



PEPPERDINE

School of Nursing

2025–2026
Student Handbook

For More Information
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Dean's Welcome to the School of Nursing!

Welcome to Pepperdine University's School of Nursing! It is with great joy and gratitude that I introduce you to our transformative learning community. As the Founding Dean, I am honored to partner with you on this remarkable journey of growth, discovery, and service.

Pepperdine is a premier, global, Christian university with a mission "to strengthen students for lives of purpose, service, and leadership." Our founder, George Pepperdine, stated, "There are many good colleges and universities which can give you standard academic training, but if our school does not give you more than that, it really has no reason to exist." He endowed Pepperdine University to "help young men and women to prepare for a life of usefulness in this competitive world and help them build a foundation of Christian character and faith which will survive the storms of life."

Our mission is to build a foundation of love, honor, and compassion, fostering innovative learning experiences deeply rooted in Christian values. These guiding principles will prepare you to lead lives of purpose, service, and leadership in health systems and communities locally and globally. You are joining a program committed to academic excellence, cultural humility, and holistic care, equipping you to make a meaningful impact in the ever-evolving field of healthcare.

At Pepperdine, our curriculum is designed to challenge and inspire you. By integrating cutting-edge technology, evidence-based practices, and compassionate care, we aim to cultivate nurse leaders who approach healthcare with integrity, resilience, and a deep sense of service. This journey is not just about gaining knowledge but about shaping character and strengthening your commitment to serve others with compassion and skill.

Thank you for choosing to be part of this extraordinary community. Together, we will make a lasting difference in nursing and the lives of those we are called to serve. I am excited about the journey ahead and all that you will achieve.

Welcome to the School of Nursing at Pepperdine University. Together, let us strive to become compassionate nurse leaders who are dedicated to serving others with empathy, excellence, and a heart for service.

Dean Angel Coaston, PhD, RN, FNP, PHN
School of Nursing

Introduction

The Bachelor of Science in Nursing (BSN) program is designed to develop highly skilled, compassionate, and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide.

The BSN curriculum consists of three primary components:

- Core Curriculum courses provide a strong foundation for nursing courses while cultivating the development of critical thinking, communication, and other core liberal arts / general education skills.
- Foundational courses provide the natural and social scientific knowledge necessary for students to excel in nursing-specific courses.
- Nursing courses focus on enabling students to understand and apply the nursing process in patient care. These courses are designed to provide students with knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice and meet the competency standards of a registered nurse. Two primary types of nursing classes form this segment of the curriculum.
 - Didactic or classroom-based courses that serve to provide students with the content knowledge necessary to perform as nurses.
 - Clinical or laboratory-based courses that develop the skills and abilities for student-nurses to provide high-quality patient care. The strong clinical emphasis of the BSN programs requires students to complete over 750 hours of clinical training and provide direct patient care in five specialty areas: medical/surgical, psychiatric/mental health, obstetrics, pediatrics, and gerontology. Through clinical affiliation agreements with leading healthcare systems and community-based organizations across Los Angeles and Ventura Counties, students will develop clinical skills with diverse patient populations and in a wide range of clinical environments.

The BSN program offers both two and four-year pathways for students. Students in the four-year pathway spend their first two years at Pepperdine's Malibu campus primarily completing core curriculum, foundational science, and introductory nursing courses. Their final two years of study, consisting of both didactic and clinical practicum courses, are completed at the Pepperdine Calabasas campus, the location of the University's nursing simulation and laboratory facilities. Two-year pathway students complete the core curriculum and foundational science courses prior to enrolling at Pepperdine and complete a curriculum of nursing courses at the Calabasas campus. The BSN program is a residential program. All classes are delivered in person and clinical preceptorships will occur across Ventura and Los Angeles counties.

School of Nursing Mission

Grounded in Christian values, Pepperdine University School of Nursing's mission is to develop compassionate and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide.

School of Nursing Vision

Pepperdine University School of Nursing has a vision to be a leading force in transforming healthcare by developing compassionate nurse leaders who excel in academic achievement, scholarship, and clinical practice. We aspire to shape the future of nursing, while advancing the profession and improving healthcare systems worldwide, through excellence, innovation, and compassionate care. Honoring the sacred community, Pepperdine faculty, staff, and students will create an environment that embraces belonging and meets individuals where they live, work, play, and pray. Through community-based and family-centered healthcare experiences, we will promote high-quality, holistic, and compassionate care that nurtures the mind, body, and spirit.

School of Nursing Core Values

In harmony with the core values of Pepperdine University, the School of Nursing embraces seven core values, rooted in the Christian mission of the University, that guide our collective commitment to academic and clinical excellence and service.

- **Purpose, Service, and Leadership:** Pepperdine encourages students to pursue lives of purpose and service while developing as leaders who will positively impact the world.
- **Faith and Christian Mission:** The university is grounded in Christian values and emphasizes spiritual formation and development, integrating faith with learning and life.
- **Academic Excellence:** Pepperdine promotes rigorous scholarship and academic achievement, fostering an environment where students can reach their full potential.
- **Belonging:** The university is committed to creating a community that values diversity and practices inclusion, ensuring that all students have a strong sense of belonging.
- **Community:** Pepperdine cultivates a sense of community where individuals are connected through shared Christian values, a love of neighbor, and a devotion to service.
- **Honor and Integrity:** The university upholds a commitment to honesty, responsibility, and ethical behavior in all aspects of life.
- **Care and Compassion:** Pepperdine School of Nursing nurtures a healing environment where there is a sensitivity to self and others, enabling a presence of an intersection of faith, hope, and love.

School of Nursing Philosophy

The philosophy of the Pepperdine University School of Nursing is deeply rooted in our Christian heritage and values, reflecting our mission to develop compassionate, innovative, and globally-minded nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide. Grounded in the belief that all people are created in the image of God (Imago Dei), our philosophy emphasizes the sacredness of life, the dignity of every individual, and the holistic integration of faith, academic excellence, service, and leadership.

Central to the program's philosophy is our commitment to educate nurses who embody care, kindness, honor, and integrity, and who are equipped to thrive intellectually, physically, emotionally, and spiritually. By fostering belonging and celebrating diversity, we create an inclusive learning environment where students are empowered to reach their full potential. Through the development of professional attitudes, clinical reasoning, sound judgment, and

leadership skills, graduates are prepared to address the complexities of healthcare with innovation and faith and are equipped to transform lives and communities in meaningful ways.

Philosophy of Person

At Pepperdine University, we affirm that every individual is created Imago Dei, inspiring respect for the sacredness and dignity of all people. Each person exists within families and communities and is composed of biological, psychosocial, environmental, and spiritual dimensions. This aligns with Genesis 1:26 and Matthew 22:39, reminding us of the commandment to love others as God loves us. We honor the unique cultural, spiritual, psychological, sociological, and personal characteristics of every individual, ensuring that nursing care and education reflect this holistic view. We see each person as a unique individual, inherently capable of growth and development. This potential unfolds through meaningful interactions with God, oneself, and the community. Such relationships are vital for personal and intellectual growth, highlighting the importance of both individual reflection and collective engagement in the pursuit of knowledge, understanding, and ultimately, wisdom.

Philosophy of Nursing

Nursing at Pepperdine University is a sacred calling and a profession that integrates the art of compassionate care with the science of evidence-based practice. It is grounded in the principles of Jesus Christ, empowering nurses to glorify God through service and leadership. We view nursing as a caring profession dedicated to supporting patients to meet the biological, psychosocial, and spiritual needs of individuals, families, and communities. Nurses at Pepperdine embrace the sacred partnership between nurse and patient, integrating unique cultural, spiritual, social, and personal characteristics into every interaction. This partnership is enriched by the nurse's personal beliefs, which serve as a foundation for compassionate and holistic care. The professional nurse's role includes promoting health, preventing illness, restoring health, alleviating suffering, and addressing health disparities. This commitment is aligned with the AACN Essentials, as well as biblical principles calling us to serve others with compassion and purpose.

Philosophy of Nursing Education

We believe that nursing education is a lifelong journey, preparing students to lead with faith, excellence, and innovation in an evolving healthcare landscape. Grounded in the liberal arts, sciences, and Christian studies, nursing education at Pepperdine emphasizes the integration of theory, practice, policy, and research to develop leaders who can transform healthcare systems.

Preparation for professional nursing begins at the baccalaureate level, with opportunities for advanced practice and specialization at the graduate level. Faculty serve as mentors, role models, and facilitators, guiding students to take ownership of their learning through active engagement, critical thinking, and self-reflection. Through a global perspective, our nursing education equips students to address complex healthcare challenges, advocate for health equity, and promote innovative solutions. This philosophy is aligned with AACN Essentials and inspired by biblical scriptures that encourage wisdom and reliance on God in leadership.

Individual Differences

Cultural and Ethnic Backgrounds

Pepperdine University celebrates the diverse cultural, ethnic, sociological, and personal variables that each student brings to the program. We are committed to fostering belonging and creating an educational environment where every individual feels valued and supported. Our faculty are dedicated to helping students grow in self-awareness and achieve their professional and personal goals with honesty, integrity, and compassion.

Learning Styles, Goals, and Support Systems

We believe learning is an intentional process shaped by individual goals, motivation, and readiness. Every student possesses innate potential, influenced by their internal characteristics and external environments. At Pepperdine, we provide individualized support, including counseling and learning enrichment programs, to help students achieve academic success, personal growth, and professional excellence.

Teaching and Learning Process

The teaching and learning process at Pepperdine University reflects our commitment to faith-driven innovation, academic excellence, and academic rigor. Faculty members act as role models, mentors, and facilitators, creating a collaborative learning environment that inspires students to grow intellectually, emotionally, and spiritually. By integrating evidence-based learning experiences, ongoing assessment, and critical reflection, students develop the skills and resilience needed to excel in complex healthcare systems. Teaching and learning are dynamic, reciprocal processes where students and faculty learn from one another, fostering a culture of mutual respect and continuous growth.

Distinctive Focus on Leadership and Global Impact

At Pepperdine, nursing education goes beyond clinical competence to develop compassionate leaders who will influence healthcare systems globally. Our graduates will be equipped to advocate for health equity, innovate in the face of healthcare challenges, and lead with integrity. Guided by faith and driven by a commitment to service, Pepperdine nurses will impact communities worldwide, transforming healthcare through excellence, innovation, and love. This philosophy, reflecting the Christian mission and values of Pepperdine University, serves as the foundation for our curriculum. It integrates biblical principles (Proverbs 2:6, Isaiah 61:1-3, and Matthew 9:36), the AACN Essentials, and evidence-based practices to prepare nurse leaders who excel in a globalized and ever-changing healthcare landscape.

Nondiscrimination Statement

As a Christian University affiliated with the Churches of Christ, Pepperdine treats everyone with the respect and kindness that we have been called to show one another. The University community is a space where lives intersect and knowledge is discovered, which fortifies the strength found in our differences and uncovers the virtues revealed in diversity, unity, and restoration. To that end, Pepperdine is committed to fostering an environment free from discrimination as described in California Education Code Section 66270 and reserves its right to remain a Christian University by favoring co-religionists in its admissions decisions.

Academic Requirements and Policies

Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program is designed to develop highly skilled, compassionate, and caring nurse leaders who will positively influence the nursing profession, transform healthcare systems, and impact communities locally and worldwide. The curriculum integrates core curriculum foundation courses that provide a strong framework for nursing courses while cultivating the development of critical thinking, communication, and other critical skills. Nursing specific courses will reflect a unifying theme, which includes the nursing process and is designed to provide students with knowledge, skills, and abilities necessary to function in accordance with the registered nurse scope of practice and to meet competency standards of a registered nurse. Grounded in the University's Christian mission, the curriculum cultivates the development of compassionate nurses who are prepared to provide evidence-based care across the care continuum and lifespan in a variety of settings with diverse individuals and communities. At completion, all students are prepared as registered nurses and positioned to successfully pass the National Council Licensure Examination for Registered Nurses (RN), board certification examination to be licensed as a Registered Nurse.

The BSN program offers both two and four-year pathways for students. Students in the four-year pathway spend their first two years at Pepperdine's Malibu campus primarily completing core curriculum, foundational science, and introductory nursing courses. Their final two years of study, consisting of both didactic and clinical practicum courses, are completed at the Pepperdine Calabasas campus, the location of the University's nursing simulation and laboratory facilities. Two-year pathway students complete all core curriculum and foundational science courses prior to enrolling at Pepperdine and complete a curriculum of nursing courses at the Calabasas campus.

The BSN curriculum has a strong clinical emphasis requiring students to complete over 750 hours of coursework training and providing direct patient care in five specialty areas: medical/surgical, psychiatric/mental health, obstetrics, pediatrics, and gerontology. Through clinical affiliation agreements with leading healthcare systems and community-based organizations across Los Angeles and Ventura Counties, students develop clinical skills with diverse patient populations and in a wide range of clinical environments.

Course Requirements for Bachelor of Science in Nursing

The candidate for the Bachelor of Science in Nursing must complete the following:

Core Curriculum Requirements (39-41)

Choose one of the following:

FOR 101	Foundations of Reasoning	(3)
HUM 100	Thinking Classically	(4)
GSEN 199	American Language and Culture	(3)
ENG 101	English Composition	(3)

COM 180	Speech and Rhetoric	(4)
REL 100	The Way of Jesus	(3)
REL 200	The Story of Christian Scripture	(3)
REL 300	Christianity and Culture	(3)
SPAN 152	Elementary Spanish II	(4)
LANG 241	Medical Spanish for the Healthcare Professions	(4)
Global Perspectives Requirement		(4)
Creative Arts or Interpretation Requirement		(3/4)
Historical Thinking or US Experience Requirement		(4)
Life Skills Requirement		(1)

Required Preparatory Nursing Courses (25)

BIOL 230	Human Anatomy	(4)
BIOL 270	Human Physiology	(4)
BIOL 280	Microbiology for the Healthcare Professions	(4)
CHEM 220	Chemistry for the Healthcare Professions	(4)
PSYC 200	Introduction to Psychology	(3)
SOC 200	Introduction to Sociology	(3)
STAT 250	Introductory Statistics for the Healthcare Professions	(3)

Nursing Courses: Theory/Didactic (46)

NURS 170	Professionalism in Nursing Practice	2
NURS 210	Health Assessment	2
NURS 220	Fundamentals of Nursing	3
NURS 230	Community and Population Health Nursing	2
NURS 260	Pathopharmacology	3
NURS 270	Advanced Pathopharmacology	3
NURS 300	Adult Health Nursing	3
NURS 310	Gerontological Nursing	2
NURS 320	Psychiatric-Mental Health Nursing	2
NURS 330	Family-Centered Maternity Nursing	2
NURS 340	Family-Centered Pediatric Nursing	2
NURS 350	Health Promotion	2
NURS 360	Ethics, Policy & Communication in Nursing	3
NURS 370	Healthcare Technology Systems and Informatics	2
NURS 400	Advanced Adult Health Nursing	3
NURS 420	Transitional Care Management	2
NURS 450	Spiritual Foundations of Compassionate Healthcare	2
NURS 460	Evidenced-Based Practice and Nursing Scholarship	3
NURS 470	Advanced Professionalism in Nursing Practice	3

Nursing Courses: Clinical Practice (23)

NURS 210P	Health Assessment Laboratory	2
NURS 220P	Fundamentals of Nursing Clinical Practicum	2
NURS 230P	Community and Population Health Nursing Clinical Practicum	2
NURS 300P	Adult Health Nursing Clinical Practicum	3
NURS 310P	Gerontological Nursing Clinical Practicum	2
NURS 320P	Psychiatric-Mental Health Nursing Clinical Practicum	2
NURS 330P	Family-Centered Maternity Nursing Clinical Practicum	2
NURS 340P	Family-Centered Pediatric Nursing Clinical Practicum	2
NURS 400P	Advanced Adult Health Nursing Clinical Practicum	3
NURS 480P	Professionalism Clinical Practicum	3

Code of Ethics for Nurses

The American Nurses Association Code of Ethics for Nurses (2015) is based on beliefs about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the "Code" provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse in all roles and settings advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles

of social justice into nursing and health policy.

Pepperdine Student Code of Conduct

Each student is responsible for knowing and adhering to the University's Student Code of Conduct. This Code will help clarify the expectations and standards the University has for life in its community. Students will find information regarding related student policies (e.g., Alcohol and Other Drugs, Good Samaritan, Sexual Misconduct, Discrimination and Harassment, and Hazing), reporting misconduct, and disciplinary procedures online. While the Code and related policies provide students an effective set of guidelines for personal conduct, the University retains the right to institute additional policies and regulations or to modify existing ones as needs may dictate. The most updated Student Code of Conduct and related policies and regulations can be found [online](#).

General Conduct Standards

In keeping with Pepperdine University's Christian mission and its heritage in Churches of Christ, all members of the University community are encouraged to respect the teachings of Jesus and historic, biblical Christianity. It is expected that all students will maintain the highest standards of personal honor, morality, and integrity. The University reserves the right to refuse admittance to or dismiss any person who violates these principles.

Pepperdine University Code of Ethics

Pepperdine University is a Christian University committed to the highest standards of academic excellence and Christian values. Members of the Pepperdine University community- faculty, staff, students, administrators, members of the Board of Regents, members of the University's advisory boards, and volunteers- are responsible for maintaining the standards of the institution and of the various communities in which they live. We value integrity, honesty, and fairness and strive to integrate these values into our daily practices. Our ethical expectations are found in Holy Scripture, the University Mission Statement, the founding vision of George Pepperdine, and the University Affirmation Statement. Holy Scripture provides the ultimate source for our ethical standards, including the two great commands taught by Jesus: the duty to love God and love one's neighbor as one's self (Matthew 22: 37– 40).

In this spirit, we commit ourselves to the highest standards of ethical conduct. We act with integrity; we treat others with respect and dignity; we carefully steward the University's resources; we avoid conflicts of interest or commitment; we maintain confidentiality; and we comply with legal and professional obligations. We are individually accountable for our own actions, and we are collectively accountable for upholding these standards of behavior and complying with all applicable laws, policies, standards, and regulations. While human and therefore fallible, we constantly strive to meet our ethical expectations. Moreover, because the Pepperdine community is composed of many distinct constituencies, we understand that, beyond the general ethical principles outlined in this document, we may be subject to additional rules of conduct specific to our respective roles within the community. The complete Code is accessible at community.pepperdine.edu/hr/policies/ethics.htm.

Prior Convictions and/or Discipline

Effective May 1, 2020, pre-licensure nursing students and first-time applicants to the California Board of Registered Nursing (BRN) are no longer required to disclose prior criminal convictions on their initial application. However, a comprehensive background check is still conducted through fingerprint submissions to the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI).

Any applicant with a criminal history identified through this process will be referred to the BRN's Enforcement Division for further review. Convictions occurring within seven (7) years of the application date are subject to a full enforcement review to determine eligibility for licensure.

For detailed information regarding this process, students are encouraged to view the **BRN Applicant Enforcement Webinar**.

Professionalism Violations

Student conduct in the classroom or clinical setting that does not meet the professionalism standards set forth by the nursing programs may be documented as a professionalism violation. A professionalism violation may be initiated by a faculty member, clinical supervisor or staff, nursing program staff, or fellow students. The purpose of documenting professionalism violations is to address and correct unprofessional conduct before it can pose a more serious problem.

When a violation occurs, a Professionalism Violation Form will be completed. The form will be used to document any suspected unprofessional behaviors, which may include but is not limited to using inappropriate language in class, unprofessional behavior during a therapy session, or a dress code violation. Professionalism Violation Forms are added to the student record.

Depending upon the severity of the violation, the response can vary on a case-by-case basis. In some cases, the professionalism violation may be escalated for disciplinary action following the Pepperdine Student Code of Conduct and disciplinary procedures. Repeated violations or a pattern of unprofessional conduct would result in removal from the nursing program and could result in dismissal from the University.

Attendance and Class Participation

Attendance at all classes is absolutely required. In the event of extenuating circumstances that result in missing a class, an excused absence may be granted if the student communicates in writing with the faculty member and provides any documentation requested. Typically, only one excused absence per semester will be granted. If a student demonstrates a pattern of absence, even if excused, it may result in remediation requirements and/or a professionalism violation. Continued absence may result in deferral of a course(s) to the next semester it is offered. In addition to attendance, students are expected to participate actively in class.

If extraordinary circumstances prevent the timely completion of assignments, the student should

consult the course faculty immediately. The decision to allow alternatives is at the full discretion of the faculty member. Please consult the syllabus for each course to determine the specific requirements.

Incomplete and In-Progress Courses

A grade of I, indicating incomplete work, is assigned to a student who has attended class but fails to complete required coursework because of a documented emergency in the last quarter of the semester. The grade of I may be given only when (1) the student is passing the course at the time an illness or emergency arises; (2) the student does not have excessive unexcused absences; and (3) the only work unfinished by the student is the final exam or a final major project. An incomplete grade is not intended to give students with poor grades additional time to improve their grades.

Medical or Mental Health Emergencies and Withdrawals

For information about the Medical and Mental Health Emergencies and Withdrawals Policy, see <https://community.pepperdine.edu/student-care-team/emergencies-and-withdrawals.htm>.

Impaired Nursing Students

The use of controlled substances, dangerous drugs or devices, or alcoholic beverages by nursing students in a manner that is harmful to themselves or others constitutes unprofessional conduct, is a violation of the standards set by the California Board of Registered Nursing (BRN), and a violation of the Alcohol and Drugs Policy in the Pepperdine University Student Code of Conduct.

In addition to possible disciplinary action for violations of the Code of Conduct, students exhibiting signs of mental illness, chemical dependency, or substance misuse will be referred to an appropriate licensed healthcare provider approved by the Pepperdine Counseling Center for evaluation, diagnosis, and treatment. Clinical placement, continuation in the nursing program, and/or reentry into the nursing coursework may be contingent upon documented completion of the recommended treatment plan, medical clearance from the provider, and clearance from Pepperdine's Student Care Team.

Decisions regarding course repetition, clinical participation, and program reentry will be made on a case-by-case basis, prioritizing student/patient safety, student well-being, and compliance with BRN requirements. All student health information will be handled in accordance with HIPAA regulations and Pepperdine University's privacy policies.

The Student Care Team, Counseling Center, and the Health Center are available to assist students in obtaining treatment and/or support for any alcohol or drug-related issues.

Accommodations for Students with Disabilities

Pepperdine University complies with the Americans with Disabilities Act, section 504 of the Rehabilitation Act, and state and local laws regarding students with disabilities.

The Office of Student Accessibility (OSA) provides accommodations to students with disabilities through an interactive process, including appropriate documentation and discussion of the nature of the student's disability and academic needs. To apply for accommodations, students should contact OSA, ideally prior to the beginning of the academic semester.

In cases where accommodations are approved by OSA, the student can either send, or ask OSA to send, the accommodation letter to the faculty member(s) for the class(es) in which the student would like to utilize the accommodations, at which point the faculty member(s) will have the opportunity to object if the approved accommodation is inappropriate for the particular class(es). Should the need for accommodation arise during the semester, students are encouraged to get in touch with OSA as soon as possible to discuss potential accommodations and appropriate implementation for the remainder of the course. Kindly note that disability-related accommodations are not available unless and until approved by OSA and, when approved, such accommodations do not operate retroactively.

Students may generally expect a two-week time frame in which the documentation and accommodation application will be reviewed. If the documentation is incomplete and/or does not meet the guidelines, students will be required to submit complete documentation before accommodations may be granted.

Inquiries should be addressed to the Office of Student Accessibility at (310) 506-6500. Please visit the [website](#) for further information regarding OSA's policies and procedures, documentation guidelines, accessibility forms, and resources for students.

Academic Integrity

Academic Integrity is a crucial part of the educational process. It makes possible an atmosphere conducive to the development of the total person and stimulates not only intellectual growth but also spiritual, ethical, and emotional growth. Academic integrity fosters a spirit of community among students, faculty, and administrators that allows such development.

Furthermore, it creates a climate of mutual trust, respect, and interpersonal concern in which openness and integrity prevail. The College of Health Science emphasizes the dignity of each individual in pursuing self-improvement and developing full personal potential, not tolerating dishonesty, cheating, or plagiarism in any form.

Most, but not all, violations of academic integrity involve one of the following four general categories of behavior.

- **Plagiarism**

Plagiarism occurs when a writer appropriates another's ideas, research, or writing without proper acknowledgement of the source or uses another's words without the use of quotation marks.

- **Cheating**

Cheating is the use of unauthorized materials, information, or study aids in an academic exercise as well as unauthorized collaboration in any form.

- **Fabrication**

Fabrication is the falsification or invention of information in an academic exercise or to university officials. Fabrication also includes lying to a member of the administration, faculty, or staff.

- **Facilitating Academic Dishonesty**

The facilitation of academic dishonesty occurs when students knowingly or negligently aid others or allow their work to be used in a dishonest academic manner. Students also facilitate academic dishonesty when they are aware of, but fail to report, violations of the code of academic integrity. Students who facilitate academic dishonesty are as guilty of violating academic integrity as those who plagiarize, cheat, or fabricate materials.

Students committing acts of academic dishonesty will face disciplinary action according to the Pepperdine Student Code of Conduct. Violations of academic integrity will be handled by the Student Progress Committee, which will make a recommendation to the dean.

Below Satisfactory Work and Academic Progression Policy

Minimum Academic Standards

Students enrolled in the Pepperdine School of Nursing must maintain high academic standards to ensure safe, competent, and compassionate nursing practice. Progression criteria from the first-to-second year and the second-to-third year in the four-year pathway BSN program are detailed in the academic catalog. Similarly, progression criteria from the first-to-second semester and the second-to-third semester in the two-year pathway BSN program are also detailed in the academic catalog. All progression criteria will be rigorously enforced. A minimum grade of C is required in all nursing courses—both theory and clinical components—for satisfactory academic performance.

Course Failure and Progression

- Concurrent Repetition of Clinical and Theory: If a student fails either the theory or clinical component of a nursing course, both components must be repeated concurrently to ensure integrated learning and competency development.
- Repeat Limitations: Students may not repeat a failed course more than once. Failing the same course twice or failing two separate nursing courses during the program will result in remediation and may result in academic probation or dismissal.
- Academic Dismissal and Reapplication: Upon academic dismissal from the University, students will receive a letter from the dean. A student may not reapply for admission or readmission or enroll in courses while a dismissal status remains on a student's academic record. Students who wish to appeal an academic dismissal to seek readmittance to a program should make their request directly to the dean. Students who wish to dispute recent grades resulting in academic dismissal must follow the "Grade Dispute Policy" procedures outlined in this academic catalog. Students dismissed for academic reasons must wait at least twelve (12) months from the date of academic dismissal before seeking

readmittance, provided their dismissal letter includes a provision for reapplication. Readmission is contingent upon meeting current admission criteria and space availability.

Clinical Component Requirements

Clinical learning is evaluated separately and must meet satisfactory criteria. A student may receive a passing grade in didactic/theory content but will not pass the course without also receiving a satisfactory evaluation in clinical performance. Likewise, failure of the clinical component of a course will result in failure of the associated course, regardless of theory grades.

Remediation and Support

The School of Nursing is committed to student success. Students demonstrating academic difficulty will be referred to appropriate resources, including academic coaching, tutoring, counseling, and faculty advising. A formal Student Remediation Plan may be developed to outline expectations, timelines, and support structures to aid the student in achieving program standards.

Academic Advising and Remediation

School of Nursing program advisors will hold an Advisory Meeting with each student every semester. Following the School of Nursing Advisement Guide, the advisor will review the student's progress in academic courses, clinical development, and progress toward graduation and certification requirements. If the advisor sees that the student is not performing to the program's expectations in any area, a remediation plan will be outlined and shared with the student in writing using Pepperdine email.

At the midpoint of each academic semester, nursing faculty will report all students with a mid-semester course grade below 75 percent. These students will be placed on a remediation plan. If a faculty member identifies a problem with the student's performance earlier in the semester, a remediation plan may be initiated at that time.

At the end of any semester, cumulative grade point averages for students are reviewed. Students who are unable to maintain the minimum cumulative grade point average for their degree program will be placed on academic probation and may be subject to remediation in accordance with their chosen academic degree program. The minimum GPA to avoid placement on academic probation for the Entry Level Master's in Nursing, Clinical Nurse Leader program is 3.000. The minimum requirement for the Bachelor of Science in Nursing program is 2.000. The terms of the probation will be determined by the Student Progress Committee on a case-by-case basis, including establishing a firm deadline by which the cumulative GPA must be increased to at least 3.000 for ELM-CNL students and 2.000 for BSN students. Typically students must meet the required GPA by the end of the subsequent semester for full-time students. Failure to achieve the required GPA by the deadline may result in dismissal from the program.

Academic Dismissal

Students who are unable to meet academic program standards (e.g. pattern of below satisfactory work, violation of Pepperdine University Honor Code, two course failures, etc.) may be reviewed for academic dismissal from the nursing program. Academic dismissal review will occur after the academic advising and remediation plans described in that section of this catalog have been exhausted.

In addition to academic dismissals for low grades and failure to meet minimum GPA requirements, students may be dismissed from their academic program for violating any of the University's regulations outlined in the [Student Code of Conduct](#) policies, the Academic Integrity policy (see below), or the College of Health Science Professionalism Policy.

Upon academic dismissal from the University, students will receive a letter from the dean. A student may not reapply for admission or readmission or enroll in courses while a dismissal status remains on a student's academic record. Students who wish to appeal an academic dismissal to seek readmittance to a program should make their request directly to the Dean/Program Director. Students who wish to dispute recent grades resulting in academic dismissal must follow the "Grade Dispute Policy" procedures outlined in this academic catalog.

Grade Dispute Policy

The College of Health Science reserves the right, in its sole discretion, to process disputes submitted pursuant to this procedure under other applicable University procedures (e.g., Student Code of Conduct, Academic Progress, Non-Academic Student Grievance Procedure, Disability Accommodation Complaint and Appeal Procedure, and Sexual Misconduct Policy), where it deems appropriate.

Grades measure student performance and serve as a means of determining graduation eligibility and honors. As such, the College of Health Science recognizes that a fair and rigorous assessment of student coursework is vital to the mission of the school and wishes to ensure that disagreements arising over assigned grades are handled promptly, fairly, and professionally.

Most grade issues can and should be resolved privately between the student and instructor. This is the starting point with all grade disputes. If the matter is not satisfactorily resolved by these means, the following appeals procedure shall apply:

- The student shall submit a written appeal to the program director/dean with a copy to the instructor, identifying the course, semester, grade received, and the reason for the appeal.
- The student shall assemble all relevant class materials (syllabi, returned assignments, tests, papers, etc.) distributed or returned by the instructor to the student. These materials need to be compiled within two weeks of the date of the written appeal. If the student cannot assemble all such documents, the grade dispute is concluded with no grade change.
- Concurrently, the instructor will assemble all relevant class materials retained for this

student (final exams, midterms, etc.) within two weeks of the date of the written appeal. A copy of these documents, along with the syllabus, grade book, and the instructor's written response to the student appeal, is to be forwarded by the instructor to the dean.

The dean will appoint a Student Progress Committee of faculty members within the nursing program who teach the course (or a similar one) in question. This committee will then evaluate the student's course materials.

At the conclusion of the committee's evaluation, it will submit a written recommendation and explanation to the dean. The recommendation must be one of the following:

- Uphold the grade given by the instructor, or
- Require that the instructor re-grade one or more assignments, followed by a recalculation of the student's grade, or
- Require that the instructor formulate a repeat of one or more class assignments or assessments, followed by a recalculation of the student's grade, or
- Recommend a specified grade change.

Based on the Student Progress Committee's findings, it shall be the decision of the dean as to whether the grade shall be changed. This decision will be final. No further appeal is possible.

Progression Criteria

To continue in the BSN program, four-year pathway students must meet the following requirements.

- To progress from the first to the second year, students must:
 - Complete a minimum of 32 units before the start of the fall semester of the second year. The cumulative GPA for all courses must be 2.0 or higher.
 - Complete BIOL 230, BIOL 270, and STAT 250 with grades of "C-" or higher in each course.
- To progress from the second to the third year, students must:
 - Complete a minimum of 65 units before the start of the fall semester of the third year. The cumulative GPA for all courses must be 2.0 or higher.
 - Complete NURS 210, NURS 210P, NURS 260, NURS 270, CHEM 220 and BIOL 280 with grades of "C-" or higher in each course.

In the third and fourth years, all four-year pathway students must maintain a cumulative Pepperdine GPA of 2.5 or higher to remain in the BSN program.

Two-year pathway students must maintain a cumulative Pepperdine GPA of 2.5 or higher to remain in the BSN program after enrollment.

- To progress from the first to the second semester, two-year pathway students must:
 - Complete NURS 210, NURS 210P, and NURS 260 with grades of "C-" or higher in each course.

- To progress from the second to the third semester, two-year pathway students must:
 - Complete NURS 270 with a grade of “C-” or higher.

Intent to Graduate and Degree Posting

To apply for graduation and degree posting, potential graduates must complete a Graduation Application form. The College of Health Science will notify students, during the semester in which final degree requirements will be satisfied,¹ when to complete the application. In the application, students will confirm their intent to graduate and their diploma address information through WaveNet. The deadline to complete the application is indicated in the notification sent by the College of Health Science via Pepperdine email. Submission of the application is required for degree posting.

Degrees are posted on the student’s transcript at the end of the semester in which all requirements for the degree have been satisfied if a valid Graduation Application is on file. Students failing to submit their Graduation Application in the semester their degree requirements have been satisfied will be awarded their degree in the semester when the application is submitted. The degree posting date reflects the official date of graduation on both the diploma and transcript of academic record.

Students should expect to receive their diplomas approximately 120 days after the official posting date of program completion, given all financial obligations and student record holds have been cleared.

Students are considered graduates and College of Health Science alumni immediately following degree posting. Alumni will lose WaveNet access, including email access, 90 days after degree posting.

The Bachelor of Science in Nursing program complies with the California Board of Registered Nursing's requirement of a minimum of 36 semester units in the art and science of nursing, with 18 semester units allocated to theory and 18 semester units to clinical practice. The Bachelor of Science in Nursing program at Pepperdine University exceeds this standard with the following breakdown:

Theory Courses: 44 semester units covering foundational nursing knowledge, patient-centered care, and evidence-based practices.

Clinical Practice: 21 semester units (equivalent to over 750 clinical hours), including specialties such as medical/surgical, psychiatric/mental health, pediatrics, obstetrics, and gerontology.

Alternative Pathways for Credit Evaluation

Pepperdine University is committed to recognizing prior education and healthcare experience through the following pathways:

¹ A course is not considered satisfied until a final grade is received. For degree posting purposes, outstanding incomplete and in-progress grades must be received by the last day of the semester.

- **Licensure or Certification Credit:** Applicants holding a current healthcare license or certification (e.g., LVN, CNA) may qualify for credit through challenge examinations, credit by examination (CLEP), or prior learning assessments.
- **Transfer Credit:** Students with prior coursework from accredited nursing programs can transfer applicable credits upon transcript evaluation by the School of Nursing's admission committee.
- **Degree Holders:** Applicants with a bachelor's degree in another field may qualify for accelerated or bridge pathways into the nursing program, depending on prior coursework and experience.

Additional details regarding alternative pathways are available in the School of Nursing Catalog. All requests for alternative credit must be approved following the University and School of Nursing policy.

Clinical Education

Before Clinical Experience

The following checklist is provided to help students ensure that all required preparation for being allowed to complete clinical hours is done in time to begin the first clinical experience. If any of the following are not completed by the start date of clinical experiential learning, students will not be permitted to begin in the clinical setting. Any delay to meeting the clinical requirements will also impact target graduation and academic progress with the assigned cohort.

General Information

- Background check
- Drug screen
- Driver's license or passport identification
- Health insurance

Training

- HIPAA training
- OSHA training
- Basic Life Support (BLS) Certification—only American Heart Association or American Red Cross BLS certification will be accepted.

Vaccinations

- Influenza (annually)
- Measles, Mumps, & Rubella (two-step; usually completed in childhood or titer) Varicella (two-step vaccine)
- Hepatitis B (start early! takes months to finish this series)
- Tetanus (every 10 years)
- TB Test (Quantiferon-TB Gold Plus OR T-spot blood test; annually)

All nursing students will be required to obtain vaccinations for clinical placements. The required vaccinations include Influenza, Measles, Mumps, & Rubella (MMR), Varicella, Hepatitis B, TB, and DTAP (diphtheria, whooping cough, and tetanus). Additional vaccinations/immunizations (including the Flu Vaccine and COVID-19 vaccine) may be required by specific clinical sites.

Declination of Immunizations

Students who have not met vaccination requirements may not be able to be placed at clinical sites to complete clinical requirements.

The vaccinations may be requirements of clinical sites where the student is required to complete clinical rotations. Religious, physical, or other accommodations may not be available from the clinical sites, which operate independently of Pepperdine University, to excuse students from vaccinations that the site requires for participation in the clinical rotation. Students who cannot be placed at clinical sites due to not meeting the requirements of the clinical sites will not be able to meet the graduation requirements for the BSN Program at Pepperdine University.

Drug Screening

A drug screen is required for all students prior to beginning the program. A non-negative finding could result in disciplinary action or dismissal from the program. A repeat drug screen may be required depending upon facility requirements or just cause at the student's expense. Refer to [Pepperdine's Drug and Alcohol Policy](#) for more information.

Testing for Cause

Any student suspected of abuse related to the use of drugs, including but not limited to alcohol, may be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on, but not limited to:

- A finding of non-negative on initial drug screening.
- Observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug.
- Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance.
- A report of drug use provided by reliable and credible sources which have been independently corroborated.
- Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed healthcare professional.
- Evidence of involvement in the use, possession, sale, solicitation, or transfer of drugs while on a clinical site premise.
- Conviction by a court, or being found guilty of a drug, alcohol, or controlled substance in another legitimate jurisdiction.

Criminal Background Check

Prior to beginning the program, all students are required to have a one-time comprehensive criminal background check in accordance with clinical affiliation contracts between the university and clinical agencies. The nursing program and Pepperdine University have contracted with an outside company to conduct the background checks and provide the results.

- Failure to pass the initial background check could result in more specific screening requirements and/or additional screening requirements prior to placement.
- A clinical site may have more specific screening requirements and may require additional screening procedures prior to the clinical placement.
- A clinical site may refuse the placement of a student with a criminal record.
- Any student with a criminal record is advised to check with the nursing licensure board and/or an attorney in the state in which they wish to be licensed in order to determine their eligibility for licensure.

Professional Attitude and Demeanor

Dress Code

- Scrubs are to be worn and display the Pepperdine Nursing insignia, purchased only from the approved Pepperdine vendor. Students may not wear alternate styles or colors of scrubs, whether they have the Pepperdine logo on them or not. The scrubs are to be worn during all clinical rotation activities.
- Well-kept athletic shoes may be worn with approved scrubs.
- ALL other dress codes and restrictions must comply with ALL specific clinical site standards regarding professional appearance, including but not limited to hair styles, nails, jewelry, and tattoos. The clinical supervisor will provide these standards as it will vary by site.
- The College of Health Science student identification badge must be properly displayed at all times while in clinical practice settings.

Attendance and Punctuality

- Arrive before the appointed time.
- Be prepared to engage as a working professional.
- Clinical education requires the same level of professionalism as clinical employment.
- Attend classes and clinical practice settings.
- Provide prompt notification of tardiness or absences (documentation is required).

Respectful Demeanor and Interactions

- Demonstrate respect and deference to faculty/staff/clients/caregivers/peers.
- Conduct oneself in a manner consistent with the values and ethics of nurses and the nursing profession, as well as Pepperdine Student Code of Conduct and Code of Ethics.

Professional Language and Communications

- Demonstrate professional oral and written (including electronic) communication skills.
- Respond to emails promptly.
- Use discretion and appropriate professional language in addressing faculty/staff/clients/caregivers/peers.
- Speak concisely and clearly.

- Be polite and respectful (addressing people with their titles is important).

Appropriate Effort and Initiative

- Be open and willing to learn and develop new skills.
- Present in a confident, but not arrogant manner.
- Accept and use feedback from faculty/supervisors to improve knowledge and skills.
- Collaborate with one's supervisor to identify and complete a weekly lesson plan/set of tasks.
- Follow through on appointed tasks and activities.
- Demonstrate intellectual and professional curiosity and insightfulness.

Accountability and Integrity

- Complete tasks and activities in a professional, high quality, and timely manner.
- Speak and act on behalf of Pepperdine University and/or the placement site only as authorized by the assigned role and responsibilities.
- Maintain professional integrity and honesty in all activities and interactions.
- Integrity involves expressing gratitude for others, valuing honesty and openness, taking responsibility and accountability for actions, respecting self and others, helping those in need, demonstrating reliability and trustworthiness, and showing patience and flexibility.

Behavior

- Maintain professional standards and conduct regardless of how other people may be behaving.
- Be positive and enthusiastic, which can influence others.
- Be personally and professionally centered when engaging with clients and their families.
- Use appropriate professional language (spoken and written) to filter emotional content.
- Demonstrate a willingness to resolve difficult relationships and modify one's behavior, accordingly, not expecting special consideration or entitlement.

Safety Precautions

Universal Safety Precautions must be maintained. Please refer to the procedures below and any guidelines set forth by the placement facility.

Gloves

- Gloves should be worn when performing oral speech mechanism exams; managing tracheostomy tubes; using laryngeal mirrors; performing feeding therapy; and performing endoscopic exams.
- Gloves should be worn when touching blood or other body fluids.
- Gloves should be worn if the client has non-intact skin.
- Change gloves after contact with each client.
- After removing gloves, wash hands immediately.
- Discard gloves in the therapy room before exiting. No special disposal containers are

necessary unless gloves are contaminated with blood or bloody fluid.

Handwashing

- Wash hands immediately if hands are potentially contaminated with blood or body fluids.
- Wash hands before and after seeing each client.
- Wash hands after removing gloves.
- Basic hand washing techniques are as follows:
 - Vigorous mechanical action whether or not a skin cleanser is used
 - Use of antiseptic or ordinary soap under running water
 - Duration of 30 seconds between clients if not grossly contaminated and in handling client devices
 - Duration of 60 seconds when in contact with clients, devices, or equipment with gross contamination
 - Thorough hand drying with a paper or disposable towel to help eliminate germs.

Materials

- Use spray/wipe/spray disinfection procedure after each session:
 - Spray with disinfectant to clean surface, then
 - Wipe to clean and remove disinfectant, then
 - Spray a second time, leave wet for 5 minutes
 - Note that different facilities use various disinfectants, each with its own specific dwell time. Always follow the dwell time on the disinfectant used.

Observation and Significant Other/Family Participation

Ensure compliance with Universal Safety Precautions when family members and others are present where they may be exposed to client's blood or body fluids. The on-site clinical supervisor should be notified immediately if a child bleeds or vomits.

Working with Clients Outside of the Placement Setting

Due to legal limits of licensure and certification, no student is allowed to perform nursing intervention without a supervisor present. Student clinicians may not do any kind of clinical intervention, even while with a client, outside of the placement setting.

Professional Relationships and Boundaries with Clients

- Maintain client confidentiality standards, especially when using cell phones/electronic devices.
- Uphold ethical standards for nurses and seek appropriate consultation when in doubt.
- Manage strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g., Instagram).

Nursing students should not engage in social media communications via social media sites such as Facebook, Twitter, SnapChat, Tumblr, Instagram, etc. with their clients and/or client families, whether current or prior, unless part of the treatment program. Students should exercise caution

and follow all professional and ethical guidelines of the profession, including maintaining HIPAA and FERPA standards, relative to the use of social media.

A position paper published in 2013 in the *Annals of Internal Medicine* (<http://annals.org/aim/article/1675927/online-medical-professionalism-patient-public-relationships-policy-statement-from-american>) states:

Use of online media can bring significant educational benefits to patients and physicians [clinicians], but may also pose ethical challenges. Maintaining trust in the profession and in patient–physician [–clinician] relationships require that physicians [clinicians] consistently apply ethical principles for preserving the relationship, confidentiality, privacy, and respect for persons to online settings and communications.

Nursing students must abide by the same rules as healthcare and educational professionals that require them to maintain professionalism at all times. Educators and healthcare professionals are forbidden to engage in sexual or romantic relationships with clients.

Clinical Preceptor Documentation

The School of Nursing maintains detailed records outlining the roles and responsibilities of all non-faculty clinical preceptors. Documentation includes:

- **Preceptor Responsibilities:** Specific expectations, such as supervising student clinical activities, ensuring safe patient care, and providing feedback on student performance.
- **Orientation Materials:** Online orientation sessions and a preceptor handbook provided before clinical placements.
- **Record Maintenance:** All signed agreements and responsibilities are kept on file with the Director of Clinical Academic Practice Partnerships, ensuring compliance with BRN regulations.

Preceptors are instrumental in bridging classroom learning with real-world applications and are carefully selected and supported by the School of Nursing. Students are asked to provide feedback on all preceptors.

Student-Teacher Ratios in Clinical Settings

The nursing program adheres to a maximum student-to-teacher ratio of 10:1 in clinical settings, as required by the California BRN. Ratios may be adjusted based on:

- **Patient Acuity:** Ensuring that the level of supervision aligns with the complexity of patient needs.
- **Student Level:** Accommodating the experience and skills of students at different stages of the program.

- **Clinical Objectives:** Tailoring supervision to the goals of the specific learning experience.

Student Resources

Technology Requirements and Services

The following information will be especially helpful to incoming new students getting prepared to begin graduate study in an online program.

Minimum Recommended Computer Hardware

- Intel i5 processor (at least) or MacBook M2
- 8 GB RAM, 16 GB recommended
- Video Card
- Broadband Access (Cable/Fi optics)
- Sound card with internal or external speakers
- Web Camera with integrated microphone
- Printer or access to a printer
- Headphones/pods

There is no mandatory computer type. Typically, the only operating systems that guarantee all needed software are Windows OS or Mac OS. No Chrome OS, IOS, or Android, etc. for regular coursework and deliverables. It may work, but it is not recommended. Chromebooks, specifically, are not recommended.

Recommended Software

- Microsoft Office 365 (Windows/Mac)
- Up-to-date web browser—Firefox and Chrome are preferred
- Virus protection software
- Adobe Acrobat Reader: View and print millions of documents on the Web with the free Adobe Acrobat Reader
- Media Player—Multimedia player that plays most multimedia files.

Online Meeting Software

Pepperdine University provides all students with a Zoom account. Nursing students should set up and access their Pepperdine Zoom accounts prior to beginning the program.

CastleBranch

All nursing students are required to register and activate a CastleBranch account. Students will receive an email indicating a package code to select and a link to a start page. Students do not need to pay at the time of activation, since this cost is covered in the clinical fees charged to the student account. CastleBranch provides easy tracking of all outstanding clinical requirements, such as background checks and drug screening. Once activated, CastleBranch will generate

messages to students to remind them what needs to be completed and by when.

Competency Requirements

Basic knowledge of computer use and internet skills is required to begin and progress through the nursing program. In addition to classes and meetings, the ability to use technology applications in the clinical setting will also be essential. Skills required prior to starting the program include:

- Use of computer, mouse, and keyboard
- Use of passwords and accessing secured sites/forms via secure login
- Computer software installation, including internet security and virus protection
- Manage computer files, such as saving, deleting, naming/renaming, moving, backup
- Sending, uploading, and downloading attachments
- Use of common software applications, such as Microsoft Office (Word, PowerPoint, Excel), Zoom, Multimedia player, Adobe Acrobat Reader
- Use of functions associated with software—copying and pasting, spell checking, etc.
- Internet search skills, including accessing library databases
- Proficiency in email use, virtual meetings/web conferencing (e.g., Zoom, TEAMS meeting), and other modes of online communication
- Printing, copying, scanning documents

University Resources

The following technology resources are provided to all Pepperdine students:

WaveNet Account: All students are issued a WaveNet account. It is used for everything from paying university charges on the student account to tracking degree progress. New nursing students will see a series of holds when first accessing the WaveNet account. These holds indicate everything that must be completed prior to registration in courses. Admitted students may access WaveNet instructions and demonstrations here: [Pepperdine WaveNet \(students\)](#). Applicants to Pepperdine may also use WaveNet to track the status of a pending application. Please view instructions here on how to use WaveNet to track an application to Pepperdine.

Navigate360: All students have access to Navigate360, which is a student success app that helps track degree requirements, advising, and more. Students may download this app for free.

Google Workspace: provides email, calendar, file storage, and mobile apps using the @Pepperdine.edu account. Students will receive all official University emails through the @Pepperdine.edu account. Pepperdine login credentials are required. Please note that confidential information, such as clinical/client notes, may NOT be stored on an unencrypted Google Drive.

Zoom: All current students who sign up through Pepperdine's Zoom single sign-on (SSO) portal can enjoy this powerful web conferencing platform. Instructions for downloading and installing the Zoom app, please visit this [link](#). Instructions for how to use the SSO login option are also included.

Office 365: Pepperdine provides free Office 365 for students. Microsoft Office is a deliverable standard in the program, and all students should have it. Download free [Office 365](#) for students.

Online Library Resources

Pepperdine’s librarians have worked to acquire a variety of online library resources for students in the nursing programs. All students may access a variety of resources at no cost when accessing through the [library](#) systems. Students may also contact the support staff in the library for help with accessing online library resources.

Information Technology and Tech Central

The Information Technology department provides a full range of technology services for Pepperdine University students. Students may visit community.pepperdine.edu/it and select “Student” for self-help guides and support information. In addition, students may contact Tech Central for support at (310) 506-HELP (4357) or (866) 767- 8623 (toll-free in the USA), 24 hours a day, 365 days a year, for help with University technology, such as Wavenet, Zoom, or Gmail.

For help with the learning management system (LMS) that provides access to all online courses, students should contact the technology support team for the course. Students may access a live chat within the course for which there is a problem. Students will be asked to provide their name, @Pepperdine.edu email address, and the specific course number within the LMS.

Students are required to abide by the “[Computer and Network Responsible Usage Policy](#).” Information about all Information Technology services is available at community.pepperdine.edu/it.

Student Health and Insurance

Student Health Center

The [Student Health Center](#) (SHC) provides high-quality, no- or low-cost healthcare services Monday through Friday, 8 AM to 5 PM, to any enrolled Pepperdine student, regardless of insurance type. As part of the Thrive Wellness Program, in-person office visits are offered free of charge. Students may schedule an appointment by calling (310) 506–4316, option 3, or by using the appointment feature on their [Patient Portal](#).

A wide range of services is provided, including immunizations, injections, labs, dermatology, and nutrition advice; and care is offered for illnesses, injuries, respiratory problems, and men’s and women’s health issues. The SHC also offers specialized clinics such as flu vaccination, travel medicine, massage therapy, and STI/HIV testing.

Located on the Malibu campus in the Student Assistance Center (SAC), the SHC is staffed with board-certified physicians, a physician assistant, a registered dietitian-nutritionist, registered nurses, medical assistants, and administrative personnel. Our diverse team provides a professional and welcoming environment for students seeking care. For more information, see the [SHC webpage](#).

If the Malibu campus is not easily accessible, scheduled and on-demand virtual care is also provided at no charge through TimelyMD using the Timely Care app. Visit [TimelyMD](#) for more information.

University Health Insurance Requirement

Pepperdine University requires that all students have a current US-based health insurance plan by the time of enrollment. Nursing students may also be required by clinical placement sites to provide documentation of health insurance before beginning clinical hours. The clinical site policy on insurance requirements is at the complete discretion of the site. Please note that the site placement team does not consider site-specific clinical requirements in the placement search. Also, the student is responsible for any and all medical costs that may arise as a result of participating in academic or clinical requirements.

Student Practice Insurance

Students of nursing are required to have student practice insurance, in addition to standard health insurance coverage. The University will arrange for student practice insurance for all students who are currently enrolled and participating in a clinical practicum course that involves any client interaction in a clinical setting. Nursing students are automatically enrolled to the University coverage once they begin earning hours in a healthcare setting. The student practice insurance fee is incorporated into the program fee.

Wellness Fee

All students pay a mandatory wellness fee to support the University's extensive medical, mental health, and fitness offerings. A full description of programs and resources is available through the [Thrive Student Wellness Program](#). As healthcare professionals in training, these wellness services and general habits of self-care may contribute to success in the program and clinical settings.

Student Services

These are links to many of the most popular student services. For fully admitted students with an active @Pepperdine.edu account, all links should be accessible. Students seeking admission can view public links only but may use the phone numbers listed to contact a University staff member with questions for that department.

Pepperdine WaveNet for Students

[Wavenet](#) is Pepperdine's student system portal. Through the use of WaveNet, students can access email, class schedules, final course grades, request enrollment verification and transcripts, access the Canvas site, and much more.

Student Support Resources

The following university resources are available to support students throughout their academic and personal journey.

Hub for Spiritual Life/Chaplain	310.506.4017
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<u>Office for Community Belonging</u>	310.506.4474
<u>Office of Community Standards</u>	310.506.4471
<u>Office of Financial Assistance</u>	310.506.4301
<u>Office of International Student Services</u>	310.506.4246
<u>Office of Student Accessibility</u>	310.506.6500
<u>Office of Student Information and Services</u>	310.506.7999
<u>Pepperdine Student Accounts</u>	310.506.8000
<u>Pepperdine Cashier's Office</u>	310.506.4107
<u>Pepperdine Counseling Center</u>	310.506.4210
<u>Pepperdine Mail Services</u>	310.506.4293
<u>Pepperdine Public Safety</u>	310.506.4700
<u>Pepperdine Student Life</u>	310.506.4975
<u>RISE</u>	310.506.4049
<u>Student Care Team</u>	310.506.6321
<u>Student Health Center</u>	310.506.4316
<u>Tech Central (Technology Support)</u>	310.506.4357
<u>Title IX Office</u>	310.506.4937
<u>University Libraries</u>	310.506.7273
<u>Veterans Affairs</u>	310.506.7204

Student Records Policy

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, provides, generally that (1) students shall have the right of access to their educational records, and (2) educational institutions shall not release educational records to non-school employees without consent of the student, subject to the exceptions provided by law. "Students" as used in this notice includes former students but does not include applicants who have not attended Pepperdine University.

Right of Access

With a few exceptions provided by law, students at Pepperdine University may see any of their educational records upon request. Access must be granted no later than 45 days after the request. Students further have the right, under established procedures, to challenge the factual accuracy of the records and to enter their viewpoints in the records.

Students may waive their right of access to recommendations and evaluations in the cases of admission, applications for employment, and nominations for awards. Pepperdine University may not require students to sign a waiver of their right of access to their records, but students and prospective students should be aware that users of recommendations and evaluations made without a signed waiver may discount their helpfulness and validity.

Disclosure of Student Records

With several exceptions provided by law, Pepperdine University cannot release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student. Students and alumni applying for jobs, credit, graduate school, etc., can expedite their applications by providing the University with written permission to release their records, specifying which records and to whom the release should be made. The student's written consent is not required for the disclosure of grades, disciplinary action, or other information to parents of students who are dependents for federal income tax purposes. Parents requesting information may generally be granted access upon submission to the University of a signed statement or other evidence of federal income tax dependency.

The University has designated the following categories of information as Directory Information, which may be released to the public without notice or consent of the student: student's name and ID number, address, telephone number, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, enrollment status, classification, thesis titles/topics, photograph, email address and the most recent previous public or private school attended by the student.

The student may request that certain categories of directory information not be released to the public without the student's written consent. Such requests shall be submitted in accordance with the Student Records Policy of the University, which can be found at pepperdine.edu/registrar/policies.

Further Information

This notice is not intended to be fully explanatory of student rights under FERPA or California law. Students may obtain copies of the official Student Records Policy, which contains detailed information and procedures, upon request to the Office of the University Registrar, Malibu, California 90263, or [online](#).

Right To File a Complaint

Any student alleging failure of the University to comply with FERPA may file a complaint with the Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Ave, SW, Washington, D.C. 20202-8520. Students are encouraged to utilize the internal University grievance procedures to resolve complaints prior

to contacting outside agencies.

Use of Data for Evaluation Purposes

The nursing faculty and staff evaluate the program on an ongoing basis. The data from such evaluations provides information to help improve the quality of the educational experience provided to students. They are also required by accrediting bodies, such as the WASC Senior College and University Commission (WSCUC) and the CCNE, to make decisions as to the nursing program accreditation status. The data in the archive may include (1) information provided on the Application for Admission; (2) surveys that are administered at different stages of matriculation; (3) coursework such as papers, examinations, and exercises; and (4) other relevant academic data and records such as grade point averages and graduation rates. The data entered into the archive are de-identified, which means students' names or other personally identifying information are removed so that the data cannot be associated with a student's identity.

Reporting Misconduct

Anyone may report a violation of the Student Code of Conduct by contacting the Office of Community Standards at (310) 506-4471 or the Department of Public Safety at (310) 506-4442. Normally, the person reporting the violation will be asked to submit a written report. The report should be a brief written statement citing the section of the code allegedly violated and providing a summary of the facts deemed to constitute a violation. Reports should be submitted as soon as possible after the event takes place. The University reserves the right to take action against an individual for violating the Student Code of Conduct regardless of how much time has passed since the incident. Anonymous reports may be made on the anonymous tip hotline by calling voicemail at 310-506-7634 or on the LiveSafe app.

Information about reporting allegations of sexual misconduct by Pepperdine students, employees, or third parties can be found in the [Sexual Misconduct Policy](#).

Information about reporting allegations of discrimination and harassment against another student can be found in the [Discrimination and Harassment Policy](#).

Allegations of discrimination and harassment or other non-academic student grievances against faculty, staff, or any nonstudent third-party should be reported according to the Non-Academic Student Grievance Procedure below.

Non-Academic Student Grievance Policy

Purpose and Applicability

The purpose of this Non-Academic Student Grievance Procedure is to provide for the resolution of student grievances, including allegations of discrimination and harassment pursuant to the University's "Non-discrimination and Anti-harassment Policy." This procedure is applicable to

non-academic student grievances filed by a student against faculty, staff, or any nonstudent third-party.

This procedure is designed to allow students to address complaints in a prompt, fair, consistent, and objective manner. Any act of reprisal by a University employee or by one acting on behalf of the University, including the intimidation of a grievant, respondent, or witness during the pendency of an investigation, will result in prompt disciplinary action. (This procedure shall not be used to bring frivolous or malicious complaints. If a complaint has been made in bad faith, appropriate disciplinary action may be taken against the person bringing the complaint.)

Informal Resolution

Before initiating a formal grievance, a student has the option to—but is not required to—discuss the matter in dispute with the person against whom the student has a grievance and seek a mutual resolution of concerns. The student may be encouraged to return to this informal level of resolution at any time during this procedure. It is the University's belief that most grievances can and will be resolved at this level.

Initiation of Complaint

If an informal resolution does not result, the student must submit a complaint to the non-academic grievance officer (NAGA) to initiate a formal grievance. Initially the student's concerns may be communicated orally; however, they must be in writing before any review or other action takes place. (Assistance will be provided to students with disabilities who are unable to write a complaint.) This written complaint should be submitted as soon as possible after the student knows of the subject problem. The complaint should specify the University policy, procedure, or norm violated and specifically set forth all relevant factual details (including any supporting documentation). A student may elect to withdraw a complaint at any time; however, the University reserves the right to investigate all complaints where necessary to protect the interests of the University community.

Review by Non-Academic Grievance Officer (NAGO)

The Dean of Nursing (or designee) shall serve as the NAGO concerning complaints against faculty, staff, or nonstudent third-parties. The College of Health Science Dean shall serve as the NAGO concerning complaints about the dean, and in this instance, the University Provost will serve as the reviewing office if the case involves a request to appeal the NAGO's decision.

The NAGO shall read the complaint, all relevant records or other factual information, and all University policies and procedures as may be necessary to determine whether the complainant's allegations warrant implementing the remainder of the procedures outlined below. If, for example, the allegations in the complaint, even if true, would not constitute a violation of a University policy, procedure, or norm, then the NAGO should inform the student in writing that the student's allegations are not subject to the grievance process.

If the NAGO determines that the allegations in the complaint do warrant further investigation and consideration, then the NAGO shall forward, via university email (@pepperdine.edu or other relevant email addresses for third-party respondents), notice of the complaint and its substantive allegations to the person against whom the complaint is made ("respondent") and, if

discrimination or harassment is alleged, the University Equal Employment Officer. This shall be done as soon as possible, but in no event later than twenty-one (21) business days after the NAGO receives the student's written complaint. The respondent shall be given fourteen (14) calendar days from receipt of the complaint to return a written response to the NAGO. Necessary extensions may be granted at the discretion of the NAGO.

The NAGO will initiate a reasonable investigation into the matter. The scope of any investigation shall be in the sole discretion of the grievance officer. The investigation may include, but is not limited to, meeting with the parties, talking with witnesses, and reviewing any supporting documents.

If the NAGO desires, he or she may appoint an ad hoc committee to assist in the investigation of the complaint and/or for advice concerning the handling of this matter. In such instances, the ad hoc committee should have the necessary training or expertise necessary to investigate the complaint and offer advice on the handling of the matter.

Within twenty-one (21) business days of a receipt of the respondent's written response, the NAGO shall make a decision by a preponderance of the evidence based on the written complaint, the response (if any), and any other information the NAGO determines is relevant. The decision shall be in writing and consist of factual findings, conclusions, and a remedy if one is appropriate. The NAGO will provide a copy of the decision to all parties. In instances where discrimination or harassment is alleged, the NAGO will provide a copy of the decision to the complainant and/or target of the alleged discrimination or harassment, and the University Equal Employment Officer. The decision will explain the investigative process and contain a summary of the facts gathered, a determination as to whether discrimination or harassment occurred, the reasons for the decision and any appeal procedures. If discrimination or harassment is found to have occurred, the decision will also include any remedial or corrective actions that have, or will be, taken to prevent any retaliation or recurrence (1) institutionally and (2) directly relating to the complainant, including notice of all sanctions against the respondent in order for the sanctions to be fully enforced.

Request for Appeal of NAGO's Decision

Any party may submit a written request for appeal to the PCHS Dean ("reviewing officer") within 14 calendar days from the date of the decision. The request for appeal must specifically set forth all grounds for appeal. The non-appealing party must be given the opportunity to respond in writing to the request for appeal. The reviewing officer shall be limited to addressing only the following questions:

- Did the NAGO consider all the important and appropriate facts in the investigation of this matter?
- Did the student prove by a "preponderance of the evidence" (that is, more likely than not) that the person against whom the student has a grievance in fact violated a University policy, procedure, or norm or otherwise engaged in any unlawful or illegal activity?
- Was the process carried out in a fair manner?
- Was the decision one that a reasonable person might have made?
- Was the NAGO biased?

Within 15 business days from the date of receipt of the written appeal, the reviewing officer shall make a final decision based on the written complaint, the written response, the NAGO's written decision, the written request for appeal, and any written response to the request for appeal. The decision of the reviewing officer shall be final. The reviewing officer will provide a copy of the decision to all parties, and to the University Equal Employment Officer. All written decisions made and materials produced in connection with a grievance conducted under this procedure shall be retained by the NAGO for seven years after graduation.

Student Grievance Policy Accessibility

Pepperdine University provides clear and accessible grievance resolution processes to address student concerns. These include:

- **Non-Academic Grievances:** Encourages informal resolution through open communication. If unresolved, students may initiate a formal grievance via the procedure outlined in the handbook.
- **Grade Disputes:** A specific process for disputing grades, detailed under the Academic Policies section.
- **Anonymous Reporting:** For concerns related to harassment or discrimination, students may use the anonymous reporting tool available through the Office for Community Belonging.