The School of Nursing and Health Sciences

Introduction and Overview

Manhattanville’s School of Nursing and Health Sciences offers an accelerated second degree Bachelor of Science in Nursing for students who already hold a Bachelor’s degree (Summer 2020) & Bachelor of Science in Nursing, Traditional Student Program (Fall 2020)

The nursing program at Manhattanville is built on a holistic, patient centered care framework that offers an opportunity to learn integrative modalities. A nursing degree from Manhattanville offers the resume enhancements listed below.

- Upon completion of the program, students will be certified in end of life care. This is a Micro-Credential.
- The opportunity to explore areas of interest and earn certificates or digital badges through nursing electives in specialized areas.
- Educated in balancing high technology demands with high care that enhances patient experiences.
- Learning in a state of the art clinical learning laboratory that combines technical skills with advanced skills to connect theory to practice.
- Clinical rotations at premier healthcare sites in the area.
Degree: Bachelor of Science in Nursing
Minor: None offered
Program Dean: Debra Simons, (914) 323.5377, Debra.Simons@mville.edu

Faculty and Staff
TBA

Adjunct Faculty
TBA

Executive Assistant
Jorie Kontos

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**School of Nursing and Health Sciences Directory**

<table>
<thead>
<tr>
<th>Dr. Debra Simons, PhD, RN</th>
<th>Patricia Stout-Traina</th>
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<tbody>
<tr>
<td>Dean, Nursing &amp; Health Sciences</td>
<td>Associate Dean, Clinical and Laboratory Education</td>
</tr>
<tr>
<td>Email: <a href="mailto:Debra.Simons@mville.edu">Debra.Simons@mville.edu</a></td>
<td>Email: <a href="mailto:Patricia.Stout-Traina@mville.edu">Patricia.Stout-Traina@mville.edu</a></td>
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<tr>
<th>Jorie Kontos, MA</th>
<th>Megan Ostroski, MS. Ed.</th>
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<tbody>
<tr>
<td>Executive Assistant to the Dean &amp; Director of Operations</td>
<td>Director of Compliance &amp; Faculty Onboarding</td>
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<tr>
<td>Email: <a href="mailto:Jorie.Kontos@mville.edu">Jorie.Kontos@mville.edu</a></td>
<td>Email: <a href="mailto:Megan.Ostroski@mville.edu">Megan.Ostroski@mville.edu</a></td>
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<th>Orhan Hakli, MSN, RN, FNP-C, DNP-c</th>
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<tbody>
<tr>
<td>Clinical Placement Coordinator</td>
<td>Visiting Faculty</td>
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<tr>
<td>Email: <a href="mailto:Harriet.Rothman@mville.edu">Harriet.Rothman@mville.edu</a></td>
<td>Email: <a href="mailto:Orhan.Hakli@mville.edu">Orhan.Hakli@mville.edu</a></td>
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Mission & Philosophy

Manhattanville College Mission
We are committed to ensuring the intellectual, ethical, and social development of each student with a community of engaged scholars and teachers; encouraging each student to develop as an independent and creative thinker in pursuing career and personal goals; and providing a diverse, inclusive, and nurturing environment which develops in each student a commitment to service and leadership within a global community.

School of Nursing and Health Sciences: Nursing Program Mission
Manhattanville College School of Nursing and Health Sciences is committed to transforming the lives of students through the provision of an innovative and modern nursing education that develops nurse professionals who are design thinkers, inter-professional collaborators, proficient in high patient centered care and technology, and holistically trained.

School of Nursing and Health Sciences: Nursing Program Philosophy
The philosophy of the School of Nursing and Health Sciences at Manhattanville College is grounded in both a professional and practice profession that is built upon the arts and sciences foundation. Watson's Theory of Human Caring is the overarching nursing theory that informs the mission, philosophy and professional practice model, and the conceptualization of the philosophy is based on the Caritas Process. Caritas nurses have an ethical responsibility to be genuinely present and centered for the patient while performing the needed tasks and procedures to foster healing and caring moments. This provides the balance between technology and caring to develop a truly high tech, high care nurse. The nurse, as an agent of change, will become a stellar inter-professional collaborator, who incorporates design thinking as a practical method for innovation and problem solving.
Accelerated Nursing Program, Bachelor of Science

Accelerated Nursing Major Requirements

The accelerated second degree Bachelor of Science in Nursing is for students who already hold a Bachelor’s degree.

**Prerequisites for the program:**

- College GPA must be a minimum of a 3.0.
- All prerequisites should be completed at the time of applying.
- The following courses must be taken with a C+ or better:
  
  - Fundamentals of Psychology (3 credits minimum; 4 credits preferred)
  - Human Anatomy & Physiology I with Lab (4 credits)
  - Statistics (3 credits)
  - Chemistry (4 credits)
  - Developmental Psychology – Covering Lifespan (3 credits)
  - Human Anatomy & Physiology II with Lab (4 credits)
  - Microbiology with Lab (4 credits)
  - Principles of Human Genetics (3 credits)

***You may only have ONE retake on any prerequisite. Failure of two prerequisites disqualifies students for admission to the program***
### Second Degree Curriculum Plan

**Manhattanville College - Nursing Major**

#### Second Degree Curriculum Plan

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| Term credit total: | | | Term credit total: | 16 |

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| Term credit total: | 16 | Term credit total: | 15 |

| **Major Credit Total:** | 61 |
Baccalaureate Essentials

The American Association of College of Nursing (AACN) Baccalaureate (I-IX) essentials (BE) guide the curricular elements and framework for building the baccalaureate nursing curriculum. The essentials are:

I. Liberal Education for Baccalaureate Generalist Nursing Practice
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
III. Scholarship for Evidence Based Practice
IV. Information Management and Application of Patient Care Technology
V. Healthcare Policy, Finance, and Regulatory Environments
VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
VII. Clinical Prevention and Population Health
VIII. Professionalism and Professional Values
IX. Baccalaureate Generalist Nursing Practice

Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

The purpose of the program is to prepare students to:

1. Practice within complex healthcare systems and assume the roles: provider of care; manager/coordinator of care; and member of a profession.
2. Receive a Bachelor of Science (BS) in Nursing Major
3. Be eligible to participate in the National Council Licensure Examination (NCLEX) for registered professional Nurses.
SNHS Baccalaureate Program Learning Outcomes

Upon completion of the program of study the student will:

1. Integrate theories and concepts from the liberal and human caring sciences for improved nursing practice and enhanced global citizenry. (BE: I-IX)
2. Provide holistic, safe, high quality nursing care using principles of integrative health modalities, organization and systems leadership, quality improvement and patient safety to improve patient outcomes. (BE: II)
3. Integrate evidence based practice to implement patient-centered care. (BE: III)
4. Demonstrate professionalism and professional nursing values through altruism, social justice, and autonomy, and human dignity, social policy, standards of care and code of ethics. (BE: VIII)
5. Collaborate and communicate effectively with patient and inter-professional healthcare professionals to deliver high quality and safe care. (BE: VI)
6. Integrate holistic integrative healing modalities, case management and disease promotion strategies across the life span and diverse settings as well as vulnerable populations to address health disparities and population health. (BE: VII)
7. Demonstrate organization and systems leadership in professional nursing practice based through integration of quality improvement, policies affecting health care systems and finance and regulatory environments. (BE: II; V)
8. Implement evidence-based patient-centered plans of care reflecting case management and integrative health strategies across the variations and complexity of patients in all environments. (BE: III)
9. Manage data and apply patient care technology to support the delivery of high quality and safe patient care. (BE: IV)
10. Demonstrate commitment to scholarship for evidence based practice. (BE: III)
11. Advocate for high quality, safe and culturally competent patient-centered care. (BE: I-IX)

SNHS Pre-Licensure Programs

The School of Nursing and Health Sciences offers the following programs: a traditional undergraduate program leading to a Bachelor of Science in Nursing Major (BS); (2) an Accelerated 4 Semester Bachelor of Science in Nursing Major (BS) for persons holding a minimum of a BA or BS degree in other fields.
**Course Descriptions**

**NUR 1000 Health and Physical Assessment:**
This course introduces the student to comprehensive client health evaluation. Assessment of presenting concerns, past medical history, family history, cultural, nutritional, human violence, psychosocial data, and review of systems are included. An organized approach to the physical examination of clients of all ages is explored, with a focus on expected findings in healthy people. Risk assessment and evidence-based practice are introduced.

**NUR 1010 Fundamentals of Nursing Practice:**
This course introduces students to the concepts of professional nursing practice using a patient-centered focus. Students will utilize the knowledge, attitudes, and skills necessary for the delivery of professional nursing care for health promotion and disease prevention of individual patients in selected healthcare environments. Students will gain an understanding of the concepts of holistic caring from a unitary caring science, transcultural and ethical framework. Laboratory and clinical experiences will facilitate the development of therapeutic communication and beginning critical thinking and clinical reasoning skills.

**NUR 1020 Pharmacology & Pathophysiology I:**
This course provides the nursing student with an introduction to pharmacology and pathophysiology. This course offers information about the pathophysiologic process within major disorders of selected body systems and drug classifications used for these disorders.

The basic concepts of pharmacology, such as pharmacokinetics and pharmacodynamics, therapeutic and toxic effects, dosage calculations, drug testing and approval for major drug classifications are presented. The nursing process is used as a framework for presenting care of the patient as it relates to the drug and drug regimen. Clinically important drug interactions, contraindications, lifespan considerations, patient safety and patient teaching are integrated throughout the course.

Pharmacology & Pathophysiology I is the 1st course of a 2 course sequence that covers basic principles of Pharmacology and Pathophysiology, infectious diseases, respiratory, musculaskeletal, cardio/renal, gastrointestinal systems related disorders.

**NUR 1030 Holistic Nursing Theory:** Selected concepts, philosophy and theory pertinent to the practice of professional nursing are explored as it applies to the theory of human caring, transcultural nursing and caritas process. Caritas factors and processes are explored in order to form a deeper understanding of transpersonal and transcultural caring and lay the foundation for caring science and practice. Nursing philosophy and theory is addressed as the framework for practice. The caring science foundation intersects with the arts and humanities allowing for open space to allow the evolved human consciousness to articulate a personal philosophy of nursing.
**NUR 2000 Maternal Child:** The student is introduced to the fundamental concepts of growth and development in the childbearing family. Students will understand the nature of pregnancy, fundamental principles of labor and delivery, nursing care of the mother and newborn, and influence of community on the family. Common illnesses and disorders of the newborn and the child will be discussed. The psychological effect illness has on a child will be addressed. Throughout the course, family centered care will be emphasized and the effect of culture will be discussed.

**NUR 2010 Psychiatric Nursing:** This course prepares students to provide nursing care for the psychiatric mental health of individuals, families, and groups in a variety of settings. The focus is on the concept of psychiatric mental health and manifestation of mental illness. Using a holistic framework, psychosocial, biophysical, maturational, and cultural influences on mental health and illness are examined. Therapeutic strategies from nursing and other mental health disciplines will be examined.

**NUR 2020 Pharmacology & Pathophysiology II:**
This course provides the nursing student with an introduction to pharmacology and pathophysiology. This course offers information about the pathophysiologic process within major disorders of select body systems and drug classifications used for these disorders.

The basic concepts of pharmacology, such as pharmacokinetics and pharmacodynamics, therapeutic and toxic effects, dosage calculations, drug testing and approval for major drug classifications are presented. The nursing process is used as a framework for presenting care of the patient as it relates to the drug and drug regimen. Clinically important drug interactions, contraindications, lifespan considerations, patient safety and patient teaching are integrated throughout the course.

Pharmacology & Pathophysiology II is the 2nd course of a 2 course sequence that covers Endocrine, Gastrointestinal, Reproductive, Central/Peripheral systems related disorders and cancer. This course also will cover basic principles of pain and pain medications.

**NUR 3000 Medical Surgical I:**
Medical-Surgical Nursing I focuses on nursing practice with adults experiencing a wide range of acute and chronic alterations in health. Medical Surgical Nursing I is the 1st course of a 2 course sequence. Health promotion strategies and health care principles are examined, and community resources are discussed.

Emphasis is placed on a holistic understanding of the cultural, psychosocial, and spiritual needs of the individual adult and family. Nurse accountability, adult and family psycho-social development and care, cognitive development, Maslow’s Hierarchy of Needs, cultural diversity, spiritual and psychological needs, and the art of a nurse’s caring behaviors are integrated throughout the course. Care of the adult and family, family life processes and adaptation are
discussed. End of life care [palliative and hospice] will also be explored, including ethical, legal, and socio-cultural concerns. Pharmacology is emphasized. Application of the nursing process occurs throughout this course. Clinical experiences in providing patient care and documentation of care given are integrated throughout this course; which includes practicing basic wound care skills.

**NUR 3010 Ethics and Professional Values in Health Care:**
This course provides a basis in ethics and professional values in healthcare. The primacy of ethics in a caring healing framework is emphasized. Ethical issues and dilemmas across the lifespan are discussed, including organizational ethics, health care rationing, clinical decisions involving genetics and end of life decisions, and health informatics. Students will develop skills in presenting well-reasoned arguments to participate in inter-professional ethics collaboration and decision making.

**NUR 4000 Medical Surgical II:**
Medical-Surgical Nursing II focuses on nursing practice with adults experiencing more complex and advanced acute and chronic alterations in health. Health promotion strategies and health care principles are examined, and community resources are discussed.

Emphasis is placed on a holistic understanding of the cultural, psychosocial, and spiritual needs of the individual adult and family. Nurse accountability, adult and family psycho-social development and care, cognitive development, Maslow’s Hierarchy of Needs, cultural diversity, spiritual and psychological needs, and the art of a nurse’s caring behaviors are integrated throughout the course. Care of the adult and family, family life processes and adaptation are discussed. End of life care [palliative and hospice] will also be explored, including ethical, legal, and socio-cultural concerns. Pharmacology is emphasized. Application of the nursing process occurs throughout this course. Lab and clinical experiences in providing patient care and documentation of care given are integrated throughout this course; which includes practicing basic wound care skills.

Medical Surgical Nursing II is the 2nd course of a 2 course sequence and covers complex alterations in health such as Respiratory failure, Acute Respiratory Dysfunction Syndrome, Multi-Organ Dysfunction Syndrome, Shock, Liver/Pancreas/ Biliary tract disorders, Dysrhythmias, critical care nursing, Musculoskeletal and connective tissue disorders, Neurological disorders/ Acute Intracranial Problems/Stroke, Endocrine Problems, AK/CKD, Emergency/Terrorism, Disaster Nursing.
**NUR 4010 Palliative Care:**
This course offers a focused learning experience for students to develop mindfulness, compassion, and skill in care of patients during life threatening illness. Didactic and experiential methods will be used to teach students the basic tenets of palliative care. The course focuses on personal/professional self-exploration related to the concepts of loss, grief, suffering, caring, hope, and spirituality. Intellectual discourse occurs in a caring environment that enables students to give and receive peer and faculty support. Nursing care strategies that address client/family centered end of life care and community/family resources are emphasized. Global and cultural considerations are discussed. At the end of the course students will complete ELNEC (End-of-Life Nursing Education Consortium) certification.

**NUR 4020 Leadership and Patient Centered Care:**
This course focuses on leadership and management theories in relation to professional nursing practice. The transition from student to professional nurse leader/manager is a process that involves knowledge, skill, and experience. Students learn to use theory and research-based knowledge in the provision of culturally competent care to individuals, families and aggregates, in partnership with the client and the inter-professional healthcare team. Students will synthesize content learned in pre-requisite courses in the simulation laboratory focusing on development of competencies necessary for continuous improvement of the quality and safety of health care systems. Those scenarios include: safety, cultural competence, technology and informatics, interprofessional education, professionalism, delegation, communication, and teamwork and collaboration.

**NUR 4030 Population and Environmental Health:**
Students will analyze the standards and principles of community/public health nursing focusing on the care of the individuals, families, aggregates, and population in the community. Epidemiologic, environmental, cultural, spiritual, sociopolitical, legal-ethical, public policy and professional aspects of community/public health nursing are discussed. Global health issues and advocacy for vulnerable population are examined. The multidimensional role of the nurse including the case manager, advocate, leader, and change-agent is explored within a human caring framework and using an inter-professional model for delivery of healthcare. Informatics will be incorporated in assessing population health, evidence-based practice, and research processes. Strategies for community-based interventions and community partnerships will be evaluated. Population-focused practice will be articulated through reflective learning, critical thinking, and ways of knowing.

**NUR 4040 Evidence-Based Practice in Nursing Research:**
This course prepares students to be knowledgeable consumers of nursing research and the broader field of health research. While this course introduces students to basic research concepts and language, the emphasis is on the application of research findings. This emphasis instructs students to appraise research studies (particularly the peer reviewed literature),
engage in a largely deductive process of reasoning that leads to the development of skills to interpret research findings, and apply this knowledge to practice surrounding advancement of Joint Commission Core Measures. Students examine the historical, social, scientific, political, and professional factors that influence the conduct of nursing and related healthcare research, including important ethical issues. The components of research design, implementation, evaluation, dissemination, and utilization of findings are discussed and critiqued, particularly as they relate to evidence-based practice.

**Admissions**

A. **Application Procedure**
   Applicants must submit the following materials to the Office of Admission (Reid Hall) for evaluation:
   1. Application for admission;
   2. An application fee of $50.00 must accompany the application;
   3. Official transcript(s) of grades earned to date from secondary school or college;
   4. Two (2) letters of recommendation to include one from a guidance counselor/transfer counselor and one from a current or former teacher;
   5. Personal essay regarding why nursing is your choice of major.
   6. Standardized test scores (SAT).

B. **Nursing Applicant Requirements - First Year, Traditional Candidates**
   1. Applicants must be graduates of an approved secondary school.
   2. High School Equivalency Diploma, with satisfactory scores, may also be accepted.
   3. Scholastic Aptitude Tests (SAT) of the College Entrance Examination Board score of 1050, achieving a minimum of 500 in Math.
   4. Traditional students will take an ATI TEAS exam prior to starting clinical courses for the sole purpose of future advisement. A composite score of 74 or below will assist faculty in providing student support services.

C. **Nursing Applicant Requirements - Transfer Candidates**
   Students from other institutions may be admitted either in the fall or spring semester provided they meet Manhattanville's admission requirements. Transfer students may transfer up to 90 credit hours of general education requirements and nursing major electives. They may enter either in the fall or spring semester and are required to submit official transcripts of all undergraduate coursework. While academic work completed at the college level is a more current indicator of a student's potential success at Manhattanville, the Admissions Committee may also consider the secondary school record and test scores.
   1. Applicants must be graduates of an approved secondary school.
   2. High School Equivalency Diploma, with satisfactory scores, may also be accepted.
3. ATI TEAS exam with a composite score of proficient 74% or higher. Students may repeat the TEAS up to 3 times and submit best score.

Grade of C+ or better in Biology, Anatomy & Physiology I & II, Chemistry, Human Genetics, and Microbiology. Students may repeat once: Anatomy & Physiology I & II, Chemistry, Human Genetics, Microbiology. Failure of 2 science courses requires approval from Dean of Nursing to apply to nursing program.

D. Nursing Applicant Requirements - Second Degree Candidates
Grade of C+ or better in the following pre-requisites. Failure of 2 pre-requisite requires approval from Dean of Nursing to apply to nursing program.

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<td>2. Anatomy &amp; Physiology I + Lab</td>
<td>4 credits</td>
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<tr>
<td>3. Anatomy &amp; Physiology II + Lab</td>
<td>4 credits</td>
</tr>
<tr>
<td>4. Statistics</td>
<td>3 credits</td>
</tr>
<tr>
<td>5. Microbiology + Lab</td>
<td>4 credits</td>
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<td>6. General Psychology</td>
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<td>7. Chemistry</td>
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<td>8. Development Psychology</td>
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Credit for BA/BS degree conferral with GPA of 3.0 or higher 31/32 credits

Nursing Courses 61 credits
Total Credits 121 credits

Accommodation Policy for Students with Disabilities

Students enrolled in the School of Nursing and Health Sciences are expected to meet the following criteria:

Nursing education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors. The nursing degrees awarded by the Manhattanville College School of Nursing and Health Studies at the completion of the educational process certifies that the individual has acquired a base of knowledge and skills requisite for the practice of nursing at the respective undergraduate or graduate level.

To this end, all courses in the curriculum must be completed successfully. In order to
acquire the knowledge and skills to function in a variety of clinical situations and to render a wide spectrum of patient care, candidates for the undergraduate and graduate degrees in nursing must have abilities and skills in five areas:

1. Observation
2. Communication
3. Motor
4. Conceptual-Integrative
5. Behavioral-Social

Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner and exercise independent judgment.

**Observation**
The candidate must be able to observe demonstrations and participate in didactic courses and simulated learning opportunities. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

**Communication**
Candidates must communicate effectively using English in clinical and classroom settings. A candidate must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

**Motor**
Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other assessment techniques. A candidate should be able to perform nursing skills requiring the use of gross and fine motor skills (e.g. IV insertion, venous blood draw, urinary catheter insertion). A candidate should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients.

Examples of emergency responses reasonably required of nurses are cardiopulmonary resuscitation, medication administration, and application of pressure to stop bleeding. Candidates must perform actions which require the use of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. Candidates should also be able to assist and/or participate in various lifting activities.
Conceptual-Integrative
These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Critical thinking requires all of these intellectual abilities in order to provide optimal nursing care. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral-Social
Candidates must possess the emotional health required for the full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress in the classroom and clinical area.

They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical environment. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and educational process.

Reasonable accommodations will be considered on a case by case basis for individuals who meet eligibility under applicable statutes. (aacnnursing.org)

Social Media and Electronic Devices Policy
A. Classroom/Laboratory
   - Cell phones/pagers must be turned off or silenced and are not to be used during class time.
   - Laptops may be used for note taking, but will be shut down if non-class content is displayed.
   - Audio/video recording is not permitted during any classroom time.
   - If it is approved by the faculty, students may use their cell phones in clinical learning lab to utilize the medical applications.

B. Clinical Facilities
   - Manhattanville SNHS has a zero tolerance cell phone policy in clinical facilities.
   - Cell phones are prohibited in all clinical areas unless the instructor gives permission for course related activities.
   - Students using their cell phones at clinical facilities will be immediately sent home by their faculty member and will fail the course with a grade of F.
Students are prohibited to post any information related to their clinical experience, on any form of social media.

Students, who do not comply with the social media and electronic devices policy, will automatically fail the class as a Health Insurance Portability and Accountability Act (HIPAA) violation.

**Attendance Policy**

- **Didactic Course Attendance**
  Attending class is vital to academic success. Accordingly, Manhattanville College expects attendance and punctuality in all classes. Students are expected to accept personal responsibility for any absences, and will be held responsible for all course content, requirements, and assignments, whether or not they are present in class. The responsibility for explaining and/or documenting individual absences rests with the student, who must understand that instructors are not obligated to grant requests for make-up or supplementary work.

- **Clinical/Laboratory Course Attendance**
  Attending every clinical and laboratory session is mandatory and must be completed in order to meet the course objectives. Students who miss a laboratory experience must make them up prior to the completion of the course in order to receive a grade and progress to the following semester.

- **Be on time**
  It is in your interest to be engaged in all lecture, clinical, and laboratory activities. If you arrive late the material missed will not be reiterated.

- **Students are expected to answer questions and offer discussion when appropriate.**

**A. Excused Absence**

- Religious Observances: Students who would like to request religious observance considerations must do so in writing with an original clergy signature. Students must deliver the signed document to the Dean’s office two weeks prior to the start of the semester. At that time reasonable accommodations will be made to accommodate the student’s needs. The student will be informed as to when the time will be made up.

- Illness or death in the family require appropriate documentation from the student, such as a note from a healthcare provider for illness, or evidence of death of the family member. It is the responsibility of the student to promptly inform their instructor in the event of an absence or illness. If a student cannot reach their faculty member by phone, the student should email the faculty member and the course chair. The email should include the student’s name and the nature of the absence. With the exception of an extenuating circumstance, students are expected to notify their faculty member 24
hours prior to the course start time. Failing to notify the instructor within this time-frame could result in an unexcused absence.

- Athletic or other Mville sponsored trips: Travel dates and times accompanied by a signed memo from the group’s advisor/coach must be presented to the instructor prior to travel dates.

More than two excused absences from clinical experiences during a semester may result in a failing grade in that course. The student, if eligible, will be required to repeat the course. Any exceptions to this policy are at the discretion of the SNHS Dean.

B. Unexcused absence

Students that do not provide notification within an appropriate time-frame, will obtain an unexcused absence.

Two unexcused clinical absences during a semester will result in failure of the course.

*In cases of emergency, please reach out to the clinical or course instructor.*
Compliance Requirements

Students must complete a background check and toxicology screen on American Data Bank’s Complio portal upon acceptance into the School of Nursing and Health Sciences. Student accounts must display clear results prior to course registration. In the event a student does not present clear background check and toxicology results, acceptance into the School of Nursing and Health Sciences will be forfeited.

Students are required to upload all compliance documents onto American Data Bank’s Complio portal prior to clinical course registration. Compliance items include but are not limited to:

Certifications:
- American Heart Association - CPR Certification

Medical Clearance Documents:
- Annual Health Assessment
  - Complete History and Physical Examination
  - Tuberculin Skin Test (if it is positive, a student will be required to provide a negative chest x-ray report which expires every 5 years)
  - Tdap Vaccination record (required every 10 years)
  - Hepatitis B Vaccination
  - Influenza Vaccination Record
- Immunization titer results with in the last six months of the following;
  - Varicella Titer
  - MMR Titers
  - Hepatitis B Surface Antibody Titer
  - Hepatitis B Surface Antigen Titer

It is the student’s responsibility to remain complaint at all times. Students who fall out of compliance will be dropped from their courses. The clinical site in which students are assigned may require additional medical data than listed above.
Clinical Placement Guidelines

Many variables must be considered in matching clinical sites and students. For example, the availability of placement opportunities at clinical sites is an important factor, as are the prior experiences and needs of a particular student and other students in the program. Students are not permitted to contact a clinical site or a preceptor about a clinical placement. Students may not attend a clinical experience when the college is not open. There are no guarantees that students will get a clinical placement of their first choice.

Before students are permitted to commence a clinical placement, they must have successfully completed the health clearance process, mandatory training, and the dosage calculation examination. Students will not be considered for a clinical placement until they have satisfied these prerequisites.

A conflict of interest can arise if a student has a familial, social, or long term professional relationship with a person who would have direct supervision of the student during the clinical placement. Students have the responsibility of disclosing to the Clinical Placement Coordinator any actual or potential conflict of interest. The Clinical Placement Coordinator will assess the circumstances and determine whether there is an actual conflict of interest. Students are not permitted to enroll in two clinical sections on the same day. If a student enrolls in two clinical sections on the same day, the student will be dropped from one clinical section by his/her academic advisor.

Clinical sections may on occasion be cancelled due to such circumstances as changes in enrollment, scheduling issues, agency needs and the like. The School of Nursing and Health Sciences will notify students when a clinical section is cancelled. Every effort will be made to enroll the student in another section of the course with the least disruption as possible, to the student’s course schedule.
Clinical Learning Laboratory Guidelines

A. Dress Code for Clinical Facilities and the Clinical Learning Laboratory
   - Manhattanville ID or clinical facility issued ID must be worn at all times.
   - Uniforms and footwear must be clean, properly maintained, and appropriately fitted to allow for unrestricted movement. The Manhattanville logo must be displayed.
   - If permitted by the clinical facility, clothing worn under scrub tops are to be black or white in color and not extend below the elbow or bottom of the lower hem of the scrub top.
   - Footwear must be closed toe, closed heel, non-porous upper in solid colored white.
   - White socks, stockings or hosiery must be worn.
   - Clothing must be free of tobacco odor, excessive fragrance and body odor.
   - Hair is to be styled in a manner that does not require readjustment, is not loose and does not dangle.
   - Facial hair must be neatly groomed.
   - Fingernails must be no longer than 0.25 inch past the end of the finger. No nail polish is permitted. Artificial nails and extenders are also NOT permitted.
   - Jewelry is not permitted except for one small stud earring in each earlobe, a wristwatch and one smooth surface ring.
   - Face piercings and tattoos must not be visible, UNLESS permitted by the clinical facility.
   - Chewing gum is prohibited.
   - If the required uniform for the clinical setting is not a Manhattanville uniform, “business attire,” must be adhered too. Jeans, shorts, tee-shirts, opened toed shoes, sandals, flip-flops, sweatpants, sweatshirts are not permitted.
   - Failure to comply with this dress code may result in the student being dismissed from the clinical site until the student demonstrates compliance with the dress code. In addition, the student will be responsible for making up the missed clinical.

B. Skills and Health Assessment Practice Session Procedures
   - Practice sessions are staffed by the Laboratory Assistants for guided practice of nursing or health assessment skills.
   - Students may use the signup sheet provided in the laboratory to schedule a practice time. An appointment is required.

C. Equipment Use
   The equipment in the Clinical Learning Laboratory has been selected to increase student learning; therefore, care of the equipment is expected.
   - Do not use betadine on the manikins or task trainers.
   - Do not use ink pens or markers near the mannequins or task trainers.
   - All students should follow Universal Precautions against infectious disease while participating in clinical activities in the laboratory.
• All sharps must be disposed of in an appropriately labeled sharps container.
• Under no circumstances may sharps be removed from the Clinical Learning Laboratory.
• All injuries, including “clean” needle sticks, should be reported to the instructor and Clinical Learning Laboratory staff.

D. Attendance
• At the beginning of each semester, students will be notified of their scheduled simulation time. The simulation day may not be the same day of the week as the clinical day.
• Students are to report to the Clinical Learning Laboratory 15 minutes prior to the scheduled start time.
• Makeup for a simulation day absence will be arranged by the clinical instructor, course coordinator/chair, and/or the Director of the Clinical Learning Laboratory.

E. Conduct
• Professional conduct and communication are expected at all times in the Clinical Learning Laboratory. Students will be participating in and observing others during laboratory experiences. It is expected that all participants maintain a respectful learning environment.
• The Simulation Laboratories should be treated as a real clinical setting at all times. We recognize the mannequins are not real; however, all mannequins and actors should be treated in a professional manner and as if they are actual patients. No information may be discussed outside of the Laboratory.
• Cellular phones are not to be used during your learning laboratory session and should be off or on airplane mode.
• Students may not use photography at any time in the clinical learning laboratory.
• Simulations and/or debriefings may be recorded or viewed for quality assurance, quality improvement, instructional purposes, or research purposes.
• All simulation day information is considered confidential and is not to be discussed outside of the Clinical Learning Laboratory.
• Students will be sent a link to an online, anonymous survey regarding their simulation experience which all students are expected to complete.
• Student feedback is used to identify areas of opportunity and potential improvement in our simulation program.

*No food and only closed water bottles permitted in the laboratories*

Quizzes and Examinations:
Students are expected to take course examinations as scheduled using ExamSoft. On occasion, however, a student may be unable to take an examination due to an emergency. In such cases, students who are unable to take an examination due to an emergency, may, at the discretion of the instructor, take a make-up examination. Students must notify the instructor within 24 hours of the scheduled examination and provide sufficient evidence in writing of the emergency (e.g.,
illness or death in family). Only upon sufficient evidence, and if the instructor approves, may a student take a make-up examination. Make-up examinations must be complete within 7 days of original scheduled exam. The format of a make-up examination may differ from the format of the original examination.

If a student does not have a legitimate excused absence, faculty members are free to give that student a zero on the quiz or examination. In deference to their colleagues and in fairness to students, faculty should schedule exams for regular class periods and conclude the exercise within the period of class. Reasonable precautions should be taken to assure an atmosphere conducive to maximum performance by all students and to prevent dishonesty.

If, due to an emergency, a student is unable to take a final examination, the student must notify the instructor within 24 hours and provide sufficient evidence in writing. The student will be required to take an incomplete and may not progress to the following course or graduate until final examination is complete.

**Med-Math Exam Requirement:**
- Safe nursing care mandates accuracy in the calculation of dosages and solution rates. Medication calculation exams will be required for all nursing students each semester to assess nursing students’ ability to calculate medication dosages.
- Four medication calculation exams (Med Math) will be given in each of the following clinical courses at the following times. Students are required to meet the pass requirement as follows to pass the course:

<table>
<thead>
<tr>
<th>Course</th>
<th>Pass %</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
<td>95%</td>
<td>4 (Fall/Spring)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (Summer - Second Degree Students Only)</td>
</tr>
<tr>
<td>Med/Surg I</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Med/Surg II</td>
<td>100%</td>
<td>1</td>
</tr>
<tr>
<td>Leadership</td>
<td>100%</td>
<td>1</td>
</tr>
</tbody>
</table>

- Students will have two (2) attempts to pass the Med Math exam. Students who do not achieve success on the second attempt will be required to complete a remediation plan. Students are not permitted to deliver medications to patients with an instructor
without successful completion of the Med Math exam. Failure a third (3) time will result in failure of the course.

Course Grade

- A minimum grade of **C+** is required for all nursing (NUR) and liberal arts and sciences scientific reasoning courses (i.e. Biology, Anatomy & Physiology I & II, Chemistry, Human Genetics, and Microbiology).
- With the exception of scientific reasoning, students must earn a minimum grade of **C-** in liberal arts and sciences courses.
- A **P (passing)** is required in all nursing (NUR) laboratory and clinical courses.
- Undergraduate students in the Bachelor of Science in Nursing Major and the Accelerated Bachelor of Science in Nursing Major who fail (i.e., a grade of C or lower) a nursing (NUR) didactic component, will fail the entire nursing (NUR) course which includes any attached clinical and/or laboratory courses. In addition, those who fail the clinical or laboratory component of a course will receive an “F” for the clinical or laboratory component and an “F” for the nursing (NUR) didactic course.
- A student may repeat only **ONE** nursing (NUR) course and that course must be repeated in the next semester. To remain in the nursing program, a student may NOT fail a second nursing (NUR) course.
- A student may repeat no more than two courses required to satisfy the nursing degree completion requirements.
- A student re-taking a required nursing course due to failure of the first attempt, may not withdraw unless he/she is passing the course at the time of withdrawal. Withdrawal with a failing status will result in the second failure of the course.

Undergraduate Grade Replacement Policy

Starting in Fall 2012, undergraduates who re-take a course in the nursing major will have the lower of the two grades removed from the GPA calculation as long as the initial grade was C or lower. If a repeat attempt results in the same grade being earned, the previous attempt will be removed from the GPA. There is a limit of 2 grade replacements that may be applied within a degree program career. A course taken prior to the activation of this policy can still have its grade replaced, as long as the course is re-taken in Fall 2012 or later. This policy is not retroactive. Courses already repeated prior to Fall 2012 will stay with the old rules.

Undergraduate Grade Replacement Policy Highlights and Quick Reference

- The policy applies to repeated course work taken during the Fall 2012 term on forward. This policy is not retroactive. Courses already repeated in previous terms will stay with the old rules.
• Grade Replacement may only be applied to a course if the previous grade earned was a C, C-, D or F. The replaced grade will appear on grade displays and transcripts with a “#” sign to the left of the grade letter, appearing as a #C, #C-, #D or #F.
• The lower of the two grades will be replaced and removed from both the term and cumulative GPA calculations for the term containing the course. If a repeat attempt results in the same grade being earned (“Grade Tie”), the previous attempt will be removed.
• Credit is granted only once for any repeated course. The earlier course attempt will be the course that will carry the completed credit value.
• There is a limit of 2 grade replacements that may be applied within the nursing degree program.
• Degree Audit and grade replacement: Since Degree Audit displays only course work that carries earned credit, the previously taken course with the “#” replaced grade will appear on a student’s audit lists to fulfill requirements. This is not a cause for concern as Degree Audit’s focus is to track and tally courses that carry earned credit and completed status. Degree Audit is not a transcript!

Undergraduate Grade Replacement Policy Limitations

• Only the last grade earned will count in the grade point average (GPA). However, all grades for the course will remain on a student’s transcript.
• Faculty do not assign replacement grades. The posting of #C, #C-, #D or #F replacement grades and administration of the grade replacement policy is managed by the Registrar’s Office. Students must continue to consult with their advisors on whether repeating a course for an improved grade fits with their particular program requirements and academic goals.
• Grade replacements must match course for course. Example: PSY.1004 for PSY 1004. Independent Studies taken as equivalents for standard courses may not be used for grade replacement.
• A student receiving a letter grade can only replace that grade with another letter grade. Students may not elect to retake a course for a Pass/Fail (“P”) or Audit (“AU”) grade and then use it for grade replacement.
• A “W” grade (Withdrawal) cannot replace previous letter grades under this policy. Also, this policy will not remove previous “W” grades from a term record or transcript.
• Only Manhattanville courses are eligible for grade replacement. Transfer course work may not be used to replace an earlier grade on a Manhattanville transcript.
• Grade Replacement is an automatic policy that cannot be applied selectively on an individual course basis.
• Undergraduate term academic standings such as “Deans List”, “Good Standing” and “Probation” are awarded at the completion of each Fall and Spring term. Previously awarded standing distinctions will not be re-evaluated or adjusted when grade replacements occur in past terms.
• When a student submits an official transcript to apply for admission or transfer to another academic institution, that institution may include all grades in the calculation of GPA’s for admission purposes, including replaced grades under this policy. Always review and understand a prospective institution’s admission and transfer policies before applying.

• In accordance with Department of Education regulations, all attempted coursework is included to determine Financial Aid eligibility; no portion of the academic transcript can be excluded. Consult with the Financial Aid Office for more information.

*Students are encouraged to consult their financial aid advisor regarding any out of pocket costs for a repeated course.

**Academic Probation and Dismissal Policy**

Academic probation is based on the following:

- Undergraduate students in the Bachelor of Science in Nursing Major and the Accelerated Bachelor of Science in Nursing Major qualify for academic probation if they fail to maintain a 2.3 cumulative GPA.

- Undergraduate students on academic probation may not be granted an Incomplete/Grade Deferred (GD) in any course during the semester of their probation. In addition, they are required to meet with their designated advisor on a regular basis throughout the semester. Full-time undergraduate, traditional students on academic probation must register for 15 or 16 credits in the semester of probation, and may not withdraw below 12 credits. As probationary students are not in satisfactory academic standing, they may not participate in intercollegiate athletics.

Dismissal from the nursing program is based on the following:

- Cumulative GPA falls below 2.3 for two consecutive semesters (including summer school courses attempted).
- If a grade of C+ or above in a required nursing (NUR) course, or P in all required laboratory/clinical courses, is not achieved in the second attempt, the student will be dismissed from the nursing program.
- A student may repeat no more than two courses required to satisfy the nursing degree completion requirements.
- A student may repeat only ONE nursing (NUR) course. If a student fails a second NUR course, the student will be dismissed from the nursing program.
- A student commits a second violation of academic integrity.
Students (full-time or part-time) who have been dismissed may appeal that decision to the Academic Appeals Committee. Students should direct their appeals to the Office of Academic Advising. The decision of the Committee, which is normally final, is conveyed to the student in writing by the Dean of the School of Nursing and Health Sciences. Further appeals can only be considered on the basis of procedural unfairness or new evidence. Such appeals should be directed to the Provost within 48 hours after the student has received the letter from the Dean.

Students whose appeals have been denied may apply for readmission to the College after one year’s absence. Readmission is not automatic and requires the student to demonstrate the ability and readiness to undertake continued studies, as specified in the dismissal letter. Students should take care to read their dismissal letter thoroughly and follow its specifications prior to applying for readmission.

The Academic Appeals Committee will request a statement from the student’s advisor and may also request further information from individual instructors. A student whose appeal is approved may be required to participate in specific courses or mentoring programs as a condition of continued enrollment. The student’s advisor will be notified of the outcome of the appeal.

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**Academic Integrity and Procedures Regarding Violations of Code and Academic Integrity**

**A. Procedures Regarding Violations of Academic Integrity**

The primary responsibility for identifying an instance of academic misconduct, and for determining the sanction for both the assignment in question and the course, lies with the instructor of the course. When an instructor has found what s/he considers to be an instance of academic misconduct, s/he must notify the SNHS Associate Dean and submit the Manhattanville College Academic Misconduct Reporting Form. Academic misconduct may also be identified and reported by a member of the staff or administration. Students will not be permitted to withdraw from a course for which an offense has been reported, unless the school’s Academic Integrity Committee, as a result of a hearing, permits such a withdrawal.

All Academic Integrity procedures will proceed in the following manner:

The SNHS Associate Dean will be notified. The student and course instructor may meet to discuss the alleged academic misconduct and the sanction, if applicable. The course instructor will submit a Reporting Form and a summary of that discussion to the SNHS Associate Dean. If for some reason the instructor and student cannot meet (e.g. the offense was found after classes stopped meeting at the end of the semester, the instructor is no longer at Manhattanville, the instructor opts for the student to meet directly with the SNHS Associate Dean, or the misconduct issue happens outside of a course) the student will meet with the...
SNHS Associate Dean. Failure to do so within 30 business days will result in the student being found responsible for the academic integrity violation.

The student and SNHS Associate Dean will meet to discuss and complete the Reporting Form. If the student does not dispute the finding of the SNHS Associate Dean, the decision and sanction recorded on the Reporting Form are final. The form will remain a part of the student’s record, managed by the School Designee, in compliance with the College’s Record Retention Policy.

*Hard copies of academic integrity documents will be filed in the office of the respective school Designee. Digital versions will be stored in the secure Academic Integrity folder on the Manhattanville server. Access to this folder is limited to members of the Academic Standards Committee, Graduate Academic Standards Committee, and the Designee from each school.

B. Appeals

If the student disputes the finding of the course instructor, the student may indicate so in his/her meeting with the SNHS Associate Dean. The SNHS Associate Dean will discuss the charge with the student and explain the procedures for meeting with the Academic Integrity Committee. The SNHS Associate Dean will then notify the chairperson of the appropriate Committee and that Committee will review the case with the student in a closed regularly scheduled meeting. During this meeting the Committee will review all relevant evidence presented, including any new evidence. The Committee will seek information from the course instructor and/or other affected parties. The Committee may uphold the finding and sanction, overturn the finding and sanction, or impose an alternative sanction.

For students who have previously been sanctioned under this policy, a second alleged violation must be adjudicated by the appropriate Committee. Sanctions will be more severe in the case of repeat violations. In such repeat offenses, the possibility of an appeal to the Academic Integrity Review Committee will be available.

Where the student disputes the decision of the Academic Integrity Committee, s/he may ask for a formal review within 5 business days of notification of the decision. The written appeal will be made to the Provost. Such an appeal will only be considered on the basis of procedural error or new evidence that might have resulted in a different decision. If the aforementioned procedures have been followed as determined by the Provost, the Provost will act as a facilitator and call an ad hoc Academic Integrity Review Committee (AIRC). The AIRC will be made up of five members from across the College including one graduate or undergraduate student, depending on the level of the student appealing, at least two faculty members, and at least one Dean or Designee. Each member of the AIRC must be newly apprised of the offense and be capable of rendering an impartial decision. The AIRC will invite the student to a closed meeting. During this meeting the AIRC will review all relevant evidence in reference to procedural unfairness or any new evidence that might have resulted in a different decision. The
AIRC may uphold the finding and sanction, overturn the finding and sanction, or impose alternative sanctions. The decision of the AIRC is final.

Disruptive Student Conduct in the Classroom or Other Learning Environments

A. What Constitutes Disruptive Behavior?
Disruptive student behavior is student behavior in a classroom or other learning environment (to include both on and off-campus locations), which disrupts the educational process and whether behavior is considered disruptive is defined by an Instructor. Disruptive class behavior includes, but is not limited to, verbal or physical threats, use of any obscenity, unreasonable interference with class discussion, heckling or interrupting any speaker making/receiving personal phone calls, text messaging during class, excessive tardiness, leaving and entering class frequently in the absence of notice to instructor of illness or other extenuating circumstances, and persistent, disruptive personal conversations with other class members. For purposes of this policy, it may also be considered disruptive behavior for a student to exhibit threatening, intimidating, or other inappropriate behavior toward the faculty, staff or classmates outside of class.

B. What Can Instructors Do to Prevent Student Behavioral Disruptions?
Instructors are the first line of defense when it comes to preventing and/or curtailing disruptive student behavior. A professor may adopt these preemptive steps to minimize the likelihood of such behavior:

- Including behavioral norms and expectations in the course syllabus/presentation. Discussing what constitutes disruptive classroom behavior at the first meeting of the class with periodic reminders as necessary.
- Establishing and maintaining an environment in which opposing views may be expressed in a civil and respectful manner.
- Exhibiting the type of behavior, you expect from the students.
- Professors will attempt to deal with disruptive student behavior in a calm, courteous and direct fashion before it escalates or becomes an ongoing pattern. They may ask the disruptive student to meet after class or during office hours so that they may address the issue in private. The professor may ask a colleague to sit in on the meeting with the student. The professor may warn the student that further disruptions can result in disciplinary action. The professor may document this verbal warning for his or her own records, and will keep the Course Chair and SNHS Associate Dean informed of problematic interactions with students.

If the disruptive behavior continues after the instructor has had a private conversation with the student, then the faculty/staff member may consult with Course Chair and/or SNHS Associate Dean to discuss ways to resolve the situation informally.
C. **What can Instructors Do in Response to Disruptive Student Behavior?**

**Step One: Instructor Warns Student**

When disruptive behavior occurs:

- The instructor should warn the student. The warning will consist of orally notifying the student that (a) his/her behavior is disruptive, and (b) it must cease immediately, or else face removal from the classroom or other context, and/or be subject to other disciplinary action.
- If the student fails to comply with the instructor’s warning, the instructor may require that the disruptive student immediately leave the classroom or area for the remainder of the class period/presentation. If the student refuses to leave, the instructor may summon Campus Safety to remove the student.
- If the instructor believes that the student’s disruptive behavior poses an immediate threat to the safety of the instructor, the student, or any other students or persons, the instructor may summon Campus Safety to remove the student, regardless of whether a warning has been issued.
- The instructor will decide whether the student will be allowed to return to the classroom or area. If the instructor chooses to allow the student to return to the class/presentation and continue in the course/event, the process is resolved.
- If the instructor believes the student should not be permitted to return to the class to continue in that course, s/he should proceed to Step Two, below.

**Step Two: Withdrawal Process**

a) **The Instructor**

- If the instructor decides that withdrawing the student from the course is necessary, s/he shall, within two (2) working days of the disruptive incident, provide the Course Chair and SNHS Associate Dean with a written report of the disruptive incident(s).
- If the instructor has the disruptive student in more than one class and decides that the student is disrupting learning in more than one of those classes, or exhibiting threatening and/or intimidating behavior outside the class (e.g., in the instructor’s office, outside the classroom), the instructor has the authority under this policy to initiate removal of the student from all courses taught by that instructor, with the signed approval of the SNHS Associate Dean, Dean, SNHS designee, or Provost.

b) **Course Chair**

Except for extenuating circumstances:

- The Course Chair will notify the student in writing within 2 days of receiving the instructor’s notice that the matter has been submitted to the Course Chair and SNHS Associate Dean for a decision on whether the student should be removed from the course, and that s/he may not return to the class until the issue is resolved. This notice
shall include a written description of the reported disruptive behavior and a copy of the Disruptive Student Conduct in the Classroom or Other Learning Environment Policy, which includes a description of the appeals process.

The student will also be informed that if s/he wishes to respond to the complaint, s/he must submit a written statement, within 2 days of receiving the Course Chair’s notice, to the Course Chair and meet with the Course Chair within five 5 working days from the date of the written notice. The Course Chair contact information should be included.

- The Course Chair should make her/himself available to meet with the student as soon as possible within 5 working days after written notice to the student.
- The Course Chair and SNHS Associate Dean will decide on the appropriate outcome and send notice of the decision to the student, explaining the basis for the decision. The decision may consist of
  - Allowing the student to return to course or courses, with or without conditions;
  - Allowing or requiring the student to transfer to another course section or sections; or
  - Withdrawing the student from the involved course or courses.
- The Course Chair will notify the student in writing of his/her decision within 5 working days of receiving the student’s response. If the Course Chair and SNHS Associate Dean decide that the student should be removed from the involved course or courses, the Course Chair will notify the Registrar and Dean of the School of Nursing and Health Sciences via email that the student should be withdrawn. A copy of the withdrawal email will be sent to the student by the Course Chair via e-mail at the time the Course Chair and SNHS Associate Dean’s written notice of his/her decision is sent. The Course Chair will also include notice that the student may appeal the decision by submitting a written appeal to the Dean of the School of Nursing and Health Sciences, detailing the basis of the student’s denial of the charges, within 5 working days from the date of the Course Chair’s written notice of his/her decision.

Step Three: The Appeals Process
The student may appeal the decision of the Course Chair and SNHS Associate Dean in writing to the SNHS Dean or their designees, as appropriate. The student’s appeal must be received by the Associate Dean in writing within 5 working days of the date of the Course Chair’s decision. The decision shall be made and, except for extenuating circumstances, will be sent to the student via e-mail within five 5 working days of the SNHS Dean’s receipt of the student’s appeal.

Step Four: Final Resolution
According to college policy, students who are withdrawn from a course for disruptive behavior will receive a grade of W. If the charge of disruptive behavior is upheld, regardless of whether the student is allowed to return to the course, the student is responsible for any loss of tuition monies and/or financial aid. In the event a decision is made at any point in this process that the student was removed without sufficient cause, then the student will be allowed to immediately return to the course without penalty and the Course Chair will work with the student to
facilitate the completion of any work missed. The Course Chair or the SNHS Dean, depending upon where the decision ends, will notify the Registrar’s Office of the final decision on the matter.

Other Appeals and Grievance Procedures

Grievance procedures pertaining to situations not covered in the policies above have been established at Manhattanville College for students who feel they have received biased or unfair treatment by a faculty member in a class. The following grievance procedures do not apply to issues relating to academic dishonesty, academic dismissal and misconduct. Meant to protect students’ rights, these grievance procedures are as follows:

1. Students with complaints should first attempt to resolve the issue by discussing their problem with the faculty member involved. Faculty members are advised to keep notes and documents connected with any such cases. This discussion between the student and faculty member must happen within one semester of the claimed instance of unfair treatment. **If the student cannot locate the teacher, he/she should contact the Course Chair.**

2. In the event that the discussion with the faculty member does not resolve the matter to the student’s satisfaction, the student should go to the Course Chair, submitting a summary of that grievance in writing. This must occur within five business days of the discussion with the faculty member. The Course Chair will investigate the matter, consulting with the faculty member identified in the grievance, and review pertinent records and documents, in an effort to achieve a fair resolution of the grievance. The resolution will be given in writing to the student and a copy kept on file in the Office of the Dean. **If the Course Chair is the faculty member identified in the grievance, the student should go to the SNHS Associate Dean.**

3. In the event that the grievance cannot be resolved to the student’s satisfaction, within five business days after the receipt of the Course Chair’s Letter, the student should make a formal complaint to the **SNHS Associate Dean**, attaching all pertinent documents and evidence.

4. In the event that the grievance cannot be resolved to the student’s satisfaction, within five business days after the receipt of the SNHS Associate Dean, the student should make a formal complaint to the **SNHS Dean**, attaching all pertinent documents and evidence.

5. In the event that the grievance cannot be resolved within the department to the student’s satisfaction, within five business days after the receipt of the letter from the SNHS Dean, the student should make a formal complaint to the Manhattanville Grievance Committee, attaching all pertinent documents and evidence. The Grievance Committee is chaired by the Provost, and must include the Chairperson of the Faculty. In cases where anyone of these members must be excused due to a conflict of interest or inability to meet, the Chair of the Board of Academic Standards, or Board designee will sit on the Grievance Committee. Once the grievance is received in writing, the Grievance Committee reviews the available materials, consults with the student and the faculty
member, as well as with the department. After consultation and review of the materials, the Grievance Committee will vote and the decision will be conveyed by letter to the concerned parties.

6. The decision of the Manhattanville Grievance Committee may be appealed to the President or his/her designee with clear evidence of procedural unfairness or new evidence that might result in a different decision. Such an appeal must be made in writing within five business days after receipt of the letter from the Grievance Committee.