



SCHOOL OF NURSING

**Bachelor of Science in Nursing (BSN) and Master's Entry-
to-Nursing Practice (MENP)**

STUDENT HANDBOOK

In effect from

August 16, 2025 to August 15, 2026

The School of Nursing reserves the right to make changes
to the handbook as necessary.

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UNIVERSITY STATEMENT

The [A-Book Student Handbook](#) serves to familiarize all undergraduate, graduate, and doctoral students with Aurora University's academic policies and procedures. This Handbook may be altered by the University at any time without notice, and students are urged to contact the Dean of Students to ensure that they have obtained the latest version of the Handbook. A department or program may adopt more specific policies or procedures applicable to the particular program of study. Together, the policies and procedures set forth in A-Book and the nursing program-specific policies constitute your resource guides regarding the academic requirements of Aurora University.

These policies and procedures do not constitute a contract, do not reflect binding commitments by the University, and may not be relied upon as such. Students also have a responsibility to stay current on applicable policies and procedures for their particular degree program.

UNIVERSITY NOTICE OF NONDISCRIMINATION

Aurora University (the "University") is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect. Aurora University does not discriminate, or tolerate discrimination against any member of its community on the basis of race, color, national origin, ancestry, sex/gender, gender identity, sexual orientation, age, religion, disability, pregnancy, veteran status, marital status, familial status, genetic information, or any other status protected by applicable federal, state or local law in matters of admissions, employment, or in any aspect of the educational programs or activities it offers, as required by the Title VI of the Civil Rights Act of 1964 (race, color, and national origin); Title I of the Education Amendments of 1972 (sex); Section 504 of the Rehabilitation Act of 1973 (disability); Age Discrimination Act of 1975 (age); and any other applicable local, state, and federal laws. The University also provides reasonable accommodations and other services to students and employees with disabilities when modifications are required to provide access to the University's educational programs and activities. More information regarding requesting accommodations is available at <https://aurora.edu/academics/resources/ada/index.html> or by emailing disabilityresources@aurora.edu.

ACCREDITATION

The Aurora University School of Nursing BSN and MENP programs are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

SCHOOL OF NURSING ADMINISTRATION

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SCHOOL OF NURSING MISSION/PURPOSE AND VISION

Mission: To prepare a diverse population of professional nurses for ethical practice, transformational leadership, and life-long learning.

Vision: To prepare professional nurses to transform healthcare delivery in a rapidly changing world.

BSN Program Goals

1. To prepare graduates to practice as baccalaureate generalists to be providers of direct and indirect care; designers, coordinators, and managers of care; and members of the nursing profession who are leaders and advocates for patients and the profession.
2. To prepare graduates to practice as baccalaureate generalists through a liberal education in the sciences and the arts and a comprehensive nursing curriculum based on established standards.
3. To prepare graduates to practice as baccalaureate generalists committed to lifelong learning, professional excellence, ethical practice, and integrity.

MENP Program Goals

1. To prepare graduates to practice as master's prepared generalists to be providers of direct and indirect care; designers, coordinators, and managers of care, and members of the nursing profession and are leaders and advocates for patients and the profession.
2. To prepare graduates to practice as master's prepared generalists through a liberal education in the sciences and the arts and a comprehensive nursing curriculum based on established standards.
3. To prepare graduates to practice as master's prepared generalists committed to lifelong learning.

Program Professional Standards

The BSN and MENP degree program are based on the American Association of Colleges of Nursing's The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).

BSN Program Learning Outcomes

Upon completion of the program, graduates will be able to:

1. Integrate knowledge from the liberal arts and sciences education into one's professional nursing practice. (Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice)
2. Assume a professional nurse leadership role to assure quality nursing practice in the delivery of health services. (Essential II: Basic Organizational and Systems Leadership for Quality)
3. Integrate scholarly inquiry and research into evidence-based nursing practice. (Essential III: Scholarship for Evidence Based Practice)
4. Ethically manage data, information, knowledge, and technology to achieve desired quality outcomes. (Essential IV: Information Management and Application of Patient Care Technology)
5. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments. (Essential V: Health Care Policy, Finance, and Regulatory Environments)
6. Utilize multiple interprofessional and interprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings. (Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes)

7. Perform competently, effectively, and ethically as a baccalaureate nurse to promote, maintain, and restore the health of vulnerable populations. (Essential VII: Clinical Prevention and Population Health)
8. Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self and others. (Essential VIII: Professionalism and Professional Values)
9. Integrate critical thinking and professional values into the clinical decision making process. (Essential VIII: Professionalism and Professional Values)
10. Accept responsibility for lifelong learning, global citizenship and service in the nursing profession. (Essential IX: Baccalaureate Generalist Nursing Practice)
11. Articulate a personal philosophy of nursing which guides one's practice as an educator, researcher, advocate, manager, and provider of care. (Essential IX: Baccalaureate Generalist Nursing Practice)

MENP Program Learning Outcomes

Upon completion of the program, graduates will be able to:

1. Integrate theory from nursing, arts and sciences in the planning and delivery of patient-centered, population-focused care.
2. Identify and utilize best practice evidence to inform practice in education, leadership, care coordination, and management of quality care outcomes.
3. Champion ethical decision-making and social justice in all aspects of practice as related to self, patients, family, populations, health care delivery systems and educational systems.
4. Safely and appropriately utilize technology to assist in the critical analysis and application of information and research to improve the quality of healthcare outcomes.
5. Utilize communication and collaborative skills as a leader, advocate and change agent to enhance the delivery of health care and influence health policy.
6. Develop and implement transformational leadership strategies within the interprofessional team to improve health outcomes.
7. Exhibit an understanding of complex micro and macro organizational systems and demonstrate the ability to use relevant theory to design, deliver and evaluate health care.
8. Incorporate strategies for prevention, wellness, and risk reduction for diverse populations across the continuum of care.
9. Develop a level of scholarship that lays the foundation for doctoral study.

Comparison of Aurora University's and the BSN program's Mission, Vision, Values, and Program-level Student Learning Outcomes

	Aurora University	BSN Program
Mission/ Purpose	Aurora University is an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and examined lives. Our singular goal is	To prepare a diverse population of professional nurses for ethical practice, transformational leadership, and life-long learning.

	to empower our students to achieve lasting personal and professional success.	
Vision	Aurora University will be known and experienced as an exemplary institution of higher learning. We will draw upon the values of integrity, citizenship, continuous learning and excellence to provide our students with life-changing educational experiences. As an inclusive and vibrant community, inspired by the traditions of the past, we hope students will find what matters and build their life around it. In this way, we will help create a promising future for our university and our students.	To prepare nurses to transform healthcare delivery in a rapidly changing world.
Values	Integrity Citizenship Continuous learning Excellence	Altruism Autonomy Human dignity Integrity Social justice
Student Learning Outcomes	<p>The university is committed to assessing within its general education program six categories of learning outcomes. These include:</p> <p>Creative thinking Discovery and reflection Quantitative reasoning Intercultural knowledge Social scientific inquiry and analysis Scientific reasoning</p> <p>In addition, the university is committed to assessing the following two university learning outcomes in both the general education program and the major programs:</p> <p>Effective communication Critical thinking</p>	<p>Upon completion of the program, the BSN graduate will be able to:</p> <ol style="list-style-type: none"> 1. Integrate knowledge from the liberal arts and sciences education into one's professional nursing practice. 2. Assume a professional nurse leadership role to assure quality nursing practice in the delivery of health services. 3. Integrate scholarly inquiry and research into evidence-based nursing practice. 4. Ethically manage data, information, knowledge, and technology to achieve desired quality outcomes. 5. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments. 6. Utilize multiple interprofessional and interprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings. 7. Perform competently, effectively, and ethically as a baccalaureate nurse to promote, maintain, and restore the health of vulnerable populations. 8. Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self and others.

		<p>9. Integrate critical thinking and professional values into the clinical decision making process.</p> <p>10. Accept responsibility for lifelong learning, global citizenship and service in the nursing profession.</p> <p>11. Articulate a personal philosophy of nursing which guides one's practice as an educator, researcher, advocate, manager, and provider of care.</p>
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Comparison of Aurora University's and the MENP program's Mission, Vision, Values, and Program-level Student Learning Outcomes

	Aurora University	MENP Program
Mission/ Purpose	Aurora University is an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and examined lives. Our singular goal is to empower our students to achieve lasting personal and professional success.	To prepare a diverse population of professional nurses for ethical practice, transformational leadership, and life-long learning.
Vision	Aurora University will be known and experienced as an exemplary institution of higher learning. We will draw upon the values of integrity, citizenship, continuous learning and excellence to provide our students with life-changing educational experiences. As an inclusive and vibrant community, inspired by the traditions of the past, we hope students will find what matters and build their life around it. In this way, we will help create a promising future for our university and our students.	To prepare nurses to transform healthcare delivery in a rapidly changing world.
Values	Integrity Citizenship Continuous learning Excellence	Altruism Autonomy Human dignity Integrity Social justice

Student Learning Outcomes	<p>The university is committed to assessing within its general education program six categories of learning outcomes. These include:</p> <p>Creative thinking Discovery and reflection Quantitative reasoning Intercultural knowledge Social scientific inquiry and analysis Scientific reasoning</p> <p>In addition, the university is committed to assessing the following two university learning outcomes in both the general education program and the major programs:</p> <p>Effective communication Critical thinking</p>	<p>Upon completion of the program, the MENP graduate will be able to:</p> <ol style="list-style-type: none"> 1. Integrate theory from nursing, arts and sciences in the planning and delivery of patient-centered, population-focused care. 2. Identify and utilize best practice evidence to inform practice in education, leadership, care coordination, and management of quality care outcomes. 3. Champion ethical decision-making and social justice in all aspects of practice as related to self, patients, family, populations, health care delivery systems and educational systems. 4. Safely and appropriately utilize technology to assist in the critical analysis and application of information and research to improve the quality of healthcare outcomes. 5. Utilize communication and collaborative skills as a leader, advocate and change agent to enhance the delivery of health care and influence health policy. 6. Develop and implement transformational leadership strategies within the interprofessional team to improve health outcomes. 7. Exhibit an understanding of complex micro and macro organizational systems and demonstrate the ability to use relevant theory to design, deliver and evaluate health care. 8. Incorporate strategies for prevention, wellness, and risk reduction for diverse populations across the continuum of care. 9. Develop a level of scholarship that lays the foundation for doctoral study.
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HANDBOOK POLICY

This handbook is intended to provide students information and to provide answers to the most commonly asked questions posed by new and returning students as they progress through the program. The purpose of this handbook is to complement, NOT replace, the University Undergraduate/Graduate Catalog or A-Book.

Each student receives an electronic copy of the Aurora University School of Nursing Student Handbook when they begin the program and when the handbook is updated. It is the responsibility of the student to be knowledgeable and observe all policies and procedures related to the nursing program. In no case will a policy be waived or an exception granted because students claim unawareness or contend that they were not informed of the policy or procedure.

All statements and policies published in this Handbook are in effect for the time period published on the cover of the Handbook. The SON reserves the right to change statements and policies during the year the handbook is in effect, with the provision that students are informed in writing of those changes. Annually, students are required to sign the handbook acknowledgement page (Appendix E) and upload it to their CastleBranch account.

PROFESSIONAL RN LICENSURE

The BSN and MENP programs prepare students for the NCLEX-RN®, but do not have a role in issuing RN licenses in Illinois or any other state.

Illinois RN licenses are issued by the Illinois Department of Financial and Professional Regulation (IDFPR) based on current Illinois Nurse Practice Act laws, rules and regulations.

For questions about one's eligibility for a RN license in Illinois, see the IDFPR Illinois Center for Nursing website at <http://www.idfpr.com/profs/Nursing.asp>

For information on felony convictions, see <http://www.idfpr.com/FAQ/DPR/ForcibleFelonyPetitionNewAppsFAQ.pdf>

For more details about nurse licensure in the U.S., visit the [NCSBN Nurse Licensure Guidance](#) website.

SCHOOL OF NURSING ACADEMIC POLICIES & PROCEDURES

1. Email Communication

The SON utilizes the student's AU email address exclusively to communicate with students. Course information/communication, clinical/lab schedules, Learning Management System announcements, university-wide announcements, and CastleBranch requirements are examples of information that will be communicated via email. It is the student's responsibility to check their AU email account regularly.

2. Health Requirements

Aurora University uses CastleBranch services to ensure all students meet the requirements of the clinical facilities/agencies, SON, and university. Students will not be allowed to participate in clinical if any of the required documentation is not uploaded to their CastleBranch account by the due date listed in the Clinical Resource Guide 2025-2026.

Due to the requirements of our clinical affiliates, the School of Nursing does not accept exemptions to vaccine requirements. All students admitted to the program are strongly encouraged to also be fully vaccinated against COVID-19. If a student requests a medical or religious exemption from the COVID-19 vaccine, the School of Nursing cannot guarantee placement at a clinical site and progression in the program.

3. Drug Testing/Screening

All expenses incurred in relation to drug testing/screening are the responsibility of the student.

Nursing students must have a negative drug screen on file in the SON by the first day of the school year. A cleared drug screen will be posted to your CastleBranch account. If a drug screen comes back positive, CastleBranch will attempt to contact the student to discuss the results and ask the student to provide documentation showing they have a prescription or had a procedure that would cause the results to show positive. Failure to meet the deadline for drug testing may result in failure to start the nursing program. A positive drug screen result may result in failure to start the program or immediate dismissal from the program.

Effective 1 January 2020, the recreational sale and use of marijuana became legal in the state of Illinois. This new law does not impact the current Aurora University Alcohol and Drug-Free Workplace policy, which states that the university prohibits the unlawful manufacture, dispensation, distribution, sales, possession or use of a controlled substance or alcohol by students, faculty and staff in the workplace or while conducting university business or activities.

Use of alcohol, cannabis, or illegal drugs, or misuse of prescription drugs, are strictly prohibited in the nursing classroom, clinical or laboratory setting. Routine and "for cause" drug screens will include screening for the use of cannabis.

a. "For Cause" Drug Screening

If faculty observes a student behaving in a manner that is consistent with the use or misuse of alcohol, illegal drugs, or drugs which impair judgment, affecting either the classroom, clinical or

laboratory setting, the student will be removed from the educational setting and required to submit to an appropriate screening immediately.

If the behavior is noted in the clinical setting, the student will be removed from patient care. The student will have to submit to the agency's drug screening and results will be shared with the Dean of Nursing.

If the behavior is noted on campus in either the classroom or laboratory setting the university's campus security will be notified and the student will be transported to the contracted agency for drug testing.

If the result of the drug screening is negative, the student shall meet with the Dean of the SON within 24 hours of the test results to discuss the circumstances surrounding the impaired behavior. Based on the information provided and further medical evaluation if warranted, the Dean of the SON will make a decision regarding return to the clinical, classroom and laboratory setting.

If the drug screen is positive, the Dean of the SON will withdraw the student from all nursing courses. The student will pay the costs associated with the "for cause" drug screening.

A student's failure to comply with any aspect of the "For Cause" Drug Screening Requirement will result in the student's dismissal from the nursing program without option for readmission.

b. Readmission Following a Positive Drug Screening

Students who are withdrawn from the SON for reasons related to a positive drug screen must submit a letter to the Dean of the SON requesting readmission to the nursing program.

Applicants must include documentation from a therapist specializing in addiction behaviors indicating status of recovery and/or documented rehabilitation related to the substances used or abused. Documentation must include a statement by the Therapist that the applicant will be able to function effectively and provide safe, therapeutic care for clients in the clinical setting.

If readmitted, the student will be subject to random drug screening and/or to "for cause" drug screening at the student's expense for the duration of his or her studies in the nursing program. If the student has positive results on a drug screening after readmission to the SON, the student will be dismissed from the program with no option for readmission to the program.

4. Attendance

The faculty of the SON is committed to the development of professional values and behaviors in students. Regular and punctual attendance in scheduled classes is a reflection of professional conduct; therefore, students are required to attend class, lab and clinical, be on time and prepared to actively participate. Preparation is essential for effective participation. Obtaining missed content/materials is the responsibility of the student.

a. Didactic Class Attendance Policy

Class attendance is an expectation and can reflect on the course grade. In the event of an unforeseen circumstance in which the student is unable to attend class, it is the student's

professional responsibility to notify the instructor as soon as reasonably possible via AU email. The student may be referred to the Undergraduate Chair/Graduate Director or PPRC for continued tardiness or absences.

b. Lab Attendance Policy

Students who miss a lab session will be required to complete a written make-up assignment and/or schedule a time to complete any missed skills check offs. Two lab absences will result in a course failure.

c. Clinical

The nursing program has established a programmatic attendance policy that will help facilitate the learning of required knowledge, technical skills and patient care vital to success in the nursing profession. Attendance is required at all clinical experiences and is essential to meeting course and program learning outcomes.

i. Clinical Section Placement

Students are randomly assigned to clinical sections. Assignments are based on availability of sections and sites, number of students and agency constraints. Clinical assignments are scheduled every day of the week, including weekends, and can be during the day, evening, or night. Students are expected to provide their own transportation to and from clinical agencies and are responsible for all travel expenses, including parking cost.

ii. Clinical Absences

In order to ensure continuity of patient care, a student must notify the clinical faculty of an absence or tardiness prior to the start of the clinical shift as early as possible before the clinical start time. Asking a classmate to inform the instructor that the student will be late or absent does NOT constitute proper notification.

Under certain conditions, the clinical agency may request the student not to return to the clinical site. At that time, the student may need to withdraw from the course if not able to meet core performance standards.

Attending the first clinical day/clinical orientation is imperative for the student to be successful in the clinical component of the course. If orientation is missed, some agencies will not allow the student to participate in clinicals or will limit their abilities during clinical time.

Two clinical absences will result in course failure.

iii. Clinical Punctuality

Punctuality is a professional responsibility – students should not interrupt or delay other students and faculty once the clinical experience has begun. Tardiness is defined as arriving more than 10 minutes after the scheduled clinical start time. A student who arrives at the clinical site more than 10 minutes after the start time will be dismissed and documented as a clinical absence.

d. Inclement Weather

AU personnel always monitor the weather closely. In case of inclement weather, watch the university website or register for the university text messaging service for updates on campus closings. Clinical sessions are cancelled/ended early when the university closes/is closed.

5. Grading & Testing

At the end of the course, **letter** grades are awarded. The grading scale in the BSN program is:

Letter grade	Percentage
A	91.50-100
B	83.50-91.49
C	77.00 -83.49
D	69.50-76.99
F	69.49-BELOW
The total course grade for any nursing course must be 77.0% or above to pass the course.	

The grading scale in the MENP program is:

Letter grade	Percentage
A	90.00-100
B	80.00 -89.99
C	70.00-79.99
D	60.00-69.99
F	59.99-BELOW
The total course grade for any nursing course must be 80% or above to pass the course.	

The overall goal for a testing policy in the School of Nursing is to be consistent and better prepare students to succeed on the National Council Licensure Examination (NCLEX-RN®). Students must adhere to the following requirements. Failure or refusal to follow these requirements will result in the student's removal from the exam and a referral to the PPRC.

a. Missing an Exam

- i. A make-up exam will be granted with faculty permission if the student notifies the faculty by 7:00 AM on the day of the exam via university email.
- ii. Student must then make arrangements with the faculty for the exam makeup within 48 hours or 2 business days.
- iii. A make-up exam will be administered in any format deemed appropriate by the faculty.
- iv. Any additional missed exam will result in a 0 for that exam.

b. Testing Environment

- i. Students are expected to contribute to a quiet and calm testing environment by raising their hand when needing assistance from the proctor and speaking in a low tone of voice.
- ii. Depending on the number of students and classroom size, students may be assigned seats.

- iii. All personal items including hats, scarves, jackets/coats and electronic devices such as mobile phones, Fitbit and Smart watches must be off and stored in bags placed in an area designated by the proctoring faculty member. Hoods should be down.
- iv. No personal calculators are allowed.
- v. NO food or drinks besides clear water bottle/thermos are allowed.
- vi. Colored scratch paper will be provided; students may not use their own. students will write their first and last name on the scratch paper. If additional paper is needed, the student will raise their hand to exchange the paper for a new sheet. All scratch paper will be returned to the proctor upon exiting the room.
- vii. Noise reducing ear plugs are allowed but the faculty must be made aware.
- viii. Due to the length of exams and to ensure exam security, students are not allowed to leave the room once the exam has started.

*Please note: In cases where students can use their own laptop for the exam (tablets, e.g., iPad, are sometimes not compatible with the test administration software), they are responsible for making sure that they do not experience any technological difficulties or interruptions during the exam. Technical problems with the student's personal device are not considered an acceptable reason to be allowed to restart or retake the exam.

Also see the university's [Disability Resource Office](#) about accommodations for exams.

c. Online Exam Security

During a computer-based exam, students must follow these procedures:

Students must use a computer that has Respondus LockDown browser software installed. Respondus is a web browser software program that turns any computer temporarily into a secure workstation. It controls access to resources like system functions, other websites and applications and prevents unauthorized resources being used during an exam. The LockDown browser will need to be downloaded on the testing device so it can be utilized with the testing platform.

d. Exam Set-up & Functionality

Exams and/or quizzes will be set-up to emulate the NCLEX-RN® to the extent possible. This can include the following settings:

- i. The exam is timed. Exam length is typically 1.5 minutes per question. E.g., a 50-question exam will have a time allotment of approx. 75 minutes.
- ii. Once the exam is started, it will automatically close at the end of the allotted time, regardless of if the student answered all questions. Any unanswered questions will be marked as incorrect.
- iii. Students will only see one question at a time and the question must be answered before the student is able to move forward to the next question.
- iv. Students will not be able to go backward to the previous question.
- v. Students will not be able to 'bookmark' questions to return to at a later point.

- vi. Once the student clicks on 'submit' after the last question, the exam will close and cannot be reopened.

e. Exam Results

- i. Grades will be released via the Learning Management System gradebook, no exceptions.
- ii. Time frame for posting of grades is at the discretion of the faculty, but every attempt will be made to post grades within 48 hours of the exam.
- iii. Faculty may offer an exam review **outside** of regular class times that is optional but recommended for students to attend.

Refer to the course syllabus for additional/other course-specific grading criteria, grade distributions or testing/exam procedures.

f. Final Exams

Final exams will be scheduled according to the [university's final examination schedule and policy](#) for the semester. No student should be expected to write more than (2) two final examinations on the same day. Any student who is scheduled for more than 2 finals on the same day should arrange with their instructors to have an alternative examination time prior to the final examination period. Alternative examination times are available on Thursday and Friday of examination week.

6. Nursing Skills Testing

It is the expectation that students will come prepared to lab. Lab assignments, grading and remediation policies can be found in the syllabus for each course with a lab component.

7. Clinical Experience Evaluation

A student will be evaluated with each clinical experience. The pass/fail grade is based upon the student's performance using an evaluation tool. The student is evaluated at both mid-semester and the end of the semester. If the student is not progressing mid-semester, a Student Improvement Action Plan (See Appendix D) will be completed to assist the student in being successful. If a student fails the clinical experience, the student will fail all components of the course (didactic, lab, clinical).

8. Interprofessional Collaboration & Conflict Resolution

Problems are best resolved at the level at which they occur. If a student is experiencing a problem or conflict in a course (didactic, lab or clinical), the student should first attempt to schedule a face-to-face meeting with the faculty member teaching that course, section, lab or clinical to talk about their concern. The faculty is committed to hear the student's view and concern and welcomes the opportunity to work collaboratively with the student toward a win-win solution. In case this first step does not alleviate the student's concern or the concern is about the student's immediate faculty member, the student should follow the BSN/MENP program chain of command.

a. Grade Appeal

The SON follows the AU grade appeal policy and procedure, found under Academic Regulations and Procedures in the [AU Undergraduate/Graduate Catalog](#).

b. Formal Complaints

The process for filing a formal complaint can be found under the AU [Student Complaint Policy and Procedure](#).

9. Academic/Retention & Behavior Alert

When a student's academic work and/or behavior falls below required or acceptable standards in any component or setting of a course, the faculty member will enter the appropriate alert: academic and/or behavior. In addition, the student may also be referred to the PPRC and/or required to develop a Student Improvement Action Plan (See Appendix D).

When an academic alert is placed, the student and student's advisor will receive an email notification. Reasons for academic alert can include unsatisfactory performance on an exam, in written assignments, in lab or clinical, or be attendance related. Before placing an academic alert, the faculty member will make every reasonable attempt to make the student aware of the academic concern before submitting the alert.

See the [AU Behavioral Intervention Team \(BIT\)](#) for behaviors that could be considered: (a) dangerous or disruptive to themselves or other members of the university community; or (b) in serious violation of Aurora University's Student Code of Conduct.

10. Academic Integrity

Aurora University's core values include integrity and ethical behavior. A community of learners, Aurora University students and faculty share responsibility for academic honesty and integrity. The university expects students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments.

Aurora University's [Code of Academic Integrity](#) prohibits dishonest and unethical behaviors, regardless of intent.

11. Professionalism & Code of Conduct

The public consistently ranks nursing as the most trusted profession. Maintaining that trust requires that nurses, including student nurses, engage in professional behaviors with a positive attitude, integrity, respect, collegiality and benevolence. Adherence to expected professional conduct prepares students for entry into the professional community and protects patients, faculty, students, and healthcare staff from undue stress. **The SON maintains a zero policy for incivility, bullying, horizontal/lateral violence or similar behaviors and will vigorously investigate any suspected, reported or observed incidents.**

Examples of professional behavior becoming of a future registered nurse include but are not limited to:

- i. Approaching and treating faculty, peers, clients, families, and healthcare staff with respect and courtesy in all interactions (in person and electronically).
- ii. Using a person's/client's preferred name and title, i.e., Mr. Smith, Professor Smith, Dr. Smith. (Do not assume the person or patient wants to be addressed by their first name.)
- iii. All written (e.g., email) communication written in a professional and respectful manner. All emails contain a subject line and professional greeting. Written communication avoids all caps, memes/gifs, emojis, slang or acronyms (e.g., 'u' instead of you, LOL, OMG, TBH, etc.).
- iv. Using texting only if preferred/permitted by the instructor.
- v. Keeping all scheduled appointments except in cases of illness or emergencies.
- vi. Demonstrating evidence of the assigned preparation for class, simulation, laboratory, and clinical practice.
- vii. Taking ownership of own learning and incorporating faculty suggestions for clinical and academic improvement into learning experiences.
- viii. Demonstrating initiative and motivation in the classroom and clinical practice areas.
- ix. Completing assignments on time. Initiating appropriate and timely action when due dates or times cannot be met.

Failure to follow professional expectations will result in a referral to the PPRC.

Specific to clinical practice:

- i. Adhering to the [Illinois Nurse Practice Act](#), the [ANA Code of Ethics](#), [HIPAA](#) regulations or any other statute which governs the practice of nursing.
- ii. Adhering to the attendance policy.
- iii. Providing competent, compassionate, and respectful patient care.
- iv. Not performing patient care that exceeds the student's educational preparation, knowledge level, skill level or the course learning outcomes/objectives. (Note: Students shall wait for the clinical instructor to arrive at the clinical agency before proceeding to a particular unit or department.)
- v. Asking appropriate questions of clinical instructors and the healthcare team when uncertain regarding patient care.
- vi. Notifying the clinical instructor of mistakes or patient safety incidents immediately and taking appropriate action.

a. Social Media

Internet social media networks and platforms such as YouTube, Snap Chat, Facebook, TikTok, Twitter, Instagram, LinkedIn, blogs and alike have become ubiquitous in society. Student nurses are welcome to use social media in their personal lives but must make sure not to post confidential, sensitive or proprietary information. Students are not allowed to take any photographs or videos in a lab, clinical or simulation setting or mention patients by name or provide any information or details that could possibly identify the patient, their family, or the clinical facility. The university and SON reserve the right to investigate and take disciplinary action against a student whose social media activity violates university or SON policies, HIPAA, and/or state or federal statutes.

Also see [NCSBN's Guide to the Use of Social Media](#).

b. Professional Practice Review Committee (PPRC)

The PPRC serves consists of nursing faculty with the responsibility to review and recommend to the Undergraduate Chair/Graduate Director and Dean of Nursing action to be taken following a referral, and ensure due process for the student. A systematic review of a PPRC referral in a timely and consistent manner is beneficial to the student, SON and all the parties involved.

After initial discussion of the incident with the Undergraduate Chair/Graduate Director, the faculty member will contact the Chair of the PPRC and request a committee review of the incident. The Chair of PPRC will then request a written statement (PPRC referral form) about the incident from the faculty member and the student, as indicated. The completed form(s) shall be submitted to the Committee Chair within three (3) working days. In addition, the Chair may request involved parties to be personally interviewed by the committee.

The PPRC will then meet to review the referral. Following the committee's review, a verbal report will be provided to the Undergraduate Chair/Graduate Director. This will be followed by a written report (summarizing the committee's conclusions and recommendations). The report will be placed in the student's file at the SON. The committee Chair will prepare the report. The Undergraduate Chair/Graduate Director will notify the student and faculty involved about the actions to be taken in regard to the student's standing or progression in the program.

Program Progression

The program builds in progression from one course to the next which is reflected in the required pre-requisite and co-requisite course requirements. Under general university standards, all **undergraduate** students must achieve a minimum Term GPA of 2.0 on a 4.0 scale to remain in good standing. All **graduate** students must maintain a cumulative/program major GPA of at least 3.0 on a 4.0 scale to remain in good standing. To be eligible for progression to successive courses in the nursing program, the student must meet the following requirements:

- i. The total/final course grade must be 77.0% or above (BSN); 80% or above (MENP) to successfully pass the course. For courses that include exams/quizzes/tests, a minimum average of 77.0% (BSN & MENP) is required **before** any other assignment grades or points are added.
- ii. If a student fails a nursing course, they must successfully pass it the second time before progressing in the program. If the student is unsuccessful the second time, they will be dismissed from the program. Students cannot enroll in the same nursing course a third time.
- iii. Students must pass all components of the course including didactic, lab and/or clinical. If a student fails one component, they fail the entire course and must repeat all components.
- iv. Two nursing course failures will result in dismissal from the nursing program.

a. Course or Program Withdrawal and Leave of Absence

See the university's [Office of the Registrar](#) for more information on withdrawal and academic leave of absence. See the university's policy on [Medical Leave of Absence](#) for additional

information. The SON has program-specific policies regarding **nursing** course withdrawals and leave of absence:

- i. A student may only be on approved medical leave from the nursing program for two consecutive semesters (including summer for MENP). Additional leave will require readmission to the School of Nursing in adherence to current admission criteria.
- ii. A student may only withdraw from two different nursing courses.
- iii. Students who withdraw from a nursing course or are administratively withdrawn may be allowed to repeat a course only if space permits.
- iv. Two withdrawals equal one failure, therefore two withdrawals and a failure is a program dismissal.
- v. Students returning from a leave of absence are required to repeat a drug screen and criminal background check.

b. Administrative Withdrawal/Dismissal

- i. Students dismissed from the nursing program are required to meet with the Undergraduate Chair/Graduate Director.
- ii. A student dismissed from the nursing program has the right to petition for readmission. A written letter requesting readmission to the program must be submitted to the PPRC within seven (7) business days of written notification of dismissal from the program.
- iii. Petitions for readmission will be considered on a case-by-case basis. Readmission to the School of Nursing will only be granted once.
- iv. A student can appeal the PPRC decision by writing a letter to the Dean of Nursing within seven (7) business days of written notification.
- v. There is no guarantee of readmission and readmission is subject to space availability.

12. Clinical Dress Code

- i. The required SON uniform must be worn, including the student's AU name tag. *Some facilities/clinical sites may issue an identification badge (ID) to students. Students are responsible for returning the badge to the facility at the end of the rotation and any replacement fees charged if the ID is lost.
- ii. Agencies may have a dress code more restrictive than the SON requirements. This may include the removal of facial piercings or covering of visible tattoos. Students will comply with the dress code of the agency in which clinical learning activities are scheduled. Student are expected to maintain a professional appearance.
- iii. Hair should be neat, clean and worn off the shoulder. Beards, mustaches and sideburns should be clean and neatly trimmed.
- iv. Artificial nails should not be worn when having direct contact with patients.
- v. Jewelry should be kept to a minimum and pose no risk of injury to either patients or the wearer. Scented perfumes, colognes, aftershaves, or lotions should be avoided.
- vi. Gum chewing is not allowed on the clinical units.
- vii. Smoking/vaping is not permitted anywhere on clinical agency property.

13. Student Athletes

University administration and faculty recognize the importance of student athletes to AU. The SON will attempt to accommodate the athlete when possible; however, some requests may not be able to be granted. The student athlete:

- i. Must provide the SON with a copy of their competitive schedule within the first two weeks of the semester that may necessitate an absence for class, lab or clinical. Students are responsible for notifying their instructor of any new/additional changes in the competitive schedule as soon as possible. Any conflicts to class, lab or clinical will be evaluated on an as needed basis. Students must comply with the AU SON clinical attendance policy and NCAA regulations.
- ii. Student athletes should not miss a class, lab or clinical to attend practice (per NCAA regulations).

14. Liability Insurance

Aurora University provides, at no additional cost, liability insurance coverage to students enrolled in clinical nursing courses.

15. Student Injury or Exposure in Clinical Area

Students are responsible for having their own health insurance and must remain enrolled in a health insurance plan while attending the SON. Students injured while at school or in clinical are responsible for the cost of any medical treatment.

Students suffering an exposure potential or actual bloodborne pathogens are required to comply with clinical agency policies on such incidents, including potential testing for HBV, HCV and HIV at the agency where the exposure occurred. The student shall immediately report the exposure/incident to the clinical instructor who shall notify the Dean of Nursing immediately and complete an incident report to be submitted to the Dean of Nursing and Undergraduate Chair/Graduate Director.

16. Lab & Simulation Guidelines

Lab and simulation follow the same tardiness rule as clinical. If a student is later than 10 minutes, they will not be allowed to participate in the lab or simulation and will be required to make it up.

“Although simulation is a learning experience, it may be necessary to have an action plan to reinforce/review certain skills or material. This will occur between the faculty and individual student using the Student Improvement Action Plan (Appendix D). Failure to complete the actions will result in failing the clinical course.”

To ensure a safe learning environment, the following guidelines must be followed for all lab, health assessment, and simulation experiences:

- i. The required SON uniform must be worn, including the student’s AU name tag.
- ii. All labs are locked unless occupied by faculty, staff and/or student workers. There must be a faculty, staff member or designated lab assistant present in order for students to be in the lab.

- iii. Students should be knowledgeable in the care, handling and proper use of equipment prior to using it. Equipment and supplies are to be used only for their intended purposes. No equipment is to be removed from the lab unless authorized by a faculty or staff member. Please report any malfunctioning, broken, or low inventory items to the lab/simulation faculty or staff.
- iv. Non-nursing students or unauthorized children and persons are not allowed in the lab/simulation area at any time.
- v. Manikins are to be treated with the same care and respect as live patients.
- vi. No food or drink (except water) is permitted
- vii. Students shall immediately report a safety incident or injury (e.g., needle stick injury) to the instructor who will complete an incident report to be submitted to the course coordinator (BSN program) and Undergraduate Chair/Graduate Director.
- viii. Open lab hours for students to practice nursing skills will be posted. Additional practice lab time can be scheduled by appointment, if available.
- ix. Simulation patient information, debriefing, and all content discussed during the simulation experience is confidential and treated as HIPAA, and not to be shared outside of the simulation session with other students, this will maintain the integrity of the learning experience. This includes no photography, video recording, or sharing on social media. Your signature in this handbook remains on file as a reminder of the agreement to this simulation contract.

17. Student Representation/Participation in Committees and Organizations

The SON offers students the opportunity to take part in a variety of organizations and committees. Students are encouraged to become active and involved both on campus and within the SON. Such involvement offers students additional learning experiences in leadership and collaboration, adds to the student's résumé, and captures the attention of prospective employers. Interested students are encouraged to reach out to the Undergraduate Chair/Director for committee descriptions.

a. School of Nursing Governance

- i. Students are encouraged to participate in the governance of the SON by serving on the *Student Advisory Committee*. Student input into the policies, planning, and operation of the SON is strongly valued.
- ii. Each Fall term, students can submit a letter of interest to the Undergraduate Chair/Graduate Director.
- iii. Selected students (one student per cohort) will serve for one (1) calendar year.
- iv. Students will attend the committee meeting to share updates and review meeting minutes.

b. [American Association for Men in Nursing \(AAMN\)](#)

The AAMN supports men who are nurses to grow professionally and demonstrate to each other and to society the increasing contributions being made by men within the nursing profession. AAMN also advocates for continued research, education and dissemination of information about men's health issues, men in nursing, and nursing knowledge at the local and national levels.

Membership is open to all students enrolled in the School of Nursing. A faculty member from the School of Nursing serves as the chapter advisor by providing support and guidance.

c. [National Student Nurses' Association \(NSNA\)](#)

Founded in 1952, NSNA is a nonprofit organization for students whose mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

d. [Sigma Theta Tau International \(STTI or Sigma\)](#)

Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research. The [Sigma Lambda Upsilon-at-Large Chapter](#) is a combined chapter from Benedictine University and Aurora University. Students who meet the grade criteria after their first two to three semesters will be asked to join this honorary society.

18. School of Nursing Awards

Nursing awards are presented annually to students prior to graduation. Students and the nursing faculty participate in the selection of those individuals who exemplify the qualities recognized by the award.

a. Sharon Beverly Award

This award is presented in cooperation with the Delta Phi Alpha Sorority to the BSN nursing major from either campus who most exemplifies spirit, determination, and leadership. Sharon was a nursing major who persisted toward her degree despite the hardship of a full leg amputation due to bone cancer. Tragically, Sharon died before achieving her goal, but left us all with the lingering spirit of who she was and what she achieved.

b. Clinical Excellence Award

Clinical excellence in the School of Nursing is defined by understanding of the role of the professional nurse and by demonstrating cultural competence, inter-professional collaboration, and leadership in the care of the clients. This award is presented to one BSN and one MENP student who most exemplifies the values of the nursing program Altruism, Autonomy, Human Dignity, Integrity and Social Justice.

c. Gertrude Banaszak Award

This award is presented to a student who is finishing the baccalaureate degree. Mrs. Banaszak was the Director of Copley Memorial Hospital School of Nursing, the forerunner to the Aurora University School of Nursing. The award recognizes commitment to the nursing profession and excellence in the pursuit of higher education, characteristics of Gertrude Banaszak's career.

d. John Alexander Leadership Award

The School of Nursing was dedicated in the memory of John Alexander on May 22, 1982 one year after his death. At the ceremony, Dr. Alexander was remembered as a man who believed "rights imply a responsibility, opportunities and obligations possess a duty." Dr. Alexander is remembered as "steady, plain speaking, modest, deliberate, kind, honest, and generous. "In 1976, he was awarded an honorary Doctor of Laws degree by Aurora University in recognition of his selfless work to better his community, care for his family, and promote the University's mission.

The John Alexander Award for leadership is an award given to a baccalaureate nursing student who exemplifies the characteristics for which Dr. Alexander is best remembered.

19. Recommendations/References

- a.** Students can request a Letter of Recommendation from faculty by emailing a completed Letter of Recommendation Request Form (Appendix F) and resume to the faculty. The faculty will place this letter in the student file and provide the letter/reference.

Appendix A

Professional Practice Review Committee (PPRC) Referral Form

Name of person completing form: Click or tap here to enter text. Role: Choose an item.

Name of person for referral: Click or tap here to enter text. Reason for referral: Choose an item.

Course Number & Title: Click or tap here to enter text. Location of incident: Choose an item.

Describe circumstances for referral. Provide as many details as possible. Attach supporting documents if applicable.

Click or tap here to enter text.

Referral submitted to the Chair of PPRC on: Click or tap to enter a date.

Appendix B

Professional Practice Review Committee (PPRC) Summary Report with Recommendations

Name of person for referral: Click or tap here to enter text. Reason for referral: Choose an item.

Course Number & Title: Click or tap here to enter text. Location of incident: Choose an item.

Names of reviewers:

1. Click or tap here to enter text.
2. Click or tap here to enter text.
3. Click or tap here to enter text.
4. Click or tap here to enter text.

Summary of PPRC review:

Click or tap here to enter text.

Recommendations for actions to be taken (both short term and long term)

Click or tap here to enter text.

Report sent to Undergraduate Chair/Graduate Director on Click or tap to enter a date.

Appendix C

Student Incident Report

Date of report: Click or tap to enter a date.

Name of person completing report: Click or tap here to enter text.

Check one: ☐ Exposure Report ☐ Injury Report ☐ Incident Report

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

(*If more than one student involved, complete a separate form for each student)

Student email: Click or tap here to enter text. Student phone number: Click or tap here to enter text.

Date of incident: Click or tap to enter a date. Approx. Time of incident: Click or tap here to enter text.

Location where incident occurred: Choose an item. Location details: Click or tap here to enter text.

Description of incident:

Click or tap here to enter text.

Disposition of student following incident:

Click or tap here to enter text.

Report submitted to Undergraduate Chair/Graduate Director Click or tap to enter a date.

Appendix D

Student Improvement Action Plan

A SON faculty member/advisor must be working together with the student in developing the action plan. The faculty member/advisor is responsible for monitoring the student's progress and determining if the student has achieved their goal. A paper or electronic copy of the action plan will be sent to the course coordinator (BSN program) and Undergraduate Chair/Graduate Director and filed in the student's SON records.

To be filled out by instructor

Student Name:

Where did the incident occur?

☐ Simulation ☐ Clinical ☐ Didactic ☐ Lab ☐ Other _____

What type of incident/error occurred (Mark more than one if needed)?

- ☐ Patient safety
- ☐ Safe medication administration
- ☐ Skill performance
- ☐ Assessment performance
- ☐ Critical thinking/clinical judgement performance
- ☐ Communication/collaboration
- ☐ Professional behavior
- ☐ Ethical practice
- ☐ Other (describe) _____

Explanation of incident/additional comments:

To be filled out by student:

Reflection on incident:

Goal(s)/outcome(s) I am aiming to achieve:

Measurable Actions to improve performance and achieve goal(s)/outcome(s):

Student Signature/Date

Instructor Signature/Date

Student (Print name)

Instructor (Print name)

***Electronic signatures accepted**

Appendix E

STUDENT HANDBOOK ACKNOWLEDGEMENT

The Aurora University School of Nursing BSN Program Student Handbook provides information regarding policies and procedures in effect for the BSN Program. Please initial each statement and sign, date and print your name at the end (electronic signatures are acceptable).

____ I acknowledge that I have received a copy of Aurora University School of Nursing BSN Program Student Handbook.

____ I agree that I have read the handbook in its entirety. I understand it is my responsibility to ask questions about the contents of the handbook and to have those questions answered to my satisfaction.

____ I understand all policies as stated in the handbook and agree to abide by them.

____ I understand that failure to follow any of the policies in the handbook may result in my dismissal from the program.

____ I understand that I will be informed in writing via email of any changes to the handbook that occur prior to the next scheduled handbook revision.

____ I give permission to the university to keep copies of my assignments to show progression in the program for the purpose of accreditation and assessment. I understand that I may revoke/rescind my permission at any time.

PHOTO/MEDIA RELEASE

____ I hereby consent to the use of my photograph, image, voice, written and/or verbal statements (materials) by Aurora University in its publications, videotaping, advertisements, brochures, websites, etc. I agree that Aurora University may use my photo with or without my name for lawful purposes including the above. I further acknowledge that there is no agreement or promise on the part of the university to compensate me in any way for the use of my materials in said manner. I hereby release the university from any and every claim, demand, right, or cause of action of whatever kind or nature, either in law or equity, arising from the use of my materials.

____ I also authorize the use of any information I provide to the university with regard to my career, personal life and accomplishments for use in promotional materials.

PERMISSION FOR RELEASE OF INFORMATION

In compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Education Rights and Privacy Act (FERPA), the School of Nursing at Aurora University requires the student's written consent before disclosing any personal information. The consent to share this information may be withdrawn in writing at any time, as long as such documents are specific to information covered, dated and signed.

____ I hereby give Aurora University's School of Nursing permission to release the following information to clinical agencies and organizations used by the School of Nursing to assist in my education:

- Social Security Number
- Immunization Records
- Proof of Health Insurance
- CPR Certification for Health Care Professionals
- Drug Screen Results
- Criminal Background Check Results
- Fingerprinting Background Check Results
- COVID-19 Status and Test Results
- Birthdate
- Phone number
- Address
- Emergency contact information
- Any additional information requested by a clinical facility

Student (Signature)

Date

Student (Print Name)

(Upload signed acknowledgement page to your CastleBranch account)

(*Electronic signatures are acceptable)

Appendix F

Student Consent for Recommendation/Reference

FERPA prohibits the disclosure of a student's protected information to a third party, thereby prohibiting the disclosure of educational information to potential employers or other entities without the prior approval of the student. This includes, but is not limited to, information such as records, files, documents, and other materials (e.g., academic or disciplinary sanctions, advising notes, etc.) maintained by Aurora University or a person acting for the institution.

Although Aurora University School of Nursing faculty members are free to write letters or provide references that include their *personal* observations of the student's abilities, motivations and potential, the risk exists that some of the information is personally identifiable non-directory information that is maintained by the university. Therefore, the faculty member must obtain the signed, written/electronic consent of the student **prior** to providing a referral letter, letter of recommendation or electronic reference.

Name of Student: Click or tap here to enter text.

Student ID number: Click or tap here to enter text.

AU email: Click or tap here to enter text.

Personal email: Click or tap here to enter text.

Phone: Click or tap here to enter text.

Address/City/State/Zip: Click or tap here to enter text.

I give permission for (insert faculty member's name) Click or tap here to enter text. to provide a recommendation/reference on my behalf for the purpose of: Choose an item. (if 'other', please describe: Click or tap here to enter text.) with the following organization(s):

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

I waive the right to see this recommendation or reference now and, in the future: Yes ☐ No ☐

Signature

Date Click or tap to enter a date.