Maine College of Health Professions

Education that Enriches Lives

Student Handbook RN-BSN Program 2025-2026

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Dear RN-BSN Students,

Welcome to the RN to Bachelor of Science in Nursing (RN-BSN) Program at Maine College of Health Professions! It is my pleasure to extend a heartfelt welcome as you begin this exciting new chapter in your professional journey.

As licensed registered nurses, you bring invaluable experience, compassion, and dedication to the field of healthcare. Our RN-BSN program is designed to build upon your existing knowledge and skills, empowering you to grow as a leader, advocate, and evidence-based practitioner in today's dynamic healthcare environment.

Here at the Maine College of Health Professions, we are committed to providing a supportive and enriching learning experience. Our faculty are not only experts in their fields but also passionate educators who are here to guide and mentor you every step of the way. Whether you are returning to school after many years or continuing your education shortly after licensure, we recognize the unique strengths and perspectives you bring to our community.

Throughout this program, you will engage in coursework that emphasizes critical thinking, leadership, community health, and professional development. You will also have opportunities to collaborate with peers, explore innovative practices, and make meaningful contributions to the nursing profession.

I encourage you to take full advantage of the resources available to you—academic advising, faculty support, student services, and our vibrant learning community. Your success is our priority, and we are honored to be part of your educational journey.

On behalf of the entire School of Nursing, welcome once again. We are excited to see all that you will accomplish and the impact you will continue to make in the lives of others.

Warm regards,

Leanne Moreira, Ph.D., MSN, RN
Dean of Nursing

Accreditation and Regulating Agencies

Governing Organization Accreditation

The New England Commission of Higher Education (NECHE)

Accrediting Agency: New England Commission of Higher Education
Current Accreditation Status: Accredited
Date of Last Review: March 2023
Date of Next Review: Spring 2033

The New England Commission of Higher Education Inc. is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or Program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Commission should be directed to the administrative staff of the College. Individuals may also contact the Commission.

RN_BSN Program Accreditation

Accreditation Commission for Education in Nursing (ACEN)

Date of Initial Accreditation: TBD
Candidacy Approval: December 2023
Date of Last Review: January 2021
Current ACEN Accreditation Status: Candidacy
Date of Next Review: September 2025
ACEN Accreditation Standards and Criteria 2023

ACEN Mission
The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.

ACEN Purpose
The purpose of the ACEN is to provide specialized accreditation for all types of nursing programs, including clinical doctorate/DNP specialist certificate, master's/post-master's certificate, baccalaureate,

associate, diploma, and practical nursing programs. The ACEN accredits nursing programs in secondary, postsecondary, and hospital-based governing organizations that offer certificates, diplomas, or degrees.

Goals

As the leading authority in nursing accreditation, the goal of the ACEN is to strengthen the quality of nursing education through a common core of standards and criteria that:

- Establishes supportive partnerships
- Advocates self-regulation
- Promotes peer review
- Fosters educational equity, access, opportunity, mobility, and preparation of employment.
- Serves as a Title IV-HEA Gatekeeper

State Regulatory Status

Maine State Board of Nursing (MSBON)

Regulatory Agency: Maine Board of Nursing
Status with Regulatory Agency: Good Standing
Date of Last Review: December 2021
Date of Next Review: Spring 2028

Introduction

The Maine College of Health Professions (MCHP) has been preparing individuals to enter the field of nursing since 1891. We have graduates who are working in many places around the world and are making a valuable contribution to quality health care. We welcome you as you begin the journey to join their ranks.

The MCHP RN-BSN program is approved by the New England Commission of Higher Education (NECHE) and the Accreditation Commission for Education in Nursing, Inc. (ACEN).

The purpose of this handbook is to provide the nursing student with relevant information regarding the Maine College of Health Professions' degree requirements, professional standards, policies, and procedures. These guidelines have been developed by the nursing faculty and are updated periodically

Institutional Mission Statement

The Maine College of Health Professions enriches lives through offering outstanding education in the health professions, inspiring student success, and lifelong learning. We emphasize interpersonal, interprofessional, and community collaboration, and we prioritize excellence in patient care, student learning, and scholarship.

Statement on Harassment and Discrimination

The Maine College of Health Professions is committed to providing an educational and work climate that is conducive to the personal and professional development of everyone. Faculty, staff, and students should be aware that discrimination and harassment on the basis of race, color, religion, gender, national origin, age, disability, or veteran status of individuals or any other subgroups, stereotyping or grouping within the college community is unacceptable. The Maine College of Health Professions also strives to protect the rights and privileges and to enhance the self-esteem of all its members.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides equal access to all programs and services. If you believe you have a need for accommodations, please contact the ADA Coordinator.

Nursing Division Mission Statement

The Nursing Division is dedicated to educating individuals to become competent, knowledgeable, and capable nurses who contribute to positive patient outcomes. We provide educational opportunities that address the needs of individuals and communities, cultivate critical thinking, and instill a lifelong passion for learning. Our programs strengthen students' ability to reason, make informed decisions, and function effectively as integral members of healthcare teams.

End of Program Student Learning Outcomes

1. Combine current trends, scientific developments, policies, and technological resources to deliver safe, quality nursing care to a diverse patient population.
2. Assess the effectiveness of interprofessional communication and collaboration strategies in promoting quality health outcomes.
3. Compare leadership behaviors that advocate for self, patients, families, and the nursing profession during team interactions.
4. Judge the impact of healthcare policy, regulation, resource stewardship, technology, and economics on nursing practice and quality health outcomes.
5. Evaluate evidence-based studies, nursing theories, and interdisciplinary knowledge to inform clinical practice, guide decision-making, address challenges, and improve healthcare systems.
6. Assess values, biases, and stereotypes related to inclusion, equity, and diversity when caring for a diverse population.
7. Develop the application of health promotion and disease prevention strategies for diverse populations.

End of Program Outcomes

Consistent with the mission and goals of the MCHP, the RN-BSN Program outcomes were selected by the

faculty to assist in measuring the quality and effectiveness of the Program.

1. Demonstrate a cohort completion rate at or above 70%.
2. 100% of the graduates will become employed in nursing.

Organizational Framework

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Teaching and learning practices are congruent with expected student outcomes. The RN-BSN program was developed according to the AACN, QSEN and guidelines:

Baccalaureate Essentials of Professional Nursing Practice

Essential I: Liberal Education for Baccalaureate Generalist Nursing

- Practice: A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality

- Care and Patient Safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high-quality health care.

Essential III: Scholarship for Evidence-Based Practice. Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient

Care Technology o Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory

- Environments: Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for

Improving Patient Health Outcomes o Communication and collaboration among

healthcare professionals are critical to delivering high-quality and safe patient care.

Essential VII: Clinical Prevention and Population Health o Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing

Essential IX: Baccalaureate Generalist Nursing Practice The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

American Association of Colleges of Nursing (AACN)

The American Association of Colleges of Nursing (AACN) provides guidance for nursing education. AACN guidance is directed towards baccalaureate, master's, and doctoral nursing education.

AACN guidelines are organized into spheres, essentials, domains, and competencies. There are four spheres of care. The essentials are further organized into pre- and post-licensure education. The domains are broad categories of nursing skills.

AACN Four Spheres of Care

- Prevention of disease and health promotion

- Care of people with chronic disease
- Restorative care
- Hospice and palliative care

AACN Eight Essential Concepts

- Clinical Judgment
- Communication
- Compassionate Care
- Diversity, Equity, and Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health

AACN Ten Domains

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice

Quality and Safety Education for Nurses (QSEN)

The Quality and Safety Education for Nurses (QSEN) project provides guidelines for undergraduate nursing education. Knowledge, skills, and attitudes (KSAs) are the conceptual framework for the QSEN guidelines. QSEN guidelines address:

- Patient-Centered Care
- Teamwork and Collaboration
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety

The RN-BSN program curriculum was developed, implemented, and continues to be revised to reflect relevant professional nursing standards and guidelines. Both individual and aggregate student outcomes throughout the Program are based upon these professional nursing standards. The integration of these professional nursing standards and guidelines provides students with a framework for nursing practice.

Requirements for Graduation

Upon admission to the RN to BSN, 45 semester credits will be awarded for the RN license, which are then applied to the 120 semester hours required for completion of the degree. A minimum of 27 general education credits is also transferred into the program.

Therefore, a minimum of 72 credits are transferred into the RN-BSN Program. The remaining 48 credits are earned in the RN-BSN Program. There are 30 nursing credits, three

Interprofessional Education credits and 15 general education credits that comprise the RN-BSN curriculum.

A minimum of 25% of the BSN curriculum must be taken at the Maine College of Health Professions to meet the residency requirements for graduation. Students must earn a minimum cumulative nursing grade point average of 3.0 and a minimum grade of "C" in each required general education course.

Students will not be issued a degree if they have not met all their financial and library obligations toward the Maine College of Health Professions.

Transfer Credits

Credits earned at regionally accredited colleges or universities will be considered for transfer to the Maine College of Health Professions at the time of student admission to the College. A student cannot transfer additional credits from other colleges or universities after matriculation to the College. Matriculated students are those who have formally applied for acceptance into a degree or certificate program and have officially started the Program.

Only those courses determined to be equivalent to the courses included in a specific program curriculum plan will be considered for transfer of credits. The grade received for an approved transfer course will be listed as "TR" on the College transcript, and the grade will not be calculated into the student's cumulative grade point average. To transfer credits to the College, the student must:

- Request that an official transcript be mailed directly from the institution where the credits were earned to the Registrar's Office.

- Provide an official course description from the year the credits were earned (Check with the Registrar to determine the necessity of the course description).
- Receive a minimum grade of "C" in the course.
- Science courses for transfer credit must have been successfully completed within 10 years of matriculating into a program of study at the College.

A minimum of fifty percent (25%) of degree credit coursework must be completed through the College. Specific programs will require additional credits from the College. Exceptions are reviewed on an individual basis by the Dean. These courses must be congruent with the course descriptions published in the College catalog. The following is the list of courses that comprise the RN-BSN program.

Program Options

Students have the option of completing the program as a full-time or part-time student. The RN-BSN program requires students to complete the program within eight (8) years.

Courses in the Curriculum

NUR 370 Nursing Theory

(3 Credits)

The focus of this course is to provide the student with an introduction and overview to the concepts of nursing theory. The course will include the development of nursing theory and provide an introduction to the works of selected eminent theorists, as well as investigate the application of theory to professional nursing practice.

NUR 390 Nutrition

(3 Credits)

The focus of this course is the science of human nutrition as it relates to public health in the United States and globally. Topics include nutritional requirements related to changing individual and family needs, food choices, health behaviors, food safety, and prevention and management of common chronic diseases.

NUR 401 Informational Technology: Applications in Healthcare

(3 Credits)

The focus of this course is to explore patient care technologies, information systems, telecommunication technologies, and communication devices that support evidence-based nursing practice. Students will gain an understanding of the impact these information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety and health outcomes.

NUR 420 Assessment Through the Lifespan

(3 Credits)

The focus of this course is to expand upon knowledge needed to perform a more in- depth health assessment. Expected assessment findings and common unexpected findings will be analyzed, as well as differences based on age, ethnicity, and culture. Risk factors and related client education, professional verbal and written communication will be addressed.

*NUR 430 Nursing Research

(3 Credits)

The focus of this course is to provide a comprehensive review of nursing research with an emphasis on qualitative and quantitative methodologies. This course focuses on the development of the students' experience with the research process and evidence-based practice. Additionally, the student will review the role of the scholar-practitioner to identify clinical research problems and determine the quality of research as it applies to clinical decision making.
*Prerequisite MAT 160

NUR 440 Diseases of the Human Body

(3 Credits)

The focus of this course is to provide a comprehensive review of human pathophysiology with an emphasis on alterations in homeostasis. The course will review metabolic, chemical, and physiological pathways related to cellular biology and biochemistry. Knowledge of the pathways encourages the course

participant to introduce higher-level pathophysiological concepts into their clinical practice.

NUR 470 Community Health

(3 Credits)

The focus of this course is the client living with health-related issues in the community. We will examine the relationship of the client to family, healthcare team, healthcare system, environment, and the community. Major components include assessment, planning, intervention, and evaluation of people living with multiple chronic conditions in the community.

NUR 480 Nursing Leadership

(3 Credits)

The focus of this course is to apply theoretical and empirical concepts of leadership, management roles and the ethical decision-making process of the professional nurse in diverse multicultural settings. The student will use critical thinking strategies to study the coordinating role of the professional nurse within the healthcare delivery system with an emphasis on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. This will lead to an understanding of the concept of leadership theories and roles, problemsolving and the decision-making process for a professional nurse in a leadership position.

NUR 495 Capstone Project

(6 Credits)

The focus of this course is the analysis and clinical application of nursing care of the client living with health-related issues. The student will construct new knowledge based on clinical experiences. Major components include assessment, planning, intervention, and evaluation of the client living with health-related issues. The student will utilize evidence-based resources and public health competencies to analyze how a health-related issue and nursing interventions affect the health of the client. The course integrates prior clinical and classroom concepts with new clinical experiences with the intention of establishing a deeper level of understanding of nursing care. This course includes a clinical experience.

General and Interprofessional Education Courses in the RN-BSN Curriculum

COM 102 Communications

(3 Credits)

The importance of good communication skills can never be over-emphasized. In all professions including healthcare, we are asked to: send clear messages, to be able to receive and interpret messages accurately, and respond appropriately. Although most of us will never become professional public speakers, we are always expected to be able to understand the basic elements of good communication. To that end, this course will cover verbal and non-verbal communication skills, listening, writing messages/notes/memos, and public speaking. This course also includes an online component (6 sessions) that requires discussion board postings and other assignments to be completed before the following scheduled class period as indicated in the course outline.

MAT 160 Introduction to Statistics

(3 Credits)

This course is designed to provide students with an introduction to foundational elements in the study of statistics. Topics will include the study of sampling and data collection, descriptive and inferential statistics, probability, discrete and continuous random variables, hypothesis testing, linear regression and correlation, and analysis of variance.

PHI 206 Ethics in Healthcare

(3 Credits)

This course introduces students to ethical and bio-ethical issues confronting healthcare professionals within the practice setting. This course will introduce the student to the language of ethics and to the decision-making process. Using cases, students will learn to apply ethical decision-making principles to practical dilemmas. The course will familiarize students with ethical and legal considerations, patient- provider relationships, and the concepts of moral judgment and prudence.

ENG 210 English Literature

(3 Credits)

English Literature explores various genres of literature. Students will read select passages and literary works as they explore various styles, themes, and modalities of writing.

HUM 220 Topics in Multiculturalism

(3 Credits)

This course will examine the issues of multiculturalism, societal diversity, and the histories of the people that comprise our communities. Discussion of diverse populations will cover groups of color and race, nationality, faith, indigenousness and immigration, LGBQTI, and ability.

Students will locate their own perspectives, and analyze how one's own experiences shape the way they tell the story of what they see happening in the world. Additionally, students will analyze how the experiences of people different from themselves will affect the perspectives of others in a multicultural society.

HUM 360 World Religions

(3 Credits)

This course examines major religions of the world and their potential influence on healthcare decisions. The scope of religious investigations includes but is not limited to: the nature of religion, Indigenous Religions, Judaism, Hinduism, Buddhism, Christianity, Islam, and other religious beliefs. Each is examined in its cultural context, how basic human concerns are addressed, how healthcare decisions may be impacted, and the uniqueness of religious practice.

HUM 400 Diversity, Equity, Inclusion, and Belonging

(3 Credits)

This course provides a safe platform for students to explore the topics of diversity, equity, Inclusion, and belonging through political, artistic, social, economic, and other lenses. Students will deconstruct personal and scholarly biases by evaluating the issues from historical, contemporary, and future perspectives. Additionally, the tools to empathize and connect with patients on a deeper level are investigated. At the end of this course, students will provide a better patient experience by understanding the unique needs, perspectives, and potential of all patients.

SOC 400 Diversity, Equity, Inclusion, and Belonging

(3 Credits)

This course provides a safe platform for students to explore the topics of diversity, equity, Inclusion, and belonging through political, artistic, social, economic, and other lenses. Students will deconstruct personal and scholarly biases by evaluating the issues from historical, contemporary, and future perspectives. Additionally, the tools to empathize and connect with patients on a deeper level are investigated. At the end of this course, students will provide a better patient experience by understanding the unique needs, perspectives, and potential of all patients.

IPE 411 Interprofessional Education

(3 Credits)

The focus of this course is to examine the nurse's role as a member of the interprofessional healthcare team. Students will analyze current research to describe the prevalence and outcomes of fragmented healthcare and the benefits of interprofessional healthcare. Students will learn about the roles of other members of the healthcare team and will develop knowledge and skills in interprofessional collaboration that can be used to improve patient safety and healthcare outcomes.

*Enrollment in all NUR courses requires acceptance into the RN-BSN Program.

Additional prerequisites: MAT 160 is required prior to taking NUR 430; students must be within 6 credits of program completion (excluding NUR 490/495) in order to enroll in NUR 490 or 495.

Credit-Clock Hours

Clock hours represent the number of hours that students receive instruction in the online or clinical area. For every credit hour that students receive in instruction, they are also responsible for time spent preparing for course activities.

The following is the breakdown of credit to the number of hours the student will be in class, clinical, simulation, or lab.

- Didactic 1:15
- Clinical, simulation, and lab 1:30
- Preceptorship 1:40

Didactic

For each credit, students will have fifteen hours of instruction. Example) A three-credit course will have forty-five hours of instruction.

Preceptorship

For each credit, students will have forty hours of instruction. Example) A one-credit course will have forty hours of instruction.

RN-BSN Program Curriculum Sequence

Course	Credits
NUR 370 Nursing Theory	3
NUR 390 Nutrition	4
NUR 401 Informational Technology: Applications in Healthcare	3
NUR 420 Assessment Through the Lifespan	3
NUR 430 Nursing Research	3
NUR 440 Diseases of the Human Body	3
NUR 470 Community Health	3
NUR 480 Nursing Leadership	3
NUR 495 Clinical Capstone Project	6
MAT 160 Introduction to Statistics	3
COM 102 Communications	3
ENG 210 English Literature	3
HUM 2XX Humanities Elective	3
PHI 2XX Philosophy/Ethics Elective	3
IPE 411 Interprofessional Education	3
Curriculum Credits	**48**
Transfer Credits	**72**
Total Credits	**120**

Professional Organizations

Students are encouraged to become members of a student nurse organization or professional nursing organization, such as the National League of Nursing or the American Nurses Association. Many specialties in nursing have a national organization. Membership in a professional organization provides students and nurses opportunities to stay current with standards of practice, legislative initiatives, political action, and networking. Please see your advisor for recommendations for a list of possible organizations to meet your professional career goals. Students who are members, delegates, or office holders in the Maine Student Nurses' Association (M.S.N.A.) or the National Student Nurses' Association (N.S.N.A.) must submit a request for time off to attend state and/or national meetings two (2) weeks in advance to the Dean. Attendance will not be counted as a school absence.

Community Service

MCHP volunteers for many activities in the community annually. Student nurses are mandated to participate in one community service opportunity: to develop social responsibility and citizenship skills, to build leadership and communication skills, to learn about community healthcare needs and appreciate diversity influenced by socio-political and economic variables, and to apply their knowledge and skills as a student nurse in the "real world." Students will collaborate with their academic advisor to coordinate a community service activity.

Interprofessional Education

Participation in Interprofessional education (IPE) activities is an expectation for matriculated students attending MCHP. Students must attend IPE events as scheduled to successfully fulfill this requirement. At times, students are required to self-schedule an IPE event; schedules are locked 7 calendar days before an IPE event. Students who would like to request a change within 7 days of the IPE event must speak with the IPE director to request a schedule change. IPE activities are created to enable students to address one or more of the Interprofessional Education Collaborative's 4 Core Competencies (2016): Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, Teams, and Teamwork.

Students are required to complete IPE activities each semester as a graduation requirement. If not completed during the semester required, the student will earn a failed course and must follow the academic probation policy.

Grading Policy

All the courses in the RN-BSN program require a grade of 74% or higher in order to receive credit for the course. Students must earn a minimum of 74% before rounding occurs. *Students must earn at least 74% to pass the course*.

Numerical and Grade Point Equivalence

Letter Grade	Numerical Grade	Grade Point Average
A	95–100	4.0
A-	90–94	3.7
B+	87 – 89	3.3
B	84 – 86	3.0
B-	80 – 83	2.7
C+	77 – 79	2.3
C	74 – 76	2.0
C-	70 – 73	1.7
D+	67 – 69	1.3
D	64 – 66	1.0
D-	60 – 63	0.7
F	Below 60	0.0

Assignments

Assignments must be submitted by the due date. Failure to submit work by the deadlines will result in the student receiving a zero (0) on the assignment. Clinical paperwork must be submitted according to written rotation guidelines. Failure to submit clinical paperwork as required will result in an unexcused absence from the assigned clinical rotation.

Student Dismissal

The College may dismiss, at any time, a student whose academic standing is not in compliance with the Scholastic Standards Policy. In most cases, students who are dismissed for academic reasons have previously been warned by their Academic Advisor, Assistant Dean, and Dean.

Dismissal for other than academic reasons may occur without prior warning. The decision to dismiss a student for reasons other than academic is made by the Dean or designee, after consultation with the referring faculty.

The student may appeal the dismissal by following the Student Fair Treatment Policy and Procedure. The student transcript will reflect academic or non-academic dismissal.

Dismissals for other than academic reasons may include:

- Breach of patient confidentiality.
- Concealment of errors made during clinical assignments.
- Performing skills outside of their current role.
- Illicit use, possession, or distribution of drugs or alcohol on campus.
- Possession of weapons on campus.
- Absence from the College for three (3) classes without notification or three (3) weeks without participation in an online course.
- Failure to follow College policies and procedures

Attendance Expectations

The Maine College of Health Professions is founded upon a commitment to learning on the part of both faculty and students. When students accept membership in the educational community of this College, students also accept responsibility and accountability to be present for all required teaching/learning activities.

- All students must meet course and program objectives satisfactorily.
- Each student is expected to arrange employment and personal activities to avoid conflict with the course schedule.
- Participation in all teaching/learning activities is monitored.
- Students who are unable to be present for class time are responsible for obtaining the information missed and meeting the course objectives.
- Students are expected to plan for study time and personal obligations outside of scheduled class times. Coming in late and/or leaving early are not acceptable.

The cancellation of class/clinical by the College for storm days/emergency situations will not be counted as an absence. The College reserves the right to

reschedule class/clinical days subject to extenuating circumstances (example: multiple cancellations for storms). If the lecture is canceled and not rescheduled, this class content will be provided by the faculty. The decision to cancel will be available by 5:30 AM for daytime scheduled events and at 11:00 AM for afternoon and evening scheduled events.

Should it ever become necessary to delay classes or close the College, the following notifications will be made:

- College Website
    - www.mchp.edu
- College Facebook Page
    - www.facebook.com/Maine-College-of-Health-Professions

Professionalism

Professional behavior is not confined to the workplace. These skills also affect daily interactions with peers, instructors, friends, and family members. The faculty and staff at MCHP demonstrate the tenets of professionalism in all their encounters with students and with one another. As they assimilate into the college community, students are coached in the development and effective utilization of these important interpersonal skills.

Technology

Technologies are constantly changing, and it is important to remain as current as possible. Basic knowledge of business applications and information literacy is a minimal requirement that will be required for future employment. Just as cell phones are turned off in a theater, it's necessary to have similar habits in the classroom and during laboratory /simulation exercises.

- Unless it is appropriate for the class activity, turn off all electronic devices when you enter the classroom. Use technology only for appropriate purposes.
- Your tablet or laptop may be appropriate for taking notes, but it is not appropriate for any other activity.
- If you need to have a device turned on due to pending personal or business emergencies, then a) tell the instructor or your teammates ahead of time, and b) only have it on vibrate or other silent notification mode.

It is a good rule to only place information on the internet that you expect to be permanently available for viewing by other people. This includes information you reveal about yourself and your perspectives, as well as opinions you post about others. Think twice before posting information about others, including fellow students, faculty, staff, the college, your clinical site, or patients. Inappropriate postings could lead to dismissal from the college.

Student Conduct

The college community encompasses administration, faculty, staff, and students. Students are part of the college community and retain the rights, protections, and privileges of fair treatment. Students are also subject to the standards, responsibilities, and regulations associated with an educational environment.

The purpose of the Maine College of Health Professions Student Code of Conduct is to foster a sense of trust, responsibility, professionalism, and accountability among all individuals at MCHP. The Code of Conduct is to assist in students' personal and intellectual growth to become healthcare professionals, as well as to establish behavioral expectations. Students' behaviors can have long-term effects, even in their careers. Depending on the offense, students may not be eligible to obtain a professional license; therefore, students should contemplate decisions that violate the Student Code of Conduct. The goals for the disciplinary policy in the MCHP's Student Code of Conduct are:

- to develop a sense of responsibility
- to provide a safe atmosphere for learning and well-being
- to encourage ethical behaviors
- to promote academic integrity

The MCHP Student Code of Conduct (SCC) is in the MCHP College-Wide Handbook.

Student Code of Conduct Violations Procedure

Minor Violations

Unacceptable behaviors are not tolerated, and students are subject to disciplinary actions outlined below. Individuals involved in the Student Code of Conduct violation are expected to participate and cooperate during the procedures and are to uphold all confidential matters regarding the issue.

Anyone in the MCHP college community may file a complaint against a student violating the Student Code of Conduct.

- The complainant must complete the Student Code of Conduct Violation Form and submit the form to the Program Dean within five (5) business days of the incident.
- The program dean will make an appointment with the student(s) who allegedly violated the SCC and encourage the student to bring any supporting evidence within five (5) business days of the submitted Student Code of Conduct Violation Form.

After the meeting with the student, the program dean has two choices regarding the alleged violation.

1. The accused is not responsible and/or did not violate the student code of conduct.
    a. No disciplinary action occurs; however, the dean keeps the documents on file.
2. The accused is responsible and/or did violate the student code of conduct.
    a. The program dean will start disciplinary sanctions from the list provided.

The program dean will document on the MCHP Student Code of Conduct Form the meeting results and inform the student's right to due process.

- The dean will submit all evidence and the form to the chief academic officer (CAO) and registrar to become part of the student's record.
- If the student does not meet with the dean within the time frame required, the student forfeits all appeals, and the dean's decision is final.

Major violations are exempt from the above procedure.

Major Violations

Major violations bypass the minor violations procedure. Students with a major SCC violation will meet with the CAO and program dean immediately. The student(s) should bring all supporting evidence to the meeting. The results of a major violation may include suspension or expulsion from the Program and/or college. Examples of major violations include but are not limited to the following:

- multiple minor violations (may include the same or different nature as the first)
- theft
- falsifying documents, signed forms, or other MCHP documents
- validated physical threats made toward other individuals
- destroying MCHP property
- possessing or distributing drugs or other substances on the MCHP campus or college-sponsored property
- bringing a weapon onto the MCHP campus or college-sponsored property
- cheating or academic dishonesty on any activity or assignment to prove competency in the course, program, or college outcomes

Sanctions

Below is an example of sanctions or consequences for violating the MCHP SCC. Program deans may use the examples below, but this is not an exhaustive list.

- Written warnings
- Remediation
- Learning projects
- Referral for prosecution
- Expulsion
- Suspension
- Probation
- Loss of privileges
- Community service

Due Process

Whenever possible, resolving the violation of the MCHP SCC should be resolved at the lowest levels; however, students who do not agree with the

program dean's decisions have the right to enact due process. Within five (5) business days of the program dean's decision, the student must submit a written appeal to the CAO. The CAO will convene the Code of Conduct Committee to review the appeal within five (5) business days of the submitted appeal. Any appeal submitted outside of the time frame forfeits the due process procedure.

Code of Conduct Committee

The code of conduct committee only convenes if a student submits an appeal of the program dean's decision for minor violations. The committee meeting is a closed meeting and will only comprise the code of conduct committee and the student and will uphold the strictest guidelines of confidentiality in all matters associated with the alleged violation. The committee's decision is final; there is no appeal to this process.

The committee comprises the following individuals:

- One (1) individual from student support services.
- One (1) faculty member selected from the Faculty Senate.
- One (1) assistant dean associated with the Program.
- The dean associated with the Program.
- One (1) faculty or program administrator who is not associated with the Program.
- The CAO will attend the meeting but is a non-voting member.

Code of Conduct Committee Procedures

- The CAO will submit all supporting evidence and documents to the Code of Conduct Committee two (2) days before the scheduled meeting.
- Once the committee convenes, the committee will have access to the student to ask questions and verify any information.
- Once the student answers and verifies information to the committee, the student will be excused, and the committee will have two choices to vote upon. The CAO will communicate the findings to the student.

The committee may vote on whether the SCC violation is substantiated or unsubstantiated.

- **Substantiated:** The committee found enough evidence that supports the student violated the MCHP SCC.
- **Unsubstantiated:** The committee did not find enough evidence to support that the student violated the MCHP SCC.

The CAO will communicate with the students about the committee's decision.

The CAO will send all evidence, supporting documents, and the Student Code of Conduct Violation Form with the committee's decision to the registrar to be placed in the student's file. The Student Code of Conduct Violation Form can be found at the end of this publication.

Professional Actions

When you go to class, clinical, lab, or sim, put yourself in a mental "meeting mode." This not only shows respect for others but also enables you to be engaged in what is happening. This will enhance your learning and your ultimate success. Your obligation to behave professionally doesn't end when you leave the classroom or clinical floor. As an MCHP student, you represent the college. As an individual, you are developing a reputation. Your behavior outside of the classroom is what creates that reputation…and remember, you never know what role a stranger may play in your professional life.

MCHP Expectations

- Be positive.
- When raising a complaint, be prepared to present a possible solution.
- When raising a criticism, present it in a positive manner.
- Do not engage in argumentative behavior.
- Be proactive and demonstrate a willingness to seek solutions.
- Say please and thank you.
- Do not conduct yourself with a sense of entitlement. Your faculty are experts in their areas, and they have experience that is worthy of your respect. The same is true for college staff and administrators.
- Be punctual at all times.
- Be reliable and do what you say you are going

to do.
- Give credit where credit is due.
- Encourage others.
- Respect those around you; do not talk to others when your attention should be directed elsewhere.
- Don't shout or interrupt. If you have a question or comment, raise your hand, and let the faculty work you into the flow of conversation professionally. (Remember that listening is more important than talking when you are thinking critically about an issue, so limit your off-the-cuff and irrelevant comments and let others be heard— and really listen to them)
- Be respectful of everyone at all times. How you behave around others is noticed, and in a professional setting, it can quickly impact your performance evaluations and promotions.
- Take responsibility as a learner. This experience will be different from all other educational experiences that you've had. It takes a tremendous amount of dedication and maturity to succeed in health professions education.
- Prioritize your college experience. You cannot succeed in MCHP programs without fully dedicating yourself to your studies.
- Read your syllabus thoroughly.
- Do your homework to the best of your ability.
- Before criticizing others for your failure to learn the material, ask yourself the following questions:
    - How many hours did you work this week?
    - How many hours did you work this month?
    - Did you read the assignment?
    - Did you take notes about the assignment?
    - Did you use effective learning strategies?
    - Did you seek help from study group facilitators?
    - Did you do the homework?
    - Did you take time to reflect upon your learning?
    - Did you independently seek clarification about areas of confusion by consulting your textbook or other valid sources of information?
    - How much time did you devote to learning this material this week? Last week?

Assignments

- All assignments must be turned in on time. This is mandatory in life if you want to do well; get in the habit at MCHP and save a lot of grief on the job.
- All assignments and projects must be proofread and spell-checked. Nothing tells the boss "I don't care" or "I think your assignment was stupid" more than a document with egregious spelling and grammar errors. This is another must.
- Do not plagiarize. Simply put, you can and often will be fired for stealing intellectual property or representing another's work or ideas as your own on the job. We take intellectual property rights very seriously here at MCHP, too. Look carefully over all the material on plagiarism. If you have a question, ask. This is one area where asking forgiveness is NOT better than asking permission.
- Do not improperly copy, store, or disclose privileged information. Revealing private or proprietary information about patients is a serious offense that can ruin your career. Pay attention to the training you receive about HIPAA and put it to use.
- Push yourself on every assignment. The assignment has a learning purpose tied to the course objectives. Challenge yourself to know more, dig deeper, and reflect each time.

Communication with Members of the MCHP Community

- Faculty will establish communication guidelines. These will include posted office hours (required at MCHP for all faculty); instructions on how to make "by appointment" office visits; and when, where, and how to contact them via telephone,

email, or other means. You can find these in your course syllabus.

- Do not expect an immediate answer when emailing faculty. They will strive to return your communication within 24 hours (one business day). Like everyone else, however, instructors' emails can get buried or otherwise misdirected. After 24 hours, a polite follow-up is appropriate.
- All communications should be in a professional tone and format. This means more than just showing that you took the time to use proper grammar, spelling, etc. It means addressing an instructor as Dr. or Professor, and unfamiliar colleagues as Mr. or Ms. In all relationships, it is much easier to step down from too much formality in your initial communication than to step up to propriety after getting off on the wrong foot with a poor first impression.
- MCHP graduates are recognized for their patient care, knowledge, skills, and abilities. Part of that reputation includes a strong work ethic and professionalism, both in the workplace and in the community. We want to work with you to foster professionalism throughout all that we do.

Health Requirements

Matriculated students shall be required to maintain adequate health in the interest of client welfare, including but not limited to, routine physical examinations and appropriate immunizations. Students are required to always remain in compliance with all immunizations (and CPR certification) while they are in the nursing program. This compliance includes maintaining the electronic record management system utilized by the College.

Immunization Record

- 2 MMRs or positive titers of Measles, Mumps, and Rubella (lab report required).
- Positive Hepatitis B surface antibody titer (lab report required).
- 2 Varicella immunizations or positive titer (lab report required).
- Initial QuantiFERON-TB Gold In-Tube blood test (lab report required) OR T-SPOT blood test (lab report required).
- Annual influenza vaccine (see details below).
- Tdap (tetanus/diphtheria/pertussis) – Written documentation of immunization within 10 years.

Matriculated students are required to have an annual negative TB test. Positive TB test results will require appropriate medical follow-up. Matriculated students are required to have documentation of an Influenza vaccine administered between 09/01 and 11/01 of the current influenza season. Matriculated students must be able to perform the physical activities inherent in the role of a student in the RN-BSN Program.

Matriculated students are required to purchase accident insurance through the College. The cost will be billed to the students on an annual basis. Details of the plan are available from the Registrar. To protect the students, clients, and employees of the College and clinical sites, exposure to any communicable disease must be reported to prevent further spread of the disease. Students will report any exposure to communicable diseases to the Dean or designee for consideration of possible change of clinical assignment. The Dean will document the exposure with follow-up action taken which will be filed in the student's record.

All student health information will be held in the strictest confidence. Each student who participates in clinical practice is responsible for continuous CPR certification while enrolled in the Program. CPR certification must be a Basic Life Support Provider Course for the Healthcare Professional through the American Heart Association or the American Red Cross. The student must upload documentation of CPR status to the College document tracker program. If CPR certification expires, the student will not be permitted to attend clinical practice until certification is active again.

Note: Students who are non-compliant with the requirements that are required for continued enrollment in the Program will not be permitted to attend lectures or clinical courses until compliance is achieved. Missing clinical due to non-compliance will result in a clinical absence.

Student Exposure to Blood & Body Fluids

Procedure for the Exposed Student to Follow IMMEDIATELY.

If you experience: An exposure to blood or body fluids such as a needle stick, splash of blood or body fluid onto/into mucous membranes (eyes, mouth, etc.) or open skin, or other blood or body fluid exposure, you must:

- Wash the affected area with soap and water immediately.
- Flush mucous membranes with water immediately.
- Notify your supervisor/instructor immediately after washing and flushing.
- Have your supervisor/instructor immediately notify the Nursing Supervisor so that the source information can be collected in a timely fashion.
- Report immediately to your healthcare provider or to the Emergency Department. The student's accident insurance may be used to defray expenses related to this incident.
- The supervisor/instructor must fill out an Incident Report immediately according to the clinical site policy. Make sure the brand of needle/sharp is identified on that report. This is a requirement of OSHA.

By following these steps, you will receive appropriate treatment at the appropriate time. Early intervention is imperative. For your safety and well-being, do not wait to report an exposure…Interventions will begin as soon as you report it!

REPORT IMMEDIATELY!

Care of Relatives by the Student

No student shall assume responsibility for the nursing care of a relative hospitalized or being cared for as an outpatient in any facility utilized for clinical experience.

Preparation Before the Clinical Experience

Before assigned clinical experience, each student is expected to be prepared according to the requirements stated in the clinical guidelines for each rotation. When a student does not complete the specific information outlined in the clinical guidelines or is not prepared to deliver safe nursing care, the student will be dismissed from the clinical area. The lost clinical day will count as an absence and needs to be made up. Written clinical assignments must be submitted according to the written rotation guidelines. Failure to submit written clinical assignments as required will result in a clinical absence.

Some clinical experiences will provide the student with research or preparation that is assigned before the start of the clinical day. Most assignments are made at the start of the clinical experience. Please see specific clinical guidelines for this information.

Electronic Access to HIPAA-Protected Patient Information

Students may electronically access patient records on their assigned clinical unit during their normally scheduled clinical hours. An exception to this policy will be made for students assigned to CMMC units only when the student's clinical hours are conducted in simulation or other clinically related activities on campus within the Maine College of Health Professions building.

At no time may students access patient records on any computer other than a network computer associated with the hospital/clinical site to which the student is assigned. The use of personal computers or other electronic devices for accessing patient records is forbidden.

Students reported to have accessed patient records outside their normally scheduled clinical hours or from a computer other than a clinically assigned hospital/clinical site network computer will be dismissed from the Maine College of Health Professions.

Incomplete Grades

If a student receives an "Incomplete" or "I" in any nursing course, the student must complete all the coursework within 30 days of the last day of the course per the MCHP college calendar. The instructor and student will develop a contract that clearly defines the work to be completed. If the work is not

made up, the incomplete grade automatically defaults to a grade of "F" per MCHP Records policy.

Program Withdrawal

Students who decide to withdraw from the Program must submit a formal letter of withdrawal and complete a formal exit interview with the Dean or designee, within one week prior to withdrawal from the Program, to be eligible for reenrollment. College withdrawal dates may be found in the current MCHP Academic Calendar.

Leave of Absence

Students wishing to take a leave of absence (LOA) must contact the Dean or designee. A request for a leave of absence must be submitted in writing to the Registrar, and the request must be signed and dated by the student making the request. The LOA request/application must clearly explain the reason(s) for the LOA, and if known, how long the LOA is expected to last. The LOA must be requested in advance unless the circumstances surrounding the LOA prevent it. For example, an accident that renders the student unable to continue his/her studies for a period of time would not be predictable, and the LOA could not be requested in advance. Other circumstances could be predictable, although the timing might not always be the same. In other words, a scheduled event could be known three months in advance, but a progressive family illness might not be of an emergency nature until it reaches such a stage.

A leave of absence may be granted for up to one hundred eighty calendar days within a 12-month period. The student must submit a completed Student Status Change Form for the LOA to be considered. The student will be notified of the decision in writing, within five (5) school days. For NSLDS enrollment reporting, an LOA should be reported as an "A."

The College's refund policy will apply to students who are granted a leave of absence. Approved Leave of Absence -- A leave of absence (LOA), for Return of Title IV (R2T4) funds purposes, is a temporary interruption in a student's Program of study at MCHP. LOA refers to the specific time period during a program when a student is not in attendance at MCHP but is not required if a student is not in attendance only for an institutionally scheduled break. However, a scheduled break may occur during a LOA.

An LOA at MCHP must meet certain conditions to be counted as a temporary interruption in a student's education instead of being counted as a withdrawal requiring MCHP to perform an R2T4 calculation. If a LOA does not meet the conditions in 34 CFR 668.22(d), the student is considered to have ceased attendance and to have withdrawn from the school, and the school is required to perform an R2T4 calculation. For a LOA to qualify as an approved MCHP LOA:

- MCHP must have a formal written policy regarding leaves of absence requiring that all requests for leaves of absence be submitted in writing, signed, dated, and include the reason for the student's request.
- The student must follow MCHP's policy in requesting the LOA.
- There must be a reasonable expectation that the student will return from the LOA.
- MCHP must approve the student's request for a LOA in accordance with the college's policy.
- MCHP may not assess the student for any additional institutional charges, the student's need may not increase, and therefore, the student will not be eligible for any additional federal student aid.
- The LOA, together with any additional leaves of absence, must not exceed a total of 180 days in any 12-month period.
- A MCHP student returning from a LOA must resume their educational Program at the same point in the academic Program that he or she began the LOA.
- MCHP will explain to the student, prior to granting the LOA, the effects that the student's failure to return from a LOA may have on the student's loan repayment terms, including the expiration of the student's grace period.

Re-Admission

Applicants meeting the criteria for admission are accepted regardless of religion, race, gender, sexual orientation, marital or parental status, age, color, national or ethnic origin, and are accorded all the

rights, privileges, programs, and activities available to students at the College.

Persons who previously attended the College and who withdrew from a program are eligible to apply for readmission by submitting an application to the Admissions Office. Applications from former students requesting to re-enter the Program will be reviewed by the Admissions Committee according to its selective admission procedure.

Applications from individuals who were suspended or dismissed from the College for academic or disciplinary reasons will be reviewed by the Dean of Nursing.

Individuals may be readmitted to a program one time. Individual exceptions due to extenuating circumstances will be considered by the Program Dean. Individuals must apply for re-entry as soon as feasible, as space in the Program is limited.

Upon successful readmission to the Program, the student may be required to take any achievement exams completed in the preceding semester in the class in which they are enrolled. In addition, the student may be required to be clinically evaluated.

Students who are dismissed from the Program based on the academic probation policy must wait two academic years to reapply to the Program. However, students may enter another MCHP program without waiting for the two-year time frame.

Re-admission Criteria

(Re-entry) to the MCHP nursing program following withdrawal or failure to meet course or curriculum requirements: The student is eligible to apply for readmission to the MCHP Nursing Program under the following conditions:

- The student may be readmitted into the Program once.
- Only one nursing course may be repeated.
- Readmission is individual, selective, and on a space-available basis.
- In any given semester, students applying for readmission will be ranked based on their academic performance, and those students with the highest GPAs will be given priority for readmission.
- Readmission into the RN-BSN program is possible when the student has withdrawn by the college withdrawal date with a failing status academically in a nursing course (this situation allows the student multiple retakes on a space available basis as per the College Academic Requirements on repetition of courses) if there are no other college-wide issues.
- When a former nursing student applies for readmission, he/she must:
    - Consult with the Program Dean and Admissions Coordinator.
    - Submit an application for readmission.
    - Be readmitted at the point within the Program at which the student withdrew.
    - Be readmitted within one year of the withdrawal or dismissal.
    - Meet the current curriculum requirements at the time of readmission.
- Students who have been out of the program sequence for one year or more will be required to either enroll in a Special Topics course or retake specific courses, which will be evaluated on a case-by-case basis. Students re-entering the Program will need to go through the application process.
- Readmission is individual, selective, and on a space-available basis.
- Students reapplying or returning to the Program must complete/update Health Forms and Student Health Requirements. This is determined by the school's Admissions/Advisement Coordinator.

Change in Health Status

Any student with a change in health status, for example, surgery, pregnancy, serious illness, or injury, which requires special considerations, will meet with the Title IX and/or ADA Coordinator with a completed Health Status Update Report prior to attending the clinical area. The Health Status Update should include the following information:

- Current written permission from the healthcare provider to complete the activities

of the given semester in which the student is currently enrolled.
- A written statement by the healthcare provider indicating activity limitations or restrictions.
- Students with documented special circumstances/disability are expected to adhere to all Nursing Department requirements, including attendance procedures, technical standards, and meeting the competencies and expectations of each Nursing course.

Students who are in a substance abuse treatment program must submit periodic Health Status Update Reports, as described in the current MCHP college catalog, and as required by the Health Professions Admissions Department.

If a new or recurrent health problem/limitation is identified at any time during enrollment in the Nursing Program, the faculty reserves the right to require a Health Status Report on an ongoing basis (including pregnancy) or submission of a Health Examination Record indicating that the student can meet the technical standards and competency expectations.

Criminal Background Checks and Drug Screening

Nursing students re-applying and/or returning to the Program are required to update and submit a complete criminal background check. All student applicants' final acceptance in the Program shall be contingent upon satisfactory completion of a criminal background check.

Academic Probation Policy

Academic probation allows students to resolve barriers to success and improve academic skills and program knowledge.

A student must attain a minimum grade of C (74) in any course required for the major and/or a passing grade for the co-curricular requirements.

Criteria to be placed on Academic Probation

- A student earns a grade of C- or lower in a course in any given semester, *or*
- A student does not complete co-curricular requirements for that semester

Procedure

- The course instructor will email the assistant dean of student services if a student achieves a C- or lower grade or does not complete the co-curricular requirement.
- The assistant dean of student services will collaborate with the student, the program dean, the academic advisor, and the registrar.
- A student who meets the criteria for academic probation must set up a meeting with the assistant dean of student services within one week of the semester's end. Failure to meet with the assistant dean of student services within the stated time frame will result in program dismissal.
- Probationary status is resolved upon successful completion (grade C or higher) of the repeated course or successful completion of co-curricular requirements.
- A student may be placed on Academic Probation once during the Program.
- The student's Program may extend beyond the published program length since most courses are taught only once yearly.
- A student placed on academic probation must make a non-refundable deposit to reserve a spot to continue in the enrolled Program. Students cannot reserve a spot if the Program has no available spaces. The deposit will be required for any student on probation who does not have continuous enrollment.

Spring Return: Deposit Date September 1st
Summer Return: Deposit Date February 1st
Fall Return: Deposit Date February 1st

The assistant dean of student services or designee may adjust the student's deposit date depending on when the student is unsuccessful and looking to continue with courses. Once the deposit date is set, there are no adjustments to the due date. Students who do not meet the deposit deadline are dismissed from the Program.

Criteria for Program Dismissal

Any one of the following is grounds for dismissal from the Program:

- A student receives a grade of C- or lower in 2 or more courses in one semester.
- A student receives a grade of C- or lower in a course and does not complete the co-curricular requirement.
- A student fails to meet the deposit deadline to return.
- A student fails a second course required for their major during their Program.
- There are no available spaces for the student in the enrolled Program.
- While on Academic Probation, withdrawal from any course after the Add/Drop Period will result in the student's dismissal from the Program.

Academic Grievances and Appeals Policy and Procedures

Please refer to the College catalog for more information regarding the Student Grievance Policy and Procedure. This is a formal policy that clearly delineates the process and provides a step-by-step mechanism for filing a grievance. The administration, faculty, and staff encourage open communication between students and faculty regarding coursework, teaching methods, student concerns, etc. Should a problem arise within the class or clinical setting, the student should first speak to the faculty member involved.

Unfair Treatment Defined

- Deviating significantly from the syllabus.
- The curriculum plan was not followed.
- Offensive statements or disrespectful behavior.

Student Grievance Policy and Procedure

Policy

The administration, faculty, and staff encourage open communication. It is our belief that minor differences can be resolved without recourse to the process listed below. The Academic Advisor may be used as a resource at any step within the problem-solving process. Should a concern arise, the student should first speak to the faculty or staff member involved. However, there may be situations where a more formal process becomes necessary. The grievance process is intended to settle disputes through mediation and reasoned discussion. It is not intended to supplant the students' code of conduct, course syllabus, program requirements, etc. Usually, the resolution of a complaint or grievance involves the resolution of the problem/issue, not the punishment of those involved.

A "grievance" is a complaint based on the belief that one has been treated unfairly.

Academic: The student has the right to grieve and appeal a final course grade, an academic policy decision, or academic dismissal.

Non-academic: The student also has the right to grieve and appeal a complaint pertaining to a staff, faculty, or administrator violating a student's right or privileges.

Grievance Procedure

All matters involved in this procedure will be confidential. All disputes need to be delivered in writing. When concerns, problems, and complaints cannot be alleviated by the usual communication channels in place within the College, the following steps are to be followed:

Informal Meeting

If a student has a grievance concerning any grade, academic policy decision, or academic college dismissal, he or she first must meet with the instructor or decision-maker to discuss the concern and present documentation that supports the grievance. This meeting must occur within 3 business days of notification of the grade, policy decision, or academic dismissal.

Petition

If unsatisfied with the outcome of the informal meeting, the student may make a petition, requesting that the Dean review and amend the prior decision. If there is a conflict of interest, the petition will be referred to another person of authority.

The student will submit the Grievance Petition Checklist and all relevant documentation (i.e., policies, syllabi, handbook, etc.) within 2 business days. Students who have questions regarding the process are encouraged to contact their faculty advisor.

The Dean must meet with the student within 3 business days of receiving the student's Grievance Petition Checklist. The Dean will:

- Serve as a mediator and attempt to resolve the concern through mutual agreement.
- Review relevant documentation, meet with additional parties as appropriate, and provide a written decision within 5 business days of receiving the student's Grievance Petition Checklist.
- Submit all documentation related to the decision to the Registrar to be held in the student's academic file.

Appeal

If either party (student or instructor) disagrees with the decision of the Dean, he or she may file an appeal with the Grievance Committee.

The appeal must be submitted to the Vice President of Academic and Student Affairs (VPASA) in writing with all relevant documentation no later than 2 business days after the date of the Dean's written decision.

The Committee will:

- Review all documentation and may request a meeting with the parties concerned.
- Provide a decision in writing within 5 business days of receiving the appeal to the student, faculty member, Dean, and the student's academic advisor of the decision.
- Submit all documentation related to the decision to the Registrar and hold it in the student's academic file.

The decision of the Committee is final.

The Grievance Committee will consist of:

- The VPASA or designee, Chair of the Committee
- One uninvolved faculty member from within the division
- One uninvolved faculty member from another division
- If the grievance is not academic, a staff member will be involved

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Student Code of Conduct Violation Form

This form is to be completed when an individual(s) allegedly violates the MCHP Student Code of Conduct. A form must be completed for each individual who allegedly violates the Student Code of Conduct.

Student's Name: Click or tap here to enter text. Date: Click or tap to enter a date.

Student's Program of Study: Click or tap here to enter text.

Program Dean: Choose an item.

Describe the alleged student Code of Conduct Violation: Click or tap here to enter text.

Attach any supportive evidence.

Meeting with the Program Dean

Date the Program Dean was Notified: Click or tap to enter a date.

Signature:

Date of Meeting Scheduled with Student: Click or tap to enter a date.

Signature of the Program Dean:

Signature of the Student:

Results

☐The student is not responsible and/or has not violated the Student Code of Conduct.

- No action is required

☐The student is responsible and/or has violated the Student Code of Conduct.

Disciplinary Action(s): Click or tap here to enter text.

Remediation: Click or tap here to enter text.

Appeal the Program Dean's Decision

☐The student wishes to appeal the program dean's position and will submit all evidence and this form to the CAO.

☐The student does not wish to appeal the program dean's decision.

The student must submit their appeal to the CAO within five (5) business days of the decision of the program dean, or the decision of the program dean is final, and no appeal will be accepted.

Decision of the Code of Conduct Committee

☐ Substantiated: The committee found enough evidence that supports the student violated the MCHP SCC.

☐ Unsubstantiated: The committee did not find enough evidence to support that the student violated the MCHP SCC.

The committee's decision is final; there is no appeal to this process.

Student Signature Page

I, _____, have received the Student Handbook and I agree to abide by the established policies and procedures for continued progression in the RN-BSN program at MCHP.

_____ _____

Student Signature Date