



Meadville Institute for Healthcare Professionals: Sharon School of Nursing Student Handbook



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NURSING PROGRAM INFORMATION

MEADVILLE MEDICAL CENTER

Philosophy:

Meadville Medical Center is dedicated to serving our community with excellence, dedication, and care. Our hospital system strives to meet the varied needs of our patients in our community, and provides healthcare that is affordable, innovative, high-quality, and centered on the needs of patients we serve. We offer modern facilities updated with the latest equipment and technology that meets our standards of innovation and quality. Meadville Medical Center is proud to maintain our reputation for quality care.

Mission:

Your independent community health system is dedicated to providing high quality, innovative, and affordable healthcare for the well-being of our community.

Vision:

Our vision is to continually exceed the expectations of those we serve by working together as a team, dedicated to a process of never-ending improvements.

Objectives:

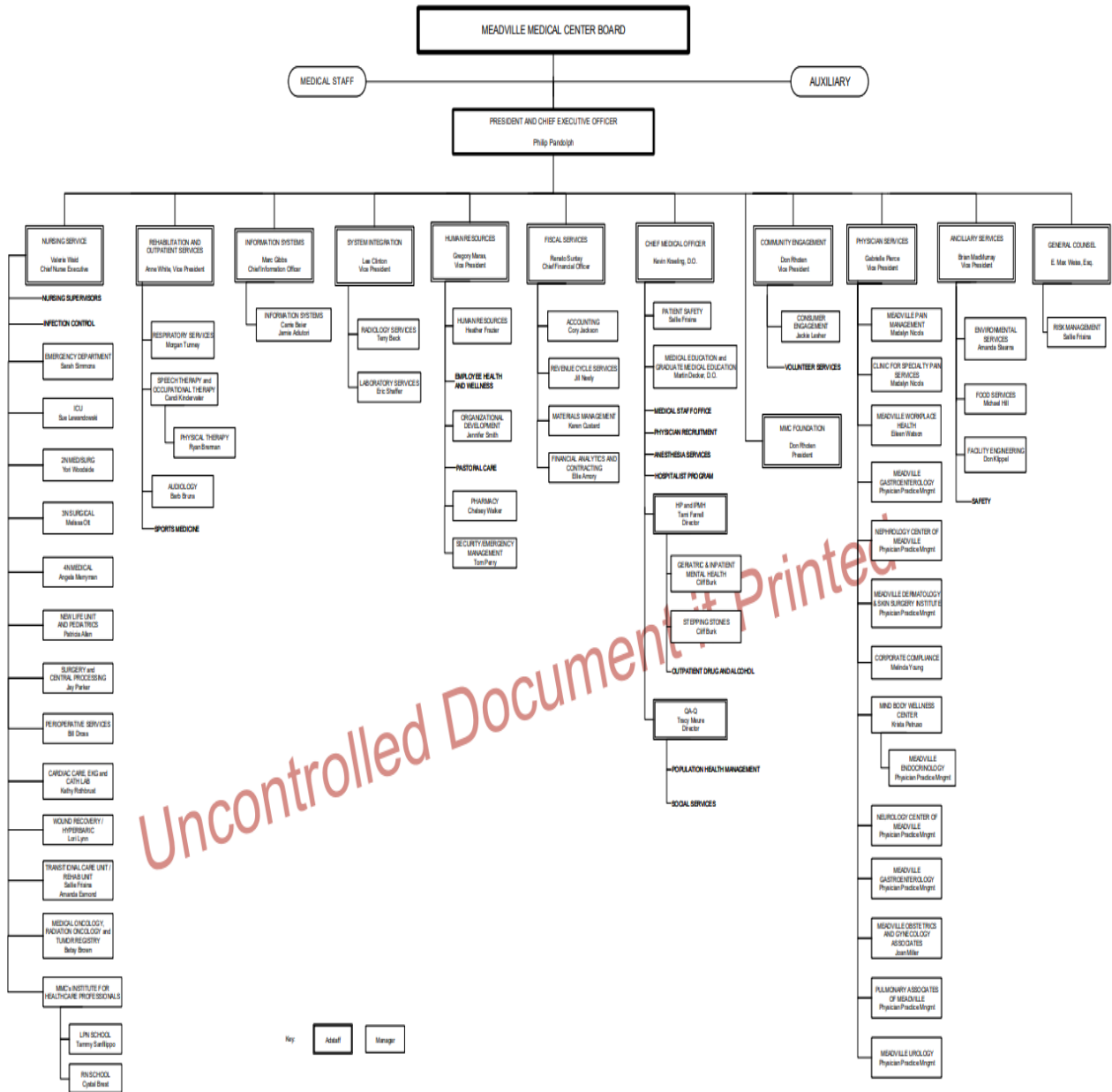
- We deliver safe, high-quality, cost-effective care.
- We invest in our people and our community.
- We create the ultimate patient experience, every patient...every time.

STATEMENT FROM MEADVILLE MEDICAL CENTER

The President and Chief Nursing Officer (CNO) of Meadville Medical Center delegate responsibility and accountability to the Program director of the nursing program. This responsibility includes providing administrative support to the school and keeping them informed of matters relating to it. The Program director reports to the CNO.

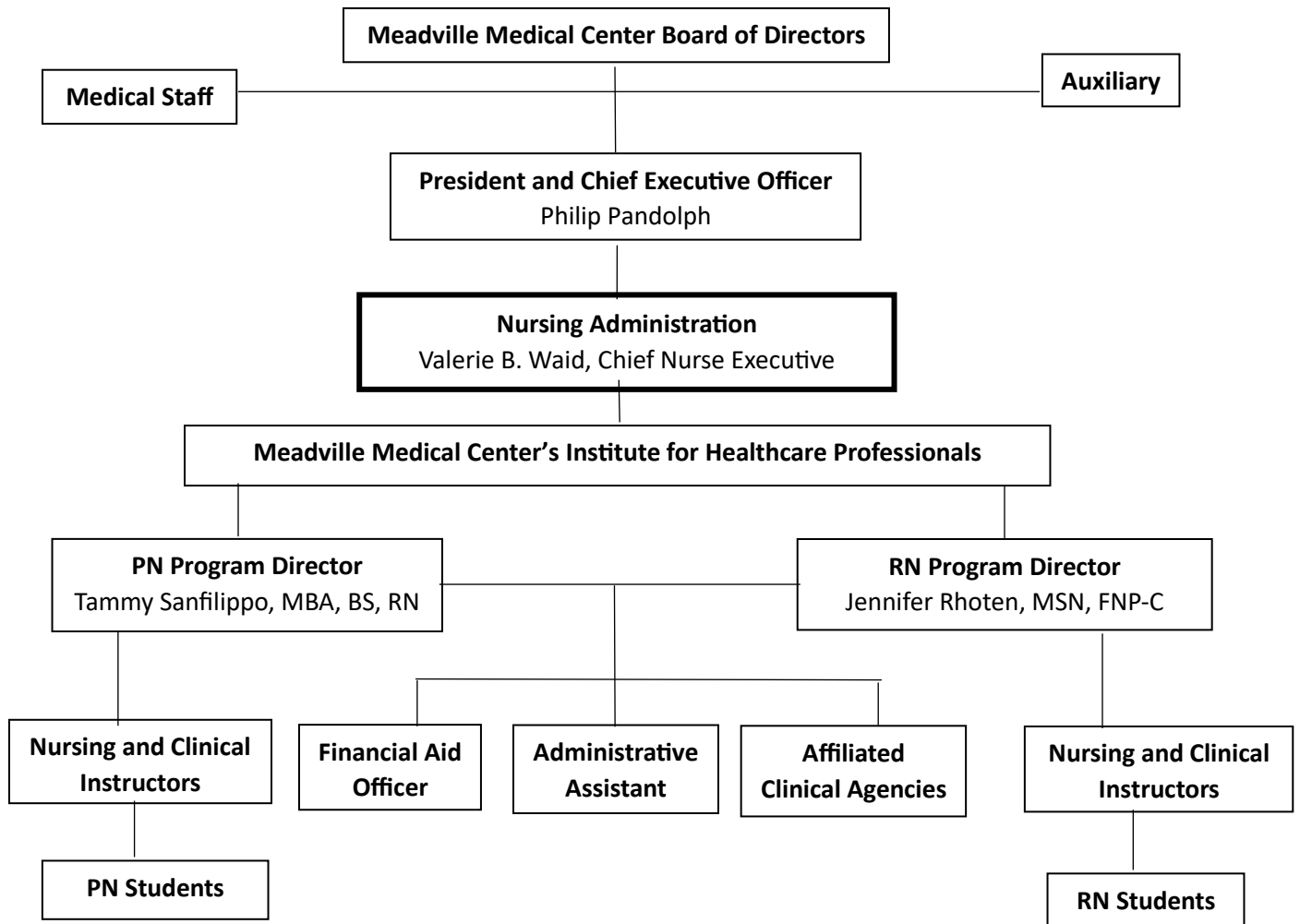
Collaboration between the nursing program and the clinical units is enhanced through the interaction of the Program director and faculty with nursing leadership and the nursing staff. The Program director and the CNO work together to ensure student experiences meet the needs of both the student and clients of the health care system.

MEADVILLE MEDICAL CENTER ORGANIZATIONAL CHART



MEADVILLE MEDICAL CENTER ORGANIZATIONAL CHART

Meadville Medical Center's Institute for Healthcare Professionals Organizational Chart



SHARON SCHOOL OF NURSING PHILOSOPHY

Meadville Medical Center Institute for Healthcare Professionals: Sharon School of Nursing will provide quality education for all areas of patient care. Nursing education is a facilitative process and relationship between nurses, educators, students, and members of the community. The nursing education program at Meadville Medical Center Institute for Healthcare Professionals is founded on the belief that nursing is both an art and a science, integral to the health and well-being of individuals, families, and communities. Faculty are committed to cultivating a compassionate, skilled, and knowledgeable workforce of nursing professionals through an educational experience that emphasizes the core values of holistic care, professionalism, collaboration, lifelong learning, cultural competence, evidence-based practice, and community engagement. The diploma nursing education program aims to produce graduates who are not only proficient in clinical skills, but also compassionate, ethical, and dedicated to improving patient outcomes and advancing the nursing profession.

ACCREDITATION AND APPROVAL

The School of Nursing is a five-semester diploma-nursing program approved by the Pennsylvania State Board of Nursing (PA SBON). The school was awarded continuing accreditation May 8, 2025 by the Accreditation Commission for Education in Nursing (ACEN). The PA SBON and ACEN are resources for information, providing validation of accreditation and assistance.

The diploma nursing program at Meadville Medical Center at the Sharon School of Nursing located in Meadville, PA is accredited by the: Accreditation Commission for Education in Nursing (ACEN).

3390 Peachtree Rd NE, Suite 1400 Atlanta, GA 30326

(404) 975-5000

The most recent accreditation decision made by the ACEN Board Commissioners for the diploma nursing program is continuing accreditation.



of

View the public information disclosed by the ACEN regarding this program [on the ACEN website](#).

Pennsylvania State Board of Nursing –

P.O. Box 2649

Harrisburg, Pa 17105-2549

Phone: (717) 783-7142

www.dos.state.pa.us/nurse



Initial Approval

PROGRAM OUTCOMES

NCLEX-RN Pass Rates

The NCLEX-RN (National Council Licensure Examination for Registered Nurses) is the State Board of Nursing examination taken by graduates to be licensed for practice as registered nurses.

The NCLEX-RN pass rate for previous graduating classes with statistics available are:

Class	% of NCLEX Success on 1st Attempt (by 7/13/26)
2026	100%

On-Time Completion Rates

On-time program completion rates are calculated by dividing the number of students completing the final course required in the program for a diploma by the number of students enrolled in the first nursing course, Fundamentals of Nursing.

The on-time completion rates for previous graduating classes with statistics available are:

Class	% of Graduates Completing the Program On-Time
2026	78.5%

Job Placement Rates

Job placement rates are determined by graduate surveys sent at six months post-graduation, text messages, emails, phone calls, and verbal communication.

The job placement rates for previous graduating classes with statistics available are:

Class	% Graduates Reporting Employment as RN
2026	TBD (evaluated at 6 months post-graduation)

FACULTY

SHARON SCHOOL OF NURSING DIRECTOR

Jennifer Rhoten, MSN-RN, FNP-C

BS Biology- Juniata College
BSN – Robert Morris University
MSN – Gannon University

FINANCIAL AID OFFICER

Danielle Kightlinger, MBA

BS—California University of Pennsylvania
MBA—Pennsylvania Western University

SHARON SCHOOL OF NURSING INSTRUCTORS

Cynthia DeVore, MSN, RN

RN/ASN – Clarion University
MSN – Walden University

Randi Fields, MSN, RN

AND – Kent State University
BSN – Chamberlain University
MSN – Chamberlain University

Lisa Hutz, MSN, RN

ADN – Gannon University
BSN – American College of Education
MSN – American College of Education

Wayne Jukiewicz, MSN, RN

RN – Lakeland Community College
BSN – Ohio University
MSN – Chamberlain University

Samantha Black, MSN-RN, FNP-C

BS – Robert Morris University
BSN– Edinboro University
MSN– PennWest University

Advisors

All students are assigned to a faculty member who will serve as an advisor during the program.

Title IX Coordinator

The Title IX Coordinator for the nursing program is the Meadville Medical Center Director of Human Resources.

CORE VALUES

The Sharon School of Nursing has aligned the program and curriculum with seven core values: Client-Centered Care, Teamwork & Collaboration, Evidence-Based Practice, Quality Improvement, Safety, Informatics, and Professional Identity.

The values represent the deepest beliefs and highest priorities of the nursing education program and the efforts of the faculty to provide students with the most elite nursing education

OUTCOMES OVERVIEW

Graduate End of Program Student Learning Outcomes (EPSLOs)

Describe the knowledge, skill, and attitude of each identified seven core values the student is expected to have upon graduation of the Sharon School of Nursing program.

Course Learning Outcomes

Measurable statements that encompass Sharon School of Nursing EPSLOs into each course and set expectations for student learning.

Theory Learning Outcomes

The student map for each class within the course includes a set of expectations for the cognitive understanding of students based on the taxonomy of learning. This class information is posted to Canvas prior to the scheduled class.

Clinical Learning Outcomes

The student expectations for clinical where the student is expected to implement holistic, evidence-based, and safe client-centered in all healthcare settings. The clinical learning outcomes are identified for each course and posted to Canvas at the start of the course.

GRADUATE END OF PROGRAM STUDENT LEARNING OUTCOMES (EPSLOs)

1. The graduate nurse will provide care in a way that is respectful to the preferences, needs, and values of the client and family, recognizing the client and family as the center of the healthcare team.
2. The graduate nurse will be able to collaborate effectively within interprofessional teams to provide safe, competent care and enhance client outcomes.
3. The graduate nurse will use the best current evidence in nursing to provide safe, quality care.
4. The graduate nurse will identify opportunities to improve client outcomes, reduce errors, and optimize healthcare processes by participating in quality improvement initiatives.
5. The graduate nurse will prevent and mitigate harm to clients by recognizing and responding to potential safety risks and practicing in accordance with client safety initiatives.
6. The graduate nurse will utilize technology to enhance care delivery and support clinical decision-making.
7. The graduate nurse will exhibit professional identity and accountability through the provision of care in accordance with the legal standards and ethical principles of the nursing profession.

GRADUATE OUTCOMES COMPETENCY CROSSWALK

Core Values	Graduate EPLO Outcomes	QSEN Competency	NLN Competency
Safety	5. The graduate nurse will prevent and mitigate harm to clients by recognizing and responding to potential safety risks and practicing in accordance with client safety initiatives.	Minimizes risk of harm to patients and providers through system effectiveness and individual performance.	
Quality Improvement	4. The graduate nurse will identify opportunities to improve client outcomes, reduce errors, and optimize healthcare processes by participating in quality improvement initiatives.	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.	
Teamwork and Collaboration	2. The graduate nurse will be able to collaborate effectively within interprofessional teams to provide safe, competent care and enhance client outcomes.	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.	
Evidence-Based Practice (EBP)	3. The graduate nurse will use the best current evidence in nursing to provide safe, quality care.	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	
Patient-Centered Care	1. The graduate nurse will provide care in a way that is respectful to the preferences, needs, and values of the client and family, recognizing the client and family as the center of the healthcare team.	Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.	
Informatics	6. The graduate nurse will utilize technology to enhance care delivery and support clinical decision-making.	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.	
Professional Identity	7. The graduate nurse will exhibit professional identity and accountability through the provision of care in accordance with the legal standards and ethical principles of the nursing profession.		Includes both personal and professional development. It involves internalizing core values as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, reflects, and grows in the profession

QSEN COMPETENCIES

The overall goal of the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Using the Institute of Medicine competencies, QSEN faculty and a National Advisory Board have defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency. These definitions are shared in the six tables below as a resource to serve as guides to curricular development for formal academic programs, transition to practice, and continuing education programs.

PATIENT-CENTERED CARE (PCC)
Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs.
TEAMWORK AND COLLABORATION (T&C)
Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
EVIDENCE-BASED PRACTICE (EBP)
Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
QUALITY IMPROVEMENT (QI)
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
SAFETY (S)
Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
INFORMATICS (I)
Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Resources:

QSEN. (2020). QSEN Competencies. Quality and Safety Education for Nurses. Retrieved from <https://qusen.org/competencies/pre-licensure-ksa>

NLN COMPETENCY OVERVIEW

The mission of The National League for Nursing (NLN) is to promote excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community.

The NLN addresses nursing programs across the academic spectrum — Practical/Vocational, Diploma, Associate, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate — and reflects the NLN's core values. NLN competencies guide nurse educators to design curricula that position graduates for practice in a dynamic healthcare arena, a practice that is informed by a body of knowledge and ensures that all members of the public receive safe quality care.

Professional Identity

Defined as including both personal and professional development. It involves internalizing core values and perspectives recognized as integral to the art and science of nursing. These core values become self-evident as the nurse learns, gains experience, reflects and grows in the profession. Internalization of ethical codes of conduct is imperative. The nurse embraces these fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession. Integral to this outcome is the nurse's commitment to advocacy for improved healthcare access and service delivery for vulnerable populations and the growth and sustainability of the nursing profession.

Resources:

Benner, P., Sutphen, M., Leonard, V., Day, L. (2010). *Educating Nurses: A Call for Radical Transformation*. San Francisco: Jossey-Bass.

NLN. (2022). Nursing Program Outcomes. National League for Nursing. Retrieved from <https://www.nln.org/education/nursing-education-competencies/practical-nursing-program-outcomes>

STUDENT ADMISSION AND SELECTION POLICY

POLICY: The policy ensures a fair, transparent, and consistent selection process that aligns with the nursing school's commitment to academic excellence and professional preparation. The policy applies to all applicants seeking admission to the nursing program and covers all aspects of the admission process, from application submission to final selection.

PROCEDURE:

A new class of students will begin Semester 1 of the program every August (see curriculum plan) and graduate end of April (20 months later). For consideration of acceptance into the class starting in August, the applicant must complete all of the following steps by May 31st:

- A. **Educational Prerequisite: Submit Official High School Transcripts, GED, or the equivalent.** Graduates of a Home Study or Correspondence school will be considered with appropriate documentation. The Pennsylvania State Board of Nursing requires nursing program applicants to have “completed work equal to a standard high school course with a minimum of 16 units, including 4 units of English, 3 units of Social Studies, 2 units of Mathematics (1 of which is Algebra) and 2 units of Science with a related laboratory or the equivalent.”
- B. **Complete nursing program application and pay the non-refundable \$35 application fee.** Applications received after the application deadline will result in the applicant being placed on a waitlist. Should a seat within the program become available, additional applicants will be considered for acceptance into the program based on the order in which the application was received.
- C. **Take the Assessment Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) exam and achieve a score of “Proficient.”** All applicants must take the pre-entrance test for enrollment consideration. This test is given at the Meadville Medical Center Institute for Healthcare Professionals Nursing Suite. Applicants will be scheduled for a test date and can do so by calling 814-333-5654. The fee for this testing will be paid by the student. Currently, the **testing fee is \$70.00** and is due at the time of testing. Please plan to bring your driver's license for identification. It is highly suggested that the applicant purchase the ATI study package online or attend a TEAS test preparation course. The ATI TEAS test **may be repeated no more than two (2) times for a total of three (3) attempts each year.**

- D. **Meeting or phone interview with the Program Director.** Please call the school to schedule an appointment.
- E. Students submitting incomplete applications may not be considered for admission to the program. The nursing program does accept transfer of credits for some academic courses on an individual basis. **Official transcripts must** be sent to the nursing program for transfer of credit to occur. Transcripts should be sent as soon as the student is accepted into the program. All material submitted for the application process becomes the property of the nursing program and cannot be returned or forwarded. Any false information will result in rejection for that applicant.

Non-Discriminatory Statement: Admission to the school is open to all qualified applicants regardless of sex, marital status, age, race, color, national origin, religion, disability, or sexual orientation.

Please Note: Applicants for whom English is a second language may be required to take a board approved English Language Proficiency (ELP) examination. Further information is available on the Pennsylvania State Board of Nursing website.

The Admission Committee reviews all applications and TEAS scores and ensures that the application fee has been received. Applicants selected for admission will be notified and provided with the opportunity to accept that admission offer and pay the enrollment fee by the deadline stated in the offer. Once the enrollment fee has been received, the student will receive additional information on the mandatory August orientation session and directions to complete the remaining regulatory requirements. If the student is unable to attend the mandatory August orientation session, the student will not be able to start the program.

Regulatory requirements to be completed prior to attending the mandatory orientation session:

- A. Complete workplace health nursing student requirements including physical, drug screen, immunizations/titers, etc. If the student is an active MMC employee prior physical, drug screen and immunization/titers may be utilized if up to date.
- B. Submit proof of current American Heart Association (AHA) Healthcare Provider Basic Life Support (BLS) certification card. Students are required to maintain current BLS throughout the program.
- C. Complete all required criminal background checks including Federal Bureau of Investigation (FBI) Criminal History Background Check, Pennsylvania Access to Criminal History (PATCH), and Pennsylvania Child Abuse History Clearance. Additional criminal background checks

may be required during the program based on clinical site requirements. **The criminal background checks must have been completed within twelve (12) months prior to the start of the program. If they are over 12 months old they must be repeated regardless of employment status.** Should a student have a criminal record or conviction prior to admission, the student will be required to meet with the Program director and/or Meadville Medical Center Human Resources Director prior to the start of the program. Each student's case will be reviewed for eligibility to participate in clinical sites that service vulnerable populations. Based upon the criminal record and history review, the nursing program reserves the right to revoke an offer of admission. Should a student be charged and/or convicted of a crime while enrolled in the program, the student should immediately report the event to the Program director. Failure to report may result in the dismissal or termination from the program.

NOTE: The Pennsylvania State Board of Nursing provides additional information for individuals with criminal convictions who are considering an occupation or profession that requires licensure. The appropriate board or commission utilizes criteria to determine whether or not an individual's criminal conviction constitutes grounds for denying that person a license. The board may not be able to issue or decide prior to receiving an application for licensure. The nursing program is not responsible for the outcomes or decisions made by the State Board of Nursing regarding

STUDENT ADVANCED STANDING AND TRANSFER POLICY

POLICY: The policy ensures a fair, transparent, and consistent process for accepting students of advanced standing/transfer into the nursing program. The policy aligns with the nursing school's commitment to academic excellence and professional preparation.

PROCEDURE: Prospective students may apply for transfer to the nursing program from an accredited and State Board of Nursing approved school of nursing, college, or university. In accordance with the Pennsylvania State Board of Nursing Code § 21.103 Transfer of Students or Advanced Standing, any student transferring to the nursing program must successfully complete the second level of the curriculum. The nursing program defines the second level as Semesters 3 – 5. Therefore, transfer credits for nursing courses will only be accepted for Semester 1 and 2. Students seeking to transfer **must** have successfully completed the first level of the nursing curriculum for the previous nursing program passing both theory and clinical.

- A. In addition to meeting all application and acceptance requirements specified in the Student Admission and Acceptance Policy, transfer students must provide course descriptions and an official transcript with evidence of course completion and grade. Course descriptions and syllabi are required to determine whether courses are acceptable for transfer. A course must be comparable in content, credit(s) and/or contact hours. The Admission Committee will review the course descriptions to determine course equivalency. The nursing-specific courses will require direct equivalence. Transcripts must demonstrate a "C" or higher grade in order to receive transfer credits for the course. **Please see addendum at the end of this policy for specific institution transfer policies.**
1. To avoid gaps in content, Anatomy and Physiology I and II must be completed at the same institution. ***Exceptions only on case by case with program director.***
 2. Anatomy and Physiology, I and II and Microbiology courses must have been completed within five years of prospective admission and have included a laboratory component.
 3. Transfer credit may be given for high school Advanced Placement (AP) examinations with proof of score. Students must achieve a minimum score of 3 to receive transfer credit.
 4. Standardized testing utilizing the proctored ATI Fundamentals assessment will also be implemented to assist in course placement. To receive transfer credit for nursing courses demonstrating direct equivalence, students must also score Level 2 or higher on the ATI Fundamentals assessment. This proctored exam must be taken at the

MMC Institute for Healthcare Professionals Nursing Suite and the student is responsible for the associated cost at the time of the exam. If the applicant was a student in this program or an alternate nursing program and is seeking readmission or admission please refer to the STUDENT READMISSION POLICY.

5. **LPN student advanced placement:** Active Licensed Practical Nurses (LPNs) are eligible to test out of Fundamentals of Nursing with the following guidelines:

- i. Must have been working in a nursing role utilizing fundamentals of nursing skills
 - ii. Test out of Fundamentals ATI proctor exam at a Level 2
 - iii. Evidence of Fundamentals of Nursing content on Practical Nursing Transcript
 - iv. Skill assessment may be required at the discretion of the admission committee
- B. Applications and required information must be received prior to the beginning of the course to allow adequate time for evaluation and processing.
- C. Placement will be at the discretion of the Admission Committee and Program director.
- D. Each transfer application will be reviewed on an individual basis. The nursing program may accommodate transfer students as determined by the current class size.

Addendum:

Portage Learning/Geneva College Transfer of credits:

- Grades must be C+ or better for transfer credits to be accepted

Sofia Learning:

- Sharon School of Nursing does NOT accept Sofia learning transfer credits.

CURRICULUM INFORMATION

NURSING/COLLEGE GENERAL EDUCATION COURSES

(SON = Sharon School of Nursing, Allegheny College = AC, PL = Portage Learning)

1 st Year			
Semester #1 (August-December)		Semester #2 (January-May)	
Introduction to Healthcare RNIHC (SON)	2 credits	Fundamentals of Nursing RNFON (SON)	7 credits (5T, 2C)
Anatomy and Physiology, I BIO 210 (AC)	4 credits	Foundations of Microbiology with Lab BIO 215 (AC)	4 credits
English Composition I SWS 105 (PL or AC)	3(PL)/4(AC) credits	Foundations of Human Nutrition GHS 225 (AC)	4 credits
College Algebra MATH 101 (AC)	4 credits		
General Psychology PSYC 101 (PL or AC)	3(PL)/4(AC) credits		
Total	16/17/18 credits	Total	15 credits

2 nd Year					
Semester #3 (May-August)		Semester #4 (August-December)		Semester #5 (January-May)	
Anatomy and Physiology II BIO 211 (AC)	4 credits	Medical Surgical Nursing II RNMS2 (SON)	5.5 credits (4T, 1.5C)	Medical Surgical Nursing III RNMS3 (SON)	4.5 credits (3T, 1.5C)
Developmental (Lifespan) Psychology PSYC 140 (PL or AC)	3(PL)/4(AC) credits	Maternal Child Nursing RNMC (SON) Or Mental Health Nursing RNMH (SON)	3.5 credits (2T, 1.5C) 3.5 credits (2T, 1.5C)	Maternal Child Nursing RNMC (SON) Or Mental Health Nursing RNMH (SON)	3.5 credits (2T, 1.5C) 3.5 credits (2T, 1.5C)
Medical Surgical Nursing I RNMS1 (SON)	7 credits (4T, 3C)	Introduction to Ethics (Biomedical) PHIL 120 (PL or AC)	3(PL)/4(AC) credits	Professional Transition to Nursing RNPTN (SON)	7 credits (3T, 4C)
Total	14/15 credits	Total	12/13 credits	Total	15 credits

Total Program Credits = 72-76

SON Credits = 40

25 Credits Theory (15 hours/credit) = 375 hours

15 Credits Clinical/Lab (45 hours/credit) = 675 hours

Non-Nursing/College Credits = 32-36

Total Hours = 1500 hours

*Non-Nursing/College credit hour values may differ from those assigned by other institutions. As a result, the total number of credits required for graduation may vary.

ACADEMIC CALENDAR

Fall 2026

First Day of Classes	August 24, 2026
Labor Day – No School	September 7, 2026
Thanksgiving Break – No School	November 25, 2026 – November 27, 2026
Classes Resume	November 30, 2026
Last Day of Classes	December 9, 2026
Clinical Make-Up Week/Semester Break	December 7, 2026 – December 11, 2026
End of Year Break – No School	December 13, 2026 – January 1, 2027

Spring 2027

First Day of Classes	January 4, 2027
Martin Luther King Day – No School	January 18, 2027
Spring Break – No School	March 9, 2027- March 13, 2027
Classes Resume	March 14, 2027
Last Day of Classes	April 23, 2027
NCLEX Live Review	April 26, 2027 – April 28, 2027
Graduation	April 30 th , 2027

Summer 2027

First Day of Classes	May 10, 2027
Memorial Day – No School	May 31, 2027
Summer Break – No School	June 28, 2027 – July 2, 2027
Classes Resume	July 5, 2027
Last Day of Classes	August 20, 2027
Clinical Make-Up Week/Semester Break	August 16, 2027 – August 20, 2027

Fall 2027

First Day of Classes	August 30 th , 2027
Labor Day—No School	September 6 th , 2027
Thanksgiving Break—No School	November 24, 2027- November 26, 2027
Classes Resume	November 29, 2027
Last Day of Classes	December 10, 2027
Clinical Make-Up Week	December 6, 2027- December 10, 2027
End of Year Break—No School	December 13, 2027- December 31, 2027

Spring 2028

First Day of Classes	January 3, 2028
Martin Luther King Day—No School	January 17, 2028
Spring Break—No School	March 6-March 10, 2028
Classes Resume	March 13, 2028
Last Day of Classes	April 21, 2028
NCLEX Live Review	April 24, 2028-April 27, 2028
Graduation	April 28, 2028

NURSING COURSE DESCRIPTIONS AND COURSE LEARNING OUTCOMES

COURSE TITLE: Introduction to Healthcare

PREREQUISITE: Final acceptance to nursing program

COREQUISITE: College Writing (English), College Algebra (Math), Anatomy & Physiology I, Psychology

COURSE LENGTH: 2 Credit / 30 theory hours

COURSE OVERVIEW: The Introduction to Healthcare course introduces the student to a variety of core concepts related to the healthcare field. Students will be presented with fundamental principles, practices, and issues common in the profession of nursing. In addition, students will be introduced to medical terminology and the accepted standards in various healthcare settings.

Upon completion of this course, the student will be able to:

- Define patient-centered care as a core competence of a healthcare professional. (EPSLO 1,7/QSEN:PCC)
- Explain the importance of maintaining client safety in the delivery of healthcare. (EPSLO 4,5/QSEN:Safety & Quality)
- Define nursing judgment, the role of the registered nurse, and evidence-based practice. (EPSLO 3,5,7/QSEN: EBP)
- Outline professional responsibilities of a healthcare provider, as well as the legal and ethical challenges in the delivery of contemporary healthcare. (EPSLO 7/NLN: Professional Identity)
- List examples of effective communication and interdisciplinary teamwork in healthcare. (EPSLO 2,7/QSEN: T & C)
- Provide examples of how informatics and technology is used to enhance client safety. (EPSLO 6,5/QSEN: Informatics)

COURSE TITLE: Fundamentals of Nursing

PREREQUISITE: Introduction to Healthcare, English 101, Math, Anatomy & Physiology I, Psychology

COREQUISITE: Nutrition, Anatomy & Physiology II

COURSE LENGTH: 7 credits / 75 theory hours / 90 clinical hours / 45 lab hours

COURSE OVERVIEW: As an introductory course, Fundamentals of Nursing, will provide the foundation for the student's knowledge and skills required for health assessment, safe, effective drug therapy, and the framework for the provision of health care to diverse populations across the lifespan. The course will facilitate professional role socialization by early exposure to nursing care management skills and knowledge. Biophysical science knowledge will enhance theory correlation for adult and geriatric individuals and families with altered regulatory functions. Students will study drug regulation, approval, classes, schedules, nomenclature, and categories. Emphasis will be placed on pharmacodynamics and pharmacokinetics as they relate to methods of drug administration and nursing implications. Students must pass a math proficiency examination as part of the course. Nursing concepts will be introduced to assist with developing a foundation for evidence-based care. The use of the guided discovery teaching process and role modeling will enable the student to begin to focus on the necessary elements for reflective nursing judgment, logical problem-solving, and decision-making as related to nursing care.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Apply the concepts of nursing care with respect for the individual's preferences, culture, beliefs, values, and family system to meet the basic human needs in adult and geriatric patients. (EPSLO 1/QSEN: Patient Centered Care (PCC))
- Demonstrate basic principles of safety regarding environmental safety, surgical asepsis, fluid and electrolyte balance, medication administration, and care to minimize complications for adult and geriatric patients. (EPSLO 5/QSEN: Safety and Quality)
- Participate in inter/intra-professional collaboration during the provision of patient care including patient advocacy, problem-solving and decision-making to meet optimal patient outcomes. (EPSLO 2/QSEN: Teamwork and Collaboration)
- Demonstrate use of the nursing process to identify and apply appropriate evidence-based nursing interventions in providing care for adult and geriatric patients. (EPSLO 3/QSEN: Evidence Based Practice (EBP))
- Utilize the skills, knowledge, and attitudes required to provide timely and organized nursing care for adult and geriatric patients utilizing the nursing process in accordance with legal and ethical nursing principles. (EPSLO 7/QSEN: Safety and Quality)
- Provide nursing care in accordance with quality initiatives to minimize the risk of harm, promote health, and meet optimal patient outcomes for adult and geriatric patients. (EPSLO 4/QSEN: Safety and Quality)

- Demonstrate the use of technology and informatics to locate and communicate patient information, to facilitate and document patient care information, and to complete safe medication administration. (EPSLO 6/QSEN: Informatics and Technology, Safety and Quality).
- Integrate health promotion, maintenance, restoration, and disease prevention when educating patients. (EPSLO 1/QSEN: Quality)
- Demonstrate the use of technology and information systems to facilitate, improve, and document patient health history, health status, and physical exam findings during the provision of care for adult and geriatric patients. (EPSLO 6/QSEN: Informatics and Technology)
- Demonstrate professional values and the concept of caring in developing nurse/patient relationships. (EPSLO 7/NLN: Professional Identity)
- Apply knowledge related to medication routes, distribution, and metabolism to the medication administration process. (EPSLO 5/QSEN: Safety and Quality)
- Correlate patient assessment findings to the medication administration process and communicate medication concerns to provide safe, competent care and meet optimal patient outcomes. (EPSLO 2/QSEN: T & C)
- Demonstrate medication administration in accordance with established legal standards and ethical principles. (EPSLO 7/NLN: Professional Identity)

COURSE TITLE: Medical Surgical Nursing 1

PREREQUISITE: Fundamentals of Nursing; English 101, Math, Anatomy & Physiology I, Microbiology, Psychology,

CO-REQUISITES/PRE-REQUISITES: Anatomy & Physiology II, Lifespan Development

COURSE LENGTH: 7 credits / 60 theory hours / 126 clinical hours / 7 Lab hours / 2 Simulation hours

COURSE OVERVIEW: Medical-Surgical Nursing 1 encompasses the pathophysiologic dimensions of adult nursing. Students will integrate and apply concepts, pharmacology, physical assessment, clinical decision making, and health promotion skills as they learn to care for adults more effectively with common acute and chronic health problems. Critical thinking is stimulated using case studies, nursing care plans, and concept maps. Students continue to utilize concept-based learning and participate in the identification of client learning needs. The course assimilates previous knowledge as well as application of new information. The focused clinical experiences during Medical-Surgical Nursing I are designed to provide opportunity for interdisciplinary collaboration with individuals, families, and groups experiencing alterations in health.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Apply cognitive and affective elements of patient-centered care to clinical decision making, pharmacology, physical assessment, and health promotion in the care of adult clients and families with common acute and chronic health problems in hospital and community settings. (QSEN: PCC; EPSLO 1, EPSLO 3, EPSLO 7)
- Utilize effective teamwork and collaboration skills within nursing and interprofessional groups facilitating the care of adult clients and families with common acute and chronic health problems in hospital and community settings. (QSEN: T&C; EPSLO 2, EPSLO 7)
- Incorporate current evidence-based practice and nursing judgment while caring for adult clients and families with common acute and chronic health problems in hospital and community settings. (QSEN: EBP; EPSLO 3, EPSLO 1, EPSLO 7)
- Utilize technology and information to obtain client information, communicate, manage care, and support clinical decision making to improve the safety and quality of care for adult clients. (QSEN: Informatics; EPSLO 6, EPSLO 5, EPSLO 3)
- Recognize the core values and behaviors of the nursing profession to continually improve the care of clients, families, and communities while incorporating legal and ethical principles. (NLN: Professional Identity; EPSLO 7, EPSLO 1)
- Apply principles of quality management and safety system effectiveness to improve healthcare outcomes for adult clients and families. (QSEN: Safety & Quality Improvement; EPSLO 4, EPSLO 5, EPSLO 3)

COURSE TITLE: Medical Surgical Nursing II

PREREQUISITE: Medical Surgical Nursing I; English 101, Math, Anatomy & Physiology I, Anatomy & Physiology II, Psychology, Microbiology, Lifespan Development, Fundamentals of Nursing

COREQUISITES: Medical Ethics; Maternal Child Nursing or Mental Health Nursing

COURSE LENGTH: 5.5 Credits / 60 theory hours / 67.5 clinical hours

COURSE OVERVIEW: Medical-Surgical Nursing II encompasses the advanced pathophysiological dimensions of adult medical-surgical nursing. Students will be exposed to multidimensional clinical environments that require analysis, assimilation, and decision-making. Application of concept-based learning, ethical dilemmas, and leadership skills are required. Medical-Surgical Nursing II emphasizes the use of evidence-based practice for specialized nursing practice with clients experiencing chronicity, complexity, and crises in healthcare. Critical thinking is stimulated using simulation, case studies, and clinical experiences. The course assimilates previous knowledge as well as application of new information to increasingly complex client care requirements and client assignments.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Integrate optimal health outcomes, assessment findings, and respect for unique client/family preferences to care for 1-4 clients in an advanced medical-surgical setting. (QSEN: PCC; EPSLO 1)
- Demonstrate safe, quality client care that promotes the client's achievement of desired health outcomes for 1-4 advanced medical-surgical clients. (QSEN: Safety; EPSLO 5)
- Analyze one quality initiative in an acute medical-surgical setting. (QSEN: QI; EPSLO 4)
- Apply critical thinking skills and the use of evidence-based practices in the care of 1-4 advanced medical-surgical clients. (QSEN: EBP; EPSLO 3)
- Combine prioritization, time management, and organizational skills with the knowledge of legal standards and ethical principles to improve client outcomes for 1-4 advanced medical-surgical clients. (NLN: Professional Identity; EPSLO 7)
- Apply principles of teamwork and collaboration to contribute to optimal client outcomes for 1-4 advanced medical-surgical clients. (QSEN: T & C; EPSLO 2)
- Use technology and informatics to enhance client safety in the provision of care for 1-4 advanced medical-surgical clients. (QSEN: Informatics; EPSLO 6)

COURSE TITLE: Medical-Surgical Nursing III

PREREQUISITE: Medical Surgical Nursing II, Microbiology, Nutrition, and Lifespan Development, Prior Prerequisites: English 101, Math, Psychology, Anatomy & Physiology I, Anatomy & Physiology II, Fundamentals, Medical Surgical Nursing I

COREQUISITE: Maternal Child Nursing or Mental Health Nursing

COURSE LENGTH: 4.5 Credits / 45 Theory Hours / 67.5 Clinical Hours

COURSE OVERVIEW: Medical-Surgical Nursing III provides an in-depth exploration of the principles, practices, and skills necessary for effective nursing in critical care and emergency settings. Students will develop a comprehensive understanding of the pathophysiology, assessment, and management of critically ill clients and those experiencing acute emergencies. The course assimilates previous knowledge as well as application of new information to increasingly complex client care requirements and client assignments. The clinical aspect of this course provides nursing students with hands-on experience and practical application of critical care and emergency nursing skills in real-world settings. Students will engage in supervised clinical practice within critical care units and emergency departments, applying theoretical knowledge to client care, and developing proficiency in managing acute and life-threatening conditions.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Demonstrate the ability to provide compassionate, culturally sensitive care that respects the individual needs and preferences of critically ill clients and their families. (QSEN: PCC; EPSLO 1)
- Effectively collaborate with interprofessional teams in the critical care and emergency settings to ensure optimal client outcomes. (QSEN: T & C; EPSLO 2)
- Integrate the best current evidence with clinical expertise and client/family preferences for the delivery of optimal health care in critical and emergency situations. (QSEN: EBP; EPSLO 3)
- Participate in quality improvement initiatives aimed at enhancing the care processes and outcomes in critical care and emergency nursing. (QSEN: QI; EPSLO 4)
- Implement and evaluate safety protocols and interventions designed to reduce the risk of harm to clients in critical care and emergency environments. (QSEN: Safety; EPSLO 5)
- Effectively communicate and collaborate with interdisciplinary teams, clients, and families to ensure comprehensive, client-centered care in emergency and critical care settings. (NLN: Professional Identity; EPSLO 7)
- Use technology and informatics to support clinical decision-making, enhance communication, and promote safe, high-quality care for critically ill and emergency clients. (QSEN: Informatics; EPSLO 6)

COURSE TITLE: Mental Health Nursing

PREREQUISITE: Medical Surgical Nursing I & II

COREQUISITE: Medical-Surgical Nursing 3

COURSE LENGTH: 3.5 Credits / 30 Theory Hours / 67.5 Clinical Hours

COURSE OVERVIEW: Mental Health Nursing specializes in assessing, planning, and providing care for clients who are often vulnerable and in crisis. This course will provide the student with the tools to apply diagnostic and therapeutic techniques in the clinical and community setting, as well as an understanding of broader professional and social context of mental health nursing. Mental health nursing requires physical, developmental, psychosocial, spiritual, and mental integration of mental disorders as well as the application of basic medical-surgical theory throughout the life span. The purpose of this course is to teach the student ways to introduce safe, quality-care to clients in order to prepare them to deliver effective, and safe nursing care with compassion in a non-judgmental manner and to promote professionalism, teamwork, self-awareness, and critical thinking.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Demonstrate the ability to assess and address the unique mental health needs, preferences, and values of individual patients, including cultural, social, and spiritual factors. (QSEN: PCC; EPSLO 1)
- Work effectively within nursing and interdisciplinary teams to provide mental health care, demonstrating open communication, mutual respect, and shared decision-making. (QSEN T&C; EPSLO 2)
- Apply evidence-based practices and current research findings to the care of patients with mental health disorders, ensuring that care is based on the best available evidence. (QSEN: EBP; EPSLO 3)
- Participate in initiatives aimed at improving mental health care quality and safety, including monitoring outcomes and implementing strategies to enhance care delivery. (QSEN: QI EPSLO 4)
- Identify and minimize risks to patients and healthcare providers in mental health settings, including recognizing signs of deterioration and taking appropriate actions to ensure safety. (QSEN: Safety; EPSLO 5)
- Utilize information technology to document and analyze patient information, communicate effectively within the healthcare team, and support decision-making in mental health care. (QSEN: Informatics; EPSLO 6)
- Demonstrate accountability, ethical decision-making, therapeutic communication, and professional behaviors consistent with the standards of professional nursing practice when caring for individuals with mental health disorders. (NLN: Professional Identity; EPSLO 7)

COURSE TITLE: Maternal Child Nursing

PREREQUISITE: Medical Surgical Nursing 1, Fundamentals

COREQUISITE: Medical-Surgical Nursing 2 or Medical-Surgical Nursing 3

COURSE LENGTH: 3.5 Credits / 30 Theory Hours / 67.5 Clinical Hours

COURSE OVERVIEW: The family as a system is presented with the integration of nursing concepts and tasks unique to women's health, childbearing, newborn, child and adolescent disorders. Maternal Child nursing requires physical, developmental, psychosocial, spiritual, integration of child/family disorders as well as the application of basic medical-surgical theory to the family throughout the life span. Clinical experiences are structured to encourage students to modify their approach to meet the healthcare needs of families in their current environment. This course focuses on maternal/newborn, pediatrics, and woman's health.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Apply knowledge of developmental stages, optimal health outcomes, assessment findings, and respect for unique patient/family preferences to care for a woman, newborn/infant, or child in the hospital or community setting (QSEN: PCC; EPSLO 1).
- Interpret the differences in desired health outcomes, safety measures, and quality initiatives to care for a woman, newborn/infant, or child in the hospital or community setting (QSEN: S; EPSLO 5).
- Analyze evidence-based care recommendations and critical thinking in the provision of care for a woman, newborn/infant, or child in the hospital or community (QSEN: EBP; EPSLO 3).
- Discuss legal standards, ethical principles, and quality initiatives in the provision of care for a woman, newborn/infant, or child in the hospital or community (QSEN: QI; EPSLO 4).
- Evaluate teamwork and collaborative communication between healthcare providers in the provision of safe and competent care for a woman, newborn/infant, or child in the hospital or community (QSEN: T&C; EPSLO 2).
- Utilize technology resources and informatics in the care of a woman, newborn/infant, or child in the hospital or community (QSEN: Informatics; EPSLO 6).
- Illustrate principles of selflessness, ethics, respect, and effective communication when caring for a woman, newborn/infant, or child in the hospital or community (NLN: Professional Identity; EPSLO 7).

COURSE TITLE: Professional Transitions

PREREQUISITE: Medical-Surgical Nursing 3, Maternal Child Nursing, Mental Health Nursing

COREQUISITES: Maternal Child Nursing or Mental Health Nursing

COURSE LENGTH: 7 Credits / 45 Theory Hours / 180 Clinical Hours

COURSE OVERVIEW: Professional Transitions is designed to support graduate nurses as they transition from academic training to professional practice. It provides a comprehensive framework for navigating the complexities of the healthcare environment, enhancing professional identity, and integrating into the nursing workforce.

COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

- Emphasize the importance of involving clients in their care, respecting their preferences, and understanding their needs and values. (QSEN: PCC; EPSLO 1)
- Develop skills for working effectively with other healthcare professionals to provide high-quality care, including communication, collaboration, and conflict resolution. (QSEN: T & C; EPSLO 2)
- Apply the best available evidence to make informed clinical decisions and incorporate current research into client care. (QSEN: EBP; EPSLO 3)
- Learn methods to assess and improve care processes and outcomes, including understanding quality metrics and implementing changes based on feedback and data. (QSEN: QI; EPSLO 4)
- Focus on identifying and mitigating risks, promoting a culture of safety, and learning strategies to prevent errors and ensure a safe environment for clients. (QSEN: Safety; EPSLO 5)
- Utilize healthcare technology and informatics to support clinical decision-making, improve communication, manage healthcare information, and enhance the quality and safety of client care. (QSEN: Informatics; EPSLO 6)
- Promote skills in advocating for clients and the profession and developing leadership qualities that support professional growth and contribute to the healthcare system. (NLN: Professional Identity; EPSLO 7)

STUDENT INFORMATION

GRADING POLICY

POLICY: The student must achieve a passing grade in didactic and clinical coursework in both nursing and non-nursing corequisite and prerequisite work in order to progress to the next semester and ultimately graduate from the registered nursing program.

PROCEDURE: Academic Standards

The passing grade for all courses is a “C” or higher in all nursing and general education courses. There is an exception to this policy with Portage Learning Courses/Geneva College in which the passing grade is a “C+” or higher. Fundamentals of Nursing, Medical-Surgical Nursing I, 2, and 3, Maternal Child Nursing, Mental Health Nursing, and Professional Transitions are nursing courses consisting of both theory and clinical components. The student must be consistently “Satisfactory” in clinical behaviors and attain at least a “C” or higher to pass these courses. Both components must be repeated if one or both requirements are not met.

- A. Students’ academic progress is reviewed at the end of each semester.
- B. Students must maintain satisfactory academic progression to qualify for and continue to receive financial aid.
- C. As a requirement of the program, the student must pass a math exam in Semester 2, 3, 4 (During Fundamentals, Medical Surgical Nursing I and II) with a score of at least 80%. The med math exam in Medical Surgical I must be passed prior to the student being permitted to administer medications to a patient. If a student fails the exam on the initial attempt, the student will be given a second exam within one week of the first exam. The math exam represents a critical safety component of clinical nursing, the student will not be able to continue in the course if the student fails on the second attempt.
- D. Students who fail a nursing course or do not meet the minimum grade requirement may be allowed to repeat the course **once** the following year when the course is offered next. A second failure in the same course will result in dismissal from the nursing program without readmission.
- E. All nursing courses must be satisfactorily completed in the posted curriculum sequence. It is required for general education college courses to be taken in the semester as listed on the curriculum plan or completed early.

- F. Students who are dismissed may appeal the decision through the Student Grievance Policy. Students may also file a grievance if they believe they have been unfairly evaluated or treated in regard to the progression policy.

General Education (Non-nursing) grading scale:

An unofficial grade report shall be temporary proof of completion pending a final transcript. **Students must receive a grade of C or better for Nursing and non-nursing courses. Portage learning/Geneva courses must have a C+ (≥76.5) or better.**

Students must inform the Program Director for the nursing program if withdrawing from a required general education college course.

If a student withdraws, takes a leave of absence, or is dismissed from the nursing program while concurrently taking general education courses, the student must also notify the college faculty for official withdraw or this will affect their final transcripts in accordance with each individual institution.

School of Nursing Theory Grading scale:

The grading scale follows the letter-grade system below:

Grade Equivalent	Letter Grade	Grade Point
93– 100%	A	4
87 – 92%	B	3
80 – 86%	C	2
Below 80%	F	0

To pass a course, students must achieve a C or higher (80% or higher). The school will not round grades.

Grades are usually based on a combination of exams, assignments, proctored exams and professionalism points. Exam results will be posted to Canvas within 5 school days.

Missed Exam Expectations

If the student is not able to take the exam, quiz, or proctored ATI exam on the scheduled date/time, a missed exam form will be completed, and a copy will be given to the student.

A missed exam **must** be taken on the day the student returns to class or clinical. The instructor will set the time and place for the exam.

There are no points deducted for the first time that a student misses an exam during the program. The second missed exam during the program will result in a seven (7) percent point deduction. After the second exam, all subsequent missed exams throughout the program will result in a ten (10) percent point deduction. An additional seven (7) percent will be deducted for each scheduled class/clinical day a student returns without taking the exam.

It is the responsibility of the student to contact the school to be rescheduled. Failure to contact the school within 24 hours of the original exam date and time will result in a zero for the exam score. Exam retakes must be made up by the Friday of the exam week. Students are encouraged to notify the school 24 hours in advance of an anticipated exam absence.

If a student is absent from an exam due to jury duty, military duty, or bereavement, no reduction in the exam score will occur. Student must provide documentation relevant to the absence.

Make-up exams may not be the same as the initial exam.

CLINICAL EVALUTION AND GUIDELINES

POLICY: Evaluation of the student's clinical performance is ongoing throughout the program. It is expected that the student will progress based on the knowledge achieved in each semester.

Students are evaluated daily by their clinical faculty on all aspects of nursing care: skill assessment, clinical documentation, professional behavior, and the ability to meet specific competencies. Discussion of the clinical day is carried out in post conference. In addition to the daily assessment and reflection, students receive a midterm and final or summative clinical evaluation.

Clinical Evaluation Tool Scoring / Criteria

S = Satisfactory – Student consistently meets clinical expectations with routine instructor supervision, guidance, and support. Demonstrates safe practice, appropriate judgment, and growing independence.

P = Progressing– Student is moving toward meeting clinical expectations but still requires additional instructor coaching, supervision, and support. This is expected and appropriate for many students as they continue developing clinical skills.

U = Unsatisfactory –Student does not meet clinical expectations despite repeated instructor coaching, supervision, and support, or demonstrates behavior or performance that compromises safety.

At the Final Evaluation of each clinical rotation with the exception of their Transition to Nursing Practice Course, students must achieve a (P) OR (S) to successfully complete the clinical experience for this clinical rotation. For students' final course, Transition to Nursing Practice, students must achieve a Satisfactory (S) rating in every category to successfully complete the clinical experience and be eligible to graduate.

Clinical Unsatisfactory

When the student receives an “Unsatisfactory” for clinical care, the student will meet with the instructor regarding a performance improvement plan (within 1 day).

Following the performance review, the student will submit in writing to the instructor all required documentation of the “Unsatisfactory” situation or/behavior with the performance review plan.

The clinical instructor will send notification, plus the plan for improvement, to the assigned faculty advisor for the student. The clinical instructor will attach a copy of the correction action plan to the student's evaluation to have a true picture of the student's progression.

Additional information cannot be submitted for further consideration at a later date. The issue is resolved at the time of the occurrence; patterns will be trended.

If unsatisfactory patterns of behavior or lack of progress is noted, the Program director may be included in the development of a plan for improvement.

If the student is unable to improve performance with the above interventions or the clinical concern is related to a safety issue, the student may be subject to Student Dismissal Policy.

CLINICAL GUIDELINES

POLICY: The Registered Nursing program provides the student with a broad base of clinical experiences. This effort is supported by community health care agencies and their staff. While participating in the clinical assignments, the student is expected to adhere to the policies and procedures of each facility.

1. Schedules

Schedules are developed by the director with input from the faculty. The schedule will be posted on the bulletin board in the RN department.

2. Supervision

Students are to function under the supervision of the faculty. Clinical rotations start in the second semester during Fundamentals of Nursing. No medications are administered in the second semester. In the third semester after students pass their medical math exam medication passes are started with complete faculty supervision. From this point forward, the faculty gradually advance student responsibilities helping to develop independence with nursing care. However, during the entire program, the student is NOT to perform invasive or new procedures without the direct oversight of the faculty. Students do not provide direct care or complete procedures during observational experiences.

3. Confidentiality

- a. Federal legislation mandates the confidentiality of ALL patient information. This legislation applies to all of MMC Institute for Healthcare Professionals' affiliating institutions and agencies.
- b. The Health Information Portability and Accountability Act (HIPPA) provides for protection and respect for all patient information. Any patient data taken from the chart cannot have any identifying patient information. Students may access information only on patients assigned to them and only that information necessary to complete clinical paperwork or patient care. Failure to comply with HIPPA can result in student disciplinary action, including dismissal from the program.

4. Clinical Expectations

- a. Care Plans: Care plans are to be completed in entirety as outlined by their clinical faculty. This tool is to aid in complete understanding of the patient's diagnosis and medical problems as well as prompt critical thinking nursing skills when developing nursing diagnoses and interventions.

- b. Dress code- See dress code policy. Students will adhere to this policy. Violation of the dress code policy may result in being asked to leave clinical and the student(s) will get an Unsatisfactory absence for the day which will need to be made up. If this is a habit, disciplinary action up to dismissal could occur.
 - c. Personal calls are NOT to be received by students while working at clinical sites. Students are NOT to have cell phones on the nursing units. Absolutely no photographs or videos of patients or staff are allowed.
 - d. Absence- The student must contact their clinical faculty via Canvas at least 30 min prior to clinical start time to notify of his/her absence. Please refer to the Attendance Policy for additional information regarding absenteeism.
 - e. Illness on Duty- If the student becomes ill while on duty, he/she should inform their instructor who will notify the director. If the student leaves the clinical area before patient care is completed, the absence will be counted as a full day. Any absence in excess of 15 minutes, either tardiness or leaving early, will be considered ½ day absent. I
 - f. Breaks- One 15 minute break will be assigned to the student in the morning of a clinical day. The appropriate place to take a break is the lounge, snack shop, or cafeteria. Do not visit friends on other nursing units. The break is separate from the lunch break. A student may not leave the facility while on break or at lunch time. Students must report off to their faculty& covering RN prior to leaving the floor for lunch or break.
 - g. Pre and post conference- these meetings are a required part of the clinical day. Arrive on time and prepared for the day. This is not a time for finishing AM personal care (breakfast, grooming, changing, etc.), please be ready to be attentive and engaged in the pre and post conference, as important information is reviewed at this time with faculty.
5. Communication: Strong interpersonal skills are necessary in order to be successful as a member of the health care team. It is important to exercise those skills while we are in the clinical setting. Inability to communicate appropriately with others – staff, faculty, patients, families and any members of the healthcare team will be reviewed and a performance improvement plan initiated when necessary. Failure to show improvement could lead to unsatisfactory clinical performance.
6. Professional Boundaries: The student is requested not to visit the patient during non-clinical time. Such behavior may constitute care provided outside the ethical/legal framework of a student practical nurse due to lack of supervision. In addition, gift giving and/or receiving between the student and patient is discouraged. The student is in a learning environment and is not expected to be compensated for care provided to the patient. The student receives necessary educational experiences in return for services provided to the patient and facility.

SATISFACTORY ACADEMIC PROGRESS

POLICY: In order for a student to receive Federal Title IV Financial Aid, satisfactory academic progress must be maintained consistent with the program's requirement for graduation. Each student receiving financial aid will be monitored to ensure that they are meeting satisfactory progress standards.

PROCEDURE: Academic Standards

- A. Satisfactory Academic Progress is evaluated at the end of each semester for all students receiving Federal Title IV Financial Aid.
- B. Students must earn a minimum grade of 80% in all nursing courses and earn a minimum grade of “C” in required general education courses (“C+” for Portage Learning/ Geneva College Courses).
- C. Achieve a Satisfactory evaluation in all required clinical experiences. \
- D. Students must successfully complete all courses required for each semester in order to progress through the curriculum. Students must successfully complete at least 67% of all attempted credit hours throughout the program to remain eligible for Federal Financial Aid.
- E. Students who are experiencing academic difficulty at the midpoint of a semester may be placed on Academic Warning/Probation. Students on Academic Warning remain eligible to receive Federal Financial Aid through the end of the semester. Students who successfully regain satisfactory academic progress by the end of the semester will return to good academic standing.
- F. Students who fail to meet the qualitative or quantitative SAP standards at the end of the semester become ineligible for continued Federal Title IV Financial Aid. Eligibility may be regained by successfully meeting SAP standards or through the approved appeal process.
- G. Students who repeat coursework will have their financial aid eligibility determined in accordance with Federal Title IV regulations and institutional policy. Students may repeat a nursing course only as permitted under the Grading Policy.
- H. Accepted transfer credits are counted as both attempted and completed coursework for determining maximum timeframe.
- I. Incomplete grades may delay SAP evaluation until a final grade has been assigned. Failure to complete required coursework within the approved timeframe may result in failure to meet SAP standards.
- J. Leave of Absence: A student returning from a leave of absence or other official interruption of training shall return to school in the same satisfactory progress status as prior to their leave.

- K. Appeals: An Academic warning is based upon failure to meet the program's academic standards and is not subject to appeal. Appeals for reconsideration of financial aid eligibility are considered only for students returning to the program after failure to meet SAP, which resulted in academic termination or withdrawal from the program. The returning student must submit a written appeal. The appeal must include reason(s) for academic failure, and what has changed that will allow the student to meet SAP. Mitigating circumstances that will be considered and evaluated include previous student or family health concerns, changes in life circumstances, and employment issues or other financial issues. Appeal petitions may be submitted to the Financial Aid Officer at least four weeks before anticipated return to the program. The student will be notified in writing of the appeals determination and the financial aid eligibility status.

ESSENTIAL FUNCTIONS OF NURSING STUDENTS

Position Title: Student Professional Nurse

Department: Sharon School of Nursing

Position Summary: Under faculty and nursing supervision guidelines, the student performs the same physical and psychological client care activities as the professional nurse. The description of the “Essential Functions of Nursing Students” is meant to provide information on the major areas of responsibility in the provision of safe client care. While not intended to be all-inclusive, the attached are the essential requirements of nursing students enrolled in the Sharon School of Nursing.

Planning for individual age-specific needs will occur as it relates to the department’s specific client population:

☒ Neonate	☒ Adolescents	☐ Non-Clinical Areas
☒ Infant	☒ Adult	
☒ Children	☒ Geriatric	

General Requirements:

- ☒ Physical
- ☒ Drug screen
- ☒ Fit Test
- ☒ MMR titer
- ☒ Varicella Titer
- ☒ Hep B titer
- ☒ TB Gold/T Spot
- ☒ Flu Proof of Vaccination or Refusal

Exposure Category:

- ☒ Category I – Job classification in which all employees have occupational exposure to bloodborne pathogens.
- ☒ Category II – Job classification in which some employees have occupational exposure to bloodborne pathogens.
- ☒ Category III – Job classification in which some employees do not have occupational exposure to bloodborne pathogens.

Universal Accountabilities:

- | | |
|-----------------------|----------------------------|
| 1. Customer Relations | 3. Growth and Development |
| 2. Teamwork | 4. Skills and Competencies |

Vision: Able to assess client's health status using visual inspection and observation to detect changes in physical appearance, contour, and color. Able to accurately read labels on medications, calibration devices such as syringes and manometers, various monitoring devices, and written communication.

Hearing: Must have hearing within the normal range to elicit and detect pertinent information while communicating with clients and the health team. Must be able to detect changes in the client's condition through the accurate use of auditory monitoring devices, such as a stethoscope, and to hear and respond to mechanical alarms.

Speech: Able to verbally communicate using the English language in an understandable manner to assess and impart information concerning a client's status, to complete client/family teaching effectively, and to interact with the health care team.

Walking/Standing: Prolonged periods of walking/standing occur while in the clinical area. In addition, stairs must be negotiated.

Sitting: Required to be seated in class, computer labs, and clinical conferences.

Lifting/Carrying: Required to lift and carry medical supplies, medications, and charts with an average lifting requirement of 10-50 pounds. Required to transfer, move, and lift clients when performing in the demonstration lab and the clinical area. Assistance should be requested when client lifting or repositioning is undertaken.

Depth Perception: Needed to recognize that objects have depth, height, and width. Must be able to describe observations of wounds, lesions, etc. Effectively assist clients with rehabilitative processes of ambulation, stair climbing, and transferring techniques. Required for fine task performance when using medical supplies for insertion into the body or medication preparation and administration by injection technique.

Fine Motor Skills: Must be able to perform nursing procedures, assist physicians with examinations, handle and control medical equipment, tubing, and specimens. Must be able to write clearly on all required reports and records.

Tactile Sensation: Must be able to have an awareness or feeling of conditions within or without the body by using the fingers and hands to touch. The individual must be able to feel vibrations, pulses, and the temperature of the skin. Also, one must be able to grasp and easily manipulate equipment when providing client care.

Pushing/Pulling: Positioning, pulling, and pushing are required in preparing clients for scheduled procedures and in transferring clients and medical equipment. Pushing is required to

perform cardiopulmonary resuscitation, which requires a sufficient physical function of the upper and lower body to effectively complete the CPR technique.

Bending/Reaching/Twisting: Considerable reaching, stooping, bending, kneeling, and crouching are required when bathing clients, making beds, and setting up and monitoring equipment.

Temperament: The skills essential to nursing include critical thinking abilities and the ability to adapt to varying pressures in times of stress or crises and in unpredictable situations. **Must demonstrate self-control and the ability to accept limits and suggestions. Must display sensitivity to client comfort and privacy and express interest in client progress while interacting in a caring and professional manner.** Will be exposed to body fluids, communicable diseases, and unpleasant elements (accidents, injuries, and illness). Will be provided with the knowledge and skills related to their own protection and the protection of others. Emotional stability is needed to maintain a therapeutic relationship with clients, families, and healthcare team members. Therapeutic communication and interaction must be effective to meet the unique needs of various client populations served, i.e., geriatric, middle-aged, young adults, etc. The student nurse may not pose a significant risk to the health, safety, and well-being of those in the school, clinical area, or any significant affiliating agency.

Required	Never 0	Occasional 10-33%	Frequent 34-65%	Continuous 66% of the day	Remarks
Lifting					
0-10 lbs.				X	
10-20 lbs.				X	
20-35 lbs.		X			
35-50 lbs.		X			
50-75 lbs.		X			
75-100 lbs.		X			
Over 100 lbs.		X			
Forward Reaching:			X		
Overhead Reaching:			X		
Standing:				X	
Walking:				X	
Sitting:			X		

Climbing:					
Stairs/Ladder:		X			
Bending/Stooping:				X	
Pushing/Pulling:					
0-10 lbs.				X	
10-20 lbs.				X	
20-35 lbs.			X		
35-50 lbs.			X		
50-100 lbs.			X		
Over 100 lbs.			X		
Grasping: repetitive/sustained:				X	
Fine motor coordination:				X	
Vision: near/far				X	
Hearing: ordinary conversation/other				X	

RESOURCES FOR PROGRAM INFORMATION

Student Handbook/Program Catalog

The Student Handbook includes information about the nursing program. It is essential that you take the time to review the information in the handbook. Each student will receive a copy of the Student Handbook during orientation. A copy of the Student Handbook will also be available electronically on Canvas, the learning management system utilized by the School of Nursing. During orientation, students will sign to indicate receipt of the Student Handbook. The program catalog is included in the handbook and contains admission information and student policies. It is available to the public on the school website at <http://institute.mmchs.org/>

Course Information

Course information will be posted to Canvas prior to the start of each course. The course information includes a syllabus, grading information, course descriptions, individual class assignments, and clinical requirements.

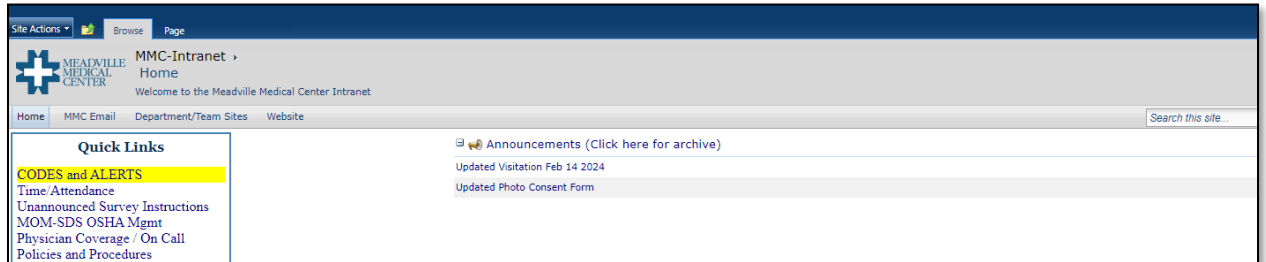
Changes in Policies

The School of Nursing reserves the right to change and/or update student policies as needed. Students will then become subject to the application of the new policy. Changes in any student policies may be communicated to the students by the following methods:

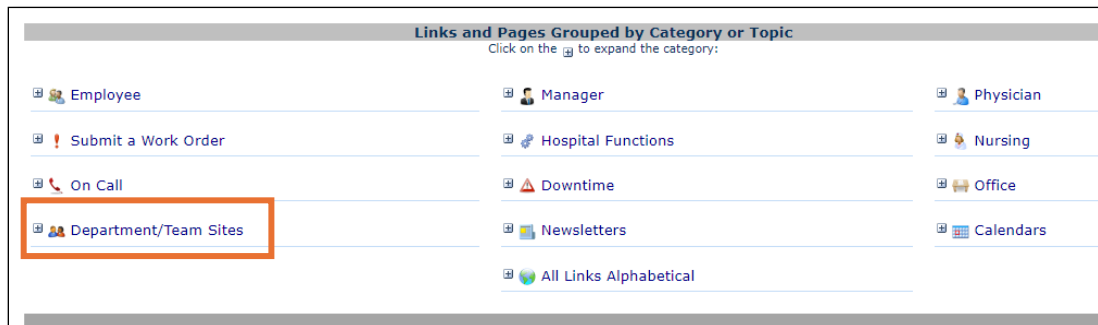
- A written presentation of the policy change is distributed to each student. Students will sign to indicate receipt and review of the policy change.
- Canvas learning management system announcements.

LIBRARY RESOURCES

1. On an MMC Hospital or School computer, open the internet browser to the MMC Intranet site.



2. Scroll down and click on “Department/Team Sites”.



3. Scroll down and click on “Winslow Library”.



4. From this page, you can scroll down and choose from a selection of published journals to support your EBP research. For general/all-purpose searches, select from “CINAHL Complete”, “Medscape”, “Ovid Journal Collection”, or “PubMed (National Library of Medicine)”.

Library Links:	
URL	Notes
American Journal of Hospice & Palliative Medicine	A peer-reviewed journal published eight times a year through Sage Journals.
American Journal of Psychiatry	Official Journal of the American Psychiatric Association.
Bulletin	The Bulletin of the American College of Surgeons is a monthly magazine that contains articles on topics that affect surgery and the surgical profession.
Cancer	Published semi-monthly by Wiley for the American Cancer Society.

Remote Access Instructions

The Winslow Medical Library is also available by going to this website <https://opac.libraryworld.com/opac/index.php>. Enter Winslow Medical Library into the Library Name field, no password is required.

LibraryWorld OPAC v4



Login to the Library

Library Name

Password can be optional

Designed by LibraryWorld, Inc.

PROFESSIONAL BEHAVIOR AND CLASSROOM CONDUCT POLICY

The nursing profession requires standards of conduct that reflect integrity, accountability, respect, and professionalism. Students enrolled in the Sharon School of Nursing are expected to demonstrate behaviors consistent with the ethical and professional standards of nursing in all academic, clinical, laboratory, simulation, and professional settings. Active participation in all learning experiences is an essential component of nursing education.

Students are expected to:

1. Demonstrate a courteous, respectful, and professional attitude toward clients, families, peers, faculty, staff, and all members of the healthcare team.
2. Maintain appropriate professional boundaries. Personal problems, private activities, or personal opinions should not be discussed with clients, physicians, or clinical staff.
3. Maintain strict client confidentiality at all times in accordance with the Health Insurance Portability and Accountability Act (HIPAA), Meadville Medical Center policies, and all applicable federal and state regulations. Students may not photocopy, photograph, download, print, or remove any portion of a patient's medical record from a clinical facility.
4. Attend and actively participate in all scheduled classroom, laboratory, simulation, clinical, and professional development activities.
5. Attend all assigned clinical experiences. Clinical attendance is mandatory and governed by the attendance policy outlined in this handbook.
6. Respect school and clinical property. Defacement, misuse, theft, or inappropriate use of equipment or supplies may result in disciplinary action.
7. Follow all policies, procedures, safety requirements, and unit-specific expectations of affiliated clinical agencies. Unit orientation is provided by faculty and clinical personnel.
8. Maintain professionalism when using electronic communication and social media. Posting content that violates confidentiality, is unprofessional, or negatively represents the School of Nursing, Meadville Medical Center, faculty, staff, classmates, clinical agencies, or patients may result in disciplinary action, up to and including dismissal from the program.
9. Comply with the Clinical Cell Phone Policy. Cell phones and smart devices are not permitted in patient care areas and must remain in the designated break area during clinical experiences. Devices may only be accessed during scheduled breaks. Students who violate this policy may be dismissed from clinical for the day, receive an unsatisfactory clinical evaluation for the day, and be required to make up the missed clinical experience.

For emergency communication during clinical:

- Sharon School of Nursing: **814-333-5654, Ext. 0**
- Meadville Medical Center Switchboard: **814-333-5000**

Students should provide these numbers to family members for emergency contact only.

CLASSROOM, SKILLS LAB, AND SIMULATION EXPECTATIONS

The Sharon School of Nursing views education as a collaborative partnership between faculty and students. All participants share responsibility for maintaining an environment that promotes professionalism, respect, and learning.

Students are expected to:

1. Complete assigned readings and learning activities prior to class to facilitate active participation.
2. Sign in for all classroom, laboratory, simulation, and required educational activities.
3. Refrain from disruptive behaviors, including talking during instruction, texting, phone calls, gaming, or inappropriate electronic device use.
4. If early departure is unavoidable, notify the instructor before class begins and sit near the exit to minimize disruption.
5. Maintain an organized learning environment by keeping personal belongings within an appropriate area.
6. Demonstrate professionalism and respect toward faculty, classmates, standardized patients, simulation equipment, and laboratory supplies.
7. Treat simulation experiences as real clinical situations by maintaining confidentiality regarding simulation scenarios and peer performance.

Student Resources

The following resources are available for student use:

- Student refrigerator
- Student microwave
- Student Keurig
- Library and study room
- Computer laboratory
- Student printer

Students are expected to care for all equipment and notify faculty or Laura Morton of any equipment malfunction. Students should not attempt repairs.

The Faculty Lounge is reserved primarily for faculty use and may be reserved for approved student activities with prior authorization from Laura Morton. Students may not remove supplies or equipment from this area without permission.

STUDENT DRESS CODE POLICY

POLICY:

Professional appearance reflects the values of nursing and promotes patient confidence, infection prevention, safety, and professionalism. Students are expected to present themselves in a manner consistent with professional nursing standards.

Compliance with this dress code is required for all classroom, laboratory, simulation, clinical, and official School of Nursing activities.

Classroom Attire

Business casual attire is acceptable in the classroom setting. It is expected to be neat, clean and fit properly. The following are not permitted: undergarment style shirts, transparent clothing, clothing exposing the abdomen, chest, back, buttocks, or undergarments, clothing displaying offensive language or graphics. The instructor/director will reserve the right to address the student wearing any offensive clothing or exhibiting poor hygiene.

Student identification badges must be worn above the waist and visible at all times.

Clinical Uniform

The official clinical uniform consists of:

- White scrub top embroidered with the MMC Institute for Healthcare Professionals logo
- Navy scrub pants
- White lab coat (optional)
- White, navy, or black long-sleeve undershirt if completely covered by the scrub top
- Watch with a second hand or second display
- Predominantly white, navy, or black cleanable nursing shoes with matching shoelaces
- The uniform and shoes must be clean.

The following are prohibited: hoodies or sweatshirts, hats or bandanas, sweaters on patient care units, clogs, sandal-style shoes, canvas shoes not suitable for cleaning.

Unit-specific attire (such as Operating Room or Behavioral Health) will be communicated by faculty.

Religious accommodations will be considered individually while maintaining infection prevention standards and OSHA requirements.

Jewelry: May be used moderately and in good taste; appropriate with dress. Jewelry must not interfere with patient care. Students involved in direct patient care should wear minimal jewelry: no dangle earrings; but may wear a necklace, watch; wedding ring; or a ring without high

settings. Students involved in direct patient care should avoid any type jewelry that interferes with patient care or may present a safety issue.

Body ornamentation: body piercing and tattoos/branding: MMC Institute for Healthcare Professionals respects the individual's personal right to the adornment of one's own body, however we reserve the right to determine what is acceptable for the dress code of MMC Institute for Healthcare Professionals. Tattoos may not be inflammatory, obscene, racist, sexist or of similar content. If these tattoos are present, they must be covered during clock hours.

Personal Grooming.

Students are expected to demonstrate excellent personal hygiene.

Requirements include:

- Daily bathing and good oral hygiene
- No perfumes, colognes, scented lotions, or fragrances
- Hair must be clean, neat, secured away from the face, and of natural hair colors
- Hair accessories must be plain black, brown, navy, or tan without decorative embellishments
- Facial hair must be conservative, neatly trimmed, and clean.
- Makeup should be conservative and professional
- Fingernails must be clean, natural, and no longer than ¼ inch beyond the fingertip
- Clean or appropriate polish if desired.
- Artificial nails, acrylic nails, dip powder, gel overlays, nail tips, and extenders are prohibited in accordance with infection prevention standards

Faculty reserve the right to determine whether a student's appearance meets professional expectations. Students not meeting dress code requirements may be dismissed from class, laboratory, simulation, or clinical experiences and may receive an unexcused absence or unsatisfactory clinical evaluation according to program policy.

In addition to the requirements set forth in this section, students shall be subject to any appearance policies adopted by the clinical site and shall be required to adhere to the same. Consequences of non-compliance with this policy are found in the Clinical Evaluation Policy

STUDENT CLASS REPRESENTATION

The following committees will have 2 student representatives from each cohort:

1. Advisory Board (meets twice a year)
2. Dispute and Resolution Committee (only meets if a formal grievance has been filed)

Each cohort will have the opportunity to vote on representation for their class every October – those students will serve as the class representatives for the following year until the next voting opportunity or graduation.

Students serving on a committee will be contacted by the faculty chairperson. A copy of the functions will be given to and explained to the student. An agenda will be distributed to the student representatives prior to meetings.

Student's Membership Responsibility:

- ✓ Attend each committee meeting or contact an alternate student to attend.
- ✓ Review the agenda for the meeting and request that student concerns be added to the agenda.
- ✓ Review previous meeting minutes.
- ✓ Bring information from students on issues of concern. Be prepared to participate in the discussion
- ✓ Evaluate from student perspective theory: content and clinical learning experience.
- ✓ Be familiar with the educational policies

ADVISORY BOARD COMMITTEE

The Sharon School of Nursing Advisory Board was established in December 2024. Its officers and members serve solely in an advisory capacity to the Program Director of the Sharon School of Nursing. Its mission is to support and promote the Program Director's vision for the nursing program's educational, research, and service objectives.

The objectives of the board are to advise and assist the Program Director of the Sharon School of Nursing in pursuing the vision, mission, and implementation of strategic priorities; to provide philanthropic support both directly and through the development of beneficial relationships; and to serve as advocates for the Sharon School of Nursing with various internal and external constituent groups.

Members are appointed to the board by the Program Director of the Sharon School of Nursing and Chief Nursing Officer of Meadville Medical Center. Members include alumni, collaborative partners, and friends of the school, as well as representatives of the Sharon School of Nursing faculty and student body.

Membership Responsibilities:

1. Champion strategic direction.
2. Active participation in marketing.

Currently, the following are represented on the Advisory Board:

Allegheny College
Wesbury United Methodist Community
Meadville Medical Center
Titusville Area Hospital
Sharon School of Nursing alumni
Meadville Area Senior High School Guidance and School Nurse(s)
Sharon School of Nursing Faculty and Program director
Sharon School of Nursing student representatives

STUDENT OF THE SEMESTER PROGRAM

The student of the semester program at Sharon School of Nursing is designed to promote and celebrate student success in the classroom, clinical setting, and community.

The program is designed to acknowledge students who excel in various phases of student life. Students who exemplify a commitment to the school and a desire to better serve the community should be recognized for their efforts.

Nomination Criteria:

1. Currently enrolled student
2. Demonstrates a positive attitude
3. Functions as a positive representative of the Sharon School of Nursing and Meadville Medical Center
4. May demonstrate one or more of the following:
 - a. Exemplary decision-making in clinical
 - b. Assist peers clinically or in theory
 - c. Community involvement related to health promotion
 - d. Random acts of kindness within the nursing program
 - e. Going above and beyond in-patient care with a specific assignment
 - f. Participates in a Sharon School of Nursing committee

Nominations:

1. Nominations may be submitted by any Sharon School of Nursing personnel.
2. Meadville Medical Center employees may also nominate a student.

Procedure:

1. Nominations must be sent to the Student Development Committee Chairperson during the semester.
2. The committee will review the nominations and select a winner.
3. Students selected will be notified by the Chairperson.
4. Recognition will be for the semester following the selection.
5. A student cannot be recognized more than once.

Recognition:

1. Students selected as **Student of the Semester** will receive:
 - a. Voucher for lunch at the cafeteria or gift card.
 - b. Certificate from Sharon School of Nursing.
 - c. Photograph on Sharon School of Nursing recognition board and possible publication through Meadville Medical Center Marketing Department.

PROCEDURES REQUIRING COMPLETE SUPERVISION BY PRECEPTOR

Urinary Catheterization

Nasogastric/Orogastric Tube Insertion

Central Line/PICC Line Dressing Changes

Manipulation of ET Tube

Manipulation of Arterial Lines

Removal of Central Lines

Insertion of Peripheral IV Line

Administration of Drugs During a Code

Performance of Any Skill Not Done Before

The following skills are observation only:

- IV Insulin and/or Drips
- IV Heparin and/or Drips
- Any Titratable Drugs and/or Drips
- Students May Not Administer or Co-Sign Blood or any Blood Product, Including IV Iron

EVALUATION PROCESS OF PROGRAM COMPONENTS

The following is a list of evaluation forms utilized by the Sharon School of Nursing and timeframes for administration. Students are expected to provide constructive feedback to the faculty in the classroom, clinical, and simulation environment for the use of quality improvement. Evaluation forms may be delivered electronically or in paper formant. Data from the evaluation will be compiled by the Administrative Assistant for the School of Nursing. After the report is complete and the Program director has reviewed the data, the data will be further reviewed and recommendations made during scheduled Faculty Organization and Curriculum Committee meetings.

Specific concerns and complaints about a process, policy, or a faculty member should be brought to the Program director's attention. Students should understand that resolution of a serious concern is very difficult without needed information and suggestions for improvement.

Classroom Evaluation: This form is to be given to students after an instructor has taught their specific content in the course. It includes the student's evaluation of their ability to meet the Student Learning Outcomes (SLOs) as listed on the class outlines.

Clinical Evaluation: This form is given to students at the end of the semester, a specific rotation, or a special clinical experience. The form is used to gather feedback on effectiveness of the clinical instructor and the setting in enhancing student learning.

End of Course Evaluation: This form is given to the students at the end of the course and includes the student's evaluation of their ability to meet the Course Learning Outcomes (CLOs) as listed on the course syllabus.

Program Completion Evaluation: This form is given to the student at completion of nursing program prior to graduation and includes the student's evaluation of their ability to meet the Program Learning Outcomes (PLOs) based on the Graduate Outcomes.

New Graduate/Alumni Evaluation- This survey is conducted 6-9 months after graduation and provides new graduate input into competencies, program improvement, and the transition process from new graduate into professional practice. This survey may be conducted in paper, over the phone, by e-mail, or electronically. The new graduate's employer may also be asked to complete an evaluation regarding the graduate's competencies and success.

The following evaluations of student performance are completed by the instructor within a course:

- Weekly evaluations are performed via faculty assignment of “Professionalism Points.” Students earn points by evaluation in attendance, attitude, performance, and preparation in both clinical and didactic.
- Midterm and Final Clinical Evaluations based on the Course Learning Outcomes.
 - Students are often asked to complete self-evaluations prior to assisting the instructor in gaining insight into student-perceived areas of strength or weakness.
- Performance Improvement Plans (PIP)- A plan for improvement related to clinical, classroom, or grade concerns completed by the instructor and student.
- Grading Rubrics for point-based assignments

CANVAS LEARNING MANAGEMENT SYSTEM

Sharon School of Nursing has chosen Canvas as its student learning management system. A learning management system is a collection of software tools that provides an online environment for course interactions. These course interactions include:

- An area for faculty to post class materials including assignments, course manuals, calendars, etc.
- A grade book for faculty to record student grades and for students to review grades.
- An area where faculty can post announcements and communicate with the students.

The website is: <https://mmcihp.instructure.com/login/canvas>

Logging on for the first time: You will receive an invitation in your email to join Canvas. Click on the link in the email and this will walk you through creating a password. The user id is your email and password you created. The password you choose is yours only and is not to be shared with any other student.

Area	Description
Announcements	Contains announcements posted by faculty for the courses that you are enrolled in at the School of Nursing
Log out	You must log out when finished or you may find logging on the next time to be difficult
Grades	Grades will be posted for each exam within 1-3 business days and may contain comments
Assignments	Documents and assignments will be posted for the specific course. When assignments are posted in documents, the instructor will communicate through announcements.
Account	To change password only. If you think your password has been compromised, please change it.

Students will be expected to check the Canvas site daily for announcements and assignments.

If you are having trouble logging in, please contact Canvas Support - support@instructure.com.

STUDENT POLICIES

SUBJECT: TITLE IX POLICY

POLICY: Title IX prohibits discrimination on the basis of sex in federally funded education programs and activities, including nursing programs. Sharon School of Nursing is committed to prohibiting discrimination, harassment, sexual misconduct, or retaliation on the basis of sex, gender identity, or sexual orientation will not be tolerated. This includes but is not limited to:

- Sexual Harassment
- Sexual assault
- Dating violence
- Stalking
- Unequal treatment in admissions, recruitment, or access to program resources

PROCEDURE: This policy applies to all students, faculty, staff, and visitors involved in the nursing program, whether on campus, at clinical sites, or participating in program-related activities.

Title IX Coordinator: Sharon School of Nursing has a designated Title IX Coordinator to oversee compliance, investigate complaints, and address violations.

Name: Heather Frazier
Email: hfrazier@mmchs.org
Phone: 814-333-5000 Ext: 5466

Reporting Procedures:

Reports can be made to the Title IX Coordinator in person, by phone, or email.

Complaints can be filed anonymously, though doing so may limit the institution's ability to respond effectively.

Retaliation for filing a complaint or participating in an investigation is strictly prohibited.

Response Process:

Upon receiving a complaint, the institution will:

1. Promptly and thoroughly investigate the allegations.
2. Provide support and resources to the complainant and respondent, including academic accommodations, counseling services, and legal resources.
3. Take appropriate corrective actions, up to and including disciplinary measures or legal action.

SUBJECT: STUDENT HEALTH POLICY

POLICY: This policy is designed to ensure that nursing students maintain their own health and well-being while also protecting the health of patients, faculty, and peers. The goal is to ensure students are healthy and able to perform their duties safely, both in the classroom and in clinical settings. This policy describes the nursing program's specific health procedures and helps students comply with all of the requirements to avoid interruptions in their education.

PROCEDURE: All students should have health insurance coverage prior to beginning the program and are expected to maintain coverage throughout the program. Personal health insurance is through a carrier of the student's choice, not offered through the nursing program. Students or parent/guardian accept financial responsibility for any and all cost for illness/injury, including consultant fees, treatments, co-pay(s), Emergency Room charges, hospitalization, medications, etc.

Please reach out to Program Director, Jennifer Rhoten for more information regarding insurance options if needed.

Health Services

All fees and expenses incurred for the pre-entrance health examination shall be assumed by the nursing program.

1. Titers/Immunizations
 - A. Students will have titers drawn during the pre-entrance health examination for hepatitis B, Measles, Mumps, Rubella (MMR), and Varicella. Students not demonstrating immunity will be offered vaccination prior to the first clinical experience. Meadville Workplace Health will implement the immunization program at no cost to the student. After receiving information concerning the advantages and risks of vaccine, the student not consenting to the administration of the vaccine will be required to sign a release form.
 - B. Students will be undergo tuberculosis screening in the form of TB Gold, Mantoux, or chest x-ray.
 - C. Influenza vaccination – see student immunization policy
2. Physical Examination
 - A. Nursing students are required to undergo a comprehensive physical examination prior to enrollment to ensure that students are able to physically meet the demands of the nursing program.

Prenatal care, dental care, orthopedic appliances, referrals made by the Meadville Workplace Health or Meadville Medical Center Emergency Department, etc. are

the responsibility of the student. Students who have chronic health problems should seek the care of a personal physician.

Students who have or have had a communicable disease, which could place the students or others in jeopardy, should report this illness to Meadville Workplace Health as well as to their personal physician. Restriction of activities relevant to that illness can be determined at that time. A student recovering from such a contagious illness must follow Meadville Workplace Health guidelines regarding return to class/clinical.

Students are instructed in and must follow standard precautions.

For more specific information concerning exposure guidelines and duration of required leave of absences, consult Meadville Workplace Health.

Reporting Illness or Injury

1. During class/clinical – Students are required to report illness or injury to the Program director or Clinical Instructor immediately. If the situation warrants medical advisement, the Program director/Clinical Instructor will consult Meadville Workplace Health or Meadville Medical Center Emergency Department. School-related injuries will be evaluated for coverage by Meadville Medical Center on an individual basis. Students are required to follow-up through Meadville Workplace Health following the initial assessment and treatment in the Emergency Department.
2. Prior to class/clinical – report off by calling the nursing program office or notifying the Program director or Clinical Instructor directly.

Health Records

Student health records will be maintained in accordance with Meadville Medical Center Human Resource Policy HR-232 Employee Health Records.

Release to Return to Clinical

All students off for five (5) days are required to report back to Meadville Workplace Health for authorization to return to clinical. A release to return to clinical assignment is required under certain conditions, for example surgery, infectious illnesses, back problems, and other conditions deemed necessary by the physician.

Any physical restriction imposed by a physician must be submitted in writing to Meadville Workplace Health. A copy of the restriction must be shared with the Program director. Clinical experience may be denied to the student in situations where accommodations cannot be made.

SUBJECT: STUDENT IMMUNIZATION POLICY

POLICY: This policy outlines required vaccinations that nursing students must have before participating in clinical placements.

PROCEDURE:

Information on required immunizations are outlined in the Student Health Program Policy. All students will be required to complete the pre-entrance health examination at Meadville Workplace Health prior to the start of the nursing program. Students will have titers drawn during the pre-entrance health examination for hepatitis B, Measles, Mumps, Rubella (MMR), and Varicella. Students not demonstrating immunity will be offered vaccination prior to the first clinical experience. Meadville Workplace Health will implement the immunization program at no cost to the student. After receiving information concerning the advantages and risks of vaccine, the student not consenting to the administration of the vaccine will be required to sign a release form.

Influenza vaccination will be offered to students in accordance with Meadville Medical Center's Human Resources Policy HR-229 Mandatory Influenza Vaccination Program. The influenza vaccine will be offered free of charge to all students once vaccinations become available. Students will be asked to sign a consent/release form at the time of vaccination.

COVID-19 proof of vaccination/immunization requirements will depend upon current public health guidelines and clinical site requirements.

SUBJECT: STUDENT ABSENCE POLICY

POLICY: This policy is designed to promote a culture of accountability and professionalism, aligning with the expectations of the nursing profession and ensuring that students are fully prepared for their roles in healthcare. Regular attendance is crucial for mastering both the theory and application aspects of nursing, fostering teamwork, and ensuring students are prepared to meet the demands of the healthcare environment. Patterns of absenteeism can have a profound impact in the healthcare work environment.

PROCEDURE: Attendance will be monitored regularly, and patterns of absenteeism will be addressed by the faculty. Persistent attendance issues may result in further action.

Classroom Considerations

Classroom attendance is expected. If a student misses 20% of the total class time in a course, 10% will be deducted from the student's grade. Once the student reaches 10% of the total class time missed, the student will receive a written warning. At 20% total class time missed, the student will receive written notifications that a 10%-point deduction has been imposed on the course grade. Attendance is tracked for advisement purposes. It is appreciated when the student provides advance notice prior to absences. It is the responsibility of the student to obtain the missing information or handouts. In order for the student to be eligible for any assignment points, for a missed class, the required work must be submitted prior to the start of class. Students will only be eligible to make-up these assignments with appropriate documentation, such as a note from a health care professional. Make-up work must be submitted on the first day the student attends the nursing program following the absence.

Students will be considered tardy once the instructor has started the class. Three incidences of tardiness in a course will count as two hours of missed class time. In the event of an emergency or extenuating circumstance causing the student to be tardy, students are advised to call and notify the main office prior to the start of the class.

Course	Total Classroom Hours	Missed Hours	
		10%	20%
RNIHC Introduction to Healthcare	30	3	6
RNFON Fundamentals of Nursing	75	7.5	15
RNMS1 Medical Surgical Nursing I	60	6	12
RNMS2 Medical Surgical Nursing II	60	6	12
RNMC Maternal Child Nursing	30	3	6
RNMH Mental Health Nursing	30	3	6
RNMS3 Medical Surgical Nursing III	45	4.5	9
RNPTN Professional Transition to Nursing	45	4.5	9

Clinical Considerations

Clinical attendance is mandatory. The student needs adequate time to practice nursing skills under the direction and supervision of an instructor to acquire skills, apply principles, and develop nursing judgment. Instructors need adequate time to evaluate the student's progress toward meeting course objectives and graduate outcomes.

- A. Clinical hours include caring for patients on assigned units, nursing laboratory experiences, and/or simulations.
- B. Absence during a nursing skills validation will require the student to complete the validations prior to the next clinical experience scheduled. Failure to do so may result in dismissal from the program.

Missed clinical time is recorded within each course and must be made-up within the time frame of the specific course. Make-up clinical experiences promote student learning. Missed hours are considered essential to the learning experience and must be made up. The hours made-up are not "taken away" from the total hours already missed. Clinical make-up hours and experiences will be scheduled at a time that is convenient for the faculty and may include a clinical unit experience, case studies, or ATI assignments.

Course	Total Clinical, Lab, and Simulation Hours	Maximum Missed Hours
RNFON Fundamentals of Nursing	90	10
RNMS1 Medical Surgical Nursing I	135	12
RNMS2 Medical Surgical Nursing II	67.5	7
RNMC Maternal Child Nursing	67.5	7
RNMH Mental Health Nursing	67.5	7
RNMS3 Medical Surgical Nursing III	67.5	7
RNPTN Professional Transition to Nursing	180	16

Absences more than the course specific maximum hours may result in a student needing to withdraw from the course due to an inability to meet the course learning objectives.

If a student comes to the clinical and is sent home due to illness, unsafe performance, etc., the hours missed will be calculated towards maximum missed hours.

If a student is more than fifteen (15) minutes late for clinical on two separate occasions, four (4) hours of missed clinical time will be counted towards the student's maximum missed clinical hours. If a student is more than thirty (30) minutes late for clinical, the student may have missed shift report, and it will not be safe for the student to care for their assigned patient. The student will be excused for the day and the missed hours will be counted towards the total maximum missed clinical hours.

All missed clinical time will be documented and signed by the instructor, student, and Program director on the "Missed Clinical Time" form.

Extenuating circumstances will be reviewed by the Program director of the nursing program.

Other Considerations

Inclement weather requiring the school to close, court/jury duty time, bereavement leave, and excused illness will not be counted into the maximum missed hours but will require the appropriate proof/documentation to be submitted to the program director. Please refer to the Meadville Medical Center policy on bereavement leave for questions regarding time off. Make-up assignments are still required to promote learning and must be completed prior to the end of the course.

SUBJECT: STUDENT COUNSELING AND GUIDANCE

POLICY: This policy aims to ensure that students have access to a comprehensive range of resources and support services based on individual need. The policy seeks to enhance student success and satisfaction throughout the educational journey.

PROCEDURE: Each student is assigned a faculty advisor. Every effort is made for the assigned advisor to remain consistent throughout the program. At times, students may be assigned a different advisor due to faculty resignation/retirement or for the best interest of the student. The advisor list is posted in the learning management system for the nursing program along with the advisor's contact information for scheduling of appointments.

Student Responsibilities

- A. Complete the Self-Assessment Inventory (SAI)/ Achieve in Assessment Technology Institute (ATI) during orientation day. This assessment obtains baseline data for the student and the advisor regarding the student's personal abilities and learning styles.
- B. Schedule an appointment to meet with the advisor during the first three weeks of the nursing program.
- C. Meet with advisors after a failed exam to review questions and improve success in answering application style exam questions. Personal meetings regarding exam performance are not able to be scheduled until after all students have taken the exam.
- D. Meet with advisors as needed to discuss classroom or clinical concerns.

Advisor Responsibilities

- A. Monitor student progress by reviewing posted exam grades and clinical progress notes.
- B. Facilitate student progress in ATI utilizing student Pulse scores to provide customized intervention and assist students to locating resources for focused review work, practice/proctored assessments, and remediation work.

Faculty advisors will maintain confidentiality and secure documentation regarding any sessions with the advisee.

Additional Services

Employee Assistance Program (EAP): EAP can be offered or required of students for crisis intervention, short-term counseling, expression of suicide statements, or substance abuse concerns. Any faculty member or student may contact EAP independently and be assured of confidentiality. Services offered at EAP will assess the student's concern, assist the student to improve performance and/or provide a means of assistance or referral before a

withdrawal or program dismissal is required. This formal mechanism reflects the tertiary level of intervention. If a student is required to see EAP by the student's faculty advisor or the Program director, EAP will notify the Program director when the student schedules and attends the first appointment. EAP may also share recommended measures to help the student succeed in the program. Meetings with the EAP representatives or counselors as part of the preliminary EAP referral process are provided at no cost to the student. Once a student accepts a referral to a service provider the student is responsible for all financial obligations and for determining the extent of insurance coverage for the service provided. Extreme care will be taken to ensure that the use of the EAP is entirely confidential.

SUBJECT: STUDENT RIGHTS

POLICY: The nursing program is committed to upholding the rights of nursing students throughout their academic and clinical education. These rights are essential to fostering a supportive learning environment and ensuring the personal and professional growth of each student.

PROCEDURE: Nursing Student Rights

- A. Right to Respect and Dignity
 - 1. Nursing students have the right to be treated with respect and dignity by faculty, staff, peers, and clinical staff.
 - 2. Discrimination or harassment of any kind will not be tolerated.
- B. Right to a Safe Learning Environment
 - 1. Nursing students are entitled to a safe and supportive learning environment, both in the classroom and clinical settings.
 - 2. The institution will take necessary measures to ensure physical and emotional safety.
- C. Right to Academic Freedom
 - 1. Nursing students have the right to express their ideas, ask questions, and participate in academic discussions without fear of retaliation.
 - 2. Students are encouraged to engage in scholarly activities that promote critical thinking and professional growth.
- D. Right to Fair Assessment and Evaluation
 - 1. Nursing students have the right to be fairly assessed in their academic and clinical performance.
 - 2. Evaluation criteria will be transparent, consistent, and aligned with the objectives of the nursing program.
- E. Right to Access Resources
 - 1. Nursing students have the right to access academic resources including libraries and clinical skills labs.
 - 2. Students will be provided with the necessary tools and support to succeed in their studies.
- F. Right to Confidentiality

1. Nursing students have the right to confidentiality concerning their academic records, personal information, and health status.
 2. Information will be shared only with authorized personnel on a need-to-know basis and in accordance with guidelines established by Family Educational Rights and Privacy Act (FERPA).
- G. Right to Academic and Personal Support
1. Nursing students have the right to seek academic, career, and personal counselling services.
 2. The institution will provide access to resources for managing academic stress, mental health, and other personal challenges through the services of the Employee Assistance Program (EAP).
- H. Right to Due Process
1. Nursing students have the right to due process in any disciplinary actions or grievances.
 2. Procedures will be in place to ensure that students can appeal decisions and have their cases heard impartially.
- I. Right to Participate in Program Improvement
1. Nursing students have the right to provide input regarding the nursing program, including sharing feedback on their educational experiences, clinical learning opportunities, and overall program effectiveness.
 2. Student Feedback is valued and will be considered during the program's continuous quality improvement processes.

SUBJECT: STUDENT COMPLAINT AND GRIEVANCE

POLICY: To protect the student's right to due process in academic matters. The Sharon School of Nursing is committed to providing a fair and timely process for resolving student concerns. Students are encouraged to address concerns respectfully and at the lowest appropriate level before filing a formal grievance.

Grievance Process

Step 1 – Discuss the Concern

Students should first respectfully discuss the concern with the person involved. Most Concerns can be resolved through open communication

- Course or clinical concerns should be discussed with the instructor.
- Concerns involving another student should first be discussed with that student, when appropriate.

Step 2 – Program Director

If the concern is not resolved, the student may submit a written complaint to the Program Director. A meeting will be scheduled within **five (5) school days**, when possible, to discuss the concern.

If the complaint involves the Program Director, the Chief Nurse Executive (CNE) will assume this role.

Step 3 – Chief Nurse Executive

If the student is not satisfied with the outcome, a written appeal may be submitted to the Chief Nurse Executive within **five (5) school days**. The CNE will review the complaint, meet with the student, and provide a written decision within **five (5) school days** following the meeting.

Step 4 – Final Appeal

If the concern remains unresolved, the student may submit a written appeal to the Student Dispute Resolution Committee within **five (5) school days**.

The committee will review the information, meet with the student if necessary, and provide recommendations to the Chief Nurse Executive. The Chief Nurse Executive's decision is final.

Confidentiality

All grievance proceedings are confidential. Students, faculty, and committee members are expected to maintain confidentiality throughout the process.

Exam question appeal:

Students who believe an examination question is inaccurate may challenge the question by the following process.

1. They must meet with the faculty who made the question within **48 hours** of the exam completion for review of the issue/challenge.
2. Submit a written challenge within **48 hours** of the scheduled examination review.

Challenges must include:

- Question topic
- Selected answer
- Rationale and request (i.e. throw question out, give point back, etc.)
- Supporting evidence from an approved nursing textbook, ATI resource.

Challenges based solely on opinion or unsupported disagreement will not be considered.

- After submission 3 faculty need to approve whether the question point will be rewarded and a decision made. This will allow for Exam final grade release by 1-week posttest at the latest.

Non-Retaliation

Students who submit a complaint or participate in the grievance process in good faith will not be subject to retaliation.

External Complaints

Students who have completed the School's grievance process may file a complaint with the Pennsylvania State Board of Nursing or other appropriate accrediting or regulatory agencies if applicable.

SUBJECT: STUDENT RECORD ACCESS

POLICY: Student records are confidential and protected by law. Access is restricted to authorized personnel and governed by applicable laws such as FERPA. The institution complies with FERPA, ensuring students' rights to inspect, review, and control access to their educational records. Only faculty, staff, and administrators with a legitimate educational interest may access student records. This includes individuals involved in academic advising, teaching, or administrative functions. Student records are securely stored, both physically and digitally. Paper records are stored in locked cabinets in secure areas. Only authorized personnel have keys. Electronic records are protected by passwords and access controls. Regular audits are conducted to ensure security measures are effective.

- A. Student Rights
 - 1. Students have the right to access their own educational records.
 - 2. Students can request corrections to their records if they believe there are inaccuracies.
 - 3. Students must provide written consent before their records are disclosed to third parties, except in cases permitted by law.
- B. Student Record Access
 - 1. Students must submit a written request to access their records. The request should specify the records they wish to review. The school must respond within 45 days of receiving the request.
 - 2. Once the request is approved, the student will be notified when and where they can view their records.
- C. Faculty Training
 - 1. New employees receive training in the policies and procedures related to student records.
 - 2. Regular refresher courses are provided to ensure continued compliance and awareness of any updates to laws or institutional policies.
- D. Disclosure without Consent
 - 1. Records may be disclosed without student consent to comply with a legal order, emergencies, or for audit and evaluation purposes.
- E. Amendment Requests
 - 1. If a student believes their record contains inaccuracies, they can submit a written request for amendment, clearly stating the issue and providing supporting documentation. The Program director will review the request. If the request is denied the student has the right to a hearing.
 - 2. Parents or eligible students may request that the school correct records believed to be inaccurate or misleading. A hearing may be requested if record correction is unresolved.
- Third-Party Access

1. Third parties, including parents or potential employers, must have written consent from the student to access records, unless legal exemption applies. The Program director processes third-party requests and verifies consent before disclosing any information. Certain disclosures, such as to comply with subpoenas or in health and safety emergencies, do not require consent but must be documented.
 - a. A record will be kept in the permanent file, listing the names of persons requesting information, date of access and purpose.
 - b. Students must submit a written request for a transcript, or a personal/professional reference. Former students or graduates must complete the transcript request form. A fee is charged for providing the transcript. Employers seeking verification of graduation must present, by fax, email, or mail, a copy of the prospective employees "Release of Information Form".
 - c. **No verification will be made without a written request form from the former student and/or graduate or a signed release by the prospective employee.**
 2. Parents of students under eighteen (18) years of age are permitted to inspect and review the student's educational record, including admissions, academic and financial aid maintained by the school. These rights transfer to the student who has reached the age of eighteen (18). If there is a request for review of a student's educational record, parents or eligible students are to make written request to the Program director. The student record is to be examined in the nursing program office with the Program director in attendance.
 3. When a student's file is audited in a general audit, program review, etc., this examination is documented in the student's file stating the type of audit performed, date, and name of auditor and/or firm.
- Policy Violations
 1. Suspected violations of the access policy must be reported to the Meadville Medical Center Compliance Officer.
 2. Violations may result in disciplinary action, including termination of employment, depending on the security of the breach.
 - Record Disposal
 1. Records are retained according to institutional policy and legal requirements. When records are no longer needed, they are securely shredded or erased to prevent unauthorized access.
 2. At the time of graduation, the permanent record is reviewed by the Program director of the nursing program to delete materials of a personal nature which are not relevant to that person's ability to function as a registered professional nurse.

SUBJECT: STUDENT RECORD MAINTENANCE

POLICY: Student records are confidential and protected by law. Records are maintained based on regulatory requirements based on the type of student record. Access is restricted to authorized personnel and governed by applicable laws such as FERPA. The institution complies with FERPA, ensuring students' rights to inspect, review, and control access to their educational records. Student records are securely stored, both physically and digitally. Paper records are stored in locked cabinets in secure areas. Only authorized personnel have keys. Electronic records are protected by passwords and access controls. Regular audits are conducted to ensure security measures are effective. Records at the end of their retention period are disposed through secure document disposal service shredding or electronic deletion.

Permanent Record

The permanent record for every student completing the program is kept ad infinitum including the transcript for theory and clinical practice.

Current Student Record

The student record includes the application, pre-admission data, clinical evaluations, academic counseling form when indicated and transcript of courses and achievement. Privacy rights of students are maintained by limiting access of records to only nursing program personnel. Upon completion of the program, this file is reduced to the permanent record. These records are maintained per SBON regulations.

Health Record

A Health Record of every student is kept at Workplace Health for a period of five (5) years following withdrawal or completion of the program.

Financial Aid Record:

The financial record of every student is kept for a period of seven (7) years from the last day of the award year. Records involved in any audit are kept until resolution of the audit is complete. Financial record includes the ledger card, financial transcripts from previous programs, financial aid awarded, record of academic progress, entrance/exit counseling documentation.

SUBJECT: STUDENT DISMISSAL

POLICY: The nursing school dismissal policy outlines conditions under which a student may be dismissed from the nursing program. This policy ensures the students meet the rigorous academic, clinical, and professional standards required for the nursing profession. It provides a structured process for handling cases where students do not meet the standards.

PROCEDURE: Grounds for Dismissal

Academic/Clinical Performance

- A. Earning a failing grade in a nursing or general education course.
- B. Unsatisfactory performance in clinical practice, including failure to demonstrate the required competencies, skills, or professional behavior.
Unsafe clinical practice that jeopardizes patient safety.

Professional and Ethical Conduct

- A. Demonstrating negligence or willful inattention to patient care.
- B. Divulging confidential information or other violations of HIPAA and patient's rights.
- C. Falsifying records, reports, or information.
- D. Theft or dishonesty, including academic dishonesty
- E. Deliberate damaging, defacing, or mishandling of equipment.
- F. Drinking, possessing, or reporting to class or clinical under the influence of or with the smell of alcohol.
- G. Unauthorized use or possession of narcotics, drugs, or other chemicals.
- H. Smoking on Meadville Medical Center property.
- I. Failure to report an accident, injury, or hazardous and unsafe situation.
- J. Disruptive behaviors that interfere with the learning of other students.
- K. Harassing or bullying, includes sexual harassment, threats, assault, and battery.
- L. Rude, discourteous, or uncivil behavior towards others.
- M. Failure to meet attendance requirements for both theory and clinical rotations.
- N. Fighting on the premise or unauthorized possession of weapons.
- O. Unwillingness and/or refusal to perform assignments (clinical or didactic) after having been informed that such unwillingness and/or refusal is ground for dismissal.
- P. Persistent serious violation of rules and regulations after having been informed that such violation is grounds for dismissal.

Dismissal Procedure

- A. The nursing program utilizes progressive discipline and adheres to Meadville Medical Center's Code of Conduct. Some offenses are serious enough to

cause immediately placing a student on suspension. If the offense is severe, dismissal may occur at the first occurrence.

1. Verbal warning or remediation
 2. Written warning
 3. Suspension
 4. Dismissal
- B. The Program director will present to the student the reason for dismissal along with appropriate documentation. The dismissal form will be signed.
- C. The student has the right to appeal the decision through the Student Grievance Policy.
- D. Final decision-making authority rests with the Program director of the nursing program with recommendations from the Dispute and Resolution Committee.

A student who has been dismissed from the program is not eligible for readmission or re-application to the program.

Academic Integrity

The nursing faculty are committed to fostering honesty, integrity, accountability, and ethical behavior as essential components of professional nursing practice. Students are expected to uphold these values in all academic and clinical settings.

Academic integrity requires that all work honestly reflects a student's own knowledge, skills, and abilities. Violations of academic integrity include, but are not limited to, lying, deception, cheating, plagiarism, falsification of records or documents, unauthorized collaboration, or any other form of academic dishonesty.

Cheating

- A. Use of unauthorized assistance in taking exams, tests, and quizzes.
- B. Dependence upon unauthorized sources in writing papers or reports, solving problems, or completing other assignments.
- C. Acquiring tests or other academic materials belonging to a faculty member without permission.
- D. Allowing another student to copy during an exam or providing another student with information about the questions on an exam.
- E. Reporting a clinical visit complete when it is not.

Plagiarism

- A. Using published or unpublished work or specific ideas of another person without full and clear acknowledgement.

Consequences of academic dishonesty may range from a grade of zero or unsatisfactory, to dismissal from the nursing program.

SUBJECT: STUDENT DISABILITY AND ACCOMMODATIONS POLICY

POLICY: Sharon School of Nursing is committed to providing an inclusive and accessible educational environment for all students in compliance with the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and other applicable laws. The nursing program ensures that students with documented disabilities are afforded reasonable accommodations to access programs, facilities, and services.

PROCEDURE:

Accommodations to Achieve Learning Outcomes

Students needing reasonable accommodations for testing and skill performance are to make an appointment with the Program director of the Sharon School of Nursing to discuss the nature of the accommodation required by the school. Expenses for the learning assessment are the responsibility of the student. Results will be shared with the Employee/Corporate Health Department and the Human Resources Department. The school complies with all federal, state, and local statutes and regulations. It is the policy of the school to oversee policies and practices are administered consistently without discrimination.

A reasonable accommodation will be made for a known applicant with a disability unless the accommodation would impose an undue hardship on the operation of the facility.

At the request of the student, documentation of a learning disability or physical limitation with the type of reasonable accommodation provided by the school will be submitted to the State Board of Nursing for NCLEX-RN testing accommodations.

Association on Higher Education & Disability (AHEAD)

Disability Services – Documentation Guidelines

To receive accommodations under Section 504 of the Rehabilitation Act of 1973, students are required to submit **thorough** and **appropriate documentation** validating their disability and the need for accommodations. Documentation should validate the need for services based on the individual's **current** level of functioning in the educational setting. A school plan such as an Individualized Education Plan (I.E.P.) or a 504 plan is insufficient documentation but should be included as part of a more comprehensive assessment battery.

Students with disabilities are required to meet “essential”, “academic” and “ethical” standards of the school, with or without reasonable accommodations. The term “essential” serves to ensure that institutions of higher learning need never “fundamentally alter” their program of instruction to accommodate students with disabilities.

Essential Elements of Disability Documentation

1. A Qualified Professional Must Conduct the Evaluation

The documentation should be submitted by a professional who is licensed/certified in the area for which the diagnosis is made. The report must be presented on practice letterhead, dated and signed by the examiner with the license number.

2. Recentness of Documentation

Disability Support Services acknowledges that once a person is diagnosed as having a qualified disability under the Americans with Disabilities Act, the disability is normally viewed as lifelong. Although the disability will continue, the severity of the condition and the impact in different settings may change over time. Therefore, the evaluation must present a current picture of how the student performs. The evaluation should have been completed within the last three (3) years to show the current impact of the disability on the student and how it may impact the student at the post-secondary level.

3. *The written report must include the following:*

- A clear diagnostic statement identifying the disability (ICD-DSM classification).
- Description of the diagnostic methodology used, including all data from appropriate instruments used to complete the evaluation.
- Names of assessment instruments used and the dates of testing.
- Quantitative and qualitative information which supports the diagnosis (including subtest scores) and interpretation of the test scores if applicable.

- Include a statement of the functional limitations the disability has on learning or other major life activities.
- Documentation must validate the need for services based on the student's current level of functioning in a higher education setting.
- Notation of medications prescribed, if any, and potential impact on learning and/or (expected) side effects.
- Recommendations for prescriptive treatments and/or suggestions for accommodations, which should be directly linked to the impact of the disability and associated issues.

Additional Information and Documentation Requirements for Specific Disabilities

All students with the following specific disabilities who wish to receive accommodations will need to provide all the aforementioned information specific to their disability, as well as the additional information listed below:

Asperger's and Other Pervasive Developmental Disorders:

A detailed description of the student's current level of functioning including communication/language skills, ability to interact socially, restricted, repetitive and/or stereotyped patterns of behavior, activities and sensory functioning, sensitivity to environmental conditions and motor planning. Evidence to support these statements should include results of aptitude and achievement testing, standardized tests of language skills and standardized scales of symptoms related to autism; as well as; clinical observation including level of severity.

Attention Deficit Disorder:

A copy of a recent diagnostic report from a neurologist, psychiatrist or Clinical psychologist which states the Diagnostic Statistical Manual (DSM) diagnosis, symptoms and the current impact of the ADHD on an individual's ability to function in an academic setting, instruments and procedures used to make the diagnosis, and the dosage, type and frequency of current medication.

Blind and Visual Impairment:

A copy of the most recent eye examination, including visual acuity, near and distant vision, clinical diagnosis (blind, partial vision, low vision) or level of visual disability (moderate, severe, profound) and functional limitations.

Chronic Illness:

A written report submitted by a professional who is licensed/certified in the area for which the diagnosis is made, explain the current functional limitations imposed by the medical condition, medication(s) and possible side effects.

Cognitive Disabilities:

Learning Disabilities (LD), Traumatic Brain Injuries (TBI): A comprehensive assessment battery which does not rely on one test or subtest. Both aptitude and academic achievement must be evaluated and included in the test report. Average broad cognitive functioning must be demonstrated on an individually administered intelligence test. Quantitative and qualitative information which supports the diagnosis, including all subscale/subtest scores, should be listed. Objective evidence of a substantial limitation to learning must be provided.

Mobility Impairment:

Diagnosis of mobility impairment, description of functional limitations, a record of medications used, prescribed dosage and any side effects experienced.

Psychiatric Disability:

A Diagnostic Statistical Manual (DSM) diagnosis from a psychologist or psychiatrist stating the diagnosis, characteristics of the disability, functional limitations, projected duration, and medication.

SUBJECT: STUDENT ACADEMIC PROBATION POLICY

PURPOSE: To ensure that nursing students who experience academic difficulties are provided with a structured plan to improve their performance while maintaining the integrity of the program's academic standards.

POLICY: Students enrolled in the nursing program must meet academic and clinical performance standards to progress through the curriculum. Failure to meet these standards may result in placement on academic probation. The policy outlines the criteria for probation, student responsibilities, and the conditions for returning to good academic standing.

PROCEDURE: Academic Probation

Readmission:

- Any students who are readmitted for any reason will be placed on academic probation for the returning semester.
- A review of the student's grade and/or reason for previous withdrawal will be completed with the advisor.

Current Students:

- Students who have a grade less than 80% after two exams OR with 2 failing exam grades during the same course in a semester will be placed on academic probation.
- Students who are not completing the necessary weekly documents and/or have an unsatisfactory clinical review will be placed on academic probation. This is at the discretion of their clinical faculty.
- Additional repetitious poor attitude, poor performance, unprofessional behavior, etc. could be cause for probation

Students will be notified by their advisor of the academic probation.

Study and test taking strategies will be discussed and a plan developed with both student and advisor signing. A mutually agreed upon schedule for student/advisor meetings will be established to provide the student with additional support. The advisor will document confidential notes in the student record as to the plan and progress.

The student may be referred to the Employee Assistance Program or other resources for assistance as needed or indicated.

SUBJECT: STUDENT MATERNITY POLICY

POLICY: Pregnancy, childbirth, or related medical conditions will not exclude a student from participating in the nursing program. Sharon School of Nursing is committed to providing reasonable accommodations to support pregnant and parenting students while ensuring their safety and success in both academic and clinical settings.

PROCEDURE:

Students are encouraged (but not required) to notify their academic advisor, program director, or the Title IX Coordinator as soon as they become aware of their pregnancy to allow for timely accommodations.

Students may be asked to provide medical documentation to determine appropriate accommodations, especially for clinical settings. Accommodations will be tailored to the student's needs and may include but are not limited to:

- Adjustments to clinical schedules
- Extensions on assignments or exams missed due to medical needs provided coursework is completed within the timeframe of the semester

Students may continue to attend classes and participate in program activities as long as it is medically safe to do so.

Students are responsible for completing all coursework, either during their pregnancy or through a plan developed with their instructor, advisor, and program director.

Students will not be excluded from clinical experiences due to pregnancy unless required by a healthcare provider of clinical site policies. Accommodations will be made to ensure safety during clinical rotations (e.g., avoiding exposure to harmful substances or heavy lifting). Following maternity leave, the student submits a written physician's statement indicating when Meadville Workplace Health.

SUBJECT: STUDENT DRUG-FREE POLICY

POLICY: The nursing program at Sharon School of Nursing strictly prohibits the unlawful use, possession, distribution, or manufacture of controlled substances, drugs, or alcohol by students on campus, at clinical sites, or during program-related activities. Students must adhere to this policy to ensure the safety of patients, peers, and themselves while maintaining the integrity of the nursing profession.

PROCEDURE:

Prohibited Conduct

The following behaviors are violations of this policy:

1. Unlawful possession, use, or distribution of drugs, alcohol, or controlled substances.
2. Being under the influence of drugs or alcohol during class, clinical rotations, or program-related activities.
3. Misuse of prescription medications, including failure to follow prescribed dosages or using someone else's medication.
4. Possession of drug paraphernalia on campus or at clinical sites.

Drug and Alcohol Testing

Students may be subject to drug and alcohol testing under the following circumstances:

1. Pre-Clinical Testing – required before the start of clinical rotations
2. Reasonable Suspicion – if a student exhibits signs of impairment
3. Random Testing – as required by clinical partners or institutional policies

Failure to comply with testing requirements or a positive drug test result will result in disciplinary action as per the Student Dismissal Policy.

SUBJECT: STUDENT HARRASSMENT/BULLYING POLICY

POLICY: Sharon School of Nursing prohibits any form of harassment or bullying in academic, clinical, and program-related settings. Such behavior undermines the professional and ethical standards of the nursing profession and will not be tolerated. This policy applies to all students, faculty, staff, and individuals associated with the program.

PROCEDURE:

Harassment

Unwelcome behavior based on race, religion, sex, sexual orientation, gender identity, nationality, age, disability, or any other protected status that creates a hostile, intimidating or offensive environment. Examples include:

- Verbal abuse, such as slurs, derogatory comments, or inappropriate jokes.
- Physical harassment, such as unwanted physical contact or assault.
- Visual harassment, such as offensive images or gestures.

Bullying

Repeated, intentional, and harmful behavior that targets an individual to demean, intimidate, or humiliate. Examples include:

- Verbal bullying: insults, threats, or ridicule
- Social bullying: spreading rumors, exclusion, or public embarrassment
- Cyberbullying: Harassment via electronic communication, including social media, email, or text.

Additional Considerations

Faculty or advisors employed at the Sharon School of Nursing should communicate with students via Canvas, however they may choose to give a nursing student their personal cell phone number. The cell phone number is to be used to contact the faculty/advisor if other means of communication (e-mail, office extension, etc.) has been unsuccessful or if the student is experiencing an emergency. Student's contacting faculty/advisors after Sharon School of Nursing hours of operation is discouraged and generally considered inappropriate unless in the case of an emergency. Inappropriate use of a faculty/advisor cell phone number could be considered a form of harassment.

Reporting Procedures

Any student, potential student, or Sharon School of Nursing personnel who feels harassed/bullied, knows of, or suspects the occurrence of such acts, or desire counseling on coping with potential harassment/bullying is strongly urged to

contact the Director of Human Resources and/or the Program director of the Sharon School of Nursing. Due to the sensitivity of harassment/bullying issues, each case will be promptly and thoroughly investigated in the strictness confidence to determine whether harassment/bullying has occurred. All investigations are designed to protect privacy of and minimize suspicion toward all parties involved.

Any employee or student found to have violated Sharon School of Nursing policy against harassment/bullying will be subject immediately to appropriate disciplinary action, including temporary suspension or termination (employees) or dismissal from the program (students) or denial of admission (potential students) depending on the severity of the offense. By enforcing this policy, we will preserve the right of every student, potential student, or Sharon School of Nursing personnel to enjoy a learning/work environment free from harassment/bullying.

SUBJECT: STUDENT SEXUAL HARASSMENT POLICY

PURPOSE: To provide a safe, respectful, and equitable environment for all students, faculty, staff, and patients associated with the nursing program. This policy complies with Title IX of the Education Amendments of 1972, which prohibits sexual harassment and discrimination in educational programs and activities.

POLICY: Sexual harassment is strictly prohibited within the nursing program. Sharon School of Nursing is committed to preventing and addressing sexual harassment, ensuring that all students can pursue their education in an environment free from unwanted sexual advances, comments, or behavior.

PROCEDURE:

Sharon School of Nursing is firmly committed to maintaining a working environment free from all forms of sexual harassment of any employee or applicant for employment. Sexual harassment violates both the Meadville Medical Center policy and Title VII of the Civil Rights Act. It is neither permitted nor condoned.

Sexual harassment includes any unwelcome conduct of a sexual nature, whether verbal, nonverbal, or physical. Examples include:

- Quid Pro Quo Harassment: When submission to or rejection of sexual advances is used as a basis for academic or clinical decisions.
- Hostile Environment: Unwelcome conduct that is severe, pervasive, and objectively offensive, interfering with a student's ability to participate in educational or clinical activities.
- Other Forms of Harassment: Sexual jokes, comments, or innuendos. Unwanted physical contact, including touching, groping, or assault. Display of sexually explicit images or messages. Online harassment or cyberstalking of a sexual nature.

Reporting Sexual Harassment

Any student who experiences or witnesses sexual harassment is encouraged to report the incident to the Title IX Coordinator, Program director, or another trusted faculty member. Students may submit reports anonymously, but anonymity may limit the ability to investigate fully. Third-party reports may also be filed by individuals who witness or are aware of sexual harassment affecting another student. Because of the sensitivity of sexual harassment issues, each case will be promptly and thoroughly investigated in the strictest confidence. All investigations will be designed to protect the privacy of, and minimize suspicion toward all parties involved.

Individuals found responsible for sexual harassment may face disciplinary actions as described in the Student Dismissal Policy.

SUBJECT: STUDENT SOCIAL MEDIA POLICY

POLICY: To ensure students in the nursing program understand the importance of maintaining professionalism and confidentiality when using social media platforms. This policy outlines acceptable use, the impact of online behavior, and how to protect both personal and professional reputations.

PURPOSE: Sharon School of Nursing acknowledges the power and reach of social media but emphasizes the responsibility that comes with it. Students are expected to maintain professionalism online, ensuring that their actions on social media reflect the high ethical standards of the nursing profession. This policy applies to all forms of social media, including but not limited to Facebook, Instagram, X, Snapchat, TikTok, LinkedIn, blogs, and online forums.

PROCEDURE:

Students are liable for anything that is posted on a social networking site. Social media is a dialog, not a monologue. Know and follow fair use laws, copyrights laws, code of ethics, HIPAA regulations, and good conduct guidelines of being a professional and representative of the Sharon School of Nursing and Meadville Medical Center. Posting of pictures should be flattering and what you would place in the newspaper. Do not provide any confidential or proprietary information. Be respectful of your audience. Students who post material that is obscene, threatening, harassing, abusive, slanderous, hateful, embarrassing, or unlawful may be subject to dismissal from the program. Students are not permitted to utilize the Sharon School of Nursing or Meadville Medical Center logo.

Best Practices:

- Think twice before posting.
- Be respectful of your audience or potential audience.
- Photographs should represent how you want the public at large or future employer to view you as a person.
- Respect all laws.
- Do not use logos or images without permission.
- Protect confidential and proprietary information (classroom and clinical).
- Follow code of conduct guidelines.
- Try to add value to others.
- Identify your views as your own.
- Protect the institutional voice.
- Do not have the illusion that anything you do or say is private.

A situation that comes to the attention of the school will be reported to Corporate Compliance. A disciplinary decision will be made by the faculty or the Corporate Compliance Department.

SUBJECT: STUDENT LEAVE OF ABSENCE POLICY

POLICY: To provide guidelines for nursing students who need to temporarily interrupt their studies due to personal, medical, or other significant circumstances. This policy ensures students understand the process and implications of requesting a leave while maintaining their academic standing and a pathway to readmission.

PROCEDURE:

A student may choose to take a leave of absence (LOA) from the nursing program when the student is experiencing a significant personal problem that is interfering with their ability to remain in the program at that time. A significant personal problem may include a health issue (self or family), high level of stress due to personal issues, financial issues, emotional/psychological concerns, or a call to military duty. Most often a leave of absence student intends to return to the program. The leave of absence applies to all nursing courses being taken at the time of the leave and is only available to students who are in good academic standing. "Good academic standing" is defined by the program as a theory grade above 80% in all current nursing courses and satisfactory performance in the clinical setting.

When a student would like to take a leave of absence, the student will submit a written or typed statement to the program director requesting the leave. It is requested that the student list the reason for the leave in the statement, but it is not required. The program director will determine if the student is in good academic standing. The student will then meet with the program director to complete the leave of absence form. The Financial Aid Officer (FAO) will notify the student's lender of the change of status.

A student is permitted one leave of absence (LOA) from the program during their academic career at the Sharon School of Nursing. When the student intends to return, the student will be considered a readmission student and will follow Student Readmission Policy. The student will be expected to resume the program when the courses left are offered again the following year. A student that does not return to the program when the course(s) left is offered the following year but does wish to return to the program at a later time will need to begin the application/admission process. If the student chooses not to or is unable to return to the program during the leave of absence period, the student will submit a written statement to the program director that he/she does not intend to return.

SUBJECT: STUDENT READMISSION POLICY

POLICY: Sharon School of Nursing offers readmission opportunities to students who have previously been enrolled but did not complete the program. Readmission is not guaranteed and is based on academic performance, clinical standing, available space, and the program's assessment of the student's ability to succeed upon reentry.

PROCEDURE:

Following a leave of absence (LOA) or withdrawal, a nursing student may be readmitted to the program one time during the student's academic career. The student requesting a readmission will submit a written request to the program director at least twelve weeks before the semester that they are requesting to return to begins. All readmission students must meet the current admission criteria for the class/semester the student is returning to. Students not completing readmission criteria on or before the due dates may be denied readmission. Those students who do not meet the admission criteria may decide to retake the TEAS exam or repeat courses to increase their GPA and reapply. Readmission criteria most often include (but are not limited to):

- Validation of skills required from the last nursing level completed
- Completion of the ATI standardized test for the **last level completed** with a score of **level 2 or higher**.
- Review of the Student Handbook for the class cohort that the student is being readmitted to
- Re-signing Sharon School of Nursing program orientation forms
- Proof of current BLS/Healthcare provide CPR certification
- Updated health physical through Corporate Health Services
- Repeat of required background clearances as needed
- A readmission advisement meeting

The student's previous academic and performance records will be reviewed to guide the Program director, advisor, and faculty in areas that the student may need additional support prior to returning to the program. The readmission student may be asked to repeat a skill competency, attend a lab, and/or take an ATI assessment prior to readmissions to prepare the student for success in the program.

All readmission and transfer students will be on academic probation to provide them added support for success.

NOTE: A student with an outstanding financial balance owed to the school, may not be readmitted to the program.

NOTE: A leave of absence or withdrawal student is expected to be readmitted to the program when the withdrawn courses are offered the following year. If greater than one-year lapses between the date of withdrawal and readmission, the student must begin the new applicant process. One readmission to the program is permitted. Upon readmission, a new Title IV Financial Aid Package is calculated using current award year figures.

ALTERNATE NURSING SCHOOL TRANSFERS/ADMISSION

-If a student has completed coursework at another nursing school the credits will be reviewed as well as the syllabus when necessary to consider transfer of credits. Transfer of nursing school course credits are accepted for Introduction to Healthcare and Fundamentals of Nursing. In order to accept transfer credits for these courses these criteria must be met:

1. Grade of C or better
2. Course was completed in the past 12 months
3. Fundamentals requires a test out of Level 2 or better on ATI proctored exam
4. Skill assessments may be required depending upon the student circumstances. This is determined by the admission committee after review of the student files and activity since graduation.

SUBJECT: STUDENT GRADUATION POLICY

POLICY: To outline the procedures and requirements for students to successfully complete the nursing program and to be eligible for graduation. This policy ensures that students meet the academic, clinical, and professional standards necessary to enter the nursing profession.

PURPOSE: Sharon School of Nursing is committed to preparing graduates who possess the knowledge, skills, and professional behaviors necessary to provide safe, effective patient care. Graduation from the program is contingent upon meeting all academic, clinical and programmatic requirements, as well as adhering to institutional policies.

PROCEDURE:

To be eligible for graduation, a student must have:

1. Satisfactorily met all educational requirements of the nursing program.
2. Completed the final level of the program.
3. Met all financial obligations to the Sharon School of Nursing.
4. Returned all materials borrowed from the Sharon School of Nursing.
5. Completed an exit interview and submitted a program evaluation.

Graduation Awards: During the graduation ceremony, students are honored for academic and clinical excellence demonstrated during their nursing education. Scholarship and monetary awards are often based on performance. The following awards are given:

Honor Cords: Presented to students completing the 20-month nursing curriculum with a **G.P.A. of 3.50 or greater.**

Nightingale Award Pin: Awarded to a student who consistently excelled in clinical and demonstrated safe, compassionate care through the nursing program.

SUBJECT: STUDENT WITHDRAWAL POLICY

POLICY: To establish guidelines for nursing students who wish to withdraw from courses or the program, either temporarily or permanently. The policy ensures students follow appropriate procedures and understand the academic, financial, and professional implications of withdrawal.

PROCEDURE:

A student may choose to withdraw from a course for a variety of reasons (academic issues, health concerns (self or family), financial struggles, change in career goals, relocation, etc.). The student requesting withdrawal will meet with the program director and complete the Withdrawal Form. **Withdrawals need to be made by the first day of week 8 of the Semester.** The student must also meet with the Financial Aid Officer and return all borrowed materials to the nursing program. For Financial Aid purposes, the student will be considered withdrawn from the program. A Title IV withdrawal calculation will be completed and there may be monies to be returned to the Title IV source.

Individual situations may arise that require the student to withdraw from more than one nursing course at that time. Individual circumstances will be reviewed by the program director and pertinent documentation (physician documentation, court orders, documented psychiatric/mental health plans, etc.) may be requested.

When the student intends to return, the student will be considered a readmission student and will follow Student Readmission Policy. The student will be expected to resume the program when the course(s) left is offered again the following year. A student that does not return to the program when the course(s) left is offered the following year but does wish to return to the program at a later time will need to begin the application/admission process. If the student chooses not to or is unable to return to the program during the withdrawal period, the student will submit a written statement to the program director that he/she does not intend to return.

Allegheny College: Please refer to the annual Academic Calendar for withdrawal dates and other important dates. [Leave of Absence and Withdrawals - Allegheny College](#)

Portage Learning/Geneva College: Please refer to Portage Learning guidelines on withdrawal deadlines. [student handbook.pdf](#)

SUBJECT: STUDENT REFUND POLICY GOVERNING FEES AND TUITION

POLICY: The nursing program is committed to providing clear guidelines for the refund of tuition and fees to students who withdraw from the nursing program. Refunds will be issued based on the timing of the withdrawal and applicable federal, state, and institutional refund policies.

PROCEDURE: Federal Refund Policy – Return of Title IV Funds:

Note: Title IV Programs include Federal Pell Grants, Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans, as applicable.

Students who completely withdraw from the nursing program before completing more than 60% of the payment period may not be eligible for the full amount of their Title IV financial aid. The amount of the Title IV aid earned is determined based on the student's withdrawal date in accordance with federal Return of Title IV Funds (R2T4) regulations. Once a student has completed more than 60% of the payment period, the student is considered to have earned 100% of the Title IV funds for that period.

If a Return of Title IV Funds calculation is required, any unearned federal financial aid will be returned to the appropriate Title IV program. This calculation may result in the student owing a balance to the nursing program. If additional earned Title IV funds are available after the calculation, the student may be eligible to receive a post-withdrawal disbursement in accordance with federal regulations.

Title IV funds are returned in the following order:

- Direct Unsubsidized Loans
- Direct Subsidized Loans
- Direct PLUS Loans
- Federal Pell Grants
- FSEOG (N/A)
- TEACH Grants (N/A)

State Grant Refund Policy

The nursing program maintains a curriculum that meets the standards of the Accreditation Commission for Education in Nursing (ACEN) to remain eligible to participate in the Pennsylvania State Grant Program. Students who withdraw from the nursing program may have their Pennsylvania State Grant eligibility adjusted in accordance with applicable Pennsylvania State Grant requirements and the School Refund Policy.

A recipient who begins the term enrolled at least half-time but withdraws during the term is ineligible for any part of an award that has not been credited to the student’s account prior to withdrawal.

If the award for the term has already been credited to the student’s account prior to withdrawal, the student may retain the earned portion of the award in accordance with applicable Pennsylvania State Grant requirements.

School Refund Policy

Students withdrawing from the nursing program must notify the Program Director in writing listing the specific date and reason for withdrawal.

Institutional Tuition refunds are calculated according to the schedule below. Students receiving federal financial aid are also subject to the Federal Return of Title IV Funds (R2T4) calculation, which is separate from the institutional refund policy and may result in a balance owed to the Nursing Program.

Withdrawal Period	Tuition Refund
Week 1	100%
Week 2	75%
Week 3	50%
Week 4	25%
Week 5 and thereafter	0%

SUBJECT: STUDENT FINANCIAL AID POLICY

POLICY: This policy outlines the types of financial aid available including scholarships, grants, and loans and establishes the criteria for eligibility and application. The policy ensures that financial aid is administered in a fair and transparent manner in compliance with all relevant laws and regulations to support student educational goals.

Procedure: Eligibility for need-based financial aid is determined primarily by demonstrated financial need. Some forms of financial aid may have additional eligibility requirements. Students must maintain Satisfactory Academic Progress (SAP) as outlined in the Nursing Program's Satisfactory Academic Progress Policy to remain eligible for financial aid.

Financial aid is administered without discrimination based on race, color, religion, national origin, sex, age, nor disability influences this decision. Only courses required by the nursing program may be utilized in calculating enrollment status for federal financial aid purposes. Payment for courses not required by the nursing program is the financial responsibility of the student.

General eligibility requirements for financial aid include the following:

- A. Demonstrated financial need.
- B. United States citizenship, lawful permanent resident status, or an eligible noncitizen.
- C. A valid Social Security Number (SSN).
- D. Maintain Satisfactory Academic Progress (SAP)
- E. Not be in default on a federal student loan and not owe a repayment on a federal student grant.
- F. Agree to use federal student aid only for education purposes.

Academic eligibility requirements for financial aid include the following:

- A. A high school diploma (can be from a foreign school if it is equivalent to a U.S. high school diploma) or the recognized equivalent of a high school diploma (General Educational Development (GED) certificate or other state sanctioned test or diploma-equivalency certificate).
- B. Completed homeschooling at the secondary level as defined by state law.
- C. Currently enrolled in an eligible career pathway program.

Applying for Financial Aid:

Students seeking financial aid must complete the Free Application for Federal Student Aid (FAFSA) each award year.

The FAFSA is available at www.studentaid.gov

Students are encouraged to submit the FAFSA and all request documentation by published deadlines to maximize eligibility for available financial aid. Students selected for federal verification must submit all requested documentation before financial aid eligibility can be finalized and federal funds may be disbursed.

Students experiencing special and unusual financial circumstances may contact the Financial Aid Office to discuss available options and determine whether additional review is appropriate under federal regulations.

Tuition and Fees

Students are responsible for payment of tuition and fees not covered by financial aid. Students paying directly are expected to pay tuition before the beginning of each semester or establish an approved payment plan. Failure to comply with approved payment arrangements may affect a student's ability to continue enrollment in the nursing program.

Fees are assessed each term and may include:

- ATI Resources
- Clinical Fees
- Laboratory Supplies
- Technology Fees
- Graduation Fees
- Classroom Supplies

Tuition is paid directly to the Financial Aid Office by cash, card, check or money order. Students paying out-of-pocket are expected to have the semester paid for prior to the start of the semester. Failure to adhere to this plan can result in an inability to continue in the program.

All outstanding balances must be paid in full prior to graduation or the student will not receive a diploma.

Federal Direct Loan Requirements

Students borrowing through the Federal Direct Loan Program are required by federal law to complete Entrance Counseling before receiving their first Direct Loan.

Students who graduate, withdraw, or drop below half-time enrollment are required to complete Exit Counseling. Information regarding federal student loans, loan counseling, repayment options, and borrower responsibilities are available at www.studentaid.gov

Financial Aid Assistance

Students with questions regarding financial aid eligibility, application procedures, verification requirements, loan counseling, or financial aid awards should contact the Financial Aid Office for assistance.

Alternate Funding

MMC Tuition Discount:

Students who choose to participate in the Meadville Medical Center Tuition Assistance Program must commit to the following terms:

- Upon successful completion of the Sharon School of Nursing Program and obtaining licensure as a Registered Nurse (RN), the student agrees to work for Meadville Medical Center for a minimum of **two (2) years** in an RN role.
- While enrolled in the program, the student is required to maintain employment with Meadville Medical Center in a position for which they are qualified. The minimum work requirement is 8 hours per pay period.
- In exchange for this commitment, the student will receive **\$12,000 in tuition assistance**, which will be applied toward the cost of the nursing program.
- **The tuition assistance will be divided over the course of the program. Tuition assistance will be applied to the nursing courses offered through Meadville Medical Center first; any remaining funds will be applied to semester fees.**
- The student will be required to sign the Tuition Assistance Contract during the first week of classes to formalize participation in the program.

This program is designed to support students in their educational journey while strengthening the local healthcare workforce. Additional terms and conditions will be outlined in the official Tuition Assistance Contract provided at the start of the program

Workforce Innovation and Opportunity Act (WIOA) —PA CareerLink:

WIOA is a federal funded program designed to provide eligible individuals with access to employment, education, training, and support services to help them succeed in the labor market. Administered in Pennsylvania through PA CareerLink, WIOA funding is designed to assist individuals in gaining the skills necessary for in-demand careers, including those in healthcare.

The **Sharon School of Nursing** is an approved WIOA training provider. Eligible students may receive financial support to help cover the cost of **tuition, books, uniforms, and related expenses**. WIOA funding typically includes:

- Up to **\$5,500 toward tuition** (disbursed by semester)
- Up to **\$750 for supportive services** (e.g., transportation, supplies)

To determine eligibility and begin the application process, students should contact their local PA CareerLink office as early as possible, the process may take several weeks to complete.

Eligibility Requirements

- Adult Program
 - Age 18 or older
 - U.S. Citizen or legally authorized to work
 - Income Guidelines:
 - Low-income individuals (typically $\leq 250\%$ of Federal Poverty Level)
- Dislocated Worker Program
 - Laid off or received notice of termination
 - Self-employed but unemployed due to economic conditions
 - Spouse of active-duty military member who lost employment due to relocation
 - Displaced homemakers or recently separated veterans
- Youth Program
 - Ages 16-24
 - Must face barriers to employment (e.g. homelessness, foster care, pregnant/parenting, disability, criminal background)

Required Documents:

To apply, you will typically need to provide the following:

- Social Security Card
- Birth Certificate or Driver's License
- Last 6 months of income documentation
- Acceptance Letter
- Transcript (GPA), Schedule of Credits – if already enrolled and are looking for help with future assistance
- If receiving SNAP – Snapshot of Compass Report

George Wright

Students enrolled in eligible programs may apply for an interest-free loan of up to **\$20,000** through the **George W. Wright Student Aid Fund** to assist with college tuition and college-related fees.

- Up to **\$2,500 per semester** is available, for a maximum of **eight semesters**.
- Loans are awarded on a **merit and need basis** and are **completely interest-free**.
- This is a loan program, not a grant or scholarship—**repayment is required**, but no interest will accrue.

Eligibility Requirements:

High School Applicants:

- Rank in the upper half of the graduating class from the following PA High Schools:
 - Cochranton
 - Commodore Perry
 - Farrell
 - Greenville
 - Grove City
 - Hickory
 - Jamestown
 - Kennedy Catholic
 - Lakeview
 - Mercer
 - Reynolds
 - Sharon
 - Sharpsville
 - Slippery Rock
 - West Middlesex
 - Wilmington
- Be accepted for enrollment at a post-high school institution of higher learning.

Current College Applicants:

- Be a graduate of a high school above OR attending Grove City College, Penn State University—Shenango Campus, or Thiel College
- Demonstrate ability to succeed academically by maintain a 2.8 cumulative GPA or better on their official post-high school institution transcript
- Plan to continue current enrollment at a post-high school institution of higher learning, or if attending Grove City College, Penn State University – Shenango Campus, or Thiel College - plan to continue current enrollment at Grove City College, Penn State - Shenango, or Thiel College



**Sharon School of Nursing - MMC Employee
Tuition Chart- Class of 2028
August 2026 Start**

Fall Semester: August 2026- December 2026						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Introduction to Healthcare		2	\$50.00	\$802.00	\$902.00
ALL	Anatomy & Physiology I with Lab	BIOD 210	4	\$450.00	\$0.00	\$1,800.00
PL	English Composition I	ENGL 101	3	\$223.00	\$0.00	\$669.00
ALL	College Algebra	MATH 100	4	\$450.00	\$0.00	\$1,800.00
PL	General Psychology	PSYC 101	3	\$223.00	\$0.00	\$669.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny					-\$2,039.00
Semester Total			16	\$1,396.00	\$802.00	\$3,801.00

Spring Semester: January 2027- May 2027						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Fundamentals of Nursing		7	\$50.00	\$802.00	\$1,152.00
ALL	Foundations of Microbiology with Lab	BIO 215	4	\$450.00	\$0.00	\$1,800.00
ALL	Foundations of Human Nutrition	GHS 225	4	\$450.00	\$0.00	\$1,800.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny					-\$2,039.00
Semester Total			15	\$950.00	\$802.00	\$2,713.00

Summer Semester: May 2027 - August 2027						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Medical Surgical Nursing I		7	\$50.00	\$802.00	\$1,152.00
ALL	Anatomy & Physiology II with Lab	BIO 211	4	\$450.00	\$0.00	\$1,800.00
PL	Developmental (Lifespan) Psychology	PSYC 140	3	\$223.00	\$0.00	\$669.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny					-\$908.00
Semester Total			14	\$723.00	\$802.00	\$2,713.00

Fall Semester: August 2027 - December 2027						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Medical Surgical Nursing II		5.5	\$50.00	\$802.00	\$1,077.00
SON	Maternal Child Nursing OR Mental Health Nursing		3.5	\$50.00	\$0.00	\$175.00
PL	Introduction to Ethics (Biomedical)	PHIL 120	3	\$223.00	\$0.00	\$669.00
Semester Total			12	\$323.00	\$802.00	\$1,921.00

Spring Semester: January 2028 - May 2028						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Medical Surgical Nursing III		4.5	\$50.00	\$952.00	\$1,177.00
SON	Maternal Child Nursing OR Mental Health Nursing		3.5	\$50.00	\$0.00	\$175.00
SON	Professional Transition to Nursing		7	\$50.00	\$0.00	\$350.00
Semester Total			15	\$150.00	\$952.00	\$1,702.00

Tuition Total					
		Credits	Tuition	Fees*	Grand Total
SON	Nursing Courses	40	\$2,000.00	\$4,160.00	\$6,160.00
PL	Portage Learning	12	\$2,676.00	\$0.00	\$2,676.00
ALL	Allegheny College	20	\$9,000.00	\$0.00	\$9,000.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny				-\$4,986.00
					\$12,850.00

Activity Fee* Estimate Only- Final Fees To Be Determined Based on Finalized ATI Cost

Please Note: All educational charges are subject to change without notice



**Sharon School of Nursing - Non-MMC Employee
Tuition Chart- Class of 2028
August 2026 Start**

Fall Semester: August 2026- December 2026						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Introduction to Healthcare		2	\$350.00	\$802.00	\$1,502.00
ALL	Anatomy & Physiology I with Lab	BIOD 210	4	\$450.00	\$0.00	\$1,800.00
PL	English Composition I	ENGL 101	3	\$223.00	\$0.00	\$669.00
ALL	College Algebra	MATH 100	4	\$450.00	\$0.00	\$1,800.00
PL	General Psychology	PSYC 101	3	\$223.00	\$0.00	\$669.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny					-\$2,039.00
Semester Total			16	\$1,696.00	\$802.00	\$4,401.00

Spring Semester: January 2027- May 2027						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Fundamentals of Nursing		7	\$350.00	\$802.00	\$3,252.00
ALL	Foundations of Microbiology with Lab	BIO 215	4	\$450.00	\$0.00	\$1,800.00
ALL	Foundations of Human Nutrition	GHS 225	4	\$450.00	\$0.00	\$1,800.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny					-\$2,039.00
Semester Total			15	\$1,250.00	\$802.00	\$4,813.00

Summer Semester: May 2027 - August 2027						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Medical Surgical Nursing I		7	\$350.00	\$802.00	\$3,252.00
ALL	Anatomy & Physiology II with Lab	BIO 211	4	\$450.00	\$0.00	\$1,800.00
PL	Developmental (Lifespan) Psychology	PSYC 140	3	\$223.00	\$0.00	\$669.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny					-\$908.00
Semester Total			14	\$1,023.00	\$802.00	\$4,813.00

Fall Semester: August 2027 - December 2027						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Medical Surgical Nursing II		5.5	\$350.00	\$802.00	\$2,727.00
SON	Maternal Child Nursing OR Mental Health Nursing		3.5	\$350.00	\$0.00	\$1,225.00
PL	Introduction to Ethics (Biomedical)	PHIL 120	3	\$223.00	\$0.00	\$669.00
Semester Total			12	\$923.00	\$802.00	\$4,621.00

Spring Semester: January 2028 - May 2028						
	Course Title	Course Code	Credit Hours	Rate Per Credit	Fees*	Total Cost
SON	Medical Surgical Nursing III		4.5	\$350.00	\$952.00	\$2,527.00
SON	Maternal Child Nursing OR Mental Health Nursing		3.5	\$350.00	\$0.00	\$1,225.00
SON	Professional Transition to Nursing		7	\$350.00	\$0.00	\$2,450.00
Semester Total			15	\$1,050.00	\$952.00	\$6,202.00

Tuition Total					
		Credits	Tuition	Fees*	Grand Total
SON	Nursing Courses	40	\$14,000.00	\$4,160.00	\$18,160.00
PL	Portage Learning	12	\$2,676.00	\$0.00	\$2,676.00
ALL	Allegheny College	20	\$9,000.00	\$0.00	\$9,000.00
MMC	Meadville Medical Center Tuition Contribution- Allegheny				-\$4,986.00
					\$24,850.00

Activity Fee* Estimate Only- Final Fees To Be Determined Based on Finalized ATI Cost

Please Note: All educational charges are subject to change without notice

Monthly Payment

Students have the option to pay semester tuition in three equal monthly installments. The payment schedule is outlined below; tuition will vary based on whether the student needs college courses, which will be added to the semester tuition as applicable.

Payment Schedule:

Payments are due on the following schedule:

Fall 2026:	September 17, 2026 October 15, 2026 November 25, 2026
Spring 2027:	January 21, 2027 February 18, 2027 March 18, 2027
Summer 2027:	May 27, 2027 June 24, 2027 July 22, 2027
Fall 2027:	September 16, 2027 October 14, 2027 November 11, 2027
Spring 2028:	January 20, 2028 February 17, 2028 March 16, 2028

Important Notice:

All tuition payments must be received on or before the due dates listed above. Students with an outstanding balance at the end of the semester will not be permitted to advance to the next semester.

**Thank you for
choosing Meadville
Medical Center's
Institute for Health
Professionals: Sharon
School of Nursing!**