DISCLAIMER:

The Nursing Student Handbook is an addendum to the Bay Path University TAWC/One Day Catalog specifically for students in the RN to BSN Program. Students are expected to adhere to policies in both the Catalog and this Handbook. The Nursing Program reserves the right to make changes in the Handbook when deemed appropriate and students will be notified of changes. The information contained in the Handbook does not constitute an express or implied contract with the University. This Handbook is available on the University’s MyBayPath portal.
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Welcome to the RN to BSN Program:

Welcome to Bay Path University’s RN to BSN fully online, accelerated nursing program. The program is designed to meet the needs of the female, working RN who has earned either an Associate’s degree in Nursing or has graduated from a nurse training program accredited by National League for Nursing Accreditation Commission (NLNAC) or Accreditation Commission for Education in Nursing (ACEN - formally known as the National League for Nursing) pursuing a Bachelor of Science degree in Nursing. The Bay Path University’s RN to BSN Program was developed to prepare Registered Nurses to expand their professional career options and remain competitive in an ever-changing healthcare environment. The program was designed by doctorally prepared nursing educators and leaders, with input from the largest nursing employers in the region.

By integrating knowledge and skills from the liberal arts, sciences and the nursing curriculum, the nurse will enhance her key professional skills allowing her to be able to manage quality care for individuals, families/significant others, groups and communities.

The goal of Bay Path University is to encourage lifelong learning for students who seek to enhance their knowledge, skills and critical thinking abilities within the discipline of nursing. Our dedicated nursing faculty is committed to assisting students on this journey and will provide students with relevant information, critical thinking assignments, challenging discussions and personal mentorship. The online teaching environment has substantial academic support including extensive health library resources, one-on-one technology support, online tutoring services 24/7 as well as dedicated advisors to monitor and guide progress and success throughout the program.

Please carefully review the enclosed materials as the information contains specific details about the University and RN to BSN Program. Please review the TAWC/One Day Catalog 2016-2017 for more details.

Again, welcome, and I sincerely hope you enjoy your experience as you progress toward receiving your Bachelor of Science in Nursing.

Deborah D. Hatzipetro, RN, MSN
Senior Academic Director of Health Services Administration and Nursing
Bay Path University History:

When Bay Path University first opened its doors to students, typewriters and calculating machines dominated in the classrooms. Today, the University operates in a world driven by iPads, mobile phones and laptops. Throughout Bay Path’s more than 100-year history, it has been true to its core promise of providing innovative, career-focused educational programs that have evolved in response to the economic, cultural and technological influences of our time.

Founded in 1897 as Bay Path Institute, Bay Path’s first location was at the corner of State and Dwight Streets in downtown Springfield, MA. For decades, it enjoyed educational and financial success, becoming one of the largest and most respected co-educational business schools in the region. Known for its accelerated 48-week format and strong programs, particularly business management, accounting, teaching and finance, Bay Path’s growth prompted a move in 1920 to a new site at 100 Chestnut Street in Springfield, MA, where it flourished for nearly 20 years, increasing to an enrollment of 1200 students just prior to 1941.

History interceded with World War II profoundly affecting Bay Path. All young, able-bodied men enlisted for the effort; meanwhile, young women were working on factory floors to company offices in positions unimaginable before the war. The future would never be the same. Noticing the opportunity to expand the role of women in business, Thomas Carr, a leading Springfield businessman, purchased Bay Path Institute in 1945. Tremendous changes ensued including shifting Bay Path to all-women, changing the name to Bay Path Secretarial School for Women, and, most importantly, moving Bay Path to a new location in Longmeadow, MA. In 1949, it became Bay Path Junior College and was chartered by the Commonwealth of Massachusetts to award the Associate in Science degree. President Carr was instrumental in expanding Bay Path’s reputation by initiating nine major building or renovation projects and increasing the number of academic majors. In 1988, the institution’s name was changed to Bay Path College, indicating the Commonwealth’s approval to grant Bachelor’s degrees, the first of which were conferred in 1991. Under President Carol A. Leary, who took the helm in 1994, Bay Path has undergone momentous changes including: a shift to a primarily baccalaureate degree programs; significant enhancements in technology infrastructure and utilization, the launching of the annual Women’s Leadership Conference (1995); the establishment of the One Day A Week Saturday program for adult women (1999); the founding of the Graduate College which now has more than 20 degrees and certificates (2000); significant campus building renovations (Blake Student Commons, Carr Hall, D’Amour Hall, Elliott Hall and Mills Theatre); the launch of two additional instructional locations in Central Massachusetts (first located in Southbridge in 2003 and moved to Sturbridge in 2012) and Burlington, MA (2007) to serve One Day and graduate students; the creation of The American Women’s College (2013), the first completely online baccalaureate degree program for adult women; and the construction of the Philip H. Ryan Health Science Center (2015). One of the most significant milestones in Bay Path’s history was achieved on July 1, 2014 when, after receiving approval from Massachusetts Board of Higher Education, the name was changed to Bay Path University, more accurately reflecting the current curricular mix and institutional complexity.

With more than 3,100 students learning in Bay Path’s four divisions (traditional undergraduate, the One Day A Week College, The American Women’s College and the Graduate College) across multiple instructional locations and online, Bay Path begins a new era that is broadening its reputation and solidifying its future. Bay Path confers the following degrees: Associate in Arts and Associate in Science in four majors, Bachelor of Arts in 22 majors, Bachelor of Science in 40 majors, Master of Science in 16 concentrations, Specialist in Education in two concentrations, Master of Business Administration, Master of Fine Arts and Master of Occupational Therapy. Complementing these degrees, Bay Path offers a variety certificates for short-term training and focused skill enhancement. All programs are designed
to enhance student marketability in the workforce, which has been a foundational element of the Bay Path mission since its founding in 1897.

With the appointment of a new Provost in 2010, a new era of educational transformation began, evidenced by the intentional and significant growth since the Fifth-Year Report in 2011. Guided by vision planning in three-year segments, Bay Path has developed new academic programs, particularly at the graduate level, transformed the undergraduate experience including the signature Women as Empowered Learners and Leaders (WELL) Program, aggressively pursued external funding, launched an innovative new entity, The American Women’s College, and achieved university status. Collectively, these advances have been transformative, reflective of Bay Path’s strategic planning bolstered by an innovative, “can-do” culture.

The American Women’s College:

Committed to advancing higher education for women, Bay Path recognized that, for many of the 76 million women without a baccalaureate degree, access remains one of the greatest limiting factors. To address this gap, Bay Path made a serious commitment that built upon the University’s success of the One Day A Week program at retaining and supporting adult women pursuing undergraduate degrees in an accelerated format. Following the successful pilot of a fully online degree completion program in Leadership and Organizational Studies for women only, the University in 2013 launched The American Women’s College, a fully online baccalaureate degree program for adult women. With financial support from the Fund for the Improvement of Postsecondary Education (FIPSE), The American Women’s College distinguished its programs from other conventional online options with the Social Online Universal Learning (SOUL) model. SOUL is a highly interactive and personalized learning system that uses predictive analytics to create a dynamic online learning environment along with an evaluative protocol to award credit for prior experience. For adult women who may be employed, have family responsibilities and may have some college credit, The American Women’s College, now in its third year of operation, opens the door to opportunity through a creative and supportive framework.

The Bay Path University Mission Statement:

“A Bay Path University education empowers undergraduate women and graduate women and men to become leaders in their careers and communities with an innovative approach to learning that prepares students to flourish in a constantly changing world. The Bay Path experience is nothing less than transformational. Our women-only undergraduate programs and our coeducational graduate programs are offered both on campus and online, providing a flexible 21st Century education for learners at all stages of life and career. Bay Path students find a supportive and diverse community, close mentoring and rigorous preparation for success in a complex and globally interdependent society. Students graduate with the applied knowledge, portable skillset and confidence to thrive in their professions, identify and realize their dreams and make a lasting difference in the world.”

Bay Path Thumbprint:

Bay Path’s Thumbprint Aspirations, established in 2011, are an extension of the University’s mission and have been embedded into the University culture and curriculum. Now in its second iteration, the Thumbprint continues to represent the most fundamental meanings associated with the entire Bay Path educational experience. A product of in-depth research, community input and clear and genuine institutional introspection, the Thumbprint honors the precedents established by the first iteration, amplifies its focus and builds upon its foundation by defining and/or redefining attributes and values
reflecting the changing nature of the institution and the evolving aspirations of the students it serves. The Thumbprint, outlined starting on page 18 of this handbook fits perfectly in the RN to BSN Program.

**History of the RN to BSN Program:**

After meeting with nursing leaders in the greater Springfield area and reviewing the literature stating that the National Advisor Council on Nurse Education and Practice along with the Institute of Medicine (IOM) recommend that the number of registered nurses with baccalaureate degrees increase from 50% to 80% by the year 2020, Bay Path University saw a need to assist in this endeavor, thus creating the RN to BSN Program.

The inaugural Chief Learning Officer of the American Women’s College at Bay Path University saw the perfect fit between Bay Path’s mission of empowering women pursuing higher education and the need to assist in this predominately female field in helping to achieve this goal. She and the Senior Director of Health Services Administration and Nursing confirmed with the two largest healthcare facilities in the area their needs for reaching the 80% BSN level. Two highly skilled Ph.D. educators in the discipline of nursing were subsequently contracted to develop a comprehensive RN to BSN program. The program was approved by the faculty and the Board of Trustees.

A Memorandum of Understanding was developed between Bay Path University and the two facilities to work together to provide nurses with the best educational experience meeting the needs of all. On October 29, 2015 the RN to BSN Program started with 30 nurses from two local healthcare employers.
Accreditation Status:

The Bachelor of Science in Nursing at The American Women’s College of Bay Path University is a new applicant pursuing initial accreditation by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle NW, Suite 530, Washington, D.C. 20036, (202) 887-6791. New applicant status is neither a status of accreditation nor a guarantee that accreditation will be granted. The RN to BSN Program is planning for an accreditation visit in Spring 2017. Once this accreditation is achieved, the program is accredited from the first class entering in Fall 2016.
Nursing Organizational Structure:

Deputy Chief Learning Officer -- TAWC

Senior Director of Health Services Administration and Nursing - TAWC

Coordinator for Academic Directors– TAWC

Director of Nursing - TAWC

Organizational Structure of the Institution As It Applies to Nursing:

Board of Trustees
  ↓
President
  ↓
Chief Administrative Officer for The American Women’s College (TAWC)
  ↓
Deputy Chief Learning Officer for The American Women’s College
  ↓
Senior Director of Health Services Administration and Nursing (Nurse Administrator)
  ↓
Director of Nursing
  ↓
Nursing Faculty
Organization and Governance:
Bay Path University, an independent, nonprofit institution, offers a traditional residence-based undergraduate education for women; accelerated undergraduate programs on-ground and online for adult women; and graduate programs, both on campus and online, for women and men. The accelerated undergraduate programs on-ground and online for adult women are offered under the aegis of The American Women’s College (TAWC), whose roots trace back to the on-ground programs for adult women that Bay Path University has been offering through its One-Day-A-Week College since 1999.
TAWC was formally formed in 2013, by incorporating the One-Day Program, the inaugural online degree program that had successfully launched a few years earlier, and the growing number of academic programs that were offering classes online. The RN to BSN Program is administered under The American Women’s College division of the University.

Board of Trustees
Composed of 33 members, the Board of Trustees brings extensive professional experience from the business, education and nonprofit sectors. Listed in full on the Bay Path website, the members represent public and private sectors and alumni and non-alumni members, with specialized areas of competence, which contribute to the accomplishment of University priorities.

The Board of Trustees is organized in eight standing committees: Executive Committee, Academic Committee, Audit Committee, Advancement and Resources Committee, the Committee on Trustees, Facilities Committee, Finance Committee and Student Life Committee. Subcommittees for Human Resources and Compensation and Investment are attached to the Executive and Finance Committees, respectively. Additional committees are added as needed for specific initiatives, such as The American Women’s College Advisory Board.

The Board of Trustees meets three times per year in October, March and June. The Board convenes meetings of its eight committees, as well as a meeting of the full Board of Trustees to act as a whole on items that are presented by committees and the administration. The President publishes a summary of the Board of Trustees meeting, which is sent by email to the entire Bay Path community, including the Board of Trustees, a practice started in June 2015. Each member of the Board of Trustees annually completes a Conflict of Interest form to disclose any potential conflicts and to ensure sufficient independence in the execution of duties as a trustee. The Audit Committee reviews the submissions and takes action as required.

The University Bylaws clearly define the responsibilities, code of conduct and committee responsibilities for the Board of Trustees. Trustees serve three year terms with re-election possible for a maximum membership of 15 years, or five full terms. The descriptions of the responsibilities of the Board of Trustees Chair and Vice-Chair detail the scope of their leadership and their charge to act in the best interest of the University. Membership actions, including re-election and the election of new trustees come through the Committee on Trustees to the Executive Committee and then to the full Board of Trustees at the annual meeting in June of each year. A majority vote is required. The Committee on Trustees evaluates each Board member prior to advancing her/his nomination for re-election to the full Board of Trustees, including a review of the trustee’s self-evaluation and record of attendance. The evaluation process ensures that members understand, accept and fulfill their responsibilities as fiduciaries and to act honestly and in good faith in the best interest of the University.
**President**

The President, as specified in the University Bylaws, is the Chief Executive Officer (CEO) of the institution, overseeing the daily business operations of the institution. The Board of Trustees appoints the President with performance reviews conducted annually by the Human Resources Subcommittee and Executive Committee of the Board of Trustees. The University Bylaws (Article VII-Powers and Duties of the President of the University) define the President’s responsibilities and includes general supervision and management of all institutional affairs to ensure support of the University’s mission. The President reports to the Board of Trustees on progress toward meeting Vision goals at its quarterly meetings. To keep the University community informed of Board activities and institutional directions, the President holds three State of the University addresses each year.

Bay Path’s President, Dr. Carol A. Leary, has served the institution since December 1994, providing stability and vision to the innovative and dynamic institution. Dr. Leary’s experiences and accomplishments in higher education are significant. Prior to joining Bay Path, Dr. Leary served as Vice President for Administration and Assistant to the President at Simmons College and held administrative positions at Siena College, Boston University and the Washington Campus Organization located in Washington, D.C.

Reporting directly to the President, the Executive Staff includes senior administrators responsible for all administrative and academic areas of the institution, whose responsibilities are outlined in the University Bylaws, Article VIII-Powers and Duties of the Vice Presidents. The Chief Academic Officer of TAWC is a member of the Executive Staff. The members of the Executive Staff are long-serving under President Carol Leary, which provides for stability, collaboration and high efficiency. The Executive Staff meets weekly to address short-and medium-term priorities and twice yearly holds retreats to reflect on the year and to project priorities for the coming year. The President also publishes the University’s Annual Report, which is distributed to the Board of Trustees and the University community, outlining the achievements and accomplishments of the year.

**Provost**

As the Chief Academic Officer of the University, the Provost oversees a broad portfolio of functions related to the student experience and the quality of academic programs, including traditional Academic Affairs areas, Student Engagement (including Athletics), Admissions and Enrollment Marketing. Bringing 25 years of higher education administrative and teaching experience, Dr. Melissa Morriss-Olson joined Bay Path in 2006 as a faculty member and founding director of the graduate programs in nonprofit management and strategic fundraising. In Fall 2009, Dr. Morriss-Olson became Bay Path’s first Graduate School Dean and was promoted to Provost in 2010. Dr. Melissa Morriss-Olson reports directly to the President and oversees the Provost’s Cabinet. While TAWC does not have a direct reporting relationship to the Provost in the University’s organizational chart, the Provost oversees all academic programs, ensuring curricular and academic policy alignment across divisions.

The Provost’s Cabinet, which includes the Chief Administrative Officer and the Deputy Chief Learning Officer of The American Women’s College, the Deans of each School/Division, the Vice Provost and Chief Educational Compliance Officer for Academic Affairs and the Chair of the Faculty Assembly, meets a minimum of twice monthly to plan and develop academic programs to meet current market needs, to review and assess curriculum changes and academic policies and to address other priorities related to the academic program.
Chief Administrative Officer, The American Women's College
The Chief Administrative Officer of The American Women's College, Ms. Amanda Gould, has been with Bay Path University since 2011, joining after working for several years at Mt. Holyoke College. Ms. Gould began as the Director of Institutional Research, assuming increasingly more responsibility in this role. She moved to TAWC when it was formed in 2013, and made significant contributions as the Deputy Chief of Operational Effectiveness and Student Success. She was subsequently promoted to serve as one of the three Chiefs of TAWC, until July 2016 when she assumed the leadership of TAWC as the Chief Administrative Officer (CAO), reporting to the University’s President. Ms. Gould is supported by a management team of eight staff: Ms. Vea Carabine, Deputy Chief of Enrollment; Ms. Kris Garini, the Deputy Chief of Marketing; Mr. Jeremy Anderson, Deputy Chief of Academic Technology; Mr. Richard Silva, Senior Director of Infrastructure and Analytics; Ms. Anne Chapdelaine, Senior Director of Student Services; Dr. Maura Devlin, Deputy Chief Learning Officer; Ms. Heather Bushey, Director of SOUL and FIPSE Grant; and Ms. Susan Thibodeau, Administrative Assistant.

Deputy Chief Learning Officer
The Deputy Chief Learning Officer, Dr. Maura Devlin, reports to the Chief Administrative Officer at TAWC and both are members of the Provost’s Cabinet. Dr. Devlin has been at Bay Path since 2005 and has served in many roles, both in Student Affairs and Academic Affairs. She transitioned to TAWC as it was formed in 2013 while serving as the Director of Student Services and Advising. She then supervised the liberal studies and general education core curricula as the Academic Program Director for Liberal Studies for two years, prior to taking responsibility as the Deputy Chief Learning Officer. She has a staff of 11 Academic Program Directors, including the Senior Director of Health Services Administration and Nursing and the Director of Nursing, and an Administrative Assistant.

Senior Director of Health Services Administration and Nursing
The Senior Director of Health Services Administration and Nursing, Ms. Deborah Hatzipetro, reports to the Deputy Chief Learning Officer at TAWC. Ms. Hatzipetro has been at Bay Path University since 1997 and has served as adjunct faculty and director of academic affairs. She developed the Health Services and Administration Degree program along with a Health and Wellness major. She also has worked closely with consultants to develop the RN to BSN program at TAWC. The Director of Nursing reports directly to her.

Director of Nursing
The Director of Nursing, Professor Marjorie Robinson-Bessette, reports to The Senior Director of Health Services Administration and Nursing. Professor Bessette has been at Bay Path University since July 2016. Professor Bessette has been employed for the past 11 years at Holyoke Community College, teaching 1st year nursing students in the Associate of Science Nursing degree program and the Practical Nurse Certificate Program. In addition, she served as Chair of the Practical Nurse Certificate program for 6 of the 11 years. Prior experience includes over 20 years of clinical and leadership experience in nursing at Mercy Medical Center.

Governance
The Faculty Assembly serves as the major governance body for full-time faculty. All individuals with full-time faculty contracts and full-time administrators with faculty status are members of the Faculty Assembly. TAWC Academic Program Directors, attend Faculty Assembly meetings but do not have voting privileges. The Chair of the Faculty Assembly, elected for a two-year term, has the responsibility to ensure that all members are heard in the discussion forum, that relevant information is communicated to the entire Faculty Assembly in a timely manner and that appropriate academic administrators are
available to attend all meetings. Decisions are made by a majority vote of the attendees, provided that a quorum (50% of the membership) is present. Recommendations of the Faculty Assembly are submitted to the Provost. The Chair is a member of the Provost’s Cabinet to coordinate the agenda for the Faculty Assembly meetings and to communicate important issues and concerns of the faculty. The Faculty Assembly meets at regularly scheduled times and at special meetings called by the Chair of the Faculty Assembly or by the University Provost. Minutes, approved by the Faculty Assembly, are distributed to faculty and administrators and filed in the Office of the Provost.

The governance structure incorporates the appointment and participation of faculty on standing committees. Standing Faculty Committees were established in 2010 in response to a faculty desire for a greater voice in decision making. The Standing Faculty Committees perform a critical governance function, meeting monthly and providing reports to the Faculty Assembly. Faculty committees are described below.

**Faculty Affairs, Evaluation and Promotion Committee**
The Faculty Affairs, Evaluation and Promotion Committee makes recommendations to the Provost and President on institutional policies and practices relevant to the academic environment of the University and especially on issues related to faculty. The committee reviews, recommends and monitors faculty evaluation systems, the faculty code of behavior, ethical issues and issues of diversity. Also, the committee may make recommendations on the standards for the review of faculty performance, for promotion in faculty rank and for the promotion review process. The committee reviews individual cases for promotion in rank according to the guidelines in the Promotion in Rank section of the Faculty Handbook. This committee is not one on which TAWC Academic Program Directors serve.

**Core Curriculum Committee**
The committee is responsible for investigating effective program design, recommending to faculty and administration a strategy for strengthening Bay Path’s core requirements. Proposals for changes to the Core Curriculum must be approved by the Faculty Assembly. The functions of the committee include:

1. Articulate a statement on a rationale for specific core curriculum goals in liberal arts context as appropriate to Bay Path’s mission.
2. Review, develop and recommend policy and standards regarding common learning.
3. Establish and revise criteria for courses in the core curriculum.
4. Articulate skills, knowledge and competencies needed to meet educational objectives confluent with institutional mission, vision and thumbprint aspirations.
5. Coordinate the integration of Campus Theme programming with course core curriculum content across student’s time at the college.
6. Facilitate assessment and monitor student outcomes within the core curriculum.
7. Consider and recommend strategies for improved writing, literacy and other academic skills across the curriculum.

**Educational Assessment Committee**
The Educational Assessment Committee advances assessment policy and practice with an emphasis on program-level learning outcomes. Toward a culture of assessment, the committee champions the role of assessment as a key strategy for organizational learning and continuous improvement, supports the assessment of academic programs by providing consultation for activities such as assessment planning.
and implementation and ensures equivalency of outcomes attainment between students in the traditional undergraduate program and The American Women’s College.

Committee on Academic Integrity and Classroom Behavior
The University’s committee on Academic Integrity and Classroom Behavior interprets and enforces the University Policy on Academic Integrity and Classroom Behavior for the traditional undergraduate, TAWC undergraduate, and graduate student populations. The University committee is comprised of student representatives, faculty, and staff. For Academic Year 2016-2017, the committee is co-chaired by the Deputy Chief Learning Officer (DCLO) of TAWC, and the Director of Nursing is one of the committee members. Two Hearing Boards, one for the traditional and graduate populations and one for the TAWC population, are convened to resolve allegations of violations of the Policy and, when appropriate, impose sanctions for violations. The DCLO has responsibility for administering the TAWC Hearing Board process. The TAWC Hearing Board is comprised of the DCLO, student representatives, adjunct faculty, and staff.

Faculty Professional Development Committee
The Faculty Professional Development Committee supports the professional development of faculty and academic staff in areas of teaching, research and service. The committee annually awards grants in teaching, research and service to faculty and academic staff members on the basis of individual development plans. The Faculty Professional Development Committee assists the Director of the Center for Teaching and Learning in planning and delivering a robust program of faculty professional development activities and opportunities. The Committee also assists in the planning of the annual Celebration of Academic Achievement event. The committee oversees the administration of the faculty research and creative works grant application process.

Institutional Review Board (IRB)
The Institutional Review Board (IRB) at Bay Path University is designated to promote and protect respect for all research participants and research activity affiliated with the University. In compliance with federal law, the IRB reviews all research involving human subjects and safeguards the rights and welfare of people (and animals) participating in research. In addition, the IRB has the authority to approve or disapprove research proposals or require modification in research proposals to have the proposals meet the IRB guidelines. All research activities must comply with Bay Path IRB procedures and policy. For Academic Year 2016-2017, the Senior Director of Health Services Administration and Nursing serves on the Institutional Review Board.

Diversity and Inclusion Committee
The Diversity and Inclusion Committee works to implement the Action Plan for Diversity and Inclusion, specifically as it relates the curriculum to ensure curricular offerings appropriately reflect institutional goals and priorities. The Committee will audit the curriculum, recommend enhancements and monitor progress.

For Academic Year 2016-2017, TAWC nursing staff serve on these faculty governance committees as follows: the Senior Director of Health Services Administration and Nursing serves on the IRB Committee and the Director of Nursing serves on the Committee on Academic Integrity and Classroom Behavior. The work of the Standing Committees is bolstered by participation in ad-hoc committees that are formed for short-term, tactical objectives to assist Standing Committees in completing their tasks and responsibilities. TAWC Academic Program Directors serve on these committees, though in Academic
Year 2016-2017, neither the Senior Director of Health Services Administration and Nursing nor the Director of Nursing serves on an *ad hoc* committee.

**Student Participation in Governance**
The online RN to BSN nursing program at the American Women’s College utilizes a virtual faculty meeting forum on the Canvas Learning Platform to obtain feedback and provide for interaction among administration, faculty and students in the nursing program. Reasons for this type of meeting structure are many but the primary reasons would be participants are distant learners, faculty and students are geographically too far to attend a meeting in a specific location on campus; scheduling a consistent meeting for all at a specific time is virtually impossible due to faculty and nursing students juggling full time jobs and personal schedules. Flexibility is a major factor and desire for the adult online learner and this forum provides the opportunity to give input at the convenience of the participant. We believe this method (of an open virtual forum for one month) will be most effective in gathering valuable data and instructor and student insight for continuous improvement of the program.

The Senior Director of Health Services Administration and Nursing, the Director of Nursing, and adjunct nursing faculty, and student representatives together develop an agenda. Meetings are held four times per year with discussion/problem solving/and voting on changes related to the operations of the RN to BSN program. All program/student learning outcomes, and nursing guidelines and standards and handbooks are found in the Resource Module for constant reinforcement and awareness. Nursing student representatives are invited to participate in nursing faculty virtual meetings by addressing agenda items placed in the Canvas course entitled Nursing/Faculty Staff Meetings. These forums represent how the nursing program will begin to address governance over the program.

We are confident that the forums will encourage open communication among faculty and students eliciting information that will allow for continuous improvement of the curriculum and program. The faculty/student meetings are open for one month.
Mission, Goals, Thumbprint & Values

Mission:
The RN to BSN Program at Bay Path University is a post-licensure degree completion program. The program assists Registered Nurses (RN) in integrating knowledge and skills from the liberal arts, sciences, and the nursing curriculum to become skillful professional nurses able to manage quality care individuals, families/significant others, groups and communities. Graduates will be equipped to demonstrate ethical, legal, economic, and political decision making that benefits the profession and contributes to the improvement of healthcare on a local, national, and global level.

Goals:
The goals of the RN to BSN Program are consistent with Bay Path University’s mission and values for women pursuing higher education. Upon completion of the RN to BSN Program, students will be prepared to: assume the leadership role of professional nurse affecting change in healthcare; pursue the achievement of their professional career goals; assimilate concepts from the Arts and Sciences in professional practice; integrate knowledge of health policy, global health, economic, legal, political, ethical, and socio-cultural factors in the delivery of and advocacy for equitable healthcare; consistently utilize critical thinking and clinical decision-making skills necessary for the delivery of accountable, competent, evidence-based, holistic, and compassionate care to patients, support systems and communities.

Vision:
By offering women in the field of nursing who are pursuing higher education through an innovative approach to learning that prepares students to flourish in a constantly changing world, and by integrating knowledge and skills from the liberal arts, sciences and the nursing curriculum, graduates of Bay Path University’s RN to BSN Program will enhance their crucial professional skills, allowing them to manage quality care in their communities and thereby contribute to the delivery and improvement of healthcare throughout the United States.

This RN to BSN Program supports the mission of Bay Path University (BPU) which emphasizes the importance of “empowering undergraduate women....at all stages of life and career.” The vast majority of nurses in the field and in Associate’s degree programs are women and many are midcareer with challenging schedules and lives. This fully online RN to BSN Program meets the BPU mission in that it provides “a supportive and diverse community, close mentoring and rigorous preparation for success.” This program offers women an “innovative approach to learning that prepares students to flourish in a constantly changing world.”

The RN to BSN Program is based on the Massachusetts Nursing Core Competencies which meet all national requirements. Those competencies fall into 10 categories:

1. Patient-centered care
2. Professionalism
3. Leadership
4. System-based practice
5. Informatics and technology
6. Communication
7. Teamwork and collaboration
8. Safety
9. Quality improvement and
10. Evidence-based practice

(Massachusetts Department of Higher Education & Massachusetts Organization of Nurse Executives, 2010)

The nine Essentials of Baccalaureate Education for Professional Nursing Practice are also incorporated into the Bay Path University RN to BSN Program. They are:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Scholarship for Evidence Based Practice
4. Information Management and Application of Patient Care Technology
5. Healthcare Policy, Finance, and Regulatory Environments
6. Inter professional Communication and Collaboration for Improving Patient Health Outcomes
7. Clinical Prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

(American Association of Colleges of Nursing, 2015)

Values

The Nursing program celebrates the empowerment of women as leaders in their profession and prepares them to adapt to a dynamic, ever-changing workplace upon graduation. The nursing program recognizes professionalism, cultural diversity, compassion, excellence, innovation in technology and respect for others as key values in the delivery and improvement of healthcare.

Bay Path Thumbprint & Supportive Values:

Bay Path Thumbprint Aspirations & Supportive Values

Bay Path’s Thumbprint Aspirations, established in 2011, are an extension of the University’s mission and have been embedded into the University culture and curriculum. The Thumbprint continues to represent the most fundamental meanings associated with the entire Bay Path educational experience. A product of in-depth research, community input and clear and genuine institutional introspection, the Thumbprint honors the precedents established by the first iteration, amplifies its focus and builds upon its foundation by defining and/or redefining attributes and values reflecting the changing nature of the institution and the evolving aspirations of the students it serves. The Thumbprint, outlined below, fits perfectly in the RN to BSN Program.

Women Empowering Supportive Values

Embedded within the academic and student life of the Bay Path experience is a celebration of women, their stories, successes, struggles, immediate perceptions and world view. As an institution we reflect all of these experiences and embrace them as our own.
**Student Learning Committed Supportive Values**
At Bay Path, we base our curricular and co-curricular experience on learning outcomes which our students will need for success in our complex and global society. We continually monitor and assess through the most effective means available, the progress our students make toward these outcomes and thereby insure progressively more relevant and integrative learning.

**Relevant to Changing Workplace Supportive Values**
Employers want workers who have the ability to learn how to learn and who have acquired skills relevant to a continually changing economy. Bay Path trains its graduates to answer the questions which we cannot yet envision and thereby prepares them, not just for that first job, but for all of the others that make up a successful career. As such, Bay Path values its role in developing the employable workforce of today and the workforce for tomorrow.

**Student Focused and Transformative Supportive Values**
Bay Path values the unique strengths, needs, intentions, passions and potential of each student. By aligning these qualities with an educational experience delivered in small classes and by accessible and caring faculty, students are transformed into confident and capable leaders in their professions, families and communities.

**Experiential and Hands-on Supportive Values**
At Bay Path we value learning that takes place outside of the classroom. We provide numerous and interesting opportunities, including those involving research, for our students to apply their classroom learning to real work and important community challenges. Such opportunities foster self-discovery and career and life preparation.

**Technologically Current and Modality Varied Supportive Values**
Bay Path values the use of effective educational technology which enables us to offer the complete Bay Path College educational experience through a variety of modes, especially those involving hybrid or completely online models.

**Globally and Aesthetically Appreciative Supportive Values**
Bay Path values the intercultural diversity of our community, our nation and the world. Our educational experience is encompassed by a multi-cultural perspective that enables our students to understand their place in the world and to be prepared for any future challenge. We recognize that the arts and academic travel opportunities are some of the most effective means to instill a sense of intercultural perception and we make these opportunities abundantly available in both our curricular and co-curricular experience.

**Rigorous and Integrated Supportive Values**
At Bay Path we expect our students to experience a rigorous and integrated learning environment. We value quantitative thinking and research and integrative learning, a process by which the skills a student masters in one course will be relevant to and augmented in another, all the way to graduation. Such integration enables our students to recognize the interdependence and progression of the learning process, its foundation in research and prepares them to be lifelong learners.
Interdisciplinary and Ethically Aware Supportive Values

At Bay Path we value the interconnectedness of academic disciplines. We know that important issues, especially those involving social and ethical dimensions, are best studied through the medium of interdisciplinary courses and approaches. We offer courses and approaches which enable our students to address and come to terms with these issues of both personal and professional ethics through a variety of perspectives.

Worthwhile Investment Supportive Values

At Bay Path we understand that today’s college student is confronted by tremendous pressures related to time, money, friends and family. Yet we value our opportunity to provide an enriching environment which transports our students along a journey of self-realization and personal fulfillment. We make every possible effort to insure that this journey is a success and well worth the investment.

The Thumbprint finds expression at Bay Path in the curriculum, in co-curricular programming and in the approaches taken to support students in their educational journey. Most centrally, the Thumbprint is the foundation of Bay Path’s institutional learning outcomes and connects these distinctive elements with the whole of the educational experience at the undergraduate and graduate levels. The institution has in place a process to ensure that each aspiration is lived out in a variety of ways.
The American Women’s College and One Day A Week College Overview

Embracing the mission of Bay Path University, The American Women’s College (TAWC) and One Day A Week College (One Day) empower women to achieve success in college, careers, and life. Our on-campus and online accelerated degree completion programs allow a diverse group of women to build on their strengths and seize opportunities for personal, professional, and financial growth. Courses provide students with a rich, dynamic, relevant, and engaging learning environment online and on-campus. Joining together, students, faculty, staff, and communities are engaged in an interdisciplinary learning environment that fosters connections, collaborations, and relationships to support students’ success. We are also career-focused and results-oriented.

Adults who learn through TAWC and One Day programs are capable of being resourceful contributors to our increasingly interdependent world. Our teaching and learning philosophy is that education is a lifelong journey. Faculty who teach in The American Women’s College and One Day A Week College are scholars and practitioners who value the aspirations, experience, and knowledge that adult learners bring to the classroom. Faculty also respect diverse learning styles and expect students to be active learners who are responsible for their own development. Learning in and out of the classroom, online or face-to-face, includes self-directed learning assignments, experiential learning, research projects, discussions, team assignments, films, critical thinking, creative thinking, writing, presentations, lectures, research, guest speakers, community service, and other activities. Every course has a clear set of learning objectives and measurable outcomes. Assignments are carefully designed to provide students with feedback, advance students’ learning goals, and recognize their achievements. We strive to design and deliver quality teaching and learning within TAWC and One Day programs so that students can achieve their goals. As experienced adults with diverse worldviews and perspectives, students learn from each other, as well as from the faculty who serve as facilitators, content experts, and leaders. We value class attendance, engagement, respectful relationships, collaboration, and performance throughout the teaching and learning process. We appreciate and welcome student and faculty feedback about courses, instruction, and administrative practices. We believe that TAWC and One Day students and faculty deserve the best we have to offer!

Our online degree programs are designed to help students customize a career path that fits their skills, interests, and personality. Students’ courses of study involve online classroom discussions, career and experiential learning labs, assignments, and self-directed projects so they can immediately apply what they are learning in their living, learning, and working environments. Online residency sessions give online students opportunities to network through face-to-face connections in communities, classrooms, and relevant conference settings. We understand that adult students have had valuable experiences that may be comparable to college level courses. Our Prior Learning Assessment (PLA) program can assist students with gaining college credits for what they have already learned as an adult woman with a lifetime of experiences. Online courses are offered as six (6) week courses with a pre-course assignment due the first Thursday of a session.
RN to BSN Program Student Learning Outcomes:

Upon successful completion of the RN to BSN Program at BPU, students will:

1. Demonstrate holistic patient-centered care by respecting individual’s preferences, culture, and abilities, and actively engaging the individual and/or family as full partners in healthcare delivery.

2. Demonstrate and advocate for professionalism and accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, global, cultural, and humanistic principles.

3. Demonstrate leadership potential by creating and facilitating work environments in the achievement of shared goals.

4. Apply knowledge of systems-based practice to optimize provision of healthcare.

5. Apply informatics and technology to optimize provision of healthcare.

6. Apply effective communication to interactions to enhance patient satisfaction and health outcomes.

7. Demonstrate effective teamwork and collaboration.

8. Facilitate safety through individual performance and health system operations.

9. Apply quality improvement principles as a component of provision of healthcare.

10. Apply evidence-based practice as a component of healthcare decisions.
Educational Philosophy and Teaching and Learning Practices:

The educational philosophy of the Bay Path University RN to BSN nursing program is to assist students in integrating knowledge and skills from the liberal arts, sciences, and the nursing curriculum to become skillful professional nurses able to manage care for individuals, families/significant others, groups and communities and demonstrate ethical, legal, economic, and political decision making to benefit the profession and the improvement of healthcare on a local, national, and global level.

Educators teaching in the RN to BSN Program will involve students in intellectual pursuits, social awareness, and professional nursing role preparation. Because students vary in physical, psychological, experiential, educational, cultural, and spiritual backgrounds, the program deliberately acknowledges and incorporates this diversity to broaden, strengthen, and deepen the nurses’ experience and understanding of those different from themselves. To offer an optimal educational experience, faculty foster respect among students and design courses and teaching methods to challenge students and address each of these variances. The teaching-learning practices consider the needs and expectations of the student population.
Moral Conduct & Criminal Background Requirements & RN License:

Moral Conduct Requirement:
It is expected that every student in the RN to BSN Program adhere not only to all Bay Path University policies governing student conduct, but also to the American Nurses' Association Code of Ethics for Nurses. The statement of the Code, included in this handbook, provides guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

The website where the code can be viewed, read, and purchased is: http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.

Criminal Background Requirement:
A criminal background check (students must adhere to the requirements of the state practicing in) will be completed on each student at the student's expense prior to clinical placement. Progression into any clinical placement is contingent upon a satisfactory background investigation. An agency may refuse to accept a student as a result of a criminal background check. BPU may also refuse to clinically place a student due to an unacceptable background report. If a student is disqualified from participating at the clinical agency due to an unacceptable background check, the Department of Nursing is not obligated to find an alternate clinical setting for the student. All students are required to notify the Senior Director of Health Services Administration and Nursing of any changes in their criminal background status. If a student is practicing in the Commonwealth of Massachusetts, she should review the website at http://www.mass.gov/eohhs/gov/laws-regs/hhs/criminal-offender-recordchecks-cori.html for more details on CORI checks.

Some clinical agencies may require students to undergo drug testing/screening prior to the start of the clinical experience at the clinical agency. A clinical agency may disqualify a student from participating in a clinical experience should the result of the screen be positive. If a student is disqualified from participating at the clinical agency, the Department of Nursing is not obligated to find an alternate clinical setting for the student.

RN License Policy:
As an RN to BSN Program, all students must be Registered Nurses with a current active U.S. RN license. Students are required to provide a copy of their current RN license at the time of application to the RN to BSN Program. Restrictions, limits or other encumbrances on the license may be grounds for denial to the program or result in further investigation to determine whether the restrictions will interfere with the student's ability to successfully complete the program.

All students are under obligation to maintain a current unencumbered license throughout the program. Should this status change, the student must notify the Senior Director of Health Services Administration and Nursing immediately.
Program Description & Structure:

The RN to BSN Program has selected the highly regarded Massachusetts Nursing Core Competencies as a basis for student learning outcomes. “The Nurse of the Future (NOF) Competency Committee used a multi-step process to define a core set of nursing competencies for the nurse of the future. As a first step, the group identified and synthesized competencies obtained from other states, current practice standards, education accreditation standards, national initiatives, and projected patient demographic and healthcare profiles for Massachusetts. The committee also reviewed the Institute of Medicine’s core competencies for all healthcare professionals (Institute of Medicine [IOM], 2003) and the Quality and Safety Education for Nurses model (Quality and Safety Education for Nurses [QSEN], 2007). Information and data obtained through this process of research, analysis, and dialogue formed the basis for the development of a preliminary set of NOF Nursing Core Competencies” (Massachusetts Department of Higher Education & Massachusetts Organization of Nurse Executives, 2010, p. 3). These competencies are highly regarded by national and other state licensing agencies. The competencies fall into 10 categories:

1. Patient-centered care
2. Professionalism
3. Leadership
4. System-based practice
5. Informatics and technology
6. Communication
7. Teamwork and collaboration
8. Safety
9. Quality improvement
10. Evidence-based practice

The student learning outcomes in the core curriculum (general education) at Bay Path University include inquiry and analysis, critical thinking, communication, literacy, collaboration/teamwork, problem solving, civic knowledge, intercultural and aesthetic knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning, and integrative learning. These outcomes correlate closely and support strongly the RN to BSN Program outcomes list on page 22. Furthermore, the three required courses in the Women Empowered as Learners and Leaders (WELL) Program actively support the development of leadership and career skills while enhancing the professional growth of the student through self-reflection and analysis. The Bay Path University curriculum incorporates and supports many of the nursing program outcomes and graduates a student who easily meets national and regional accreditation guidelines.

Finally, students in this program benefit from the nursing curriculum designed to meet their personal and professional career goals. Each nursing course provides vital information and skills that prepares students to care for clients in a dynamic healthcare environment. The skills and knowledge are applied in the case studies and simulations that are placed in specific courses. Dedicated and experienced nursing faculty members provide relevant information, critical thinking assignments, discussion platforms, and mentorship. A variety of learning opportunities are incorporated including current case studies and simulations that incorporate the challenges professional nurses face in the fast changing healthcare environment. Simulation experiences, case studies, and discussions of the challenges
students face in their current work environments support the development of the essential skills and knowledge necessary to assume the role of the professional nurse.

The RN to BSN Program is offered as a fully online program. Clinical practice is arranged under faculty direction with the cooperation of community agencies and healthcare facilities including senior citizen centers, colleges, ambulatory care centers, community hospitals, and medical centers.

The faculty assist the student in exploring new areas and in laying the foundation for a problem-solving approach to nursing practice and research.

**Curriculum and BSN Degree Requirements:**
- Students must complete 120 credits:
  - Up to 90 credits are transferable from an Associate’s degree and other college credits;
  - 33 credits must be earned in the required BPU Nursing program;
  - Up to 12 credits in Nursing may be considered toward the Bachelor’s degree; and
  - Core curriculum requirements including 9 credits in BPU’s Women as Empowered Learners and Leaders Program, as well as history, writing, literature, humanities and science requirements and electives.

**Admission Requirements:**
- Associate’s degree from a program accredited by CCNE or ACEN;
- Diploma graduate from a program accredited by CCNE or ACEN and will be reviewed and determined on an individual basis;
- Minimum GPA of 2.7;
- Currently licensed and in good standing as a registered nurse in the United States (photocopy of license is accepted);
- National Criminal Offender Record Information (CORI) with no report prior to or during the program;
- Basic cardiac life support (photocopy of CPR card acceptable);
- Two letters of professional recommendation; and
- Admissions essay describing the vision of the personal and professional advantages of earning a Baccalaureate of Science Degree in Nursing
## Bachelor of Science in Nursing (BSN)

### University Core Curriculum

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 109 Biology I</td>
<td>4</td>
</tr>
<tr>
<td>COM 111 Computer Applications I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 114 Critical Reading &amp; Response</td>
<td>3</td>
</tr>
<tr>
<td>ENG 122 Literary Genres</td>
<td>3</td>
</tr>
<tr>
<td>ENG 124 Research &amp; Writing in the Discipline</td>
<td>3</td>
</tr>
<tr>
<td>HIS___ History Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUM___ Humanities/Art Elective</td>
<td>3</td>
</tr>
<tr>
<td>WEL 220 Women as Empowered Learners &amp; Leaders</td>
<td>3</td>
</tr>
<tr>
<td>WEL 330 Strategies for Personal &amp; Career Growth</td>
<td>3</td>
</tr>
<tr>
<td>WEL 440 Leadership in Practice</td>
<td>3</td>
</tr>
<tr>
<td>MAT 120 Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>HEALTH</td>
<td>2</td>
</tr>
<tr>
<td>PSY/SOC/Humanities Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Subtotal**                                           **42**

### Nursing (45 credits)

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN200 Professional Nursing</td>
<td>3</td>
</tr>
<tr>
<td>BSN220 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>BSN340 Vulnerable Populations</td>
<td>3</td>
</tr>
<tr>
<td>BSN360 Nursing and Global Diversity</td>
<td>3</td>
</tr>
<tr>
<td>BSN380 Healthcare Policy and the Nursing Professional</td>
<td>3</td>
</tr>
<tr>
<td>BSN400 Community Health and the Nursing Professional</td>
<td>6</td>
</tr>
<tr>
<td>BSN410 Research for the Nursing Professional</td>
<td>3</td>
</tr>
<tr>
<td>BSN420 Leadership in Health Care Systems for the Nursing Professional</td>
<td>3</td>
</tr>
<tr>
<td>BSN440 Professional Nursing Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>BSN450 Professional Nursing Capstone II</td>
<td>3</td>
</tr>
<tr>
<td>Nursing and Science Electives (From RN Transfer)</td>
<td>12</td>
</tr>
</tbody>
</table>

**Subtotal**                                           **45**

### General Electives

<table>
<thead>
<tr>
<th>General Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
</tr>
</tbody>
</table>

**Total**                                               **120**
Student Evaluation and Assessment:
The evaluation of student work and progress will be conducted by faculty responsible for the individual nursing courses. This evaluation will be completed in a variety of formats appropriate to the course and topics including, but not limited to: critical thinking questions and exercises, class discussions and participation, papers, projects, presentations, and examinations. As recommended by accreditation bodies, students are required to earn a 2.7 as the passing grade for individual courses and a 3.0 in the major overall.

A comprehensive assessment plan is maintained by the Senior Director of Health Services Administration and Nursing and reviewed and monitored by the Bay Path University Director of Assessment. Aggregate data are compiled and analyzed over time to assess student learning as a collective. Direct assessment is based on analysis of how students performed, achieved, or behaved in demonstrating how they met the learning outcomes of the program.

Direct Methods of Assessment:
Student work is used as the method of direct assessment at the course level. Rubrics for all assignments reflect the course learning outcomes, which align with the program learning outcomes. Faculty members evaluate student learning on each assignment. Students in the program are evaluated on their ability to demonstrate knowledge as well as their ability to apply this knowledge to the provision of safe holistic patient-centered care through effective communication, collaboration, quality improvement, and evidence based practice.

Grading Explanation: Evaluation of Student Learning:
Grades are converted to a letter grade according to the following scale:

<table>
<thead>
<tr>
<th>Letter Grade Equivalent</th>
<th>Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
Rubrics:
All assignments and discussions are graded with rubrics that are visible by clicking on the assignment or discussion in Canvas. Students should carefully review the criteria in the rubrics and the rating scale before completing the assignment to ensure that they are meeting the instructor’s expectations.

All rubrics are competency-based and include criteria for Exemplary/Mastery/Proficient/Emerging/ and Does Not Meet Criteria.

**Exemplary** is defined as going above and beyond the requirements of an assignment. Example: students are required to log in a minimum of three days per week; however to achieve the Exemplary category for participation in the discussions students would participate on three or more different days (except for week one). If a student participates on two different days she would receive the Mastery Level.

**Mastery** is defined as meeting all requirements of the assignment. Example: if a student uses three scholarly resources required for an assignment, then she would achieve the Mastery Level, as opposed to using four or more resources resulting in achieving the Exemplary Level.

**Proficient** is defined as mostly meeting all requirements for an assignment but is short of the requirements for an assignment. Example: An assignment requires three scholarly resources and a student provides two scholarly resources.

**Emerging** is defined as minimally meeting all requirements for an assignment. Example: An assignment requires three scholarly resources and a student provides one scholarly resource.

**Does Not Meet Criteria** is defined as not achieving any aspects of the required assignments listed on the grading rubric.
American Nurses Association (ANA) Code of Ethics:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
   - Respect for Human Dignity
   - Relationships with Patients
   - The Nature of Health
   - The Right to Self-Determination
   - Relationships with Colleagues and Others

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
   - Primacy of the Patient's Interest
   - Conflict of Interest for Nurses
   - Collaboration
   - Professional Boundaries

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
   - Protection of the Rights of Privacy and Confidentiality
   - Protection of Human Participants in Research
   - Performance Standards and Review Mechanisms
   - Professional Responsibility in Promoting a Culture of Safety
   - Protection of Patient Health and Safety by Acting on Questionable Practice
   - Patient Protection and Impaired Practice

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.
   - Authority, Accountability, and Responsibility
   - Accountability for Nursing Judgments, Decisions, and Actions
   - Responsibility for Nursing Judgments, Decisions, and Actions
   - Assignment and Delegation of Nursing Activities or Tasks

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.
   - Duties to Self and Others
   - Promotion of Personal Health, Safety, and Well-Being
   - Preservation of Wholeness of Character
   - Preservation of Integrity
   - Maintenance of Competence and Continuation of Professional Growth
   - Continuation of Personal Growth

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environments of the work setting and conditions of employment that are conducive to safe, quality healthcare.
   - The Environment and Moral Virtue
• The Environment and Ethical Obligation
• Responsibility for the Healthcare Environment

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.
  • Contributions through Research and Scholarly Inquiry
  • Contributions through Developing, Maintaining, and Implementing Professional Practice Standards
  • Contributions through Nursing and Health Policy Development

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
  • Health is a Universal Right
  • Collaboration for Health, Human Rights, and Health Diplomacy
  • Obligation to Advance Health and Human Rights and Reduce Disparities.
  • Collaboration for Human Rights in Complex, Extreme, or Extraordinary Practice Settings

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values for maintaining the integrity of the profession and its practice, and for shaping social policy.
  • Articulation and Assertion of Values
  • Integrity of the Profession
  • Integrating Social Justice
  • Social Justice in Nursing and Health Policy

ANA Standards of Practice:

Standards of Practice:

1. Assessment
2. Diagnosis
3. Outcomes Identification
4. Planning
5. Implementation
   5A. Coordination of Care
   5B. Health Teaching and Health Promotion
   5C. Consultation
   5D. Prescriptive Authority and Treatment
6. Evaluation

Standards of Professional Performance:

7. Ethics
8. Education
9. Evidence-Based Practice and Research
10. Quality of Practice
11. Communication
12. Leadership
13. Collaboration
14. Professional Practice Evaluation
15. Resource Utilization
16. Environmental Health

The Essentials of Baccalaureate Education for Professional Nursing Practice:

1. Liberal Education for Baccalaureate Generalist Nursing Practice
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
3. Scholarship for Evidence-Based Practice
4. Information Management and Application of Patient Care Technology
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6. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
7. Clinical Prevention and Population Health
8. Professionalism and Professional Values
9. Baccalaureate Generalist Nursing Practice

MA Nursing Core Competencies:

1. Patient-Centered Care
2. Professionalism
3. Leadership
4. Systems-Based Practice
5. Informatics and Technology
6. Communication
7. Teamwork and Collaboration
8. Safety
9. Quality Improvement
10. Evidence-Based Practice

**Academic Policies & Procedures:**

Students in The American Women’s College are responsible for adhering to all University policies and procedures concerning student learning, expectations, academic processes, and conduct. A full list of policies is available in the TAWC Catalog on the MyBayPathPortal. Because RN to BSN students are fully online, the immunization requirements for online students and procedures related to student orientation are highlighted in this handbook.

**Immunization Requirements for Online Students:**
Students entering programs offered completely online and who sign an agreement that they will not attend ground courses or on campus events, are not required to complete the Immunization Requirements. Students entering any clinical site must adhere to the immunization and health requirements of that institution.

**Student Orientation:**
All new students who enroll in TAWC and One Day programs are required to attend an orientation program before they attend classes. Orientation gives students the opportunity to prepare for classes, make connections with fellow students and BPU staff, identify available support resources, and learn the rules of the road for success in college, careers, and life. Orientation is scheduled for each campus location and online programs during each enrollment period. Students receive extended orientation services and support through the WELL Program, including instruction related to the learning management system (LMS).
Student Policies

The following four policies are included in the TAWC Catalog, and they are repeated here since they are integral to the student learning environment at The American Women’s College. These four critical policies are: 1) Anti-Harassment and Anti-Discrimination Policies, 2) Confidentiality of Student Records (FERPA), 3) Policy on Academic Integrity and Classroom Behavior, and 4) Sexual Harassment Policy.

Anti-Harassment and Anti-Discrimination Policies

Anti-Harassment/Anti-Discrimination

In order to achieve its mission of educating students to become confident and resourceful contributors to our increasingly interdependent world, the University depends on an educational and work environment of tolerance and respect. It is committed to providing an environment that is free of discrimination and illegal harassment, including sexual harassment for all faculty, staff and students working for the University, and for all students according to the additional Anti-Harassment/Anti-Discrimination Policy located in the Student Guidebook. This commitment includes a Bay Path University policy that expressly prohibits discrimination and harassment based on an employee’s sex, age, race, color, national origin or ancestry, disability, religion, sexual orientation, military status or veteran’s status, gender identity, genetic testing or information. These forms of discrimination and harassment are illegal, and Bay Path University will not tolerate any form of such discrimination or harassing conduct or behavior by an employee, vendor, client, contractor, Board Member or any visitor of Bay Path University. The University recognizes the right of all employees and students to be treated with respect and dignity. Harassment and discrimination in any form is unacceptable behavior and will not be tolerated.

This policy is designed to do the following:

• reaffirm the University’s commitment to providing a positive, humane environment for study and work free from harassment;
• let all members of the University community know what kind of conduct is expected and what kind of conduct is proscribed;
• inform victims of harassment, including sexual harassment, of their options and rights;
• inform all members of the University community about the procedures available at the University for addressing, investigating, and resolving harassment complaints, including sexual harassment complaints;
• protect the rights and confidentiality of all parties to harassment complaints to the extent possible; and
• prevent retaliation against persons alleging sexual and other unlawful harassment or against persons cooperating in an investigation.

Prohibited Conduct

Harassment – Acts or communications addressed to individuals or groups because of race, national origin or ancestry, religion, gender, sexual orientation, age, disability, marital status, military or veteran’s status, gender identity, genetic testing or information is similarly prohibited by this policy.

Examples of impermissible harassment, including racial harassment, include the following:
• The use of physical force or violence to restrict the freedom or movement of another person or to endanger the health and safety of another person based on the person’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information;
• Physical or verbal behavior that involves an express or implied threat to interfere or has as its purpose or has the reasonably foreseeable effect of interfering with an individual’s personal safety, academic efforts, employment, participation in University-sponsored extracurricular activities because of the individual’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information and which causes that individual to have a reasonable apprehension that harm is about to occur;
• Any type of conduct that has the effect of unreasonably interfering with an individual’s work or academic performance or creates an intimidating, hostile or offensive working or learning environment;
• Epithets, slurs or derogatory comments based on a person’s race, color, gender, national origin or ancestry, disability, religion, sexual orientation, military or veteran’s status, gender identity, or genetic testing or information. It should be emphasized, however, that isolated instances (e.g. a single comment or joke) ordinarily will not constitute harassment unless it is repeated or egregious.

Harassment may not be present if the conduct is welcomed and encouraged. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

Sexual Harassment

Sexual harassment is a form of behavior that adversely affects the employment relationship and is prohibited by State and Federal law. The University condemns and prohibits sexual harassment by any employee or student.

Sexual harassment does not refer to voluntary social activities among employees. Instead, it refers to behavior that is not welcomed by the employee, which is purely offensive to her or him, and which undermines morale and/or interferes with the ability of the employee to work effectively. Sexual harassment includes unwelcome actions such as:

• sex-oriented verbal abuse
• sexual remarks or jokes
• physical contact including patting, pinching or repeated brushing against another person’s body
• demands or requests for sexual favors accompanied by implied or overt promises of preferential treatment or threats concerning an individual’s status as an employee
• actual or attempted rape or assault

It is, therefore, against the policies of the University for any employee, male or female, to harass another employee sexually, that is, by making unwelcome sexual advances, requests for sexual favors, or other uninvited verbal or physical conduct of a sexual nature when:

• submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term of condition of employment or as a basis for employment decisions;
such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual’s work performance by creating an intimidating, hostile, humiliating, or sexually offensive work environment;

retaliation is threatened or undertaken against an individual who complains that such conduct is interfering with her or his work performance.

Under these definitions, direct or implied requests by a supervisor for sexual favors in exchange for actual or promised job benefits such as favorable reviews, salary increases, promotions, increased benefits, or continued employment constitutes sexual harassment.

The legal definition of sexual harassment is broad and in addition to the above examples, other sexually oriented conduct, whether intended or not, that is unwelcome and has the effect of creating an educational environment or work place environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

- unwelcome sexual propositions, invitations, solicitations, and flirtations; leering;
- unwelcome and inappropriate touching, patting, fondling, pinching, or obscene gestures;
- seeking sexual favors or relationships in return for the promise of a favorable grade or other academic or employment benefit or opportunity;
- conditioning an academic-related action (such as a grade, assignment, or refraining from discipline) on a sexual favor or relationship;
- unwelcome verbal expressions of a sexual nature, including graphic sexual commentaries about a person’s body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, jokes, or innuendos; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls;
- sexual epithets, jokes, written or oral references to sexual conduct, gossip regarding one’s sex life; comment on an individual’s body; comment about an individual’s sexual activity, deficiencies, or prowess;
- sexually suggestive objects, pictures, cartoons, videotapes, audio recordings or literature, or computerized transmissions placed in the work or study area, that may embarrass or offend individuals, subject to general principles of academic freedom as defined in the Faculty Handbook;
- in the case of co-workers or individuals in positions of authority, conduct of the nature set forth above when the effect is to unreasonably interfere with the ability of a person to perform his or her employment or academic responsibilities, or when the effect is to create an offensive, intimidating and/or hostile working or learning environment for that person.

Unwelcome sexual behavior toward another employee or student, which is sufficiently severe or pervasive to alter the conditions of the victim’s employment or academic surroundings and results in a work or educational environment that a reasonable person would find abusive or offensive creates a “hostile environment.”
Isolated instances (e.g., a single sexual overture, comment, invitation or joke) ordinarily will not constitute sexual harassment unless there is repetition or the circumstances are egregious. In this regard, occasional compliments also do not constitute sexual harassment. Sexual behavior that is welcomed and consensual may not constitute sexual harassment. Even though the behavior may not constitute harassment or discrimination, corrective action may be warranted.

**Supervisor/Director Relationships/Consensual Relationships**
Bay Path University very strongly discourages consensual relationships of an intimate or sexual nature among co-workers. These types of relationships can result in a breach of confidentiality, reduced objectivity, slowed productivity, excessive socializing, preferential treatment, arguing on the job and charges of sexual harassment if the relationship ends badly.

Although Bay Path University does not prohibit consensual relationships among co-workers, it has adopted a policy prohibiting supervisor/supervisee consensual relationships. Under this policy parties have a thirty-day penalty free window to report the relationship to Human Resources. Human Resources will work with the Vice President of the division(s) to determine how the reporting relationship can be removed. Actions could include transfer of either party and/or demotion of the supervisory level of employee. Supervisors who engage in dating relationships with subordinates and do not report the relationship to Human Resources will be subject to disciplinary action, up to and including discharge from employment.

The University prohibits relationships of an intimate or sexual nature between faculty or staff members and students, because among other reasons, they pose great potential for sexual harassment problems. For example, consider students who are currently enrolled in a class taught by a faculty member or who are currently employed by a faculty or staff member in any capacity. Because the question of consent is complicated by the difference in power that exists between faculty or staff and students in such circumstances, and, the difference in power can give rise to the appearance of impropriety, faculty and staff are prohibited from entering such relationships with students.

**Procedure for Dealing with Harassment**
An initial course of action for anyone who feels that she or he has been harassed may be for that person, either alone or with another employee, or another student in the case of a student working for the University, to emphatically tell or otherwise inform the harasser that the conduct is unwelcome, offensive, violates this policy, and must stop. This may solve the problem, and if it does, further proceedings will usually not be necessary.

Employees who become aware of inappropriate discriminatory or harassing conduct toward another employee that they believe is prohibited by this policy must immediately report the matter to the Director of Human Resources. An employee who in good faith reports a suspected violation of this policy shall not suffer harassment, retaliation or adverse employment consequences from other employees or the University. An employee who retaliates against someone who has reported a suspected violation in good faith is subject to discipline up to and including termination.

Any faculty or staff who perceives herself or himself as a victim of harassment may also contact their division Vice President to discuss the harassment complaint. The Vice President has an obligation to notify the Director of Human Resources of such a complaint and will work with the director to determine if an acceptable solution can be achieved. If an acceptable solution is not attained, a formal investigation will be initiated.
If the person who believes she or he has been the victim of harassment decides that she or he wishes to file a formal complaint this may be done in writing or orally to the Director of Human Resources, 588 Longmeadow Street, Longmeadow, MA 01106, telephone (413) 565-1252.

**Complaint Investigation**
When the University receives the complaint it will promptly investigate the allegation of harassment in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent possible under the circumstances. The division Vice President and/or the President will be notified that an investigation is being initiated. Our investigation will include a private interview with the person filing the complaint and with the witnesses. We will attempt to interview the person alleged to have committed the harassment. Only those with a need to know will be apprised: (1) that an investigation is taking place; (2) of the results of an investigation; or (3) of the facts upon which the allegation of harassment is based.

Following the investigation, the University will make the final determination as to the merits of the complaint. If the University finds that the allegations in the complaint have been established by the investigation, the University will act promptly to attempt to eliminate the offending conduct, and where it is appropriate, it will impose disciplinary action appropriate to the offense. Such action may range from counseling to termination and may include such forms of disciplinary action as deemed appropriate under the circumstances.

When a complaint or the outcome of an investigation warrants notification of local law enforcement, the President will be notified and the University will cooperate with the investigation to the best of its ability.

**Harassment Involving Only Students**
Every effort has been made to make this policy and the procedures set forth herein consistent with the Policy for students. A student who perceived herself or himself to be the victim of harassment may report the incident to the Vice President for Planning and Student Development, the Dean of Student Success, the Director of Residence Life, or the Director of the Counseling Center at 588 Longmeadow Street, Longmeadow, MA 01106, in accordance with the Anti-Harassment/Anti-Discrimination Policy in the Student Guidebook.

**Confidentiality**
It is expected that, at all states of any proceedings under this policy, confidentiality will be maintained to the greatest extent possible in the discretion of the University.

All records of all alleged incidents of harassment, resolution, and any disciplinary action shall be kept in confidence for three years after the termination of all individuals involved.

**Retaliation**
Any retaliation against an individual bringing a complaint or participating in an investigation under this policy is strictly forbidden and unlawful, and will result in appropriate disciplinary actions.
Malicious, False Accusations
Any knowingly false or malicious complaints of discrimination or harassment will result in disciplinary action, up to and including termination of employment and/or permanent expulsion.

State and Federal Remedies
In addition to the above, if you believe you have been subjected to discrimination or harassment, including sexual harassment, you may file a formal complaint with either or both of the government agencies set forth below. Using the University complaint process does not prohibit you from filing a complaint with these agencies. The following agencies are responsible for the enforcement of employment discrimination laws:

Massachusetts Commission Against Discrimination Boston Office
One Ashburton Place – Room 601
Boston, MA 02108
(617) 994-6000
TTY: (617)994-6196

Massachusetts Commission Against Discrimination
436 Dwight Street, Room 220
Springfield, MA 01103
(413) 739-2145

Equal Employment Opportunity Commission
One Congress Street, 10th Floor
Boston, Massachusetts 02114
(617) 565-3200

Confidentiality of Student Records (FERPA)
The University complies with the Family Education Rights and Privacy Act of 1974, as amended, which governs the maintenance of student records. Under the Act, students may inspect and review their records and generally prohibit disclosure of personally identifiable information; however, the Act permits disclosure without consent in certain instances including disclosure to faculty or administrators who have a legitimate educational reason for accessing the file and to parents of dependents as that term is defined by the Internal Revenue Service.

“Directory Information” shall be available without limitation to any interested party unless the student specifically requests that any or all directory information be withheld. A student may limit the release of directory information for any given year by filing a request with the Registrar’s Office. The University has defined “directory” information to include:

• Student’s name
• Participation in officially recognized activities and sports
• Degree and awards received
• Major fields of study
• Dates of attendance
The Act affords students the following rights with respect to their education records:

1. The right to inspect and review the student’s education records within 45 days of the day the University receives a request for access. Students should submit to the Registrar, official written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Another exception which permits disclosure without consent is to parents of a student termed “dependent” for income tax purposes.

As an undergraduate University, Bay Path assumes that all students who are not continuing education students are dependent unless the University Registrar is otherwise duly notified. In order to be considered independent, students must notify the Registrar and provide proof of status.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Bay Path University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-4605
5. “Educational records” include any records in the possession of the University which are shared with or accessible to another individual. The following student records are not included among educational records and therefore, are not subject to the Act, provided, however, these records may be protected from disclosure by other provisions of federal or state law.

- Private notes or records held by educational personnel (these documents become subject to student review only if they are made available to others within the University or to outside parties).
- Student medical or psychiatric records created and maintained solely for treatment purposes (these documents are regulated by Massachusetts law relating to patients’ rights. Under this law, students have the right to confidentiality of their medical records as well as the right to inspect and obtain a copy of these records).
- Records of the students which relate exclusively to the students in their capacity as regular employees and which the institution makes or maintains in the normal course of business.
- Records containing information obtained after the student is no longer enrolled, such as post-transfer or alumni records. In addition, certain educational records are not subject to review by the student. This includes financial records and statements of parents and certain confidential letters and statements of recommendation which were placed in the educational records of a student.

Policy on Academic Integrity and Classroom Behavior
(The policies and procedures set forth herein are subject to revision; changes are effective when they are posted online.)

The Bay Path University Policy on Academic Integrity and Classroom Behavior [“Policy”] is interpreted and enforced through the Standing Committee on Academic Integrity and Classroom Behavior from whose membership Hearing Boards will be formed to resolve allegations of violations of the Policy and, when appropriate, impose sanctions for violations. The Standing Committee is comprised of representatives from the Bay Path community including full-time faculty, administrators, and full-time students from each division (Traditional Undergraduate, The American Women’s College, The One Day A Week College and Graduate programs). The Committee is co-chaired by a member of the full-time faculty and a representative from The American Women’s College who, working collaboratively with the University administration, has responsibility for administering the Hearing Board process. The Provost appoints faculty and staff to serve on the Committee to ensure adequate representation.

The University academic disciplinary process is designed to determine whether violations of the Policy have occurred and to impose sanctions when violations are found. The disciplinary process occurs entirely within the University community and is not a legal proceeding. It does not involve or incorporate legal rules of procedure or evidence and no provision is made for the involvement of or representation by legal counsel for any respondent, complainant, or witness. A student (respondent) accused of violating the Policy may select a full-time faculty member or other member of the University community, who is not an administrator or a staff member in either Academic Affairs or the President’s Office, to act as a liaison and intermediary with the Committee; but this liaison shall not be legal counsel and shall not have the right to investigate, interview, or cross-examine witnesses or others. The faculty liaison may advise the student, appear at any hearing, and may speak on the student’s behalf.
Any student or other person who contacts any administrator including the President, Provost, Assistant Provost and Dean of the Division of Student Engagement and Liberal Studies, Associate Provosts/Deans, or a Department Chair/Program Director/Coordinator concerning any matter involving academic integrity or classroom behavior shall be directed to a Co-Chair of the Standing Committee. Any faculty or staff member contacted under these circumstances should also notify the student or other person that all communications concerning matters involving academic integrity or classroom behavior must be directed to a Co-Chair of the Standing Committee. The Co-Chairs of the Standing Committee can be contacted at integrity@baypath.edu.

Academic and Classroom Behavior
The maintenance of academic integrity and classroom behavior within the University is the responsibility of each faculty member and each student. Dishonorable behavior may be academic or classroom or both. Issues involving violations of this Policy fall under the aegis of the Standing Committee on Academic Integrity & Classroom Behavior.

Academic Integrity
Dishonorable academic behavior includes, but is not limited to the following:

- plagiarism, including self-plagiarism;
- the use of unauthorized sources of information or violation of copyright and/or license agreements
- cheating
- the theft of academic materials or information
- assisting others in acts of academic dishonesty or conspiracy of any kind that threatens or damages the integrity of the academic process or the University community
- disruptive behavior in the classroom
- using any University resource to engage in any plagiarism or cheating
- any other disruption or obstruction of teaching and learning.

Student work will be assessed not only for quality of thought and expression but also for academic integrity. To help prevent plagiarism and promote the correct use of sources, the University makes anti-plagiarism software available to faculty and students. Faculty electing to use the software may require that papers be submitted for textual similarity review for the detection of plagiarism. Penalties for dishonorable academic behavior may range from the imposition of a failing grade in an academic assignment to immediate suspension or dismissal from the University. Students found responsible for violations of the Policy on Academic Integrity & Classroom Behavior forfeit their eligibility for academic and other University honors.

Process for Academic Integrity Policy Violations
A faculty member who has evidence of a student failing to adhere to the Policy has a duty to report the conduct by email (integrity@baypath.edu) addressed to the Co-Chairs of the Standing Committee, which will also serve as notice to the Office of Academic Affairs, which will maintain records of the allegation and the disposition of the matter. Students may report allegations of academic integrity to any faculty member or administrator who will forward the report by email to integrity@baypath.edu. Faculty reporting a matter will refrain from investigating the matter. Faculty shall respect the confidentiality of information relating to or resulting from reports of academic dishonesty.
When conduct involving academic dishonesty occurs in the faculty member’s class, she or he is encouraged to attempt to resolve the matter with the student prior to notifying the Standing Committee. Such educational opportunities are an important part of the learning process for students and may result in an enhanced understanding of the dimensions of academic integrity. Should such educational resolutions be unsuccessful and/or the violation sufficiently egregious, the faculty member should notify the Standing Committee to pursue resolution informally or formally as outlined below. A student whose conduct is the focus of a matter referred directly to the Committee for consideration by a Hearing Board may request that the Co-Chair of the Standing Committee investigate the possibility of informal resolution of the matter. The Co-Chair of the Standing Committee may consult with members of the Committee, the Vice Provost and Chief Educational Compliance Officer, the complainant and faculty member involved, and meet with the student and others before determining whether to let the matter proceed informally or whether a Hearing Board is warranted.

Informal Resolution
A faculty member electing to pursue informal resolution of a violation of the Policy shall first notify the Co-Chair of the Standing Committee by email (integrity@baypath.edu) of the facts and circumstances of the alleged violation. The faculty member will notify the student of the complaint and the faculty member’s intent to resolve the matter through informal resolution, by email in a form approved by the Standing Committee. The student will be asked to respond to the complaint and will be advised of a respondent’s rights under the Policy, including the right to seek the advice of a faculty liaison and to meet with the Co-Chair of the Standing Committee. If the student accepts the informal disposition of the matter, the faculty member should notify the Co-Chair of the Standing Committee by sending the student’s response to integrity@baypath.edu. Documentation of the matter and its resolution will be kept on file by the Office of Academic Affairs. If the faculty member elects to resolve the matter through the informal process, the faculty member, in consultation with the Co-Chair of the Standing Committee, may suggest a resolution appropriate to the circumstances. For example, the faculty member may assign the student a grade of “F” for the course and/or for the particular assignment, or grade so much of the assignment that represents the student’s own work, or require that the student repeat the assignment or a similar assignment. The student may decline informal disposition and request that the matter be referred directly to the Standing Committee for resolution by a Hearing Board. Allegations resolved informally are subject only to academic sanctions; but if a student requests resolution by a Hearing Board, the Board retains the discretion to impose the full range of academic and disciplinary sanctions, including immediate suspension or expulsion from the University. A faculty member pursuing informal resolution of a matter must confer about the matter with the Co-Chair of the Standing Committee or his or her designee. If the alleged conduct is a student’s second or subsequent offense at the University, the matter is automatically referred to the Standing Committee for further action. All referrals to the Committee will be made to the Co-Chair of the Standing Committee and the Office of Academic Affairs through email at integrity@baypath.edu. For all matters under consideration at the end of a term, an Incomplete (“I”) shall be entered as the student’s grade until the matter is resolved.

Reporting—Responsibilities & Sanctions
Faculty, administrators, and staff have a responsibility to report conduct that violates the Policy. Students are encouraged to report conduct involving violations of the Policy. No student will be sanctioned for failing to report a violation of the Policy, but students should be aware that failure to report violations of the Policy encourages additional or future violations and that non-reporting has a corrosive effect on the academic integrity of the community. Students who have witnessed or have knowledge of acts of academic dishonesty or classroom behavior are expected to respond honestly and completely when asked about the conduct or incident during a hearing or an investigation of an
allegation of a Policy violation. Failing to respond to inquiries or making false, incomplete, or misleading statements or accusations may be treated as violations of the Policy and be subject to sanctions. Any student who pressures or induces or threatens a student to engage in or conceal violations of the Policy, or who retaliates in any way against a student who provides information, reports, or participates in an investigation or hearing shall be deemed to have violated the Policy involving academic and classroom behavior and be subject to the full range of disciplinary or academic sanctions.

Self-Report and Non-Disciplinary Response
Any student who is involved in conduct constituting a violation of the Policy on Academic Integrity and Classroom Behavior or who finds herself or himself in an ethically compromising situation may self-report the situation to her or his academic advisor, a Co-Chair of the Standing Committee, or any member of the full-time faculty. A student who self-reports may face academic penalties but will not be subject to disciplinary sanctions for a first offense, unless the conduct is a serious violation without any mitigating circumstances or is otherwise extremely egregious or destructive. The self-report is treated as a significant factor in mitigation of any sanction imposed. Any self-report must be made before the conduct is discovered or reported to a member of the faculty or the Standing Committee or the Office of Academic Affairs.

Hearing Board Process
If the matter is referred to the Standing Committee for resolution by a Hearing Board, by the Office Academic Affairs or upon request by the faculty member or the student, the Co-Chair of the Standing Committee will notify the faculty member and the student that a referral to the Committee has been received and that a Hearing Board will be convened. Separate Hearing Boards will be convened for matters in the traditional undergraduate and graduate program (trad/grad) and those in The American Women’s College (TAWC). The notice to the student/respondent will include a summary of the complaint and advise the student of a respondent’s rights and responsibilities under the Policy, including the right to obtain a faculty liaison (a full-time faculty member in trad/grad or an Academic Program Director in TAWC). The composition of the Hearing Board is as follows:

- **Traditional Undergraduate/Graduate Division**: The Hearing Board will consist of the Co-Chair of the Standing Committee (or her or his designee), two faculty members, and two students, with no member having a vested interest in the matter. The faculty member making the allegations may request appointment of one member of the faculty on the Standing Committee to the Disciplinary Board and the student, who will receive notice of the composition of the Disciplinary Board, may seek disqualification of one faculty member and two student representatives. The Co-Chair of the Standing Committee will select any replacements.

- **The American Women’s College**: The Hearing Board will consist of the Deputy Chief Learning Officer (or his or her designee), two Academic Program Directors, and up to two students, with no member having a vested interest in the matter. The faculty member making the allegations may request an appointment of one Academic Program Director and the student, who will receive notice of the composition of the Board, may seek disqualification of one Academic Program Director and one student representatives. The Deputy Chief Learning Officer will select any replacements.

The Hearing Board will handle the matter in a timely fashion by scheduling a hearing to take place within fourteen (14) days of formation, unless circumstances merit additional time. The venue of the Hearing Board will generally follow the learning modality of the course. Allegations that arise in online courses will addressed in a Hearing Board meeting held virtually, while allegations that arise in on-ground
courses will be addressed in a Hearing Board that convenes in person, where circumstances allow. If the Co-Chair of the Standing Committee determines that travel to and from on-campus sites is prohibitive to a face-to-face meeting, a virtual meeting may be substituted for an in-person meeting.

Before the hearing the respondent(s) will be given the opportunity to obtain the advice of a faculty liaison and to identify any witnesses or present any information relevant to the allegations to the Co-Chair of the Standing Committee for consideration by the Board. The Co-Chair of the Standing Committee will also interview witnesses identified by the complainant and others in preparation for the hearing. The Board, presided over by the Co-Chair of the Standing Committee will hear evidence to determine whether, based on a preponderance of evidence, a violation of the Policy has occurred and to impose sanctions, if appropriate. Witnesses, including the complainant and the respondent will present evidence to, and answer questions from, the Board. A record will be kept of the proceedings, which will include a summary of the testimony and findings of fact. The proceedings of a Hearing Board will be private, and members of the Board will scrupulously respect the confidentiality of the process.

If more than one student is involved in the action a single hearing will occur unless, before the Hearing Board is formed, a respondent sends to the Co-Chair of the Standing Committee by email (integrity@baypath.edu) a written request that states the reasons for separate hearings. The Co-Chair of the Standing Committee will evaluate the request and may consult with the Committee to determine whether to grant the request. The decision to hold a single hearing, or separate hearings rests within the discretion of the Co-Chair of the Standing Committee and is final and not subject to appeal. If the respondent was found responsible for earlier violations involving academic integrity, this history will be made available to the members of the Board upon consideration of sanctions. The respondent and complainant faculty member, as well as others invited by the Co-Chair of the Standing Committee may be asked to attend the meeting of the Board. Notice of the decision of the Hearing Board will be sent to the student and the Provost within seven (7) days of the hearing. Students determined to be responsible for acts of academic dishonesty may be subject to academic and disciplinary sanctions including, but not limited to, the following:

- All sanctions provided through informal disposition, including receiving a “zero” or an “F” for the assignment(s) in question; and/or
- Failure (“F”) in the course in which the act took place; and/or
- Immediate suspension from the University for a specified period of time; and/or
- Immediate dismissal from the University for an indefinite period with conditions for readmission, if any, defined by the Provost at the time dismissal occurs; and/or
- Permanent expulsion from the University with documentation on her or his permanent record.

Students who have been found responsible for violations of the Policy forfeit eligibility for academic or other University honors and may be removed from any appointed position or required to resign from any elected position in the University. If a student is found responsible for violations of the Policy, but is not enrolled in the course for which she provided or secured information for someone who was enrolled in the course, she or he is subject to the same disciplinary sanctions outlined above.

**Appeal**

A respondent who believes the decision of the Hearing Board is unsupported by or contrary to the evidence, or is the result of procedural error or bias, or who seeks reconsideration of any sanctions imposed, may appeal within seven (7) days of receiving the notification from the Hearing Board. This
appeal must be made in writing and sent by email at integrity@baypath.edu, and directed to the attention of the Provost, who will review the matter. The Provost will determine whether the appeal has merit and, if so, may render a decision or return the matter to the Hearing Board for further consideration. Newly discovered evidence, unknown at the time of the hearing, may be raised on appeal in support of a request for further consideration by the Board or in support of a request for reconsideration of sanctions. Such newly discovered evidence should be sent (by email at integrity@baypath.edu) to the Co-Chair of the Standing Committee who will forward the evidence to the Provost. Upon receipt of the evidence, the Provost may decline to hear the evidence and decide the appeal on the record, send the matter back to the Hearing Board for reconsideration, or consider the evidence and render a decision on the appeal. The decision of the Provost is final and may not be appealed further.

Classroom Behavior
Dishonorable classroom behavior, which includes all applicable violations identified above, as well as any other threatening or disruptive behavior, or any act that affects the integrity of the fact-finding or hearing process also constitutes a violation of the Policy within the authority of the Co-Chairs of the Standing Committee. Any faculty member who perceives or suffers from such behavior by any student or group of students while pursuing duties in the instructional process may request that the student or students leave the immediate learning environment. If, in the faculty member’s judgment, the student or students will not respond to direction by the faculty member, she or he may contact Campus Public Safety for assistance. The faculty member must report the conduct in writing (by email at integrity@baypath.edu) as soon as possible to the Chair of the Standing Committee and, if appropriate, file an incident report with the Campus Public Safety Office. The Co-Chair of the Standing Committee will notify the student involved that a complaint has been made and that the matter will be resolved through the hearing process. The Co-Chair will also advise the student that she or he may select a faculty liaison for advice and assistance during the pendency of the matter and work with the student to identify an appropriate member of the faculty to serve as a faculty liaison.

Summary Process
When a complaint involving questions of academic integrity also involves dishonorable classroom behavior, or egregious conduct, the Co-Chair of the Standing Committee, in consultation with the Vice Provost and Chief Educational Compliance Office and other appropriate administrators, will determine whether summary process is appropriate or whether the matter should be dealt with by a Hearing Board through the formal hearing process. For serious misconduct that appears to merit suspension of a student from class or campus, or expulsion from the University, the complaint will be handled expeditiously through summary process, without recourse to the formal hearing process or involvement of a faculty liaison. The Co-Chair of the Standing Committee will promptly investigate the matter in consultation with the appropriate campus departments. The Co-Chair of the Standing Committee or his or her designee may, on her or his own initiative, require the student to refrain from contacting the professor or other students, or to stay away from the class or classroom or other areas on campus, or may prohibit the student from entering the campus while a matter involving social behavior is under review. A student whose behavior is under review, or any person advocating or acting on the student’s behalf, should direct any and all communication about the matter to the Co-Chair of the Standing Committee, who will forward the information to the appropriate recipient and keep a copy of the communication on file.

Sanctions
A student found responsible for dishonorable classroom behavior through summary process faces sanctions that include removal from the classroom, suspension from class, or withdrawal from the class. Students may also be suspended from the University, barred from campus, or dismissed from the University with either the privilege of readmission at some later time, subject to conditions determined by the University, or expelled with no opportunity for readmission. Students found responsible for dishonorable social behavior also face any or all of the academic sanctions set forth in the Policy including being ineligible for University honors and forfeiture of University offices. A student aggrieved by the decision of a Hearing Board in a matter involving classroom behavior has the same right of appeal as a student found responsible for a violation of the academic integrity component of this Policy. A student found responsible through summary process may be heard by the Provost in mitigation of responsibility or sanction but has no right of appeal. A decision by the Provost is final. In any case in which the conduct is criminal in nature, a report will be made to Campus Public Safety and referrals and reports made to the appropriate law enforcement agency and/or the District Attorney for Hampden County.

Sexual Misconduct Policy

I. Purpose and Scope of Policy

1. Statement of Institutional Values
Sexual misconduct of any form is a violation of a person's rights, dignity and integrity. An act of sexual misconduct represents a fundamental failure by a community member to recognize and respect the intrinsic worth and dignity of another. Acts of sexual misconduct are harmful and illegal and will not be tolerated at Bay Path University. Such acts corrupt the integrity of the educational process, are contrary to the mission and values of the Bay Path community and are against University policy.

All members of the Bay Path community should be free from sexual misconduct in the classroom; the social, recreational and residential environment; and the workplace. The University seeks to foster a climate free from sexual misconduct through a coordinated education and prevention program, the promulgation of clear and effective policies, as well as investigative and grievance procedures that are prompt, equitable, and accessible to all. In response to any reported sexual misconduct, the University will take all appropriate steps to eliminate the misconduct, prevent its recurrence and address its effects.

In order to foster a climate of respect for oneself and for one another and provide for the safety and security of our community, the University expects all community members to take action to prevent acts of sexual misconduct. Creating a safe campus environment is the responsibility of all members of the University community, both individually and collectively.

In order to foster a climate that encourages reporting of sexual misconduct, the University will actively educate the community, respond to all allegations promptly, will provide interim measures to address safety and emotional well-being, and will act in a manner that recognizes the inherent dignity of the individuals involved.

In order to achieve equitable results, the University will carefully review and/or investigate all reports with an earnest intent to understand the perspective and experiences of each individual involved, and provide for fair and impartial evaluation and resolution.
2. Purpose of Policy
The purpose of this policy is to provide the Bay Path community with a clearly articulated set of behavioral standards, common understandings of definitions and key concepts, and descriptions of prohibited conduct. The policy applies to all community members, including students, faculty, and staff, visitors and independent contractors. It is intended to protect and guide students, faculty and staff who have been affected by sexual misconduct, whether as a Reporting Party, a Responding Party, or a third party.

When used in this policy, a **Reporting Party** refers to the individual who believes himself, herself, their self to have been the subject of sexual misconduct. A **Responding Party** refers to the individual who has been accused of sexual misconduct. A **third party** refers to any other participant in the process, including a witness to the incident or an individual who makes a report on behalf of someone else. A **report** refers to any incident or concern regarding sexual misconduct that is reported to the University. A **complaint** is an allegation of sexual misconduct filed against a faculty member, staff member or student that initiates the appropriate disciplinary process.

In addition to defining sexual harassment and the forms of sexual misconduct that violate the standards of our community, this policy will also:

- Identify resources and support for all members of the University community;
- Identify the Title IX Coordinator;
- Provide information about where a University community member can obtain support or access resources in a confidential manner;
- Provide information about how a University community member can make a report on-campus or off-campus; and,
- Provide information about how a report will be investigated, evaluated and resolved.

3. Scope
As stated above, this policy applies to all members of the Bay Path community, including students, employees, visitors, and independent contractors. When used in this policy, employee generally refers to both full- and part-time staff and faculty members, although there are separate complaint processes delineated for non-faculty employees and for faculty members. Vendors, independent contractors, visitors, and others who conduct business with the University or on University property are also expected to comply with this policy.

All University community members are responsible for their actions and behavior, whether the conduct in question occurs on campus or in another location. Members of the Bay Path University community have a responsibility to adhere to University policies and local, state and federal law.

As a result, this policy applies both to on-campus and off-campus conduct. In particular, off-campus behaviors that have an actual or potential adverse impact on any member of the University community or the University fall under this policy.

Any individual may make a report alleging a violation of this policy. The University will provide resource options and respond promptly and equitably to all allegations of sexual misconduct. The University will engage in a Title IX review throughout which it is committed to maintaining fairness for all parties and to balancing the needs and interests of the individuals involved with the safety of the community as a whole.
4. Coordination with Non-Discrimination Policy
The University recognizes that harassment related to an individual’s sex, sexual orientation, gender identity or gender expression can occur in conjunction with misconduct related to an individual’s race, color, ethnicity, national origin, religion, age, or disability. Targeting individuals on the basis of these characteristics is also a violation of the community standards. Under these circumstances, the University will coordinate the investigation and resolution efforts (see Section IX, Resolution Process for Complaints) to address harassment related to the targeted individual’s sex, sexual orientation, gender identity or gender expression together with the conduct related to the targeted individual’s race, color, ethnicity, national origin, religion, age, or disability.

II. Notice of Non-Discrimination
The University is committed to establishing and maintaining an environment free of all forms of harassment and discrimination for all University community members. The University does not discriminate on the basis of race, color, religion, ancestry, national origin, age, disability, veteran status, or sexual orientation or any other protected class.

The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sexual misconduct, including sexual harassment as defined in this policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. It is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964, Massachusetts General Laws Chapter 151B, and other applicable statutes.

This policy prohibits sexual misconduct against all Bay Path community members of any gender or sexual orientation. This policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

III. University Statement on Privacy
The University is committed to maintaining the privacy of all individuals involved in a report of sexual misconduct. In any Title IX review of an allegation of sexual misconduct, every effort will be made to protect the privacy and interests of the individuals involved in a manner consistent with the need for a thorough review of the allegation. Such a review is essential to protecting the safety of the Reporting Party, the Responding Party, and the broader campus community and to maintaining an environment free from sexual discrimination.

At all times, the privacy of the parties will be respected and safeguarded. Information related to a report of misconduct will be shared only with those University employees who “need to know” in order to assist in the investigation and/or resolution of the complaint. All University employees who are involved in the Title IX review process, including conduct board hearing members, have received specific training
regarding the safeguarding of private information. Students or employees wishing to obtain confidential assistance through on-campus or off-campus resources without making a report to the University may do so by speaking with professionals who are obligated by law to maintain confidentiality. These professionals are identified in the Resources section of this policy. As a reminder, students may seek confidential assistance on campus through Health Services and the Counseling Center. Employees may seek confidential assistance through the Employee Assistance Plan.

When the University has received a report of sexual misconduct, but the Reporting Party requests that his/her identity remain confidential or that the University not pursue an investigation, the University will balance this request with its responsibility to provide a safe and non-discriminatory environment for all University community members. The University will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, (see Request for Confidentiality in section VIII.4.) At all times, the University will seek to respect the request of the Reporting Party and keep him/her/them informed about the chosen course of action.

If a report of misconduct discloses an immediate threat to the University campus community, the University may issue a timely notice of the conduct to the community to protect the health or safety of the broader campus community. This notice will not contain any biographical or other identifying information. Immediately threatening circumstances include, but are not limited to, recently reported incidents of sexual misconduct that include the use of force, a weapon, or other circumstances that represent a serious and ongoing threat to University students, faculty, administrators, staff, or visitors. All resolution proceedings are conducted in compliance with the requirements of FERPA, the Clery Act, Title IX, and other University policy. No information shall be released from such proceedings except as required or permitted by law or University policy.

IV. Prohibited Conduct and Definitions

The University prohibits sexual misconduct. Sexual misconduct is a broad term that includes but is not limited to sexual harassment, sexual violence, sexual exploitation, stalking, cyber-stalking, bullying and cyber-bullying, aiding or facilitating the commission of a violation, and retaliation.

Consistent with the values of an educational and employment environment free from harassment based on sex, the University also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

1. Definition of Sexual Harassment

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwelcome verbal or physical conduct of a sexual nature when:

(1) Submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, evaluation of academic work or participation in social or extracurricular activities;

(2) Submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or
(3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance by creating an intimidating, hostile, humiliating, demeaning, or sexually offensive working, academic or social environment. The effect will be evaluated based on the perspective of a reasonable person in the position of a Reporting Party.

A single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to provide a hostile environment, particularly if the harassment is physical.

2. Forms of Prohibited Sexual Harassment

Sexual harassment is prohibited. In some cases, sexual harassment is obvious and may involve an overt action, a threat or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment can take many forms:

- It can occur between equals (e.g., student to student, staff to staff, faculty member to faculty member, visitor/contracted employee to staff) or between persons of unequal power status (e.g. supervisor to subordinate, faculty member to student, coach to student-athlete, student leader to first-year student). Although sexual harassment often occurs in the context of an exploitation of power by the individual with the greater power, a person who appears to have less power in a relationship can also commit sexual harassment (e.g., student harassing faculty member).
- It can be committed by an individual or may be a result of the collective actions of an organization or group.
- It can be committed against an individual, an organization or a group.
- It can be committed by an acquaintance, a stranger, or someone with whom the Reporting Party has a personal, intimate or sexual relationship.
- It can occur by or against an individual of any sex, gender identity, gender expression or sexual orientation.
- It does NOT have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Examples of behavior that might be considered misconduct include, but are not limited to:

- Unwanted or inappropriate sexual innuendo, propositions, sexual attention or suggestive comments and gestures; humor and jokes about sex or gender-specific traits; sexual slurs or derogatory language directed at another person’s sexuality or gender; insults and threats based on sex or gender; and other oral, written or electronic communications of a sexual nature that an individual communicates is unwanted and unwelcome;
- Written graffiti or the display or distribution of sexually explicit drawings, pictures, or written materials; sexually charged name-calling; sexual rumors or ratings of sexual activity/performance; the circulation, display, or creation of e-mails or Web sites of a sexual nature.
- Non-academic display or circulation of written materials or pictures degrading to an individual(s) or gender group (It is expected that instructors will offer appropriate warning regarding the introduction of explicit and triggering materials used in the classroom);
• Inappropriate or unwelcome physical contact or suggestive body language, such as touching, patting, pinching, hugging, kissing, or brushing against an individual’s body;
• Undue and unwanted attention, such as repeated inappropriate flirting, inappropriate or repetitive compliments about clothing or physical attributes, staring, or making sexually oriented gestures;
• Physical coercion or pressure of an individual to engage in sexual activity or punishment for a refusal to respond or comply with sexual advances;
• Change of academic or employment responsibilities (increase in difficulty or decrease of responsibility) based on sex, gender identity/expression, or sexual orientation;
• Use of a position of power or authority to: (1) threaten or punish, either directly or by implication, for refusing to tolerate harassment, for refusing to submit to sexual activity, or for reporting harassment; or (2) promise rewards in return for sexual favors;
• Sexual assault;
• Abusive, disruptive or harassing behavior, verbal or physical, which endangers another’s mental or physical health, including but not limited to threats, acts of violence, or assault based on gender and/or in the context of intimate partner violence;
• Demeaning verbal or other expressive behavior of a sexual or gendered nature in instructional settings; and
• Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping. Harassment for exhibiting what is perceived as a stereotypical characteristic for one’s sex, or for failing to conform to stereotypical notions of masculinity and femininity, regardless of actual or perceived sexual orientation or gender identity of the harasser or target.

3. Additional Forms of Prohibited Sexual Misconduct
Sexual misconduct may vary in its severity and consists of a range of behaviors. The following descriptions represent sexual behaviors that violate Bay Path University’s community standards and a person’s rights, dignity and integrity.

• **Sexual Violence:** Physical sexual acts perpetrated against a person’s will or where a person is incapable of giving consent. This includes rape, sexual assault, battery and sexual coercion. Sexual violence may involve individuals who are known to one another or have an intimate and/or sexual relationship, or may involve individuals not known to one another. Examples include, but are not limited to:
  • Having or attempting to have sexual intercourse with another individual without consent. Sexual intercourse includes vaginal or anal penetration, however slight, with a body part or object, or oral copulation by mouth-to-genital contact.
  • Having or attempting to have sexual contact with another individual without consent. Sexual contact includes kissing, touching the intimate parts of another, causing the other to touch one’s intimate parts, or disrobing of another without permission. Intimate parts may include the breasts, genitals, buttocks, mouth or any other part of the body that is touched in a sexual manner.

• **Sexual Exploitation:** An act or acts committed through non-consensual abuse or exploitation of another person's sexuality for the purpose of sexual gratification, financial gain, personal benefit or advantage or any other non-legitimate purpose. The act or acts of sexual exploitation are prohibited even though the behavior does not constitute one of the other sexual misconduct offenses. Sexual exploitation may involve individuals who are known to one another, have an
intimate or sexual relationship, and/or may involve individuals not known to one another. Examples include, but are not limited to:

- Observing another individual's nudity or sexual activity or allowing another to observe consensual sexual activity without the knowledge and consent of all parties involved;
- Non-consensual streaming of images, photography, video or audio recording of sexual activity or nudity, or distribution of such without the knowledge and consent of all parties involved;
- Prostituting another individual;
- Knowingly exposing another individual to a sexually transmitted disease or virus without his or her knowledge; and
- Inducing incapacitation for the purpose of making another person vulnerable to non-consensual sexual activity.

- **Stalking:** A course of conduct involving more than one instance of unwanted attention, harassment, physical or verbal contact, or any other course of conduct directed at an individual that could be reasonably regarded as likely to alarm or place that individual in fear of harm or injury, including physical, emotional, or psychological harm. This includes cyber-stalking, a particular form of stalking in which electronic media such as the internet, social networks, blogs, cell phones, texts or other similar devices or forms of contact are used to pursue, harass or make unwelcome contact with another person. Stalking and cyber-stalking may involve individuals who are known to one another or have an intimate or sexual relationship, or may involve individuals not known to one another.

- **Aiding or Facilitating:** Aids, facilitates, promotes or encourages the commission of a violation under this policy. Aiding or facilitating may also include failing to take action to prevent an imminent act when it is reasonably prudent and safe to do so. Taking action may include direct intervention, calling Bay Path Campus Public Safety or local law enforcement, or seeking assistance from a person in authority.

- **Retaliation:** Acts or attempts to retaliate or seek retribution against the Reporting Party, Responding Party, or any individual or group of individuals involved in the investigation and/or resolution of an allegation of sexual misconduct. Retaliation can be committed by any individual or group of individuals, not just a Responding Party or Reporting Party. Retaliation may include continued abuse or violence, other forms of harassment, and slander and libel.

4. **Statement on Consent, Coercion, Incapacitation, and Alcohol**

**Consent to engage in sexual activity must be knowing and voluntary.** Consent to engage in sexual activity must exist from the beginning to end of each instance of sexual activity, and for each form of sexual contact. Consent to one form of sexual contact does not constitute consent to all forms of sexual contact. For example, an individual may agree to kiss but choose not to engage in touching of the intimate parts or sexual intercourse. An individual should obtain consent before moving from one act to another.

Consent consists of an outward demonstration indicating that an individual has freely chosen to engage in sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage freely in sexual activity. Relying on non-verbal communication can lead to misunderstandings. Consent may not be inferred from silence, passivity, lack
of resistance or lack of active response alone. A person who does not physically resist or verbally refuse sexual activity is not necessarily giving consent. In the absence of an outward demonstration, consent does not exist. If at any time it is reasonably apparent that either party is hesitant, confused or uncertain, both parties should stop and obtain mutual verbal consent before continuing sexual activity.

A current or previous dating or sexual relationship, by itself, is not sufficient to constitute consent. Even in the context of a relationship, there must be mutually understandable communication that clearly indicates willingness to engage in sexual activity each time such activity occurs.

Consent may be withdrawn by either party at any time. Withdrawal of consent must also be outwardly demonstrated by words or actions that clearly indicate a desire to end sexual activity. Once withdrawal of consent has been expressed, sexual activity must cease.

In the Commonwealth of Massachusetts, consent can never be given by minors under the age of 16.

Consent is not effective if it results from the use or threat of physical force, intimidation, or coercion, or any other factor that would eliminate an individual’s ability to exercise his or her own free will to choose whether or not to have sexual contact. Coercion includes the use of pressure and/or oppressive behavior, including express or implied threats of harm, severe and/or pervasive emotional intimidation, which places an individual in fear of immediate or future harm or physical injury or causes a person to engage in unwelcome sexual activity. A person’s words or conduct amount to coercion if they wrongfully impair the other’s freedom of will and ability to choose whether or not to engage in sexual activity.

An individual who is incapacitated is not able to make rational, reasonable judgments and therefore is incapable of giving consent. Incapacitation is the inability, temporarily or permanently, to give consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he/she/they demonstrate that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators of incapacitation may include, but are not limited to, lack of control over physical movements, lack of awareness of circumstances or surroundings, or the inability to communicate for any reason. An individual may experience a blackout state in which he/she/they appear to be giving consent, but do not actually have conscious awareness or the ability to consent. It is especially important, therefore, that anyone engaging in sexual activity be aware of the other person’s level of intoxication. The relevant standard that will be applied is whether the Responding Party knew, or a sober reasonable person in the same position should have known, that the other party was incapacitated and therefore could not consent to the sexual activity.

The University considers sexual contact while under the influence of alcohol to be risky behavior. Alcohol impairs a person’s decision-making capacity, awareness of the consequences, and ability to make informed judgments. Being intoxicated or impaired by drugs or alcohol is never an excuse for sexual misconduct and does not excuse one from the responsibility to obtain consent.
V. Resources

1. Overview
The University is committed to treating all individuals with dignity, care and respect. Any individual affected by sexual misconduct, whether as a Reporting Party, a Responding Party, or a third party, will have equal access to support and counseling services through the University. The University recognizes that any individual involved in an incident of sexual misconduct may have questions and we encourage Bay Path community members to seek the support of campus and community resources. The University can provide guidance in making decisions, obtaining information about available resources, and assisting either party in the event that a report and/or resolution is pursued. Individuals are encouraged to use all available resources, regardless of whether the incident occurred recently or in the past.

Reporting Parties, Responding Parties and third parties can expect:

- The opportunity to meet with the Title IX Coordinator to answer questions regarding the University’s complaint processes for students and employees.
- Notice of confidential resources, including health care and mental health counseling services, on campus and in the local community.
- Notice of the option to pursue law enforcement action and to be assisted by Bay Path University Campus Public Safety or other University officials in accessing and communicating with such authorities. This notice will include a discussion of the importance of the preservation of evidence.
- The opportunity to request that the University take steps to prevent unnecessary or unwelcome contact or communication with another member of the Bay Path community.
- The right to be free from retaliation. Any concerns of retaliatory behavior should be immediately reported to Bay Path Campus Public Safety or the Title IX Coordinator.

2. Confidential Resources and Support
The University encourages all Bay Path community members to report an incident of sexual misconduct. The University recognizes, however, that there are many barriers to reporting, both individual and societal, and not every individual will choose to make a formal report with the University or with local law enforcement. For those individuals who are not prepared to make a report, there are several confidential resources available for students, staff and faculty. Individuals seeking to talk to someone about an incident of sexual misconduct in a confidential manner without making a report to the University or triggering any investigation or action by the University may utilize the following confidential medical and mental health resources. These resources hold a statutorily protected confidentiality that prohibits the release of an individual’s information without that individual’s express consent (except under limited circumstances that pose an imminent danger to the individual or to others.)

The following resources are confidential:

**Dr. Kathleen Martin**
Title IX Coordinator
413-565-6806
kamartin@baypath.edu
Kathy Robbins
Deputy Title IX Coordinator
413-565-1252
khrobbins@baypath.edu

Peter Testori
Deputy Title IX Coordinator
413-565-1058
ptestori@baypath.edu

Bay Path University Counseling Center
413-565-1276
counseling@baypath.edu

3. Additional Resources

Campus Public Safety
413-565-1225

4. Community Resources
Students, faculty and staff may also access resources located in the local community. These organizations can provide crisis intervention services, counseling, medical attention and assistance in interfacing with the criminal justice system. All individuals are encouraged to utilize the resources that are the best suited to their needs, whether on or off campus. In general, off-campus resources can provide assistance to individuals wishing to make a report to the University, but will not notify the University without the consent of the Reporting Party.

VI. Reporting

All University employees, including faculty, staff, and administrators, student employees who have a responsibility for student welfare, and student volunteers who have a responsibility for student welfare, are required to share with the Title IX Coordinator any report of sexual misconduct they receive or of which they become aware.

Examples of students who have a duty to share the information with the Title IX Coordinator include, but are not limited to, Resident Assistants, Orientation Leaders and Peer Mentors.

All Bay Path community members, even those who are not obligated by this policy, are strongly encouraged to report information regarding any incident of sexual misconduct to the Title IX Coordinator.

The Title IX Coordinator will ensure that the University responds to all reports in a timely, effective and consistent manner. The Title IX Coordinator is charged with the review, investigation and resolution of all reports to ensure consistent responsiveness and the integrated provision of interim measures to support the individuals involved and to protect the campus community. It is only through this consistent and informed response that we create a culture of accountability and break the culture of silence. The Title IX Coordinator is positioned to provide seamless support, assess campus safety and effectively respond to allegations of sexual misconduct.
The University will promptly and thoroughly investigate and respond to all reports of sexual misconduct. The University will respond to all reports in an integrated, consistent manner that treats each individual with dignity and respect. The University will approach each report with an earnest intent to understand the perspective and experiences of each individual involved in order to ensure fair and impartial evaluation and resolution.

The University is committed to providing a variety of welcoming and accessible means so that that all instances of sexual misconduct will be reported. The University also recognizes that the decision whether or not to report sexual misconduct is personal, and that there are many barriers to reporting, both individual and societal. Not every individual will be prepared to make a report to the University or to law enforcement, and individuals are not expected or required to pursue a specific course of action. An incident does not have to occur on campus to be reported to the University. Off-campus conduct that adversely affects the University or the Bay Path community also falls under this policy.

An individual does not have to decide whether or not to request disciplinary action at the time the report is made. The University recognizes that choosing to make a report, and deciding how to proceed after making the report, can be a process that unfolds over time. The University will respect an individual’s autonomy in making these important decisions and provide support that will assist each individual in making that determination.

As outlined in the Statement on Privacy, the University respects the privacy interests of student, faculty, and staff. All information reported will be shared only with those University employees who will assist in the investigation and/or resolution of the complaint.

1. Emergency/Immediate Reporting Options
The University encourages all individuals to seek assistance from a medical provider and/or law enforcement immediately after an incident of sexual misconduct. This is the best option to ensure preservation of evidence and to begin a timely investigative and remedial response. The University will assist any Bay Path community member to get to a safe place and will provide transportation to the hospital, coordination with law enforcement, and information about the University’s resources and complaint processes.

Assistance is available from the University 24 hours a day year-round by calling the University Campus Public Safety number (413-565-1225). Any individual can request that a member of the Bay Path CPS respond and take a report or request to speak with the Title IX Coordinator or a member of the Counseling Center staff. There is no requirement that an individual file an incident report with Bay Path Campus Public Safety to speak with the Title IX Coordinator or a member of the Counseling Center staff. A medical provider can provide emergency and/or follow-up medical services, and the ability to discuss any health care concerns related to the incident in a confidential medical setting may bring peace of mind. The medical exam has two goals: first, to diagnose and treat the full extent of any injury or physical effect (sexually transmitted infection or pregnancy) and second, to properly collect and preserve evidence. There is a limited window of time (typically 72 to 96 hours) following an incident of sexual assault to preserve physical and other forms of evidence. Taking the step to gather evidence immediately does not commit an individual to any course of action. The decision to seek medical attention and gather any evidence will remain confidential and preserve the full range of options to seek resolution through the University’s complaint processes or through the pursuit of criminal action.
2. Campus Reporting Options
The University recognizes that a student or employee may choose to report sexual misconduct to any trusted employee of the University. For example, a student may choose to confide in a Resident Assistant, a faculty member, or a coach, all of whom are considered “responsible employees” who must report the incident under this policy. An employee may choose to confide in a supervisor, also considered a “responsible employee.” Under this policy, any employee who receives a report of sexual misconduct must share the report with the Title IX Coordinator. The Title IX Coordinator is specifically charged with investigating and responding to allegations of sexual misconduct.
To enable the University to respond to all reports in a prompt and equitable manner, the University encourages all individuals to directly report any incident of sexual misconduct to the Title IX Coordinator.

3. Anonymous Reporting
Any individual may make an anonymous report concerning an act of sexual misconduct. An individual may report the incident without disclosing his/her name, identifying the Responding Party or requesting any action. Depending on the level of information available about the incident or the individuals involved, however, the University’s ability to respond to an anonymous report may be limited.

4. Reporting Patterns of Sexual Harassment
In the event that an individual believes that he/she/they may be experiencing behavior that points to a pattern of sexual harassment, he/she/they should document that behavior and report it to the Title IX Coordinator.

5. Time Frame for Reporting
Individuals are encouraged to report sexual misconduct immediately to maximize the University’s ability to respond promptly and equitably. The University does not, however, limit the timeframe for reporting. The University will not be able to pursue disciplinary action against an individual who is no longer affiliated with the University. Under those circumstances, the University will still conduct a Title IX review.

6. Coordination with Law Enforcement
The University encourages Reporting Parties to pursue criminal action for incidents of sexual misconduct that may also be crimes under Massachusetts law. In every case of sexual violence, the University, through the Head of Campus Public Safety, will notify the Longmeadow Police Department of the allegations. The University will also assist a Reporting Party in making a criminal report and will cooperate with law enforcement agencies if a Reporting Party decides to pursue the criminal process to the extent permitted by law. However, a Reporting Party may also choose not to pursue criminal action, and under most circumstances, the Longmeadow Police Department will not force a Reporting Party to pursue charges if he/she/they are not willing to do so.

The University’s policy, definitions and burden of proof may differ from Commonwealth of Massachusetts criminal law. A Reporting Party may seek resolution through the University’s complaint process, may pursue criminal action, may choose one but not the other, or may choose both. Neither law enforcement’s determination whether or not to prosecute a Responding Party, nor the outcome of any criminal prosecution, are determinative of whether sexual misconduct under this policy has occurred. Proceedings under the University’s Sexual Misconduct Policy may be carried out prior to, simultaneously with, or following civil or criminal proceedings off-campus.
7. Amnesty for Students Who Report Sexual Misconduct
The University encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The University recognizes that an individual who has been drinking or using drugs at the time of the incident may be hesitant to make a report because of potential consequences for his/her/their own conduct. An individual who reports sexual misconduct, either as a Reporting Party or a third party witness, will not be subject to disciplinary action by the University for his/her/their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The University may, however, initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs. The amnesty policy applies to the University student conduct process.

8. Bystander Intervention
The University expects all community members to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Taking action may include direct intervention, calling law enforcement, or seeking assistance from a person in authority. Community members who choose to exercise this positive moral obligation will be supported by the University and protected from retaliation.

9. Statement Against Retaliation
It is a violation of University policy to retaliate in any way against an individual or a group because the individual or group of individuals reported an allegation of sexual misconduct.

The University recognizes that retaliation can take many forms, may be committed by an individual or a group against an individual or a group, and that a Responding Party can also be the subject of retaliation by the Reporting Party or a third party. The University will take immediate and responsive action to any report of retaliation and may pursue disciplinary action as appropriate. An individual reporting sexual misconduct is entitled to protection from any form of retaliation following a report that is made in good faith, even if the report is later not proven.

VII. Interim Measures

Upon receipt of a report, the University will provide interim support and reasonable protective measures to prevent further acts of misconduct, and to provide a safe educational and work environment. The University will determine the necessity and scope of any interim measures. Even when a Reporting Party or Responding Party does not specifically request that protective action be taken, the University may choose to impose interim measures at its discretion to ensure the safety of any individual, the broader University community or the integrity of the review process.

Students seeking such assistance should speak with the Title IX Coordinator, who will coordinate such requests on the behalf of the student. The University will maintain contact with the parties to ensure that all safety and emotional and physical well-being concerns are being addressed.

All individuals are encouraged to report concerns about failure of another individual to abide by any restrictions imposed by an interim measure. The University will take immediate and responsive action to enforce measures previously ordered or implemented by the University.
The University may impose any remedy that can be tailored to the involved parties to achieve the goals of this policy, even if not specifically listed here. The range of interim measures may include:

**No Contact Order:** A Reporting Party or Responding Party may request, or the University may impose, communication and contact restrictions to prevent further potentially harmful interaction. These communication and contact restrictions generally preclude in person, telephone, electronic or third party communications. In some cases, an individual may also wish to consider an Abuse Prevention Order or a Harassment Prevention Order from the local courts. This is a civil proceeding independent of the University. If a court order is issued the University will, to the extent possible, assist the protected person in benefiting from the restrictions imposed by the court and will also facilitate on campus compliance with the order. The University may also limit an individual or organization’s access to certain University facilities or activities as part of the no contact order.

**Academic, Employment or Residence Modifications:** A Reporting Party or Responding Party may request an academic or employment accommodation or a change in residence after a report of sexual misconduct. An individual who requests assistance in changing their academic or living situation after an incident of sexual misconduct will receive appropriate and reasonably available accommodations. These may include:

- Academic accommodations, including a change in class schedule, taking an incomplete, dropping a course without penalty, attending a class via Skype or other alternative means, providing an academic tutor, or extending deadlines for assignments;
- Change of dormitory assignment;
- Change in work assignment or schedule;
- Providing an escort to ensure safe movement between classes and activities.

**Emotional Support:** The University will provide counseling services through the Counseling Center or will assist in providing a referral to off campus agencies as detailed in the Campus and Community Resources section of this policy. Counseling and emotional support is available to any member of the campus community.

**Interim Separation:** Where the report of sexual misconduct poses an ongoing risk of harm to the safety or well-being of an individual or members of the campus community, the University may place an individual or organization on interim suspension or impose leave for an employee. Pending resolution of the complaint, the individual or organization may be denied access to campus. When interim suspension or leave is imposed, the University will make reasonable efforts to complete the investigation and resolution within an expedited time frame.

**VIII. Title IX Review**

1. **Role of the Title IX Coordinator**

   The President of the University has appointed Dr. Kathleen Martin to serve as the Title IX Coordinator. In his role as Title IX Coordinator, Dr. Martin oversees the University’s centralized review, investigation and resolution process for reports of sexual misconduct. She also coordinates the University’s compliance with Title IX. Dr. Martin oversees the investigation and resolution of all reports of sexual misconduct. Included in that process are the steps listed below:
● Meet with any individual, whether a Reporting Party, a Responding Party, or a third party, to discuss interim measures, resources, and procedural options on and off campus;
● Ensure prompt and equitable resolutions that comply with all requirements and timeframes specified in the complaint procedures;
● Conduct on-going and annual climate checks, tracking, and monitoring of sexual misconduct allegations on campus; and,
● Coordinate all training, education and prevention efforts.

2. Initial Assessment
The University will address all reports of sexual misconduct. The Title IX Coordinator, will oversee the University’s Title IX review process.

In every report of sexual misconduct, the University, through the Title IX Coordinator, will make an initial assessment of any risk of harm to individuals or to the campus community and will take steps necessary to address those risks. These steps will include interim measures to provide for the safety of the individual and the campus community.

The University’s responsibility to review and respond to all allegations of misconduct exists regardless of whether that review culminates in additional investigation or goes before a Hearing Board, and exists independently of the criminal justice process.

3. Investigation
The Title IX Coordinator may determine if an investigation of the report of sexual misconduct should be conducted. This determination is based on a variety of factors, such as the Reporting Party’s wish to pursue disciplinary action, the risk posed to any individual or the campus community by not proceeding, and the nature of the allegation. The Title IX Coordinator may designate an investigator of her choosing. Any investigator used by the University, whether internal or external, must have specific training and experience investigating allegations of sexual misconduct.

The investigator will coordinate the gathering of information from the Reporting Party, the Responding Party, and any other individuals who may have information relevant to the determination. The investigator will also gather any available physical or medical evidence, including documents, communications between the parties, and other electronic records as appropriate. The investigator may also consider prior allegations of, or findings of responsibility for, sexual misconduct by the Responding Party. In gathering such information, the investigator will comply with applicable laws and Bay Path University policies. The investigation will be thorough, impartial and fair, and all individuals will be treated with appropriate sensitivity and respect.

Information gathered during the investigation will be used to evaluate the responsibility of the Responding Party, provide for the safety of the individual and the University campus community, and impose remedies as necessary to address the effects of the alleged conduct. Any investigative report will serve as the foundation for all related resolution processes.

4. Request for Confidentiality
Where the University has received a report of sexual misconduct, but the Reporting Party requests that his/her identity remain confidential or that the University not pursue an investigation, the University must balance this request in the context of its responsibility to provide a safe and non-discriminatory environment for all University community members. The University will take all reasonable steps to
investigate and respond to the complaint consistent with the request for confidentiality or request not to pursue an investigation, but its ability to investigate may be limited by the request for confidentiality. Under these circumstances, the University will weigh the request for confidentiality against the following factors: the seriousness of the alleged harassment, any potential threats to community safety, the respective ages and positions of the Reporting Party and the Responding Party, whether there have been other harassment complaints against the Responding Party, and the Responding Party’s right to receive information under applicable law.

At all times, the University will seek to respect the request of the Reporting Party, and where it cannot do so, the University will consult with the Reporting Party and keep him/her/them informed about the chosen course of action.

5. Time Frame for Resolution
The investigation and resolution (including appeal) of all reports will generally be completed within 60 to 90 days. Extenuating circumstances including the complexity and severity of a complaint may arise that require the complaint process to extend beyond 60 to 90 days. In general, a Reporting Party and Responding Party can expect to receive periodic updates as to the status of the review or investigation.

In the event that the investigation and resolution exceed this time frame, the University will notify all parties of the need for additional time and best efforts will be made to complete the process in a timely manner.

6. Withdrawal or Resignation While Charges Pending
Bay Path University does not permit a student to withdraw if that student has an allegation pending for violation of the policy on sexual misconduct. Should a student decide to leave and/or not participate in the investigation, the process will nonetheless proceed in the student’s absence to a reasonable resolution and that student will not be permitted to return to the University unless all sanctions have been satisfied. The student will not have access to an academic transcript until the allegations have been resolved.

7. Appeals
All requests for appeal consideration must be submitted in writing to the Title IX Coordinator within three (3) days of the delivery of the written finding of the Title IX Coordinator. Any party may appeal the findings and/or sanctions only under the grounds described, below.

Any party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).
- To consider new evidence, unknown or unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.

Appeals will be reviewed by the Provost. The original finding and sanction/responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a decision is final. The party requesting appeal must show that the grounds for an appeal request have been met,
and the other party or parties may show the grounds have not been met or that additional grounds are met. The original finding and sanction are presumed to have been decided reasonably and appropriately. When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party(ies), who may file a response within three (3) days and/or bring their own appeal on separate grounds. If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within three (3) days. These response or appeal requests will be shared with each party.

If the Provost finds that at least one of the grounds is met by at least one party, additional principles governing the hearing of appeals will include the following:

- Decisions on appeal are to be deferential to the original decision, making changes to the finding only where there is clear error and to the sanction/responsive action only if there is a compelling justification to do so.
- Appeals are not intended to be full re-hearings (de novo) of the allegation. In most cases, appeals are confined to a review of the written documentation or record of the investigation, and pertinent documentation regarding the grounds for appeal. An appeal is not an opportunity for appeals panelists to substitute their judgment for that of the original investigator(s) merely because they disagree with its finding and/or sanctions.
- Appeals granted based on new evidence should normally be remanded to the Investigator(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator.
- Sanctions imposed are implemented immediately unless the Title IX Coordinator or designee stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
  - For students: Graduation, study abroad, internships/externships, etc. do NOT in and of themselves constitute exigent circumstances and students may not be able to participate in those activities during their appeal.
- The Title IX Coordinator will confer with the Provost, incorporate the results of any remanded grounds, and render a written decision on the appeal to all parties within three (3) days of the resolution of the appeal or remand.
- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand.
- All parties will be informed in writing within three (3) days of the outcome of the appeal, without significant time delay between notifications and in accordance with the standards for notice of outcome as defined above.
- In rare cases where a procedural or substantive error cannot be cured by the original investigator(s), the Provost may recommend a new investigation, including a new Investigator. The results of a remand cannot be appealed. The results of a new investigation can be appealed, once, on any of the three applicable grounds for appeals.
- In cases where the appeal results in reinstatement to Bay Path University or resumption of privileges, all reasonable attempts will be made to restore the Responding Party to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

8. Long-Term Remedies/Actions
Following the conclusion of the investigation and in addition to any sanctions implemented, the Title IX Coordinator may utilize long-term remedies or actions to stop the harassment or discrimination, remedy its effects and prevent their reoccurrence. These remedies/actions may include, but are not limited to:
• Referral to counseling and health services
• Education to the community
• Permanently altering the housing situation of an the Responding Party (resident student) or the Reporting Party (resident student), if desired
• Providing campus escorts
• Climate surveys
• Policy modification
• Providing transportation accommodations
• Implementing long-term contact limitations between the parties
• Offering adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, long-term remedies may also be provided even when the Responding Party is found not responsible.

The institution will maintain as confidential any long-term remedies/actions or protective measures, provided confidentiality does not impair the institution’s ability to provide the actions or protective measures.

All responding parties are expected to comply with conduct sanctions, responsive actions and corrective actions within the timeframe specified by the Title IX Coordinator. Failure to abide by these conduct sanctions, responsive actions and corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/responsive/corrective actions and/or suspension, expulsion and/or termination from Bay Path University and may be noted on a student’s official transcript. A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.
Student Verification Form

I understand that it is my responsibility to read and understand all the information contained in the University’s Nursing Handbook along with The American Women’s College Catalog.

These handbooks will be reviewed annually and re-published on the MyBayPath portal for easy access.

Print Name: ___________________________________________________________________________

Signature: ___________________________________________________________________________

Date: ___________________________________________________________________________

In order to continue in the Nursing Program, you must sign and return this form to Marge Bessette, Director of Nursing at Bay Path University, at mbessette@baypath.edu.

DISCLAIMER:
All material in this handbook is presented in a good faith effort to inform current and prospective students and to comply with all state and federal laws. In order to respond to changes necessitated by external organizations and sound educational practices, the University may change course offerings, programs, and policies without prior notice.