

Drake University Nursing Student Handbook

■ Updated July 2025

COLLEGE OF PHARMACY & HEALTH SCIENCES

2802 Forest Ave | Des Moines, IA 50311-4505 | T 515-271-3018



Table of Contents

Introduction	1
University Mission and Vision	1
The Vision for the College	1
College Mission Statement	1
The Vision for the ABSN Program	1
ABSN Mission Statement	1
Philosophy	2
Disclaimer	2
Accreditation	2
The Accelerated Bachelor of Science in Nursing (ABSN) Curriculum	4
Admission to the ABSN Program	4
ABSN End of Program Student Learning Outcomes	4
Educational Goals and Outcomes	4
Undergraduate Programs	6
The Drake Curriculum	6
Areas of Inquiry	6
Honors Program	6
Nursing Advising and Mentoring	7
Purpose and Objectives of Blended Advising Model	7
Respective Roles	7
Office of Student Affairs	7
Faculty Mentor	7
Student	7
Course Registration	8
Credit Overload Request Procedure	8
Degree Evaluations	8
University Academic Regulations	8
Attendance and Enrollment Validation	9
Transfer Credits	9
Credits by Examination/Advanced Placement	9
Credit/No Credit	10
Course Repeats	10
Academic Standing Policy	10
Progression Policy	12
ABSN Assignment Policy	13
ABSN Artificial Intelligence (AI) Policy	13

ABSN Academic Remediation Policy	13
ABSN ATI Testing Policy	14
ABSN Student Communication Expectations	17
ABSN Class/Exam Absence Policy	18
ABSN Practicum Absence/Make-up Policy	18
ABSN Nursing Student Dress Code and Practicum Expectations	19
Graduation and Residency Requirements	19
Academic Honors	20
CPHS Policies and Procedures	20
Exception to Program Policy	20
Final Grade Appeal Policy	20
Non-Academic Suspension or Dismissal Policy	20
Appeal Process for Suspension or Dismissal	20
Re-Enrollment Policies	21
CPHS Honor Code Policy	22
CPHS Chemical Dependency Policy	22
Criminal Background Checks	22
Chemical Drug Screens	22
Electronic Communications Policy	23
Laptop Computer Requirement	23
Social Media Guidelines	24
Student Immunization Policy	24
Change of Legal Name Procedure	25

Introduction

The Accelerated Bachelor of Science in Nursing (ABSN) Handbook has been compiled to provide students important information regarding the ABSN curriculum, an overview of academic policies and procedures, and a list of resources and services offered through the University and the College of Pharmacy and Health Sciences (CPHS). ABSN students should be familiar with critical policies, procedures and information related to all Drake students in the respective [Undergraduate General Catalog](#), [Graduate General Catalog](#), and the [University Student Handbook](#). Specific information regarding program practicum(s) and requirements can be found in the Nursing Experiential Handbook.

To the extent that the provisions of this handbook conflict with the General Catalogs or the University Handbook, this handbook shall prevail regarding all undergraduate ABSN students registered in the College of Pharmacy and Health Sciences. This handbook is not meant to discourage students from utilizing more personal sources of information; namely, faculty mentors, the Office of Student Affairs & Enrollment Management, or other members of the faculty.

University Mission and Vision

Our mission is to provide an exceptional learning environment that prepares students for meaningful personal lives, professional accomplishments, and responsible global citizenship. We do this by fostering collaborative learning among students, faculty, and staff and by integrating liberal arts and sciences with professional preparation. We believe – and have seen firsthand – that together, we can transform lives and strengthen communities.

The Vision for the College

A diverse community of learners leading the way to a healthy world.

College Mission Statement

Preparing Today's Learners to be Tomorrow's Health Care Leaders.

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals dedicated to serving their clients, patients, profession, and community. The College emphasizes excellence and leadership in education, service, and scholarship.

The Vision for the ABSN Program

Our vision is to be a beacon of excellence in nursing education, shaping the future of healthcare through the relentless pursuit of better. We aspire to cultivate a community of nurses who are not only proficient in their practice but are also advocates for innovation, equity, and holistic patient well-being. Through collaborative partnerships and a forward-thinking curriculum, we aim to graduate nursing leaders who drive positive change, improve outcomes, and inspire others to join the pursuit of better healthcare.

ABSN Mission Statement

Our mission is to empower aspiring healthcare professionals with the knowledge, skills, and compassion to lead the pursuit of better in the ever-evolving field of nursing. We are dedicated to fostering a

collaborative learning environment that encourages clinical judgment, evidence-based practice, and a commitment to the highest standards of patient care and strengthening communities.

Philosophy

The philosophy of the Drake University Nursing Program is rooted in the belief that nursing is both an art and a science, grounded in human connection, compassion, and a commitment to the pursuit of better for individuals, families, and communities.

Central to our philosophy is the recognition of the inherent worth and dignity of every individual, regardless of background, culture, or circumstance, with a focus on patient-centered care. We embrace diversity and strive to cultivate an inclusive learning environment where all voices are heard, respected, and valued.

We believe in the power of education to transform lives and shape the future of healthcare. Our program is designed to provide students with a rigorous academic foundation combined with robust hands-on experiences, fostering the development of critical thinking, clinical competence, and ethical decision-making skills in care management.

At the heart of our philosophy is a dedication to the highest standards of professionalism, integrity, and ethical practice. We instill in our students a deep sense of responsibility to advocate for social justice, health equity, and the well-being of vulnerable populations.

We embrace innovation in care management and encourage our students to be lifelong learners, adaptable to change, and committed to staying abreast of the latest advancements in healthcare technology, research, and practice.

Above all, we believe that nursing is a calling—a noble profession focused on patient-centered care that requires empathy, resilience, and a steadfast commitment to serving others. Through our program, we aim to inspire and empower the next generation of nursing leaders who will continue the legacy of excellence and make a meaningful difference in the lives of those they serve.

Disclaimer

None of the information provided here or elsewhere by the College of Pharmacy and Health Sciences constitutes a contract between the University and the student. The College of Pharmacy and Health Sciences reserves the right to make changes in curricula, admission policies, procedures, tuition and financial aid, academic standards and guidelines, student services, and other regulations or policies without giving prior notice.

Accreditation

**The Iowa Board of Nursing has approved Drake University's Accelerated Bachelor of Science in Nursing (ABSN) proposal, qualifying graduates to take the National Council Licensure Examination (NCLEX) required for practice as a registered nurse.*

Effective May 14, 2025, this nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on May 14, 2027.

Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

<https://www.acenursing.org/candidacy>

Note: Upon granting of initial accreditation by the ACEN Board of Commissioners, the effective date of initial accreditation is the date on which the nursing program was approved by the ACEN as a candidate program that concluded in the Board of Commissioners granting initial accreditation.

The Accelerated Bachelor of Science in Nursing (ABSN) Curriculum

The ABSN curriculum is responsive to changes within the profession, and therefore, course requirements may vary by catalog year or graduation term. To view curriculum requirements of the nursing program, visit the [Accelerated Bachelor of Science in Nursing](#) website.

Admission to the ABSN Program

Please see the [ABSN Admission](#) website for more information on Admission into the program.

ABSN End of Program Student Learning Outcomes

1. Support professional nursing practice decisions with concepts and theories from the biological, physical, and social sciences. (Domain 1: Knowledge for nursing practice)
2. Apply nursing process and clinical judgment skills when providing holistic, person-centered nursing care for diverse populations with a commitment to equity and inclusion. (Domain 2: Person-centered care)
3. Analyze the social determinants of health when planning population-focused nursing care with attention to outcomes, cost, and equity to transform lives and strengthen communities. (Domain 3: Population health)
4. Utilize methods of discovery to inform nursing practice and improve outcomes with curiosity and creativity. (Domain 4: Scholarship for the nursing discipline)
5. Model leadership by acting with integrity and purpose when planning and implementing safe, quality nursing care, coordinating the health care team, and tasked with oversight and accountability for care management. (Domain 5: Quality and safety)
6. Collaborate with patients, families and the interdisciplinary team with joyful accountability and a commitment to equity and inclusion to promote safe, quality outcomes while presuming the best in each other. (Domain 6: Interprofessional partnerships)
7. Employ the skills of a change agent to optimize system effectiveness through innovation and evidence-based practice with robust communication, collaboration, and teamwork. (Domain 7: Systems-based practice)
8. Use patient care technology and information systems when providing nursing care in a variety of settings. (Domain 8: Informatics and healthcare technologies)
9. Comply with professional standards of moral, ethical, and legal conduct in practice through civility, caring and respect. (Domain 9: Professionalism)
10. Operationalize a commitment to life-long learning for quality practice to serve our communities with integrity, purpose, and optimism about the future. (Domain 10: Personal, professional and leadership development)

Educational Goals and Outcomes

The purpose of the ABSN program is to provide graduates with:

- A. *Knowledge Base and Lifelong Learning Skills*
 - a. Graduates will have a solid foundation in the physical, biological, clinical, and behavioral sciences and will develop the skills and habits to acquire and apply new knowledge.
 - b. Understand the chemical and biological principles that govern the function of the human body and apply these principles to health sciences-related problems.
 - c. Given a new area of inquiry, identify, analyze, and evaluate health sciences-related information resources.

- d. Understand how evidence-based practice and quality improvement influence health systems.
- B. Values and Ethics*
- a. Graduates will understand and accept their duties and responsibilities outlined by their chosen career and society in general. The graduates are expected to have developed value systems and ethical standards that guide their behavior.
 - b. Understand the ethical issues relevant to nursing practice.
 - c. Understand the importance of ethical conduct in the workplace.
 - d. Appreciate that diversity can contribute to different perspectives on the same issue.
- C. Critical Thinking Skills*
- a. Graduates will use critical and creative thinking and an evidenced-based approach to identify, analyze, and solve problems.
 - b. Understand and apply clinical judgment.
 - c. Critically evaluate arguments and formulate counter arguments on logical and statistical grounds.
- D. Communication and Collaborative Skills*
- a. Graduates will be able to communicate effectively with their peers and their constituents in a variety of formats and actively participate in collaborative environments.
 - b. Work effectively in collaborative groups and resolve the interpersonal conflicts that may arise in such environments.
 - c. Communicate clearly and persuasively (in both written and verbal formats) with public, professional and agency audiences.
 - d. Effectively utilize technology or other communications tools (e.g. presentation software, audiovisual devices, email) when communicating with constituents.
- E. Career Planning and Development*
- a. Graduates will emerge from the program with realistic ideas about implementing their knowledge, skills, and values in various settings.
 - b. Understand the role of the different disciplines within the health care system to formulate career goals.
 - c. Identify the types of academic experience and performance levels that will help achieve career goals.
 - d. Develop skills and experiences relevant to achieving career goals.

Undergraduate Programs

The Drake Curriculum

The Drake Curriculum is not required of those students who meet the criteria of Drake's [General Education Articulation Agreement](#) or have a previous bachelor's degree.

Areas of Inquiry

ABSN students who do not meet the criteria of the General Education Articulation Agreement will complete the Drake Curriculum. The Drake Curriculum serves to provide students with the knowledge and skills necessary to function in a complex and rapidly changing world.

There are two components to the Drake Curriculum: A First-Year Seminar (FYS) and a set of Areas of Inquiry (AOI) requirements or Honors Program requirements. Each component is described on the [Drake Curriculum website](#). The following table lists the areas of inquiry (AOI) completed through the health sciences major, ABSN major, and/or ABSN pre-requisite requirements and those fulfilled by various electives. Note that one course may only fit into one area.

AOIs Required for Pre-Nursing/ABSN

Area of Inquiry	Required Health Sciences/ABSN Course
Artistic Literacy	Elective
Engaged Citizen	PHAR 171: Health Care Systems & Policies
Historical Foundations	Elective
Written Communication	Elective
Global and Cultural Understanding	*HSCI 106: Culture Care & Health Literacy
Information Literacy	HSCI 172: Evaluating Research Literature
Quantitative Literacy	MATH 050: Calculus I
Scientific Literacy (including lab)	BIO 012: General Biology I & Lab
Values and Ethics	HSCI 105: Values and Ethics in Health Sciences

* HSCI 106 will also fulfill the Equity and Inclusion requirements.

Honors Program

Pre-Nursing students can choose to complete the [Honors Program](#) rather than the AOIs to fulfill the Drake Curriculum. The following table lists the courses required of students pursuing the Honors Program and those fulfilled by the health sciences requirements.

Honors Requirement	Health Sciences/Pre-Nursing Course
Scientific Literacy (including lab)	BIO 012/012L: General Biology I & Lab
Quantitative Literacy	MATH 050: Calculus I or HSCI 060: Statistics in Health Sciences
Artistic Literacy	Elective
HONR 100: Paths to Knowledge	Elective
15 additional credits in Honors	Electives

Nursing Advising and Mentoring

All ABSN students are assigned a member of the nursing faculty who will serve as their mentor for the duration of the program.

Purpose and Objectives of Blended Advising Model

The CPHS blended advising model seeks to support the mission of Drake University and the Health Sciences program in the provision of a student-centered learning environment. This academic care team includes a faculty mentor and an advising specialist through the Office of Student Affairs. Through the model, students have multiple sources of information to address questions related to the ABSN curricular objectives and their professional goals. An individual academic plan will be developed by the student with input from the faculty mentor and advising specialist. The development of the plan will seek to achieve the following:

- I. confirmation of the student's major and track within the ABSN program,
- II. discussion of professional life goals including career paths and post-graduate work,
- III. satisfactory completion of requirements of the program,
- IV. completion of annual requirements for progression within the program,
- V. development of skills necessary for succeeding in the program that they have chosen, and
- VI. referral of the student to resources and services on campus if needed.

Respective Roles

Office of Student Affairs (Advising Specialist)

- I. Answer student questions regarding registration, credit completion, course transfer process, and study abroad opportunities
- II. Coordinate registration process, verifying appropriate registration of courses
- III. Review/approve educational plan and transfer credit requests
- IV. Update degree evaluations regarding substitutions, program exceptions, and transfer courses
- V. Serve as a resource for additional degree opportunities such as minors and concentrations and accelerated programs
- VI. Coordinate and communicate opportunities for internship, study abroad, research and post-graduate study

Faculty Mentor

- I. Help students adapt to the college environment
- II. Assist in the development of the student's academic plan by providing input and feedback
- III. Encourage discussions about the appropriateness of their chosen career path and the career options within the profession
- IV. Assist students in identifying opportunities for professional skill development
- V. Make appropriate referrals to university student service offices when academic or personal difficulties arise
- VI. Discuss professional career path opportunities and requirements

Student

- I. Initiate conversations with academic care team

- II. Utilize resources and services provided by the Office of Student Affairs and Enrollment Management
- III. Access degree evaluation to verify correct records
- IV. Be familiar with policies/procedures and take responsibility for deadlines and if unsure, ask
- V. Take an active role in the development of the advising process
- VI. Research career and professional pathways
- VII. Seek out opportunities for involvement, leadership, and professional development
- VIII. Maintain and update the individual academic plan

Course Registration

Nursing students complete registration online through the University's Self Service system. Students can access Self Service through [myDrake](#). The Drake University Office of the Registrar provides comprehensive information regarding the registration process including adding and dropping courses, error messages, wait lists, and registration dates and times on the [Registration webpage](#). In addition, the CPHS Office of Student Affairs and Enrollment Management distributes detailed registration information to students through email communication, the CPHS Student Announcements and the [CPHS Registration Bulletin](#).

Credit Overload Request Procedure

1. Complete and submit the [Credit Overload Request Form](#) found under CPHS Forms on the [Resources for Current Students website](#), prior to registration day/time. This form must be completed prior to the conclusion of the second week of the semester.
2. The [Credit Overload Request Form](#) will be reviewed by the CPHS Student Affairs Office. Students will receive a confirmation email once the form is reviewed and processed.
3. Overload fee waiver requests are reviewed in the first weeks of the fall and spring semesters. Students waiting on the review of their overload fee waiver request should not pay the overload fee but wait for the review process to be carried out and the fee to be removed by Student Account Services.
4. Overload Fee Waiver requests made after the third week of a fall or spring semester will not be considered and the student will be responsible for the fee incurred.

Degree Evaluations

Degree Evaluations are a tool that enable students to evaluate their progress towards graduation. Nursing students are responsible for reviewing their degree evaluations on a periodic basis to assure that transfer credits are received, and curricular requirements are met. Students should always generate a new degree evaluation when reviewing their progress. Students are encouraged to view the [CPHS Advising webpage](#) for tools and resources regarding advising, course registration, and degree evaluations.

University Academic Regulations

The following University Academic Regulations are intended to align with, support, and expand undergraduate policies and procedures established by Drake University.

Attendance and Enrollment Validation

Attendance is the responsibility of students and is essential for ideal learning to take place. The ABSN program follows a concept-based curriculum which requires attendance to engage in hands-on application of knowledge to enhance practice readiness and competency. Faculty members expect students to attend all classes and experiential assignments as scheduled. In an emergency, faculty appreciate the courtesy of knowing when commitments cannot be met and it is the expectation that students notify their instructor as soon as possible. Failure to attend the first class of an enrolled course may result in the student being dropped from the course. Noncompliance with attendance policies may affect the final grade in a course.

In the event of extenuating circumstances, students should contact the Office of Student Affairs for assistance in notifying instructors of their absence from class.

Additional information regarding [Attendance and Enrollment Validation](#) is available in the Drake University Undergraduate General Catalog.

Transfer Credits

In general, undergraduate students may receive credit for academic courses taken at postsecondary institutions prior to starting the ABSN program. The complete Transfer Credit Policy is available on the Drake University Office of the Registrar's [Transfer Credit Information](#) webpage. Transfer credits are reviewed by the Office of the Registrar upon receipt of official transcripts from the transfer institution. The CPHS Office of Student Affairs & Enrollment Management may exercise additional discretion to award transfer credit for curricular requirements.

Important Notes:

- Nursing transfer credits within the ABSN program will not be accepted. All coursework must be completed within the Drake ABSN Program.
- Nursing students are awarded a maximum of sixteen credits of career/vocational technical transfer coursework.
- Students who do not believe their coursework has been equated appropriately should contact the CPHS Office of Student Affairs & Enrollment Management.

Credit by Examination/Advanced Placement

Nursing students may earn college credit for pre-requisite coursework by examination through the College Level Examination Program (CLEP), Advanced Placement (AP) Tests, International Baccalaureate Program (IB), and/or other special credit examinations. Students are ineligible to earn credit by examination in a lower-level course in a sequence of courses after they have completed a higher-level course in the same sequence. Credits may not be earned through CLEP or other examinations that duplicate credit previously earned. Students are not eligible to earn credit through an examination if they have withdrawn from an equivalent course after the midpoint of the semester. Credit earned by examination does not apply to the last 30 hours, which must be earned at Drake. More information is available on the [AP, IB, CLEP Credit](#) webpage on the Registrar's website.

Credit/No Credit

All courses within the ABSN curriculum are required for credit to successfully complete the ABSN Program.

Practicum courses (NURS 185, NURS 190 and NURS 195) in the ABSN program are graded as a credit grade of “CR” or a no credit grade of “NC”. Students are required to complete all lab, simulation, and clinical hours and associated assignments to satisfactorily pass each course. Hour breakdowns for lab, simulation, and clinical time in each course will be communicated in writing to the student prior to beginning an experience and may vary based on course outcomes, site availability, and individual student need. To receive a CR grade, students must satisfactorily pass each of the course requirements as defined in the course syllabus. Failure to meet expectations on any of the stated categories or failure to complete required practicum hours will result in a student receiving a grade of no credit (NC). Students must receive a grade of CR to progress to the next course in the practicum course series.

For detailed information on requirements, exceptions, and remediation processes, please refer to the ABSN Experiential Learning Manual.

Course Repeats

Students may repeat any course in the ABSN curriculum once. Failure to successfully complete the course the second time will result in removal from the program. Only the highest grade earned between the first and second attempts will be used in computing the student’s cumulative Drake grade point average (GPA). Students may repeat no more than two courses in the ABSN curriculum while in the nursing program. ABSN courses with the NURS designation are only offered once per academic year in specified semesters (Fall, Spring, or Summer).

Students who receive a C- or below (or a “no credit” grade in a credit/no credit course) in a single course on two attempts, or who receive a C- or below (and/or a “no credit” grade in a credit/no credit course) in two or more courses within the curriculum (including in the same semester), will be dismissed from the ABSN program.

Information regarding calculating a student’s Drake GPA including repeated coursework is available on the Office of the Registrar’s [Grades and Grade Point Averages](#) webpage.

Academic Standing Policy

Objective and Purpose

The College of Pharmacy & Health Sciences (CPHS) is responsible for monitoring and notifying professional students who are not making satisfactory progress toward degree completion. This policy defines academic progress, as indicated on the student record, and how academic progress affects a student’s academic standing at the university.

Academic Standing Policy

The CPHS academic standing policy is grounded in the philosophy that students enrolled in a professional program should:

1. maintain a level of C or better (CR in ‘credit/no credit) grade performance in all required courses and

2. demonstrate they can reasonably expect to attain the 2.00 cumulative professional level grade point average (G.P.A.) required for graduation within the length of program policy.

Procedure

The CPHS Office of Student Affairs will review academic progress standards at the end of each fall and spring semester. Evaluation of academic progress is based on all coursework completed at Drake University during the respective semester regardless of the level of the course. If a student receives a grade change after academic standing determinations have been made, the student can petition to have their academic standing re-evaluated through the midpoint of the following semester.

It is the CPHS practice to email academic standing notifications to the student's official Drake University email address within 10 business days of the semester's final grade submission due date.

Academic Progress Standards

Students must meet both academic progress standards to be considered in good academic standing with the college.

Standard 1: Minimum Grade Requirement

Students are required to obtain a C or better (CR in 'credit/no credit') in all required courses.

Standard 2: Cumulative GPA

Students must maintain a 2.00 cumulative grade point average (GPA) and remain on track to graduate within the progression policy. Only coursework taken at Drake University is included in the cumulative GPA calculation.

Academic Standing Designations

Good Academic Standing

A student who satisfies both academic progress standards is in good academic standing. A notation of "Good Academic Standing" will be recorded on the student's transcript for the respective semester of evaluation.

Academic Notice

A student who does not satisfy one or both academic progress standards at the end of the semester will be placed on academic notice. A notation of "Academic Notice" will be recorded on the student's transcript for the respective term of evaluation and will remain each semester until the student returns to good academic standing. To return to good academic standing, the student must satisfy both academic progress standards by retaking coursework in which they received a non-passing grade. (See also Requirements for Progression section)

Academic Dismissal

A student will be dismissed from the program if they fail to receive a C or higher (CR in credit/no credit') in a repeated course. A notation of "Academic Dismissal" will be recorded on the student's transcript for the respective semester of evaluation. Students may appeal against their academic dismissal by following the appeal process outlined below. If the appeal is denied, the action is permanent, and the student may not be readmitted to the nursing program. (See also Course Repeats section)

Progression Policy

The standard letter grading scale {A, B, C, D, F} is used for students enrolled in nursing didactic courses. Students are required to obtain a grade of C or better in all required courses of the program. If a student does not reach the required benchmark, it will be considered a course failure and per policy they will be required to retake the course in order to progress. Students may repeat any course in the ABSN curriculum once. Students may repeat no more than two courses in the ABSN curriculum. Students who fail to receive a grade of C or higher in the repeated course will be removed from the nursing program. Criterion for progression in Credit/No Credit courses mirrors this policy.

The following scale is used to determine letter grades in nursing didactic courses:

A	90% or higher
B	80-89.99%
C	75 -79.99%
D	65 – 74.99%
F	64.99% or lower

To progress in courses labeled NURS in the ABSN program, students must successfully pass the following courses in Fall semester with a grade 'C' or 'CR':

- NURS 151 Introduction to Professional Nursing
- NURS 152 Pathophysiology and Pharmacology
- NURS 154 Health Assessment
- NURS 160 Care Management Concepts I
- NURS 185 Care Management Practicum I

To progress in courses labeled NURS in the ABSN program, students must successfully pass the following courses in Spring semester with a grade of 'C' or 'CR':

- NURS 165 Care Management Concepts II
- NURS 190 Care Management Practicum II
- NURS 155 Nursing Informatics and Technology

Students who are unsuccessful in completion of an NURS course may continue to take non-NURS courses in the program for the remainder of the academic year. NURS courses are offered once each academic year, congruent with an annual Fall term start. Please see the University course catalog for NURS courses and the terms in which they are offered.

Care Management Concepts courses I, II, and III (NURS 160, NURS 165, and NURS 170) are required co-requisites with Care Management Practicum courses I, II, and III (NURS 185, NURS 190, and NURS 195). Students who are unsuccessful in either care management or practicum courses are required to repeat the corresponding co-requisite course as well.

Students must successfully complete all required courses in the ABSN program within 24 months of their initial start date.

ABSN Assignment Policy

The following policy is applied to all NURS courses in the ABSN program:

- All assignments are expected to be submitted by the specified due date and time.
- Students will receive a 10% deduction per day that an assignment is late., Assignments turned in more than three days past the stated due date will be given a score of zero.
- **Students must submit all assigned course work (regardless of if credit is given/received) to meet course requirements and progress in the ABSN program as stated above.**
- Extensions may be granted in cases of documented emergencies or exceptional circumstances. Students must contact the instructor as soon as possible to discuss potential accommodation. Once an agreed upon due date is decided, the above policy will be applied.

ABSN Artificial Intelligence (AI) Policy

Students must comply with program, site and/or experiential educator policies regarding the use of artificial intelligence (AI), being mindful of HIPAA and/or FERPA requirements to ensure patient privacy, confidentiality, and safety. AI should be used as a tool to support, not replace, professional reasoning and clinical decision-making. Unless otherwise specified, the use of Automated Writing Tools, including ChatGPT and similar AI tools or programs, is strictly prohibited for use on assignments and examinations within the ABSN program, even when properly attributed, unless specifically stated by the course instructor. The use of such generative tools powered by AI, without explicit permission from the course instructor, is considered plagiarism and will be handled in accordance with the College's Honor Code Policy.

ABSN Academic Remediation Policy

The purpose of this policy is to ensure that students enrolled in the Accelerated Bachelor of Science in Nursing (ABSN) program receive timely and structured academic support following unsatisfactory performance. The goal of remediation is to promote mastery of nursing knowledge, enhance clinical judgment, and support academic progression and NCLEX-RN readiness.

Scope

This policy applies to all ABSN students who receive:

- A score below 75% on any individual course examination
- An unsatisfactory grade (as defined in the course syllabus or rubric) on a required course assignment or poor performance on multiple submitted assignments.

Policy Guidelines: Remediation Requirements

Students who score below 75% on any course examination are required to complete faculty-directed remediation prior to the next scheduled exam. Students who receive an unsatisfactory grade on a major assignment must remediate the deficiency in alignment with course outcomes.

Remediation Process

1. Remediation is mandatory and may include, but is not limited to, the following activities:
 - a. Individual or group tutoring sessions
 - b. Content-specific worksheets, quizzes, or active learning templates
 - c. Reflective writing assignments
 - d. Completion of NCLEX-style practice questions with rationale reviews

- e. Attendance at faculty office hours for targeted review
- f. Peer-reviewed revisions of unsatisfactory written assignments
- g. Demonstration of skill competency (for clinical/lab remediation)
- h. Attend open lab for additional hands-on practice with faculty guidance.

Documentation and Tracking

1. Faculty will document student concerns in course work/exams in Starfish under the student's profile as outlined in CPHS policy. This information will connect them with appropriate representative(s) from student advising, student support services, etc. Who can provide additional campus resources and monitoring for success.
2. Students must complete a **Remediation Action Plan**, co-signed by the course faculty, that outlines required tasks and deadlines.
3. Completion of all remediation activities must be documented and submitted within **7 calendar days** of the exam/assignment grade release.
4. Failure to complete remediation in a timely and satisfactory manner may result in a loss of points potentially impacting their course grade or a student action plan and may impact the student's progression through the program.

Reassessment

1. Remediated assignments may be resubmitted at the discretion of the faculty, and final grades will be awarded per course policy.
2. Remediation does not guarantee a change in grade but supports future performance improvement.

Confidentiality and Support

All remediation efforts will be treated confidentially and are designed to support student success. Students are encouraged to meet with faculty or academic success staff for additional resources.

Faculty Responsibilities related to remediation

- Notify students promptly of the need for remediation
- Provide specific feedback and clear expectations for remediation tasks
- Review and approve completed remediation materials
- Document student participation and progress

Student Responsibilities related to remediation

- Engage actively and respectfully in the remediation process
- Complete all assigned tasks by the required deadline
- Seek clarification and support as needed

ABSN ATI Testing Policy

ATI Content Mastery Assessments will be utilized throughout the ABSN Program to help determine student mastery of nursing concepts in various content areas and track progression toward NCLEX and entry to practice readiness. The ATI Content Mastery design focuses on a guided review and remediation process to maximize student success. ABSN students will be required to participate in the review and remediation process for assigned Content Mastery Assessments as outlined in this policy and individual course syllabi. This includes completion of practice assessments and focused remediation assignments based on individual scores and noted areas for improvement.

Practice assessments are taken in a non-secure environment while Content Mastery Assessments are administered in a secure, proctored environment to mimic the NCLEX testing experience. Proctored mastery assessments are scored based on NCLEX pass rate predictability in key content areas per ATI recommendations. All students will be required to complete review and remediation assignments regardless of score.

Students with low or unsatisfactory scores will be provided remediation and review materials, additional faculty support, and one additional assessment attempt to demonstrate content knowledge. The assessment given as a second attempt will be a version 2 of the Content Mastery Assessment in the specified content area.

Students will complete the NCLEX Comprehensive Predictor assessment in the final semester of the program to gauge overall student readiness for practice and identify areas for improvement prior to sitting for the NCLEX Licensure exam. Many resources are available through ATI for review and remediation both during and after program completion. Beyond faculty assignments for remediation, each student is responsible for accessing and utilizing these resources to enhance the review and preparation process.

The Drake ABSN program values student learning through assessment, review, and remediation. The following grading policy will be used for Content Mastery Assessments throughout the program unless specifically stated in individual course syllabi:

Content Mastery Assessments will comprise 10% of the student's overall course grade. The sum of percentage points obtained for practice tests, remediation, and the proctored exam will be the student's final assessment grade.

- **Practice Test A-** to be completed by students as assigned by the course instructor. Remediation will include the following:
 - Completion of the assigned review and remediation will be submitted by the stated due date to receive **2 percentage points**.
 - Remediation assignments that are not submitted by the due date or that are incomplete will receive 0 percentage points.
 - Review and remediation assignments are to be completed by all students, regardless of the practice test score.
- **Practice Test B-** to be completed by students as assigned by the course instructor
 - Completion of the assigned review and remediation will be submitted by the stated due date to receive **2 percentage points**.
 - Remediation assignments that are not submitted by the due date or that are incomplete will receive 0 percentage points.
 - Review and remediation assignments are to be completed by all students, regardless of the practice test score.
- **Content Mastery Assessment-** to be completed in a proctored environment as outlined in the individual course calendar.

- **Students will receive 2 percentage points for completion of the proctored assessment regardless of achieved score.**
- Additional points to be allocated as follows:
 - **Students achieving a level 3 or higher will receive 4 percentage points.**
 - **Students achieving level 2 will receive 2 percentage points.**
 - **Students achieving a level 1 or below will receive 0 percentage points.**
- Remediation assignments may include ATI generated custom post-quizzes (ATI Focused Review), completion of active learning templates, virtual simulation and documentation assessments, or other activities based on instructor recommendation/discretion.
 - Remediation is to be completed by all students, regardless of their score.
 - Alternative remediation assignments may be assigned at the instructor's discretion.
- Minimum remediation for proctored Content Mastery Assessments is based on the students score and will include:
 - Level 3-
 - Completion of the assigned focused review.
 - Level 2-
 - Completion of the assigned focused review.
 - Complete a minimum of 3 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
 - Level 1-
 - Completion of the assigned focused review.
 - Completion of a minimum of 4 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
 - Meet with course instructor prior to completing remediation.
 - A re-take of the proctored assessment will be offered to the student. If the student successfully reaches level 2 or above on the second attempt, they will receive 2 percentage points added to their final score.
 - Level 0-
 - Completion of the assigned focused review.
 - Complete a minimum of 6 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
 - Meet with course instructor prior to completing remediation.
 - Complete student action plan with instructor and director of nursing guidance.
 - If the student successfully reaches level 2 or above on the second attempt, they will receive 2 percentage points added to their final score.

The NCLEX Comprehensive Predictor assessment will be administered in the third semester of the ABSN program. This proctored exam, and required remediation will be worth 5% of the student's overall course grade.

- The NCLEX Comprehensive Predictor Assessment will be completed in a proctored environment as outlined in the course calendar.

- **Students will receive 2 percentage points for completion of the proctored assessment.**
- Additional points to be allocated as follows:
 - **Students achieving a level 3 or higher will receive 3 percentage points.**
 - **Students achieving level 2 will receive 2 percentage points.**
 - **Students achieving a level 1 or below will receive 0 percentage points.**
- Remediation for the NCLEX Comprehensive Predictor Assessment will be as follows:
 - Level 3- recommended but not required.
 - Level 2- recommended but not required.
 - Level 1-
 - Completion of the assigned_focused review.
 - Completion of a minimum of 4 Active Learning Templates chosen from the lowest scoring areas of the individual Focused Review/ NCLEX Comprehensive Predictor Assessment.
 - Meet with course instructor prior to completing remediation.
 - Complete student action plan with instructor and director of nursing guidance.
 - A re-take of the proctored assessment will be offered to the student. If the student successfully reaches level 2 or above on the second attempt, they will receive 2 percentage points added to their final score.
 - Level 0-
 - Completion of the assigned_focused review.
 - Complete a minimum of 6 Active Learning Templates chosen from lowest scoring areas of the individual Focused Review/Content Mastery Assessment.
 - Meet with course instructor prior to completing remediation.
 - Complete student action plan with instructor and director of nursing guidance.
 - If the student successfully reaches level 2 or above on the second attempt, they will receive 2 percentage points added to their final score.
 - Complete student action plan with instructor and director of nursing guidance.

ABSN Student Communication Expectations

Students are expected to be courteous and mindful of peers, faculty members, and preceptor's personal and professional time. Both students and faculty should be mindful to practice self-care and be respectful of the self-care of others. Contact should not be made by phone (voice or text) during sleeping hours (past 9:00pm generally) or on the weekends unless otherwise specified in the course syllabi. Students should expect prompt email responses from course faculty during business hours, with delayed responses between 4:30pm- 8:00am on weekdays and over the weekend. Please follow your course faculty guidance on preferred methods and timing of communications.

Student support and success is of paramount importance to the ABSN faculty, CPHS, and Drake University. Students are strongly encouraged to attend faculty office hours as directed in course syllabi, reach out to faculty mentors and advisors, and utilize Drake's exceptional student services as much as possible.

ABSN Class/Exam Absence Policy

Timely submission of assignments and adherence to exam schedules are essential for success in the ABSN program. This policy aims to foster responsibility, accountability, and fairness among students. Failure to comply with these policies may result in academic penalties and impact the student's progression in the program.

Students are encouraged to manage their time effectively and communicate proactively with instructors to address any potential issues that may arise.

- Class: Due to the accelerated pace of this program, attendance is required at all classes and practicum experiences as assigned.
 - Students are expected to arrive on time and be prepared for the day.
 - Students arriving greater than 5 minutes after a class start time will be considered tardy and unprepared for class.
 - Failure to be present and/or prepared for class will result in a loss of points from the "Assignments and In Class Activities" or another instructor specified category of the student's overall grade.
 - All student absences should be communicated to course faculty prior to the date (if known) or as soon as the need is known.
 - Exceeding two class absences without prior notification of course faculty will prompt a meeting with the student, faculty member, and nursing director to determine a course of action and completion of a student action plan.
- Exams: Students are expected to be on time and prepared to complete all course exams on the scheduled date and time outlined in the course calendar.
 - Students who arrive after the scheduled start time of the exam will not be permitted to take the examination and will be dismissed from the exam portion of the class. It is the responsibility of the student to initiate contact with the course instructor to schedule a time to complete the missed exam.
 - Failure to reach out to the course instructor within 24 hours of the missed exam will result in a score of zero and no further make-up accommodation.
 - Students arriving after the scheduled start time of a second examination or any subsequent exam in an individual course will receive a score of zero with no opportunity for make-up.
 - Missed Exams- If a student misses an exam without prior notification and approval from course faculty, they will receive a grade of zero. In cases of documented emergencies or exceptional circumstances, students will be allowed to schedule an alternative testing time. Students are expected to contact the course instructor in a reasonable amount of time prior to stated exam start time (or as soon as possible) to discuss rescheduling.
 - Students who fail to initiate exam rescheduling within 48 hours of a missed exam, without documentation of extenuating circumstances or communication with the course instructor, will receive a score of zero for the exam.
 - Make-up Exams- Approved make-up exams must be taken within a specified window of time, usually within one week of the original exam date, unless otherwise arranged with the instructor. The format and content of make-up exams may differ from the original exam to maintain academic integrity.

ABSN Practicum Absence/Make-up Policy

Please see the Nursing Experiential Learning Handbook for practicum absence policies and procedures.

ABSN Nursing Student Dress Code and Practicum Expectations

The following dress code is to be applied for class and practicum experiences as outlined. Some practicum sites may have additional requirements for student nurses while in their facility. This information and other practicum expectations can be found in the Nursing Experiential Learning Handbook.

- **Class:** Please be mindful that you are a professional, in a professional program. That said, students attending class may dress for comfort and the Iowa/campus weather while still maintaining professionalism.

- **Practicum:** Personal hygiene and grooming should be a priority for looking professional.
 - Drake nursing scrubs (tops and bottoms Healing Hands Collection in Ceil Blue) should be worn to all practicum sites and experiences.
 - Black or white undershirts under scrub tops are acceptable.
 - Students may wear Drake Nursing jackets or white coats as needed for comfort or warmth while on site.
 - All clothing, jackets, and footwear should be in good repair and clean condition, with no offensive odors (i.e., cigarette smoke, strong perfume, etc. as odors can affect our patients).
 - Full coverage shoes (non-skid) and socks should be worn, and students should be mindful of potential contact with bodily fluids when making their practicum footwear choice.
 - Hair should be clean and pulled back in a professional manner.
 - Students should maintain short, well-manicured nails with no chipped polish.
 - Offensive tattoos should be covered while at practicum sites and experiences.
 - Facial piercings should be studs only and professional in appearance.
 - No hoop earrings or dangling jewelry is to be worn for student and patient protection.

- **Lab/Simulation:** All practicum dress code criteria apply when students are scheduled in lab and simulation, with the following exceptions:
 - Students may wear Drake Nursing apparel with their program scrub pants. Hoodies or baggy sweatshirts/jackets are not permitted.

Graduation and Residency Requirements

A student must be in the College of Pharmacy and Health Sciences for all ABSN coursework to be eligible for graduation.

Students must meet the following requirements to graduate with a Nursing degree from the College of Pharmacy and Health Sciences:

1. Successfully complete all academic requirements and be in good standing with the University ([Graduation Requirements](#)).
2. To the extent such information is brought to the dean's attention, exhibit the requisite professionalism, character, and professional promise in the Dean of the College of Pharmacy and Health Sciences' judgment.
3. Satisfactorily resolve all financial obligations owed to the University.

The final responsibility for the completion of graduation requirements is the students, and accordingly, each student should become familiar not only with the curriculum but also with the academic regulations of the College.

Academic Honors

ABSN students who have attained academic excellence and high scholastic achievements earning a cumulative grade point average at Drake of 3.8 or higher at the time of graduation shall be recognized in the commencement program as receiving College Honors.

ABSN students may receive academic honors each semester through recognition on the Dean's or President's List. The criteria used to evaluate ABSN students' eligibility for [Dean's and President's List](#) is outlined in the Drake University Undergraduate General Catalog.

Additional recognition including Latin honors, University Honors Program participation and membership in an honor society is awarded at the time of graduation in the University Commencement program. For more information, visit the [Honors at Graduation](#) webpage.

CPHS Policies and Procedures

Exception to Program Policy

ABSN students may request a course waiver, course substitution, or other program exception via the Exception to Program Policy form available on the [CPHS Forms Library](#). Requests will be considered by the Associate Dean of Curriculum and Assessment in consultation with the student's faculty mentor, the Office of Student Affairs and Enrollment Management, and/or the College Administrative Committee inclusive of college administrators and department chairs.

Final Grade Appeal Policy

ABSN students may appeal a final grade in a course. It is the right and responsibility of the faculty to establish students' grades. Thus, the appeal process for students who question a final grade in a course is to discuss the grade with the instructor and provide clear and convincing evidence of procedural error, instructor bias, and/or arbitrary grading. Students are expected to review the full [Final Grade Appeal Policy](#) to determine if their circumstances fulfill the evaluation criteria for an appeal.

Non-Academic Suspension or Dismissal Policy

Suspension or Dismissal from the College and/or University may result from failure to adhere to any of the following policies:

1. [CPHS Honor Code Policy](#)
2. [CPHS Chemical Dependency Policy](#)
3. [Nondiscrimination and Accessibility Policies](#)
4. [Drake University Student Code of Conduct](#)
5. [Student Immunization Policy](#)

Appeal Process for Suspension or Dismissal

A student may appeal their suspension or dismissal by submitting an [Exception to Program Policy form](#) and supporting documentation. Students must submit the form within five business days of the suspension or dismissal notification. No appeals will be reviewed following the deadline.

Appeal Review Process

1. The Dean/their designees will review and assess all appeals and supporting documentation.
2. Following the appeal deadline, the Dean/their designees will meet to discuss and determine the status of the appeal.
3. Appeal decisions will be communicated to students via email by the CPHS.
4. For granted appeals, terms and conditions for re-enrollment will be included in the email to the student and uploaded to the student's electronic file.

Re-Enrollment Policies

Re-Enrollment following Suspension

Students who have been suspended due to a non-academic issue (e.g., Honor Code, Chemical Dependency, etc.) may apply for re-enrollment after the specified time outlined in the suspension letter. Students must complete the [Re-Enrollment Request Form](#) to initiate the re-enrollment process. Criteria to be met for re-enrollment will be evaluated based on the respective policy related to the suspension decision.

Re-Enrollment following Dismissal

A student who has been dismissed from a CPHS program is not eligible for re-enrollment to the same program. However, they may apply for admission to a different program at the university after a mandatory waiting period of three years. To apply, the student must follow the admission process for the new program as outlined on Drake University's website.

Additional Re-Enrollment Documentation

The CPHS may request additional documentation from a student requesting to re-enroll. Additional documentation may include but is not limited to the following:

1. A written personal statement asserting the student's ability to successfully pursue the curriculum after having been suspended. The student must also submit documentation that the factor(s) or condition(s) responsible for the original suspension have been remedied or significantly improved.
2. Submission of official transcripts of any coursework completed at another institution since the time of suspension from Drake University.

The College's Student Affairs Officer will notify a suspended student of their re-enrollment decision at the email address provided on the Re-Enrollment Request Form. If re-enrollment is denied, the student has five (5) business days to appeal the decision in writing to the Dean of CPHS.

Re-enrollment following Withdrawal for Medical Leave of Absence

Students approved for a medical leave of absence must complete the [Voluntary Medical Leave of Absence Re-enrollment Request Form](#). This request form and all supporting documentation must be submitted to the CPHS Student Affairs Officer by the deadline outlined on the request form. The full Medical Leave of Absence Policy and required documentation for re-enrollment is provided on the [Division of Student Affairs](#) webpage.

Questions and requests for re-enrollment should be directed to the Office of Student Affairs and Enrollment Management in the College of Pharmacy and Health Sciences.

CPHS Honor Code Policy

Students in the College of Pharmacy and Health Sciences are expected to maintain a professional manner and conduct in practice settings and on campus. Unprofessional behavior and academic dishonesty are not accepted and will not be tolerated.

Nursing students are expected to read the full [CPHS Honor Code Policy](#) and sign the Pledge of Honor. Assignments requiring completion of these tasks are integrated into nursing orientation and transition programs.

CPHS Chemical Dependency Policy

Nursing students are expected to read the full [CPHS Chemical Dependency Policy](#) and sign the Student Agreement. Assignments requiring completion of these tasks are integrated into nursing orientation and transition programs. If a student is suspected or known to have a use disorder or concern, it should be brought to the attention of the Assistant Dean of Student Affairs.

Criminal Background Checks

All nursing students are required to submit a criminal background check prior to starting the ABSN program. Because many practicum sites require background checks, information obtained may inhibit students from progressing into the practicum experiences or require additional screening and approval by Iowa regulatory agencies. The background check will include social security number validation, address history for past 10 years, felony and misdemeanor criminal history search for all counties identified by the address history for the last seven years, national criminal history database, sex offender registries, child/elder abuse registries, motor vehicle driving record, and governmental agencies such as the Office of Inspector General.

The College will notify students of findings as required by the Fair Credit and Reporting Act. Results of the background checks will be stored electronically on the College's secure Microsoft Teams platform and shared within and outside the University on a need-to-know basis only. Within the University, such results will be available only to those school officials with a legitimate educational or security purpose for accessing the information. Students will be assessed a fee to cover the cost of the background check. Furthermore, information obtained from background checks may be included on or with board licensure applications or other regulatory body that requests information from the Drake University College of Pharmacy and Health Sciences.

Students have the right to request, from the College of Pharmacy and Health Sciences, copies of all documents and other information shared with any regulatory body pertaining to their licensure.

Chemical Drug Screens

ABSN students will complete a chemical drug screen prior to entering the program in the Fall. Because many sites require drug screens, information obtained may inhibit students from progressing into the practicum experiences. The College will determine the vendor and location of the drug screen. Drug screens completed for employment or independently by the student will not be accepted. Students will be assessed a fee to cover the cost of the drug screen. The drug screen will include a 10-panel drug screen with point-of-custody through an outside vendor. The results of the drug screen will be shared within and outside the University on a need-to-know basis only. Within the University, such results will be available only to those school officials with a legitimate educational or security purpose for accessing

the information. Initial positive screens will undergo medical review by the vendor. Any confirmed positive findings will be handled under the Chemical Dependency Policy of the College. Results of drug screens will only be forwarded to the site if information exists that may affect the student's placement at the site. Experiential practicum sites may request and complete additional drug screens. Information obtained from drug screens may inhibit students from completing practicum experiences, thus delaying or preventing progression/graduation. Additional information on completion of the chemical drug screens can be referenced in the ABSN Experiential Learning Manual.

Electronic Communications Policy

College faculty and staff use electronic communication methods to disseminate information to and communicate with students. This information may be time-sensitive and require action on the student's part. Thus, College expectations are as follows:

- Email from the College is only sent to students' Drake email addresses.
- Students are responsible for the consequences of not reading and/or responding to CPHS and program communications sent to their Drake email address.
- College community members are asked to check their email twice daily, such as once in the morning and afternoon. It is recommended that you close your email client unless it is your scheduled time to check email to facilitate in person work and project completion.
- All members of the College community are committed to responding to emails promptly (2 business days). Emails, telephone calls or office visits to follow-up on an unanswered email may occur after 2 business days. Exceptions will be made for scheduled professional or personal absences or circumstances that prohibit routine email access (i.e., international travel).
- No member of the College community is expected to acknowledge or return emails in the evenings, on weekends, during vacation/sick/personal time, or during holidays.
- Electronic communication methods (e.g., email, Blackboard learning management system, CORE, etc.) may be required as part of courses and rotations for content delivery, exams and assessments, class discussion, active learning exercises, and other professional program needs. The course syllabus will specify the requirements. If these requirements pose a problem for a student, the student must contact the instructor/coordinator to work out a solution.
- The lack of access to electronic communication is not a valid excuse for failure to respond to a request, complete an assignment or exam, or meet a deadline. However, any technology issues or outages with Drake University technology systems (e.g., Drake email, Blackboard learning management system) as identified and communicated by Drake Information Technology Services are not the student's responsibility.

Laptop Computer Requirement

CPHS students enrolled in the Accelerated Bachelor of Science in Nursing program are required to have a laptop computer. Students will utilize laptop computers for completing coursework, accessing electronic learning management systems, electronic testing and assessments, and other professional program needs.

The laptop computer requirements for all CPHS students may be found on the [Drake Information Technology Services](#) webpage.

- Any device that does not meet the University requirements may not be compatible with the nursing program's testing requirements. It is each student's responsibility to make sure that their device is in good working order and compatible with the technology requirements.

- It is recommended that students have high speed internet access at home or can readily access the free University Wi-Fi .
- Students are responsible for maintaining a functioning laptop computer. Drake Information Technology Services provides various student technology resources on their website.

Social Media Guidelines

Drake University faculty, administrators, staff, and students should behave personally and professionally in a way that does not compromise their professional responsibilities. This includes participating in online social networking platforms (Facebook, TikTok, Instagram, etc.). **Think about what you post, when in doubt do not post.**

Drake University supports the individuals' expression of First Amendment rights of free speech. It is your responsibility – as a visible member of the institution and the larger community – to protect the values of Drake University when using social media. Any inappropriate use of social media platforms shall not be tolerated. Inappropriate or malicious use may include but is not limited to:

1. Posting information (videos, photos, comments, etc.) about Drake University or clinical site administrators, faculty, staff, or students without consent.
2. Posting information that violates HIPAA or FERPA policies.
3. Using derogatory language or remarks about administrators, faculty, staff, or students at Drake University or other colleges and universities or clinical sites.
4. Using demeaning statements or threats that endanger the safety of another person.
5. Posting incriminating photos or statements regarding illegal criminal behavior, underage drinking, usage of illegal drugs, sexual harassment, or violence.
6. Indicating knowledge of the acts listed above.

Please keep the following guidelines in mind as you participate on social networking platforms:

1. Before participating in any online community, understand that posts may be available to anyone, even with limited access to your platform.
2. Do not post information, photos, or other items online that could jeopardize your well-being, your relationships, or your professional career. This includes items that may be posted by others on your platform.
3. Exercise caution when sharing location and/or plans.
4. Individuals within the University and law enforcement personnel check these platforms regularly.

Violations of these guidelines will result in a review of the incident and may include action as appropriate under the CPHS honor code policy. Those who believe they have been targets of unprofessional behavior via social media or suspect any other violations of these guidelines should contact the Student Affairs Officer (students) or their supervisor (faculty/staff) to address their concerns.

Student Immunization Policy

Before enrollment at Drake, students must provide Drake University with their medical history and immunization records. The requirements for submitting appropriate documentation to the Drake Student Health Center are available on the [Health Center's Policies and Forms](#) webpage.

In addition to the documentation required by the Drake Student Health Center, ABSN students will need to upload required health information into CORE as outlined in the ABSN Experiential Manual. This includes a completed Certification of Medical Examination and Evaluation form, located in the CORE Document Library, and an updated immunization record. All information must be provided prior to beginning practicum experiences. Immunization requirements to participate in the experiential education program are outlined in the ABSN Experiential Manual in the CORE Document Library and are subject to change based on site requirements.

Change of Legal Name Procedure

To ensure the accuracy and integrity of all academic, financial aid, and student loan records maintained by Drake University and the College of Pharmacy and Health Sciences, the Notification of Change of Legal Name form is available.

To take advantage of this service, please access the Notification of Change of Legal Name form in the [CPHS Forms Library](#).

- It is important to note, as stated on the electronic form, students are responsible for notifying the Social Security Administration of the name change. Only Drake University offices will be notified upon receipt of the electronic form by the College of Pharmacy and Health Sciences.

Please direct any questions related to the online Change of Legal Name process to the Office of Student Affairs and Enrollment Management.

Students wishing to change their preferred name should reference the [Drake University Preferred Name Policy](#) for additional information and frequently asked questions.