstrate the required increase in their score on each attempt. Failure to achieve the designated score as described below would mean failure from the course.

ATI PROCTORED ASSESSMENT TEST 2023	1ST ATTEMPT	2ND ATTEMPT
RN Fundamentals	80%	85%
RN Leadership	80%	85%
RN Maternal-Newborn	80%	85%
RN Mental Health	80%	85%
RN Nursing Care of Children	80%	85%
RN Pharmacology	80%	85%
RN Medical-Surgical	80%	85%
RN Nutrition	80%	85%

N460 Transition to Professional Practice

In the Transition to Professional Practice course (N460), students must demonstrate competence by meeting all benchmarks for all ATI and U-World examinations, including proctored and non-proctored formats. Additionally, participation in the ATI Live Review and ATI Bootcamp is mandatory to ensure thorough preparation for future nursing licensure. If students fail to meet these benchmarks during the current quarter of N460, they will be granted an extension until Week 4 of the following quarter to fulfill the outstanding requirements. However, if they still do not meet the required benchmarks by Week 4 of the following quarter, they will not receive a passing grade for the course and will be required to retake the entire Transition to Professional Practice course (N460).

Students must also meet any additional testing requirements specified by the Dean and the Panel Committee, which are designed to prepare them adequately for the NCLEX paneling process. These requirements may encompass various evaluations and assessments to reinforce the necessary knowledge and skills for licensure.

Students who successfully meet the proctored level requirements must complete the ATI Comprehensive Predictor Examination with a minimum raw score of 80% on the first attempt. If a student scores below the minimum required score on their first attempt as described in the table below, they have an opportunity to retake the ATI Comprehensive Examination for the second time; the student must receive a minimum raw score of 85%. A student will have a maximum of two attempts to pass the ATI Comprehensive Predictor Examination. During the second and final attempt, the student must pass with a score of 85% (see table below). Failure to achieve the passing score as designated in the table below on the second attempt would mean failure in the N460 course.

General Academic Policies

RN COMPREHENSIVE PREDICTOR 2023	1ST ATTEMPT	2ND ATTEMPT
Individual Score	80%	85%
Predicted Probability of Passing the NCLEX RN exam	99%	99%

In addition to the policies found in this handbook that are specific to the School of Nursing, the student should obtain and keep an electronic copy of the AUHS University Catalog 2025-2026, which contains policies that apply to all programs of the university.

Probation

Academic Probation

A student is placed on probation for failing to maintain a 2.5 GPA for all courses undertaken in a quarter.

A student must achieve a GPA of 2.5 or higher during the following quarter to continue in the nursing program.

Nonacademic Probation

See *AUHS University Catalog*.

Grading & Behavior Policy, Posting of Grades and/or Distribution of Exams

1. Grades for examinations and final course grades are truncated, not rounded.
2. Examinations and answer sheets are the property of the AUHS School of Nursing. Test materials may be distributed for review only at the discretion of the faculty.
3. Exam results will be reported to students and posted in the CANVAS system within a reasonable time after the administration of an exam.
4. Once the student has reviewed their results, the student has 7 days to file a written request with the appropriate faculty member for consideration for credit of items missed. The request must be supported by written documentation from an academic source (e.g., nursing textbook, etc.).

Student Complaints/Grievance

The School of Nursing and the University recognize that, on occasion, a student may have a concern or issue that necessitates a prompt and fair resolution. To address the issue, the student is to follow the prescribed series of steps (see catalog) to obtain a mutual and satisfactory resolution of the student's concern or issue.

Reasons for grievance may include:

- A claim of an inappropriate grade that has been assigned by a faculty member.
- A miscalculation of a final grade.
- A claim of abuse, ill-treatment, or exploitation.

The following cases may NOT be grieved:

- Violations of the Academic Honor code (specifically Academic Integrity and Student Conduct Violations, which were considered serious enough to warrant a dismissal from the University).

Procedure

The procedure to file an academic complaint/grievance is available in the *University Catalog*.

Standards of Behavior Conduct

The nursing profession has developed a set of common guidelines for behavior and decision.

ESSENTIAL FUNCTIONS OF A NURSING STUDENT TABLE

FUNCTION	DESCRIPTION/STANDARD	REPRESENTATIVE ACTIVITIES
Interpersonal Skills	Abilities sufficient to interact appropriately with diverse individuals, families, and groups.	Establish therapeutic relationships with clients, establish rapport with health care team members, negotiate interpersonal conflict

Communication Skills	Communicate effectively in English in verbal and written form	Explain treatment procedures, initiate health teaching, give oral reports, speak on the telephone, document on agency records
Mobility	Ability to move from place to place and to maneuver to perform nursing activities in small spaces, stand and walk for extended periods	Bend, twist, stoop, move around in rooms administer CPR, push and pull 25 pounds, move quickly, climb stairs
Motor Skills	Gross and fine motor skills sufficient to provide safe, effective nursing care	Calibrate and use equipment, position clients, basic keyboard skills, squeeze with fingers, pinch with fingers, grasp small objects with hands/fingers, reach above shoulders, below waist, maintain balance
Critical Thinking	Ability to exercise sound nursing judgment	Sequence information, identify cause effect, and plan/control activities for others
Hearing	Auditory ability is enough for assessment and monitoring of client needs	Hear normal speaking level sounds, hear faint body sounds, auditory alarms
Visual	Ability enough for accurate assessment and monitoring of client needs	Distinguish color, see objects up to 20 inches or 20 feet away, use peripheral vision, perceive non-verbal communication, observe specimens
Tactile	Ability enough for accurate assessment and monitoring of client needs	Feel vibrations, detect temperature, feel differences in size.
Emotional Stability	Ability to assume responsibility/accountability for actions	Provide clients for emotional support, adapt to stressful situations, monitor their own emotions, and perform multiple responsibilities concurrently.

Making called The Code of Ethics for Nurses with Interpretive Statements, American Nurses Association, 2025. The nursing faculty abides by these professional standards and believes that nursing students should perform in accordance with the provisions of the Code.

Violation of any of these general standards of conduct or provisions of the Code is grounds for discipline and dismissal from the nursing program and/or the University.

Academic Integrity

AUHS is an academic community. All members, including faculty, staff, and students, are responsible for maintaining standards of academic honesty. Cheating, plagiarism, unapproved collaborative work, unapproved usage of AI technology, multiple submissions without permission of the professor or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings resulting ***in loss of credit for a project, a failing grade for a class, and/or dismissal from the university***. Every student is responsible for following the University's Academic Honor Code. The policy may be found in the *University Catalog*.

Essential Functions of a Nursing Student

To practice nursing, a person must possess a variety of cognitive, sensory, affective, and psychomotor skills. These functions are essential to successful progression in and completion of the nursing program requirements

and are a required part of each course. If a nursing student cannot meet these standards, the student must communicate this to the Dean in writing to explore options for reasonable accommodation or modifications to meet program requirements.

Impaired Nursing Student

American University of Health Sciences, in accordance with the Board of Registered Nursing, considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof (B&P 2762). Students who are impaired by or demonstrate characteristics of chemical dependency or mental illness will be directed to seek appropriate assistance through a health care provider and provide the nursing program with proof of treatment and fitness for practice to the nursing program. Evidence of rehabilitation will need to be submitted with their application for licensure to the Board of Registered Nursing. Instructors have the authority and responsibility to take immediate corrective action regarding the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities. All matters will be handled confidentially.

Expectations of Students

Nursing students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such. The Board has established a diversion program for impaired registered nurses as a voluntary alternative to traditional Board disciplinary actions (B&P 2770).

Commitment To Learning

The AUHS nursing faculty is committed to helping students learn. Learning is seriously compromised if assignments are not completed. Therefore, to pass each course in nursing, the student must satisfactorily complete each of the following criteria.

1. The student must submit all course work on time in the format described in the course syllabus. Any late or missed assignment may be subject to a grade reduction, as specified in the course syllabus or by the faculty.
2. The student must be present and must verbally participate in classroom and clinical activities including pre- and post-conferences in the clinical area (see Attendance Policies).
3. The student must meet all scheduled commitments when assigned.
4. Students must purchase ATI and must take the periodically scheduled ATI Examination series.
5. Internet access at agencies and clinical sites may be limited to obtaining information directly related to patient care.
6. Text messages, instant messaging and cell phone use for personal business are prohibited during clinical or theory courses.
7. The student must exercise responsibility in ensuring the make up of all missed assignments.

Behaviors that are disrespectful to faculty or fellow students are disruptive and prohibited. Therefore, students may not bring anyone not enrolled in the course to class or leave such persons unattended on campus or at off-site clinical facilities. Other prohibited classroom behaviors include refusing to be seated, talking during lectures, sleeping, eating, non-class reading, entering the classroom late or leaving early without authorization and using cellular devices during exams or graded activities. Faculty may also communicate the time and manner for student questions and expressions of points of view in the instructional setting. Faculty may establish, communicate, and enforce reasonable rules of classroom behavior and decorum. These rules are not intended to discourage appropriate classroom expression, discussion, or disagreement, but to promote respectful interactions. Disruptive or disrespectful behaviors in the classroom are grounds for discipline and possible dismissal from the nursing program and/or the University.

Students that exhibit a chronic pattern of hostility and intimidation as indicated by the issuance of more than one Adverse Action form, including (but is not limited to) verbal abuse, shouting, profanity, stalking, swearing, bullying, threatening communication of any kind, or any other activity that meets the legal definition of harassment, shall be dismissed from the program.

Clinical Education

Campus Skills Laboratory

1. Students are required to meet all scheduled nursing skills laboratory appointments.
2. Each student is expected to utilize the campus laboratory to become proficient in all skills before his/her clinical experience and demonstrate proficiency in particular skills to the appropriate faculty member.
3. Each student is expected to utilize the equipment during posted campus laboratory hours.
4. Due to the nature of some nursing courses, the student may be required to spend time outside of regularly scheduled class/clinical time to gain nursing skills. A student will be notified when practice laboratory sessions are held.
5. Faculty may request that the student return to the clinical laboratory for practice to gain proficiency. Inability to demonstrate proficiency in assigned skills during return demonstrations may result in the student being excluded from the associated clinical experience and/or failing to meet the course objectives.
6. A clinical experience missing due to inadequate preparation will be considered an absence.
7. **Food or drinks (except water) are NOT permitted in the Classroom, Skills and Simulation Laboratory at all times.**
8. All Laboratory equipment is the property of the School of Nursing. Any student borrowing equipment from the school is responsible for maintaining it until it is returned and will be required to replace any damaged, lost, or stolen items.

Clinical Course Work

1. Clinical experience provides the student with the opportunity to apply theory to clinical situations. Participation in assigned clinical experiences is mandatory (see Attendance Policies).
2. Clinical evaluation tools are standard tools, subject to modification for each clinical course. Each evaluation tool provides specific, measurable outcomes that cover the scope and extent of each clinical course objective. These specific tools are essential if learning objectives are to be achieved. Each student is advised that evaluations are designed as tools to keep the student appraised of his/her progress.

3. The purpose of clinical evaluation is to provide an assessment of each student's abilities and to identify his/her strengths and/or weaknesses. Evaluation tools provide specific guidelines for satisfactory achievement of clinical objectives.
4. The clinical evaluation process is ongoing. Faculty will provide documentation on each student's clinical evaluation tool at mid-term and final clinical conferences.
5. The clinical component of a course is graded on a Pass/Fail basis. Students receiving a failure in the clinical component of a nursing course may not continue the progression to the next theory/clinical course but must repeat the entire course since it is considered to be linked (the theory and clinical). Students are urged to read the section on BSN Progression.
6. Students and the clinical instructor will sign the Clinical Evaluation tool indicating that the final evaluations were read and discussed.
7. Students must pass each clinical rotation and must do so by satisfying each clinical objective. Any student who does not achieve the above requirements in the clinical rotation will receive a "Fail" for the course.
8. Both the theory and related clinical practice courses must be passed in each clinical rotation in order to progress to the next rotation, course and/or level.
9. There may be occasions when dismissal of a student by the SON becomes necessary prior to the end of a rotation or course. Examples include excessive medication errors (whether PO, IM, or IV), gross negligence/misconduct involving patients, and/or professional misconduct. Reasons for prompt dismissal are not limited to these examples (see the Attendance Policy for specific details regarding attendance requirements and their impact on dismissal).

Documentation Of Inappropriate Behavior/Unsafe Clinical Practice

Students engaged in inappropriate or unsafe behavior in class, at office hours, in the clinical setting, or in any other interaction in their role as a student at the School of Nursing will have their actions documented in an Adverse Action Form.

Issuing an Adverse Action Form

1. Should a specific situation occur in lecture or clinical warranting documentation, the exact event of the incident should be described in an Adverse Action Form. The Adverse Action Form is to be given to the student to read within twenty-four (24) hours of the specific incident when possible. All documentation is to be filed in the student's record in the Office of Student Services and on the Student Information System (SIS). The student is encouraged to sign indicating that the note has been read and understood. The student may submit a written response statement to be added to his/her Adverse Action Form.
2. If a student's clinical performance is unsafe, (such as, but not limited to, passing medications without faculty approval or violating the 5 rights of medication) or egregious (such as, but not limited to, unprofessional conduct or disrespectful behavior), the student will be sent home from the clinical area. This will be considered an unexcused absence for that clinical day and documented on an Adverse Action Form.
3. Faculty will clearly detail on an Adverse Action Form what is deemed "unsafe clinical practice" and discuss the behavior with the lead teacher. Concise written guidelines for improvement and a remediation plan will be given to the students along with a follow-up plan.

4. In the event the student's behavior is determined to be inappropriate, such as failing to submit health requirements or completion of a remediation plan, an Adverse Action Form will be issued.
5. If multiple reports of inappropriate behavior or unsafe clinical practice are filed for a single course, the student will fail that course. The faculty on record will document these behaviors and submit them to the Dean.
6. If a student receives more than three (3) Adverse Action Forms during the academic program, they will be referred to the Dean of the School of Nursing for counseling and review.

Eligibility For Clinical Practice

To be eligible for clinical practice, each student is required to provide the SON with documentation of the items indicated in the following sections. These requirements are due on or before nursing orientation at the beginning of the nursing program. Ongoing clinical requirements are due no later than the midterm of the quarter prior to the clinical rotation. Failure to comply will result in a withdrawal from the course. Students are expected to keep all clinical requirements up to date for the entire nursing program.

Health Evaluation

A student who has not turned in all required health documents by the designated deadline will not be permitted to enroll in the theory or clinical course.

General

1. Students must meet the following School of Nursing minimum health evaluation requirements.
2. Depending on clinical placement, students will be required to meet any additional health evaluation requirement per individual institution's policy (also see Clinical Agency Rules).
3. Students with any medical conditions or problems need to have a clearance by a physician or healthcare provider stating that the student can work at the clinical setting with no restriction.

Physical Exam

1. Students shall have a health examination by a person lawfully authorized to perform such an examination prior to entering the clinical nursing courses.
2. Each examination shall include a medical history and physical evaluation.
3. The examination shall include laboratory work if indicated by the practitioner.
4. The report signed by the practitioner shall indicate that the person is able to perform assigned duties and that no health condition exists that would create a hazard for the student, colleagues, patients, or visitors.
5. If a student is returning from an absence greater than or equal to one year, the student must complete a new health evaluation prior to reentering the program.
6. All persons working in a clinical setting who are known to have symptoms of infectious disease shall be removed from contact with patients (see also Health Situations Increasing Risk in the Clinical Setting).

Tuberculosis Evaluation

1. The initial health examination shall include a purified protein derivative (PPD) skin test for tuberculosis or a chest X-ray. A 2-step PPD test is required (consisting of two PPD tests being completed 1 – 3 weeks apart) prior to beginning the first clinical rotation. Each subsequent year, a single negative PPD skin test is required.
2. Positive reaction to the skin test shall be followed by a chest X-ray.
3. Annual tuberculin screening by a person lawfully authorized to perform such an examination that includes symptom/risk factor assessment must be performed.
4. A negative PPD tuberculin skin test or a chest X-ray prior to entering the program is required. The PPD must be repeated annually. A chest X-ray must be repeated annually.
5. Depending upon the clinical site, additional requirements may be necessary (e.g., two step PPD).

Immunization Status

1. Students must demonstrate immunity to Measles, Mumps, Rubella, Varicella (Chicken Pox), and Hepatitis B (i.e., documentation of adequate antibody titer levels post vaccination). It takes time to make a clinic visit appointment, for clinical laboratory results to be read and released. Some immunizations may require a lapse of time before a second dose is required (e.g., Hepatitis B vaccine). If insufficient immunity status has developed, documentation of completion of vaccination series for the above immunizations must be demonstrated. A repeat antibody titer must be done after the vaccination series to verify immunity. Make clinic appointments early for your health evaluation to avoid unnecessary delay in the submission of the required health clearance record.
2. Students must demonstrate documentation of tetanus and pertussis immunization [tetanus-diphtheria-acellular pertussis (Tdap) within ten (10) years prior to entering the program.
3. Per clinical placement requirements, students are required to take the annual flu shot

Basic Life Support Cardiopulmonary Resuscitation (BLS/CPR)

1. All students are required to obtain and maintain and provide documentation of continuous Basic Life Support CPR certification (American Heart Association) during enrollment in the program.
2. Students returning from a leave of absence will be required to provide current documentation of continuous Basic Health Provider Life Support CPR prior to re-enrolling.

Background Check

1. A background check is required of all students belonging to the School of Nursing because nurses perform sensitive tasks that include: the care and security of patients, children, the elderly, the handicapped, the mentally impaired; direct access to controlled substances; and issuance of keys to buildings.
2. Students are required to submit, and satisfactorily clear, a criminal background check prior to performing clinical duties. Live Scan and fingerprinting are required

3. Some agencies require additional background and security clearances that must be completed by students in advance of their clinical placement. Students will be given adequate time to prepare for and submit all documents for background clearances.

HIPAA Privacy and Security Screening

1. The Health Insurance Portability and Accountability Act (HIPAA) was passed in 1996 in an effort to make health insurance more efficient and portable. Additionally, because of public concerns about confidentiality, the Act also addresses information protection.
2. Because nurses have access to individual's protected health information, all students must:
 - a. Have an understanding of what information must be protected under HIPAA privacy laws;
 - b. Have an understanding of the HIPAA patient rights;
 - c. Have an understanding of the nurse's role as a healthcare provider in maintaining privacy of protected health information for patient care, teaching, research, fundraising, marketing and media;
 - d. Be aware of the consequences for non-compliance with federal regulations.
3. Students must successfully complete the HIPAA module prior to entry into clinical practice and annually.

Malpractice Insurance

Students are required to have private malpractice insurance, and it should be renewed annually. Malpractice insurance coverage must be maintained for the entire nursing program.

Unified Uniform, Grooming, and Professional Appearance Policy

To promote professionalism, patient safety, and public trust, ALL students are required to adhere to the following uniform and appearance standards while on campus, in clinical settings, and during all university-sponsored activities.

Scope of Policy – Unified Uniform, Grooming, and Appearance Policy

These standards apply to all students enrolled at the university, regardless of gender, and are required to ensure consistency, professionalism, and compliance with institutional and clinical partner expectations.

General Education & School of Nursing Education Studies

Professional appearance is a core component of patient safety, public trust, and professional accountability. Early adherence supports the development of discipline, responsibility, and readiness for healthcare environments. **These standards are intentionally introduced at the start of General Education coursework to prepare students for progression into the School of Nursing, clinical practice, and the professional expectations of nursing.**

General Requirements

Please be advised that the **AUHS logo is the intellectual property of the university owners and is protected by copyright**. The logo may **not be used to purchase, produce, or distribute unauthorized scrubs or apparel** featuring the AUHS name or logo. Any use of the logo without prior authorization from the university is strictly prohibited. Students who are on campus for **any school-related purpose**, including administrative visits (e.g., Registrar, Financial Aid), must be in **approved uniform attire**.

Approved uniforms are required whenever students are:

- On campus
- On hospital or agency premises for school-related activities (patient care, preparation, simulation)
- Participating in off-campus AUHS activities

Students who violate the Uniform Policy (theory and clinical) will receive an Adverse Action Form for the first violation. A second violation will result in dismissal from theory class and/or clinical for the day, and the student will be marked absent. A third violation will result in disciplinary action, up to and including termination from the program.

General Appearance Standards

These standards apply to all students enrolled at the university, regardless of gender.

1. Adhere to campus didactic uniform policy.
2. Adhere to clinical uniform policy.
3. All visible tattoos must be fully covered at all times
 - Clinical: Tattoos must be covered with a white long-sleeved undershirt, bandage, or adhesive bandage. Cosmetic products (e.g., concealer or makeup) may not be used to cover tattoos.
 - Campus (Didactic): must be covered with a white or navy-blue long-sleeved undershirt, bandage, or adhesive bandage. Cosmetic products (e.g., concealer or makeup) may not be used to cover tattoos.
4. The AUHS Student ID must be worn **at all times** in both clinical and didactic settings.
5. Uniforms must be clean, pressed, properly fitted, and professional in appearance.
6. **Jewelry** is limited to:
 - One plain wedding band
 - One watch with a second hand
 - One pair of small, single-post earrings (Female students only)
 - Dangling earrings are not permitted.
 - No visible earrings (Male students only)

- Necklaces are not permitted in both didactic and clinical setting.
 - Bracelets are not permitted in both didactic and clinical setting.
7. Undergarments must be modest and not visible.
 8. Undershirts must be solid navy blue, black, grey, or white and contain no logos of any kind or size.
 9. Baggy, excessively loose, or revealing clothing is unsafe and unacceptable.
 10. Socks must be all white, at least crew length.
 11. Long hair must be styled in a neat mid to high bun both on campus and at clinical sites. Headbands at least two inches wide, without logos and in navy blue, black, or white, can be worn to keep hair away from the face.
 12. Hair adornments are not permitted. Only small, functional hair ties, elastic bands, or bobby pins may be used to secure hair.
 13. Hair color must fall within naturally occurring human hair tones (e.g., black, brown, blonde, *natural* red, gray). Bright, fluorescent, or fashion colors (e.g., neon pink, yellow, blue, purple, green, and red) are not permitted. Hairstyles must be maintained professionally and must not interfere with safety, patient care, or required protective equipment.
 14. No hats or beanies are to be worn in the classroom or clinical setting.
 15. Facial hair, beards and mustaches must be clean, short, and neatly trimmed. Otherwise, male students must be clean-shaven.
 16. Shoes should be cleaned at least weekly to keep them neat and presentable
 17. The following attire is not permitted:
 - Open-toe, open-air, or backless shoes
 - Sandals or slippers
 - Visible body piercings (nose, tongue, lip, eyebrow, etc.)
 - Hats (baseball caps, beanies)
 - Revealing attire (e.g., low-cut blouses)

NURSING UNIFORM & DRESS CODES

Scope of Policy – Nursing Uniform and Dress Codes

This policy applies to all students enrolled in the nursing program, regardless of gender, while participating in didactic courses, clinical experiences, simulation activities, and any university-sponsored events. All students are required to adhere to the established uniform, grooming, and professional appearance standards at all times.

Campus (Didactic) Uniform

- **Nursing Scrubs:** Students are required to wear navy blue scrubs (scrub top and pants) with the AUHS patch/logo. The scrub top may be replaced with approved AUHS merchandise, such as a polo shirt, T-shirt, or crewneck. All navy-blue scrubs must be clean, wrinkle-free and properly pressed or ironed
- **Tattoos:** must be covered with a white or navy-blue long-sleeved undershirt, bandage, or adhesive bandage. Cosmetic products (e.g., concealer or makeup) may not be used to cover tattoos.
- **Jewelry** is limited to:
 - One plain wedding band
 - One watch with a second hand
 - One pair of small, single-post earrings (Female students only)
 - Dangling earrings are not permitted.
 - No visible earrings (Male students only)

- Necklaces are not permitted in both didactic and clinical setting.
- Bracelets are not permitted in both didactic and clinical setting.
- **Makeup and Cosmetics:** Makeup must be in good taste and not excessive.
- Lash extensions or fake eyelashes are not allowed.
- Fingernails must be clean and short.
- No nail polish, gel nails, or artificial nails may be worn on campus and in clinical areas.
- **Outerwear:** Students may wear an AUHS hoodie or jacket, but only in gray, black, navy blue, or white. If a non-AUHS hoodie or jacket is worn, it must be plain, in one of the approved colors, and contain no logos of any kind or size.
- **Undershirts:** Must be solid, navy blue, black, or white and contain no logos of any kind or size.
- **Shoes:** Students must wear ***ALL WHITE* leather shoes or fabric athletic** with **NO color trim or large, flashy logos**. To maintain professionalism, hygiene, and a clinical standard of cleanliness, these shoes should be designated for school and clinical use only and not worn for other activities outside of academic or clinical settings.
 - **Clogs, Crocs-style shoes, open-toe shoes, open-back shoes, slip-on shoes, house slippers, furry flip-flops, or similar casual footwear are not permitted.**
 - **Shoes should also be cleaned at least weekly** to keep them neat and presentable.
- **Socks:** must be all white, at least crew length.
- **Hygiene:** Good personal hygiene is essential to professional nursing practice. Regular bathing and the use of deodorant are required. **Perfume, cologne, and aftershave are not permitted because odors may be offensive or harmful to patients.**
- **Hair** Long hair must always be secured in a neat mid to high bun both on campus and at all clinical sites. Headbands at least two inches wide, without logos and in navy blue, black, or white, can be worn to keep hair away from the face. In the Mental Health clinical, hair must be always secured in a bun.
 - Hair adornments are not permitted. Only small, functional hair ties, elastic bands, or bobby pins may be used to secure hair.
 - No hats or beanies are to be worn in the classroom or clinical setting.

Clinical Uniform

- **Nursing Scrubs:** AUHS ***White scrubs only*** (scrub top and pants), unless otherwise informed. All white scrubs must be clean, wrinkle-free, and properly pressed or ironed.
- **Tattoos:** must be covered with a white long-sleeved undershirt, bandage, or adhesive bandage. Cosmetic products (e.g., concealer or makeup) may not be used to cover tattoos.
- **Jewelry** is limited to:
 - One plain wedding band
 - One watch with a second hand
 - One pair of small, single-post earrings (Female students only)
 - Dangling earrings are not permitted.
 - No visible earrings (Male students only)
- Necklaces are not permitted in both didactic and clinical setting.
- Bracelets are not permitted in both didactic and clinical setting.
- **Makeup and Cosmetics:** Makeup must be in good taste and not excessive.
- Lash extensions or fake eyelashes are not allowed.
- Fingernails must be clean and short.
- No nail polish, gel nails, or artificial nails may be worn on campus and in clinical areas.

- **Outerwear:** Approved white lab coats or AUHS white merch jacket with the AUHS patch/logo are the **only permitted cover-up** in clinical settings with no wrinkles.
- **Undershirts:** Must be solid navy blue, black, or white and contain no logos of any kind or size.
- **Shoes:** Students must wear **ALL WHITE leather shoes** with **NO color trim or large, flashy logos**. To maintain professionalism, hygiene, and a clinical standard of cleanliness, these shoes should be designated for school and clinical use only and not worn for other activities outside of academic or clinical settings.
 - a. **Clogs, Crocs-style shoes, open-toe shoes, open-back shoes, slip-on shoes, house slippers, furry flip-flops, or similar casual footwear are not permitted.**
 - b. **Shoes should also be cleaned at least weekly** to keep them neat and presentable.
- **Socks:** must be all white, at least crew length.
- **Hygiene:** Good personal hygiene is essential to professional nursing practice. Regular bathing and the use of deodorant are required. **Perfume, cologne, and aftershave are not permitted because odors may be offensive or harmful to patients.**
- **Hair:** Long hair must always be secured in a neat mid to high bun both on campus and at all clinical sites. Headbands at least two inches wide, without logos and in navy blue, black, or white, can be worn to keep hair away from the face. In the Mental Health clinical, hair must be always secured in a bun.
 - a. Hair adornments are not permitted. Only small, functional hair ties, elastic bands, or bobby pins may be used to secure hair.
 - b. No hats or beanies are to be worn in the classroom or clinical setting.

CLINICAL UNIFORM AND CONDUCT

1. Approved white lab coats or AUHS white merch jacket with the AUHS patch/logo are the **only permitted cover-up** in clinical settings with no wrinkles.
2. Gum chewing is not permitted in any clinical agency.
3. In clinical facilities where uniforms are not worn, students must follow the agency's dress code.
4. Students should wear nursing uniform or business-casual attire when meeting clinical agency personnel.
5. Food or drinks **are not allowed** in the classrooms.
6. Use of personal cell phones is strictly prohibited while on the clinical unit/floor at the clinical site. **Cell phones may only be used in the event of an extreme emergency** and with prior approval from the clinical instructor.

REQUIRED CLINICAL EQUIPMENT

Every student must have the following items to attend clinical unless otherwise specified. Missing items will result in dismissal from clinical and an absence for the day.

- a. AUHS Student Photo ID
- b. Watch with second hand or digital readout (no smartwatches)
- c. Bandage scissors
- d. Black ballpoint pen
- e. Pen light with pupil gauge

- f. AUHS approved white lab coat or white AUHS merch jacket

The AUHS Student ID must be worn **at all times** in all clinical settings. Additional IDs may be required by individual facilities.

PERSONAL APPEARANCE & HYGIENE

Scope of Policy- Personal Appearance & Hygiene

This policy applies to all students enrolled in the nursing program, regardless of gender, across all didactic, clinical, simulation, and university-related activities. Adherence to personal hygiene and professional appearance standards is required to ensure patient safety, support infection prevention practices, and uphold professional and institutional expectations.

Hygiene

1. Good personal hygiene is essential to professional nursing practice. Regular bathing and the use of deodorant are required.
2. Because odors may be offensive or harmful to patients, no perfume, cologne, or aftershave may be worn.
3. Makeup must be in good taste and not excessive.
4. Lash extensions or fake eyelashes are **not** allowed.

Hair

1. Hair must be clean, well-groomed, and professional in appearance.
2. Hair must be always secured off the face and collar.
3. Long hair must always be secured in a neat mid to high bun both on campus and at all clinical sites. Headbands at least two inches wide, without logos and in navy blue, black, or white, can be worn to keep hair away from the face. In the Mental Health clinical, hair must be always secured in a bun.
4. Bangs must be secured off the face and must not obstruct vision.
5. Hair color must fall within naturally occurring human hair tones (e.g., black, brown, blonde, *natural* red, gray). Bright, fluorescent, or fashion colors (e.g., neon pink, yellow, blue, purple, green, and red) are not permitted. Hairstyles must be maintained professionally and must not interfere with safety, patient care, or required protective equipment.
6. Hair adornments are **not** permitted. Only small, functional hair ties, elastic bands, or bobby pins may be used to secure hair.

Facial Hair

1. Beards and mustaches must be clean, short, and neatly trimmed.
2. Otherwise, male students must be clean-shaven.

Nails, Jewelry, Piercings, & Tattoos

1. Fingernails must be clean and short.
 - No nail polish, gel nails, or artificial nails may be worn on campus and in clinical areas.
2. Jewelry is limited to:
 - One plain wedding band
 - One watch with a second hand
 - One pair of small, single-post earrings (Female students only)

- Dangling earrings are not permitted.
 - No visible earrings (Male students only)
3. Necklaces are not permitted in both didactic and clinical setting.
 4. Bracelets are not permitted in both didactic and clinical setting.
 5. Multiple earrings or decorative pins on uniforms are not allowed.
 6. No visible body piercings are permitted other than earrings.
 7. All visible tattoos must be fully covered at all times:
 8. Clinicals: Tattoos must be covered with a white long-sleeved undershirt, bandage, or adhesive bandage. Cosmetic products (e.g., concealer or makeup) may not be used to cover tattoos.
 9. Campus (Didactic): Tattoos may be covered with a white or navy-blue long-sleeved undershirt, bandage, or band-aid. Cosmetic products (e.g., concealer or makeup) may not be used to cover tattoos.

UNIFORM AVAILABILITY

Uniforms are available for purchase at **Christina's Uniforms**. Please contact Student Services.

Clinical Agency Rules

Students are educational guests in the clinical facility and are expected to abide by each facility's policies and procedures manuals. Students are not allowed to share hospital computer ID codes and/or passwords. Students are expected to be familiar with emergency protocols for each clinical facility.

No personal calls are to be placed or received while in the clinical setting. Students are not allowed to carry or use smartphones or other cellular devices when in clinical unless it is authorized by the clinical instructor or clinical site for clinical purposes. Picture taking is not allowed unless approved by the clinical agency.

Students who fail to comply with ongoing health-related documentation will not be allowed to attend clinical and will be withdrawn from the course.

Students are expected to follow dress codes and/or specific rules unique to each facility, and to display professional demeanor while in the facility.

Students are expected to attend clinical facility-sponsored orientations. Absence or tardiness of 30 minutes or more from the facility orientation will result in a dismissal from the course.

Students are not allowed to change clinical groupings during the quarter unless approved by the Dean.

Confidentiality

1. Nurses are ethically committed to a nonjudgmental attitude, to honesty, and to protecting the confidentiality and the right to privacy of the patient.
2. Patients often confide highly personal information to nurses, trusting them not to divulge that information carelessly.
3. Patient names should never be used when writing nursing care plans or presenting case studies, except when these care plans are recorded directly in the patient's chart and are used as a basis for ongoing patient care. Instead, the patients should be referred to by their initials to conceal identity.

4. Any information seen or heard concerning a patient's diagnosis, condition, treatment, financial or personal status must be held in absolute confidence.
5. Details of a patient's history or status should not be discussed in elevators, restrooms, cafeterias, on social media, or in any other public place. Discussing a patient's medical history merely for the sake of gossip is highly unethical and unprofessional and may result in dismissal from the nursing program.
6. When the clinical experiences terminate, the need to respect the client's confidentiality does not end.
7. Under no circumstances should a student photocopy or screenshot any part of the patient's record.

Health Situations: Increasing Risk in the Clinical Settings

Changes in student health status that may affect the safety of the student and/or patient in health care agencies must be reported to the Dean. This includes pregnancy, accidents that cause injury, or other mental or physical conditions including infectious diseases. A health care provider statement may be required indicating it is safe for the student to function in the clinical area. The School of Nursing will provide reasonable accommodation for student specific needs stemming from a change in health status. As a part of providing care to ill persons, the student may be exposed to infectious and/or communicable diseases. Costs of testing, diagnosis, and treatment of any infectious and/or communicable disease, including those contracted while acting as a caregiver in clinical experiences, will be the responsibility of the student. The School of Nursing provides instruction to each student regarding Universal Precautions according to the recommendations of the Centers for Disease Control.

Auhs School Of Nursing Policy On HIV/AIDS And Other Blood-Borne Diseases

Definitions

HIV/AIDS

Acquired immunodeficiency syndrome (AIDS) is a condition in which the body's ability to defend itself against a variety of diseases is seriously reduced. This condition apparently is caused by a virus most commonly known as the human immunodeficiency virus (HIV). As of yet, there is no known cure for AIDS.

HIV Positive

When a person is infected with the HIV virus, his or her immune system responds by producing antibodies against the virus. Antibodies can be detected by a laboratory test, though symptoms of illness may not be present. Antibodies generally develop within three (3) to twelve (12) weeks after exposure but may take as long as fourteen (14) months. Such an infection apparently cannot be reversed and may develop into AIDS

Principles Underlying the AUHS School of Nursing Policy

1. A primary objective of the AUHS School of Nursing HIV/AIDS policy is education for the prevention of any acquisition or transmission of HIV/AIDS.

2. AUHS School of Nursing shall respond to any known case of HIV/AIDS as it would to any other life-threatening, contagious disease. At no time will the University discriminate against any persons because they are infected by the HIV virus.
3. AUHS School of Nursing personnel will act to combat fear, prejudice, discrimination, irrationality, paranoia, and/or hysteria commonly associated with HIV/AIDS.

Policy

1. Responsibility for ongoing educational programming on HIV/AIDS shall be assigned to the faculty and the Dean. Such educational programming shall be directed to all members of the AUHS School of Nursing community, including administrators, faculty, staff, and students.
2. AUHS School of Nursing shall attempt to conform to all local, state, and federal laws and the Center for Disease Control guidelines.
3. AUHS School of Nursing allows persons who are HIV-positive to remain on campus, but they must not engage in or endorse life-style practices which might pose a direct threat of transmitting the virus to others.
4. AUHS School of Nursing will not undertake program screening to identify persons infected with the HIV virus unless required to do so by law. Students and University employees desiring HIV testing are directed to seek assistance from their personal physicians or the public health departments.
5. It is expected that all health care professionals adhere to medically determined policies regarding the safe disposal of hypodermic needles, blood, and other bodily fluids. Adherence to these same precautions will be practiced in laboratory courses and whenever members of the AUHS School of Nursing community, including administrators, faculty, staff, and students encounter bodily fluids.
6. AUHS School of Nursing employees will protect the confidentiality of any person who tests HIV positive, as mandated by the Family Education Rights and Privacy Act of 1974.
7. Students and University employees involved in extracurricular activities and/or activities, which place them at risk, shall take appropriate, precautionary measures to reduce risk to themselves or others.
8. Due to the inherent risks of laboratory and nursing-clinical facilities, students are required to take appropriate precautionary measures in dealing with the blood and body fluids, handling of needles, and any laboratory or hospital equipment that may pose a threat to themselves or to other persons. In the event of an incident involving risk of HIV or Hepatitis transmission, the student or University employee has an ethical duty to immediately report the incident to a designated University official. The Student Statement Regarding Hepatitis B, HIV, and other Infectious Diseases can be found in the appendix.
9. Additional information on HIV/AIDS can be obtained from the Center for Disease Control (www.cdc.gov).

In addition to the University HIV/ AIDS Policy, the following statement apply to nursing students and faculty in the School of Nursing in relation to Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B Virus (HBV), Hepatitis C Virus (HCV), Hepatitis D Virus (HDV), and Hepatitis G Virus (HGV) since health care activities may put an individual at higher risk for these diseases.

1. No individual shall be denied an opportunity for admission into the nursing program or employment in connection with the nursing program because that individual is infected with a dangerous communicable disease such as HIV, AIDS, HBV, HCV, HDV, or HGV, as long as (a) AUHS School of Nursing is able to make reasonable accommodations for the individual and (b) the disease does not create a direct threat, as both of the underlined terms are defined in the Americans with Disabilities Act.
2. Students and faculty should be aware that as novice practitioners with limited skills in clinical settings, students may have a greater risk of unintended puncture with sharp medical instruments and are at a greater risk of exposure to HIV, AIDS, or Hepatitis. No nursing student or faculty may ethically refuse to treat a patient solely because the patient is at risk of contracting, or has contracted, an infectious disease such as HIV, AIDS, or Hepatitis.
3. Nursing students and faculty must follow professional guidelines as well as guidelines of the health care agency relative to confidentiality concerning the patient with HIV, AIDS, or Hepatitis.
4. In order to reduce the possibility of exposure to Hepatitis B Virus, nursing students and faculty will follow the policies in effect for the AUHS School of Nursing.
5. Students and faculty who are exposed to HIV, AIDS, or Hepatitis as a result of exposure to blood and body fluids such as a needle stick or other injury have the responsibility to notify their faculty or supervisor in the School of Nursing immediately after the occurrence and to follow post-exposure instructions under the guidance of their health care provider. Information on post-exposure prophylaxis may also be obtained from the Center for Disease Control (www.cdc.gov). Exposure should be considered an urgent medical concern in order to ensure timely post-exposure management. The student will be excused from clinical work for the day to seek treatment as indicated.
 - a. Before starting the clinical sequence, nursing students are required to present verification that immunization for the Hepatitis B series has been started. Documentation that the series has been completed needs to be provided according to the appropriate time frame in order to continue in the clinical courses.
 - b. Nursing faculty, who provide clinical supervision to students, will supply documentation of vaccination, immunity.
6. Students are required to be tested for HIV when patients are exposed to the student's blood. Positive test results should be communicated to the health care agency and the agency procedure followed.

Post-Exposure Prophylaxis Instructions

Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV) Surveillance Guidelines: Due to the circumstances and possible exposure to HIV, HBV, and HCV, a student enrolled in the nursing program is considered as being at risk for these viruses given the amount of clinical learning the student will be engaged in. While it is not anticipated that any student will acquire any of these illnesses, any student deemed to be exposed to any of these illnesses will need to be under surveillance for six months from the date of exposure. During the surveillance period there are certain precautions that AUHS School of Nursing, the Center for Disease Control, and the World Health Organization recommend that the student practice to protect his/herself and others.

Procedural Addendum to AUHS School Of Nursing

HIV/ AIDS Policy

Each student is responsible for contacting his/her health care provider within two (2) to four (4) hours of exposure to discuss and arrange for the appropriate testing and post-exposure prophylaxis.

1. If a student has not been vaccinated against Hepatitis B, he/she should start the series of vaccinations immediately.
2. If a student was previously vaccinated for Hepatitis B and his/her blood test demonstrates adequate concentrations of HBs antibodies, he/she will be considered protected against the Hepatitis B virus. If they are shown to be lower than the required levels, the student should receive a Hepatitis B vaccine booster.
3. For exposure to HIV, a student should have blood test done for HIV antibodies at: a) time of exposure, b) four (4) to six (6) weeks after exposure, c) three (3) months following exposure, and d) 6 months (6) or as recommended by his/her health care provider. The student should also follow his/her health care provider's recommendation for testing for Hepatitis B and C.
4. If a student is exposed to the HIV virus, he/she should use condom protection whenever engaging in sexual intercourse and should take precautions to prevent pregnancy from occurring while under HIV surveillance.
5. If a student has been exposed to any of the above-named illnesses, he/she should temporarily remove themselves from being an organ donor, as indicated on the back of his/her driver's license and refrain from donating blood until there is no longer any suspicion of infection.
6. If a student is exposed to the HIV virus, he/she should notify his/her health care provider and dentist that he/she is under an HIV surveillance program.
7. Each student should be constantly diligent about practicing Universal Precautions as outlined by the Centers for Disease Control.
8. A student entering any surveillance program for any of the above-mentioned illnesses should discuss the matter with his/her spouse or significant other.

Student-Faculty Communication

Faculty Advisement

On acceptance to the school, students are assigned a faculty advisor to aid in planning their total program. Students are required to meet with their advisor each quarter to evaluate progress, to identify academic and personal needs and match them with available school and University resources, to confirm University and course requirements, and to maximize the student's abilities to reach educational and professional goals. Students are encouraged to take clinical and classroom- related concerns to the appropriate faculty member. If a concern is not resolved the student should contact their faculty advisor, and, if necessary, the Dean.

Attendance Policies

In accordance with the University's philosophy, regular class and clinical attendance are considered necessary if the student is to complete the course objectives in a satisfactory manner. Attendance is considered a legitimate basis for grading. Due to the nature of the curriculum and obligations to clients, students cannot easily make up time missed in the theory and/or clinical area, eliminating the option for voluntary absences. Students are expected to attend all classes and every clinical session for which they are scheduled. Students are expected to come to class and clinical on time. Students will sign an attendance sheet for each theory/clinical day. Student signatures after the assigned day are not acceptable unless approved by the instructor. Students are not allowed to sign on behalf of another student. This is a full-time nursing program where theory classes are scheduled from Monday to Saturday. Depending on the clinical facility, some clinical classes may be scheduled on the weekend, evenings, and nights. Students are to plan scheduled appointments and other activities to avoid conflict with class obligations. Emergencies, should they arise, will be handled on a case-by-case basis, and make-up hours are not guaranteed.

Absences And Punctuality

There is no provision for a system of allowed absences. Students are expected to attend all classes and clinical sessions. Students may be dropped from a class for excessive absences (excessive is defined as missing 20% of the classes). This is applicable regardless of the reason for absence and does not exclude students who are dismissed from class/clinical for unprofessional conduct. **Note that being tardy three times equals one absence (tardy means arriving more than 5 minutes late).** This applies to both theory and clinical courses. Attendance and punctuality are important for the successful pursuit of study. Arriving late and/or leaving early to theory and/or clinical applies to the attendance policy for the course.

Make-Up Examination

Regular class and lecture attendance are expected of all nursing students. A student who misses a quiz or examination will earn a grade of zero for the missed quiz or exam. Requests for make-up examinations due to excused absences may be granted per course or instructor policy. All such examinations must be proctored by the course faculty, or a person designated by the course faculty.

Clinical Courses

Clinical scheduling may include days, evenings, nights, or weekends. This will be determined by the clinical site. Assignment to the clinical rotation is random. Missing a scheduled clinical for any reason will be considered an absence. In the event of an absence, **the instructor and/or clinical agency must be notified at least one (1) hour prior to the scheduled clinical.** Emergencies, should they arise, will be handled on a case-by-case basis, and makeup opportunities are not guaranteed (*There may be charges for clinical make-up*). **Missing a clinical facility orientation for any reason will result in a dismissal from the course.** Prior to entering the clinical facility, students must attend the clinical readiness camp on campus also referred to as ***“Bootcamp”***. Bootcamp is always scheduled the first week of each quarter, since bootcamp schedules are subject to change students **MUST** be available 8-12 hours during this week.

Students are responsible for preparing and passing the clinical competencies. Assignment to a clinical rotation is random and cannot be requested for any reasons (i.e., work schedule, location of clinical site, family care, carpool).

The following rules apply to clinical hours:

1. The maximum number of absences which can be allowed is one (1) clinical day in a quarter, and this absence must be made up during the intercession remediation. This make-up will be in the form of clinical/skills lab/simulation lab hours. Failure to make up the clinical hours will result in not meeting clinical objectives and failure of the course.
2. It is difficult, costly, and may be prohibited by the clinical facility to arrange make-up clinical sessions. ***The student will be required to pay \$1200 additional fees to accommodate clinical make-up hours.***
3. All absences, late arrivals, and students leaving early will result in an Adverse Action. This form becomes part of the student's official academic record. **Note that being tardy three times equals one absence (tardy means arriving more than 5 minutes late). Arriving 15 minutes late will result in an absence.**
4. A release statement from a physician may be required by the clinical facility and/or clinical instructor in the event of a major injury, pregnancy, medical illness, surgery, or other absence to indicate suitability to return to the clinical. This applies to illnesses and/or surgeries which occur during the holiday or school breaks.
5. Students who become aware that they have a communicable illness should notify their clinical instructor promptly. It may be required, at the discretion of the clinical instructor and/or clinical facility, that the student should not attend the scheduled clinical.
6. Clinical makeup scheduling may include days, evenings, nights or weekends. This will be determined by the individual instructor involved and/or the clinical site.
7. If a student becomes ill during clinical time, they should notify their clinical instructor promptly. At the discretion of the instructor, the student may be required to complete the clinical day, remain at clinical site, or may be required to leave the clinical site. If the student is sent home, this will be considered an absence and must be made up.
8. If the instructor deems that a student is not prepared for clinical, he/she may be sent home. An Adverse Action Form may be given to the student. The faculty will give a detailed outline of why the student is not prepared and will refer the student for remediation. The time missed will be considered an absence and must be made up.
9. All students are expected to report to the clinical facility on time. Start times may vary depending on the clinical agency/clinical instructor. If a student knows he/she will be late, the clinical site and clinical instructor must be notified as soon as possible. Lateness of greater than fifteen (15) minutes will result in being sent home and will be considered an absence and must be made up.
10. All students must attend the clinical readiness camp (CRC also known as boot camp) in the first week of each quarter. This day is considered day one of the clinical rotation but only counts for the time spent in bootcamp e.g. 3 hours (competency exams - knowledge, skills and medication calculation exam). Students are responsible for preparing and passing clinical skills competencies prior to entering the clinical facility. No lecture will occur during boot camp. Students will be checked off for skills required to demonstrate competency. **Since schedules are subject to change during this first week, students MUST be available Monday through Friday for 8 to 12 hours in lieu of clinical rotation.**

Student Information

Remediation (Learning Enhancement Plan)

AUHS and the School of Nursing have a formal remediation program, which is established to help at-risk students be successful in the program. The student must be proactive in seeking help when needed. If a student has less than B (< 83%) at any point during the quarter they will be referred to remediation. Students may also be referred

to remediation by a faculty member, faculty advisor, and/or the School of Nursing Dean via the Remediation Referral document and online LEP which outlines student's areas of need and recommendations for improvement. Additionally, enrolled students who experience a need for additional services may self-identify to their instructor or faculty advisor.

Remediation LEP Plan Procedure:

1. Students are notified by the instructor of a grade below a B (< 83%) and/or unsatisfactory clinical performance.
2. The student must make an appointment within one week of grade notification with the instructor to develop a remediation plan. The Learning Enhancement Plan (LEP) will be completed online by the instructor. Should the LEP require the assistance of a faculty with a content area expertise, the instructor will give the student a referral note to be submitted to the content expert faculty and after completion of the tutorial, the faculty will sign the referral note indicating that the tutorial was completed. The signed referral note must be submitted by the student to the class/clinical instructor. Failure to meet with the instructor will result in an Adverse Action Form.
3. The student is expected to identify the reasons why he or she is not earning adequate grades, and to work with the course instructor to plan activities designed to improve grades.
4. Students are required to complete the learning activities planned. Failure to complete the learning activities will result in an Adverse Action Form.
5. For clinical make-up, skills lab remediation or tutorial, the student must schedule an appointment with the instructor or peer tutor. If the student's grade improves on exams and in the clinical setting, then the remediation plan will be deemed successful, and the student shall continue the remediation activities until the end of the quarter.
6. If the student's grade and/or clinical performance do not improve, then further discussion with the faculty member shall commence and the remediation plan will be changed as necessary to assist the student to succeed.
7. At the end of the quarter, the student and instructor will describe the outcomes of the remediation with the appropriate documentation.
8. The completed remediation form is submitted to the office of the Dean, with a copy to Student Services.

The maximum number of absences which can be allowed is one (1) clinical day in a quarter, and this absence must be made up. This make up will be in the form of clinical/skills lab/simulation lab hours; assignments etc. and will be designated by the clinical instructor.

Failure to make up the clinical hours will result in not meeting clinical objectives and failure of the course. The make-up will be the first week of your scheduled break after the term (Mon – Fri assigned by the instructor) and the fee is an additional \$1200.00 for one clinical absence. A second absence is an automatic failure of clinical.

Intersession Remediation

Course Remediation Policy

Remediation Of Required Courses

The goal of remediation is to identify, based on course instructional objectives and evidenced by poor performance on examination(s), areas of weaknesses of material, and, once identified, to assist the student in overcoming those weaknesses and develop mastery of the material. Within courses that do not utilize exams, the

Clinical Coordinator or Assistant Dean of Clinical may allow remediation of other assessment tools/methods at their discretion. **Theory remediation** will be the first week of your scheduled break after the term (Mon – Fri assigned by the instructor) and the fee is an additional \$1200.00 per student per course.

If remediation is successful, the original course grade will be replaced with a “C+” or “Pass” (whichever is applicable) on the transcript, and the student will progress. Students may not take more than TWO (2) calendar years to complete one professional year. All AUHS SON professional degree requirements must be completed within SEVEN (7) calendar years of initial matriculation to the SON. The AUHS SON BSN program’s curriculum is designed to be delivered on a full-time basis to students in a cohort. There is no formal deceleration plan or option to complete the curriculum on a part-time basis

The criteria for remediation are as stated below:

NUMBER OF REQUIRED, DIDACTIC COURSES FAILED (<78%)	CRITERIA FOR REMEDIATION
One (1) non-elective, didactic course	All of the following criteria must be satisfied: a. total course grade is between 76-77.9%* or within 1.5 standard deviations of the course mean grade (%)†‡ b. no pending Course Remediation from a previous quarter exists c. student meets cumulative GPA and completion rate requirements§
Two (2) non-elective, didactic courses	All of the following criteria must be satisfied: a. total course grade is between 76-77.9%* or within 1.5 standard deviations of the course mean grade (%)†‡ b. no pending Course Remediation from a previous quarter exists c. student meets cumulative GPA and completion rate requirements§
Three (3) non-elective, didactic courses	All of the following criteria must be satisfied: a. total course grade is between 76-77.9%* or within 1.5 standard deviations of the course mean grade (%)†‡ b. no pending Course Remediation from a previous quarter exists c. student meets cumulative GPA and completion rate requirements§ d. students have not failed two other courses within the same quarter§§
Four (4) non-elective, didactic courses	• Student will NOT be allowed to remediate more than 3 (three) non-elective, didactic courses in the entire Academic Lifetime. Student will be dismissed from the School of Nursing. • Student may appeal the dismissal to the Dean within three (3) business days of the date of the dismissal letter.
Failure in any elective didactic courses	• In order to graduate, students must complete and pass with a total of 6-unit credits. • The highest grade a student can achieve for a repeat elective course is a “C+.”

* If the course mean grade (%) is greater than or equal to 76%.

† If the course mean grade (%) is less than 76%.

‡ If a student scores <76% or total score is less than 1.5 standard deviations below the course mean grade (%) in the course, the student is required to wait and repeat the course when the course is offered again (the course grade will be recorded as an “F”). This will result in a deceleration of progress in the curriculum and extend his/her schedule.

§ Refer to Student Handbook for details.

SS Student will not be eligible for remediation if he/she failed three non-elective, didactic courses within ONE quarter. Student will not be able to progress to the next quarter and must repeat all failed quarter courses in the following year, in the same quarter failed. This will result in a delay in graduation.

Course Remediation Implementation Timeline Policy (Didactic Courses)

1. Course Faculty must notify, in writing, the Associate Dean of Academics of all students with course failures prior to entering course grades into the University Registrar system.
2. Within two (2) business days, the Associate Dean of Academics will notify, in writing, the Course Faculty and the student of the determination of the student's remediation eligibility as defined by the School of Nursing policy.
 - a. For eligible students: a course grade of "I" will be submitted to the Registrar.
3. Within two (2) business days, for eligible students, the Course Faculty will communicate, in writing, the remediation plan and requirements to the students, the Admission, Progression and Student Affairs Committee, and the Associate Dean of Academics. The student is highly encouraged to meet or speak with the course coordinator to confirm the remediation expectations, deadlines, and plan.
 - a. The remediation plan and assessment should focus on the areas of weakness (i.e., missed exam questions and the associated course/lecture objectives), at the discretion of the course coordinator.
 - b. The written remediation plan must include graded assessments in the form of exams or papers.
 - c. Exams must be proctored and closed-book in written or oral format and will require 78% to pass.
 - d. If an oral exam is utilized, it must be administered by the Course Faculty (or designee) and one of the following: audio recorded or administered together with ONE (1) additional faculty present.
 - e. Written and oral exams must be graded according to an answer key or rubric to maintain objectivity and integrity of the remediation exam.
4. Completion of remediation requirements and grading:
 - a. The Course Faculty must notify, in writing, the student the Associate Dean of Academics of the FINAL remediation grade and if remediation was successful or not successful.
 - b. The remediation grade must be submitted by noon of the fifth (5th) day of instruction within the immediate subsequent quarter. Failure to meet the remediation deadline may result in remediation failure.

NOTE: Any grade appeals for remediation assessments must have been adjudicated and completed prior to rendering the final remediation grade.

- c. No deadline extensions will be allowed.
- d. The Associate Dean of Academics will notify the Office of Student Affairs and Financial Aid of the remediation outcome.

Course Remediation Implementation Timeline Policy (Experiential)

A midpoint evaluation for experiential learning must be completed at least three weeks before the completion of the course. Based on the midpoint evaluation, if the student is not making satisfactory progress in accordance with the criteria established by the Experiential Committee, several actions will be taken:

1. The Director of Experiential Education will notify the preceptor and the student's faculty advisor.
2. The student will work with his/her preceptor and the Director of Experiential to develop a written plan addressing the areas of needed improvement and/or significant deficiency identified on the midpoint evaluation.
3. The Director of Experiential Education may remove the student from his/or current practice site and place the student with a faculty preceptor.

Remediation Fees and Financial Aid

1. Course remediation is not considered as retaking a course.
2. Successful course remediation will be treated as coursework completed for Title IV.
3. Students are advised to check with the Financial Aid Office to determine their responsibility for fees incurred.

Remediation of Elective Didactic Courses

There will be no remediation for the elective didactic courses. Students who fail an elective course must fulfill the required elective credits by retaking the course or another elective. In any event, if a student earns a failing grade in an elective course, the credits of elective course will not count toward graduation from the program.

Academic Dismissal and Course Failure

NUMBER OF COURSES FAILED (REGARDLESS OF PASSING REMEDIATION) OVERALL (NOT WITHIN A SINGLE QUARTER)	CONSEQUENCE
Three (3) elective, didactic courses	• Student will be dismissed from the School of Nursing. • Student may appeal the dismissal to the Dean of the School of Nursing within three (3) business days of the date of the dismissal letter.
Two (2) non-elective didactic courses	• Student will be dismissed from the School of Nursing. • Student may appeal the dismissal to the Dean of the School of Nursing within three (3) business days of the date of the dismissal letter.

Assessment Technologies Institute (ATI)

Assessment measures are utilized in the nursing program to further evaluate student learning. Standardized ATI tests assess specialized knowledge associated with each clinical course. The ATI Comprehensive Assessment and Review Program (CARP) is utilized to give feedback to nursing students regarding their readiness for NCLEX.

The following guidelines apply to the administration of these tests:

1. The above tests must be completed on schedule to receive grade reports and to meet criteria for BSN completion and graduation.
2. Fees for testing are paid directly to ATI.
3. Testing is to be completed in the computer lab or designated area approved by the lead instructor.
4. Students can either use the computers in the computer lab or bring their own laptop.
5. The schedule for testing is designated by the course faculty or the Associate Dean of Academics.
6. ATI testing will be conducted at the conclusion of clinical courses.
7. ATI test results become a part of the student file.
8. Students must pass the ATI Comprehensive Predictor Exam (achieve a score of 80% on the first attempt) upon completion of the program.
9. Alternatives to ATI testing (UWorld or similar NCLEX prep resources) may be substituted at the University's discretion.

ATI Proctored Test

A student must take the proctored test associated with this course and pass with at least a Level 2 score in order to progress in this class. If the student does not pass the proctored test with a Level 2 score, he/she must complete the ATI remediation process and will be allowed to retake the ATI proctored exam one time only. The student will only be allowed to take the proctored exam a maximum of two times. The scoring will be pass or fail; no percentage will be allotted to the ATI proctored exam.

LEVEL	STATUS
Level 3	Pass
Level 2	Pass
Level 1	Fail
Below Level 1	Fail

The ATI proctored test is pass/fail. If the student fails to score a Level 2 on the second and final attempt of ATI, he/she must repeat the course.

If the student scores Level 1 or below on the initial attempt, he/she will be required to complete the remediation process in preparation for retaking the proctored test. Verification of the mandatory remediation will be the responsibility of the instructor. The following is a sample breakdown of remediation:

LEVEL	FOCUSED REVIEW HOURS	REMEDIATION TEMPLATES
Level 1	At least 2.5 hours in focused review for each topic	Complete at least 10
Below Level 1	At least 3.5 hours in the focused review for each topic	Complete at least 15

The final grade in the class must be at least 78% out of 100% on quiz/exam grades only. Additional coursework will only be added after 78% has been achieved with quizzes/exams. The ATI proctored test will also need to be mastered at a pass level.

The student must achieve at least a 78% in the class **AND** a pass on the ATI Proctored Exam for the course to progress in the nursing program. Failure to achieve one or the other will result in failure of the course.

LVN 45 Unit Option

The LVN 45 Unit Option is mandated by California Administrative Code, Title 16, Article 3, and Section 1429. California law for nurses requires that every school make possible the award of credit to make it possible for a LVN to receive enough credit to sit for the RN-NCLEX examination in the state of California. The LVN 45-unit option was designed as a career ladder for California Licensed Vocational Nurses (LVN) wishing to become registered nurses. While most states do not recognize California's LVN 30 or 45 Unit Options and will not issue RN licenses to these LVNs, the Board of Nursing (BRN) in California mandates that every California school make the option available to Licensed Vocational Nurses (LVNs). The number of units (30 or 45) depends on quarter or semester options. AUHS is on a quarter unit system and therefore a 45-unit option is mandated by law.

LVN CHALLENGE EXAMS

(For LVNs wishing to receive the BSN and write the NCLEX, the following option is allowed if the applicant meets the following):

- Current licensure as a Licensed Vocational Nurse (LVN) in the State of CA with good standing.
- Documentation of recent nursing practice experience, a minimum of one (1) year, full-time employment as a LVN.
- Submit Credit by Examination Form (application to challenge) to the AUHS Office of Student Services at least one quarter prior to the start of the nursing (BSN) program.
- You must purchase ATI, and have it activated.
- Meet with the Dean if necessary to discuss the procedure.

Courses available for Challenge

- a. N250/N250L Introduction to Nursing Health Care (8 quarter units)
- b. Pharmacology 210: Clinical Pharmacology (3 quarter units)

Tests Required

Challenge testing includes an assessment of content contained within the most updated didactic course as well as clinical skills, if applicable. Students should review the content prior to the challenge examination.

- a. National League for Nursing (NLN) – NURSING ACCELERATION CHALLENGE EXAMS AND ACHIEVEMENT TESTS (NACE) specific for the course
- b. ATI Fundamentals for Nursing proctored examination
- c. Nursing Skills demonstration and examination associated with N250/250L, Introduction to Nursing Health Care

Details about the NLN test are located at <http://www.nln.org/testing-services/overview>

Performance Scoring

EXAMINATION	RESULT
ATI Fundamentals Proctored examination	Level II
NLN NACE examination	78%
Clinical Demonstration and Skills examination	78%

A passing score on all components of the challenge examination allows the student to receive credit for the course. If unsuccessful, the student is required to take the full course including all quizzes, tests, papers, and other assignments. Candidates for the challenge process have the option of scheduling the examinations in such a way that if unsuccessful, subsequent enrollment in the course is possible. Challenge examinations must be completed prior to the first day of class.

Course credit will be granted upon successful completion of the challenge exam. Courses may be challenged one time only at the cost of \$500/subject (non-refundable).

Transfer Of Credits

The School of Nursing has limited availability for student admission from another college or university, including junior college. Information about transfer of credits and AUHS policy on transfer of credit is available in the AUHS University Catalog.

Financial Assistance

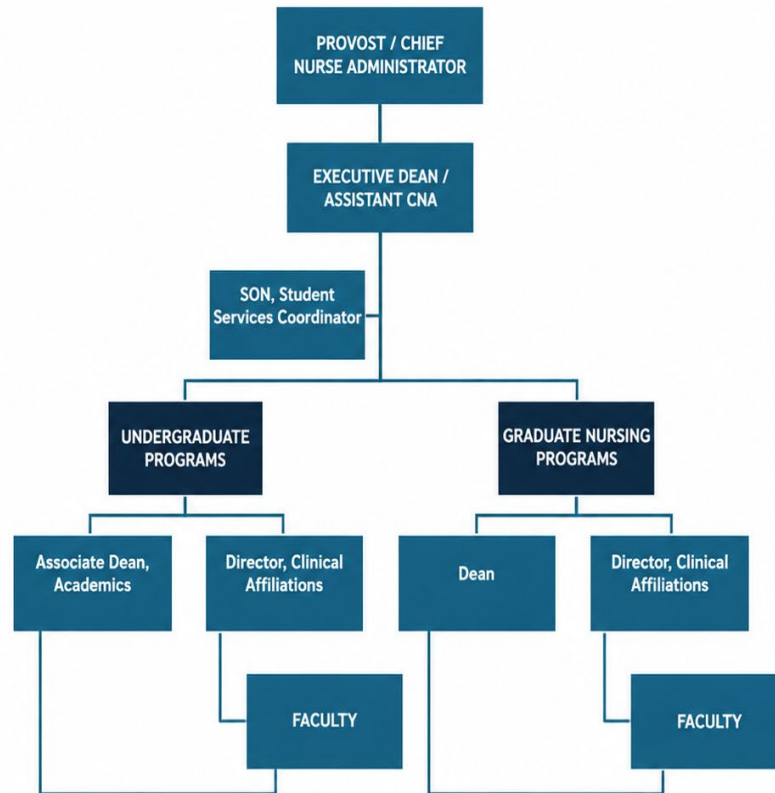
Students may apply for various types of financial aid, including loans, grants, and scholarships. In order to apply for need-based financial aid all students must complete the Free Application for Federal Student Aid (FAFSA – www.fafsa.ed.gov). Funds for all types of assistance are limited and are awarded to students who demonstrate need as determined from an analysis of their application, merit, or other information such as community service as indicated by the funding source or scholarship donor. To assist students with the financial aid process, AUHS has a Financial Aid office. The financial aid staff will announce the availability of various scholarships or other funding sources as they become available, counsel students; calculate need, and award loans.

Student Involvement in School of Nursing Committees

Student input is valued in the governance of the School of Nursing and AUHS. Thus, students may be nominated, asked to volunteer, or be appointed to serve on various committees within the School of Nursing and the University. Students are encouraged to be actively involved in the School of Nursing and the University-wide activities.



SCHOOL OF NURSING ORGANIZATIONAL CHART



Campus Services

Students With Disabilities

AUHS provides opportunities for all students to participate fully in the academic environment. AUHS is committed to making reasonable accommodation for students with disabilities. The policy may be found in the University Catalog. Please see below *AUHS POLICY AND PROCEDURE REGARDING: RESPONDING TO STUDENT COMPLAINTS THAT A PROFESSOR IS NOT IMPLEMENTING AN APPROVED ACADEMIC ADJUSTMENT*.

Students Needing Psychological Services

Students may occasionally require support in addressing psychological and social challenges. AUHS provides a list of low-cost and no-cost service providers to assist students in obtaining the help they need.

Students Needing Writing Assistance

Writing workshops are offered on a regular basis for students seeking support with grammar, sentence structure, APA formatting, and other areas of writing. Referrals may be submitted by faculty or initiated by students themselves. For additional details, please contact Student Services.

Center For Academic Success

The Center provides comprehensive support services to all students seeking resources to enhance their academic success. Available services include assistance with writing, reading, and mathematics. Additionally, nursing students have access to remediation and enrichment opportunities at the Center.

Computer Resources

AUHS provides a Computer Lab located within the library for student use. The lab is equipped with networked computers, which also support printing services. Students are not permitted to save documents on the computers' hard drives and are encouraged to use personal USB devices for storage. Any documents saved locally will be deleted automatically by lab personnel. Installing or loading programs on lab computers is prohibited. Eating and drinking are not allowed in the Computer Lab.

Library Services

The AUHS Library provides access to a robust collection, physical space for studying and research, reference, instruction, and various services to support AUHS faculty, students, and staff. The collection contains books, journals, audio/video resources, models, etc. which are available for circulation, or reference books may be checked out in the library. The AUHS Library subscribes to electronic databases CINAHL full-text, Medline full-text, Ovid, and JSTOR for students to access on or off campus. The 2,027 square foot library space provides a quiet and comfortable reading area. Wireless internet access is available throughout the library.

The primary objective of the library is to support the university's curriculum and the user needs of AUHS students, faculty, and staff with reference and instruction. The librarian conducts reference and individual instruction in- person and virtually through email, phone, or content management Moodle software. The library assistant is also trained to provide reference help to AUHS users. The librarian provides course-specific instruction in various classes throughout the quarter classes such as Nursing Research, Nursing Communication, and general education classes.

Student Nurses Association

SNA (Student Nurses Association) is a professional organization for nursing students that allows them to get involved professionally in the nursing field. It offers students the opportunity to develop the leadership skills that will help them throughout their career as a nurse. The purpose of this organization is to: 1) Bring together and mentor students preparing for initial licensure as baccalaureate prepared nurses; 2) Convey the standards and ethics of the nursing profession; 3) Promote development of the skills that students will need as a responsible and accountable member of the nursing profession; 4) Advocate for high quality, evidence-based, affordable and accessible health care; 5) Advocate for and contribute to advances in nursing education; 6) Develop nursing students who are prepared to lead the profession in the future.

AUHS – SON Honors Society

The Honors Society was created to recognize the excellence and commitment the students at AUHS have towards education and in the field of nursing. It serves its students by facilitating professional growth through development, dissemination, and utilization of knowledge. The Honors Society serves as a link between the classroom and the nursing profession by advancing leadership and promoting roles that reach beyond the classroom setting based on a commitment to strengthening nursing. Programs and services encompass education, discipline, research, and Christianity through interaction with fellow peers and faculty. In support of this mission, the Society advances nursing leadership and scholarship, and furthers the use of nursing research in health care delivery as well as public policy.

Mentorship Program

Aspire to Inspire (A2I) Mentorship Program consists of academic mentors who provide additional instructional guidance outside of the classroom based on the designated curriculum. Also, the peer mentors provide guidance to new students in assimilating to the AUHS environment and culture.

Emergency Plan

If buildings must be evacuated, faculty is to direct students to a prearranged area. The designated area for the School of Nursing is the parking lot behind Building Three (3). If a fire alarm sounds, you **MUST** leave the building immediately. Take only your personal belongings with you. Re- enter the building only when the fire department tells you it is safe. Do not leave the evacuation area until instructed to do so. If an earthquake occurs, take cover immediately under a desk, table etc. Cover your head and neck and stay away from windows. Follow the evacuation plan when it is safe to do so. For any other emergencies on campus, please dial 7-911.

Additional Emergency Information

If an emergency occurs when you are **NOT** in class, and you need information on what to do, you can call (562) 988-2278 to find out information regarding class schedules, etc. Local radio and television stations will also broadcast any changes that the University might need to make based on local events. You can also check the AUHS website at www.auhs.edu.

Certification Requirements

To be recommended to the California Board of Registered Nursing (BRN) to take the licensure exam as a Registered Nurse, students must successfully complete the RN Prelicensure Certification Requirements. The results of these requirements will not impact the conferring of the bachelor's degree. Students must complete:

- 1) Entire UWorld Qbank with necessary benchmarks met
- 2) ATI Capstone Completion with necessary benchmarks met
- 3) Virtual ATI Completion with necessary benchmarks met, including green light
- 4) Attendance at ATI Boot camp and ATI Live Review
- 5) N460 Checklist. All items on the checklist must be met to be paneled (paneling ensures the student has met all benchmarks to complete the course). The checklist is subject to change each quarter to improve quality.

Other testing may be required for students who need additional preparation/support.

Eligibility For Licensure

After completion of the BSN program, students should be eligible to take the RN-National Council Licensing Examination (RN-NCLEX). Upon successful passage of the RN-NCLEX, graduates should be able to use the designated title RN in their practice. Eligibility to write the RN-NCLEX is determined by each respective State Board of Nursing. For requirements on sitting for the RN-NCLEX, students should review the guidelines for the respective state board where they wish to seek licensure.

Changes To Policy And/or Curriculum Requirements

The School of Nursing, due to the nature and demands of an education program and the nursing profession, reserves the right to change specific policies and/or curricular requirements to enhance and update the curriculum design for the program of nursing. These changes will be made known to the students as they occur.

A signature page at the end of the Student Handbook must be read, signed and returned to the School of Nursing prior to the first day of the student's first class. Students will not be allowed in any nursing class without having a signed signature page on file with the School of Nursing.

AUHS Policy And Procedure Regarding: Responding to Student Complaints That a Professor Is Not Implementing an Approved Academic Adjustment

AUHS is committed to a fair process for the resolution of student complaints that a professor is not implementing an approved academic adjustment.

The following process may be used by students with disabilities to resolve complaints that a professor is not implementing an approved academic adjustment.

A student who believes that his or her professor is not implementing the student's approved academic adjustment(s) is encouraged to seek resolution through the office of the Director of Student Affairs. Students are encouraged not to discuss any disagreement with the Professor regarding academic adjustments directly with the Professor. If the Professor initiates such a conversation, the student is encouraged to refer the Professor to the office of the Director of Student Affairs.

A student who believes that his or her professor is not implementing the student's approved academic adjustment(s) should promptly inform the Office of the Director of Student Services so that an investigation can take place and corrective action, if necessary, can be taken to prevent recurrence and to correct its effects. Complaints that a professor is not implementing the student's approved academic adjustments generally cannot be resolved until the student informs the office of the Director of Student Affairs of the situation.

While it is recommended that the student promptly inform the office of the Director of Student Services, all complaints must be filed no later than 60 calendar days after the event giving rise to the complaint, or within 30 calendar days after the end of the quarter, whichever is longer. The time period for filing a complaint may be extended for good cause as determined by the Provost or his/her designee. Students are encouraged to use the Student Grievance Form for Claims of Discrimination, Harassment and Retaliation ("Complaint") but it is not required, and submit it to the Director of Student Services, or a designee of the Director of Student Services. If a Complaint is presented in another written format, such as a letter, the University may ask the student to provide additional information for completeness and clarity. If a student is unable to complete the complaint form due to a disability, a designee of the Director of Student Affairs will assist the student. A copy of the Complaint form can be found at www.auhs.edu/resources.

A student may choose to participate in an Optional Informal Managed Resolution Process, or the Formal Resolution Process, described below. While a student is encouraged to begin with an informal resolution, a student may choose to start with a formal resolution.

1. Handling of a Complaint and Interim Measure:

- 1.1 After a complaint is received, AUHS's Director of Student Services or the Director's designee will either assign him or herself the role of Investigator or select an impartial staff member from the office of the Director of Student Affairs who has received training in the University's obligations with regards to Section 504 of the Rehabilitation Act of 1973 and the University's policies and procedures regarding the implementation of students' approved academic adjustments. The Investigator may have access to legal counsel as determined by the Director of Student Affairs or the Provost.
- 1.2 After a complaint is received, the Investigator shall determine whether interim measures are necessary to protect the student involved. Any interim measures will be implemented in a manner that attempts to minimize the burden on the student.

2. Optional Informal Managed Resolution Process

- 2.1 Within two school days of receiving the complaint, the Investigator shall notify the student of the option to proceed with an informal managed resolution process. This is an optional process that the student may terminate at any time. The student is not required to participate in this process or meet directly with the Professor.
- 2.2 If the student accepts the option to proceed with an informal managed resolution process, the Investigator and the Dean of Students shall promptly confer with the Professor regarding implementing the student's approved academic adjustment. In conferring with the Professor, the Investigator and the Dean of Students shall respect the privacy of the student regarding his

or her disability and will not disclose to the Professor what the student's disability is. Once approved, the Professor must promptly and immediately implement a student's approved academic adjustments, upon notice. If the Professor has questions or concerns about how to properly implement the approved academic adjustment, the Investigator and the Dean of Students will guide the Professor in implementing the adjustment.

In the event that the Professor disagrees with the student's approved academic adjustments, an interactive process will be engaged between the student, professor, Office of Student Services, and the Dean of Students to determine any appropriate changes to the students' approved academic adjustments. Students denied a requested accommodation may appeal the decision through the University's informal and formal dispute resolution process. AUHS has adopted and published grievance procedures providing for appropriate due-process procedures and for prompt and equitable dispute resolution. If the Professor continues to dispute the appropriateness of an accommodation for a particular course, the Investigator and the Dean of Students will refer the disagreement to the Provost. The Provost will confer with the Investigator and the Dean of Students regarding an alternate accommodation, or agree that no accommodation is appropriate, or agree that the current approved academic adjustment is to be honored by the Professor. The professor is legally obligated to provide the approved academic adjustments to the student until the interaction and appeal process to change them have been completed. The student is not responsible for managing disagreements between the administration and a Professor regarding the appropriateness of an approved academic adjustment. The results of the determination by the administration will be memorialized in an Optional Informal Resolution Agreement that is sent to the student. If the student accepts the proposed informal resolution, the matter will be closed. The Professor shall sign the Optional Information Resolution Agreement, if accepted by the student, affirming that the Professor will abide by its terms and implement all approved adjustments. The Investigator will follow up with the student within 30 calendar days of acceptance of the Optional Informal Resolution Agreement to see if there have been new incidents or retaliation for making a complaint.

- 2.3 If the student does not accept the Optional Informal Resolution Agreement, the Complaint will be processed using the Formal Resolution Process.

3. Formal Resolution Process

3.1 Investigation into Complaint:

An investigation into a Complaint will commence within five school days from receiving the complaint, unless Section 1 above is applicable, or the student withdraws the complaint.

The Investigator will investigate the Complaint and document his or her efforts and findings. The investigation shall include, but not be limited to, review of records, notes, or statements related to the complaint; interviewing witnesses (if applicable); interviewing the student; and interviewing the Professor. At no time will the student and the Professor be interviewed together.

The Investigator will make reasonable efforts to protect the privacy of the student and the Professor. In the course of the investigation it may be necessary to reveal the names of the parties involved to witnesses. If this occurs, the investigator will stress to the witness(es) that this is a confidential matter and ask that it not be discussed outside the investigation. Unfortunately, because the investigation may involve third parties who are not under the control of AUHS, AUHS cannot ensure confidentiality in connection with any investigation.

The student and the Professor will have an equal opportunity to present relevant witnesses and evidence to the Investigator. Each party shall have the opportunity to comment to the Investigator, either in writing or in person, on the information learned in the investigation.

A student's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in other acts to hinder the investigation may result in the dismissal of the Complaint because of a lack of evidence to support the allegations. Similarly, the Professor's refusal to provide the Investigator with documents or other evidence related to the allegations in the complaint, failure to participate in the investigation, or engagement in other acts to hinder the investigation may result in a finding that the Professor automatically violated his or her obligation to implement all approved academic adjustments to the student.

The investigation must be completed within 30 calendar days after receiving a Complaint. This time period may be extended by the Provost upon a showing of good cause that additional time is necessary to conduct a fair investigation. However, it is AUHS's policy to make reasonable efforts to complete the investigation within the 30-calendar-day time period. If an extension is needed, the Provost will notify the student and the Professor in writing of the extension and the reason for the extension.

3.2 Written Report

Within 10 calendar days after the completion of an investigation, the Investigator will provide a written report of the investigation to the Provost and, if applicable, the Dean in charge of the Professor. The written report will include a summary of the allegations, a description of the investigation, a description of the relevant information gathered, and a determination of whether or not the Professor improperly failed to implement the student's approved academic adjustments.

3.3 Response to Complaint

Within seven calendar days after receiving the report from the Investigator, the Provost must determine a response to the Complaint. In reaching a decision as to how to respond, the Provost may take into consideration the following:

- a. The report and recommendation of the Investigator;
- b. The effect of the misconduct on the student;
- c. The type, frequency, and duration of the misconduct;
- d. Other incidents of alleged misconduct by the Professor;
- e. Advice of legal counsel or other professionals;
- f. Whether an Optional Informal Resolution Agreement was violated; and
- g. Any other information the Provost deems as relevant.

If the Provost determines that the Professor improperly failed to implement the student's approved academic adjustment, the Provost will also determine the steps that will be taken to prevent recurrence of this, and to correct its effects on the student, and others.

Within eight calendar days after receiving the report from the Investigator, the Provost will provide a written notice to the student (Complainant Notice) concerning the outcome of the investigation. The Complainant Notice shall state that an investigation was performed, the outcome of the investigation, and any remedies provided to the student. In order to maintain privacy rights, the Provost is not required to disclose every detail about the nature of any

corrective action taken against the Professor. However, the Complainant Notice will include the consequences imposed on the Professor that relate directly to the subject of the complaint.

The Complainant Notice shall advise the student that if he or she continues to be denied approved academic adjustments he or she should immediately report such incidents to the Investigator. Further, the Investigator will follow up with the student within 30 calendar days of the Provost's Complainant Notice to see if there have been new incidents or retaliation for making a complaint. The Investigator will keep a record of his or her findings and promptly investigate any further allegations and will notify the Provost in writing of the further allegations and investigation within 10 calendar days of learning of the further allegations.

If the outcome of the investigation is that there was no failure to implement an approved academic adjustment, the Complainant Notice will also include the student's right to appeal the decision of the Provost within 15 calendar days of the date of the Provost's Complainant Notice. The Complainant Notice will include the procedures for initiating such an appeal.

Within eight calendar days after receiving the report from the Investigator, the Provost will send a separate notice of the outcome to the Professor (Accused Notice). The Accused Notice shall state the outcome of the investigation, whether the allegations were substantiated and what, if any, corrective action will be taken to prevent recurrence of the issue and to correct its effects. The Professor will have the opportunity to appeal any finding that he or she violated the obligation to implement approved academic adjustments by filing an appeal within 15 calendar days of the date of the Accused Notice. The Accused Notice will include the procedures for initiating such an appeal.

Should no request for an appeal be initiated within the time to appeal, the decision of the Provost will be final and binding.

4. Appeal Process

To appeal a decision of the Provost, the appealing party must provide written notice ("Notice of Appeal") to the Dean of Students of his or her intent to appeal within 15 calendar days of the date of the Complainant or Accused Notice by the Provost. The Notice of Appeal must include the specific reasons for the appeal and any evidence the appealing party would like considered as part of the appeal. Within three school days of receiving the Notice of Appeal, the Dean of Students will provide notice to the non-appealing party of the appeal and the basis for the appeal. The non-appealing party will have 15 calendar days to respond to the statements in the appeal.

The appeal process will be limited to determining (1) whether the decision was supported by a preponderance of evidence; (2) whether the findings of the Investigator as to whether or not the incidents occurred are supported by a preponderance of the evidence; and (3) whether the investigation was conducted in a fair and impartial manner.

The appeal will be decided by an impartial panel selected by the President. The panel shall consist of three impartial persons who have received training in the legal obligations of Section 504 of the Rehabilitation Act. The President will appoint one person to chair the panel. The panel will receive and review the Notice of Appeal, a copy of the investigation notes, the report by the investigator, and the Complainant and Accused Notices. The chairperson will arrange meetings of the panel to discuss the appeal and render a decision.

The written appeal decision shall include a summary of the issues raised on appeal, a summary of the evidence considered, a decision as to the appeal, what evidence supports the decision, and what additional remedies, if any, are necessary. The panel will provide a written appeal decision of its findings to the student, the Professor, the Provost, and the Investigator within 50 calendar days of receipt of the Notice of Appeal.

The decision of the panel is final and will conclude the complaint process.



HIPAA AUTHORIZATION FORM

I, _____ (please print First, Last Name), give permission to **American University of Health Sciences** to disclose the following protected health information to: Prospective Clinical Sites (TBD).

Information to be disclosed (check all that apply):

- ✓ Medical Records
- ✓ Treatment Records
- ✓ Diagnostic Records
- ✓ Titers

Please read and initials the following statements:

_____ This protected health information is being used or disclosed to determine clinical clearance.

_____ This authorization expires upon the completion of the program.

_____ You may refuse to sign this authorization; however, doing so will prevent clinical clearance.

_____ You may inspect or copy the protected health information to be used or disclosed under this authorization.

_____ You may revoke this authorization in writing at any time by submitting a written notification to *American University of Health Sciences at 1600 E. Hill St., Signal Hill, CA 90755.*

By signing below, you acknowledge that you have read, understood, and agreed to the terms outlined above.

Printed Name

Student Signature

Date



STUDENT STATEMENT REGARDING HEPATITIS B

I understand that as a nursing or health sciences student I will potentially be exposed to bloodborne pathogens or other potentially infectious materials (OPIM), and that I may be at risk of acquiring the Hepatitis B Virus (HBV) infection or other potentially dangerous diseases as an occupational hazard.

I further understand that while I am in process of receiving the series of vaccine injections for Hepatitis B, I may not be fully protected against the disease and may continue to be at risk for the Hepatitis B Virus and that receiving the series does not guarantee me immunity to the disease. I also recognize that completing the Hepatitis B series also does not guarantee my immunity from the disease, and that only by obtaining a titer can this be determined.

I also understand that it is my right to decline the Hepatitis B vaccination series at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials, and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at any time at my expense.

American University of Health Sciences strongly urges you to use precautions and established best practices when dealing with potentially infectious materials and to obtain a Hepatitis B titer to determine whether you are protected from the disease.

By choosing nursing or another health science related career, I acknowledge my risk of exposure to blood borne pathogens and other potentially infectious materials and accept full responsibility for my decisions related to Hepatitis B.

Printed Name

Student Signature

Date

I HAVE COMPLETED THE HEPATITIS B SERIES OR AM COMPLETING THE SERIES AND ACCEPT THAT THIS DOES NOT GUARANTEE IMMUNITY FROM THE DISEASE.

Printed Name

Student Signature

Date



BSN NURSING HANDBOOK ACKNOWLEDGEMENT RECEIPT – AUHS SCHOOL OF NURSING ACADEMIC POLICIES

SIGNATURE AND CONFIRMATION PAGE

I, _____ (print First, Last name), have read the ***AUHS School of Nursing Student Handbook***, and my signature below indicates that I understand the content of the handbook as it applies to my course of study, and agree to abide by the policies and regulations outlined therein.

Each student is responsible for reading and understanding the content of the *AUHS School of Nursing Student Handbook* and acting in accordance with the guidelines and spirit of the provision outlined therein.

Printed Name

Student Signature

Date

BSN Nursing Handbook

American University of Health Sciences

9/1/25 – 8/31/26