



SCHOOL OF NURSING
Bachelor of Science in Nursing (BSN)
Master's Entry-to-Nursing Practice (MENP)
Doctor of Nursing Practice (DNP)
STUDENT HANDBOOK

In effect from
August 15, 2026 to August 15, 2027*

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

*Approved by Faculty 08/17/2026

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Welcome to AU's School of Nursing

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.

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.

DNP Program Goals

1. To prepare graduates to practice at the highest level of nursing through advanced clinical practice, systems leadership, healthcare innovation, and the translation of evidence into practice to improve health outcomes for individuals, populations, and communities.
2. To prepare graduates through doctoral education grounded in advanced nursing science, implementation of evidence, quality improvement, informatics, healthcare policy, and organizational leadership consistent with established doctoral standards.
3. To prepare graduates committed to lifelong learning, scholarly practice, ethical leadership, innovation, health equity, and the advancement of the nursing profession through sustainable improvements in healthcare systems.

Program Professional Standards

The BSN, MENP and DNP degree programs are based on the American Association of Colleges of Nursing's The Essentials: Core Competencies for Professional Nursing Education (AACN, 2026).

Curricular Alignment and Evolution Disclaimer

Our nursing programs are dynamically aligned with the professional standards outlined in the [AACN Essentials](#). As academic nursing transitions toward competency-based education (CBE), course syllabi, clinical assessment metrics, and progression indicators may be refined iteratively to comply with national accreditation standards. The inclusion of these domains and sub-competencies within the handbook does not guarantee static assignment formatting, and requirements are subject to change to align with evolving state board regulations and national competencies.

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.

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Handbook Policy

This handbook is intended to provide students with information and to provide answers to the most 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 A) and upload it to their CastleBranch account.

PROFESSIONAL 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 <https://idfpr.illinois.gov/profs/nursing.html>

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

The advanced practice nursing program prepares students to meet the educational requirements for national certification as a Nurse Practitioner through the American Nurses Credentialing Center (ANCC) and/or the American Association of Nurse Practitioners Certification Board (AANPCB), as applicable to the student's population focus. The program does not have a role in issuing national certification or Advanced Practice Registered Nurse (APRN) licenses in Illinois or any other state.

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

rules, and regulations. Illinois requires applicants for APRN licensure to meet applicable requirements, including holding a current Illinois Registered Professional Nurse (RN) license, completing qualifying graduate-level advanced practice nursing education, and holding and maintaining current national certification from an approved national certifying body.

For questions about one's eligibility for APRN licensure in Illinois, including current application and certification requirements, see the IDFPR Nurses website at: <https://idfpr.illinois.gov/profs/nursing.html>

For information regarding criminal convictions and their potential impact on professional licensure, see the Nursing Profession Criminal Conviction FAQs and other applicable resources available through the IDFPR Nurses website.

Additional licensure or authorization requirements may apply depending on an APRN's intended scope of practice, including requirements related to Full Practice Authority and controlled substance licensure.

For more information about national Nurse Practitioner certification, visit the American Nurses Credentialing Center (ANCC) and the American Association of Nurse Practitioners Certification Board (AANPCB). For additional information about APRN regulation and licensure in the United States, visit the National Council of State Boards of Nursing (NCSBN).

Program Overview

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 (All Graduate Students) 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. For lab/clinical sections, see grading criteria in course syllabi outlining course success.
- III. 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.

- IV. 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.
- V. Two nursing course failures will result in dismissal from the nursing program.

Grading

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

Letter Grade	Percentage
A	92-100
B	84-91.99
C	77.00 -83.99
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 and DNP 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.	

Grade Appeal

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

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 Academic Success Plan (See Appendix B).

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.

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

In the event that a student is found to be in violation of Aurora University's Code of Academic Integrity, the course faculty will assign a grade of zero (0) for the related assignment, quiz, exam, or activity and will follow the procedures outlined in the School of Nursing handbook and University's Code of Academic Integrity.

Once a determination has been made, the student will be notified of the outcome via their Aurora University email. Depending on the severity of the violation, the outcome may include the zero (0) grade remaining in place, course failure, and/or program dismissal.

Use of Artificial Intelligence (AI) in the School of Nursing

See Appendix C

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 and DNP). 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.

Administrative Dismissal/Withdrawal

Students dismissed from the Bachelor of Science in Nursing (BSN), Master's Entry to Nursing Practice (MENP), or Doctor of Nursing Practice (DNP) program will receive formal written notification of dismissal via their Aurora University email account. The dismissal decision will specify the reason(s) for dismissal and will include information regarding the appeal and/or readmission process.

Acknowledgment of Dismissal

Upon receipt of the dismissal notification, the student must acknowledge receipt in writing within timeframe communicated and complete any required procedures as directed by the School of Nursing.

Petition of Readmission

Dismissed students who wish to seek readmission must submit a formal written request to the School of Nursing. The request must include details of reasons that contributed to dismissal and detailed plan for success as outlined in the dismissal communication. Readmission is not guaranteed and is contingent upon space availability, program requirements in effect at the time of reapplication, and review by the PPRC).

University Status

Dismissal from a nursing program does not automatically result in dismissal from Aurora University. Students may consult with an academic advisor to explore options for continuing enrollment in another academic program. Students dismissed from both the School of Nursing and the University must complete official withdrawal procedures through the Registrar's Office.

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 through university channels any suspected, reported or observed incidents.

Examples of professional behavior becoming of a future or current 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.

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.

Failure to follow professional expectations will result in a referral to the Professional Practice Review Committee (PPRC).

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. Students 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](#).

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/DNP program chain of command.

Professional Practice Review Committee (PPRC)

See Appendix D

Formal Complaints

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

Program Policies and Procedures

School of Nursing Cohorts

Student BSN cohorts are assigned based on availability and space across course sections. The School of Nursing does not honor cohort change requests for any reason.

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.

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 2026-2027

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.

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 (the first day of clinical course for DNP students). 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.

“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.

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.

Academic Standards & Expectations in the Learning Environments

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.

Absence Reporting

In the event of an unforeseen circumstance in which the student is unable to attend class, lab, simulation, and/or clinical it is the student's professional responsibility to notify the instructor at least 2 hours before the course start time via AU email and the instructors preferred method of communication. The student may be referred to the Undergraduate Chair/Graduate Director and PPRC for continued tardiness or absences.

Didactic (All Formats)

- I. The instructor establishes the expectations and tone for a professional, respectful, and engaging classroom environment.
- II. Students are expected to demonstrate professionalism, respect for peers and faculty, and contribute to a positive learning atmosphere.
- III. Cell phones and other personal electronic devices should be silenced and put away during class unless their use is specifically authorized by the instructor for educational purposes or an emergency.
- IV. Students are expected to give their full attention to classroom activities, discussions, presentations, and instruction throughout the class session.
- V. Meaningful participation in class discussions, learning activities, and collaborative exercises is expected to support individual and group learning.
- VI. Side conversations, non-course-related technology use, and other behaviors that disrupt the learning environment should be avoided.
- VII. Students are expected to arrive prepared, remain engaged for the duration of class, and follow instructor directions to foster an effective learning experience for all.

Testing

The overall goal for a testing policy in the School of Nursing is to be consistent. 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.

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 in any configuration as determined by the faculty member.
- 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 ONLY their first and last name on the scratch paper. If the student writes additional information on the paper prior to the exam start, the faculty will collect that paper and provide another sheet of paper. Continued misuse of the scrap paper will result in a PPRC referral. 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 prior to exiting the testing environment.
- 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.
- IX. All students must complete the exam during the scheduled course exam time.

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.

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.

Exam Set-up & Functionality

Exams and/or quizzes will be set-up to emulate the NCLEX-RN® and/or other licensure exams 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.
- VII. The submission screen must be shown to the faculty proctor prior to leaving the exam environment. A **ZERO** exam grade will result if the submission is not verified by the proctoring faculty.

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.

Missing an Exam

- I. Early examinations are not permitted under any circumstances. All students are required to take exams at the scheduled date and time.
- II. Only one exam will be considered for make-up and granted with faculty permission only if the student notifies the faculty by 7:00 AM on the day of the exam via university email.
- III. Student must then make arrangements with the faculty for the exam makeup within 48 hours or 2 business days.

- IV. A make-up exam will be administered in any format deemed appropriate by the faculty.
- V. Any additional missed exams, including a missed make-up exam, will result in a grade of zero (0), regardless of the reason or circumstance, unless otherwise approved by the Dean of the School of Nursing.

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. All final exams must be completed by 5pm the Friday of Finals Week.

Clinical Skill Laboratory and Simulation Center

Students are expected to arrive prepared for all laboratory experiences. Course-specific expectations, including lab preparation, assignments, nursing skill testing, grading, and remediation policies, are provided in the laboratory section of the applicable course syllabus.

Simulation is considered a clinical experience and follows the same attendance policy as clinicals. Students arriving 10 or more minutes late at a simulation session will be unable to attend and will receive a 25-point reduction for the week. Simulation make-up is contingent upon course objectives and measures determined by course faculty and the Director of Nursing Skills and Simulation Lab.

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 Academic Success Plan (Appendix B). 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 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.

Video Record Use and Confidentiality Agreement

During your participation in the Aurora University School of Nursing program you are required to participate in simulation. A digital recording system designed specifically for documenting simulation is used to enhance the post-simulation debriefing experience and facilitate fair, accurate assessment. Aurora University requires nursing students give consent to the use of audio and video recordings of their individual or group performances in simulation sessions for educational purposes.

By signing the Handbook Authorization and Acknowledgment, the student confirms that they have read, understand, and agree to comply with the following statements, policies, requirements, and authorizations. The student's signature serves as acknowledgment and acceptance of each provision listed below, as though each provision was individually signed or initialed.

- I agree to maintain strict confidentiality about the details of the scenarios and performance of any participant(s). Failure to maintain confidentiality will be considered a violation of the simulation confidentiality agreement and a referral to the professional practice review committee.
- I authorize Aurora University Simulation Center to audio and video record my performance during simulation experience.
- I understand that video records will be used for educational purposes only. Educational purposes include providing feedback to students to improve their

performance, formally assessing student competency, evaluating and improving college curriculum, evaluating and improving teaching and assessment processes using human and non-human simulations, grievances and scholarly purposes. They will not be used for any other purpose unless specifically requested and written permission is obtained.

- I understand that video recordings are maintained on a secure simulation management system. Video recordings are accessible only with the password specific to that record.
- I understand Aurora University will not release or make publicly available any recordings or portions of recordings made during any simulation session. All video recording viewing is limited to individuals whose role in the School of Nursing requires access to support teaching, learning, debriefing, assessment, remediation, program evaluation, or quality improvement.
- I understand that audio/video recordings will be destroyed one year after a student's graduation from the nursing program.
- I understand that personal unauthorized devices for video recording, sound-recording, or pictures of simulation activities or debriefing is prohibited.

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.

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.

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, including gel/no-chip polish, Gel-X nails, and other nail enhancements, are prohibited during any direct patient care activities. Nail polish is permitted only if it is neutral in color and free of chips or cracks. Those not in compliance will be asked to leave clinical/lab/simulation and results in an absence for that day.
- 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 clinical units.
- VII. Smoking/vaping or any e-cigarette device is not permitted anywhere on clinical agency property. If a student is caught smoking/vaping on clinical agency property, they will be dismissed from clinical and referred to the PPRC for review.

Clinical Absences

In alignment with nursing professional communication standards, a student must notify the clinical faculty and course coordinator through AU email of an absence or tardiness **2 hours before** the start of the clinical shift. Refer to clinical faculty for preferred method of communication of absence. Asking a classmate to inform the instructor that the student will be late or absent does NOT constitute proper notification. Failure to properly communicate an absence will result in a referral to the PPRC for review of student professional conduct, with potential consequences determined by the committee. 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 and the last day of clinical/clinical evaluation 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. The final clinical day is a required component of the course to complete the student clinical evaluation. A final grade will not be assigned if the student is absent.

Early dismissal from clinical must receive **prior approval** from the Dean of the School of Nursing prior to the scheduled clinical day. Failure to obtain prior approval will result in PPRC referral for review of student professional conduct, with potential consequences determined by the committee.

Attendance is Mandatory

Clinical experiences follow a strict attendance policy. Students arriving 10 or more minutes late at a simulation session will be unable to attend and will receive a 25-point reduction for the week. Students arriving 10 or more minutes late at a clinical session will be permitted to attend and will receive a 5% reduction in the weekly point value for the clinical day (BSN and MENP only).

Passing Standard

To receive "Credit" for the clinical portion of the course, students must achieve a cumulative score of 900/1000 (90%), consistently demonstrate safe and effective nursing care, and achieve at least the minimum passing standard in the participation and professionalism category (BSN and MENP only).

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 Academic Success Plan (See Appendix B) 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).

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 (See Appendix F) to be submitted to the Dean of Nursing and Undergraduate Chair/Graduate Director.

School of Nursing Operations

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. Didactic, clinical, lab, and/or simulation is shifted to an online format, if possible, when the University closes. Student attendance is expected.

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).

Liability Insurance

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

Recommendations/References

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.

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.

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.

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.

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.

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.

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.

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.

Clinical Excellence Award

Clinical excellence in the School of Nursing is defined by understanding 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.

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.

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.

Forms and Appendices

Appendix A

Aurora University School of Nursing Student Handbook Acknowledgement and Authorizations

Student Name (Print): _____

Student ID: _____

By signing below, I acknowledge and agree to the following:

1. I have received, read, and understand the Aurora University School of Nursing Student Handbook. I understand that I am responsible for complying with all University and School of Nursing policies and procedures and for seeking clarification if I have questions.
2. I understand that failure to comply with School of Nursing or University policies may result in disciplinary action, including dismissal from the nursing program.
3. I understand that the School of Nursing may revise handbook policies and that I will be notified of substantive changes through my Aurora University email.
4. I authorize Aurora University to retain copies of my coursework for accreditation, assessment, and program evaluation purposes. I understand this authorization may be revoked in writing.
5. I authorize Aurora University to use my photograph, image, voice, and written or verbal statements, with or without my name, for educational and promotional purposes without compensation, and I release the University from claims related to such use.
6. I acknowledge that I have read, understand, and agree to comply with all terms of the Aurora University School of Nursing Video Record Use and Confidentiality Agreement, including confidentiality requirements, authorization for audio/video recording and educational use, recording access, retention and destruction practices, and the prohibition of unauthorized recording.
7. In accordance with HIPAA and FERPA, I authorize the School of Nursing to release information required by affiliated clinical agencies for educational and clinical placement purposes. This may include demographic information, immunization records, proof of health insurance, CPR certification, drug screening results, criminal and fingerprint background checks, COVID-19 documentation (if required), emergency contact information, and other documentation required by a clinical agency. I understand that revoking this authorization may affect my eligibility to participate in required clinical experiences.

By signing below, I certify that I have read, understand, and agree to the acknowledgements and authorizations outlined above.

Student Signature: _____

Printed Name: _____

Date: _____

Please upload this signed form to your CastleBranch account. **Electronic signatures are accepted.*

Appendix B

Student Academic Success Plan *Student-Driven Improvement and Remediation Plan*

Purpose and Partnership

This plan is developed collaboratively by the student and a School of Nursing (SON) faculty member/advisor. The student leads the reflection, goal setting, and selection of measurable actions. The faculty member/advisor supports the process, monitors progress, and determines whether the identified goal(s) have been achieved.

A paper or electronic copy will be sent to the course coordinator (BSN program) and the Undergraduate Chair/Graduate Director and filed in the student's SON records.

1. Student and Course Information

Student Name:

Faculty/Advisor:

Exam/Assignment/Experience:

Course:

Date Initiated:

Score/Outcome (if applicable):

2. Instructor/Faculty Documentation

Where did the incident, concern, or performance gap occur?

☐ Simulation ☐ Clinical ☐ Didactic ☐ Lab ☐ Exam ☐ Other:

What type of incident/error or performance concern occurred? (Mark all that apply.)

☐ Patient safety

☐ Safe medication administration

☐ Skill performance

☐ Assessment performance

☐ Critical thinking/clinical judgment performance

☐ Communication/collaboration

☐ Professional behavior

☐ Ethical practice

☐ Academic performance/exam preparation

☐ Other:

Explanation of incident, concern, or additional faculty comments:

3. Student Reflection and Self-Assessment

My reflection on the incident, concern, or performance gap:

Exam/Academic Preparation Reflection

How many hours did I spend preparing? _____

Preparation strategies I used (check all that apply):

- | | |
|---|--|
| ☐ Watched videos before class | ☐ Watched videos after class |
| ☐ Completed note outlines for each unit | ☐ Participated in all in-class activities |
| ☐ Reviewed worksheets, case studies, and podcasts | ☐ Reviewed notes within 24 hours after class |
| ☐ Studied at least 1 hour per day | ☐ Reviewed PowerPoints for each lecture |
| ☐ Used textbook to supplement understanding | ☐ Used Sherpath e-book to supplement understanding |
| ☐ Practiced teaching content with a peer | ☐ Practiced teaching content with a non-nursing person |
| ☐ Completed recommended practice questions using Sherpath or other sources | ☐ Used tutoring, faculty office hours, or academic support services |

Resources that were most helpful and why:

Study strategies that worked well:

Challenges or barriers I faced:

Most helpful and least helpful study tools:

Concept areas or skills I struggled with most:

Tutoring appointments scheduled (dates/times):

4. Student-Selected Goals and Measurable Action Plan

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

Measurable actions I will take to improve performance and achieve my goal(s):

Specific Action	Frequency / Deadline	Evidence of Completion	Support / Resource	Progress
				☐ Not started ☐ In progress ☐ Complete
				☐ Not started ☐ In progress ☐ Complete
				☐ Not started ☐ In progress ☐ Complete
				☐ Not started ☐ In progress ☐ Complete

Three things I will do differently when preparing for and completing the next exam, assignment, clinical, simulation, or lab experience:

5. Progress Monitoring and Follow-Up

Follow-up Date:

Student Progress:

☐ On track ☐ Needs revision

Faculty Feedback /
Next Steps:

Revised Actions or
Additional Support:

Evidence Reviewed:

Goal Status:

☐ Achieved ☐ Partially achieved
☐ Not achieved

6. Commitment and Signatures

By signing, the student and faculty member/advisor acknowledge that this plan was developed collaboratively, that the student understands the expectations and actions identified, and that progress will be reviewed on the follow-up date.

Student Signature/Date

Instructor/Faculty Signature/Date

Student (Print Name)

Instructor/Faculty (Print Name)

**Electronic signatures accepted.*

Appendix C

Aurora University School of Nursing- Guidelines for Responsible Use of Artificial Intelligence (AI)

1. Purpose

Aurora University School of Nursing (AU SON) recognizes that artificial intelligence (AI), including generative AI tools, is transforming nursing education, practice, and the healthcare setting.

These guidelines ensure AI use aligns with academic integrity, ethical standards, and professional judgment. The guiding principles for these guidelines include but are not limited to:

Integrity, accountability, critical thinking, ethical practice, equity, and safety.

2. Data, Privacy, and Intellectual Property

Students and faculty must protect sensitive information and respect intellectual property.

- Use only AU approved or institutionally supported platforms and *only when approved by your instructor*
 - Ex: Microsoft Copilot, Notebook LM, Stack AI, ChatGPT
- Do not upload patient or HIPAA-protected data
- Do not upload faculty-created materials without permission
- Do not upload copyrighted or licensed resources

All submitted work must reflect student authorship. Uploading faculty created materials to approved platforms requires explicit faculty permission. Faculty will define AI expectations and allowances for course assignments.

3. Understanding Embedded vs Generative AI

- Embedded AI tools (e.g. Word or Google Doc spell-check, citation managers) are integrated within the software and DO NOT create new content. This falls in Level 1 of the Assignment-Level AI Use Framework.
- Generative AI tools (e.g., ChatGPT, Copilot, Gemini, Grammarly Premium, Wordtune, Quillbot, DALL-E) create or revise text. The use of these tools requires explicit faculty approval.

Table 1: Assignment-Level AI Use Framework

Students must adhere to the level assigned. Any student's work submitted for grading must include the required assignment disclosure statement identifying the tool used, the purpose, and how the student verified the accuracy of AI-generated content within their assignment. Violations of these guidelines will result in a ZERO grade for the assignment and processing through the AU Academic Integrity Policy.

Level	Category	Permitted Use	Student Responsibility	Acceptable Example	Required Assignment Disclosure Statement
Level 1 (Independent Learning)	No AI Use	Only embedded tools (spell-check)	All work must be original	Clinical/Course Reflection writing about individual experiences entirely in the student's own words.	"Only embedded tools (spell check/grammar) were used; no generative AI".
Level 2 (Surface-Level Enhancement)	AI-Assisted Minor Editing	Grammar and clarity support	Students maintain ownership of ideas	Use of Grammarly or Wordtune for APA or organizational suggestions.	"(Name of Tool Used; e.g., Grammarly Premium) was used for limited clarity edits. I verify all changes, ideas and wording are my own."
Level 3 (Guided Exploration)	AI-Supported Ideation	Brainstorming and outlining	All writing must be original	Asking AI to list common nursing interventions for patients with COPD. AI generates the idea, student builds the care plan independently	"I used AI to generate a list of possible interventions before creating my own plan. All final ideas and analysis are my own."
Level 4 (Knowledge Expansion)	AI-Collaborative Drafting. Support critical inquiry & research.	AI-assisted drafting with revision.	Review and validate all content	Using AI to co-create sections of text, visuals, or analysis. The student verifies AI outputs against independent analysis findings	"(Name of tool used; e.g., Microsoft Copilot) produced the (list what AI created; e.g, graph, chart) that I substantially revised for accuracy and incorporated it with my own analysis and citations."

				and cites appropriately	
Level 5 (Creation and Analysis)	AI-Integrated Creation	AI as collaborative partner	Demonstrate critical evaluation	Using AI to compare nursing care delivery, data cleaning, code generating, simulation modeling, refining arguments.	“(Name of tool used; e.g., Gemini) to assist with data cleaning and variable summaries. I validated all outputs and completed interpretations independently.”

Resources used to create Table 1: (Moffat, 2025; Labrague, 2025)

4. Ethical Use and Academic Integrity

- AI must not replace critical thinking or clinical judgment.
- AI-generated content cannot be submitted as original work unless permitted.
- Transparency in AI use is required.

5. Detection and Reporting Protocols

- Faculty use a holistic approach and do not rely solely on AI detection tools.
- Review writing consistency
- Compare with prior work
- Check accuracy and citations
- Students may be asked to provide drafts, notes, explanations, and evidence of AI prompts and outputs.

6. Tiered Violations

Failure to adhere to the assigned AI-use level, disclosure requirements, or verification expectations for any assignment will result in disciplinary action consistent with the AU Academic Integrity Policy, including but not limited to assignment failure, course penalties, formal academic integrity review, and additional sanctions outlined in Table 2. Repeated, intentional, or egregious violations may result in escalated disciplinary action up to and including course failure or program-level review.

Table 2: Tiered Violations and Sanctions

Violation Tier	Example of Violation	First Occurrence	Repeated/Severe Occurrence	Additional Actions
Tier 1: Documentation/Disclosure Errors	Missing or incomplete AI disclosure statement; incorrect tool attribution when permitted AI use occurred appropriately	Written warning and required resubmission with corrected disclosure statement; grade penalty at faculty discretion	Reduced assignment grade or zero for assignment component related to disclosure	Academic coaching or integrity remediation module
Tier 2: Unauthorized AI Assistance	Using AI beyond the permitted assignment level (e.g., Level 1 assignment includes AI-generated brainstorming or editing) without disclosure	Zero on assignment and documented academic integrity violation	Course failure recommendation and formal Academic Integrity review	Required meeting with faculty/program leadership
Tier 3: Misrepresentation of Authorship	Submitting AI-generated writing, analysis, care plans, reflections, or citations as entirely original student work	Zero on assignment and referral under AU Academic Integrity Policy	Course failure and escalated disciplinary review	Academic integrity remediation plan; possible notation per institutional policy
Tier 4: Fabrication or Unsafe Professional Practice	AI-generated clinical information, references, patient data, or nursing interventions submitted without verification; fabricated sources or unsafe recommendations	Zero on assignment, immediate Academic Integrity referral, and PPRC review if applicable	Possible course failure, clinical removal, or program-level disciplinary action	Review by program chair/director and School of Nursing Dean
Tier 5: Systematic or Egregious Misuse	Repeated violations, falsification of disclosure statements, use of AI to evade detection systems, contract cheating combined with AI use, or widespread AI-generated submissions	Formal disciplinary review under AU Academic Integrity Policy; recommendation for course failure	Suspension, dismissal, or sanctions consistent with university policy	Institutional review and documentation in academic record as applicable

Aurora University School of Nursing
Professional Practice Review Committee
Referrals and Sanctions

The Professional Practice Review Committee (PPRC) Framework

In the School of Nursing (SON), professional identity is demonstrated through both clinical competence and professional conduct. The **Professional Practice Review Committee (PPRC)** is a faculty committee responsible for reviewing student conduct referrals and recommending appropriate actions to program leadership. The committee supports a consistent, fair, and documented review process that provides students with due process while upholding the standards of the nursing profession.

The referral process is structured to ensure that each student's professional conduct concern is reviewed carefully, consistently, and fairly.

PPRC Referral Process

Step	Referral Process
1. Initial Consultation	The Faculty member involved discusses the incident with the Undergraduate Chair or Graduate Director .
2. Referral Request	The Faculty member contacts the Chair of the PPRC to formally request a committee review and submits the PPRC Referral form to the committee Chair.
3. Student Notification and Written Statement	The student is notified by email of the referral to the PPRC and provided with a copy of the referral form. The student is given an opportunity to provide a written response, which will be forwarded to the PPRC Committee.
4. Submission and Interview	All documentation should be submitted in a recommended three working day window. The Chair may also request personal interviews with involved parties.
5. Deliberation and Final Action	The committee reviews the case and provides a verbal and written report to the Undergraduate Chair/Graduate Director . This leader then notifies the Student and Faculty of the final decision regarding the student's standing and progression.

Level 1: Foundation-Level Behavioral Lapses

Level 1 violations are foundation-level professionalism concerns. These behaviors may disrupt the learning environment or interfere with a student's development as a future nurse. The focus at this level is corrective guidance, clear expectations, and early remediation.

Level 1 Violations

Examples of Level 1 Violations
Clinical dress code violations
Attendance concerns
Disruptive behavior
Disrespect toward peers, instructors, or faculty
Inappropriate electronic device use during lab or simulation
Wearing earbuds during classroom activities

Consequences and Remediation

Level 1 violations are addressed through remediation rather than immediate sanction. The student meets one-on-one with the faculty member, followed by an email copied to the Chair and Dean that outlines expectations for future conduct. This response is intended to help the student correct the behavior. Repeated concerns may indicate a pattern that requires further review.

Level 2: Patterns and Repeated Conduct Issues

Level 2 represents the "threshold of repetition." This level is reached when a student demonstrates a persistent inability to meet professional standards despite initial remediation.

Violation Criteria	Description
Two Level 1 Offenses	Any combination of two different Level 1 violations.
Second Occurrence	A second instance of any Level 1 violation.
Pattern of Attendance	A documented and persistent failure to meet attendance requirements.

The Shift in Consequence A Level 2 violation triggers a formal referral to the PPRC. At this stage, the committee is no longer focused solely on mentorship; it has the authority to initiate formal sanctions. This transition marks a shift from addressing isolated behavioral habits to addressing a concerning pattern of professional misconduct that may threaten student readiness for licensure. Faculty will follow the referral steps above.

Level 3: Critical Professional Misconduct

Level 3 violations are the most serious professional conduct concerns. They involve conduct that may violate ethics, law, policy, or safety standards and require immediate PPRC review.

Immediate Referral Criteria

Examples of Level 3 Violations
Any three Level 1 violations or a continued pattern of behavior

Violation of School of Nursing policies
Violation of HIPAA, state or federal statutes, or social media policies
Falsifying records
Misappropriation of a patient's property
Professional Misconduct in the clinical setting
Exchanging personal information with a patient

Impact and Urgency Level 3 violations may affect patient safety, institutional integrity, professional progression, and eligibility for licensure. Because of the seriousness of these concerns, notification and review are immediate, and outcomes may include course failure and/or program dismissal.

Understanding Sanctions and Their Long-Term Impact

When the PPRC recommends sanctions, the severity and permanence of the action reflect the risk the conduct poses to the profession.

Sanction Type	Description / Duration	Permanent Record Status
Warning	A written letter of reprimand kept in the student's file.	May be removed after graduation if no further violations occur.
Formal Reprimand	A written letter documenting misconduct.	Permanent. Part of the disciplinary record after graduation.
Course/Clinical Failure	Failing a course or clinical due to conduct.	Permanent. Recorded on the transcript and disciplinary file.
Discretionary	Restitution (property/services), essays, training, or presentations.	Varies by sanction.
Disciplinary Probation	A specific period of heightened scrutiny.	May lead to dismissal if further violations occur.
Dismissal	Permanent separation from the School of Nursing.	Permanent. (Subject to University appeal policies).

The Weight of the Record

- **Warning:** Gives the student an opportunity to correct conduct without a permanent disciplinary record if no further violations occur.
- **Formal reprimand:** Becomes part of the student's permanent professional and disciplinary history.

- **Discretionary sanctions:** May include restitution, reflective essays, training, or presentations to address harm and support learning.

Appendix E

Aurora University School of Nursing Professional Practice Review Committee (PPRC) Referral Form

Submission Instructions

- All documentation are recommended for submission within three (3) working days of the referral.
- Submit completed forms and supporting documents to the PPRC Chair.
- Students will receive a copy of the referral and may submit a written response for committee review.

Confidentiality Statement

All proceedings, documentation, and recommendations associated with the Professional Practice Review Committee (PPRC) are confidential educational records maintained in accordance with Aurora University policies and applicable federal and state regulations.

Section I: Referral Information

Date of Referral:	[TYPE HERE]	Faculty Member Submitting Referral:	[TYPE HERE]
Program:		☐ Undergraduate Nursing ☐ Graduate Nursing	
Course/Clinical/Lab:		[TYPE HERE]	
Student Name:	[TYPE HERE]	Student Email:	[TYPE HERE]
Date(s) of Incident(s):	[TYPE HERE]	Location of Incident(s):	[TYPE HERE]

Section II: Level of Referral

Please select the referral level and check all applicable concerns:

Referral Level Selection ☐ Level 1: Foundation-Level Behavioral Lapse	Referral Level Selection ☐ Level 2: Repeated Conduct/Pattern	Referral Level Selection ☐ Level 3: Critical Professional Misconduct
Concern(s): ☐ Dress code violation ☐ Attendance/tardiness ☐ Disruptive behavior ☐ Disrespectful communication/conduct	Concern(s): ☐ Two Level 1 violations ☐ Repeat of same Level 1 violation ☐ Persistent attendance concerns	Concern(s): ☐ HIPAA violation ☐ Falsification of records/documentation ☐ Violation of SON policy ☐ Violation of

☐ Electronic device misuse ☐ Earbuds during class/lab Other concern: [TYPE HERE]	☐ Failure to improve after remediation ☐ Continued pattern of concern Other concern: [TYPE HERE]	State/Federal statute ☐ Social media violation ☐ Professional Misconduct in clinical setting ☐ Misappropriation of patient property ☐ Patient boundary violation ☐ Unsafe clinical practice ☐ Continued pattern despite remediation Other concern: [TYPE HERE]
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Section III: Description of Incident

Please provide a detailed factual description of the incident(s), including dates, times, witnesses, and any prior remediation attempts.

[TYPE HERE]

Section IV: Prior Actions or Remediation

Was the student previously counseled regarding this behavior?

☐ Yes ☐ No

If yes, describe prior intervention(s), dates, and outcomes: [TYPE HERE]
--

Section V: Supporting Documentation

Please attach all applicable supporting documentation and check items included:

☐ Email correspondence ☐ Attendance records ☐ Clinical evaluations ☐ Witness statements	☐ Course documentation ☐ Prior warning/reprimand ☐ Screenshots/social media evidence ☐ Other: [TYPE HERE]
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Section VI: Student Notification

Date Notified: [TYPE HERE]	Method: ☐ Email ☐ In-person ☐ Other: [TYPE HERE]	Written Statement? ☐ Yes ☐ No	Response Due: [TYPE HERE]
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Section VII: PPRC Committee Review

Referral Received: [TYPE HERE]	Meeting Date: [TYPE HERE]	Additional Interviews? ☐ Yes ☐ No	Participants/Notes: [TYPE HERE]
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Section VIII: Final Committee Recommendation

Recommendation: ☐ No further action ☐ Clinical/Course Failure ☐ Warning ☐ Disciplinary Probation ☐ Formal Reprimand ☐ Program Dismissal ☐ Discretionary Sanction ☐ Other: [TYPE HERE]		Committee Summary/Comments: [TYPE HERE]
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Section IX: Administrative Final Decision

Reviewed By: ☐ Undergraduate Chair ☐ Graduate Director ☐ Dean	Administrative Review Notes: [TYPE HERE]	
Final Decision: [TYPE HERE]		Decision Dates: Effective Date: [TYPE HERE] Student Notified: [TYPE HERE]

Signatures

Role	Signature	Date
Referring Faculty/Staff		
PPRC Chair		
Undergraduate Chair/Graduate Director		

Appendix F

Student Incident Report

Date of Report		Person Completing Report	
Report Type ☐ Exposure ☐ Injury ☐ Incident	Exposure: ☐ Blood/Body Fluid ☐ Needle Stick/Sharps ☐ Infectious Disease Injury/Safety: ☐ Injury ☐ Fall ☐ Safety Concern Other: ☐ Medication Error ☐ Conduct ☐ Other: _____		

Student Name			
Student Email		Student Phone Number	

**Complete a separate form for each student involved.*

Date of Incident		Approximate Time	
Location ☐ Classroom ☐ Clinical ☐ Skills Lab ☐ Simulation ☐ Campus ☐ Online ☐ Community ☐ Other: _____	Location Details		☐ Unit/Floor: _____ ☐ Room: _____ ☐ Lab Room: _____ ☐ Simulation Room: _____ ☐ Clinical Agency: _____ ☐ Other: _____

Description of Incident

Student Disposition and Immediate Response

Status: ☐ Returned ☐ Removed ☐ Sent home ☐ Declined assistance

Response: ☐ Medical evaluation ☐ EMS contacted ☐ First aid ☐ Exposure protocol

Follow-Up: ☐ Emergency contact notified ☐ Faculty follow-up ☐ Student follow-up ☐ Other: _____

Notes:

Report Submitted To	☐ UG Chair ☐ Graduate Director ☐ Course Faculty ☐ Clinical Coordinator ☐ Program Director ☐ Other: _____	Date Submitted	Date: _____
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Appendix G

Student Consent for Recommendation/Reference

Purpose and FERPA Consent

Aurora University School of Nursing faculty may provide a recommendation, reference, or referral letter only after receiving the student's written or electronic consent. This consent allows the faculty member named below to share relevant educational information, personal observations, and professional impressions for the purpose identified on this form.

Student Name	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.

Faculty Member Authorized to Provide Recommendation/Reference	Click or tap here to enter text.
Purpose of Recommendation/Reference	☐ Employment ☐ Scholarship ☐ Graduate School ☐ Award/Honor ☐ Other
If Other, Please Describe	Click or tap here to enter text.
Organization(s) Receiving Recommendation/Reference	Click or tap here to enter text.

Waiver of Right to Review Recommendation/Reference I waive the right to see this recommendation or reference now and in the future.	☐ Yes ☐ No
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Student Signature Click or tap here to enter text.	Date Click or tap to enter a date.
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