

Student Handbook

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Touro University California

School of Nursing

Introduction

The School of Nursing (SON) Student Handbook contains policies and requirements that govern academic performance and student conduct. These policies are unique to Touro University California (TUC) and are designed to promote standards for academic competency, professional discipline, and personal responsibility. It represents the parameters of achievement and behavior that the faculty expects of its students. It is the responsibility of all students to be knowledgeable about TUC and SON policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

Non-Discrimination Policy

Touro University California and the SON do not discriminate based on race, color, national origin, religion, sex (including pregnancy or childbirth), gender identity or expression, marital status, disability, medical condition, genetic information, age, sexual orientation, veteran status, or any other status characteristic protected by applicable laws in employment, or in admission, treatment or access to educational programs or activities.

About Touro

Historical Perspective

Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission.

Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth.

The timeline: Our History | Touro University



Mission, Vision, & Values

Mission of Touro University

Touro University is an independent institution of higher education under Jewish auspices, established to promote and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, social justice, and service to society. Touro offers undergraduate, graduate, and professional programs that serve diverse components of the Jewish community and the larger society, especially those who have been historically underserved. These academic offerings span Jewish studies, the liberal arts and sciences, and medical and health sciences. Touro is a university where personal growth, scholarship, and research are fostered and where men and women are prepared for productive lives of dignity, value, and values.

Vision Statement of Touro University California

Educating caring professionals “To Serve, To Lead, To Teach.”

Mission of Touro University California

Touro University California (TUC) provides graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education. Through strategic community partnerships and collaborations, TUC expands community access to healthcare and education. The TUC learning experience is student-ready, enriched by focused research and scholarship, and prepares graduates for rewarding lives in service to others locally and around the globe

Core Values

Touro University California (TUC) prides itself on its Judaic foundation and a commitment to social justice, intellectual pursuit, and service to humanity. As such, TUC is dedicated to:

- **Academic Excellence**
  - Demonstrated by the promotion of excellence and continuous improvement in academic programs, student-ready approaches that promote strategic and holistic advancement of student success, and tireless pursuit to meet the needs of all students.
- **Inclusion**
  - Demonstrated by respect for the inherent value and dignity of each individual and our culture that seeks, welcomes, and advances talented minds from diverse backgrounds.
- **Compassion**
  - Demonstrated by compassionate service to society with a focus on improving the human condition and on the betterment of all members of our community.
- **Collaboration**
  - Demonstrated by interprofessional and interdisciplinary approaches that focus on internal and external partnerships along with a capacity for growth and development.
- **Innovation**
  - Demonstrated by promotion of intellectual curiosity, support of scholarship and research, openness to new ideas and forms of expression, entrepreneurial spirit, and transformational leadership.

School of Nursing Mission, Vision, Purpose & Values

School of Nursing Mission Statement

To serve the community and larger society through the preparation of professional nurses as transformational leaders to meet the needs of the complex and diverse health care environment.

School of Nursing Vision

To be a leader in innovative and progressive nursing education.

School of Nursing Purpose

To achieve the mission and to prepare registered nurses with Associate, Baccalaureate, and Graduate Degrees for roles as advanced nursing leaders, clinicians, and educators.

School of Nursing Values

- Professionalism
- Leadership
- Diversity and social justice
- Collaboration and inter-professionalism
- Lifelong learning

School of Nursing Vision

To be a leader in innovative and progressive nursing education.

Accreditation & Learning Outcomes

TUC Accreditation

Touro University California (TUC) is fully accredited by the Western Association of Schools and Colleges (WASC). The WASC Commission reaffirmed Institutional Accreditation on July 20, 2018 after a three-stage review which demonstrated core commitments to Institutional Capacity and Educational Effectiveness. The next TUC accreditation review is scheduled for Spring 2026.

SON Accreditation

- The master's degree program at Touro University California is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) through December 2031.
- The Post Master's NP Programs are approved through the California State Board of Registered Nursing (BRN).
- The Post Master's Family Nurse Practitioner (FNP) Certificate track is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) through December 2031.
- The Post Master's Psychiatric Mental Health Nurse Practitioner (PMHNP) Certificate is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org) through December 2031.

Institutional Learning Outcomes

To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University students will demonstrate the ability to:

1. Think critically to make evidence-informed decisions and evaluate conclusions in a real-world context
2. Act in a professional and ethical manner
3. Use knowledge, skills and effective communication to benefit diverse communities
4. Collaborate across disciplines toward a common goal

School of Nursing Programs

Masters of Nursing in Science Program

The ADN to MSN and BSN to MSN Program(s) prepare nurses for the nurse leader role in quality and safety in health care improvement. The TUC School of Nursing MSN program does not prepare students to become Clinical Nurse Leaders (CNL). The CNL competencies are employed throughout the MSN curriculum to develop the nurse leader (NL) role in quality and safety improvement in the clinical setting. While not explicitly preparing students for the CNL exam, students may choose to sit for the national examination for the CNL at the completion of the program.

The program is designed for practicing nurses and is delivered in a hybrid format, blending online, face to face teaching, and non-traditional course scheduling. Clinical experiences occur in a variety of local health care agencies and provide opportunities for 400 hours in interdisciplinary nursing practice, leadership and teaching experience. Students satisfactorily completing the 18-month course of study (ADN to MSN) and 12-month course of study (BSN to MSN) and who have fulfilled all of the requirements for graduation published in this Student Handbook will receive a Master of Science in Nursing (MSN). Upon successful completion of the ADN to MSN program, graduates may apply for the Public Health Nursing Certificate through the California Board of Registered Nursing and are prepared to pursue doctoral study.

Student Learning Outcomes:

At the end of this program, the graduate nurse will

1. Synthesize knowledge from nursing and other academic disciplines (bio/psychosocial, computer science, genetics, communication, public health, ethics, and lifespan development) to continually improve the delivery of nursing care for diverse populations across complex health care environments.
2. Analyze organizational and systems leadership skills to promote high quality and safe health care.
3. Design, implement, and disseminate a quality/safety improvement project within a health care system to improve health care outcomes.
4. Integrate translational research concepts and evidence in increasingly complex and diverse practice settings to improve healthcare outcomes.

5. Integrate data from nursing, computer, and communication and information science to coordinate and improve health care outcomes.
6. Analyze health care policy and advocates at the systems level through the policy development process to improve health and health care.
7. Implement relationship-centered leadership to build and sustain collaborative, inter- professional teams to coordinate care delivery.
8. Integrate health promotion/risk reduction and population health concepts in the design and delivery of health care.
9. Demonstrate advanced depth and breadth of nursing and related sciences and integrate this knowledge into practice.

Post Master's Family Nurse Practitioner Certificate (FNP-C) Program

Graduates prepared for the advanced practice nursing role as an FNP will demonstrate practice expertise, specialized knowledge, expanded responsibility, and accountability in the care and management of individuals and families.

The FNP-C program consists of 30 credit hours and 630 hours of clinical experience.

Clinical coursework and immersion experiences will be arranged in primary care settings across the region. Students will likely complete most clinical requirements in their home communities but may need to travel for various clinical experiences including rural healthcare settings.

PROGRAM LEARNING OUTCOMES

1. Provide the highest level of advanced nursing care resulting in high quality, cost-effective patient outcomes. NP Competency: Area Scientific Foundation Competencies

2. Evaluate healthcare programs and outcomes to improve and achieve quality healthcare services. NP Competency Area: Leadership Competencies

3. Analyze patient outcomes related to healthcare interventions built on evidence-based practice recommendations and professional standards of care. NP Competency Area: Practice Inquiry Competencies

4. Integrate Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care. NP Competency Area: Technology and Information Literacy Competencies

5. Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations. NP

Competency Area: Policy Competencies

6. Collaborate with healthcare providers in intra-disciplinary and inter-disciplinary healthcare teams to provide patient-centered, quality, and safe healthcare services. NP Competency Areas Health Delivery System Competencies and Quality Competencies

7. Expand clinical judgment and decision-making abilities based on ethical and moral principles to promote the well-being of individuals, families, and health care providers and in local, national, and international communities. NP Competency Area: Ethics Competencies

8. Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups within the context of a specific APRN or advanced nursing practice (APN) role serving specified populations. NP Competency Area: Independent Practice Competencies

Post Master's Psychiatric Mental Health Nurse Practitioner Certificate (PMHNP-BC) Program

Graduates prepared for the advanced practice nursing role as a PMHNP will demonstrate practice expertise, specialized knowledge, expanded responsibility, and accountability in the care and management of individuals and families.

The PMHNP program consists of 29-38 credit hours and 750 hours of clinical experience.

Clinical coursework and immersion experiences will be arranged in psychiatric mental health settings across the region. Clinical experiences will be arranged for students by the University. Precepting opportunities are a valuable part of the program and students will be matched the appropriate preceptor. Although students may request a site or location, there is no guarantee they will be placed at these requested locations. Students are required to be flexible with their precepting opportunities, including rural healthcare settings that may require travel up to a 250 mile radius.

Student Learning Outcomes:
Upon successful completion of the PMHNP program, the student will:

1. Demonstrate a comprehensive understanding of the scientific, therapeutic, and practical foundations essential for the role of the Psychiatric Mental Health Nurse Practitioner (PMHNP) as an advanced practice registered nurse (APRN).
2. Translate technical and scientific health information using ethical principles to deliver safe and effective mental health care.

3. Utilizes evidence-based guidelines and practices that involve collaboration with patients and their significant others to reduce stigma and promote positive mental health outcomes.
4. Acquire the knowledge and skills required to practice competently as a Psychiatric Mental Health Nurse Practitioner (PMHNP) across the lifespan.



Program Specific Policies & Procedures

Purpose of this Section

This section contains policies and requirements that govern academic performance and professional conduct for the School of Nursing Programs. These policies are unique to the School and are designed to promote standards for academic competency, professional behavior and integrity, conduct and personal

responsibility necessary for advanced nursing practice. It represents the parameters of achievement and behavior that the Program faculty expects of its students as advanced practice nurses who will be serving the public and consumers of health care. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct as long as the student is enrolled in the Program.

The School of Nursing has a responsibility to safeguard the patient and public by educating competent graduates. As such, the school maintains the right to refuse, to matriculate, or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically, or professionally incompetent or otherwise unfit or unsuited for continued enrollment in their program.

The Program reserves the right to make changes at any time to the Handbook and/or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations.

The School of Nursing (SON) Program specific policies are in addition to and may be more stringent than the Touro University California (TUC) policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed.

Governance

The TUCSON operates on a shared governance model and uses consultative and democratic principles for curricular decision-making. It is the professional responsibility, as part of a community of learners, for students to participate in course, faculty, and program evaluation. Constructive, formative, and summative feedback are imperative to program and faculty improvement, are encouraged and may be delivered in person or in writing, and at regular meetings of the faculty. Two elected students represent each cohort as members of the Student Advisory Council (SAC) and as such are the voice for each cohort.

Each cohort will elect one student representative to attend the Faculty Meeting that is held each month. The student will report back to the entire group on a regular basis.

Attendance

The Advanced Practice Nursing programs are fast-paced, hybrid delivery tracks that build upon previous learning concepts and instruction. Attendance at all classes is considered an aspect of professional responsibility and individual accountability.

Attendance is crucial in nursing education, as it ensures that students acquire the knowledge, clinical skills, and professional behaviors necessary for providing safe and effective patient care. This policy establishes expectations for attendance in lectures, labs, and clinical rotations.

1. **General Expectations**
    a. **Mandatory Attendance:** Students are expected to attend all scheduled classes, labs, and clinical experiences.
    b. **Professional Responsibility:** Nursing students are held to professional standards; punctuality and reliability are essential.
    c. **Documentation:** Attendance will be recorded for in-person sessions. Courses may allocate points for attendance and participation.
2. **Absences**
    a. **Excused Absences:** Illness, family emergencies, religious observances, or approved university activities. Documentation (e.g., medical note) may be required. Sunday classes are required to be able to pass the course due to the amount of content presented during the six hour day.
    b. **Unexcused Absences:** Failure to attend without prior notification or valid reasons.
    c. **Notification Requirement:** Students must notify the instructor and/or clinical supervisor/clinical preceptor **before the start of the session** if they will be absent.
        i. Notification by text, phone, email, or as otherwise agreed upon by the faculty/advisor/preceptor and student is required.
3. **Clinical Attendance**
    a. **Strict Requirement:** Clinical attendance is mandatory. Missing clinical hours may jeopardize progression in the program.
    b. **Make-Up Policy:** Missed clinical hours must be made up, subject to availability and instructor approval.
    c. **Safety Consideration:** Students who arrive late or unprepared may be dismissed from the clinical site and marked absent.
4. **Tardiness**

a. **Definition:** Arriving more than 10 minutes late to class or clinical.
b. **Consequences:** Repeated tardiness will be addressed as unprofessional behavior and can affect course grades.

5. **Consequences of Excessive Absences**
    a. **Classroom:** More than **2 unexcused absences** in a semester may result in a failing grade or academic probation.
    b. **Clinical:** Missing more than **20% of scheduled clinical hours** may result in course failure.
    c. **Professional Impact:** Chronic absenteeism will incur a warning for unprofessional behavior and will be reviewed by the Academic Standards Committee for progression.
6. **Responsibility during absence**
    a. Absence from instructional periods for any reason does not relieve the student of the responsibility for the material covered.
    b. Students are responsible for communicating with faculty, peers, and/or clinical preceptors to gather missed content.
    c. Students are responsible for submitting all work on time, regardless of absence.
    d. Students may be given additional make-up work if they are absent and it is deemed appropriate by the faculty to make up a learning or clinical session.
    e. Students are not guaranteed any in-person participation points for missed days, even if the work is made up.
7. **Appeals**
    a. Students may submit a written appeal to the Program Director within **5 business days** of an attendance-related decision.
8. **Alignment with Professional Standards**
    a. This policy reflects the expectations of the nursing profession, where reliability and accountability are essential for patient safety and team collaboration.

Student Time Away Requests

While it is the Program policy that students attend all classes and scheduled clinical experiences, a student may have exceptional events which might keep them away from classes. Any student requesting time away for an exceptional event must contact the course faculty a minimum of **one month** in advance. Time away from class for professional conferences must be approved in advance through the same mechanism. Students needing extended time away from class may be required to take a Leave of Absence (LOA) to ensure that learning and progression is not affected in the

program. A Leave of Absence may require the student to change cohorts and expected graduation date.

Holidays

Touro University California is a Jewish-sponsored institution. TUC observes most federal and Judaic holidays. Jewish holidays vary yearly; therefore, university closures and semester breaks may vary for each calendar year.

Please refer to the TUC website academic calendar for the holiday schedule annually.

Communication with the Program and the University

University Email Policy for Students

1. Official Email Address

- Each student is assigned a university email account upon enrollment.
- This account is the **primary means of communication** for academic notices, administrative updates, and official correspondence.
- Students are required to check their university email **at least once daily** during the academic term.

2. Appropriate Use

- **Academic Communication:** Email must be used for coursework, faculty communication, and university-related matters.
- **Professional Conduct:** Students must use respectful, clear, and professional language in all email exchanges.
- **Confidentiality:** Sensitive information must not be shared with unauthorized recipients.
- **Prohibited Use:** University email may not be used for:
    - Harassment, discrimination, or offensive content
    - Commercial or political solicitation
    - Distribution of malware, spam, or chain letters

3. Security & Privacy

- Students are responsible for safeguarding their login credentials.
- Sharing passwords or allowing others to access the account is strictly

prohibited.

- The university may monitor email traffic for security and compliance purposes, in accordance with applicable laws and policies.

4. Email Etiquette

- Use a clear subject line that reflects the content of the message.
- Include your full name, student ID, and course details when contacting faculty or staff. Use the program-designated signature line at all times.
- Avoid slang, emojis, or informal language in official correspondence.
- Respond to university emails promptly, ideally within **48 hours**.

5. Consequences of Misuse

- Violations of this policy may result in:
    - Temporary suspension of email privileges
    - Referral to the Student Affairs Office
    - Disciplinary action up to and including dismissal, depending on severity

CHANGE OF ADDRESS, E-MAIL ADDRESS OR PHONE NUMBER

Students are required to keep the Program and the Office of the Registrar informed of any changes to mailing address, e-mail address and/or phone numbers within one business day of the change. Contact the School of Nursing Program Administrator: Ms Monica McFadden to update personal information, mmcfadde@ touro.edu. Please visit the Registrar's website to submit address and personal contact information at Touro University California

Technology in the Classroom or Clinical Setting

School of Nursing Policy on Use of Electronics in the Classroom

1. Scope

- Applies to all students enrolled in courses at the university.
- Covers classrooms, laboratories, seminars, and other instructional settings.

2. General Guidelines

- **Respectful Use:** Electronic devices must be used in ways that support learning and do not disrupt instruction.
- **Instructor Authority:** Faculty members have the right to set specific rules for their classes regarding electronic use.
- **Silent Mode:** All devices must be placed on silent or vibrate mode during class and clinical sessions.

3. Permitted Uses

- **Academic Purposes:** Laptops, tablets, and other devices may be used for note-taking, accessing course materials, or approved academic activities.
- **Accessibility Needs:** Students requiring devices for documented accessibility accommodations are permitted to use them at all times.
- **Instructional Activities:** Devices may be used when explicitly required for class exercises, presentations, or research.

4. Prohibited Uses

- **Non-Academic Activities:** Texting, gaming, browsing social media, or unrelated internet use during class is prohibited.
- **Recording:** Audio or video recording of lectures or classmates is not allowed without prior instructor approval.
- **Disruptive Behavior:** Ringing phones, loud notifications, or visible distractions (e.g., watching videos, exchanging texts with other students in the classroom) are not permitted.

5. Consequences of Misuse

- **First Offense:** Verbal warning from the instructor.
- **Repeated Offenses:** The Student may be asked to leave the classroom and marked absent.
- **Serious Violations:** Unprofessional conduct behavior advisory, and referral to the Program Director and Academic Standards committee.

6. Professional Standards: Students in professional programs (e.g., Nursing, Education, Business) are expected to model appropriate technology use consistent with workplace expectations.

Zoom Expectations in the Classroom and Clinical Setting

1.General Expectations

- **Professional Conduct:** Students must behave as they would in a physical classroom, maintaining respect and attentiveness.
- **Preparedness:** Log in on time, with necessary materials ready, and remain present throughout the session.
- **Environment:** Choose a quiet, distraction-free location whenever possible.

2. Video & Audio

- **Cameras:** Keep cameras on during class unless otherwise instructed or if technical/health issues prevent it.
- **Microphones:** Mute microphones when not speaking to reduce background noise.
- **Participation:** Unmute only when contributing to the discussion or responding to the instructor.

3. Appearance & Background

- **Dress Code:** Wear attire appropriate for a classroom or professional setting.
- **Virtual Backgrounds:** Use neutral or university-approved backgrounds; avoid distracting or inappropriate images.
- **Lighting:** Ensure your face is visible with adequate lighting.

4. Communication

- **Chat Function:** Use chat for relevant academic questions or comments; avoid side conversations.
- **Respectful Language:** Maintain professionalism in both spoken and written communication.
- **Non-Verbal Cues:** Use Zoom reactions (e.g., raise hand, thumbs up) to engage without interrupting.

5. Attendance & Engagement

- **Sign-In:** Use your full name and student ID when joining sessions.
- **Active Participation:** Engage in discussions, polls, and breakout rooms as directed.
- **Absences:** Notify the instructor in advance if you cannot attend a session.

6. Technology & Security

- **Updates:** Keep Zoom software updated to the latest version.
- **Confidentiality:** Do not record, screenshot, or share class sessions without instructor approval.
- **Technical Issues:** Report persistent problems to IT support promptly.

7. Consequences of Misconduct

- **First Violation:** Verbal or written warning from the instructor.
- **Repeated Violations:** Removal from the Zoom session and possible attendance penalty.
- **Serious Breaches:** Unprofessional conduct behavior advisory and referral to the Program Director and Academic Standards committee.

Internet Services and User Generated Content Policy, Including Social Media Policy

Social media are internet-based tools designed to create a highly accessible information highway. They are powerful and far-reaching means of communication that, as a nursing student at Touro University California, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, and Instagram and many others.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program.

1. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts, or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting.

   Example: A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments.

2. Think before posting as the internet and email archives can permanently affect your reputation.
3. Social networking during class, program activities and clinical hours is strictly prohibited.

4. HIPPA laws apply to all social networking, so it is the utmost priority to protect patient privacy by not sharing information or photographs.

   Example of a privacy breach: A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of treatment are provided, and personal characteristics of the patient are described making the patient identifiable.

5. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well.
6. If you state a connection to the School of Nursing or Touro University California, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the TUC School of Nursing.
7. All laws governing copyright and fair use of copyrighted material must be followed.
8. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.
9. Students may not communicate with a member of the media or an outside source attempting to gather information regarding the Nursing Program or TUC through social networks. Refer all questions regarding program information, policies and procedures to the Program Director.
10. Questions regarding permissible TUC social engagement should be referred to the TUC Director of External Relations.

Consequences of Misconduct

- **First Violation:** Verbal or written warning from the instructor.
- **Repeated Violations:** Removal from the Zoom session and possible attendance penalty.
- **Serious Breaches:** Unprofessional conduct behavior advisory, and referral to the Program Director and Program Professional Standards committee.

General AI Use Policy for Students

1. Purpose

This policy guides the safe, ethical, and responsible use of Artificial Intelligence (AI) tools by students. It ensures that AI supports learning without compromising academic integrity, privacy, or safety.

2. Acceptable Use

- AI may be used for:
    - Brainstorming ideas, outlining projects, or generating study aids.
    - Practicing skills (e.g., quizzes, flashcards, simulations).
    - Research support, provided sources are verified.
    - Productivity tasks like scheduling, summarizing, or organizing notes.

3. Prohibited Use

- Students must not:
    - Submit AI-generated work as their own without proper attribution.
    - Use AI to cheat on exams, assignments, or assessments.
    - Generate harmful, unsafe, or discriminatory content.
    - Share personal or sensitive data with AI tools without consent.

4. Academic Integrity

- Students are responsible for the originality of their work.
- Any use of AI must be disclosed when required (e.g., in citations or acknowledgments).
- Plagiarism rules apply equally to AI-generated text, images, or code.

5. Safety & Privacy

- Do not input personal identifiers (e.g., addresses, phone numbers, financial details).
- Respect the privacy of peers, faculty, and staff when using AI.
- Use only institution-approved AI platforms for coursework.

6. Ethical Standards

- AI should be used to **enhance learning**, not replace critical thinking.
- Students must evaluate AI outputs for accuracy and bias.
- Respect intellectual property and copyright when using AI-generated or AI-assisted content.

7. Accountability

- Misuse of AI may result in disciplinary action under the school's code of conduct.
- Students are encouraged to ask faculty if unsure about appropriate AI use in the classroom.

Academic Advising

1. Purpose

This policy establishes the rights and responsibilities of nursing students regarding access to academic advising services. It ensures equitable support, guidance, and resources to promote student success, professional development, and timely progression through the nursing program.

2. Scope

This policy applies to all undergraduate and graduate nursing students enrolled in the School/College of Nursing.

3. Advising Privileges

Nursing students are entitled to:

- **Assigned Advisor**: Each student will be assigned a clinical faculty or academic advisor upon admission.
- **Regular Meetings**: Students may schedule advising sessions at least once per semester, with additional meetings available upon request.
- **Confidentiality**: Advising discussions are confidential, in accordance with FERPA and institutional privacy policies.
- **Access to Resources**: Advisors will provide guidance on curriculum matriculation, clinical placement requirements, clinical competence, and graduation readiness.
- **Priority Support**: Nursing students receive priority access to advising during registration and clinical placement periods.

4. Student Responsibilities

Students are expected to:

- **Initiate Contact**: Schedule advising appointments proactively, especially before registration deadlines.
- **Prepare Materials**: Bring transcripts, degree audits, or questions to advising sessions.
- **Follow Guidance**: Consider advisor recommendations while maintaining responsibility for academic decisions.
- **Professional Conduct**: Engage respectfully and professionally with advisors.

5. Advisor Responsibilities

Advisors are expected to:

- Provide accurate information on program requirements, progression policies, and licensure standards.
- Support students in identifying academic difficulties and connecting them with tutoring or counseling services.
- Encourage professional development through mentorship, research opportunities, and graduation planning.
- Document or record advising sessions to ensure continuity of guidance.

Appeals & Concerns: Students may request reassignment of advisors or appeal advising decisions through a written request to the Program Chair. All concerns will be handled with

- **Confidential Review**: All requests will be reviewed confidentially to protect the student's privacy and prevent retaliation.
- **Impartial Evaluation**: The Academic Affairs Committee (or designated administrator) will evaluate the request without bias, considering both the student's perspective and institutional resources.
- **Resource Availability**: Reassignment will be granted only if sufficient advising resources (faculty/staff availability) exist to ensure equitable distribution of advising responsibilities.
- **Respectful Communication**: Both the current advisor and the student will be informed of the decision in a respectful and professional manner, with no negative impact on the student's academic standing.

Grading Policies

At the end of each course, a grade for each student will be submitted to the Registrar.

Definition and Calculation of Grades

- **Numerical percentage score obtained for a course.**
    a) A cumulative grade of 80% and above is considered passing for each course in the program.
    b) Percentages are not rounded up, whole numbers will be assigned, ie**.** 89.5%= 89%.
- **Non Numerical grades will be processed with a Pass/Unsatisfactory/Incomplete standard.**

Pass (P)

a) Satisfactory completion of a clinical rotation or P/F course will be noted as a P on the transcript. Pass (P) grades are not calculated into a student's GPA.

Unsatisfactory

b) Failure to complete a clinical rotation or a P/F course will be noted as a U on the transcript. Unsatisfactory (U) grades are not calculated into a student's GPA.

Incomplete (I)

c) An incomplete (INC) grade indicates that a student has not finished all required work for issuance of a grade. Incomplete grades follow individual course policies and typically require that the student is in good standing in the course, has completed at least **75% of the course requirements,** will benefit from and can complete the work in an appropriate time frame for progression, and does not require any form of remediation to complete the course successfully.

It is up to the faculty/course coordinator to decide the amount of time that is appropriate to finish the course and clear the INC grade. However, per University policy, this may not exceed 1 year.

A student may be required to change the date of completion and graduation if and INC course cannot be successfully completed within the current designated cohort/completion time.

An INC that is not converted to a grade within the given time frame, will be converted to a U (Unsatisfactory) grade automatically by the University and may not be changed without retaking the course.

If a student needs to take an *Incomplete* grade in a course, it is incumbent on the student to submit the Incomplete Grade form before the end of the semester to the Faculty of Record in the course. The form must include a date the student will complete the outstanding assignments or clinical hours and a list of all outstanding requirements. The student must complete the requirements by the specified date to receive a passing grade in the course or submit a new Incomplete form with revised dates and deadlines agreed upon by the Faculty of Record. Once the revised form is approved, the student may progress in the program. If the Incomplete grade is not cleared one-year from the original date it was issued, the grade for that course automatically converts to an unsatisfactory grade (U). It is to the student's advantage to arrange to make up any incomplete work as soon as possible. Students who receive an (I) grade are not eligible for financial aid in subsequent semesters for completion of the same course.

Withdrawal (W)

A withdrawal indicates that a student has withdrawn from the course in good academic standing.

Withdrawal/Unsatisfactory (W/U)

If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.

Grade Appeal Process

The faculty has the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student may present his/her case to the Director of SON, to have it reviewed.

Late Work

In general, to avoid penalties for late work, there must be a prior arrangement with an agreed upon date for submission. The School of Nursing allows assignment extensions 1 (one) time per course for students to use in the case of emergencies, personal issues, and other extraordinary situations. It is required for the student to submit an assignment extension form (found in each course), to the instructor, prior to missing or failing to submit the assignment. A faculty may deny an assignment extension in cases where assignments are posted well in advance, assignments require group interaction, and or assignments that happen late in the course and can affect timely grading or completion of the course. An assignment extension is valid for up to 5 days from the due date of the original assignment.

Unless otherwise specified in syllabi, most assignments submitted late without approval or after the agreed-upon date, will receive a grade minus 25% for being late.

Leave of Absence and Withdrawal

Students can request a Leave of Absence (LOA) or withdrawal from the program for medical or personal reasons. Students must make this request in writing to the Program Director and follow all procedures as outlined in University policies and procedures University Catalog 2025-2026 (pg. 65a). Students who take a Leave prior to the completion of a semester or clinical block will not receive credit for that material/rotation. Students taking a LOA may be rematriculated to a different graduating year and/or class.

Academic Integrity

Academic honesty and integrity are expected of all students throughout their course of study at TUC. See Touro University California's University Catalog 2025-2026 (pg 378). Any violation of this code is considered to be a serious academic violation. Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program. It makes the learning and working environment hostile and offensive; it undermines the credibility of the educational process; it destroys opportunities for students to develop a strong sense of self- esteem and pride in accomplishment and self-confidence that is an integral part of the educational growth and learning process. Students are obliged to adhere to the standards and expectations for academic integrity as delineated in the University Catalog 2025-2026 (see Appendix E).

Students are at risk for dismissal from the program for violations of academic integrity.

STUDENT CODES OF CONDUCT

TUC Student Code of Rights & Responsibilities

See Appendix E -University Catalog 2025-2026 of the Touro University California Catalog.

SON Student Code of Ethics & Professionalism

The School of Nursing affirms its commitment to the **American Nurses Association (ANA) Code of Ethics for Nurses**. In both classroom and clinical settings, nursing students are expected to uphold the ethical principles of respect, integrity, accountability, and compassion. These standards guide professional conduct, foster a culture of trust, and ensure that students demonstrate ethical decision-making and responsibility for patient safety and well-being throughout their academic and clinical progression.

Code of Ethics for Nurses: American Nurses Association Code of Ethics

Standards for Professionalism

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a health care professional and display behavior that is consistent with these qualities. The Program expects nothing short of respect and professional demeanor at all times. The following stands will be upheld:

TUC SON Graduate Nursing Standards of Professionalism:

Standard #1 - Recognize signs of fatigue, burnout, and personal distress, and make personal adjustments or ask for support.

Standard #2 - Accept responsibility for errors and personal actions when appropriate.

Standard #3 - Respond promptly (1-2 days) to communication and requests from instructors and fellow students.

Standard #4 - Treat faculty and fellow students with respect, dignity, and compassion.

Standard #5 - Adhere to standards of academic honesty, including truth in all matters and no direct copying of any work(plagiarism).

Standard #6 - Display sensitivity to issues surrounding age, ethnicity, sexual orientation, culture, spirituality, religion, and disability.

Standard #7 - Reflect on personal attitudes, values, strengths, vulnerabilities, and experiences to optimize personal wellness and capacity for learning.

Standard #8 - All written and oral communication is respectful and encourages further conversation.

ACADEMIC AND PROFESSIONAL PROGRESS

Academic Progress
Satisfactory academic progress is achieved with a grade of 80% in each didactic course or a P (Pass) in each clinical course and must be demonstrated by students continually in the Program to avoid academic probation. Any failure to progress academically, professionally, or clinically, including the failure of a course will be cause for referral to the Student Academic Standards Committee for review.

All students may not have any incomplete grades in the first semester to progress to the second semester. Students with an INC grade in the first semester will be offered a LOA or may withdraw from the program and reapply in the next cohort. The accelerated pace of the nursing programs requires students to launch successfully to progress on time.

Students may not progress in the program with 2 (two) incomplete grades. When at least one of the incomplete grades is cleared, the student may then progress in the program and register for the next semester. If the Incomplete grade(s) is not cleared within one year from the date it was issued, the grade automatically converts to an unsatisfactory (U) grade. When an incomplete grade is converted to an unsatisfactory grade (U) or a failing grade (below 80), the student must secure approval of the Student Affairs Committee to re-register and repeat the course(s).

For students matriculating through the Nurse Practitioner programs, clinical and didactic courses must be completed simultaneously. If a student does not complete the clinical course within 1(one) additional semester of initiation, they may be required to re-enroll in both the clinical and didactic courses to meet the state regulations for Advanced Practice Registered Nursing (APRN) programs.

1. Any student who has failed two OSCEs regardless of whether they occurred in one or more classes will be placed on Academic Probation. The student can also be given the option of an LOA and return the next year.
2. Two OSCE failures will result in a faculty clinic placement, and removal from other clinic sites until properly prepared to return.

Loss of Matriculation

A student is considered to have lost matriculation if they fail to maintain continuous enrollment, withdraw from the program, or do not meet progression requirements as outlined above.
Loss of matriculation may occur voluntarily (student LOA/ withdrawal/multiple INCs) or

involuntarily (academic or administrative action).

Return to Program

Students who lose matriculation may petition to return under a different matriculation pattern (e.g., part-time, extended track, or alternative progression plan).
Approval is contingent upon:

- Availability of program resources (faculty, clinical placements, course offerings).
- Review and recommendation by the Nursing Academic Affairs Committee.
- Demonstrated ability to meet program requirements under the new pattern.

Timeframe for Return

Students must return to the program within one calendar year (12 months) of losing matriculation.
Failure to return within this timeframe will result in academic dismissal from the program.
Students dismissed under this policy may reapply as new applicants, subject to admission criteria in effect at the time of reapplication.

Ethical and Fair Handling

All petitions for return will be reviewed fairly, confidentially, and without bias.
Decisions will be based on academic merit, resource availability, and student readiness.

Early Alert Policy

The Early Alert System is designed to identify and support nursing students who may be at risk of academic failure, demonstrate concerning behaviors, or require improvement in specific areas to ensure successful progression through the program.

How the System Works

- **Monitoring**: Faculty and clinical instructors continuously monitor student performance, professionalism, and progression.
- **Identification**: When a student shows signs of risk (academic, behavioral, or clinical performance concerns), an Early Alert Progress Form is initiated.
- **Notification**: The student receives a formal notification outlining the concern, the specific area needing improvement, and the potential consequences if not addressed.
- **Action Plan**: Students are provided with a structured improvement plan, which may include tutoring, mentoring, counseling, or skills remediation.
- **Follow-Up**: Progress is reviewed regularly to determine if the student has met expectations and can continue in the program.

Academic/Behavior Performance Improvement Plan (PIP)

An *Academic or Behavior Performance Improvement Plan (APIP or BPIP)* is an advisory system used to guide students with unsatisfactory scholarship or issues of professionalism at the School of Nursing. A student who receives 2 (two) PIPs, may be subject to a hearing with the Student Academic Standards Committee regarding probation, dismissal or withdrawal from the program.

The following are the criteria for which a student will be placed on APIP or BPIP :

1. Failure of key deliverables during a course (ie Midterm, Formative or Summative Assignments)
2. Failure of a course
3. Failure to meet clinical hours during a semester
4. Professional misconduct, behavior and/or attitude inconsistent with the profession or in violation of the Professional Code of Ethics.
5. Failure to adhere to the Program policies and procedures found in the Student Handbook.
6. Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
7. Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, boundaries within the role of the student.
8. Unprofessional communication, writing, or behavior in either the clinical, classroom, or school environment.
9. Continuous or severe competence or performance issues in the classroom or clinical setting.
10. Inappropriate professional conduct as outlined in the standards for professionalism at the SON

Grievance and Appeals Policies for Students

GENERAL: Students may present general grievances, concerns or suggestions for improvement to the Program Director. If there is a concern from the class as a whole, then the student leaders are encouraged to meet with the Program Director to share these concerns in an in-person meeting. The purpose of these meetings is to encourage open communication between the students and Program administration, and address student concerns. It is the Program's goal to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner. Any specific situation involving specific faculty members, specific students or individual student's grades should be addressed in individual sessions as outlined below.

FACULTY: Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing this. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution. If the student feels uncomfortable approaching the involved faculty member, or if they have not been successful at the resolution of the conflict with the faculty member, they should register the grievance with the Program Chair. If there is no resolution with the Program Chair, the student may proceed to notify the Program Director. If the grievance is with the Program Director, or if they have not been able to resolve a conflict at that level, they should contact the Assistant Dean of the College of Education and Health Sciences. Contact information for the Program Leadership can be found here: Faculty | Nursing | Touro University California

PROGRAM: Appeals may only be filed for decisions of dismissal. Following notification (email plus hand or traceable delivery) of a decision for dismissal, a student may wish to appeal the decision to the Dean of the College of Health Sciences and if necessary, to the University Provost. He or she has seven (7) business days from the date on the dismissal letter from the Program within which to submit a formal written appeal of the decision to the Dean of the College of Health Sciences. The appeal request must be submitted in writing and received by the Office of the Dean within this seven-day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose his/her right to appeal.

While the appeal is pending, the status of the student will not be altered, unless the reason for the dismissal occurred in clinical and in that case the Program reserves the right to remove the student from clinical rotations until such time the appeal decision is rendered by the Dean if there is concern about patient safety. Removal from a clinical rotation may prolong the length of the program and delay the student's graduation should the appeal be granted.

The Dean may grant an appeal with showing one of the following:

1. Bias of one or more of the members of the School of Nursing Faculty
2. New, material, and/or documented information is made available that was not considered at the time of the initial decision.
3. Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with the recommendation of the Faculty and/or Program Director to dismiss.
2. Amend the recommendation of the Faculty and/or Program Director
3. Convene an *ad hoc* committee consisting of three members not involved with the student to review the Program Director's decision. The ad-hoc committee will present its findings to the Dean for consideration.

If the Dean concurs with the recommendation to dismiss, the student may make a final appeal to the Provost.

Appeal to the Provost

This appeal request must be submitted in writing and received by the Office of the Provost within seven (7) business days from the date on the appeal decision letter from the Dean. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Provost may grant an appeal if showing one of the following:

1. Bias of one or more of the members of the Faculty, Program Director or Dean.
2. New material, documented information not available to the committee, Program Director or Dean at the time of its initial decision.
3. Procedural error.

The Provost may choose any of the following options when an appeal to dismiss a student is under consideration:

1. Concur with the recommendation of the Dean to dismiss.
2. Amend the recommendation
3. Convene an *ad hoc* committee consisting of three members to review the Student Promotion Committee, Program Director and Dean's recommendation. The ad-hoc committee will present its findings to the Provost for consideration.

The decision of the Provost is final and notification of his or her decision will be sent directly from the Provost to the student. If the Provost upholds the decision to dismiss, the dismissal is effective immediately and the student must withdraw from the University.

This Student Handbook is intended to provide guidance on policies, procedures, and expectations specific to the School of Nursing. Students are reminded that all other formal policies governing academic standards, student conduct, and institutional requirements are contained in the **University Catalog** and the **individual program handbooks**. In the event of any discrepancy, the University Catalog and program handbooks shall take precedence. Students are responsible for reviewing and adhering to all applicable policies to ensure successful progression and compliance with institutional and professional standards.