



**MOUNT
ROYAL
UNIVERSITY**

2026 - 2027

Bachelor of Nursing Student Handbook

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Welcome

Welcome to the Mount Royal University Bachelor of Nursing (BN) program! This is an exciting and innovative nursing degree program, and we are delighted that you have selected to attend Mount Royal as your place of study. We hope that you have an outstanding, rewarding and dynamic learning experience. Please familiarize yourself with the information contained within this Handbook as you begin the program and throughout the coming years; please also refer to the [2026-2027 Academic Calendar](#), [Student Community Standards](#) and [Code of Student Academic Integrity Policy](#) for valuable information.

Mission Statement

As both a discipline and profession, we prepare nurses for entry-level RN practice through decolonial evidence-informed teaching and learning and a transformative curriculum that upholds equity, relationality, and healthy striving in nursing care that is responsive to health priorities.





Program Description

The Mount Royal Bachelor of Nursing program provides a unique and strong practice foundation in health promotion and primary health care from person, health and environmental perspectives. Students have extensive nursing practice experience in a variety of community and hospital settings, and in the final nursing practice course, have the opportunity to gain enhanced knowledge and practice in a focused area of nursing.

The program offers a broad range of courses and options that support students in the pursuit of their nursing career goals and help them develop a professional identity and commitment to nursing as a profession. The clinical expertise of faculty is an essential element, fostering student confidence and competence in professional nursing. The faculty supports and enhances student learning and models professional ethics, commitment and lifelong learning, which are fundamental to professional competence. Accessibility, class and clinical group sizes, faculty with a focus on excellence in teaching, student-centred learning, a commitment to liberal education and a variety of course delivery strategies are unique features of the baccalaureate nursing program at Mount Royal.

Program Benchmarks

Year 1	Year 2	Year 3	Year 4 (Graduate Profile/ Program Outcomes)
1.1 Understand and assess the variety and diversity of individuals' holistic health in the context of the determinants of health, while considering the influence of family and community. 1.2 Incorporate an understanding of nursing identity, primary health care principles, professional and ethical practice, collaborative partnerships and the principles of relationality in effective relationships with individuals, peers and all members of the health care team. 1.3 Use a strengths-based approach to care for a variety of individuals within the context of the determinants of health and healthcare delivery systems. Develop an appreciation for the diversity of family, community, health, and professional resources to support and promote health and health equity.	2.1 Understand and assess the variety and diversity of individuals, families, and population groups' patterns of holistic health, using the social and structural determinants of health as a framework. 2.2 Integrate nursing identity, primary health care principles, with my BG and demonstrate professional and ethical practice, collaborative partnerships and the principles of relationality with individuals, families, communities, and population groups, with a beginning emphasis on advocacy and capacity building. 2.3 Use a strengths-based approach to care for a variety of individuals, families and population groups within the context of the social and structural determinants of health and healthcare delivery systems. Apply appropriate health promotion approaches and resources.	3.1 Integrate the variety and diversity of individuals, families, communities, and population groups in care, considering the unique, holistic, and diverse dimensions within the context of the social and structural determinants of health. 3.2 Demonstrate nursing identity, primary health care principles, professional and ethical nursing practice, collaborative partnerships with individuals, families, communities and population groups, focusing on the principles of relationality with a continued emphasis on advocacy and capacity building. 3.3 Use a strengths-based approach to care for diverse individuals, families, communities and population groups within the context of the social and structural determinants of health and healthcare delivery systems. Analyze and evaluate health promotion, primary health care and population health strategies, with an understanding of family and community.	4.1 Have as a central focus of care the unique, holistic and diverse dimensions of the variety and diversity of persons (individual, family, population, and community) within the context of the social and structural determinants of health. 4.2 Demonstrate a full scope of professional and ethical nursing identity and primary health care principles, collaborative, reciprocal partnerships with individuals, families, communities and population groups, focusing on the principles of relationality with a continued emphasis on advocacy, and capacity building. 4.3 Use a strengths-based approach to care for diverse individuals, families, communities and population groups within the context of the social and structural determinants of health and healthcare delivery systems. Evaluate and propose alternative health promotion, primary healthcare and population health strategies.

1.4 Provide safe, basic care, integrating theoretical knowledge and nursing practice skills to individuals attending to growth and development within complex healthcare systems and simulated settings. 1.5 Demonstrate beginning understandings of nursing science and knowledge using practices of clinical judgment, information literacy, relational inquiry and reflection as they apply to professional practice. 1.6 Understand the health status of Calgarians, Albertans, and Canadians, being sensitive to systems and governance influencing individual, community, and planetary (Health and Society) and global health (Relationality).	2.4 Provide safe, effective, ethical, evidence-based nursing care, integrating theoretical knowledge and nursing practice skills to individuals, families, and population groups using the principles of growth and development within complex healthcare systems and simulated settings. 2.5 Apply and analyze nursing science and knowledge, using clinical judgment, research literacy and critique, relational inquiry and reflection in collaboration with individuals, families and population groups. 2.6 Interpret knowledge of systems and governance influencing the health of individuals, families, population groups, and the planet (planetary health), from a local and national perspective, while considering recommendations for nursing practice.	3.4 Practice evidence-based, ethical, safe and effective nursing care, integrating theoretical and practical knowledge, with individuals, families, communities and population groups using the principles of growth and development within complex healthcare systems and simulated settings. 3.5 Analyze and evaluate nursing science and knowledge, clinical judgment, research literacy and critique, autonomy, relational inquiry and reflection in collaboration with individuals, families, communities and population groups and inter-professional colleagues. 3.6 Analyze the systems and governance influencing the health of individuals, families, communities, population groups, and the planet (planetary health) from a local and national perspective to determine and guide nursing practice.	4.4 Exemplify evidence-based, ethical, safe and effective nursing care using the principles of growth and development in a variety of professional practice settings within complex healthcare systems and simulated settings. 4.5 Evaluate and propose alternate solutions in nursing science and knowledge using clinical judgment, research literacy and critique, autonomy, relational inquiry and reflection in collaborative practice with individuals, families, communities and population groups and inter-professional colleagues. 4.6 Critically appraise and respond to systems and governance influencing and impacting population health—(local, national, and international levels), professional nursing practice, and the planet (planetary health).
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Entry Level Competencies for the Practice of Registered Nurses

Entry-Level Competencies for the Practice of Registered Nurses

Pre-Practice Requirements (PPRs)

BN students are given access to this site once they attend a mandatory new student advising session. This site includes detailed PPR information and PPR checklists by Year for Years 1, 2, 3 and 4.

All other due dates for PPRs for **Year 1 students are November 15.**

Annual PPRs for **years 2, 3 and 4 are due August 15** (Please always refer to the BN PPRs on the D2L website for the most up-to-date information.) For all Pre-Practice Requirement inquiries, please email: nursingPPRS@mtroyal.ca.

Year 1 students - PPRs are due by November 15. All other students - PPRs are due by August 15.

Please refer to your D2L BN PPR site for the most current information on PPRs. Refer to the yearly checklists on the D2L site, which list all PPRs and the dates they are due. **For all information regarding the PPR, please visit the D2L PPR page on the D2L website.**

Please ensure that all original digital documents are securely stored in a dedicated folder on your computer. At the beginning of the program, students must submit the following documentation to Synergy Gateway. The only way to verify PPRs is by scheduling an ERV appointment with Synergy Gateway. Students must adhere to this process; failure to do so will prevent them from attending their clinical practice.

Immunizations

For permission to enter an observation or practice setting, you are strongly encouraged to have all your immunizations up-to-date as per the institutional policies of our clinical practice partner sites. You risk not being permitted to a nursing practice experience should your immunization status not be up to date. Full-dose COVID-19 vaccinations and seasonal influenza vaccinations (flu shot) are highly recommended for BN students. In an outbreak situation, or as per the Agency policy, you may not be able to go into the practice setting without providing documentation of an annual influenza vaccination – this is at the discretion of the Agency. If the clinical practice Agency does require this proof of immunization(s), and you are not able to provide it, the School of Nursing and Midwifery may not be able to provide you with another clinical practice setting, and you may need to withdraw from that particular course, causing a delay to your program.

Basic Life Support (BLS) Certification

You must submit annual proof of current certification of Basic Life Support (BLS - Provider). Only hands-on, on-site BLS courses are acceptable. Students will not receive Pre-Practice Requirement credit for online BLS courses. To ensure the BLS certificate is valid at all times, students are required to recertify every year before the current one-year expiry. Heart & Stroke is the only accepted provider within AHS practice settings. This certification is due by August 15 each year and cannot expire within the semester. This PPR must be completed annually between June 15th and August 14th, and must be verified by Synergy Gateway via an ERV appointment. Interim or temporary cards are unacceptable.

Police Information Check - Year 1 students

The Provincial Protection for Persons in Care legislation requires that new employees and volunteers in publicly and privately funded agencies, including hospitals, seniors' centers, group homes and continuing care facilities, are subject to a Police Information Check (PIC), which needs to include a Vulnerable Sector Check (VSC) or Vulnerable Sector Search (VSS), depending on the police service (CPS or RCMP). Please see the information in your Admissions package for a letter from the Chair in order to receive a discounted rate. Your PIC with VSC must be uploaded to the Synergy PPRs platform and is stored there electronically.

This is a one-time requirement unless your criminal history changes, in which case you must immediately inform the Chair. You are responsible for all costs related to the PIC. If you are concerned about the presence of a criminal record, please contact the Chair of the School of Nursing and Midwifery to discuss what this might mean to your continued participation in the nursing program. If you lose or misplace your PIC, immediately order a new one.

Denial of a clinical placement because of a PIC will result in an inability to meet course requirements, and you will be required to withdraw from the program. Refer to the statement regarding PIC and Other Background Checks in the Calendar.

For students under the age of 18

If you are under the age of 18 and will not turn 18 until on or after the due date of November 15, please complete the attached Police Vulnerable Sector Police Check Waiver form (PVSC). Submit this completed PVSC form along with all other Year 1 PPRs and book an ERV appointment (ERV appointment due date is Nov. 15). Once you turn 18, you will have 6 to 8 weeks to complete and submit a PIC VSS.

*If your 18th birthday occurs on October 30 or later, please send an email to nursingpprs@mtroyal.ca to request a new PIC VSS letter (for a discounted price). Kindly ensure that you include your full name and student ID in the correspondence.

N95 Mask Fit

Proof of a professional 3M N95 mask fitting must be provided. You must be fit for one of the models that Alberta Health Services (AHS) carries. You can find a current list on your BN PPR D2L site.

This mask fitting is valid for two years. Prior to the expiry of the two-year date, you will need a refit. The mask fit card must be valid from two weeks prior to a clinical course start date and remain valid to the end date of the course. You are responsible for all costs related to the Mask Fitting.

N95 Mask Fit Test – Valid for two years. Accepted models:

- 3M N95 1860
- 3M N95 1860s
- 3M N95 1870+
- KC46727
- KC46827

AHS and the BN Program will not accept any other models other than the ones specified above. Further details can be found in D2L BN PPRs Detailed Information.

It's Your Move

Online: Proof of current certification for the online version of It's Your Move (IYM) is recommended to be provided on an annual basis, by August 15. This PPR must be completed annually between June 15th and August 14th. Under the link title for IYM, please scroll to this IYM course: It's Your Move! Annual Overview. Link to training site: Ergonomics Training | Alberta Health Services

Student Confidentiality Consent Form (YEAR 1) previously 'Freedom of Information and Protection of Privacy (FOIP) Form

Because of the unique nurse/patient relationship, nurses and nursing students are in a privileged position to access information concerning clients or patients. Nurses and nursing students have a professional, moral and legal obligation to maintain confidentiality. You are required to sign a Responsibility of Students in Relation to Nursing Practice Experience form, which is available in the mandatory new student group advising sessions. This consent form can be found on the BN PPR D2L site. It is due by November 15.

AHS Respectful Workplace and Prevention of Harassment and Violence Training Course - Year 1 students

AHS offers harassment and violence training for all workers, including employees, medical and midwifery staff, students and volunteers. Learn how to appropriately respond to an incident of harassment or violence by taking the training that is appropriate to your role.

Required Organizational Learning: Respectful Workplaces & Prevention of Harassment & Violence Policy Course

Calgary Board of Education Consent Form - Year 1 students

All students are required to sign this consent at the onset of the program. This form can also be found on the BN PPR D2L site. It is due by November 15.

Nursing Practice Photo Identification and OneCard - Year 1 students

A Nursing Practice photo identification card is provided to all first-year students. This ID card is part of the Nursing program dress code and must be displayed at all times in the practice setting nursing and simulation labs. With confirmation of enrolment in the program, you can request and then pick up your ID card, along with your OneCard, at the Mount Royal Cougars Campus Store. At this time, you will sign an agreement indicating an understanding of the responsibility associated with the ID card and the OneCard. You are responsible for the replacement of a lost or stolen OneCard or ID card at a set fee. You need to renew your card every year.

Alberta Health Services ID/Access Card

You will be required to obtain an Alberta Health Services (AHS) access card. Your clinical instructor will help you at the beginning of N1214. This card will enable access to locked units, medication rooms and parking.

Mount Royal BN Uniform

Mount Royal BN Uniform: Mount Royal Bachelor of Nursing students and faculty have a standard uniform to enhance identification and professional image. The uniform colour is navy blue to reflect the University colour and logo.

See relevant SoNM Policy.

Clinical Uniform: You can only purchase the current version of the navy-blue scrub top with the Mount Royal Nursing program logo from the Mount Royal Cougars Campus Store. Also required are plain black scrub pants (without elastic at the ankle), which may be purchased at the Mount Royal Cougars Campus Store or elsewhere. White or black duty shoes with standard (1inch or 25 millimetre) Heels are acceptable with a nursing uniform. White or black athletic shoes, without coloured trim or with pale coloured trim, are also acceptable. Only wear this uniform in the clinical learning environment, not at the University or in public locations, to and from work.

Lab Uniform (HSLC policy): a plain white scrub top and black scrub pants.

(Professional Appearance Policy)

Additional Program Requirements

HSPnet (Health Sciences Placement Network) Consent Form - Year 1 students

HSPnet is an electronic system for improving the coordination of clinical placements. You are required to sign a consent form for Use and Disclosure of Personal Information using this fillable [PDF](#). The HSPnet form can be completed from the D2L BN PPRs site. **Due November 15.**

AHS Information Privacy & IT Security Awareness Course - Year 1 students

All students entering Alberta Health Services (AHS) for observation or nursing practice placements must first watch the Information & Privacy and IT Security & Awareness video, followed by the eLearning module to receive their AHS Confidentiality and User Agreement to sign.

Students can access this module on the BN PPR D2L site. It takes approximately 45 minutes to an hour to complete the training. **Due November 15.**

Connect Care

All students must remain available for mandatory Connect Care training scheduled by AHS prior to all clinical courses. This is a pre-practice requirement that needs to occur prior to your clinical placement. Training is often booked for the week between third year block courses.

All students are responsible for regularly checking their **AHS MyLearning link** for their assigned training dates. Failing to attend **will risk progression** in the program.

Students must be available in late August and early January, before clinical and ahead of course start dates, to complete their Connect Care training as assigned. Connect Care training is assigned, and students have no ability to reschedule it. Failure to attend the assigned Connect Care training time could result in missed clinical time and ultimate failure of a clinical course.

Randomization Process for Clinical Placement

BN students registering for clinical courses will be randomly assigned to an available course section, except if you are registering for 5114 or sections that are offered outside of Calgary city limits. Students are responsible for arranging their own transportation to and from clinical practice sites. This includes travel that might be necessary during clinical shifts within the City of Calgary. All costs related to travel and accommodation within a student's clinical practice experiences, whether inside or outside of Calgary, are their own responsibility. Students who may believe they may be disadvantaged by randomized allocation based on [*Protected Areas and Grounds Under the Alberta Human Rights Act*](#) may apply for an accommodation and an exception to randomization.

[Follow this link](#) for information on how to register with Access and Inclusion Services and apply for an exception. You will need to be logged into your MRU email to access this link.

1. Read the instructions carefully.
2. Complete the request form,
3. Click the link to complete the "Public Request," which is the first step in registering with Access and Inclusion Services.

Academic Advising

For comprehensive academic advising information regarding the Bachelor of Nursing (BN) program, please visit our Distance Advising Website. This resource provides essential guidance and support for navigating your studies, understanding program requirements, and accessing additional resources tailored to your educational journey.

[Distance Advising Website](#)

[MRU Bachelor of Nursing Advising Website](#)

Professional Practice Experience

An integral part of nursing education is the nursing practice experience. This occurs in a variety of hospital and community settings with a variety of instructors and student colleagues. This will ensure that you have broad and diverse encounters, which will set you up for success. Practice placements are determined by the course objectives, student learning needs and resources that support learning.

Scheduling and Hours

These experiences happen at various times of day according to the type of practicum. Nurses in institutional settings, such as hospitals and long-term care facilities, typically work shifts (e.g., 0645-1445, 1445-2245, 2300-0700 only for N5114); nurses in clinic and community settings also work varied hours, including day and evening shifts. In order to provide optimum student experiences, nursing practice experiences are scheduled at the times when nurses are working. As this is very difficult to capture in a timetable, 0700 is usually entered to indicate a clinical day.

Before a clinical shift, you may need to attend a pre-conference with your instructor, which can begin up to 45 minutes before your scheduled start. Your schedule will be shared at the start of term, and we will strive to give you as much advance notice as possible.

Locations and Transportation

Practice settings may occur in urban or rural areas. You are responsible for your own transportation to your practice agencies and any related costs such as parking, lodging or meals. You will need access to a car for some of the Community and Rural practice experiences outside of Calgary City limits.

Expectations and Responsibilities

Participation in practice, tutorial and laboratory sessions is mandatory.

You must only provide care where you have the necessary knowledge, skill and judgment to perform safely, effectively and ethically. You may be prohibited from attending or completing a practice experience if there is evidence to suggest that your physical and/or psychological health may be detrimental to patients or patient care.

If you have any potential conflicts of interest with your assigned clinical placement, notify the course coordinator promptly. These include situations such as:

- Previous clinical experience in the same setting
- Currently employed or are a regular volunteer with the placement agency.
- Having family members employed by the agency who will work directly with you

Discussing these cases with your clinical coordinator will help address any impact on your learning experience.

Final Grade Appeal

There are three levels to a final grade appeal. The first two levels will be adjudicated on the academic merit of a student's work. The third level of the appeal process is based solely on the process by which the academic appeal decision was reached.

Students are advised to discuss their concern with their instructor first (Level 1). If that is not feasible for whatever reason, students are to discuss their concerns with the Chair. If a student is not satisfied with the decision at Level 1, they can initiate the formal process at Level 2 - [Final Grade Review \(this form\)](#).

If a student is not satisfied with the decision at Level 2, they can initiate the Final Grade Appeal process by completing the Final Grade Appeal form. A Level 3 appeal is based on the preceding processes and not on the academic merit of a student's work. A Level 3 decision is final.

Student exam accommodations

Students must inform instructors in advance of any needed accommodations, and exams should be scheduled at mutually agreeable times. Students should not miss any classes, clinical time, or coursework for accommodated exams, make-up labs, or missed assignments.

Children (Minors) in the Learning Environments

For safety reasons, to prevent exposure to instructional content that may be unsuitable for children, and to avoid disruptions to the learning environment, children are not permitted to accompany students into any Program learning spaces. Any requests for accommodation must be submitted in advance to the course instructor and may involve consultation with the Chair, the Director, or relevant Mount Royal human rights or accommodation advisors.

HSLC Code of Conduct

HSLC Code of Conduct

The Health Simulation Learning Centre (HSLC) provides a safe, simulated learning environment designed to promote a rich and meaningful learning experience. Through its appropriate use, learners are prepared with the necessary knowledge, skills and attributes for professional health care practice.

All users are expected to uphold professional standards, including appropriate attire, thorough preparation and punctuality for classes. Treat the simulated setting as you would a real patient care environment, showing respect for simulated patients, fellow learners, and the space itself. Please report any concerns promptly to HSLC staff for immediate attention. Demonstrate professional behaviours, including attire, preparation and punctuality for classes. To ensure a successful experience, adherence by all users to the following requirements is expected. Not adhering to requirements may result in the denial of use of the HSLC, and/or the institution of academic or non-academic misconduct as stated within the Mount Royal University Calendar and the Office of Student Conduct. Adherence to these requirements by instructors is consistent with Nursing Educator Expectations.

Prior to Use:

Be oriented to the simulated patient care environment, equipment and capabilities of the simulated patients. Obtain written authorization for all audio and/or video recordings, including those related to student projects. Review the course-specific content contained within the course outline.

Professional Appearance and Dress Code Guidelines for Nursing Practice

Professional Appearance Policy

The aim of the Professional Appearance and Dress Code Guidelines document is to:

- Protect students from potentially unsafe or high-risk situations;
- Protect patients from harm;
- Promote mobility and comfort;
- Ensure standards of infection control are met.
- Ensure student nurses are clearly identified.
- Project a professional image to clients, their families, MRU's collaborative partners, and other healthcare providers; and
- Comply with the policies of the clinical agency.

The Guidelines identify the minimum acceptable standard. In some instances, more stringent agency policies may supersede these standards. The clinical instructor may give specific instructions based on the clinical context. For dress in the lab, students should refer to the Code of Conduct in the [Simulation Learning Centre](#).

Students who do not adhere to these guidelines may be required to leave the practice setting. Students are responsible for notifying the clinical course coordinator, prior to the start of the clinical course, of any accommodations that may be required on the basis of religious practices or physical well-being (Alberta Human Rights Commission, 2012).

Social Media and Electronic Communication in Experiential Learning Experiences

Social Media and Electronic Communication in Experiential Learning Experiences

Guidelines for Responsible Use of AI in Course Outlines and Assessments

Guidelines for Responsible Use of AI in Course Outlines and Assessments

Communicating Student – Patient/Client Assignments Policy

[Communicating Student - Patient/Client Assignments Policy](#)

Appeal Process of Requirement to Withdraw from Program

Please refer to the [academic calendar](#) regarding the RTWP process

[Required to withdraw, and the appeal process](#)

[Appeal process for the requirement to withdraw from the program](#)

Fitness to Practice Procedure

Being fit for practice means

- Having and maintaining the requisite skills and abilities for becoming a Registered Nurse in Alberta across seven categories: cognitive, behavioural, communication, interpersonal, physical, sensory-perceptual, and environmental;
- Not having a cognitive, mental/emotional, or physical condition that impairs your ability to meet the requisite skills and abilities; and
- Not experiencing any effects from prescribed medications or recreational drugs and intoxicants that impair your capacity to meet the requisite skills and abilities.

Please Read “[Requisite Skills and Abilities](#) for Becoming a Registered Nurse in Alberta.”

Being a Responsible and Contributing Member of the Mount Royal University Community

Like becoming a member of any community, becoming a member of the Mount Royal University community comes with both rights and responsibilities. I highly encourage you to familiarize yourself with the policies, procedures, and codes most frequently of significance to students. I suggest starting with these:

Read (if applicable): [If you experience barriers to your education based on a protected ground and are planning to attend Mount Royal University, get connected with Access and Inclusion Services.](#)

Process for Applying for and Evaluating Requests for Extension to Seven-Year Program Limit

Academic Advisors:

- They are responsible for monitoring the length of time in the program.
- Will identify students who are at risk of going past seven years in the program.
- Will send a formal e-mail and letter to the student indicating their risk of moving beyond the seven-year limit in the program.
- Will collect the following data:
 - When the student entered the program
 - Course summary with marks achieved in each course

The student will:

- Write a letter to the Director/Chair of the School of Nursing and Midwifery, requesting an extension of his/her program of studies beyond the seven-year limit.

The Chair will:

- Interview the student to determine the reasons for slow progress
- Determine what the student has done (differently) to ensure progress in the program

The Chair's decision will be communicated to the student within five business days via an email to the student's Mount Royal University account, followed by a formal letter.

- An extension in the program of no more than one additional year may be considered.
- A copy of the letter will be forwarded to the Registrar's Office and placed in the student's file.

Points to consider in rendering the decision:

- Rationale for delay in program (e.g., family and/or personal health concerns, academic success, extenuating circumstances);
- The resources the student has used to mitigate the effects of the causes of delay in the program.
- The student's plan is to move ahead and continue to be successful in the program.
- How long would it take the student to finish the program (e.g., one or four semesters), and
- Program capacity.