Important Notices

Notice of Equal Opportunity

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran’s status or any other protected characteristic. The consideration of factors unrelated to a person’s ability, qualifications and performance is inconsistent with this policy. Any person having inquiries or complaints concerning Thomas Jefferson University’s compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean or Human Resources – Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution’s efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University’s compliance with the equal opportunity laws.

Required Background Check

All nursing students who are offered admission to Jefferson are required to pass a criminal background check and child abuse clearance, be fingerprinted and undergo a drug test. The Office of Admissions will provide you with the appropriate information to complete this requirement.

Clinical rotation and fieldwork sites that require a criminal background check, child abuse clearance and/or fingerprinting may deny a student’s participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, including but not limited to, failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program.

Regardless of whether or not a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Thomas Jefferson University reserves the right to amend any regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between the School and the students or its employees.
THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF NURSING

This student handbook is the property of:

Student Name:

Student Email Address:

Program/Option:

Faculty Advisor:

Advisor Email Address:

Advisor Telephone Number:

The Jefferson School of Nursing reserves the right to amend any regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. Amendments to the Jefferson School of Nursing Student Handbook will be available in the online version of this document.
# THOMAS JEFFERSON UNIVERSITY
## JEFFERSON SCHOOL OF NURSING

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THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF NURSING

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK
All Students

My signature below acknowledges receipt of the Thomas Jefferson University (TJU), Jefferson School of Nursing (JSN) Student Handbook. I understand that I am responsible for reading and abiding by the materials contained within the JSN Student Handbook and the Jefferson School of Nursing Catalog, both of which contain important information needed during my student experiences here.

_________________________________________  _______________________
Signature                                      Date

Printed Name: ______________________________________________________
THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF NURSING

ACADEMIC RESPONSIBILITY CONTRACT

This contract is designed to promote a positive educational environment that facilitates learning.

Students have a right to expect:
• A complete syllabus on the first day of class with clearly stated course objectives, a topic schedule for the semester, a fair grading policy, and a well-defined attendance policy.
• That classes start and end on time.
• The opportunity to make an appointment to discuss the course content outside of class with the professor.
• The return of examinations and assignments in approximately two weeks.
• The opportunity to review examinations with the faculty.

The faculty/assigned clinical patient has the right to expect that students will:
• Arrive on time prepared for class/clinical and stay for the entire class/clinical or until assignments are completed.
• Inform the professor of any extenuating circumstances affecting attendance.
• Be actively involved in creating a successful course/clinical experience.
• Ask for clarification or assistance when needed.
• Turn in assignments on time.
• Observe codes of academic honesty in the completion of all course work.
• At all times observe the code of conduct as outlined in the JSN Student Handbook.
• Share any concerns about the class in a timely fashion.
• Conduct themselves in a professional manner.

Human Rights and Responsibilities:

• I will listen to others respectfully and not speak while others are speaking.
• When I disagree with someone, I will critique his or her ideas in a respectful and constructive manner.
• I will try to understand other people’s behavior and perspectives rather than simply criticizing them.
• I will respect other people’s desire to learn and not interfere with the learning process.
• I will make ensure that my cell phone and other electronic devices do not interfere with the classroom, clinical or testing processes.

________________________________________  _______________________________________
Student                                                                                   Faculty Member
________________________________________  _______________________________________
Date                                                                                       Date
ACKNOWLEDGEMENT OF RECEIPT OF NURSING ACADEMIC INTEGRITY POLICY AND EXAMINATION POLICY

Name (print):

My signature below acknowledges receipt of the Thomas Jefferson University and Jefferson School of Nursing Academic Integrity Policy and Examination Policies. I understand that I am responsible for reading and abiding by the policies. I understand that failure to abide by the Academic Integrity Policy and Examination Policies can result in academic sanctions or adjudication by the Judicial Board.

____________________________________
Signature:
INTRODUCTION TO
THE JEFFERSON SCHOOL OF NURSING

JEFFERSON SCHOOL OF NURSING LEADERSHIP

Beth Ann Swan, PhD, CRNP, FAAN
Dean

June A. Horowitz, PhD, RN
Associate Dean, Research

Ann G. Phalen, PhD, APRN, NNP-BC
Associate Dean, Undergraduate Programs

Ksenia Zukowsky, PhD, APRN, NNP-BC
Associate Dean, Graduate Programs
MESSAGE TO INCOMING STUDENTS 
FROM THE 
DEAN, JEFFERSON SCHOOL OF NURSING

On behalf of the faculty and staff in the Jefferson School of Nursing, I would like to welcome you to Thomas Jefferson University, Jefferson School of Nursing. You have made an excellent decision in choosing Jefferson as the University where you will pursue or advance your nursing education.

Your success in the Jefferson School of Nursing is the number one priority for the entire faculty. The faculty and I stand ready to offer you all the support and guidance you may need in order to complete the nursing program you are entering. I urge you to keep in close contact with the faculty and with me. As you progress through the program, let us know what we have done that has been helpful for you and what we might have done differently in order to meet your needs.

Your Student Handbook has been designed by the faculty to assist you in navigating the road to success in the Jefferson School of Nursing. Keep it handy as a guide and resource. Again, congratulations and best wishes for a successful nursing education experience here at Thomas Jefferson University.

Beth Ann Swan, PhD, CRNP, FAAN
Dean and Professor

MESSAGE TO INCOMING STUDENTS 
FROM THE 
ASSOCIATE DEANS, JEFFERSON SCHOOL OF NURSING

Welcome to the Jefferson School of Nursing and Thomas Jefferson University. In electing to attend Thomas Jefferson University you will pursue or advance your nursing education at one of the outstanding nursing education, research, and practice centers in the nation. Jefferson has educated nurses for over 120 years.

On behalf of the faculty, we wish to convey our philosophy that we are here to assist you to identify and attain your professional goals. It is important that you get to know the faculty, especially your advisor, and keep in close contact with them during your studies in the Jefferson School of Nursing. Congratulations on your acceptance to Jefferson and best wishes during your course of studies.

June A. Horowitz, PhD, RN
Associate Dean, Research

Ann G. Phalen, PhD, APRN, NNP-BC
Associate Dean, Undergraduate Program

Ksenia Zukowsky, PhD, APRN, NNP-BC
Associate Dean, Graduate Program
## THOMAS JEFFERSON UNIVERSITY
### JEFFERSON SCHOOL OF NURSING

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3-7562 817, 901 Walnut

Ms. Laura Roettger, Instructor
3-8832 821, 901 Walnut

Ms. Michele Savin, Instructor
3-8103 861, Edison

Ms. Rachel G. Scherzer, Instructor
5-4209 743, Edison

Dr. Kathryn M. Shaffer, Instructor
Director, Clinical Education and Faculty Development
3-5809 820, 901 Walnut

Ms. Lyn Sobolewski, Director, Special Projects
3-5343 802, 901 Walnut

Dr. Elizabeth Speakman, Associate Professor
3-7551 822, 901 Walnut

Dr. Beth Ann Swan, Professor and Dean
3-8057 804, 901 Walnut

Ms. Amy E. Szajna, Instructor
3-8318 841, Edison

Dr. Julia M. Ward, Associate Professor
5-5263 839, Edison

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MISSION OF THE JEFFERSON SCHOOL OF NURSING

As an integral component of Thomas Jefferson University (TJU), the Jefferson School of Nursing (JSN) shares the institutional mission and vision of the University. The faculty of the Jefferson School of Nursing is committed to the vision to be among the premier educators of nurses in the nation, to be a leading innovator in the provision of quality health care and to be a contributor to healthcare and educational research.

The mission of the Jefferson School of Nursing is to educate qualified, diverse individuals at the baccalaureate, master and doctoral levels for nursing practice. The faculty is dedicated to educating professional nurses who will form and lead the integrated healthcare delivery and research teams of tomorrow; to discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside and into the community; and to setting the standard for quality, compassionate and efficient education and patient care for our community and for the nation.

The mission is carried out in an atmosphere of teaching excellence, scholarship and community service. The School’s mission is supported through collaboration with the Jefferson Graduate School of Biomedical Sciences, Jefferson School of Health Professions, the Jefferson School of Pharmacy, the Jefferson School of Population Health, Sidney Kimmel Medical College, Thomas Jefferson University Hospital, the Jefferson Health System partners and other regional and state affiliates.

PHILOSOPHY

Nursing has consistently utilized a metaparadigm consisting of four major components. The four components are: Person, Environment, Health and Nursing. All components are directly connected by constant interaction. This constant interaction is of supreme importance to nursing. Thomas Jefferson University, Jefferson School of Nursing utilizes an eclectic framework based upon the four major components of nursing. Descriptions of each of the components followed by an overview of the framework are as follows:

Person
The person, although a unique whole, is comprised of five domains: physiologic, psychological, cultural, social and spiritual. The person, of concern to nursing is the individual, the family, and the community.

The physiologic domain is a complex balance of biological, biochemical, electrical and mechanical processes, which maintain life. Cells, organs, and body systems, their structure and function, form the physiologic domain.

The psychological domain consists of biochemical and electrical brain activity and the transformation of these into perception, cognition, thought, memory, mood, emotion, personality, creativity, and insight. The study of psychology, growth and development and sociology all contribute to knowledge of this domain.

The cultural domain is comprised of those beliefs, norms, values and practices which are characteristic of an ethnic, racial, religious or national group.

The social domain includes all those networks, ties and relationships that impinge on the performance of roles relative to one’s position in the society. Knowledge and understanding regarding the social domain are obtained through the study of the social sciences and humanities.

The spiritual domain encompasses the activity of pursuing or experiencing meaning in life. Spirituality is expressed and understood through the ceremonies, rites, rituals, formal writing, art, music, dance and other creative modes of individuals and cultures.
Environment
The environment consists of all those phenomena surrounding a given person. The environment is comprised of four dimensions: physical, economic, social, and political.

The physical dimension of the environment consists of the natural and man-made components of the surroundings. The natural component of the physical environment includes: terrain, vegetation, and bodies of water, wildlife, climate and atmosphere. The man-made component includes those structures, functions, and atmospheres generated by humans.

The economic dimension of the environment refers to the mechanisms of barter, trade, purchase and ownership established with the human system. Economic status impacts on the human system with regard to lifestyle, standard of living, and access to goods and services including health care.

The social dimension of the environment is found within the context of family, group and community. Some examples include: both traditional and non-traditional families, peers, religious organizations, and social groups. This dimension provides the human system with resources needed and contributes to the maximum potential of the individual.

The political dimension of the environment is that component of the environmental system which seeks to maintain, adjust or change the other dimensions of the system as needed. Political systems are responsible for laws, justice, rules and regulations, which address the welfare of the community.

Health
Health is a dynamic phenomenon comprised of two dimensions: state and process. Health can be enhanced and/or compromised by person and environmental conditions and interactions. The state of health is the “freeze frame” of a human at a given point in time.

The process of health involves continuous interaction between the person and the environment. The process of health is always present and always changing. Nursing interventions can affect the dimensions of the person system, the conditions of the environment and the interactional patterns between the two, thereby influencing the process of health.

Health is a continuum between Wellness and Illness. The person is constantly shifting along this continuum and nursing strives to maintain a direction towards wellness.

Nursing
The discipline of nursing encompasses both science and art. The science of nursing includes the assumptions, principles, concepts and propositions of nursing theories. Nursing science is strongly rooted in the physical sciences and technology. The art of nursing is best described as the nature of the context of the individual nurse’s interaction with person and environmental relationships.

Nursing practice influences person-environment interactions to restore, maintain, or promote health with the goal of maximizing human potential. Nurses must address the multiple dimensions of the person and environment simultaneously. Nurses collaborate with individuals, families, groups and communities. Nurses also collaborate with members of the health care team in order to provide the most effective interdisciplinary approaches to the patient’s problems.

Nursing process is a dynamic process that requires nursing knowledge and use of cognitive skills. Nursing process is directed at promoting, maintaining or restoring the health of the human. The activities that compromise the nursing process are closely related to the scientific process. These activities are: assessment, diagnosis, planning, interventions, and evaluation.
NURSING EDUCATION

Nursing is a profession with a defined field with authority for its work codified in laws such as nurse practice acts. The profession of nursing, like the person and the environment is constantly changing and evolving. Nursing Education empowers the student to practice professional nursing. Nursing education is a systematic, open and dynamic process which encompasses the acquisition of both the science and art of nursing. Both the Associate and Baccalaureate nursing education programs include components of: liberal education, professional values, core competencies, core knowledge, and role development (Adapted from the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, 2008). The components of graduate nursing education include: specialized education that incorporates and is consistent with core content essential for all graduate students, role related core for direct care providers, administrators, and community practitioners, and specialty content essential to specific areas of practice (Adapted from the AACN Essentials of Master’s Education in Nursing, 2011 and the Essentials of Doctoral Education for Advanced Nursing Practice, 2006).

The purpose of nursing education is to prepare graduates for nursing practice and to develop their skill and value for lifelong learning. Adequate preparation for professional nursing practice necessitates the development of students’ cognitive, affective, and psychomotor skill. Cognitive skill includes content knowledge and thinking and decision making skill. Affective skill development includes promoting in students the attributes and values necessary for the caring relationship. The development of psychomotor skill requires facility with technological and humanistic tools. Since nursing is a practice profession teaching strategies must include application to clinical practice. Application to practice occurs in the classroom, in the laboratory, and in the clinical environment.

The teaching-learning process is interactive and has inherent teacher and learner responsibilities. The teacher’s responsibility is to identify critical knowledge necessary for nursing practice, set learning priorities, and create strategies that facilitate students’ learning. Teaching strategies include those that actively involve students in the learning process. Inherent in the teacher’s responsibility is the need to create conditions that support open communication with students throughout the learning process. The learner’s responsibility is to complete assignments and actively participate in classroom and laboratory activities. Students bear the responsibility to communicate their learning needs to faculty throughout the learning process.

STATEMENT OF BELIEFS

Human Systems and Environmental Systems
The human system is a unique whole, more than and different from the sum of its dimensions. Among these are physiological, psychological, cultural, social and spiritual dimensions. The human system encompasses individual, family, group, and community. A human system has the capacity and right to participate in a process of constant evolution and growth. Toward that end, the human system makes meaningful choices based on a unique system of values and bears responsibility for those choices.

The environmental system is dynamic, and encompasses all that is other than any given human system. The environmental system includes physical, economic, social, and political dimensions.

Human systems engage in a process of continuous, mutual interaction with environmental systems. Both human and environmental systems evolve in ever changing patterns of complexity and organization.

Health
Health is both a state of being and an open process of becoming that reflects the interaction among multiple dimensions of human and environmental systems. The process involves promoting, maintaining, and restoring harmony among human and environmental dimensions, thereby maximizing the potential of the human system and human-environment interaction. Healthy human systems are characterized by
freedom from clinical signs and symptoms, ability to effectively perform roles and accomplish developmental tasks, appropriate interaction with their environment, and a feeling of general well-being and self-realization. Health can be enhanced or compromised by environmental conditions and interational patterns. Health is a right for all human systems.

**Nursing**
Nursing is an applied discipline which is both a science and an art. The science of nursing includes a developing body of concepts and theories specific to the discipline. It utilizes knowledge from the arts, sciences and humanities in concert with nursing knowledge to structure a theoretical base for the practice of nursing. The art of nursing refers to the way the nurse uses knowledge within the context of the caring, enabling relationship established between the nurse and human systems. The science and art of nursing are interrelated.

Nursing practice involves the application of nursing science and art and requires critical thinking and creative problem solving, accomplished through the use of the nursing process. The focus of nursing is the human system in interaction with the environment for the purpose of facilitating the process and state of health. Both actual and potential health states are of concern to nursing.

Nursing is a service profession that is an essential component of the health care delivery system. Nursing is responsive to societal health concerns and also participates in a proactive way to establish health priorities that benefit clients. Nurses function in collaboration with other health care providers in a variety of settings with diverse client populations to enable the promotion, maintenance and restoration of health. The entry-level associate degree nurse is prepared to serve as a generalist in the role of caregiver, advocate, collaborator and educator in a hospital or an in-patient setting. The baccalaureate nurse is a professional nurse generalist with the additional role preparation as leader, manager and consumer of research for employment in both inpatient and community settings.

Advanced practice nurses (APN’s) demonstrate in-depth theoretical knowledge and clinical expertise in the delivery of nursing care. Using new knowledge, APNs provide high quality health care, initiate change, and improve nursing practice. They utilize an advanced level of clinical judgment to promote, maintain, and restore wellness and to prevent illness in individuals, families, and client populations. The APN is involved in a multidisciplinary approach to health care. Clinical advocacy regarding ethical, legal, and health policy decision-making is practiced on an individual, organizational, community, state, and national level. Clinical practice is improved by identifying researchable problems and participating in scientific investigations.

**Education**
Education is a dynamic process, through which knowledge and decision-making abilities are acquired. The teaching-learning process is characterized by interaction between faculty and students, which occurs in an atmosphere of freedom, trust, mutual respect and shared responsibility. This process centers on the development of affective, cognitive and psychomotor abilities and enables and enriches all who participate in the process. A major outcome of such interaction is the affirmation and enhancement of the abilities, talents and creativity of each individual. Resultant changes in feeling, thought and behavior can be utilized for self-development, entry into a profession and service to others.

Nursing education is a systematic, open and dynamic process which encompasses the acquisition of both the science and art of nursing.

**PROGRAM PURPOSES**
The purposes of the academic programs are consistent with those of the Jefferson School of Nursing and Thomas Jefferson University. They also reflect the standards for nursing education established by the nursing profession.
The purposes of the Baccalaureate Program are consistent with those of the Jefferson School of Nursing and Thomas Jefferson University. They also reflect the standard for baccalaureate nursing education established by the nursing profession.

The purposes of the Baccalaureate Program are to:

1. develop entry level professional practitioners for present and emerging nursing roles;
2. stimulate individual potential for professional and personal growth; and
3. prepare students to enter graduate study in nursing.

The purposes of the Master of Science in Nursing Degree Program are consistent with those of the Jefferson School of Nursing, and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession.

The purposes of the Master’s program are to:

1. prepare advanced practice practitioners who anticipate and respond to changing societal, healthcare and professional needs;
2. develop practitioners who use advanced skills and knowledge in implementing their professional roles; and
3. foster continuing development of nursing science, professional foundations and nursing roles.

The purposes of the Doctor of Nursing Practice Program are consistent with those of the Jefferson School of Nursing and Thomas Jefferson University. They also reflect the standards for graduate education and for professional nursing established by the nursing profession.

The purposes of the Doctoral Program of the School of Nursing are to:

1. prepare professional nurses who will practice at the most advanced level of nursing to anticipate and respond to changing societal, technological, healthcare and professional needs;
2. develop advanced knowledge and enhanced leadership skills to strengthen practice and health care delivery; and
3. foster continuing development of nursing science, professional foundations and nursing roles.

ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of the student to be familiar with and observe the academic regulations of the School in all matters of course registration, dropping and adding courses, withdrawal from courses and/or the School.

Academic policies and procedures not addressed in the Student Handbook may be found in the Jefferson School of Nursing Catalog.

1. ACADEMIC ADVISING
   Each student will be assigned an academic advisor. It is the student’s responsibility to communicate frequently with the advisor and to keep him/her apprised about issues related to academic progress. Your advisor will acknowledge review of your registration with a follow-up e-mail.

   a. Advisor Responsibilities:
      - Initial meeting with advisees at the beginning of the academic year offering students a clear description of the advisor role
        - Review of university procedures
        - Review guidance available as academic issues arise
b. Advisee Responsibilities:
- Seek out advisor to develop an academically oriented relationship
- Seek out advisor regularly, not just in crisis
- Alert advisor of academic progress and issues
- Provide advisor ample time to complete request for references
- Make and keep appointments with advisor outside of class hours

Approved April 23, 2008: Executive Council

2. ACADEMIC CALENDAR, 2014-2015
(The Academic Calendar may be electronically accessed via the Pulse Website.)

<table>
<thead>
<tr>
<th>ACADEMIC CALENDAR</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-FALL SEMESTER (FACT Nursing Students)</td>
<td>2014</td>
</tr>
<tr>
<td>Orientation/Registration</td>
<td>TBA</td>
</tr>
<tr>
<td>Classes begin</td>
<td>5/14, Wed.</td>
</tr>
<tr>
<td>Classes end</td>
<td>8/8, Fri.</td>
</tr>
<tr>
<td>Grades due in Registrar’s Office, 9:00 A.M.</td>
<td>8/15, Fri.</td>
</tr>
<tr>
<td>FALL SEMESTER</td>
<td>2014</td>
</tr>
<tr>
<td>Orientation/Registration (Entering Class)</td>
<td>Various</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>9/1, Mon.</td>
</tr>
<tr>
<td>Classes begin</td>
<td>9/3, Wed</td>
</tr>
<tr>
<td>Drop/Add Period ends</td>
<td>9/17, Wed.</td>
</tr>
<tr>
<td>Last date to remove an “I” grade from previous term</td>
<td>9/23, Tues</td>
</tr>
<tr>
<td>Last date to withdraw with a grade of “W”</td>
<td>10/22, Wed.</td>
</tr>
<tr>
<td>Online Registration for Spring Semester begins (anticipated)</td>
<td>11/10, Mon.</td>
</tr>
<tr>
<td>Thanksgiving Holidays begin / No classes scheduled</td>
<td>11/26, Wed.</td>
</tr>
<tr>
<td>Thanksgiving Holidays end / Classes resume</td>
<td>11/29, Sat.</td>
</tr>
<tr>
<td>Classes end</td>
<td>12/12, Fri.</td>
</tr>
<tr>
<td>Final Examinations Begin</td>
<td>12/13, Sat.</td>
</tr>
<tr>
<td>Final Examinations End</td>
<td>12/18, Thurs.</td>
</tr>
<tr>
<td>Grades due in Registrar’s Office, 9:00 A.M.</td>
<td>12/26, Fri.</td>
</tr>
<tr>
<td>Last date to file Application for Graduation</td>
<td>12/31, Wed.</td>
</tr>
<tr>
<td>SPRING SEMESTER</td>
<td>2014</td>
</tr>
<tr>
<td>On-Line Registration for Spring Semester ends</td>
<td>1/5, Mon.</td>
</tr>
<tr>
<td>Classes begin</td>
<td>1/12, Mon.</td>
</tr>
<tr>
<td>Drop/Add Period ends</td>
<td>1/26, Mon.</td>
</tr>
<tr>
<td>Last date to remove an “I” grade from previous term</td>
<td>1/30, Fri.</td>
</tr>
<tr>
<td>Event</td>
<td>Date/Time</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Last date to withdraw with a grade of “W”</td>
<td>2/27, Fri.</td>
</tr>
<tr>
<td>Spring Recess begins / No classes scheduled</td>
<td>3/2, Mon.</td>
</tr>
<tr>
<td>Spring Recess ends / Classes resume</td>
<td>3/9, Mon.</td>
</tr>
<tr>
<td>Online Registration for Summer/Fall Semester begins (anticipated)</td>
<td>3/23, Mon</td>
</tr>
<tr>
<td>Classes end</td>
<td>5/1, Fri.</td>
</tr>
<tr>
<td>Final Examinations Begin</td>
<td>5/4, Mon.</td>
</tr>
<tr>
<td>Final Examinations End</td>
<td>5/9, Sat.</td>
</tr>
<tr>
<td>Senior Grades due in Registrar’s Office, 9:00 A.M.</td>
<td>5/11, Mon.</td>
</tr>
<tr>
<td>On-Line Registration for Summer Semester ends</td>
<td>5/12, Tues.</td>
</tr>
<tr>
<td>All other Grades due in Registrar’s Office, 9:00 A.M.</td>
<td>5/13, Wed.</td>
</tr>
<tr>
<td>Commencement Exercises</td>
<td>TBA</td>
</tr>
</tbody>
</table>

**SUMMER SESSION - 1st Session 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>5/18, Mon.</td>
</tr>
<tr>
<td>Holiday, Memorial Day</td>
<td>5/25, Mon.</td>
</tr>
<tr>
<td>Drop/Add Period ends</td>
<td>5/26, Tues.</td>
</tr>
<tr>
<td>Last date to withdraw with a grade of “W”</td>
<td>6/2, Tue.</td>
</tr>
<tr>
<td>Last date to remove an “I” grade from previous term</td>
<td>6/15, Mon.</td>
</tr>
<tr>
<td>Classes end</td>
<td>6/22, Mon.</td>
</tr>
<tr>
<td>Final Examinations Begin</td>
<td>6/23, Tue</td>
</tr>
<tr>
<td>Final Examinations End</td>
<td>6/24, Wed.</td>
</tr>
<tr>
<td>Grades due in Registrar’s Office, 9:00 A.M.</td>
<td>6/26, Fri.</td>
</tr>
</tbody>
</table>

**SUMMER SESSION - 2nd Session 2015**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes begin</td>
<td>7/6, Mon.</td>
</tr>
<tr>
<td>Drop/Add Period ends</td>
<td>7/13, Mon.</td>
</tr>
<tr>
<td>Last date to withdraw with a grade of “W”</td>
<td>7/27, Mon.</td>
</tr>
<tr>
<td>Last date to remove an “I” grade from previous term</td>
<td>7/29, Wed.</td>
</tr>
<tr>
<td>Classes end</td>
<td>8/21, Fri</td>
</tr>
<tr>
<td>Final Examinations Begin</td>
<td>8/24, Mon.</td>
</tr>
<tr>
<td>Final Examinations End</td>
<td>8/25, Tue.</td>
</tr>
<tr>
<td>Grades due in Registrar’s Office, 9:00 AM.</td>
<td>8/27, Thur.</td>
</tr>
<tr>
<td>Online registration for Fall Semester ends</td>
<td>8/28, Fri.</td>
</tr>
</tbody>
</table>

*The University reserves the right to make changes to the academic calendar as circumstances may require. Tuition is due no later than the first day of class.*

### 3. ACADEMIC INTEGRITY POLICY

The administration and faculty of the Jefferson School of Nursing believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical education. Integrity and honesty are especially valued in the healthcare professions because accurate diagnosis and treatment of patients are greatly dependent upon a health practitioner’s honest and capable assessment of symptoms and diagnostic tests. This assessment can be rendered only by the practitioner who has “real” knowledge obtained as a student who answered examination questions independently, thereby identifying and correcting mistakes. The successful practitioner can communicate important diagnostic and therapeutic information in writing because as
a student, such skills were developed and/or enhanced by completing writing assignments independently. The practitioner who was dishonest in his or her educational pursuits is at great risk for making diagnostic and therapeutic mistakes and such errors can mean that someone’s health care is mismanaged.

Because we are committed to educating practitioners who provide the highest quality of health care, the school administration and faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. The following policy on academic integrity defines dishonesty and describes the procedures for responding to charges of academic dishonesty in the school.

FORMS OF ACADEMIC DISHONESTY

**Plagiarism**

As stated in the American Medical Association Manual of Style (2007), “In plagiarism, an author documents or reports ideas, words, data, or graphics, whether published or unpublished, of another as his or her own and without giving appropriate credit.”

When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate and specific references, and, if verbatim statements are included, through quotation marks as well. By placing his or her name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgments.

Examples of plagiarism include, but are not limited to:

a. Quoting another person’s actual words, complete sentences or paragraphs, or entire pieces of written work without acknowledgment of the source.

b. Using another person’s ideas, opinions or theories, even if they are completely paraphrased in one’s own words, without acknowledgement of the source.

c. Noting the original source of only a part of what was borrowed.

d. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.

e. Copying another student’s essay test answers.

f. Copying, or allowing another student to copy, a computer file that contains another student’s assignment and submitting it, in part or in its entirety, as one’s own.

g. Working together on an assignment, sharing the computer files and programs involved and then submitting individual copies of the assignments as one’s own individual work. Students are urged to consult with individual faculty members if in doubt.

**Fabrication**

Fabrication is the use of invented information or the falsification of research or other findings with the intent to deceive. Examples include, but are not limited to:

a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.

b. Listing sources in a bibliography not directly used in the academic exercises.

c. Submission in a paper, thesis, lab report or other academic exercise of falsified, invented or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin or function of such data as evidence.

d. Submitting as one’s own any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.
Cheating
Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he or she has not mastered. Examples include but are not limited to:

a. Looking at another student’s test paper.

b. Copying from another student’s test paper or allowing another student to copy from a test paper.

c. Using the course textbook, or other material such as a notebook brought to a class meeting but not authorized for use during a test.

d. Collaborating during a test with any other person by receiving information without authority, or collaborating with others on projects where such collaboration is not expressly permitted.

e. Using or possessing specifically prepared materials during a test, e.g., notes, formula lists, notes written on the student’s clothing, etc., that are not authorized.

f. Taking a test for someone else or permitting someone else to take a test in one’s place.

g. Tapping pencils or other objects, coughing, or otherwise signaling in code.

h. Entering any office or opening a file to obtain a test or answer key.

i. Viewing test materials on a secretary’s or faculty member’s desk.

j. Passing quiz/test questions or answers from one student to another, even after the test is completed.

k. Copying a posted answer key without permission.

l. Discussing test questions or answers outside the examination room while the test is in progress.

m. Voicing or discussing test questions and answers during the examination or to students who have not yet taken the examination.

n. Leaving the examination room to obtain answers (e.g., the bathroom).

o. Using any form of technology (e.g., cell phones, PDA’s) to view or transmit answers.

Academic Misconduct
Academic misconduct is the intentional violation of University policies, by tampering with grades, or taking part in obtaining or distributing any part of an unadministered test. Examples include but are not limited to:

a. Stealing, buying or otherwise obtaining all or part of an unadministered test.

b. Selling or giving away all or part of an unadministered test including answers to an unadministered test.

c. Bribing any other person to obtain an unadministered test including answers to an unadministered test.

d. Entering a building or office for the purpose of changing a grade in a grade book, on a test or on other work for which a grade is given.

e. Changing, altering or being an accessory to the changing and/or altering of a grade in a grade book, on a test, in a computer, on a “change of grade” form or other official academic records of the University which relate to grades.

f. Entering a building or office for the purpose of obtaining an unadministered test.

g. Continuing to work on an examination or project after the specified allotted time has elapsed.

h. Signing into classes for others.

Academic Dishonesty in Clinical Settings
Academic dishonesty in clinical settings is characterized by deliberate, deceitful intention to (1) obtain information from another source and claim as one’s own; (2) fabricate clinical data or information; or (3) misrepresent one’s own actions or the actions of another in order to avoid sanctions. Examples include but are not limited to:

a. Looking up in a log book, equivalent source or consulting a professional for a diagnosis or treatment plan on an assigned unknown case without authorization from the clinical instructor.

b. Using a correlated histopathologic or clinical diagnosis in lieu of his or her own clinical or technical interpretation.

c. Reporting results without performance of a test or procedure.

d. Providing unauthorized information to other students on clinical assignments.

e. Changing answers on work sheets or patient records after they have been reviewed and/or submitted.
f. Misrepresenting one’s own or another’s identity.
g. Feigning illness or emergency to avoid a clinical rotation or assignment.
h. Signing into rotation for another student when absent.
i. Communicating confidential information to a person not involved in the patient’s care without authorization.
j. Misrepresenting any aspect of patient care or documentation.

SANCTIONS FOR ACADEMIC DISHONESTY/PROFESSIONAL MISCONDUCT

Two possible forms of sanctions exist for cases involving academic dishonesty or professional misconduct. Option A outlines adjudication of cases at the discretion of the faculty. Cases may alternatively be referred directly to the Judicial Board for adjudication under Option B of these guidelines.

a. The faculty member will submit a written description of the incident and action taken to the appropriate Program Director. The faculty member will make one or more of the following action decisions:
   • verbal reprimand
   • written reprimand
   • a grade of zero for an assignment or examination
   • a requirement that the student repeat the work affected by the academic dishonesty
   • a statement concerning the action to be sent to the appropriate JSN Associate Dean and the School Dean, by the instructor.

The faculty member will meet with the student to inform him/her of the decision and the student’s right to appeal. No notation of faculty action will appear on the student’s transcript. However, for JSN recommendation(s), the original report and record of this meeting will be placed in the student’s JSN file. This information may be taken into account if the student is involved in another incident of academic dishonesty.

When the instructor chooses to have the student repeat the assignment, the instructor will tell the student the maximum grade that may be assigned for the repeated assignment. For example, it is acceptable for the instructor to assign no more than a minimal passing grade to a repeated assignment, if successfully repeated by the student.

The student may contest the instructor’s allegation by requesting a hearing with the Judicial Board. Any such request must be made within five (5) working days from the time the student has been informed of the charge and the instructor’s recommended resolution. The instructor’s initial penalty will be considered in assessing a penalty for a guilty finding by the Judicial Board.

b. Direct referral of the charge by the faculty member to the Judicial Board for adjudication. Information concerning procedures for requesting a judicial hearing is found in the Code of Conduct section of this Handbook (see “Judicial System”).

4. ACADEMIC PROBATION AND DISMISSAL

Students enrolled in Jefferson School of Nursing programs who do not maintain a minimum 2.00 cumulative grade point average in undergraduate programs or a 3.00 cumulative grade point average in graduate programs will be placed on School academic probation for one semester. If a student is enrolled in courses totaling fewer than 12 undergraduate credits or nine graduate credits during the subsequent semester, the probationary period will be extended to two semesters.

At the end of the probationary period:
   • The student achieves the minimum cumulative grade point average and is reinstated in good standing, or
   • The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the School for academic underachievement, or
• In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the school dean may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum (2.00 in undergraduate programs, 3.00 in graduate programs), the student is dismissed for academic underachievement.

Actions related to school academic probation and dismissal must be reviewed by both the appropriate faculty committee within the School and the Office of the Dean before action can be taken. The Committee on Student Promotion and Progression is comprised of faculty and student representatives from the school.

Students who fail to meet school regulations pertaining to academic standing will be placed on school probation or be dismissed and are subject to the policies regarding progression within the school to regain or retain student status. School regulations and actions regarding academic probation and dismissal require the review of the appropriate faculty committee within the school.

Any student dismissed from or required to withdraw from the School because of academic underachievement, and subsequently readmitted to the School, must achieve a semester grade point average of 2.00 in undergraduate programs or 3.00 in graduate programs for the semester in which he or she was readmitted. If the student fails to do so, he or she will be dismissed. Furthermore, if such a student has a cumulative grade point average of less than the minimum stipulated at the end of the semester in which he or she was readmitted, he or she must raise the cumulative grade point average to the minimum by the end of the following semester or be dismissed. Any student who is readmitted with special student status may be exempted from the guidelines in this paragraph; that student will be held responsible for meeting the criteria of academic performance established by the School for special student status.

5. ACADEMIC PROGRESSION

To be considered in good academic standing, an undergraduate student must maintain a minimum cumulative grade point average (GPA) of no less than 2.00 (C) and satisfy the special program requirements of Jefferson School of Nursing. Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than 3.00 (B) and satisfy the special program requirements of Jefferson School of Nursing to be considered in good academic standing.

a. Bachelor of Science in Nursing (BSN) Program (2-year option)

Students enrolled in the BSN program follow a prescribed full-time course of study. Following matriculation, all BSN program courses must be completed at Thomas Jefferson University. Students must successfully complete all nursing courses with a grade of C (73) or above in order to progress in the curriculum.

If a student is unsuccessful in any nursing course, that course must be repeated through the School of Nursing at Thomas Jefferson University. At this time the student will be placed on program probation. Progression in the sequence of nursing courses requires successful completion of all prior sequenced coursework. Nursing courses with a didactic and clinical component are taken as a unit. In the case of failing either course the student will have to retake both courses.

Students who earn a grade below C in a second nursing course or who earn a grade below C twice for the same course will be dismissed from the program.

If a course failure occurs the student must request a leave of absence until he/she can re-enroll in the course failed.
Tuition will not be reimbursed for any coursework scheduled to follow the failed course in the same semester. All subsequent terms will be billed at the prevailing upper division full-time or per-credit rate depending on the number of credits in which the student is enrolled.

b. **Bachelor of Science in Nursing (BSN) Program (FACT & APW options)**

Students enrolled in the FACT/APW BSN program follow a prescribed full-time course of study. Following matriculation, all BSN program courses must be completed at Thomas Jefferson University. Students must successfully complete undergraduate nursing courses with a grade of C (73) or above in order to progress in the curriculum. Students must successfully complete graduate level courses with a grade of B-(80) or above in order to meet program requirements. Failure to meet these requirements will require consultation with the Associate Dean, to determine options for academic progression.

If a student is unsuccessful in any nursing course, that course must be repeated through the School of Nursing at Thomas Jefferson University. The student at this time is placed on program probation. **Progression in the sequence of nursing courses requires successful completion of all prior sequenced coursework.** Nursing courses with a didactic and clinical component are taken as a unit. In the case of failing either course the student will have to retake both courses.

Students who earn a second failing grade in the program of study will be dismissed from the program.

APW students who fail a course must request a leave of absence until he/she can re-enroll in the course failed.

FACT students who fail a course are not eligible to continue as full-time FACT students. If a course failure occurs at any time the student has two options:

1) to request a leave of absence until the following year when he/she can re-enroll in the course failed; or

2) to request continuation as a part-time Accelerated Pathway (APW) nursing student at Thomas Jefferson University enrolling in the prescribed part-time sequence until the course failed is offered again. Students electing this option will be billed at the prevailing upper division per credit rate. Enrollment as a part-time student requires pre-approval by the program administrator.

Those students who choose not to undertake part-time study as APW students will have their tuition refunded for a term that has not yet begun and for which they previously paid. Students who elect to continue as part-time APW students will have their part-time tuition deducted from the tuition previously paid and will be issued a refund for the balance. Tuition will not be reimbursed for courses that were scheduled to follow the course failed within the same quarter.

c. **RN-BSN, RN-BSN-MSN and RN-MSN Programs**

Students enrolled in the BSN degree program options follow a prescribed full-time or part-time course of study. Following matriculation all program courses must be completed at Thomas Jefferson University. Students must successfully complete all undergraduate nursing courses with a grade of C (73) or above in order to progress in the curriculum. **Students must successfully complete graduate level courses with a grade of B-(80) or above in order to meet program requirements.**

If a student is unsuccessful in any nursing course, that course must be repeated through the School of Nursing at Thomas Jefferson University. At this time the student will be placed on program probation. **Nursing courses with a didactic and clinical component are taken as a unit. In the case of failing either course the student will have to retake both courses.**
Students who earn a second failing grade in the program of study will be dismissed from the program.

Tuition will not be reimbursed for any coursework scheduled to follow the failed course in the same semester. All subsequent terms will be billed at the prevailing upper division full-time or part-time rate depending on the number of credits in which the student is enrolled.

d. FACT/APW/RN-MSN Programs (MSN Component)
Students who have completed the BSN component of the BSN-MSN program may immediately transition to prescribed full-time or part-time course of study to complete the MSN component of the program. In the event that a student elects to take a temporary pause from study, he/she must request a Leave of Absence (LOA), in writing, for a period of up to two years. This leave must be approved by the JSN Associate Dean, Graduate Program or Dean. The student on LOA may elect to change his/her status at any time within the two years and re-enroll as either a part-time or full-time student in the MSN component. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University. If a student does not return from LOA within the two year period he/she must reapply to the School of Nursing.

Prior to matriculation in MSN coursework, a copy of current RN license and American Heart Association or American Red Cross-sponsored cardiopulmonary resuscitation (CPR) certification* must be submitted by the student. CPR certification must be maintained throughout the course of enrollment in the program.

*Students in all Master of Science Degree Programs in all Nurse Practitioner Tracks must also submit proof of current Pennsylvania RN license and current New Jersey RN license (or Delaware RN license) prior to registration for first clinical course. Students must maintain these licenses throughout the course of enrollment in the program.

*Students enrolled in the Adult Gerontology-Acute Care Master of Science Degree Program must also submit proof of current Advanced Cardiovascular Life Support (ACLS) certification prior to registration in NU 631 and maintain said certification throughout the course of enrollment in the program.

*Students enrolled in the Master of Science Degree Program in Neonatal Nurse Practitioner must also submit proof of current Neonatal Resuscitation Program (NRP) certification prior to registration in NU 662 and maintain said certification throughout the course of enrollment in the program.

Students must successfully complete all graduate nursing courses with a grade of B- (80) or above in order to progress in the curriculum.

If a student is unsuccessful in any nursing course, that course must be repeated through the School of Nursing at Thomas Jefferson University. At this time the student will be placed on program probation. Nursing courses with a didactic and clinical component are taken as a unit. In the case of failing either course the student will have to retake both courses.

Students who earn a second failing grade in the program of study will be dismissed from the program.

Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). A student whose cumulative GPA falls below B will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency. Students on academic probation who have not been able to obtain a cumulative GPA of 3.0 or better after two consecutive probationary semesters must submit a Petition for
Permission to Continue as a JSN Student to the Student Promotion and Progression Committee or be dismissed from the School. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and his/her advisor will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion timeframe. This form must also be signed by the Chair, Student Promotion and Progression Committee and presented to the Dean for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, he/she will be dismissed from the program with no appeal. The Petition for Permission to Continue as a JSN Student and Academic Performance Agreement forms are available from the student’s advisor.

e. Master of Science in Nursing (MSN) Program

Students accepted to the MSN program may pursue a full-time or part-time course of study to complete the program. In the event that a student matriculated in a degree or post-master’s certificate program elects to take a temporary pause from study, a leave of absence may be requested in writing to the JSN Associate Dean, Graduate Program or Dean. If the Associate Dean/Dean grants permission for the leave, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the School at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to reapply for admission to the School of Nursing. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

Students must successfully complete all graduate nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the School of Nursing at Thomas Jefferson University. Progression in the clinical course sequence requires successful completion of both the didactic component and clinical component of the course. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the program.

Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.00). A student whose cumulative GPA falls below B will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency.

Students on academic probation who have not been able to obtain a cumulative GPA of (B) 3.00 or better after two consecutive probationary semesters must submit a Petition for Permission to Continue as a JSN Student to the Student Promotion and Progression Committee or be dismissed from the School. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and his/her advisor will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and an acceptable completion timeframe. This form must also be signed by the Chair, Student Promotion and Progression Committee and presented to the Dean for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, he/she will be dismissed from the program with no appeal. The Petition for Permission to Continue as a JSN Student and Academic Performance Agreement forms are available from the student’s advisor.

f. Doctor of Nursing Practice (DNP) Program

Students accepted to the DNP program may pursue a full-time or part-time course of study to complete the program. In the event that a student elects to take a temporary pause from study, a
leave of absence may be requested in writing to the JSN Associate Dean, Graduate Program or Dean. If the Associate Dean/Dean grants permission for the leave, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the School at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to reapply for admission to the School of Nursing. Following enrollment in the DNP nursing courses at the University all subsequent program courses must be completed at Thomas Jefferson University.

Students must successfully complete all doctoral nursing courses with a grade of B- (80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the School of Nursing at Thomas Jefferson University. Progression in the clinical course sequence requires successful completion of both the didactic component and clinical component of the course. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the program.

Doctoral nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.00). A student whose cumulative GPA falls below B (3.00) will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency. Students on academic probation who have not been able to obtain a cumulative GPA of (B) 3.00 or better after two consecutive probationary semesters must submit a Petition for Permission to Continue as a JSN Student to the Student Promotion and Progression Committee or be dismissed from the School. The student must also submit a typed letter to the Committee which outlines the factors which contributed to the previous poor academic performance and the steps and behaviors that were taken to resolve these factors. If the Committee deems this letter acceptable, the student and his/her advisor will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion timeframe. This form must also be signed by the Chair, Student Promotion and Progression Committee and presented to the Dean for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, he/she will be dismissed from the program with no appeal. The Petition for Permission to Continue as a JSN Student and Academic Performance Agreement forms are available from the student’s advisor.

6. ATTENDANCE REGULATIONS
   Attendance is required for all classes for which a student is registered. These requirements and the objectives and the anticipated outcomes of the course shall be clearly outlined by the instructor at the beginning of each course. STUDENTS WHO HAVE AN OUTSTANDING TUITION BALANCE ARE NOT PERMITTED TO ATTEND CLASSES.

7. CARDIOPULMONARY RESUSCITATION COURSE COMPLETION
   Proof of completion of the American Heart Association or American Red Cross-sponsored cardiopulmonary resuscitation (CPR) course is an admission requirement for all degree and post-master’s certificate programs in the Jefferson School of Nursing. A CPR course sponsored by any other agency does not satisfy this requirement. Certification in an American Heart Association or American Red Cross-sponsored CPR program must be maintained throughout the program.

8. CHALLENGE EXAMINATIONS POLICY AND PROCEDURES
   Students may earn academic credit for any Jefferson School of Nursing undergraduate course for which a challenge examination is available. The Jefferson School of Nursing determines the courses for which challenge examinations may be made available and the schedule for administering examinations. A challenge examination is equivalent to a comprehensive test of the subject matter covered in a semester-long course.
Students must complete at least one (1) course in the Jefferson School of Nursing and be assigned a final grade for that course in order to have the Challenge Examination results recorded on the transcript.

**Regulations**
The following regulations are applicable to all challenge examinations in JSN. Individual programs may establish standards that go beyond these.

a. Students will not receive credit by challenge examination for a course in which they have been previously enrolled. This includes courses which they audited or for which they received a failing grade or a grade of withdrawal.

b. Students may earn up to a maximum of 25% of the semester credits required for the degree/certification via challenge examinations. These credits must be applicable to the student’s curriculum requirements.

c. No more than six (6) credits earned through examination testing (either JSN-administered challenge test or standardized test such as CLEP or ACT-PEP) may be accepted to fulfill the 30-credit residency requirement.

d. Students are not permitted to register for both a regular course and a challenge examination in the same subject area in the same semester.

e. Students are not permitted to attempt challenge examinations more than twice. An attempt begins as soon as the student sees the examination.

f. Upon a second unsuccessful attempt, students may receive academic credit only through successful completion of the standard course in the subject.

g. For each attempt, students must register and pay the appropriate tuition amount.

h. Students who have completed upper-division course work in a subject may not challenge lower-division course work in the same subject.

i. Students interested in challenging a two-semester course (e.g., Chemistry 101-102) must take the challenge examination in the same sequential order that the course normally occurs.

**Fees**
The fee for a course challenge examination is $50.00 per credit hour. Full-time students are entitled under the comprehensive fee to register for a challenge examination at no additional fee, provided that total enrolled credits (including challenge examinations) do not exceed the maximum allowed in the semester the challenge examination is attempted (18 semester credits or the prescribed curriculum).

Fees for challenge examinations are covered by the Thomas Jefferson University Tuition Remission Benefit. Full-time employees eligible for this benefit who pass the examination pay no fee. Those who do not pass the challenge test are responsible for the full challenge examination fee ($50.00 per credit hour).

**Registration Procedures**
Students must register for a challenge examination in the University Office of the Registrar, Suite 115, Curtis Building. Following their registration, students should contact the appropriate academic area within the Jefferson School of Nursing for information regarding guidelines for preparing for the examination, and dates, times and locations of the scheduled examinations.

Students must take the challenge examinations on the date that they register for them.

**IMPORTANT:**
Registration for a challenge examination is equivalent to registration for a course. Once registered, students can change their registration only by filing a Drop Form in the University Office of the Registrar. Students who register for a challenge test but do not sit for the examination and do not complete the official drop procedure will receive a grade of “NC” (No Credit) on their academic record and will be responsible for the full challenge examination fee.

**Grading**
Students who successfully complete a challenge examination will receive a grade of “P” (Pass) and the number of earned semester credits equivalent to the course. Unsuccessful attempts are recorded on the transcript with the grade symbol “NC” (No Credit). Neither grade is calculated in the student’s grade point average.

Students who have questions about registration procedures for challenge examinations should contact the University Office of the Registrar, 115 Curtis Building, (215) 503-8734. For information on examinations available or content of examinations, contact the appropriate academic within JSN directly.

**Other Opportunities for Credit by Examination**

In addition to the School’s challenge examinations, students may earn School academic credit by successful completion of standardized testing available through the College Level Examination Program (CLEP) of the College Board and the ACT/PEP Program. Additional information and registration materials are available in the Office of Admissions, Room 100 Edison Building, (215) 503-9848.

9. **CHANGE OF GRADE**

To change a student’s grade, the instructor must complete and submit a change of grade report, which may be obtained in the University Office of the Registrar. For grade changes other than “I” (Incomplete) or correction of a miscalculated grade, the instructor must submit for the appropriate JSN Associate Dean’s approval the reason for the change together with the signed endorsement. A student who believes that he/she has received an inappropriate grade should contact the instructor or course coordinator. A change of grade may be made within six weeks from the last day or final examination of the course.

10. **CHANGE OF INFORMATION**

Any change of student information with regard to name, address, marital status, etc., must be reported immediately to the University Office of the Registrar. All name changes are also to be reported to the appropriate program administrative assistant (undergraduate or graduate). In order for the University to mail pertinent information to students, the most current address must be available. Other information, such as course schedules and final grades are available on the BANNER Student Website.

Students may update their mailing addresses and telephone numbers directly on the website by visiting banner.jefferson.edu. To change a name on a student’s academic record, the University Office of the Registrar must have proper documentation, such as a copy of a marriage certificate or a court order.

11. **CLINICAL MAKE-UP FEE**

It is the policy of Jefferson School of Nursing that undergraduate students who are absent from clinical must make-up the clinical and pay a clinical make-up fee. The clinical make-up fee, payable to Jefferson School of Nursing, is $250.00. A money order for the clinical make-up fee is to be submitted to the undergraduate administrative assistant of the student’s program a minimum of five (5) days prior to the scheduled clinical make-up date. Personal checks will not be accepted. Students who request a waiver of the clinical make-up fee should be directed to the appropriate Program Director.

12. **CLINICAL PERFORMANCE EXPECTATIONS**

a. **Student Unable to Meet Expectation for Clinical Performance**

In the event a student has been injured, requires assistive devices, or is unable to meet the physical/mental expectation for clinical performance, as defined by University Health Services (UHS), the student will:

1) Notify the clinical course coordinator.

2) Notify the appropriate Program Director.
3) Submit documentation by a health professional to UHS indicating that the student is unable to attend clinical.
4) Provide ongoing documentation as directed by the Program Director.

b. Student Able to Meet Expectation for Clinical Performance
If a student is able to meet the physical/mental expectations for clinical performance, as defined by University Health Services (UHS), and is able to return to clinical, the student will:

1) Notify the clinical course coordinator.
2) Notify the appropriate Program Director.
3) Submit documentation to UHS by a health professional indicating that the student is able to attend clinical.
4) In the event an extremity is immobilized or assistive devices are required, the student must be cleared by UHS prior to returning to clinical.

University Health Services (UHS) is located at 833 Chestnut Street, Suite 211. To make an appointment or contact UHS, call 215-955-6835.

13. CONFIDENTIALITY OF STUDENT RECORDS
Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student’s records are the property of the University but may be released upon the written request of the student. The records of the student are held in trust by the University and are maintained in a confidential manner.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT
The Family Educational Rights and Privacy Act (more commonly known as “The Buckley Amendment” or FERPA) is a federal law that affords students certain rights with respect to their education records. These rights include:

a. 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 University Director of Student Records a written request that identifies the record(s) they wish to inspect. The University Director of Student Records 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 Director of Student Records to whom the request was submitted, he/she shall advise the student of the correct official to whom the request should be addressed.

b. 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 to 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 his or 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.

c. 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 that 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 his or her tasks.

A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University, at its discretion, may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

d. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thomas Jefferson 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
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University, at its discretion, may provide directory (public) information in accordance with the provision of the Act to include: the student’s name, address, telephone listing, date and place of birth, major field of study, academic schedule, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, identification photo, University e-mail address and previous educational institutions attended by the student. Students wanting directory information withheld should notify the University Director of Student Records in writing within two weeks of each year’s initial academic enrollment.

Revisions and clarifications will be published as experience with the law and Jefferson’s policy warrants.

14. COURSE DROP/ADD
Once registered, students may drop or add a course until the deadline published in the Academic Calendar. The Drop/Add period during the fall and spring semesters is normally a two-week period. For Summer Sessions and other accelerated terms, it is proportionately less.

To make a schedule change, the student must complete a Drop/Add form. The Drop/Add form must be received in the University Office of the Registrar by the deadline date.

15. COURSE WITHDRAWAL
At the conclusion of the Drop/Add period, a student may withdraw from a course by completing a Course Withdrawal Form. A student who withdraws from a course prior to the deadline published in the school’s academic calendar will receive a grade of “W.”

A student who withdraws from the class after the deadline published in the University’s academic calendar will receive a grade of “WP” (withdrew Passing) or “WF” (withdrew Failing), depending upon the level of work at the time of withdrawal. A grade of “WF” is calculated in the grade point average in the same manner as a failing grade.

NOTE: Students who do not officially drop or withdraw from the course according to the procedures described above will be responsible for the full payment of tuition and will receive a grade of “F” for the course. Verbal notification to the course instructor does not constitute an official course drop or withdrawal.
16. CRIMINAL BACKGROUND CHECK, CHILD ABUSE CLEARANCE, DRUG TESTING AND FBI FINGERPRINTING FOR THOMAS JEFFERSON UNIVERSITY NURSING STUDENTS

In response to the national trend requiring criminal background checks, child abuse clearances, drug testing and FBI fingerprinting for students placed in healthcare settings, all nursing students are required to complete this process as part of the admitted student requirements and annually while enrolled in coursework in the Jefferson School of Nursing.

To assist the student in completing this requirement, JSN has partnered with an agency, American DataBank. This agency has an established record of working with students, provides an on-line service that allows the process to be completed expeditiously, and works closely with students should follow-up questions arise.

The student must complete the process even if a criminal background check, child abuse clearance, drug test or FBI fingerprinting with another agency or for other purposes has been previously completed.

American DataBank will facilitate each of these requirements with the student. They will act as a repository for results and the student should forward results and/or reports directly to American DataBank. Do not send any results to Jefferson. Once each requirement is fulfilled, American DataBank will notify Jefferson by email that the process has been completed, and whether the result is clear or requires further review. JSN will advise the clinical sites where the student is placed of the completion and corresponding designation. The student should retain a copy of each report as the clinical site may request that a copy be submitted at the time of placement.

An adverse Child Abuse Clearance will prevent the student from being placed at a clinical site and consequently the student would be unable to graduate from the program. Thus, if a student receives an adverse result on the Child Abuse Clearance, the offer of acceptance to Jefferson School of Nursing will be rescinded.

An adverse Criminal Background Check, Drug Test and/or FBI Fingerprinting report may result in the offer of acceptance to Jefferson School of Nursing being rescinded or the inability to place the student at a clinical site. Clinical rotation and field work placements may be denied by an assigned clinical site due to felony or misdemeanor convictions, a positive drug test and/or other adverse findings, and the inability to be placed at a clinical site will prohibit the student from graduating. In these situations the offer of acceptance to Jefferson School of Nursing may be rescinded.

Students with questions regarding the on-line system should contact American DataBank at 1-800-200-0853. Any questions that result after the process is complete should also be directed to American DataBank at that number.

17. DISABILITY ACCOMMODATIONS

Thomas Jefferson University is committed to providing equal educational opportunities to all students, including students with disabilities. Under the law, a person with a disability is defined as an individual who (1) has a physical or mental impairment that substantially limits one or more major life activities (2) has a history or record of such impairment, or (3) is regarded as having such impairment.

A student requesting accommodation for a disability must contact the Assistant Provost of Student Affairs (215-503-6335, 1123 Edison Building) and submit documentation of that disability. The documentation must:

- Be from an appropriate medical professional.
- Identify the disability and symptoms for which an accommodation is sought.
- Describe the functional limitations of the disability and how these limitations limit any major life activity including participation in the courses, programs, services or activities of the college.
• Include the names and scores of any specific testing or medical assessments used to make
determinations.
• Include suggested educational accommodations.
• Be less than three years old.

The student must also provide documentation of accommodations (if any) provided at previous
academic institutions and must make a written request for specific accommodations based on the
foregoing information.

The Assistant Provost of Student Affairs will confer with a representative in the student’s school or
department, appropriate campus physical or mental health professionals, other University officials
and additional specialists (as necessary) to determine the appropriateness of the requested
accommodation and, when necessary, to attempt to identify an alternative reasonable
accommodation. The Assistant Provost of Student Affairs will communicate with the student to
discuss the requested accommodation and/or to discuss alternative reasonable accommodations.

Students with disabilities are encouraged to submit their documentation early to allow adequate time
to arrange accommodations prior to the beginning of classes. It is the student’s responsibility to
inform faculty in each impacted course within the first week of class that an educational
accommodation has been granted in order that proper arrangements may be made.

In most instances, the reasonable accommodation provided is acceptable to the student. However, if
that is not the case, students should follow the Student Grievance Procedure outlined in the Student
Handbook. Questions regarding the Disability Accommodation policy should be directed to the
Assistant Provost of Student Affairs at (215) 503-6335.

18. DISTANCE LEARNING

What are the requirements for a JSN distance learning course?

JSN courses (on campus and online) use Blackboard as the course management system. Most
documents and files are distributed this way. Lectures may be live using the webcasting application
from Adobe Connect; they may also be recorded and played back on demand. Below are the general
hardware and software requirements. If you do not already have the necessary viewer applications the
system will prompt you to download the free player.

For synchronous courses, the University uses Adobe Connect, which requires the use of a web cam
and headset (audio, microphone and camera).

a. Hardware

• Computers using Microsoft Windows (Windows 8.1, Windows 8, Windows 7, Windows
  XP)
  – 1GB RAM
  – sound card with speakers or headset (headphones & mic)
  – printer
  – Internet Explorer 9 or higher or Firefox (Firefox is recommended)

• Computers using Apple OS X (10.7.4 or higher)
  – 1GB RAM
  – sound card with speakers or headset (headphones & mic)
  – printer
  – Safari or Firefox (Firefox is recommended)

For audio communication, you must use a headset or earbuds and microphone instead of using
the computer speakers. The recommended hardware is a headset with microphone that utilizes 2
mini jacks (3.5 mm jacks). Internal microphones typically work with Adobe Connect, but you
will be required to listen without using speakers. Ear buds or a headset is essential.
Adobe strongly recommends that your computer have a wired high-speed internet connection to the internet (no dial-up or air cards). A wireless connection may work, but may not supply you with adequate connection speed for your entire session. You will have to use a wired connection to participate if your wireless speed is not fast enough. Students are strongly encouraged to test their equipment before the first class session by scheduling a test session with Education Services. Call 215-503-2830 or email EdTech.Support@lists.jefferson.edu

b. Software
Jefferson uses MS Office for documents (MS Word); spreadsheet (MS Excel); and presentations (MS PowerPoint). You do not need to purchase MS Office if you use a different suite of tools but you will need to save your files in that format. Student versions of MS Office can often be purchased for around $100. Viewer applications that will allow you to open these files are available from Microsoft.

c. Internet Access and E-mail
Jefferson will issue each student a campus-key (your campus username to access restricted content) and an email account. The campus-key will be used to access course content (on Blackboard), library resources, Banner (registration), and e-mail. Thomas Jefferson University and Jefferson School of Nursing will ONLY contact students via the official jefferson.edu e-mail account. Students may forward e-mail to another account but it is the student’s responsibility to monitor email quota and remove old messages if the auto-forward function is used.

d. Skills Requirements
In general students should be comfortable with computers, be familiar with Internet searching, word processing, email and know how to send attachments with email.

e. Frequently Asked Distance Learning Questions:

- **How much time will I need to spend on course content each week?**
The amount of time you spend on the course content will depend to a certain degree on the particular course, your own background and knowledge, your learning style, your computer, even the speed and reliability of your online connection. However, you should know that an online course generally takes more time than anticipated, not less. An online course is just as demanding as a traditional one. You should expect to spend between 6 and 10 hours per week on the course work.

- **If I don’t see my professor every week, how will I interact with him or her?**
Most interaction will be electronic, i.e., via email and electronic bulletin boards. Faculty will respond Monday to Friday, during business hours, to email and voicemail. Appointments (e.g., conference calls) may also be arranged.

Each course will give specifics on how you will get feedback from your professor and how to contact him/her.

- **Is help available when I have questions? From whom?**
Questions about the content of your course will be referred to your instructor. For all other questions you will call the Computer Classrooms Service Desk at the Scott Memorial Library (215-503-8407). To ask a question when the desk is closed, you can send an email to AskaLibrarian@jefferson.edu these questions will be answered promptly when the Reference Desk reopens.

- **I’m not sure if I have the correct equipment and software. Whom should I contact?**
Contact the Computer Classrooms Service Desk at the Scott Memorial Library (215-503-8407). Remember that you can also complete your course work using the computers in the Library or in any of the four computer classrooms on campus.
• Is distance learning right for me?

Students enrolled in online courses, one of many types of distance learning, complete the course content via computer and modem at times and places convenient for them. There is no need to come to campus at a set time each week to attend a lecture. For this reason, online learning obviously has tremendous appeal for students who live far from campus or who have work or family schedules that preclude them from taking a traditional lecture course.

However, there are issues other than convenience and flexibility to think about when considering this type of learning. The most successful distant students are independent, organized, and well-disciplined. They are also good time-managers and are comfortable with computers, Internet searching, and electronic communication, particularly email. Of course, this is not to say you should steer clear of an online course if you don’t possess each of these qualities or skills. But you should consider how you best learn, how independently you can work, how self-disciplined you are, and how comfortable you are with computer technology.

19. DISTANCE LEARNING INTEGRITY STATEMENT

The Distance Education Integrity Policy was established to ensure documentation of the processes through which JSN verifies that the student who registers in a distance education course is the same student who participates in, completes and receives credit for that course. This policy will be upheld for each and every course that has an online component. Students will sign the Distance Education Integrity Statement electronically (typed name indicates signature) and submit the document at the beginning of every online and distance education course.

20. DIVERSITY STATEMENT

Thomas Jefferson University has a long and proud history in contributing to the national healthcare workforce. It aspires to create a diverse and inclusive environment, knowing that the creative energy and innovative insights that result from diversity are vital for the intellectual rigor and social fabric of the University and is requisite for a highly effective healthcare workforce of the future. As a scholarly community, the University welcomes people of all racial, ethnic, cultural, socio-economic, national and international backgrounds, diversity of thought, pedagogy, religion, age, sexual orientation, gender/gender identity, political affiliation and disability.

21. DOCUMENTATION FOR JSN STUDENT FILES: UNDERGRADUATE AND GRADUATE

Students are responsible for presenting the following documentation:

• Current RN License (if applicable)
• Current CPR certification (American Heart Association or American Red Cross-sponsored only)

Health and Immunization forms and records are submitted to and maintained by University Health Services (UHS). Students must comply with all UHS requirements. Students will not be permitted to attend class or clinical until all health and immunization requirements have been met and the school has received notification of same.

22. E-MAIL

Each student will be assigned an e-mail account. E-mail is one of the primary means available to faculty to easily and quickly communicate with students. Consequently, it is imperative that students frequently check for messages. There will be no latitude allowed for students who claim that information was not communicated when faculty transmitted it electronically. E-mail communication will be conducted through students’ Jefferson accounts ONLY.

23. FAILURE TO COMPLETE A COURSE

A student, who has not met all requirements of a course, may be given the grade of “I” (Incomplete). A grade of “I” indicates that the student has not completed all the course requirements. This grade is given only when the work already completed has been of a quality acceptable to the instructor. This
grade automatically becomes an “F” if the work is not completed and the instructor does not submit a grade within six weeks after the end of the course or the final examination.

24. GRADE APPEAL PROTOCOL

I. Grade Appeals Board
The Schools of Health Professions, Nursing, Pharmacy and Population Health shall collectively support a Grade Appeals Board.

A. Membership

1. A member of the administration designated by the Provost.
2. Three faculty members each from JSHP and JSN, and one faculty member each from JSP and JSPH. Each school shall designate two alternates. An alternate may serve on the Board in case one of the school’s faculty designees is unavailable.
3. Two students from each school. Each school shall identify two alternates. An alternate may serve on the Board in case one of the school’s student designees is unavailable.

The Board, by a majority vote of its members, will elect one member as Chair at the beginning of the academic year.

B. Responsibilities
A Grade Appeals Hearing Panel, as set forth in Section IV, shall provide a hearing for students who, following the established grade appeal process, wish to present evidence that their level of achievement is, or has been, other than as adjudged by the School.

The Grade Appeals Hearing Panel will also hear appeals of dismissal for unsafe clinical performance. The hearing procedures followed by the Grade Appeals Hearing Panel are set forth below.

II. Bases for Grade Appeal
The grade appeal protocol affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate final grade has been assigned under the following circumstances:

- Grade was assigned in a capricious or arbitrary way: The faculty member has arrived at the grade without considering all the pertinent facts or has arrived at the grade based on reasoning which is influenced by irrelevant information not in accord with the course syllabus.
- Assignment of a grade inconsistent with criteria used to assign grades to other students: The grade was given using criteria not on the syllabus and different from criteria used to grade all other students in this specific class, with the same instructor, in the same semester.
- Mechanical error occurred in the calculation of a grade: The grade has been inaccurately assigned due to clerical or administrative error.

Reduction of a grade for alleged academic dishonesty does not follow this protocol. It must be appealed to the Judicial Board on Student Conduct.

III. Steps of Grade Appeal and Timeframe for Grade Appeal

1. To begin the Grade Appeal process students must meet with the Assistant Provost for Student Affairs. For a grade appeal, the burden of proof is on the student. The student must identify reasons he/she believes the grade assignment was inappropriate and provide evidence supporting the claim. The student will be able to review all material relevant to the case from his or her department file. To file an appeal the student must compile the following documents, which will be used in each step of the grade appeal process:
a. a signed Notice of Course Grade Appeal (the form is available from the Assistant Provost for Student Affairs and online in the Blackboard organization for Students in the Jefferson Schools of Health Professions, Nursing, Pharmacy, and Population Health);
b. a detailed written statement explaining the basis for the appeal setting forth one or more of the Bases for Grade Appeal described in Section II of this Protocol. The statement must include a specific account of all alleged procedural irregularities and a chronology of significant events related to the assignment of the grade;
c. a copy of the course syllabus; and
d. copies of other pertinent documents and any other evidence that may have a bearing on the grade in question. These may include, but are not limited to, School/Department/University policies, tests, papers, clinical records or evaluations, journals, handouts, correspondence to/from the instructor, course outlines, handouts, logs and any written feedback given by the instructor on written work.

2. The Department Chair/Associate Dean will decide if the student may continue in class during the appeal period and notify the student of the decision in writing. Any instructor recommending that a student should not continue in the class or academic program must clearly document that the student poses a safety risk to others and/or has engaged in disruptive behavior towards other students, faculty, clinical instructors and/or patients.

3. The timeframe for each step of the Grade Appeal process are described in the chart below. **PLEASE NOTE: The timelines in the grade appeal procedure are mandatory.** If, due to extenuating circumstances, the student is unable to follow the timeframe, he/she must submit a written request for an extension from the next person in the process during the specified timeframe. Likewise, a faculty member, course director, or Chair/Associate Dean must submit a written request for an extension from the Dean if there are extenuating circumstances that would not allow the timely completion of their review and decision.
4. Each step of the process must include a written response to the participants. The student has the opportunity to reply to the response in the grade appeal document that is forwarded to the next stage of the process.

5. If the appeal is resolved within the school, either because the student does not file with the next corresponding person or the school finds in favor of the student, a notice of the final outcome should be sent by the school to the Assistant Provost for Student Affairs.

6. It is important to note that, as depicted in the chart, if the appeal is denied by the Dean and the student elects to file the appeal with the Grade Appeals Board, he/she must also submit a proposed list of witnesses who have agreed to testify at the hearing. For each witness the student should include a brief summary of his/her testimony and its relevance to the charge that an inappropriate grade has been assigned.

7. The reviewing authority (Instructor, Department Chair/Associate Dean, Dean, or Hearing Panel) has the right to enact a grade change and will determine the grade upon their decision.
8. If the Department Chair/Associate Dean or Dean is the course instructor the Dean will appoint another faculty member to serve as a replacement in the appeal process. The Department Chair/Associate Dean or Dean will remain as the course instructor.

IV. The Grade Appeals Panel and Hearing

The Grade Appeals Board reserves the right to deny a hearing if the evidence submitted by the student does not clearly demonstrate a basis for grade appeal. The Board Chair will notify both parties in writing of the decision and, if a hearing is granted, the time, date and location of the hearing.

The Board will appoint a Grade Appeals Hearing Panel consisting of the Chair of the Grade Appeals Board, two additional faculty members, two student representatives, and a non-voting representative of the Office of the Provost. None of the members of the Grade Appeals Hearing Panel may be from the academic department from which the Appeal originates. A Board member must withdraw from the proceedings if he/she cannot remain unbiased or if involved with the grade in any capacity. The Chair of the Board shall appoint another representative to maintain the Hearing Panel’s structure in accordance with this Protocol. If the Chair of the Board disqualifies himself/herself, or is disqualified due to a conflict of interest, another member of the Board will be elected by the Grade Appeals Board. The Panel will determine which proposed witnesses may testify at the hearing.

1. Attendance at the hearing is required of the following individuals and is closed to all others:

a. All members of the Grade Appeals Hearing Panel shall be present and shall serve with full voting rights.
b. A representative of the Office of the Provost shall serve on the Panel in a non-voting capacity.
c. The student and course instructor shall be present. If either party is unable to attend due to an extraordinary circumstance such as, but not limited to, severe illness, death in the immediate family or professional obligation that cannot be rescheduled, the Board Chair must be notified immediately. The Hearing Panel will use best efforts to reschedule the hearing within five days of the originally scheduled date.
d. Witnesses called by either party and approved by the Hearing Panel may be present only for their own testimony.
e. A non-Board member provided by the Office of the Provost who will take notes of the discussion and prepare a summary of the proceedings.

2. The hearing shall be conducted in the following manner:

a. The student and course instructor must represent themselves.
b. The student will have the opportunity to state the nature of the grade appeal in detail and present supporting witnesses and evidence.
c. The course instructor will be given the opportunity to respond to the student’s statement and present supporting witnesses and evidence.
d. Hearing Panel members may question the student, course instructor and witnesses.
e. The student, course instructor and witnesses are excused.
f. Following a period of closed deliberation, the decision of the Hearing Panel will be determined by a simple majority vote. A written report citing the basis for the decision will be forwarded to the student, the course instructor, and the School Dean within five business days.

V. Appeal to the Provost

1. If the decision of the Grade Appeals Hearing Panel is not acceptable to either party, the student or the course instructor may file a written notice of appeal with the Provost within three days of receiving the decision. The appeal must be based on either a lack of due process or new information not available at the time of the hearing. Such a request shall be granted or denied at the discretion of the Provost, or a designee appointed by the Provost, based on an analysis of whether the new information is likely to make
a significant and substantial difference in the initial disposition of the case or whether the process followed was inconsistent with University procedures.

2. If a request for appeal based on new information is approved, the Provost or designee will remand the appeal to the hearing panel and another hearing will take place. The decision of the reconvened hearing panel shall be final and binding.

3. If a request for appeal based on lack of due process is approved, the Provost or designee shall meet with the individual appealing the decision of the Hearing Panel to attempt to resolve the situation. In advance of the appeal meeting, the Provost or designee may request any additional records or documentation that he/she feels are relevant to the case. The Provost or designee shall provide a written decision, which shall be sent to the student, the Dean and the Chair of the Grade Appeals Board within five business days of receiving the written notice of appeal. The decision of the Provost or designee shall be final and binding. There is no further university recourse available for the student or course instructor.

25. GRADING SYSTEM
At the close of an academic term, each instructor assigns a letter grade indicating the quality of a student’s work in the course.

The following is the grading system used in the Jefferson School of Nursing, including the quality points assigned for use in the calculation of the grade point average (GPA). Note that the minimum grades required for satisfactory performance in a given course and for progression in the program are determined by the academic policies governing the particular program. Students should consult the appropriate section in this handbook for specific criteria and policies governing progression in the academic program in which they are enrolled.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A−</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B−</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
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<td>C−</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D−</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>WF*</td>
<td>0.0</td>
</tr>
</tbody>
</table>

GRDES NOT CALCULATED IN THE GRADE POINT AVERAGE (GPA)

AU Audit: Instructor permission required; no credits awarded
CR Credit: Awarded for successful completion of a challenge examination.
I Incomplete: Awarded only when the student has done course work at a satisfactory level. Failure to remove an incomplete grade prior to the end of the 6th week following the conclusion of the final exam (or as determined by the program if the course is a pre-requisite) will result in a grade of F.
IP In Progress: Assigned when course work is scheduled on a continuous basis over more than an academic term (e.g., selected clinical practical). The final course grade and credit are awarded in the term of completion.
N No Credit: When it is impossible to complete work in a given course, the student may submit a written application for a grade of N, within one academic term, through the instructor to the
Dean. If the request is approved, the student will be awarded a grade of N. No credit is awarded.

P  Pass: Satisfactory completion of a course graded on a Pass/Fail basis.

T  Transfer Credit: Transfer credit awarded.

UP  Unsatisfactory Progress: Provides an opportunity for students who have experienced late improvement in a clinical affiliation and may need extra time in the clinic to fine-tune their skills. UP is not calculated in the student’s GPA. Failure to remove the grade prior to the designated timeframe determined by the School/Department will result in a grade of “F.”

W  Withdrawal: Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of “W.”

WP  Withdrew Passing: After the deadline, a student who withdraws receives a grade of “WP” (Withdrawn Passing) or “WF”* depending upon the level of performance in the course at the time.

WF*  Withdrawn Failing: WF is calculated in the student’s GPA.

GRADE POINT AVERAGE CALCULATION
The grade point average (GPA) is computed in the following manner:
1. Multiply the number of Quality Points for each grade by the Credit Hour value assigned to each course attempted.
2. Divide the sum of these products by the total number of credits attempted.

The cumulative GPA is based on the grades earned in all courses taken in the Jefferson School of Nursing, except for the following circumstances.

REPEATED COURSES
With the approval of the Associate Dean, a student may repeat a course and have the initial credits attempted, credits earned, and quality points excluded from the GPA. The original course grade remains on the transcript in all cases.

ADMISSION TO A SECOND PROGRAM
A graduate of one program of the University who is admitted to a second program has a cumulative GPA for the second program computed only on the grades earned in courses taken after completion of the first program.

Academic Honors (Undergraduate Programs only)

Dean’s List- At the end of each academic term, recognition on the Dean’s List for Distinguished Academic Achievement is awarded to those students enrolled in undergraduate programs with no fewer than 12 credit hours per semester who have achieved a minimum grade point average of at least 3.50 for the term.

Academic Honors at Graduation (Undergraduate Programs)
To graduate with honors, a student must:
• Complete at the School a minimum of 60 credits in a bachelor’s degree program or 30 credits in an associate degree program
• Earn at least 50% of these credits in graded (non-Pass/Fail) courses
• Achieve a cumulative grade point average as follows:
  – Cum Laude 3.50
  – Magna Cum Laude 3.70
  – Summa Cum Laude 3.85

The cumulative grade point average is based only on those courses completed at the School.

26. GRADUATION POLICY
Undergraduate students must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least 2.00 on all attempted work to qualify for graduation from the University.
Graduate students must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least (B) 3.00 on all attempted work to qualify for graduation from the University.

Full-time students are required to complete their course of study within three years of the date of matriculation. Part-time students are required to complete their course of study within five years of the date of matriculation. An extension may be granted in the event of extenuating circumstances, such as a documented serious illness.

a. Residence Requirements for Graduation
A student must earn a minimum of 30 semester credits on campus immediately preceding graduation for a degree to be conferred.

b. Application for Graduation
The official awarding of degrees takes place three times each year: at the Commencement Exercises following the conclusion of the spring semester, in August at the conclusion of the summer semester, and in December at the conclusion of the fall semester. Students who expect to meet the requirements for graduation in a given year must file an online application with the University Office of the Registrar no later than the published date in the Academic Calendar. The University Office of the Registrar will email eligible students instructions for completing the Application for Graduation and ordering of cap and gown to his/her Jefferson email account.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements. A student who does not qualify for graduation in time for Commencement exercises may participate in the next academic year’s graduation program.

27. STUDENT GRIEVANCE PROCEDURE
For student grievances other than grades or dismissal due to unsafe clinical performance, students are encouraged to address the problem at the point closest to the issue. In Jefferson School of Nursing, the student is encouraged to attempt to resolve the dispute directly with the faculty or staff member. If dissatisfied with the outcome, the student may meet with the appropriate Program Director, then the appropriate Associate Dean, who will attempt to mediate the situation. If the student is still dissatisfied with the outcome, he/she may meet with the School Dean. The Dean is the final authority in hearing student grievances. All parties are encouraged to address the issue promptly in writing (within three (3) class days whenever possible) so that resolution of the grievance should require no more than three weeks.

28. GUIDELINES FOR WRITTEN COURSE ASSIGNMENTS
a. Students are required to use the APA Manual (most recent edition, most recent printing)

b. All written work, unless otherwise specified, must be submitted in typed format, using the APA style manual as a guide.
   • Non-typed work (unless otherwise specified) will NOT be accepted
   • Papers not in APA format will NOT be accepted
   • Papers with incorrect APA formatting will lose 1 point for each occurrence up to 5 points maximum

c. All work must be grammatically correct, properly referenced, and reflective of current nursing and other health care professional references.
   • Papers with grammatical and spelling errors will lose 1 point for each incorrect occurrence up to 10 points maximum
   • Textbooks are not considered appropriate references for written work
d. Students may also access the learning resource center and/or the writing center for questions pertaining to the use of APA format.

e. Any assignment not submitted at the beginning of class on the specified due date will lose 5 points for the day it was submitted late and 5 points for each subsequent day that it is late. All required assignments MUST be submitted even if they are submitted too late to receive any points.

29. HEALTH INSURANCE MATRICULATION REQUIREMENT

As an academic health center, Jefferson requires all matriculated students to have health insurance, and to complete the enrollment/waiver process for each academic year.* If you have health insurance through another provider, it must meet the stated minimum requirements to qualify for a waiver. If you do not have coverage through another provider that meets the minimum requirements, then you must enroll in the school-sponsored student health insurance plan. Once enrolled, the plan will be in effect for the entire academic year. You may only terminate the insurance coverage if you have a qualifying life change event.

*Dates may vary by academic program.

2014-15 Minimum Requirements

In order to qualify for a waiver,

1. A student's insurance plan must be one of the following:

   - An employer-based plan through a parent, spouse, or own employment.
   - An individual plan purchased through a government exchange or directly through a carrier at the Gold (80%) or Platinum (90%) level.
   - A plan provided via Medicaid or Veterans Affairs.

2. If the plan originates outside of the Philadelphia area, the student must have the ability to access providers in the areas of their current residence, without disruption to their academic responsibilities, while attending Thomas Jefferson University.

   The University reserves the right to audit all waivers in order to ensure compliance with the minimum requirements. Please be sure to retain a copy of your insurance policy as you may be asked to provide this documentation.

For complete information on this requirement please visit www.jefferson.edu/studenthealthinsurance

30. IDENTIFICATION CARDS

All students in the Jefferson School of Nursing are issued photo identification cards to be carried at all times on campus and in hospital facilities.

The initial ID card is provided at no charge. If a student’s identification card is lost or damaged, replacement cards can be obtained for a fee from the Photo ID Center located in the Jefferson Bookstore at 1009 Chestnut Street. The Photo ID Center is open during store hours from 7:00 am to 5:30 pm Monday through Friday and from 9:00 am to 1:00 pm on Saturday. For more information call (215) 955-7942.

31. JEFFALERT EMERGENCY NOTIFICATION SYSTEM

With JeffAlert, the University can send simultaneous alerts in minutes through text messaging, voicemail and email to numerous devices such as cellular phones, landline phones, fax machines...
and PDAs. It is important that students keep their contact information current so that they can be properly notified during an emergency. For detailed information about the JeffALERT Emergency Notification System, please visit our website at http://jeffalert.jefferson.edu

EMERGENCY PREPAREDNESS
Thomas Jefferson University has taken steps to support our campus community during times of heightened concern. The Department of Emergency Management has established an emergency plan that includes emergency procedures for all university buildings and occupants, as well as information that would be helpful in the event of an emergency. Students are encouraged to visit the Emergency Preparedness site at http://www.jefferson.edu/university/jeffalert.html.

32. LEAVE OF ABSENCE
When personal circumstances make a temporary absence from the School advisable and when intent to return is evident, a leave of absence may be granted to students matriculated in a degree or post-baccalaureate certificate program who file the Student Status Change Form available in the University Office of the Registrar. Permission of the School Dean or appropriate Associate Dean is required. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reason are not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect. Students who fail to return to the school at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the school. Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit Interview counseling session.

Besides being a federal requirement, it is a very helpful counseling process to ensure that students know the facts and repayment strategies that apply to student loans and to safeguard loans from becoming delinquent during a leave of absence, withdrawal or any other period of non-enrollment or drop in credits to below a half-time status level.

33. POLICY FOR PERSONAL DIGITAL DEVICES IN THE CLINICAL SETTING
Personal Digital Devices (PDDs) such as iPads are required for all undergraduate clinical experiences and recommended for all graduate clinical practicums. The PDD is loaded with required reference-based software. All students entering clinical areas have been advised of and are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. All patient-related information is confidential. Patient-related information is defined as all information related to the health, business, or personal matters of the patient or patient’s family. This includes but is not limited to Protected Health Information (PHI) that is based on a patient’s diagnosis, examination, treatment, observation, or conversation, and information maintained in data bases that contain diagnostic or treatment related information.

In order to comply with current regulations, the following protocol has been established for PDDs use in the nursing programs. Personal Digital Devices include but are not limited to: PDAs, smart phones, laptops, cell phones, and iPads.

1) Protected Health Information (PHI) cannot be entered into the PDA or digital device.
2) Pictures cannot be taken in the clinical setting.
3) The usage of personal cell phone functions which include personal text messaging is prohibited during clinical hours.
4) Cleaning of PDDs must comply with the organization’s infection control policy and procedures. If the device becomes contaminated it should be cleaned with the recommended disinfectant. If a
patient is on isolation, the PDD cannot be taken into the patient’s room. Hand hygiene is the best method of preventing transmission of disease.

5) iPads must be password protected.
6) iPads must be configured to erase data if the password is entered incorrectly 10 times.

9/07 Developed and Approved: Curriculum Committee
9/07 Approved: Executive Council Committee

34. POSTING OF TEST RESULTS AND GRADES
Grades will be posted on Blackboard Learn.

35. READMISSION PROCEDURE
Students withdrawn or dismissed from the school who wish to continue their studies must re-apply through the Office of Admissions within two (2) years of withdrawal or dismissal.

36. REGISTRATION
Prior to each registration period, students are provided with detailed instructions and materials for registration. With the assistance and guidance of a faculty advisor, students must register for classes according to the schedule published in the Academic Calendar.

Any registration made after the conclusion of the official registration period will require payment of a $25.00 late registration fee.

37. REQUEST FOR LETTERS OF RECOMMENDATION
It is the student’s responsibility to ask faculty to write letters of recommendation for such purposes as employment references, application for membership in honor societies and petitions for financial support. If the Jefferson School of Nursing receives a request for a recommendation and you have not indicated a specific faculty member to complete the recommendation, your academic advisor will receive the request. Two weeks’ advance notice for a letter of recommendation is required.

38. SAFE CLINICAL PRACTICE POLICY
Students who do not demonstrate safe clinical practice in the nursing program are subject to dismissal from the program. Dismissal may be immediate when related to a serious incident at any point in the course of study or may occur at the completion of a clinical experience as a result of a cumulative unsafe performance. Safe clinical practice is defined as follows:

- Performs nursing actions (procedures, medication and other treatments) consistent with ANA Standard of Practice, the State Nurse Practice Acts and when applicable, guidelines defined by specialty bodies.
- Takes nursing actions to correct minimize and/or prevent risk to the patient.

Approved March 26, 2008: Executive Council

39. CLINICAL PROBATION AND DISMISSAL
Because patient well-being is a major concern of the University, it is necessary that certain actions be taken when a student’s clinical practice poses a potential threat to patient health, welfare or safety. Therefore, students are subject to the school’s specific regulations governing clinical practice and may be placed on probation by the school and/or recommended for dismissal from the school for unsafe clinical behavior as defined by the school.

School recommendations for clinical dismissals are subject to the approval of the Student Promotion and Progression Committee. Students who wish to appeal a decision of clinical dismissal may do so by following the provisions of the Grade Appeal Protocol if a final grade has been assigned, or the Appeal Process for Dismissal Due to Unsafe Clinical Performance if the student is removed from a clinical site prior to assignment of a final course grade.
40. SATISFACTORY ACADEMIC PROGRESS POLICY

Federal Title IV Programs

Policy Statement
In order to receive payment for any Title IV Financial Aid Program, students must maintain satisfactory progress in their chosen program of study. If a student transfers to another program of study in the School, academic work in the prior program will be considered in determining satisfactory progress.

Students receiving aid for the first time must have been making satisfactory progress prior to receiving Title IV aid.

Students are considered to be maintaining satisfactory progress in their program of study if they successfully complete 70 percent of the credits attempted while receiving Title IV Funds.

The Satisfactory Academic Progress Policy will be applied at the end of each academic term.

Students who do not demonstrate satisfactory progress are not eligible to receive further Title IV Funds until they have re-established satisfactory progress.

To re-establish satisfactory progress, students must successfully complete, without receiving Title IV Funds, at least 70 percent of the attempted credits which fulfill degree requirements during one academic term.

When satisfactory progress is re-established, the Satisfactory Progress Policy will again be applied at the end of the semester. Application of the policy will continue until students complete or terminate their education.

Students who are placed on probation are permitted to continue on aid as long as they are making progress in accordance with College and School/Department regulations. Students are required to complete their course of study in no more than 150% of the standard time frame required by the academic program. An extension may be granted by the Office of Financial Aid in the event of extenuating circumstances. The death of a family member or documented medical illness are examples of unusual and extenuating circumstances.

Students who are asked to withdraw from a major but who are permitted to remain in the School taking nonprofessional required courses and/or professional courses in the major with permission of the School/Department may not continue on financial aid.

If students feel that they are not fairly judged or have extenuating circumstances, they may request a review of their individual circumstances by the Director of Financial Aid. In the event that students are not satisfied with a decision made by the Director, they may appeal to the appropriate JSN Associate Dean or Dean. The decision of the School Dean is final.

In the event of highly unusual or extenuating circumstances which result in the student not maintaining satisfactory progress, the Director of Financial Aid may waive or adjust the Satisfactory Academic Progress Policy on an individual basis. The death of a family member or documented medical illness are examples of unusual and extenuating circumstances.

Financial Aid may be available to students for necessary repeat one-time of a failed course. When repeated, courses for which a passing grade has been received are not eligible for financial aid funding.
Definitions


Title IV Funds: Any payment originating from the Federal Title IV Financial Aid Programs.

Credits Attempted: A credit will be considered attempted only for those courses in which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the School after the specified drop/add period does not exclude those credits from being considered as attempted. Required courses that are repeated will be considered in calculation of credits attempted for satisfactory progress. Non-credit, remedial courses or challenge examinations are not aided and are not considered as credits attempted.

Temporary letter grades such as I, IP or NR will be considered at the time the final grade is received. These credits will be evaluated with the other credits the student attempted during the academic term the course was originally intended to be completed.

Successful Completion: A credit will be considered successfully completed if the student receives a letter grade of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P. A credit for which a student receives the grade W, WP, WF, F, NC or N will not be considered successfully completed. Graduate students must maintain a minimum Grade Point Average of 3.00.

Satisfactory Progress Table
The following table will be used to measure satisfactory progress for the Federal Title IV Financial Aid Programs.

<table>
<thead>
<tr>
<th>Number of Credits Attempted*</th>
<th>Number of Credits which must be successfully completed for satisfactory progress</th>
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</table>

See definition of “Credits Attempted” above.

Financial Aid Refund
**Title IV Aid**
For each Title IV aid recipient who withdraws, the school must calculate the amount of Title IV assistance the student has earned. This amount is based upon the length of time the student was enrolled. The school must return any portion of unearned Title IV funds for which the school is responsible.

The school must also advise the student of the amount of unearned Title IV grant aid that he or she must return, if applicable. The student (or parent, in the case of a Parent PLUS Loan) must repay any unearned funds that the school did not return according to the normal terms of the loan.

If a student has completed more than 60% of the payment period, he or she is considered to have earned 100% of the Title IV grant and loan aid received for the payment period. In this case, no funds need to be returned to the Title IV aid programs.

However, if a student withdraws before completing more than 60% of the payment period or period of enrollment, the amount of any Title IV loan and grant aid that the student received for the payment period or period of enrollment must be recalculated to reflect the portion of the payment period that he or she completed prior to withdrawal. The unearned Title IV loan and grant aid for the percentage of the payment period not completed must be returned to the applicable Title IV aid programs.

*Title IV programs of aid include Federal Pell, Federal SEOG, Federal Perkins, Federal Work Study Program, Federal Direct Grad PLUS and Federal Direct Stafford Loan.*

**State Grant**
Refunds/prorations of state grant funds are calculated according to the specific regulations of the sponsoring state. Programs of financial aid described herein are subject to change due to federal, state, local or institutional regulations or funding.

**41. TRANSCRIPTS**
At the end of each semester, active status students can view grades and transcript (a copy of the student’s complete academic record) at Banner Web.

Thomas Jefferson University has authorized the National Student Clearinghouse to provide transcript ordering privileges via the Web, using any major credit card. To request a transcript, please access the following website: [http://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar/resources/transcripts.html](http://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar/resources/transcripts.html)

Routine transcript requests carry a processing charge of $5.00 per copy for currently enrolled students and $10.00 per copy for graduates and former students. Immediate need and special handling requests may incur additional fees. Your credit card will only be charged after your order has been completed.

Although transcripts are normally processed within five working days, students should allow for a processing time of 10 working days, particularly during peak periods such as registration, drop-add, grade reporting and commencement.

The University reserves the right to deny transcript requests of students who have not satisfied all financial obligations to the University.

**42. WEATHER EMERGENCY POLICY**
Should weather and travel conditions necessitate, the President may declare a Weather Emergency.

A toll-free Jefferson Hotline (800-858-8806) will provide a recorded message with complete weather emergency information, including class cancellations and schedule changes for special events. Similar information will be available through the Jefferson PULSE campus portal and the TJUH Intranet.
The parameters of a Weather Emergency are as follows:
All on-campus, non-clinical classes are cancelled. Students in off-campus locations should contact either the on-site Jefferson faculty member, or, in cases where no Jefferson faculty member is on-site, contact their immediate supervisor at the rotation site. In the latter situation, it is the students’ responsibility to learn the weather emergency policy of their rotation sites.

43. WITHDRAWAL FROM THE SCHOOL
A student may initiate withdrawal from the School by due notice if not subject to dismissal because of failure or disciplinary action. If a withdrawal is initiated, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

In order to withdraw, the student must obtain a Student Status Change Form from the University Office of the Registrar or the Associate Dean. The date upon which the form is filed, and not the date of the last class attendance, is considered the official day of withdrawal.

A student matriculated in a baccalaureate, master’s, doctoral degree or post-baccalaureate certificate program who fails to enroll for more than two consecutive semesters without having been granted a leave of absence will be given an administrative withdrawal.

A student who withdraws voluntarily or who is administratively withdrawn from the school must reapply to the Office of Admissions to re-enroll. If readmitted, the student is subject to the academic and curricular requirements in place at the time of readmission.

STATEMENT OF PROFESSIONAL CONDUCT/HONOR CODE

Preamble
The faculty of Thomas Jefferson University affirms its deep commitment to the values and ethical standards of the health professions. These principles involve our conduct with patients and one another where honesty, morality, integrity, civility, altruism, and compassion are the rule. By embracing the values and standards of conduct of health professionals, we maintain our contract with society and the trust that grants us professional autonomy and the privilege of self regulating our professions.

General Principles of Professionalism in the Health Professions
At this time when the health professions are beset by an explosion of technology, changes in market forces, serious problems in healthcare delivery, conflicts of interest, and the threat of bioterrorism, the Faculty of Thomas Jefferson University reaffirms its commitment to professionalism. Understanding that at their core, the health professions place the welfare of the patient above self interest, we accept our responsibility to educate future health professionals in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as strong role models and advocates while maintaining professional relationships based on mutual respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect and redefine and make meaningful our core values and covenant of trust with society.

The Core Values of Thomas Jefferson University
At Jefferson, we are committed to the highest principles of professionalism. We aspire to be a community that is not only academically and fiscally successful, but also a community of discovery, learning, caring, and sharing. The core values of professionalism guide our actions. At Jefferson:

• Our word is our bond (Integrity)
• We respect each other and all with whom we come into contact (Respect)
• We care about and attempt to ameliorate the suffering and pain of illness; we care about and attempt to ameliorate the trials and tribulations of the Jefferson family (Compassion)
• We are committed to excellence and the life-long pursuit of new knowledge and personal and professional growth (Excellence)
• We aspire to do the right thing, for the right reason, even if it does not serve our personal interests (Altruism)
• We are committed to each other and to those we serve. We work together to achieve our mission and goals (Collaboration)
• We are committed to the prudent use of the resources made available to us by the hard work of the faculty, the tuition of our learners, the support of the public, and the philanthropic giving that sustains us and helps us grow (Stewardship)

Professionalism in the Teacher-Student Relationship
The Faculty of Thomas Jefferson University is committed to principles of mutual respect and trust between teachers and students. Training future health professionals who are entrusted with the lives of others must be based on faculty members embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty members should not use their professional position to engage in relationships outside the professional realm with students or patients. Faculty members should be role models and mentors in their interaction with each other, students, nursing staff and other health professionals, as well as patients. In all of these relationships, faculty members act to enhance the learning experience based on shared professional values.

Shared Professional Values of Thomas Jefferson University
In entering the health professions, and in the process of crafting future health professionals as students and educators, we recognize the implicit trust that patients and society have granted us. As such, we must commit to embodying the highest standards of civility, honesty, and integrity in all aspects of our personal and professional lives. This must include our interpersonal relationships, our academic pursuits, and our professional practices. We must treat everyone compassionately, and respect and protect his or her privacy, dignity, and individuality.

As part of the trust that society has placed in us, we must advocate for outstanding patient care for all people. Accordingly, we must always recognize those attitudes and values of ours that may limit our ability to do so.

As health professionals, we must also recognize limitations in our knowledge and skills, and accordingly, we must accept our duty to provide and receive constructive feedback with the goal of improving our ability to care for our patients. This eagerness to improve is central to our commitment to excellence, and will be the foundation upon which we build our practice of lifelong learning.

Faculty Self-Regulation
As part of their contract with society, the health professions are given the privilege of self-regulation. As part of self-regulation, faculty must contribute to the spirit and principles of the Thomas Jefferson University Honor Code. The faculty must have individual and corporate responsibility to uphold the Honor Code.

The Thomas Jefferson University Honor Code
As Jefferson students and faculty, we seek to establish a community based on honor, integrity and awareness of others. Our commitment to this community begins with our first day of professional or educational association with Thomas Jefferson University when we sign a pledge to uphold the values and rules of the Honor Code that follows:

As faculty members, residents, fellows and students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers, teachers, students, residents, fellows or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for the maintenance of the community standards that are reflected in the Code.
The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a health professional. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.

- **Community** - A goal of each member of the University is to foster an environment of trust and cooperation with respect for the work and efforts of others. When we speak of community we imply the student body, the faculty, the staff, and the administration, each of which contributes to the combined concept of community.

- **Academic Integrity** - We seek to enhance our professional knowledge and achieve excellence in our time spent at Jefferson but not at the cost of honesty, integrity and trust, all integral aspects to the development of a health professional.

- **Social Integrity** - Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, age, disability or sexual orientation. Every individual should be treated with equal respect by their peers, faculty and staff.

- **Responsibility** - All members of the University must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable and take the necessary actions in a timely manner to address the situation. The failure to deal with the breach in professional conduct not only jeopardizes the strength of the code but also puts the observer in direct violation of the code.

- **Mediation** - Resources exist for students, faculty members and staff to meet with other people within the Jefferson community to work out any differences and disagreements with the help of a third party. If these efforts fail to reach a resolution, further resources through official University channels can be used to review any disagreement and determine the appropriate course of action.
CODE OF CONDUCT

STUDENT RIGHTS, FREEDOMS AND RESPONSIBILITIES

Thomas Jefferson University is a not-for-profit academic health center that exists to provide excellent educational programs and experiences for future health care professionals; to contribute substantially to the research, development, and introduction of improved methods of health care; and to provide high quality health care in a cost-effective manner. For the University to function as a harmonious unit, certain guidelines must be established by which the interactions of individuals within the University may be coordinated. This document outlines the rights, freedoms and responsibilities of all students matriculating at Thomas Jefferson University.

PREAMBLE

In addition to those rights and responsibilities ensured by the Constitution of the United States and those limitations imposed by federal, state and local laws, are special rights and responsibilities acquired by students because they are members of the University community. Besides clarifying these special rights and responsibilities, this document enumerates the means by which abuse of these rights and responsibilities will be treated by the University.

I. Academic Freedom

Because intellectual development is best fostered in an atmosphere of active engagement in the educational process, each faculty member should encourage free discussion, free inquiry and free expression regarding issues within the domain of the instructor’s course or program. Students are free to take reasoned exception to the data or to views offered in any course of study and to reserve judgment about matters of opinion.

II. Evaluation

A. Students are evaluated on the basis of:

1. academic and clinical performance,
2. adherence to professional standards, and
3. compliance with standards of student conduct articulated by the college or school in which the course was taken.

B. The use of information unrelated to the standards of evaluation is inappropriate. Students may appeal an evaluation that they allege is not based on these criteria. The appeal should take place through the appeal process of that college/school.

C. A faculty member should excuse himself or herself from evaluating a student if the faculty member believes that he or she cannot make an objective evaluation as a result of his or her possession of information unrelated to the standards of evaluation.

III. Protection Against Improper Disclosure

Ordinarily, information obtained from students in the course of counseling, teaching or advisory meetings shall be treated as confidential. Under certain circumstances it may not be possible to maintain confidentiality of such information. Such circumstances include, but are not limited to, situations where a student’s communication indicates potential harm to the student or to another party, or where maintaining the confidentiality would prevent a faculty member from fulfilling his or her responsibility to protect society and the reputation and integrity of the institution. In such situations the faculty member or advisor has the obligation to take appropriate follow-up action, safeguarding, to the extent possible, the confidential nature of the information. In instances of doctor-patient, religious or other privileged interactions, the guidelines controlling those special situations pertain.
IV. Student Records

Thomas Jefferson University complies with The Family Education Rights and Privacy Act (FERPA) in its maintenance of student records. Each college’s/school’s policy statement on FERPA is on file and available in the University Office of the Registrar.

V. Student Organizations

A. Students are free to organize and join associations that promote their common interests. Organizations that operate in a manner consistent with the University’s mission, regulations and policies, including its non-discrimination policies, and meet the requirements below may be recognized by the University. If recognized, such organizations may seek funding from University sources. The requirements for recognition are:

1. The membership policies and actions of a student organization shall be developed only by vote of those persons who are matriculated students of Thomas Jefferson University.

2. Each student organization that seeks recognition by the University is required to submit to the Office of Student Life and Engagement and/or the appropriate oversight body of its college/school complete bylaws, a statement of purpose, criteria for membership, rules of procedure, a current list of officers and members, and the name of a designated faculty or administrative staff advisor. Any changes in the preceding modus operandi or advisor must be submitted to the college’s/school’s Office of Student Life and Engagement within two weeks of the change. Such organizations must annually resubmit for recognition and/or funding.

3. The advisor shall be chosen with his or her consent. Advisors will advise organizations about University policies and procedures. However, the advisor does not have the authority to control the policy of such organizations.

4. Recognized organizations must refrain from:
   a) using the organization for the financial enrichment of any officer, member or affiliate of the student organization
   b) directly or indirectly using University resources for the express benefit of external affiliates
   c) maintaining outside bank accounts (Accounting for such organizations will be through the TJU controller’s office or the Office of Student Life and Engagement)
   d) using the name of the University or any of its divisions on private bank accounts
   e) entering or attempting to enter into contractual obligations on behalf of the University or any of its divisions or departments without prior written authorization from the appropriate University senior officer or his or her designee. The organization’s advisor may not give such consent
   f) soliciting funds outside of the University without the written approval by the student affairs office of the appropriate college/school.

B. A campus student organization may be affiliated with a parent or corresponding extramural organization, but the campus student organization must:

1. disclose to the University oversight body such extramural affiliations,
2. provide the constitution and bylaws of any affiliated organization, and
3. certify that all conditions for affiliation meet the standards of the University.
C. A student who misrepresents his or her own or a group’s relationship with the University or violates any of the College’s/School’s or the University’s rules shall be subject to the sanctions described in the section on Discipline (section XII) in this document.

D. Students groups that are not recognized by the University
1. may not represent themselves as affiliated with the University or any of its parts
2. may not receive funds from the University
3. may use University facilities only if they meet the requirements for use of University facilities by outside parties and meet the requirements stated in section V. A. 4.

VI. Freedom of Inquiry and Expression

A. Students and student organizations may discuss all questions of interest to them; may express their opinions privately and publicly, so long as they make it clear that they speak only for themselves and not for the University or their college/school; and may support causes so long as these activities do not violate civil law or rules, policies and procedures of Thomas Jefferson University or their college/school, or adversely affect the operations of the University.

B. The right of free speech and expression does not include activity that may endanger the safety of any member of this University community or damage any of the University community’s physical facilities, nor does it include any activity that disrupts or obstructs the functions of the University or threatens such disruption or obstruction. Moreover, modes of expression, including, but not limited to, electronic transmissions that are unlawful or indecent or that are grossly offensive on matters such as race, color, national and ethnic origin, religion, sexual orientation, sex, age, disability or veteran status are inconsistent with accepted norms of conduct of the University and are subject to the sanctions described in the section on Discipline (section XII).

C. Recognized student organizations may invite speakers on campus as long as the organization:
   1. provides adequate advanced written notice to the pertinent office of student affairs and receives written approval from the same office.
   2. bears the cost of any additional services deemed necessary by the inviting organization and/or by the office of student affairs.
   3. follows institutional procedures.
   4. ensures decorum appropriate to an academic community.
   5. states in all promotional literature and activities that its sponsorship of guest speakers does not imply approval or endorsement of the speakers’ views by the University.

VII. Student Publications

A. Publications of recognized student organizations
   Publications written or distributed by organizations that are recognized or financed in any way by the University have editorial freedom but shall be subject to the canons of responsible journalism and review by the organization’s advisor. These canons include, but are not limited to, the prohibition of undocumented allegations, the avoidance of libel, respect for the good name of individuals and the University, the requirements of civil law and University policies and procedures. The University retains the right to impose discipline for good cause on the managers, editors and writers of student publications.

B. Publications of unrecognized student organizations
   1. The publications of student organizations that are financially independent and not recognized by any University oversight may not represent themselves as affiliated with the University or any part of the University and may not use the name of the University
or any of its parts in the group’s communications without prior written authorization by
the office of student affairs of the appropriate college/school.

2. The University views the publications of unrecognized organizations as the product of a
group of students who are individually responsible for their own actions and those of
the unrecognized group.

C. Distribution of handbills, posters, pamphlets or other written material
   1. The most current University policy regarding distribution of posters and other similar
      written notices is located on PULSE under University Policies.
   2. Handbills and pamphlets that in any way invoke the name of the University or any of its
      parts must clearly display the following disclaimer: “Not endorsed by Thomas Jefferson
      University.” University recognized organizations may distribute materials meeting the
      preceding guidelines, but only in public areas. Distribution in classrooms or offices is
      prohibited. Organizations that are not formally recognized by the University may not
      distribute such materials anywhere on Jefferson property or at any Jefferson event
      without prior written permission from the appropriate Office of Student Affairs.
   3. The location of indoor distribution of written material may be restricted to preserve
      safety, security and the orderly conduct of scheduled events.

VIII. Student Participation in Institutional Government

   As constituents of Thomas Jefferson University, students are encouraged to express their views,
   through established channels, on issues of institutional policy and on matters of general interest
   to the student body. Further, by means of active membership on faculty and administrative
   committees, the student body participates in the formulation and application of institutional
   policy as it affects academic and student affairs.

IX. Off-Campus Activities

   It is the policy of Thomas Jefferson University to comply with all federal, state and local laws
   and regulations. The University will not shield from action by civil authorities any employee,
   student or faculty member involved in an illegal activity. Furthermore, as stated in the
   University’s Search Policy (Policy 119.01), the University reserves the right to investigate any
   campus facilities or personal belongings if it has information to support a reasonable belief that
   an illicit activity is occurring.

X. Standards of Conduct

   A. Students enrolled at Thomas Jefferson University are required to follow a code of behavior
      consonant with the high standards of the medical and health sciences professions and the
      reputation of the University. Standards of professional behavior include honesty, integrity,
      civility and, where possible, assistance to one’s colleagues with problems or in distress. In
      addition, students shall comply with all rules and regulations duly established within their
      respective colleges/schools.

   B. Misconduct includes, but is not limited to:

      1. Dishonesty, such as cheating, committing plagiarism, knowingly furnishing false
         information or engaging in unethical conduct in research.
      2. Forgery, alteration or misuse of documents, records or identification that are pertinent to
         the student’s role at the University.
      3. Abuse, malicious misuse, damage or destruction of University property.
      4. Abuse of, assault and battery upon or threat of force or violence against any member of
         the University community.
      5. Theft or misappropriation of, or damage to, any property either temporarily or
         permanently located on campus.
      6. Commission and subsequent conviction of any felony or misdemeanor.
7. Obstruction or disruption of teaching, research, administration, disciplinary procedures or any other authorized activities of the University on campus, or creation or an unreasonable risk of harm to any member of the University community (premises owned or controlled by Jefferson or premises on which students pursue activities in their roles as students of the University).

8. Unauthorized entry into, occupation of or obstruction of any building, structure or part thereof at any time and anywhere on campus.

9. Falsification of or failure to provide personal identification when requested by an authorized official or by a faculty member of the University when such request is consistent with the rules and regulations of the institution.

10. Violation of any other duly established rules and regulations of the University.

XI. Investigation of Misconduct

A. Where appropriate, the University shall investigate allegations of misconduct, as defined above. Such investigations may be performed by appropriate administration authorities including, but not limited to, the Office of Student Affairs, Security and the respective college/school deans or their designees.

B. Where an allegation of misconduct gives authorities reasonable cause to believe that a search is needed, the search will be performed in accordance with the Jefferson Search Policy (Policy 119.01).

C. The University may conduct other forms of investigation as needed before the matter is referred for discipline.

XII. Discipline

The degrees of discipline include, but are not limited to: reprimand, disciplinary probation, suspension and dismissal. Suspension and dismissal are prerogatives of the Dean of the student’s college/school upon the recommendation of the Judicial Board.

The discipline process described in this document is separate from other mechanisms (e.g., the Student Code of Professional Conduct Committee of Sidney Kimmel Medical College) charged to consider allegations of inappropriate conduct in the respective colleges/schools. In the event of a conflict between such a mechanism to review professional conduct and the Judicial Board, the Judicial Board’s decisions shall have precedence.

Reprimand

Reprimand is a written or verbal admonition to a student for improper behavior that constitutes a minor offense. It may be issued by an administrator or by any member of the faculty of the college/school in which the student is enrolled, or by the Judicial Board. Written reprimands may be reported to the faculty advisor, the School/Department or program chairman, and/or the office of the Dean, as appropriate. The Dean, at his or her discretion, may or may not make a reprimand part of a student’s permanent official record, and if so, shall notify the student, allowing the student to attach written comment.

Disciplinary Probation

A student may be placed on disciplinary probation by the Dean upon recommendation by the Judicial Board for not longer than one academic year. During that time the student may remain on campus. The Judicial Board shall determine the duration of said probation, the conditions governing it and whether it will become part of the student’s record.

Suspension

Suspension represents temporary separation from the University for misconduct. Suspension may be for a variable period of time and with certain conditions attached, but in no case shall it exceed one
academic year in addition to the year in which the case is decided. Suspension may be invoked only by the Dean upon recommendation of the Judicial Board of the college/school in which the student in question is enrolled. During the procedures of the Judicial Board, the Dean in his or her sole judgment may suspend a student if there is a risk of significant harm to University community or property.

**Dismissal**

Dismissal for misconduct from any one college/school in the University is mandatory exclusion from all colleges/schools of the University. The dismissal may be permanent or with a right to apply for readmission. Dismissal will be invoked only by the relevant college/school Dean or Dean’s delegate following the recommendation of the college’s/school’s Judicial Board. If the right of application has been allowed, the Dean of the college/school will entertain the application for readmission to the college/school. Under no circumstance shall the student be allowed to apply less than one year following dismissal.

Pending the outcome of an appeal of the decision to dismiss, the student in question may be temporarily separated from the University by the Dean of the college/school in which the student is enrolled.

**XIII. Judicial System**

A. Judicial Boards on Student Conduct

1. **Definition.** Each College of Thomas Jefferson University shall have a standing faculty-student board designated as the Judicial Board to hear allegations of misconduct as defined in the document on Student Rights, Freedoms and Responsibilities. The Schools of Health Professions, Nursing, Pharmacy and Population Health shall collectively support a Judicial Board. Additional boards may be impaneled by the appropriate body as needed at the request of the College/School Dean or the Provost in situations he or she deems necessary to safeguard in a particular case the student’s rights to a speedy resolution of an alleged infraction. Provision for overlap in the existing Boards shall be made if the infractions being heard are related in a material way.

2. **Board Membership.** For Jefferson Schools: The process of appointment to the Board shall be as follows: Each school dean shall nominate two faculty and two students to be appointed to the Board by the Provost. Board members will be selected from this group to participate in specific hearings (the “Hearing Panel”). In most cases, faculty and students from the same school as the accused will not be selected to participate in that hearing. A member of the University administration shall be appointed to the Board by the Provost.

   For Jefferson Colleges: The same process of appointment to the Board shall be followed as that customarily followed for all faculty-student committees of the respective college.

   For All Colleges and Schools: Each Hearing Panel shall consist of
   a. a member of the University administration designated by the dean of the respective college or the Provost
   b. two faculty members of the college or schools
   c. two students enrolled in the college or schools

3. **Quorum.** In all cases, a quorum of the Hearing Panel shall consist of five members, or alternates in the same proportion as previously specified. All decisions of the Hearing Panel of the Board shall require a majority vote of the members present, except for dismissal or suspension, which requires an affirmative vote of at least four of those present.

B. **Board Procedure.** The Board, by majority vote of the whole Board, shall elect one of its members as chair at the beginning of the academic year. The Board may also designate a
secretary to record the discussion and prepare a summary of the proceedings. The chair will be responsible for selecting Board members to serve on each Hearing Panel. Whenever possible, the chair of the Board will conduct the hearing as chair of the Hearing Panel. The summary of Hearing Panel proceedings must be approved by the Hearing Panel and must be prepared for each session.

The Hearing Panel or the accused with the Hearing Panel’s concurrence may call any person whom it deems to possess relevant information concerning the matter before the Hearing Panel.

C. Conduct of Hearing.

1. *Initiation of Hearing.* The hearing of an alleged offender shall be initiated by a written charge from the College/School Dean or Provost to the chair of the Judicial Board. Ordinarily the initial hearing should take place within 15 business days of the receipt of the charge by the Board.

2. *Notice of Offense.* The chair of the Board, after consultation with the College/School Dean or Provost shall give written notice of any alleged infraction of student conduct to the alleged offender at least five business days prior to the convening of the Hearing Panel to hear such case. Such written notice shall consist of the following: a list of witnesses, the specific allegations, the basis for the charges, notice that he or she has the right to an advisor as described in Section C.3, and a Waiver form (see C.3, below). In addition, the alleged offender shall be given specific notice of the penalties that may be imposed.

3. *Representation at the Hearing.* In all cases the alleged offender shall have the right to have present an advisor of his or her own choosing. If the alleged offender desires to appear before the Hearing Panel without legal counsel, he or she must submit to the chair of the Hearing Panel the signed Waiver of the right to counsel no later than 48 hours before the time of the hearing, stating that he or she does so with full knowledge and intent to do so. Under no circumstances is Thomas Jefferson University, or any of its colleges or schools, required to retain counsel on behalf of the alleged offender or pay the cost of any party producing information on behalf of the accused. Should counsel for the alleged offender be present, the chair of the Hearing Panel shall inform the counsel that his or her role is solely that of an advisor to his or her client and may not participate in the hearing.

4. *Appointment of Hearing Officer.* In any case, the Hearing Panel shall have the right to appoint a Hearing Officer to conduct the examination of witnesses from among the faculty or staff of the respective college or any other person, as it may deem appropriate.

5. *Board Review.* After the conclusion of the hearing, the Hearing Panel will meet to review all relevant facts and circumstances and reach a decision about appropriate action, if any.

D. *Disposition of the Hearing Panel’s Decision.* The decision of the Hearing Panel shall be communicated to the Dean of the pertinent college/school by the chair of the Judicial Board within seven (7) business days. The Dean, after due consideration of all relevant factors, will take one of the following actions within seven (7) business days:

- Accept the Hearing Panel’s decision and forward it to the student.
- Mitigate the Hearing Panel’s decision in a manner he or she deems appropriate.
- Refer the matter back to the Hearing Panel for additional consideration.

E. *Appeal.* The alleged offender may appeal the disposition of his or her case to the College/School Dean within ten (10) business days following receipt of the action by the Dean. The appeal must be based on either a lack of due process or new information not available at the time of the hearing. Such a request shall be granted or denied at the discretion of the Dean within five (5)
business days after its receipt based on an analysis of whether the new information is likely to make a significant and substantial difference in the initial disposition of the case or whether the due process provided to the student was consistent with University procedures. Should the request be granted, a new hearing will be conducted as described in section XIII C, unless the Hearing Panel decides without a hearing to reduce or eliminate the sanction set forth in its initial decision. The final disposition of the appeal will be made known to the alleged offender in accordance with the time requirements set forth in XIII D above.

F. *Appeal to President*. Each alleged offender shall have the right to a final appeal to the President of Thomas Jefferson University within fifteen (15) business days of the rendering of a final decision by the Dean. The President may consider claims by the student of arbitrary or capricious behavior, the appropriateness of the penalty and the extent of due process afforded. Upon such appeal, the President may:
1. affirm the decision of the Dean,
2. require the Dean to reconsider the decision or rehear the case,
3. reduce the severity of the penalty.

All decisions of the President are final. In reaching his or her decision, the President may discuss the case with any witness, the alleged offender or any participant in the process.

XIV. *Amendment*
This document of Student Rights, Freedoms and Responsibilities may be amended by:

A. **PRESENTATION** of a proposed amendment to a joint committee appointed by the President and composed of student, administrative and faculty representatives from all colleges and schools in the University. The presentation must originate from one or more of the following sources:
1. any student interest group whose proposed amendment is endorsed by ten (10) percent of a college’s or school’s student body matriculated in a degree-granting program, or
2. any faculty group whose proposed amendment is endorsed by ten percent of a college’s or school’s full-time, fully-salaried faculty, or
3. the Dean of a college or school, or
4. the President of the University.

This joint committee will then determine if the proposed amendment is in accordance with the goals of the University and is in the best interest of the University, the faculties and the student body as a whole. The joint committee shall be responsible for making available to the student body the minutes of its meetings. Acceptance by the committee requires two-thirds majority.

B. **RATIFICATION** by majority vote of each of the college’s and school’s student representative bodies and the appropriate faculty bodies of all colleges and schools, as determined by the Deans of the respective colleges and schools will be necessary before the proposed amendment can be presented to the Board of Trustees of the University for final approval.

XV. *Board Approval*
All amendments to this document will become official only upon approval by the Board of Trustees. This document was approved by the Board of Trustees on February 2, 1970 and amended on May 6, 1996.

**CAMPUS VIOLENCE POLICY**

**PURPOSE**
Thomas Jefferson University, Jefferson University Physicians, and TJUH System (collectively referred to in this Policy as “Jefferson”) are dedicated to the well-being and personal safety of students, faculty,
employees, patients, and visitors. Jefferson has adopted this zero-tolerance policy which strictly prohibits campus violence. Acts of violence and/or threats of violence, whether expressed or implied toward any individual(s) at the Jefferson campus, are prohibited and will not be tolerated. All reports of such incidents will be taken seriously and will be addressed appropriately. This policy defines prohibited conduct, as well as general procedures and potential responsive steps in the event that campus violence occurs. Education related to violence prevention will begin at orientation and will also be provided as needed.

**POLICY**

This prohibition against implied or express threats and acts of violence (including domestic violence) applies to all Jefferson personnel, contract and temporary workers, students, and anyone else on Jefferson property. Certain departments have implemented policies or procedures related to violence prevention and response. Those policies or procedures must be consistent with this policy.

All Jefferson personnel, contract and temporary workers, and students who commit campus violence will be subject to disciplinary action up to and including termination of employment or dismissal and will be directed to stay away from Jefferson. Violators may also be subject to criminal prosecution. Jefferson will decide whether its campus violence policy has been violated and whether preventive or corrective action is appropriate.

Additionally, if Jefferson personnel, contract and temporary workers, or students are arrested for a crime of violence or threat of violence under any criminal code provision, Jefferson reserves the right to determine whether the conduct involved may adversely affect the legitimate business interests of Jefferson, or is inconsistent with Jefferson values, and as a result may implement corrective action up to and including discharge or dismissal. Jefferson personnel, contract and temporary workers, and students arrested for such a crime must report the arrest immediately to Jefferson. Failure to do so is a violation of this policy and subjects such persons to disciplinary action, including termination from employment or dismissal.

**PROCEDURE**

I. Definitions

Campus violence is any conduct that is severe, offensive or intimidating enough to cause an individual to reasonably fear for his/her personal safety or the safety of others or property. Examples of campus violence include, but are not limited to, threats or acts of violence or behavior that causes reasonable fear or intimidation and that occur:

a) On Jefferson campus, no matter what the relationship is between Jefferson and the perpetrator or victim of the behavior; or

b) On any off-campus premises, where the perpetrator is someone who is acting as an employee or representative of Jefferson at the time, or is a Jefferson student, or where the victim is a Jefferson employee or student who is exposed to the conduct because of their affiliation with Jefferson, or where there is a reasonable basis for believing that violence may occur against the targeted employee, student or others at the Jefferson campus.

c) All reported incidents of violence or threats of violence will be taken seriously and investigated. Jefferson will decide whether its campus violence policy has been violated and whether preventive or corrective action is appropriate, up to and including termination or dismissal. Jefferson may consult with law enforcement authorities or other resources, as it deems appropriate, and may require a fitness for duty examination or other professional assessment through providers chosen by Jefferson to determine whether a perpetrator presents a threat to himself, herself, or others at the campus.

d) Jefferson has created a Threat Response Team (TRT) that is described in Appendix A of this policy. If warranted, Legal, Human Resources, Student Affairs, or Security will notify members of the TRT concerning any given situation. In such circumstances, the TRT will evaluate the incident or situation for assessment and planning purposes.
II. Reporting

a) In the event that an employee believes that a threat or act of violence has been made against that employee or others, the employee must report the details immediately to his/her supervisor, manager, Human Resources and/or Security Department anytime at 215-955-8888. For reporting concerns anonymously, call the Jefferson Security confidential hotline at 215-955-5678. Hospital personnel are responsible for completing an event report in Patient Safety Net anytime an incident of workplace violence occurs which is associated with a patient or family member.

b) In the event that a student believes that a threat or act of violence has been made against that student or others, the student must report the details immediately to his/her dean’s office, and/or Security 215-955-8888. For reporting concerns anonymously, call the Jefferson Security Confidential hotline at 215-955-5678.

c) For an immediate on-campus response to any direct threat, dial "811" from any campus phone. A 9-1-1 call to police may be appropriate first, in the good judgment of the employees or managers involved. Nothing in this policy is intended to prevent quick action to stop or reduce the risk of harm to anyone, including requesting immediate assistance from law enforcement or emergency response resources.

d) Failure to report any threats or acts of violence in violation of this policy is itself a violation of this policy, and may subject Jefferson personnel, contract and temporary workers, students, and anyone else subject to this policy to discipline, up to and including discharge or dismissal.

e) Retaliation against anyone for reporting in good faith an actual or suspected violation of this policy will not be tolerated and will subject the individual engaging in the retaliation to discipline, including termination from employment or dismissal from an academic program. Any complaints about retaliation may be reported in the same manner as violations of this policy are to be reported.

III. Stay Away Orders

Jefferson reserves the right to seek stay away orders against any person who violates this policy to the fullest extent allowed by law. In such situations, Jefferson has an interest in assisting any student or employee who reports incidents of actual or threatened campus violence to obtain a stay away order, including one that may apply to the campus. Jefferson personnel, contract and temporary workers, and students who are targeted by the perpetrator may be asked to work with Jefferson to obtain such an order against that perpetrator. Likewise, Jefferson personnel, contract and temporary workers, and students who have previously sought a stay away order against a perpetrator and/or are protected by an existing stay away order must immediately:

1. Notify Jefferson personnel, e.g., student affairs, your supervisor, or Human Resources, of the existence of any such order and provide a copy of the order to the Managing Director of Public Safety.
2. Notify Jefferson Security of any violations or attempted violations of the order.

IV. Confidentiality and Safety

These provisions on campus violence are intended to protect the safety of all students and employees, and are in no way intended to infringe on a student’s or an employee’s privacy. The primary goal of this policy is to encourage an open, ongoing dialogue with the affected student or employee, and those within the Jefferson community who need to know, so that Jefferson can take reasonable steps to protect campus
safety. Jefferson’s goal is to handle all situations with the utmost sensitivity while meeting the goal of campus safety and security.

V. Avoiding Endangerment

Unfortunately, victims of violence may sometimes be uncooperative with Jefferson’s attempts to protect them and others on campus. For instance, victims may decide not to tell Jefferson about threatened or actual domestic violence that may follow the victim onto the campus, or they may engage in behaviors that either provoke or continue the threat of such violence.

These behaviors by the victim endanger not only the victim, but also others at the campus. In such situations, Jefferson reserves the right to take corrective action against a victim of campus violence whose activities or lack thereof increase the risk of threatened or continued acts of campus violence, up to and including termination from employment or dismissal from an academic program.

This aspect of the Jefferson policy is not designed to punish the victim, but is necessary to protect all Jefferson personnel, contract and temporary workers, and students from the increased threat posed by endangering behavior.

Jefferson personnel shall always be observant of the surroundings, including individuals who may exhibit behaviors which are warning signs of potential workplace violence. Examples of some behaviors include: a new/obsessive fascination with weapons, expressing an obsession with one person, withdrawing or becoming isolated, holding a grudge, sudden demonstration of performance or attendance problems, expression of extreme desperation over financial, legal, or relationship issues, or association with hate or extremist groups, to name a few. Jefferson employees shall immediately contact Security, Human Resources, or their immediate supervisor if such behaviors are identified.

VI. Search Policy

Jefferson reserves the right to conduct workplace inspections at anytime, with or without notice, upon reasonable suspicion, for purposes of enforcing this policy.

VII. Examples

Examples of conduct that may be considered threats or acts of violence under this policy include, but are not limited to, the following:

1. Threatening physical or aggressive contact directed toward another individual or engaging in behavior that causes a reasonable fear of such contact.
2. Threatening an individual or his/her family, friends, associates or property with physical harm or behavior that causes a reasonable fear of such harm.
3. Intentional destruction or threat of destruction of Jefferson's or another's property.
4. Harassing or threatening physical, verbal, written, or electronic communications, including, phone calls, emails, letters, faxes, website materials, diagrams or drawings, gestures and any other form of communication that causes a reasonable fear or intimidation response in others.
5. Stalking.
6. Veiled threats of physical harm or intimidation or like statements, in any form, that lead to a reasonable fear of harm or an intimidation response.
7. Communicating an endorsement of the inappropriate use of firearms or weapons of any kind.
8. Possessing weapons of any type, whether licensed or not, and particularly firearms, while on campus. The only exception is local, state, and federal law enforcement officers acting in the line of duty. See the Jefferson Policy prohibiting Weapons, Policy No. 119.05.
9. Domestic violence, which is a pattern of coercive tactics carried out by an abuser against an intimate partner (the victim). These coercive tactics can be physical, psychological, sexual, economic, and/or emotional. Where the abuser’s tactics include any of the above-described conduct on Jefferson’s campus, this policy applies. Where such tactics include any of the above-described behaviors off of Jefferson's campus, this policy applies where the abuser is someone who is acting as an employee or representative of Jefferson at the time, where the victim is an employee, contract or temporary worker, or student who is exposed to the conduct because of their affiliation with Jefferson, or where there is a reasonable basis for believing that violence may occur against the victim or others at the campus. The term “intimate partner” includes people who are legally married to each other, people who were once married to each other, people who have had a child together, people who live together or who have lived together, and people who have or have had a dating or sexual relationship, including same sex couples.

NOTE: Forms of harassment that are verbal or physical conduct showing hostility or aversion toward an individual because of his or her age, race, color, religion, creed, sexual preference or orientation, marital status, gender identity, national origin, ancestry, citizenship, military status, veteran status, handicap or disability or any other characteristic protected by law or that of his/her relatives, friends or associates are addressed in Jefferson Policy No. 200.79.

VIII. Prevention

Jefferson has systems and processes in place to mitigate risks associated with workplace violence including the following:

3. On site campus security force which patrols campus buildings 24/7 and is available as an immediate resource to respond to identified threats. The Jefferson security force works in collaboration with federal, state, and local law enforcement agencies as appropriate.

4. Deploying security technology as a means of prevention including security cameras, panic alarms, and restricting access to key doors through ID card access.

5. Students, faculty, and staff are trained on workplace violence policies and how to prevent and respond to workplace violence incidents should they occur.

6. Periodic risk assessments are completed to assess the potential for workplace violence and guide the organization on how workplace safety and security can be enhanced. This includes the monitoring the frequency of workplace violence incidents and complaints over time.

PEER-TO-PEER (P2P) FILE SHARING ON UNIVERSITY NETWORKS

File sharing software that copies and distributes songs, videos, games and software without permission of the owner can create both criminal and civil liability for the user of the computer performing those functions. Content owners, such as the Recording Industry Association of America (RIAA), the Motion Picture Association of America (MPAA), and Home Box Office (HBO), use technological means to track file sharing of their intellectual property on the Internet. Recently, content owners have also pursued more aggressive legal strategies such as copyright infringement cases in federal court, as is their right under the law.

Providing or obtaining copyrighted material, e.g., music, movies, videos, or text, without permission from the rightful owner violates the United States Copyright Act and several University policies. While it is true that a number of artists have allowed their creative works to be freely copied, those artists remain the exception. You should assume that all works are copyright-protected except those that explicitly state otherwise. As an individual, you should also be aware that you face liability for damages of up to $30,000 per infringement under the U.S. Copyright Act.
The use of file sharing programs has significant practical implications as well. File sharing is bandwidth-intensive and thus can significantly interfere with all users’ ability to perform University-related work. In addition, the files available through file sharing are often infected with computer viruses.

The University has implemented technology that monitors for the unlawful use of file sharing software. If an artist, author, publisher, or law enforcement agency notifies the University that you are violating copyright laws then the University will investigate the complaint. If appropriate, action will be taken against you in accordance with University policy. In some cases, violations of University policy could result in suspending your network access privileges and/or criminal prosecution under state and federal statutes.

SOCIAL MEDIA POLICY

Social media websites are used increasingly by University departments, students and employees, and these communications tools have the potential to create a significant impact on professional and organizational reputations. In light of this, it is important that you are familiar with the University’s Social Media Policy, which is printed below:

Purpose and Policy

Thomas Jefferson University and its affiliated entities (“Jefferson”) respects the rights of its students, faculty, staff, employees, contractors, consultants, temporary employees, guests, volunteers and other members of the Jefferson community (“Jefferson Users”) to use social networking sites (e.g., Face Book, My Space, and You Tube), personal Web sites, Weblogs, and Wikis such as Wikipedia and any other site where text can be posted (“Social Media”).

Use of Jefferson owned or provided computer hardware, software and other equipment which support and facilitate voice mail, electronic mail and access to the Internet (“Electronic Communications”) are the property of Jefferson. Accordingly, Jefferson Users must adhere to the Electronic Communications and Information Policy, Number 102.27, when using Electronic Communications to post text on social networking sites.

If a Jefferson User chooses to identify himself or herself as an employee/student/faculty/guest/temporary employee/or other member of the Jefferson community when using Social Media for personal use, others may view the Jefferson User as a representative or spokesperson of Jefferson. In light of this possibility, Jefferson recommends that Jefferson Users not refer to Jefferson.

If the use of Social Media by a Jefferson User relates to the business/mission of Jefferson, this Policy requires the Jefferson User to observe the following guidelines.

• To create Social Media related to the business/mission of Jefferson, please obtain prior written approval from your Dean, JUP Executive Director, Hospital Senior Vice President, or Kimmel Cancer Center Director. Please be aware that this type of Social Media is not an open forum and postings must be related to Jefferson’s mission. Assign one or more administrator(s) who are the only person(s) in charge of reviewing and approving content to be posted to the Social Media. To obtain approval for use of the Jefferson name or logo on Social Media, follow the Trademark Policy and include the name(s) of the administrator(s) for the Social Media on the Trademark Request Form.

• Jefferson Users should be respectful in all communications related to or referencing Jefferson and its community. Be clear in any references to Jefferson that you are speaking for yourself and not on behalf of Jefferson, unless it is Jefferson created Social Media.

• If not otherwise publicly available, obtain the prior written approval of others of whom you wish to cite, reference and/or post a picture.
• Jefferson Users should discuss internal matters directly with a manager, Human Resources, or through other appropriate, internal channels, such as the University Ombudsman, or Office of Student Affairs.

• Remember that all Jefferson Policies apply to the use of Social Media. Jefferson Users should review the appropriate Code of Conduct, Student Handbook, Operating Policy, Hospital Procedure and/or School/College Bylaw to ensure the use of Social Media is compliant.

• Remember that all applicable federal, state or local laws, such as (but not limited to) patient privacy laws or copyright laws, apply to the use of Social Media.

• Jefferson Users may not post or disclose confidential or other proprietary information of Jefferson.

• Jefferson Users who are contacted by a Social Media page/channel/site for comments or authorization to use Jefferson owned or controlled material, must: (i) contact Public Relations at 5-6300, (ii) follow Public Relations’ policies and (iii) secure the necessary approvals for comments and/or authorization to use Jefferson owned or controlled material.

Enforcement
Any Jefferson User found to have violated this Policy may be subject to appropriate disciplinary action, up to and including dismissal.

Modification of Policy
Jefferson reserves the right to revise this Policy at any time.

Interpretation and Administration
The Office of University Counsel shall be responsible for the interpretation of this Policy and the Office of the University President and the Office of the Director of Communications shall be responsible for the administration of this Policy.

DRUG AND ALCOHOL POLICY

Background and Purpose
Jefferson functions as an academic health care center with a three-fold mission of patient care, education, and research. Jefferson recognizes that continued excellence in these areas depends greatly on the ability of students and employees to execute their responsibilities in a manner reflecting the highest standards of competency and safety.

In compliance with the Drug-Free Workplace Act and the Drug-Free Schools and Community Act, Jefferson maintains a drug-free campus and prohibits the unlawful manufacture, distribution, dispensing, use or possession of illicit drugs or alcohol on its campuses or as part of any university activity. To comply further with the Act, the following information is made available to all students and employees at Jefferson.

Policy Statement
These standards and regulations apply to all students and are designed to prevent substance abuse in Jefferson’s environment.

Prohibited Drugs
For purposes of this section, prohibited drug is any drug made illegal as a matter of federal, state, or local law, which is not legally obtainable as a matter of federal, state, or local law; or one which is legally obtainable but has not been legally obtained. The term includes prescription drugs not legally obtained, prescription drugs that were prescribed for someone else, and other drugs that have been knowingly misused.
• Any student attending class or a clinical assignment under the influence of prohibited drugs or who has a positive drug screen will be subject to disciplinary action, up to and including dismissal.

• Any student, who uses, possesses, manufactures, sells, or distributes prohibited drugs while on Jefferson property or at an off campus clinical site will be subject to disciplinary action, up to and including dismissal.

• Any student, who diverts medication for personal or other use, will be subject to dismissal or disciplinary action, up to and including dismissal.

• In appropriate cases, the student may be referred to law enforcement authorities for prosecution.

• Marijuana is a prohibited drug under this policy, regardless of how it is obtained.

Medication
Controlled substances legally prescribed by a licensed physician, as well as some other medications, can influence performance and behavior. For this reason, students should obtain from their physicians information regarding any potential impairment by such medications and refrain from use of medications that may cause impairment. Where impairment potential exists, the student must inform his or her manager or clinical supervisor of the risk. The student may be referred by their manager or clinical supervisor to University Health Services for assessment.

Alcohol
Pennsylvania law forbids a person less than 21 years of age to attempt to purchase, consume, possess, or transport any alcoholic or malt or brewed beverage within the Commonwealth. Violation of this law could result in disciplinary action including suspension or dismissal from the University.

Thomas Jefferson University Policy 117.03 addresses the University’s position regarding possession and use of alcoholic beverages by students on campus.

No student shall report to class or to any clinical assignment under the influence of alcohol or alcoholic beverages. The use, sale, distribution, or possession of open containers of alcohol or alcoholic beverages by any student during academic classroom time or during any clinical responsibilities is prohibited.

Any student in violation of this section will be subject to disciplinary action, up to dismissal.

Counseling
Students may seek assistance for drug addiction and/or alcohol dependence through the Student Personal Counseling Center or through University Health Services. It is student’s responsibility to seek and accept assistance before alcohol and drug problems lead to disciplinary action. A student’s decision to seek such assistance will not be used as the basis for disciplinary action, and will not be used against the student in any disciplinary proceeding.

At the same time, alcohol or drug use and/or addiction will not be an acceptable excuse for behavior that violates this or any other Jefferson policy. Furthermore, it will not be an excuse for sub-par academic performance by students.

Drug and Alcohol Screening
Screening for drugs and alcohol may be required of students for the following reasons:

• Pre-employment screening for students electing to take paid or volunteer positions at TJU or TJUH;

• Pre-placement prior to a rotation at an outside site, if required by the outside institution;

• For reasonable suspicion.
Students will sign consent for testing with acknowledgement that the results of the tests may be shared with Jefferson administrators. **Refusal to sign the consent or submit to drug and alcohol screening will have the same effect as a positive test result.**

**Reasonable Suspicion Screening**
If a manager, administrator, instructor, or clinical supervisor reasonably suspects that a student is impaired while in class or unfit for duty while on the job, the supervisor must refer the student to University Health Services (UHS) for an evaluation. Please refer to and complete Appendix A to this policy, which includes some common signs of impairment. The results of the evaluation will be shared with Jefferson administrators for further action or referral, if needed. Off hours evaluations will be performed through the Emergency Department. Information regarding the evaluation of suspected impairment done through outside institutions through the course of a student’s placement will be shared with University Health Services and Jefferson administrators.

### Main Campus
- **Phone Contact Information**
  - University Health Services - (215) 955-6835
  - Emergency Medicine – (215) 955-6840

### MHD Campus
- **Phone Contact Information**
  - UHS - (215) 955-6835
  - Emergency Room – (215) 952-9130

**Awareness/Training**
Jefferson will promote awareness of the effects of drug and alcohol abuse through a variety of means, including training programs, articles in Jefferson publications, and the periodic distribution of informational literature on the topic.

**Disciplinary Sanctions**
It is expected that students will comply with all Jefferson policies and the laws regulating alcohol and illicit drugs.

- Students who fail to comply will be subject to disciplinary action as published in the Statement of Student Rights, Freedoms and Responsibilities.

These disciplinary sanctions may include suspension or dismissal and/or the completion of an appropriate rehabilitation program.

**General**
Reference should be made to the following related Jefferson policies:

- 200.10 Alcohol Sale and Use
- 117.03 Student Alcohol Policy
- 119.01 Search Policy
- 119.08 Package Inspection Policy
- 119.04 Crime Reporting and Investigation Policy
- 119.06 Campus Security Statistics Reporting Policy
APPENDIX A
REASONABLE SUSPICION - * SUPERVISOR’S OR STAFF OBSERVATIONS

Section 1
Student Name: ___________________________________________________________
Campus Key: ____________________________ Date of Observation: _____________
Academic Program: __________________________ Time: __________________________ am / pm
Location: _____________________________________________________________
Student performing clinical or other safety-related duties? □ Yes □ No

Section 2
Observations: Check ALL that apply:

BEHAVIOR
☐ stumbled
☐ drowsy, sleepy, lethargic
☐ agitated, anxious, restless
☐ hostile, withdrawn
☐ unresponsive, distracted
☐ clumsy, uncoordinated
☐ tremors, shakes
☐ flu-like illness complaints
☐ suspicious, paranoid
☐ hyperactive, fidgety

APPEARANCE
☐ flushed complexion
☐ sweating
☐ cold, clammy, sweats
☐ bloodshot eyes
☐ tearing, watery eyes
☐ dilated (large) pupils
☐ constructed (pinpoint) pupils
☐ unfocused, blank stare
☐ disheveled clothing
☐ unkempt grooming

SPEECH
☐ slurred, thick
☐ incoherent
☐ exaggerated enunciation
☐ loud, boisterous
☐ rapid, pressured
☐ excessively talkative
☐ nonsensical, silly
☐ cursing, inappropriate
☐ speech

BODY ODOR
☐ alcohol
☐ marijuana
☐ frequent use of mints, mouthwash, breath sprays, eye drops
☐ inappropriate, uninhibited behavior

Other observations: ______________________________________________________

Section 3
The observations, as documented above, were made of the student identified in Section 1.

Supervisor’s Name (printed or typed) Signature Date

Additional Witness:

Witness Name (printed or typed) Signature Date
STUDENT ALCOHOL POLICY

BACKGROUND
Thomas Jefferson University does not endorse the use of alcohol at student functions. However, student organizations may decide that it is appropriate to serve alcohol, after carefully considering all circumstances. Any organization or group of students that sponsors an event where alcohol is served must conform to this Policy.

POLICY STATEMENT
The laws of the Commonwealth of Pennsylvania regulate the sale, service, possession and consumption of alcoholic beverages on Jefferson’s Campus. All members of the University community are responsible for knowing, understanding, and obeying these laws, regulations, and ordinances. The University does not have the authority to alter the laws or to secure exemption from them.

- In accordance with Pennsylvania law, no individual under 21 years of age [i.e. legal age] may possess or consume alcoholic beverages in or on University property. Persons 21 years of age or older may possess and consume alcohol within the privacy of their on-campus residences. The University neither condones nor shields from prosecution the actions of those individuals who serve alcohol to persons under the legal age in violation of Pennsylvania law.

The use of alcoholic beverages at social functions for students at Jefferson is restricted to those functions open to members of sponsoring organizations and their invited guests, where the service of alcohol is restricted to areas designated by the authorizing body, as defined below. In all cases, state laws governing the dispensing of alcoholic beverages must be observed.

AUTHORITY TO USE ALCOHOL
No alcohol is to be consumed by any student in any common campus area without permission to do so from the appropriate authority. Alcohol may not be served at outdoor locations on campus. Exceptions may be made only by the Office of the President. Students seeking to hold a function where alcohol is to be served must obtain written authorization to do so no less than five days in advance of the function, as follows:

a. for those events under the supervision of the Office of Student Life and Engagement, approval must be obtained from the Senior Director;

b. for the University's Housing facilities, approval must be obtained from the Department of Housing and Residence Life by completing the Community Lounge Reservation Request Form; and

c. if an organization desires to serve alcohol at a function held in an area other than those specified above, approval must be obtained from the designated student affairs officer of the college or school with which the organization is associated; and

d. a representative of the authorizing office must be present or on call at the event.

The organization or group must designate one person over the legal age who will not consume alcohol at the function and who will be the sponsor for the function.

DISCIPLINARY ACTION
Any student who violates this Policy will be subject to disciplinary action, as outlined in the individual colleges’ catalogs and student handbooks. Violation of this Policy may result in suspension or dismissal from the University.

PROCEDURE
If the appropriate authority permits the consumption of alcohol at any student function at Thomas Jefferson University, then the following procedures, as well as any additional procedures required by the sponsoring organization or the University, must be followed.
A. Promotional Literature
   1. The University will not distribute, post, or mail any student function's advertisements that mention alcohol.
   2. The sponsoring organization will post a legible sign at the function stating that individuals under the age of 21 years or those who appear to be intoxicated will not be permitted to consume or possess alcoholic beverages. This poster will be placed in a clear and conspicuous location at all functions where alcohol is served. The poster will read as follows:
      o No one under 21 years of age or who appears to be intoxicated will be served an alcoholic beverage. Any individual requesting alcohol must, prior to being served, show a photograph identification that includes the date of birth. Non-compliant individuals will be asked to leave the premises immediately. This may include anyone over 21 years of age serving alcohol to someone under 21 years of age.

B. Party Procedures
   1. Only those beverages served by the sponsoring organization are allowed at the event.
   2. Non-alcoholic beverages, such as soda, must be made available at no cost to anyone attending the event.
   3. Alcohol will not be sold by the sponsoring organization.
   4. The sponsor will ensure that identification is provided at the point of service of alcohol [please refer to Promotional Literature, item #2].
   5. No one under the age of 21 years will be permitted to serve alcohol.
   6. The sponsoring organization or group will have full discretion to refuse to serve alcoholic beverages to anyone whose age is questionable, or who is suspected of being "under the influence."
   7. The sponsoring organization or group will provide sufficient food for all persons present.
   8. The service of alcohol will be discontinued at least thirty minutes prior to the end of the event.
   9. At any function where alcoholic beverages are served, at least one person will be formally designated by the sponsoring group to be responsible for ensuring adherence to these procedures.

C. Underage Student/Guest Participation

   Students or guests under the age of 21 years may be allowed to participate at these functions pursuant to the following procedures:
   1. Underage attendees will not consume or possess any alcoholic beverages anywhere within University property; and
   2. Any attendee who attempts to provide an alcoholic beverage to someone under 21 years of age will be removed from the event and will face disciplinary action, including the possibility of suspension or dismissal from the University.

D. Guest Responsibility
   1. Jefferson students are responsible for their guests at all times.
   2. If a guest violates this Policy or any other rule, or displays unruly/inappropriate behavior, he or she will be asked to leave the event. In that instance, the Jefferson student who brought the "offender" may also face expulsion from the event and/or disciplinary action.

E. In the Event of an Incident
   1. Security will be notified by the event's sponsor if there are problems related to the enforcement of this Policy [e.g. if an individual refuses to leave, or if a disturbance develops].
   2. An Incident Report will be written for any alcohol-related incident. These reports will be sent to the designated student affairs officer of the student's college for review and possible disciplinary action.

F. Organizations
   A student organization sponsoring an event where alcohol will be served may not use the Jefferson name to advertise alcohol at the event.
POLICY ON EQUAL OPPORTUNITY; POLICY PROHIBITING SEXUAL HARASSMENT; POLICY ON OTHER FORMS OF HARASSMENT; POLICY PROHIBITING RETALIATION

**Individuals and Conduct Covered**
These policies apply to all of Jefferson’s students, employees, faculty and applicants. All such individuals are both protected under and restricted by these policies. Conduct prohibited by these policies is unacceptable in any academic, clinical or workplace setting or in any work-related setting outside the workplace, such as during off-site presentations or seminars, clinical rotations, class meetings, extra-curricular activities, or social activities related to TJU or with TJU students.

**Policy on Equal Opportunity**
Jefferson is committed to ensuring equal opportunity. All decisions, policies and practices are in accordance with applicable federal, state and local anti-discrimination laws. Jefferson will not engage in or tolerate unlawful discrimination (including any form of unlawful harassment) on account of a person’s sex, age, race, color, religion, creed, sexual preference or orientation, marital status, national origin, ancestry, citizenship, military status, disability, veteran’s status or any other protected characteristic.

**Policy Prohibiting Sexual Harassment**
Sexual harassment is a form of sex discrimination, and will not be tolerated. The following behaviors are prohibited, whether conducted by a man or a woman:

To threaten or insinuate, expressly or implicitly, that any student is required to submit to sexual advances or to provide sexual favors in order to participate in a University program or activity

To make any educational decision or take any action based on a student’s submission to or refusal to submit to sexual advance.

To engage in unwelcome sexually-oriented or otherwise hostile conduct which has the purpose or effect of interfering unreasonably with another person’s work or academic performance or of creating an intimidating, hostile, abusive or offensive environment. Such an environment can be created by a University employee, another student, or even someone visiting the University, such as a student or employee from another school.

Sexual harassment may include a range of subtle and overt behaviors and may involve individuals of the same or different sex. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual’s body, sexual prowess or sexual deficiencies; leering, catcalling or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

It is important to remember that these prohibitions apply not only to oral and written communications, but also to e-mail, voice mail and Internet communications and searches.

It is no defense to inappropriate behavior that there was no bad intent, that it was only a joke, or that it was not directed at any particular person.

**Policy on Other Forms of Harassment**

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⁰ This policy is adopted from TJU Policy No. 102.18. It is restated here, with modification, to apply to TJU students.
Harassment based on any other protected status is equally prohibited and will not be tolerated. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her age, race, color, religion, creed, sexual preference or orientation, marital status, national origin, ancestry, citizenship, military status, veteran status, handicap or disability or any other characteristic protected by law or that of his/her relatives, friends or associates.

Harassing conduct includes, but is not limited to: epithets, slurs or stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the academic, clinical or work environment of written or graphic material that denigrates or shows hostility or aversion toward an individual or group.

It is important to remember that these prohibitions apply not only to oral and written communications, but also to e-mail, voice mail and Internet communications and searches. It is no defense to inappropriate behavior that there was no bad intent, that it was only a joke or that it was not directed at any particular person.

Retaliation is Prohibited
Jefferson prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. This means that management will neither engage in nor tolerate retaliation of any kind against an employee who makes a complaint, serves as a witness or otherwise participates in the investigatory process.

What to Do If You Feel You Have Been Subjected to Discrimination, Harassment or Retaliation
In some situations, a person may not realize that his or her behavior is unwelcome and/or offensive to you. Therefore, you are encouraged to tell the offending party that his or her conduct is unwelcome and/or offensive and request that the conduct stop. If this informal approach proves ineffective, or if it is one with which a person feels uncomfortable, for whatever reason, please follow the procedure set forth below. No student, employee or faculty member is required to directly confront the individual who has made him or her uncomfortable.

If you believe that you may have been discriminated against, harassed by or retaliated in violation of this policy, you should report the alleged violation immediately to the Title IX Coordinator, Jennifer Fogerty, at 215-503-6335 or jennifer.fogerty@jefferson.edu. You also have the option to report the incident to your School Dean, Student Affairs Dean, your Course or Clerkship Director, Human Resources, Employee Relations, or you can call the ComplyLine at (888) 5-COMPLY. Please speak with whichever person you feel the most comfortable, whatever your reasons. All complaints will be investigated promptly, and the existence and nature of your complaint will be disclosed only to the extent necessary to make a prompt and thorough investigation or as may be necessary to take appropriate corrective measures. Further information on reporting and procedures in cases of sexual misconduct can be found in the Student Sexual Misconduct Policy.

Sanctions for Violations of These Policies
Any student, employee, agent or non-employee who, after appropriate investigation, has been found to have unlawfully discriminated against, harassed or retaliated against another person, or to have engaged in inappropriate behavior inconsistent with this policy (even if not unlawful), will be subject to appropriate disciplinary and/or corrective action, up to and including termination of his or her relationship with Jefferson, or dismissal.

STUDENT SEXUAL MISCONDUCT POLICY

I. Policy Statement

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in educational programs and activities that receive federal financial assistance. Thomas Jefferson
University is committed to providing an environment free of discrimination on the basis of sex, including, but not limited to, sex-based disparate treatment, sexual misconduct and sexual harassment.

II. Scope

The University recognizes that anyone can be a victim or offender of Sexual Misconduct regardless of age, sex, race, religion, disability status, national origin, sexual orientation, gender identity or other protected characteristics. As such, this policy applies to all members of the University community, including students, employees, volunteers, visitors, and any individuals having any official capacity at the University. This policy applies to conduct occurring on University property or at University events or programs that take place off campus; any off-campus behaviors that have an adverse impact on the University or any member of the University community fall under this policy.

III. Consent

Consent to engage in sexual activity must be obtained from each partner and must exist from beginning to end of each instance of sexual activity. Consent must be informed, knowing, and voluntary. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in sexual activity. Note that, although consent may in some cases be demonstrated through nonverbal conduct alone, reliance on nonverbal conduct alone as an indication of consent could lead to misunderstandings. It is better to obtain a verbal indication of consent.

Consent is not effective if it results from the use of physical force, intimidation or coercion, or if the person is too incapacitated to provide informed, knowing and voluntary consent. If a partner becomes too incapacitated to consent during the course of sexual activity, there is no longer consent. Silence and/or a lack of resistance do not, by themselves, demonstrate consent. Use of alcohol or drugs shall not diminish one’s responsibility to obtain consent, but may diminish one’s ability to consent.

Consent to engage in sexual activity may be withdrawn by any party at any time. Withdrawal of consent must also be outwardly demonstrated by words and/or actions that clearly indicate a desire to end sexual activity. Note that, although withdrawal of consent may in some cases be demonstrated through nonverbal conduct alone, reliance on nonverbal conduct alone to withdraw consent could lead to misunderstandings. It is better to verbally withdraw consent by saying “no,” “stop” or some other similar verbal communication. Once withdrawal of consent has been clearly expressed, sexual activity must cease. A previous sexual relationship and/or current relationship with a partner, do not, by themselves, imply consent.

IV. Prohibited Behaviors

Sexual Misconduct is the overarching term used by the University to describe behaviors or offenses of a sexual nature that are committed against individuals who do not consent to them. Sexual Misconduct is prohibited under this policy. Instances of Sexual Misconduct include, but are not necessarily limited to, unwanted sexual acts which are committed by coercion, force, intimidation, manipulation or otherwise without consent. The following are examples of behaviors or offenses that are considered acts of Sexual Misconduct:

A. Sexual Assault is any non-consensual sexual act. Sexual Assault includes, but is not limited to, the following when consent is not present:

i. Sexual intercourse (anal or vaginal)

ii. Oral sex
iii. Penetration (anal, vaginal, oral) with an object or body part

iv. Forcible / non-forcible rape or attempted rape

v. Use of coercion, force or manipulation to make someone else engage in inappropriate touching of their or another’s genitals or “private parts” (breasts, buttocks, etc.)

vi. Sexual activity with another person who is not able to give consent due to intoxication, incapacitation, unconsciousness, helplessness, or other inability.

B. Sexual Harassment

Sexual Harassment is unwanted verbal, written, physical or other sex-related behavior directed toward another person or group because of that person’s or group’s sex, sexual orientation or gender identity. Sexual harassment may include a range of subtle and overt behaviors and may involve individuals of the same or different sex. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual’s body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures; and other physical, verbal or visual conduct of a sexual nature.

Sexual harassment is a form of sex discrimination, and will not be tolerated. The following behaviors are prohibited, whether conducted by a man or a woman:

i. “Quid Pro Quo” is to threaten or insinuate, expressly or implicitly, that any student is required to submit to sexual advances or to provide sexual favors in order to participate in a University program or activity or to make any educational decision or take any action based on a student’s submission to or refusal to submit to sexual advance.

ii. Hostile Environment is to engage in unwelcome sexually-oriented or otherwise hostile conduct which has the purpose or effect of interfering unreasonably with another person’s work or academic performance or of creating an intimidating, hostile, abusive or offensive environment. Such an environment can be created by a University employee, another student, or even someone visiting the University, such as a student or employee from another school.

iii. Stalking is a type of Sexual Harassment in which a person directs a course of conduct at another specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or suffer substantial emotional distress. Examples of stalking behavior include repeatedly calling, e-mailing or texting someone, especially after being asked to stop; physically following a person; threats, intimidation or intrusive behavior; always “showing up” or being visible where the other person is, etc.).

1. Cyber-Stalking is a specific type 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 to make unwelcomed contact with another person in an unsolicited fashion. Some examples of Cyber-Stalking include, but are not limited to, unwelcomed/unsolicited emails, instant messages, and messages on on-line bulletin boards. It also includes, but is not limited to, unsolicited communications about a
person, their family, friends, co-workers, or sending/posting unwelcomed and unsolicited messages with another username.

C. **Sexual Exploitation** is an act of Sexual Misconduct in which a person exploits or takes advantage of another person in a sexual manner without consent. Examples of Sexual Exploitation include, but are not limited to, the following:

i. Recording (audio or video) or photographing sexual activity without the knowledge and consent of all parties involved

ii. Electronically transmitting (posting online, texting, emails, etc.) sounds or images of sexual activity without the knowledge or consent of all parties involved

iii. Voyeurism (spying on others who are engaged in an intimate or sexual act)

iv. Going beyond consent (having consensual sex but allowing other people to watch without the knowledge of the consenting party)

v. Prostitution

vi. Public indecency (exposing yourself without consent)

vii. Knowingly exposing an individual to a sexually transmittable infection or virus without his or her knowledge.

D. **Relationship Violence (or Dating Violence)** is abusive or coercive behavior toward a party to a current or former intimate relationship (including, for purposes of this policy, parties to a marriage or civil union). The behavior is often, but not always, used to maintain power and/or control over a relationship partner. Relationship Violence can take many forms including, but not limited to, sexual abuse, threats, physical violence, verbal, mental, or emotional abuse, blackmail, social sabotage, psychological manipulation and stalking.

V. Procedures

1. **Reporting** - The University encourages victims of sexual violence to report what occurred so victims can get the support they need and the university can respond appropriately. *It is important to note that different employees on campus have different levels of responsibility to maintain a victim’s confidentiality.*

A. **Non-Confidential Reporting** - Some employees are non-confidential and are required to report all of the details of an incident to Campus Security and the Title IX Coordinator. Reporting an incident to the following people generally obligates the university to investigate:

i. Campus Security (811 or 215-955-8888)

ii. Title IX Coordinators

1. Medical College: Dean Charles Pohl (157 Jefferson Alumni Hall, 215-203-6988, charles.pohl@jefferson.edu)
2. Graduate School of Biomedical Sciences: Dean Gerald Grunwald (M63 Jefferson Alumni Hall, 215-503-4191, gerald.grunwald@jefferson.edu)

3. Students in the Jefferson Schools (Health Professions, Nursing, Pharmacy, and Population Health): Jennifer Fogerty (1123 Edison, 215-503-6335, jennifer.fogerty@jefferson.edu)

iii. School Deans or Associate Deans

iv. Housing and Residence Life staff (including RA’s)

v. Full-time faculty

vi. University Administrators with significant responsibility to student and campus activities

vii. Human Resources (if involving a faculty or staff member).

B. Confidential Reporting – Some employees may talk to a victim in confidence, and only report that an incident occurred without revealing any personally identifying information. If a victim wants to maintain confidentiality the University will be unable to conduct an investigation or pursue disciplinary action. Reporting to the following people will not trigger an investigation without the victim’s consent:

i. Student Personal Counseling Center (215-503-2817)

ii. Pastoral Care Program (215-955-6336).

C. Anonymous Reporting – Victims also have the option of anonymous reporting. If an anonymous report is made the identity of the victim will not be known, but the university’s ability to respond will be limited.

i. Campus Security 24-hour recorded phone line (215-955-5678)

ii. Human Resources ComplyLine (888) 5-COMPLY.

2. Confidentiality – The University has a strong desire to assist students who are victims of Sexual Misconduct, and strongly encourages students to report incidents of Sexual Misconduct. The University will make every reasonable effort to preserve an individual’s privacy and protect the confidentiality of information it receives in connection with a report of Sexual Misconduct. The information reported will be shared only with individuals who assist or are otherwise involved in the investigation and/or resolution of the complaint, or who otherwise have a need to know about the complaint and/or its resolution.

Victims should know, however, that the University may have an obligation to investigate allegations of Sexual Misconduct. Allegations reported to Non-confidential employees will be reported to Campus Security and the appropriate Title IX coordinator, which will ordinarily lead to an investigation. If a victim discloses an incident to a Non-confidential employee but wishes to maintain confidentiality or requests that no investigation or disciplinary action occur, the Title IX Coordinator must weigh that request against the University’s obligation to provide a safe, non-discriminatory environment. The Title IX Coordinator will consider a range of factors, including:

A. The increased risk that the alleged perpetrator will commit additional acts of sexual misconduct, such as
i. Whether there have been other complaints against the same person

ii. Whether the alleged perpetrator has a known history of arrests or violence from a previous school

iii. Whether the alleged perpetrator threatened further sexual misconduct

iv. Whether the sexual misconduct was committed by multiple perpetrators

B. Whether the sexual violence was perpetrated with a weapon

C. Whether the victim is a minor

D. Whether the University possesses means to obtain relevant evidence (for example security cameras or physical evidence)

E. Whether the victim’s report reveals a pattern of perpetration at a given location or by a particular group.

If the Title IX Coordinator determines that it can respect a victim’s request for confidentiality, the University will consider non-specific remedial action, such as increasing monitoring, security and/or education and prevention efforts.

If the Title IX Coordinator determines that it cannot maintain a victim’s confidentiality, the victim will be informed prior to the start of an investigation. The Title IX coordinator will provide security and support during the investigation, as described in V.4, Retaliation and V.6, Academic Accommodation and Interim Measures.

3. **Amnesty** – The University recognizes that a Sexual Misconduct victim who has been drinking or using drugs at the time of the incident may be hesitant to report it due to a fear of discipline for his/her own conduct. Consistent with the University’s desire to assist victims and to encourage students to report incidents of Sexual Misconduct, an individual who in good faith reports Sexual Misconduct under this policy will not be subject to disciplinary action by the University for his/her own consumption of alcohol or drugs at the time of the incident, provided that the individual’s conduct did not and does not place the health or safety of any other person at risk.

4. **Retaliation or Intimidation** is when someone engages in action(s) or omission(s) intended to punish, seek retribution against or otherwise adversely affect a person who, in good faith, makes an allegation or report of Sexual Misconduct, participates or cooperates in an investigation into an allegation of Sexual Misconduct or participates or cooperates in the University’s process for addressing allegations and/or incidents of Sexual Misconduct, including participation in any mediation or hearing related to allegations of Sexual Misconduct. Retaliation and intimidation is prohibited. It constitutes a serious violation of this policy and, like Sexual Misconduct itself, will be subject to disciplinary action, up to and including dismissal.

5. **Sexual Assault Response** – A student who is a victim of sexual assault should call 811 (Campus Security) or 911 (Philadelphia Police Department). When a report of a sexual assault is made to University personnel on an emergency basis, Campus Security or other University personnel will escort the victim to a place of safety and will identify, secure and maintain the scene of the alleged assault or offense, as appropriate. If there is a need to preserve evidence the Philadelphia Police Department will be contacted. Evidence of a sexual assault should be preserved as soon as possible, even if the reporting student is unsure about reporting or filing criminal charges.

If a sexual assault has occurred it is important for the victim to seek medical attention as soon as possible to check for internal injuries, receive preventative treatment, and gather forensic evidence. The victim will be informed of the availability of immediate medical and/or
psychological assistance available, including treatment for emergent injuries at the Thomas Jefferson University Hospital (TJUH) Emergency Department. Forensic medical examinations are not administered at TJUH. However, TJUH will arrange transport to the Philadelphia Sexual Assault Response Center (PSARC), where a Sexual Assault Nurse Examiner will conduct an exam. If not an emergent situation requiring the close proximity of the TJUH Emergency Room, victims have the option of going directly to PSARC at 300 E. Hunting Park Avenue, Philadelphia, PA 19124, 215-425-1625. PSARC provides forensic medical evaluation, injury documentation, forensic photography, pregnancy prevention, sexually transmitted infection prevention, HIV prevention, follow-up care, and court testimony. Victim advocacy and counseling is available through Woman Organized Against Rape (WOAR). WOAR has a 24-hour hotline (215-985-3333) and will arrange for a counselor to meet with you before, during, or after any forensic medical examination. For more information on assistance available, see Section VI.1 – Campus/Community Services.

In all circumstances, the victim shall be informed of the procedures for filing criminal charges via the Philadelphia Police Department. If the victim chooses to have police notified, security will immediately notify the Philadelphia Police and assist the victim in the filing of the charges if requested. The Title IX Coordinator (detailed in V.1, Reporting) will be notified in order to maintain coordination of a University investigation and campus services.

6. Academic Accommodations and Interim Measures – When a report of sexual misconduct is made academic accommodations and interim measures of protection for the parties involved may be provided, if necessary. Interim measures of protection may include separating the parties, placing limitations on contact between the parties, housing reassignment, or interim suspension. Students will also have access to academic support services and may be given the option to withdraw from a class or take a leave of absence.

7. Investigation - The University has a responsibility to investigate allegations of Sexual Misconduct independently of any criminal justice proceedings that may take place. The University’s investigation will be thorough, prompt, and impartial. The first step of an investigation will usually be a preliminary interview of the person reporting the crime (complainant); the University will use the information gathered to evaluate the next steps that need to occur and, if necessary, provide for the safety of the University campus community. The investigation may include such things as interviews of the parties allegedly involved (including any witnesses) and gathering of any physical evidence and other relevant information. The complainant and the alleged offender will be given equitable rights during the investigative process.

8. Resolution of allegations that a student committed Sexual Misconduct will vary according to the findings of the investigation, and may include No Further Action, Formal Meeting, or a Judicial Board Hearing. Regardless of the type of resolution, TJU will not require a party to abide by a nondisclosure agreement, in writing or otherwise, that would prevent the redisclosure of information related to the outcome of the proceeding.

A. No Further Action. If, upon investigation, the Title IX Coordinator determines that the allegations are unfounded, the representative will so inform the complainant and alleged offender in writing. If either party is unsatisfied with the decision to take no further action, he/she may file a written notice of appeal within three days of receiving the decision. Students can file an appeal with the Provost of Thomas Jefferson University; the Provost, or a designee appointed by the Provost, shall meet with the individual appealing the decision to attempt to resolve the situation. The Provost or designee shall provide a written decision, which shall be sent to both parties within five business days of the meeting. The decision of the Provost or designee is final and binding.

B. Formal Meeting. If, upon investigation, it is determined that a policy violation has occurred that does not require a Judicial Board Hearing to resolve, the Title IX
Coordinator will hold a meeting with the offender to formally advise him/her that his/her behavior constitutes a violation of University policy and must stop immediately. A formal meeting may involve sanctions including, but not limited to, a verbal or written reprimand. The sanctions of disciplinary probation, suspension and dismissal cannot be issued in a formal meeting. Both the complainant and alleged offender will be notified, in writing, of the outcome of a formal meeting. If either party is unsatisfied with the result of a formal meeting, he/she may file a written notice of appeal within three days of receiving the decision. Students can file an appeal with the Provost of Thomas Jefferson University; the Provost, or a designee appointed by the Provost, shall meet with the individual appealing the decision to attempt to resolve the situation. The Provost or designee shall provide a written decision, which shall be sent to both parties within five business days of the meeting. The decision of the Provost or designee is final and binding.

C. Judicial Board Hearing. For allegations of student Sexual Misconduct for which No Further Action or a Formal Meeting are not, in the University’s discretion, appropriate responses, the judicial system, to include a Judicial Board Hearing, will be utilized. The judicial system is described in Section XIII of the Code of Conduct found in the student handbook. Please note that the standard of evidence in a Judicial Board Hearing for Sexual Misconduct is preponderance of evidence. As detailed in Section XII of the Code of Conduct, possible sanctions include, but are not limited to: reprimand, disciplinary probation, suspension and dismissal. The University will inform, in writing, the complainant and alleged offender of the outcomes of a Judicial Board Hearing. The complainant or alleged offender may appeal the outcome of his or her case as described in Section XIII.E of the Code of Conduct.

9. Non-Student Violations - Any TJU employee or agent who is found to have violated this policy will be subject to appropriate disciplinary and/or corrective action under applicable policies, up to and including termination of his or her employment or other relationship with Jefferson.

10. Timeframe - Once a report of sexual misconduct is made, an investigation of the report shall be initiated within seven calendar days. The investigation shall be concluded as quickly as possible, typically within fifteen calendar days or a reasonable amount of time required to complete a thorough investigation. If the matter is forwarded to a judicial board hearing, the timelines outlined in Section XII of the Code of Conduct apply. The timeframe from initial report to finding should not exceed sixty calendar days.

VI. Campus/Community Services and Education

1. Campus/community services are available for immediate and ongoing support. These services include, but are not limited to:

   A. The Student Personal Counseling Center (SPCC) offers a variety of counseling and support services to help students in times of need (215-503-2817). Students can also call 215-955-HELP for counseling, health services, and support group information at Jefferson.

   B. Women Organized Against Rape (WOAR) is Philadelphia’s only rape crisis center and can be reached through a 24 hour hotline at 215-985-3333. WOAR provides free counseling and offers support during forensic rape examinations and any future court proceedings.

   C. Philadelphia Sexual Assault Response Center (215-800-1589) is a private, not-for-profit center whose mission is to provide expertise in the assessment and evaluation of sexual assault victims in Philadelphia. The center is staffed 24 hours a day, 7 days a week by on-call, specially trained and experienced Sexual Assault Nurse Examiners who provide forensic rape examinations. PSARC cares for victims regardless of their
cooperation with law enforcement. PSARC is located at 300 E. Hunting Park Avenue, Philadelphia, PA 19124. In an emergency, call 215-425-1625 to reach the on-call sexual assault nurse examiner.

D. The Rape, Abuse, and Incest National Network (RAINN) operates the National Sexual Assault Hotline at 1.800.656.HOPE and offers online support, such as online counseling and assistance finding a local counseling center, at www.rainn.org.

E. The National Domestic Violence Hotline (800-799-7233) has highly trained expert advocates available 24 hours a day to talk confidentially with anyone experiencing domestic violence, seeking resources or information, or questioning unhealthy aspects of their relationship.

2. Educational programs are provided by the Department of Security, Department of Housing and Residence Life, Office of Student Affairs, and the Student Personal Counseling Center. The first program occurs during orientation and then ongoing programming is provided both in-person and online. An online training providing an overview of the Sexual Misconduct policy is available on the Thomas Jefferson University website. All programming is advertised widely on campus and designed to promote awareness of and prevent Sexual Misconduct.

TOBACCO FREE ENVIRONMENT

PURPOSE
To set forth the policy for maintaining a tobacco-free environment to promote the safety, health, and wellness of all patients, employees, volunteers, faculty members, medical staff, students, vendors, and visitors of Thomas Jefferson University, Jefferson University Physicians and Thomas Jefferson University Hospital System. Together, Thomas Jefferson University, Jefferson University Physicians and Thomas Jefferson University Hospital System are referred to in this Policy as “Jefferson.”

SCOPE
The Tobacco-Free Environment Policy applies to all Jefferson patients, visitors, vendors, students, volunteers, medical staff and employees within (1) fifty (50) feet of the entryway to or exit from any property owned, rented or leased by Jefferson, or (2) fifty (50) feet of driveways, canopies, archways, arcades, and air intakes of any property owned, rented or leased by Jefferson, or (3) the Lubert or Bluemle Plazas (i.e., the entirety of the plaza areas adjacent to the Scott and Hamilton buildings and the Bluemle Life Sciences building), or (4) parking areas owned, rented or leased by Jefferson (including inside employees’ personal vehicles). The areas referred to in this paragraph are also referred to collectively in this Policy as the “Jefferson Campus.”

The Hiring Policy applies to anyone hired on or after July 1, 2014.

POLICY
As an academic medical center and leader in the health care community, Jefferson recognizes that smoking is a health hazard. Thus, Jefferson has adopted a policy for the maintenance of a tobacco-free environment and a tobacco-free hiring policy. All tobacco use is prohibited on the Jefferson Campus.

An applicant will be asked to attest that he/she is currently and has been a non-tobacco user for the previous ninety (90) days.

An applicant may reapply when he/she can truthfully attest that he/she is currently a non-tobacco user and has been a non-tobacco user for the previous ninety (90) days.

PROCEDURE

I. Definitions
A.  **Smoking** is defined as the use of or carrying of a lighted cigarette, cigar, pipe, or other tobacco product. It means inhaling, exhaling, burning, or carrying any lighted or heated cigarette, cigar, or pipe.

B.  **Tobacco Products/Smoking Material**: Refers to all smoke and tobacco products, such as cigarettes, cigars, pipes, water pipes (including bongs and hookahs), electric cigarettes, and smokeless tobacco products, such as chewing, snuff, or dipping tobacco, or any other smoking product determined by Jefferson.

II.  **Tobacco-Free Environment**

A.  **Guidelines**
   1.  Smoking or the use of tobacco products/smoking material is not permitted anywhere on the Jefferson Campus.
   2.  Patients are informed of this policy upon registration, arrival, or as soon thereafter as is reasonably possible.

B.  **Notification**
   1.  Signage prohibiting smoking shall be posted to notify individuals visiting the Jefferson Campus of this Tobacco-Free Environment Policy.
   2.  All Jefferson employees, volunteers, faculty members, medical staff and students shall be made aware of and have access to a copy of this policy.
   3.  The Department of Human Resources shall advise all job applicants during the application process and remind new employees of this policy during orientation.

C.  **Enforcement**
   1.  All employees, faculty members, and students share in the responsibility of adhering to this policy and ensuring that the policy is enforced.
   2.  Security personnel will be trained on the enforcement of this policy.
   3.  Information will be made available about options for smoking cessation to employees who do smoke.
   4.  Patients and visitors who are found using tobacco on the Jefferson Campus will be informed of the Tobacco-Free Environment policy and asked to extinguish/remove their tobacco product. Non-employed individuals, such as volunteers, volunteer faculty members or other volunteer members of the medical staff found to have violated this policy may be subject to action up to removal from the Jefferson Campus and/or removal from the medical staff.
   5.  Employees observed smoking or using tobacco products/smoking material anywhere on the Jefferson Campus will be in violation of this policy and subject to disciplinary action up to termination.
   6.  Students observed smoking or using tobacco products/smoking material anywhere on the Jefferson Campus will be in violation of this policy and subject to disciplinary action up to dismissal.
   7.  Retaliation against anyone who acts to support the enforcement of this policy is prohibited and will result in disciplinary action up to termination of employment or dismissal from an academic program.

III.  **Hiring Policy**

   1.  Effective July 1, 2014, Jefferson will not hire tobacco or nicotine product users.
   2.  Job applicants will be informed of the policy when applying for a job and will be required to sign an acknowledgement form indicating that they have not been a tobacco user for the previous ninety (90) days and will not use tobacco during their employment.
   3.  An applicant may reapply when he/she can truthfully attest that he/she is currently a non-tobacco user and has been a non-tobacco user for the previous ninety (90) days.
USE OF THE SCHOOL’S NAME
No student organization or individual student may enter into any contractual agreement using the name of the organization or of the School without prior approval through the Dean of the School.

USE OF THE UNIVERSITY LOGO
Use of the University logo is dictated by University Policy. Guidelines regarding the logo’s use are described on the Creative Services website - http://creative.jefferson.edu/logos/. Any variation from the standards in the policy requires approval according to the policy. Misuse of the University Logo may result in disciplinary action.

WEAPONS POLICY

POLICY
Thomas Jefferson University, Jefferson University Physicians, and TJUH System (collectively referred to in this Policy as “Jefferson”) prohibit all persons who enter any Jefferson property from carrying a handgun, firearm, or prohibited weapon of any kind on to any Jefferson property regardless of whether or not the person is licensed to carry the weapon.

This policy applies to all Jefferson employees, contract and temporary employees, students, visitors on Jefferson property, and customers and contractors on Jefferson property, regardless of whether or not they are licensed to carry a concealed weapon. The only exceptions to this policy will be on-duty law enforcement officers, or other persons who have been given written consent by Jefferson to carry a weapon on the property.

All Jefferson employees and students are also prohibited from carrying any weapon while in the course and scope of performing their job for Jefferson, whether or not they are on company property, and whether or not they are licensed to carry a firearm. Employees may not carry any weapon covered by this policy while performing any task on Jefferson’s behalf. The only exception to this policy will be persons who have been given written consent by Jefferson to carry a weapon while performing specific tasks on Jefferson’s behalf. This policy also prohibits weapons at any Jefferson sponsored function, such as parties or picnics.

PURPOSE
The purpose of this policy is to ensure the safety and protection of all staff, faculty, students, patients, and visitors to the Jefferson campus

DEFINITIONS
Firearms, explosives, knives, and other weapons are prohibited. Any questions about whether an item is covered by this policy should be directed to the Jefferson Security Department’s 24-hr Response Center at 215-955-8888 or the Methodist Hospital Security Office at 215-952-9238 for clarification. Each person will be held directly responsible for making sure beforehand that any potentially covered item possessed is not prohibited by this policy.

Jefferson property covered by this policy includes, without limitation, all Jefferson owned or leased buildings and surrounding areas such as sidewalks, walkways, driveways, plazas, and parking lots and garages under Jefferson’s ownership or control. Jefferson vehicles are also covered by this policy at all times regardless of whether or not they are on Jefferson property at any time.
PROCEDURES

Violations: Failure to abide by all terms and conditions of the policies described above may result in discipline up to and including termination or dismissal. Further, carrying a weapon on to Jefferson property in violation of this policy will be considered an act of criminal trespass and will be grounds for immediate removal from Jefferson property and may result in prosecution. When the person carrying the weapon leaves the facility, the weapon will be returned. The weapon will be confiscated if there is no other alternative, however, the protocol would be to notify the police and have them secure the weapon.

This policy shall not be construed to create any duty or obligation on the part of Jefferson to take any actions beyond those required of an employer by existing law.

If a person becomes aware of anyone violating this policy, he/she should report it immediately to the Jefferson or Methodist Security Department.

At Methodist Hospital any person who is in possession of a weapon will be informed of the Hospital policy. If there is no other alternative, the weapon will be turned over to the Security Department for safekeeping. A property receipt will be issued. When the person leaves the facility, the weapon will be returned.

Jefferson Security Department

Although the University's security personnel are certified and meet the standards consistent with Pennsylvania Act #235, any possession and use of firearms are prohibited and not authorized as a type of security equipment. Under special circumstances, the University's President, or Vice President for Facilities may authorize a Security Officer or Supervisor to carry a firearm.

Security Managers and Supervisors and uniformed officers are authorized but limited to carry the following weapons while on duty: a baton (nightstick); an authorized Oleoresin Capsicum (OC) spray, and issued handcuffs.

Methodist Hospital Security Officers are not permitted to carry any weapons while on duty. Officers that are Pa. Act 235 certified must carry handcuffs.

Tenants of the University's On-Campus Housing Facilities

Residential tenants are prohibited to carry or possess in any campus unit any weapon. Refer to tenants Campus Housing Agreement.

ANY INDIVIDUAL WHO IS NOT WILLING TO COMPLY WITH THE CONDITIONS IN THIS POLICY WILL BE CONSIDERED TO BE TRESPASSING ON PRIVATE PROPERTY, WILL BE ASKED TO LEAVE THE PREMISES, AND UNDER PENALTY OF LAW MAY BE PROSECUTED FOR DEFIANT TRESPASSING AND ANY OTHER RELATED WEAPONS OFFENSE. THERE ARE NO EXCEPTIONS – INCLUDING PERSONS HOLDING VALID LICENSES TO CARRY A FIREARM.
GENERAL INFORMATION

SCHOOL AND UNIVERSITY SERVICES

1. ADMISSIONS
Office of Admissions
Edison Building, Suite 100
(215) 503-8890

HOURS
Monday- Friday 8:30 am – 5:00 pm

The Office of Admissions coordinates the recruitment and enrollment of students to the following Jefferson Schools: Health Professions, Nursing, Pharmacy and Population Health.

SERVICES AVAILABLE
- Admission counseling
- Transcript review
- On campus events
- Off campus recruitment

For detailed information about the Office of Admissions and its services, visit their website: http://www.jefferson.edu/admissions-schools/admissions.html

STAFF
Interim Co-Director of Admission         Donald Sharples
Interim Co-Director of Admission         Sarah McNabb
Associate Director of Admission          Niki Kelley
Assistant Director of Admission          Jennifer Raab
Assistant Director of Admission          Tammi Wrice

2. ALUMNI RELATIONS
Office of Alumni Relations
Edison Building, Suite 1700
(215) 955-7750

HOURS
Monday–Friday 8:00 am–5:00 pm

The Jefferson Alumni Association supports Jefferson University by fostering lifelong engagement with alumni, students and faculty.

Students can view school news, learning centers, Jefferson publications and alumni spotlights on our website at Advancement.Jefferson.edu/Alumni. Visit the website to see profiles of Jefferson graduates that highlight their career achievements and follow us on Twitter @JeffersonAlumni to receive announcements. Students can also network and meet with alumni on campus when they participate in open houses, orientations, panels and open networking events.

Graduates immediately become a member of the Jefferson Alumni Association. Visit Advancement.Jefferson.edu/Alumni to register for your online alumni community, and join our Thomas Jefferson University Alumni Office LinkedIn group. Stay connected to learn about networking, educational or mentorship opportunities and career and library services. Register in your online alumni community to take advantage of features such as updating contact information, class notes and a class directory. Registering will also allow you to access benefits, attend events and expand your network to include the entire Jefferson alumni family.
The Jefferson Bookstore is operated for the service, convenience and benefit of students, faculty and employees.

SERVICES AVAILABLE
• Text and reference books • Student uniforms and lab coats • Laboratory and diagnostic supplies • Name tags and patches • Computer accessories, supplies and software • Stamps • Stationery materials • Jefferson clothing and gift items • Best seller, consumer health and local interest books • Magazines and snacks

The Bookstore offers a 10% discount off the publisher’s list price of all books. Special orders are accepted for all books as well as specialty merchandise for student organization activities. The Jefferson Medical and Health Science Bookstore offers a wide range of online services at www.jefferson.edu/bookstore. A 10% discount is available off most online book purchases. The Bookstore website also offers book buyback and textbook rental. Academic supplies, technology products, apparel and graduation and recognition items are also available for online purchase.

The “Course Book Lookup” option, located under the “Current Students” link, provides information, including ISBN, pricing and availability about required and recommended books at the time of class registration.

Commuter Services and Photo ID are also located in the Bookstore. Discount ticket sales are available for purchase at the Jefferson Bookstore.

The mission of the Career Development Center is to provide comprehensive career services that empower students, alumni and postdoctoral fellows of JGSBS, JSHP, JSN, JSP, and JSPH to develop personally rewarding careers in the healthcare industry. To achieve this mission, we:
• Educate job seekers to effectively present themselves as candidates for employment such that the skills learned can be replicated throughout one’s professional career;
• Create partnerships with employers, alumni, faculty, staff, administrators, and the greater community that provide career development opportunities for students;
• Provide resources and information to constituents regarding employment market trends and contemporary issues in hiring;
• Promote ethical practices by all parties involved in the job-search and hiring process.

SERVICES AVAILABLE
• Individual Career Counseling
• Career Planning Workshops and Webinars
• Mock Interviews
• Resume, CV and Cover Letter Assistance
• Career Fairs, on-campus and regionally
• Job Listings and Employer Contacts
• Alumni Mentorship Database
• Networking Opportunities
• Symplicity, the on-line Career Management System exclusively for Jefferson students and alumni

To stay connected with the Career Development Center, please visit our website or follow us on social media:
• LinkedIn: Jefferson Career Center Network
• Twitter: @TJUCareerCenter

THE STAFF
Career Counselor Katie Damon
Administrative Assistant Amelia DiValerio

5. COMMUTER SERVICES/MASS TRANSIT/PARKING
Jefferson Bookstore
1009 Chestnut Street
(215) 955-6417
www.jefferson.edu/cso

HOURS
Monday–Friday 7:00 am–5:30 pm
Saturday 9:00 am–1:00 pm

The store is closed on Sunday and all University holidays.

SERVICES AVAILABLE
Commuter Services provides mass transit and parking information and savings on these services to eligible Jefferson students and employees.

Benefits include maps and schedules of bus and rail line routes; discounts on SEPTA, New Jersey Transit and PATCO products as well as discounts with selected local parking garages.

Mass Transit items provided at discount prices include:
• SEPTA tokens (10-packs); Monthly Trans/Trail Passes (by mail); 10-trip Regional Rail Tickets
• PATCO Freedom Pass
• New Jersey Transit One-way Tickets and Monthly Passes (by mail)

Visit the Commuter Services Office or contact us at 215-955-6417 to get more information about our monthly pass-buy-mail program.
Discounted Campus Area Parking
Restricted daily and limited monthly parking is available at several locations on or near the campus.

6. FINANCIAL AID
University Office of Financial Aid
1015 Walnut Street
Curtis Building, Suite 115
(215) 955-2867
www.jefferson.edu/financial_aid

HOURS
Monday – Friday 8:30 am - 5:00 pm

The University Office of Financial Aid identifies and helps students apply for possible sources of funding including grants, scholarships, loans and work study to help meet the cost of education.

SERVICES AVAILABLE
- Counsels students on financial aid
- Assists in completing financial aid forms
- Collects applications for all types of financial aid
- Awards loans/grants/work-study
- Provides debt management educational services and personal financial counseling
- Conducts Federal Direct Stafford/Unsubsidized Stafford/PLUS Entrance/Exit Counseling
- Provides Federal Work Study (FWS) job placement and processes FWS time sheets for payment
- Certifies Federal Direct Stafford/Unsubsidized Stafford/PLUS/private alternative loan applications
- Applies aid awards to student accounts

For detailed information about the Office of Financial Aid and its services, visit our website:
www.jefferson.edu/financial_aid/

THE STAFF
Director Susan McFadden
Associate Director Thomas Stewart
Coordinator Melissa Cadet
Coordinator Sean Duffy
Coordinator Athelia Mobley
Student Services Coordinator Usha Nair
Student Services Coordinator Nicole Bailey
Administrative Coordinator Jacquelyne Roundtree
Financial Aid Assistant Kristin Mozzachio

7. FREQUENTLY CALLED NUMBERS
See inside back cover of this publication.

8. HEALTH SERVICES
University Health Services
833 Chestnut Street, Suite 205
(215) 955-6835

HOURS
Monday–Friday 7:30 am–4:00 pm
Jefferson students can take advantage of a wide range of medical and health services right on campus. The comprehensive fee covers basic health care. Laboratory, emergency room visits, X-ray and specialist referral charges are billed to your insurance. Students are personally responsible for fees not covered by their health insurance. Jefferson’s Emergency Department is available for urgent medical problems when our office is closed.

Listed below are some of the basic services provided by University Health Services:

- General medical care and advice
- Immunizations: free annual flu vaccine – required of all students with direct patient contact.
- Mandatory annual tuberculosis screening
- Exposure protocol for students exposed to blood borne pathogens
- Referrals to specialists

Students at an affiliate who sustain an exposure to a body fluid from a patient should call UHS as soon as possible. If UHS is closed, report to the affiliates Emergency Department for evaluation and treatment. Contact UHS as a priority the next business day.

Illness/Injury
In the event of an illness or serious injury that causes the student to miss clinical or class time, documentation of clearance through University Health Services is required. Students must report to UHS for an evaluation and may be required to present information from the treating provider. For distance learners, the evaluation may be conducted by phone with the Medical Director.

Any student who has an illness that is potentially infectious must be seen in UHS to determine if the student may care for patients. UHS will follow the TJUH Infection Control Guidelines.

STAFF
Medical Director
Ellen O’Connor, M.D.
Clinical Operations Manager
April Budd

9. HOUSING AND RESIDENCE LIFE
Orlowitz Residence, Suite 103
1000 Walnut Street
(215) 955-8913
Fax (215) 923-1981
www.jefferson.edu/housing
university.housing@jefferson.edu

Mission of the Department of Housing and Residence Life:
The Department of Housing and Residence Life supports the mission of the University by fostering inclusive communities that encourage interprofessional activity and engagement by providing on campus housing, as well as excellent customer service to the Jefferson community. We strive to collaborate with all partners across the university to enhance the on campus experience. Residents are our first priority. We seek to encourage the social and personal development of each resident by providing experiences which create an atmosphere conducive to academic success and lifelong learning.

Department Overview:
The Department of Housing and Residence Life (DHRL) is located on the first floor of the Orlowitz Residence in Suite 103. The office is open Monday – Friday from 9:00am – 5:00pm. The Department of Housing and Residence Life is responsible for assigning on-campus student housing, coordinating building services, and providing support for the students living on campus. DHRL oversees the University’s two apartment-style residence halls, Barringer and Orlowitz, and one community-style residence hall, Martin. The Barringer and Orlowitz Residence Halls are managed by a private property management group, Philadelphia Management Company (PMC). Each of the residence hall’s front desks are staffed 24 hours a day/7 days a week by the Front Desk Clerk Staff. The constant front desk coverage
provides an additional resource for student support while also enhancing the safety and security of the residence halls.

The department’s Residence Life program seeks to enhance the student’s on-campus living experience through a variety of interactions and programming opportunities. The Residence Life staff is comprised of twelve (12) Resident Assistants and the Assistant Director of Residence Life; all who live in the residence halls. Staff members participate in a rotating on-call cycle, 24 hours a day, 7 days a week to respond to any student concerns, facilities issues or other emergencies in the residence halls.

Resources:
Make sure to check out the following online resources in order to keep up to date with any announcements or news from the Department of Housing and Residence Life…

- *The Residential Review*:
  - Monthly newsletter sent to your Jefferson email address (Sept. – May)
- BlackBoard: Community page for Housing and Residence Life
  - Check regularly for important announcements, links and calendar of events
- Facebook: “LIKE” us on Facebook! [www.facebook.com/TJUDHRL](http://www.facebook.com/TJUDHRL)
- Twitter: “FOLLOW” us on Twitter! [www.twitter.com/TJUDHRL](http://www.twitter.com/TJUDHRL)

DHRL Staff:
The DHRL Staff is here to help make your on-campus living experience the best it can be! Please come visit us in our office or contact us to setup an appointment. We’re happy to help you with whatever concerns you may have regarding your on-campus experience.

Director of Housing and Residence Life
Laurie Yuhnke, laurie.yuhnke@jefferson.edu (215) 955-1756

Assistant Director of Housing Operations
Don Morrissey, don.morrissey@jefferson.edu (215) 955-2890

Assistant Director of Residence Life
Kenneth Lastowka, kenneth.lastowka@jefferson.edu (215) 955-1755

Housing Coordinator
Kimberly Shaw, Kimberly.shaw@jefferson.edu (215) 955-8913

10. PHOTO ID CENTER
Jefferson Bookstore
1009 Chestnut Street
(215) 955-7942

HOURS
Monday–Friday 7:00 am–5:30 pm
Saturday 9:00 am – 1:00 pm
The store is closed on Sunday and all University holidays.

SERVICES AVAILABLE
Photo identification cards are issued to all new students within one week prior to the start of classes. Photos for identification cards are taken at Orientation for all new students. Each student must present a valid government-issued photo ID i.e. passport, driver’s license, military ID, for photo verification purposes at the time that they have their picture taken.

The Photo ID Center provides the Jefferson Community with the Jefferson ID Card allowing convenient, effective, and secure access to all card related services. These services include personal identification, facilities access and access monitoring, Commuter Services transactions (parking and transit), discount ticket sales, and student printing at the Scott Memorial Library.
Identification cards must be displayed at all times on campus and in hospital facilities. The initial ID card is provided at no charge. If a student’s identification card is lost or damaged, replacement cards can be obtained from the Photo ID Center. A replacement fee of $15.00 will be charged for any card that replaces the initial card.

11. INFORMATION SERVICES & TECHNOLOGIES (IS&T) LETTER TO INCOMING STUDENTS

EACH YEAR IS&T DISTRIBUTES A LETTER TO INCOMING STUDENTS TO ASSIST WITH ORIENTATION TO THE COMPUTER ENVIRONMENT AT JEFFERSON. THIS YEAR’S LETTER IS SHOWN BELOW.

IS&T Letter to Incoming TJU Students

Dear Student,

Welcome to Thomas Jefferson University (TJU). In order to assist new students with orientation and to orient you to the computing environment at Jefferson, several areas of importance are summarized below. Incoming and current students may visit a specialized student information center on our website, http://www.jefferson.edu/jeffit/. The site contains up-to-date information on the computing environment at Jefferson, as well as links for student support. For those that require live IT assistance, you can call us at 215-503-7600 to talk to a member of the IS&T Service Desk, or you may visit us at the IS&T Desk in the Scott Memorial Library, 2nd floor, located at 1020 Walnut Street.

Campus Key

The Campus Key is your universal login credential and personal identifier that allows access to information resources on campus. If you don’t know your Campus Key, you can find it by visiting the Campus Key Lookup page on http://www.jefferson.edu/jeffit/. Your initial password is usually your first and last initial in lower case, last four digits of your social security number, and your first and last initial in upper case. You will be notified if a different password was created for you. Always change your initial password using the Campus Key Help under Quicklinks at http://jefferson.edu/jeffit/.

The Campus Key is used to authenticate your identity and grant you access to TJU computing services, such as Blackboard, the JeffMail email system, JEFFLINE, the Banner student information system, wireless network, public/lab computers and support services.

Please be advised: No University group, including IS&T will ever ask you for account information such as Username, Campus Key, or Password via email. If you receive an email requesting this information or that links to a website that requests this information, do not respond. If you reply to such an unauthorized email (known as “phishing”) your Jefferson accounts may need to be disabled. Please remember that IS&T will NEVER ask for your Social Security Number, password, or account data via email.

Blackboard

Jefferson uses Blackboard as its learning management system (https://jefferson.blackboard.com). Access to Blackboard is made by using your Campus Key and password. Once logged in, Single Sign-On allows quick access to JeffMail, Banner and JEFFLINE, without logging in to each application. Simply click the tab of the desired application, and that application will automatically open. Blackboard allows access to calendars, announcements and links to all of your courses and student organizations in one convenient place. Students can also customize their Blackboard homepage by adding or deleting various modules including access to news, sports, and weather. Please note: Blackboard is also used as a tool for providing information to students, faculty, and staff. It’s important that all students log-in to it regularly as numerous important notices are updated frequently.

Email

Your Jefferson e-mail address is easy to remember. The address is generally represented as firstname.lastname@jefferson.edu. This is the e-mail address that students should provide to others as their official e-mail address at TJU. While the Campus Key is used to authenticate to systems on campus,
the e-mail address is used for official communications. E-mail can be accessed by visiting JeffMail (https://jeffmail.jefferson.edu) and logging-in with your Campus Key and password. Access to this web based e-mail is available from any Internet or campus connected computer that uses Microsoft Internet Explorer. Other browsers are also supported but with a different interface.

Please note: JeffMail is the university’s official correspondence method and is the only formal method of electronic communications between TJU and students, faculty and staff. It’s also the primary way in which advisors, instructors, and other faculty and staff will communicate with students. It’s very important that all students check their JeffMail e-mail account at least once per day; this will ensure no important emails are overlooked. In addition, important information will be sent periodically leading up to Orientation.

Please visit http://www.jefferson.edu/jeffit/ for more information on JeffMail (documentation on JeffMail can be found under the “for Students” tab, “General FAQ”).

Banner Web
Banner Web is the student information system. Students can access grades, general financial aid information, unofficial transcripts, tuition information, class schedules, final grades and much more. To access Banner Web, go to http://jefferson.edu/jeffit/ and under “Applications”, select “Student Applications” and then Banner icon.

JEFFLINE
JEFFLINE is the online center for knowledge-based information, brought to you by Academic & Instructional Support & Resources (AISR). Scott Memorial Library provides databases, full-text collections, and almost all library services via JEFFLINE. AISR Education Services offers distance learning and computer based learning courses, educational software packages for students and other customized curriculum support. The AISR News blog, available from any JEFFLINE page or directly at http://jeffline.jefferson.edu/aisrnews, is a good source of news about academic resources.

To access JEFFLINE, login to Pulse (https://pulse.jefferson.edu) using your Campus Key and password and click on the JEFFLINE tab.

JeffShare
JeffShare is a document management suite offered by Jefferson to students and faculty. It allows for secure storage and collaboration of documents. Students are provided 500mb of storage for academic and university purposes. JeffShare is accessible from any browser with Internet access. JeffShare can be accessed through the web at https://jeffshare.jefferson.edu.

Please visit http://www.jefferson.edu/jeffit/ for more information on JeffShare (documentation on JeffShare can be found under the “for Students” tab, “General FAQ”).

Jeff Wireless Network
Jefferson maintains a wireless network providing connectivity in the residence halls (Barringer, Orlowitz and Martin buildings), Scott Memorial Library and Hamilton Building. The wireless network also covers most if not all the classroom areas in Edison, College, Curtis, Bluemle, and Jefferson Alumni Hall. This network provides students with high-speed network connectivity within these areas to academic resources and the Internet. Jefferson is committed to increasing wireless availability across the campus.

PC Network Registration
All students will need to register their PCs and laptop computers in order to access the TJU network. Just enter your campus key and password in the Web page that will be automatically redirected to once you start your browser.

If you are considering a computer purchase, TJU recommends a laptop system rather than a desktop. Laptops should have a wireless network card in order to take full advantage of the TJU wireless network service. Wireless cards should be compatible with the 802.11 G and N standard. It’s necessary to use WPA2 ENTERPRISE authentication protocol as the personal version does not allow for user authentication. While wireless network cards come preinstalled in most new laptop computers, if needed, they can be purchased from most reputable computer/electronics re-sellers, as well as from the Jefferson Medical and Health Science Bookstore on-campus. The bookstore is located at 1009 Chestnut Street,
Philadelphia PA, 19107. To contact the bookstore call 215-955-7922 or toll free at 1-888-TJU-Book. The bookstore sells miscellaneous computer accessories and supplies and is also the on-campus source for the Microsoft Student Select software licensing program. This program enables you to purchase software titles, including Office ’10, ’11 and ‘13 Standard and Windows 7, at a significantly discounted rate.

Below are the minimum and the recommended laptop configurations for students to access the TJU wireless network and to provide adequate computing performance for software applications used on campus.

<table>
<thead>
<tr>
<th>Hardware</th>
<th>Windows</th>
<th>Mac OS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor</td>
<td>Dual Core i5 processor</td>
<td>Dual Core i5 processor</td>
</tr>
<tr>
<td>Memory Ram</td>
<td>6.0 GB</td>
<td>4.0 GB</td>
</tr>
<tr>
<td>Hard Drive</td>
<td>500 GB</td>
<td>500 GB</td>
</tr>
<tr>
<td>Graphics</td>
<td>Built-in video card</td>
<td>Built-in video card</td>
</tr>
<tr>
<td>Sound</td>
<td>Built-in audio &amp; speaker</td>
<td>Built-in audio &amp; speaker</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>DVD±R/CD-RW drive</td>
<td>Optional Optical Drive</td>
</tr>
<tr>
<td>Network Connection</td>
<td>10/100/1000BaseT Ethernet</td>
<td>10/100/1000BaseT Ethernet</td>
</tr>
<tr>
<td>Wireless Network Connection</td>
<td>Built-in Wireless 5Ghz G/N Network Card (Intel Preferred)</td>
<td>Built-in Airport Extreme Card</td>
</tr>
<tr>
<td>Recommended Operating System</td>
<td>Windows 7 and higher</td>
<td>Mac OS X 10.8.2 and higher</td>
</tr>
</tbody>
</table>

If you decide to purchase a new computer, a discount is available on Dell and Apple PCs. It is available to all TJU students if ordered through a special web page. To access this page, go to http://www.jefferson.edu/jeffit/ and click the “for students” section on the right hand side. From that menu, select the "TJU Dell Premier Page" link. You will then be directed to the personal purchase website. For Apple purchases you can go directly to apple.com, click on Store, and scroll down to the bottom of the page and select education. From there you can select TJU as your University.

Again welcome to Jefferson!

Sincerely,
Information Services and Technologies (IS&T)

12. INTERNATIONAL STUDENT SERVICES
Office of International Affairs
Jefferson Alumni Hall, Room M-70
(215) 503-4335/4024
www.jefferson.edu/international_affairs

The University sets a high priority on the exchange of ideas related to education, research and patient care with members of the international community. We welcome people from other countries to study, work and engage in research at Jefferson and encourage students to study abroad.

OIA assists departments that want to bring international students to Jefferson, serves as the central resource for international students, provides support for the University’s international initiatives, and assists those who wish to study or do research abroad.

The Office works closely with all University divisions to coordinate the immigration requirements and orientation of our international students and other visitors.
Practical information on the process of settling in the area, local public transportation, housing, tax responsibilities and cultural and historic sites is available to new international students. The OIA website includes forms, updates and a great deal of useful information.

THE STAFF
Assistant Vice President Janice Bogen
Assistant Director Lesley Tyson
International Student and Scholar Advisor Eugenia Kim
Administrative Coordinator Mariangel Martinez

13. LIBRARIES AND LEARNING RESOURCE CENTERS

CENTER FOR TEACHING AND LEARNING & SCOTT MEMORIAL LIBRARY

CTL & Scott Library Jefferson Alumni Hall Classrooms
1020 Walnut Street 1020 Locust Street, M13 and 311
Philadelphia, PA 19107 Philadelphia, PA 19107

CTL & Scott Library Administration (215) 503-8848
Scott Library Service Desk (215) 503-6994
Jefferson Alumni Hall Classrooms (215) 503-7563
CTL Writing Center (215) 503-0441

The Center for Teaching and Learning serves as a central location for faculty, staff, and students to access teaching and learning services at Jefferson. The Scott Memorial Library (SML) is the largest component of the CTL and a campus hub for access to print and non-print resources, study space, and learning technologies.

All floors of the Scott Memorial Library are open to the Jefferson community 24 hours a day, 7 days a week. The Service Desk on the second floor is staffed 100 hours per week. The Library’s collection reflects the University’s focus on health care, health care education, health research, and the history of the health sciences. It includes approximately 80,000 books and bound print journals; over 5,000 electronic journal subscriptions; 1,000 plus e-books; the University Archives; and significant holdings of rare books dating to the 15th century.

A large collection of study resources—such as skeletons, bone boxes, videos, and other course materials—is available from the second floor Service Desk. The library also manages the computer classrooms (M13 and 311 JAH and 306/307 Scott), a video editing suite that includes Articulate Storyline, Camtasia, and Captivate software (M12 JAH), the 10 small-group collaboration suites (2nd floor Scott), 6 private study rooms (3rd floor Scott), and the computers available throughout the library.

The Center for Teaching and Learning offers additional student services to help you excel:

• **Manuscript & Poster Presentation:** Writing Center staff are available to help you prepare papers for journal publication or posters for presentations at meetings and conferences.

• **Public Speaking:** CTL staff provide one-on-one coaching and professional speaking support. You can also record practice presentations for self-evaluation and refinement.

Director of the Center for Teaching and Learning and the Scott Memorial Library Anthony J. Frisby, PhD

14. RECORDS AND REGISTRATION

University Office of the Registrar
Thomas Jefferson University
1015 Walnut Street, Suite 115 Curtis
Philadelphia, PA 19107
(215) 503-8734
(215) 923-6974 (fax)

Email: university.registrar@jefferson.edu
Web Site: www.jefferson.edu/registrar/
Banner Web: https://banner.jefferson.edu/

WALK-IN AND TELEPHONE HOURS
Monday-Friday 8:30 am–5:00 pm

Emails may be sent to our office at any time. Normal response time is within two business days.

The University Office of the Registrar provides students, faculty, administration and alumni with information and services related to academic records, course scheduling and enrollment, classroom assignments and graduation.

SERVICES AVAILABLE
- Academic Records (Student Records)
- Academic Calendar, Course and Final Examination Schedules
- Classroom Assignments
- Course Enrollment Services
  - Registration, Drop/Add, Course Withdrawal
  - Status Changes (Leave of Absence/Withdrawal)
- Enrollment Certification Services
  - Professional Licensure Certification
  - Student Loan Deferments
  - Veterans Administration Education Benefits
- Grade Recording and Grade Reports
- Graduation Services
  - Certification of Degree Requirements
  - Student/Faculty Regalia
- Student Transcripts
- Transfer Credit Evaluation

STAFF
University Registrar
Raelynn Cooter, Ph.D.
Senior Associate University Registrar and University Director of Student Records
David R. Clawson
Associate Registrar
Sheryl T. High
Associate Registrar
Kris Peluszak
Associate Registrar
Mary Wolfe

15. SECURITY
Department of Campus Security
Security Response Center, Gibbon - 2nd Floor East
(215) 955-8888 (24 hours)
www.jefferson.edu/security

Security Administration, Room 1600 Edison Building

IMPORTANT PHONE NUMBERS
On-Campus Emergency
( Including Fire and Medical) 811
To Report a Crime (215) 955-8888
The Department of Campus Security works closely with the officers of the Philadelphia Police Department and places a high priority on your personal safety. In accordance with campus security regulations, we operate a sexual assault victim program. We also conduct numerous presentations on specific security issues for both students and employees. Here are some of the many resources we maintain for your safety and well-being in most Jefferson facilities:

- Multiple emergency phones throughout campus
- Automated front and fire door locking devices
- Central dispatch for on-campus emergencies
- Closed-circuit TV and alarm monitoring
- Sexual Assault Victim Program
- 24-hour-a-day front-desk staffing
- Student-Employee Identification Badges
- Victim’s Assistance Counselor

The full text of our policies is available to you in the Department of Security’s administration offices, 1600 Edison.

STAFF
Director of Public Safety: Joseph E. Byham, MAS, CPM, CHSP
The staff includes two managers, 22 shift supervisors, two investigators and 104 field officers.

16. STUDENT ACCOUNTS
Tuition/Cashier’s Office
Thomas Jefferson University
1020 Walnut Street, Suite 521 Scott
Philadelphia, PA 19107
(215) 503-7669
Tuition.office@jefferson.edu

Student Loan Office
Scott Library Building, Room 521
(215) 503-7226
studentloans@jefferson.edu

HOURS
Monday–Friday 9:00 am–5:00 pm

SERVICES AVAILABLE
- Answering inquiries concerning payment and fees
- Providing Promissory Notes for endorsement
- Invoicing and Collection of Tuition Billings
- Distributing refunds to students
- Processing loan checks for payment
- Providing referrals or answers for payment plans
- Managing the collection of student loans obtained through Thomas Jefferson University
- Managing the processing of correspondence received from graduates pertaining to student loans (deferments, cancellations, loan verification forms)

STAFF
Director Angela Pagano
Tuition Coordinators Rebecca Reynolds
17. Student Affairs – Office of the Provost
Office of the Provost – Student Affairs
Edison Building, Suite 1120
Academic Support Services - (215) 503-2787
Disability Accommodations, Title IX, Policy Guidance - (215) 503-6335

Student Affairs provides a number of support services for students, including academic support services and a writing center. The office also establishes accommodations for students with a disability, provides guidance on grade appeal and judicial board hearings, and oversees the process for Title IX violations described in the Student Sexual Misconduct Policy.

Services Available
• Writing Center
• One on one academic consultations and workshops in
  o Textbook reading
  o Study strategies
  o Test anxiety and test taking
  o Time management
  o iPad study techniques
• Preparing Academic Success Strategies (PASS) Program
• Disability Accommodations
• Grade Appeal Guidance
• Student conduct administration
• Title IX administration

Staff
Assistant Provost for Student Affairs: Jennifer Fogerty
Academic Development Specialist: Brian Cuzzolina

18. Student Directory
For the convenience of the University community, the student directory is made available on the University’s website each year. The directory includes local and home addresses, photographs and telephone numbers of all students registered as of the current academic term.

Students wanting directory information withheld should notify the University Office of the Registrar in writing within two weeks of each year’s initial academic enrollment.

19. Student Life
Office of Student Life and Engagement
Jefferson Alumni Hall, Room 163 & 105
1020 Locust Street
(215) 503-7743

The Office of Student Life and Engagement will assist students in their educational journey and provide them with a foundation for success through facilitating the transition to Jefferson, guiding students through the matriculation process, educating students about the University and community, and delivering purposeful and curricular based leadership development programming and opportunities for engagement. It will advance campus life and promote the interaction of students from all academic disciplines by developing innovative social, recreational, and multicultural programs, as well as a variety of wellness services and programs for all Jefferson students.

Services Available
• Cultural, Recreational and Social Programming  
• Wellness & Recreational Services  
• Health Insurance and Dental Insurance Administration  
• HIPAA & Safety Training Administration  
• Leadership Development Programming  
• Student Organizations  
• University Orientation Programs  
• Winter Ball

STAFF  
Senior Director of Student Life and Engagement  David Keenan  
Director of Student Programs and Leadership  Jennifer M. Gronsky  
Manager, Jeff-IBC Wellness Center  Justin Holman  
Coordinator, Student Programs  Kaitlyn Delengowski  
Administrative Assistant  Diana Kestler

JEFFERSON-INDEPENDENCE BLUE CROSS WELLNESS CENTER

Lower Levels  
Jefferson Alumni Hall  
1020 Locust Street  
(215) 503-7949

The Office of Student Life and Engagement is responsible for managing the Jefferson-Independence Blue Cross Wellness Center, Jefferson’s multipurpose recreation and fitness facility, and its many programs and services. The facility is located in the lower levels of Jefferson Alumni Hall.

FACILITIES  
• 2 Group Exercise Studios  
• 2 Weight Training Areas  
• Cardiovascular Training Areas  
• Men’s and Women’s Locker Rooms  
• Strength and Stretch Room  
• Racquetball Court  
• Gymnasium  
• Swimming Pool  
• Sauna  
• Massage & Reiki Studio

SERVICES AVAILABLE  
• Group Exercise Classes  
• Co-curricular Courses such as Swim Lessons  
• Fitness Assessments  
• Exercise Prescriptions  
• Intramural Sports Leagues  
• Massage Therapy  
• Personal Fitness Training  
• Private Swim and Yoga Training  
• Towel and Locker Service

FACILITY HOURS OF OPERATION
Monday–Friday: 6:00 am–10:00 pm
Saturday: 10:00 am–8:00 pm
Sunday: 10:00 am–10:00 pm

STAFF
Manager, Jeff-IBC Wellness Center: Justin Holman
Fitness Specialist: Christopher Toland

ADVISORY COMMITTEES
Two Advisory Committees work with the Office of Student Life and Engagement and Jeff-IBC Wellness Center staff to recommend programs, services, additional equipment and policies and procedures which assist in the governance of the offices and facility. The Student Life and Engagement Advisory Committee serves to recommend and plan events, programs, and co-curricular classes for the Jefferson campus community. The Committee also reviews and approves proposals for new student organizations from all Colleges and Schools and provides financial assistance to student organizations through an annual budget process. The Wellness Center Advisory Committee serves to recommend policies for governing the fitness and recreation facility, to recommend recreational and wellness programming, and to recommend fees to support activities and programs that are funded by Wellness Center memberships.

Student representatives from each College and School serve on both Committees. Anyone interested in serving on a Committee or needing additional information may contact the Office of Student Life and Engagement.

20. STUDENT LOCKERS
Student lockers are located in various locations on campus. Please contact the Office of Student Life and Engagement at 215-503-7743 or visit Room 105, Jefferson Alumni Hall for more information.

10. STUDENT PERSONAL COUNSELING CENTER (SPCC)
Department of Psychiatry and Human Behavior
833 Chestnut Street, Suite 230
Philadelphia, PA 19107
(215) 503-2817 or (215) 955-HELP
www.jefferson.edu/spcc

HOURS
Monday–Friday: 9:00 am–5:00 pm

The SPCC offers crisis consultation, individual counseling, couples counseling, group therapy, wellness programs and psychiatric consultation for students.

There are many concerns that may lead a student to seek counseling including stress, anxiety, depressed mood, relationship problems, and academic issues. The SPCC staff encourages students to come in and talk even if they are not sure that counseling is what they need.

All Thomas Jefferson University students are eligible for three visits without charge at the SPCC. Some students may resolve their concerns during the initial three sessions and decide that no further sessions are required. Some students decide to see a SPCC counselor on an ongoing basis. For students who desire or need ongoing support, SPCC counselors are in network with a limited number of insurance providers.

Students interested in making an appointment should call and leave a confidential voicemail with their name and contact number. A SPCC counselor will conduct a brief and confidential telephone screen to gather some basic information that will allow for a timely matching of services, based upon a student’s individual needs. All information shared during counseling is confidential. No one outside the SPCC may have access to the specifics of counseling sessions without the prior written permission of the student, except in situations where there is a threat or danger to life.
Urgent Situations:  SPCC counselors and psychiatrists are available for in-person crisis intervention between 9:00 a.m. and 5:00 p.m.. After hours, all students experiencing an emergency should call 911 or go to the nearest emergency room. On-campus students should go to the Thomas Jefferson University Hospital Emergency Room, located in the Main Hospital Building at 10th and Sansom (215-955-6060) and ask to speak to the Psychiatry Resident On-Call. Dr. Nobleza is also available after hours for urgent phone consultations for students by calling the SPCC phone number at 215-503-2817 and then dialing ‘1’ and then ‘0.’

STAFF
Director Deanna Nobleza, MD
Psychologist Shawn Blue, PsyD

22. STUDENT SURVEYS
The Office of Institutional Research
The Office of Institutional Research (OIR) was established in response to a national assessment that identified the importance of developing a strong research base in the allied health professions. OIR takes on a broad role in program evaluation and outcomes assessment at Thomas Jefferson University and conducts the longitudinal study of student and alumni satisfaction.

Both while you are a student at Jefferson and when you become an alumni, you will receive periodic questionnaires. Their purpose is to assist the schools with program evaluation and development and are part of the requirements to maintain accreditation. We value your perceptions and insights about your experience at Jefferson and want to incorporate your views in our evaluation to help improve TJU for current and future students.

1. Please keep your address current in Banner while a student at Jefferson and with Alumni Affairs upon graduation.
2. Please respond honestly to the questionnaire, knowing that results are not tied to your identity.
3. Share ideas about areas not included in the questionnaire that you believe are important in the remarks section.
4. Remember this questionnaire gives you the opportunity to demonstrate your commitment to accountability and is required by many accrediting agencies.

UNDERGRADUATE PROGRAMS

1. ORGANIZING FRAMEWORK FOR THE UNDERGRADUATE PROGRAMS
Thomas Jefferson University has adopted, as its components of professional nursing education, those components addressed in the Essentials of Baccalaureate Education for Professional Nursing Practice, a document published by the American Association of Colleges of Nursing on October 20, 2008. Each component is illustrated in the organizing framework as a timeline throughout the program.

a. Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
Liberal education is critical to the generation of responsible citizens in a global society. In addition, liberal education is needed for the development of intellectual and innovative capacities for current and emergent generalist nursing practice. A liberal education includes both the sciences and the arts. Successful integration of liberal education and nursing education provides graduates with knowledge of human cultures, including spiritual beliefs, and the physical and natural worlds, supporting an inclusive approach to practice. The integration of concepts from the arts and sciences provides the foundation for understanding health and wellness, as well as disease processes, and forms the basis for clinical reasoning. Strong emphasis on the development of a personal value system that includes the capacity to make and act upon ethical judgments is a hallmark of liberal education. Liberal education provides the baccalaureate
nursing graduate with the ability to integrate knowledge, skills, and values from the arts and sciences in order to provide humanistic, high-quality care; advocate for individuals, families, groups, communities, and/or populations; and promote social justice. Graduates of liberal education programs practice upon the firm foundation of professional values and standards.

b. **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

Organizational and systems leadership, quality improvement, and safety are critical to promoting high-quality patient care. To be effective, the baccalaureate graduate must be able to practice at the micro-system level within an ever-changing healthcare system. This practice requires creativity, effective leadership, professional communication skills, and the ability to work productively as part of an inter-professional team within various healthcare settings. As a member of the healthcare team, the baccalaureate graduate will understand and use quality improvement concepts, processes, and outcome measures. An important component of quality is safety. The baccalaureate graduate implements safety principles and works with others on the inter-professional healthcare team to create a safe, caring environment for healthcare delivery. The baccalaureate graduate will be able to recognize safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to practice. The baccalaureate nursing graduate is distinguished by the ability to identify, assess, and evaluate practice in care delivery models that are based in contemporary nursing science and that are feasible within current cultural, economic, organizational, and political perspectives.

c. **Essential III: Scholarship for Evidence-Based Practice**

Scholarship for the baccalaureate graduate involves identification of practice issues, appraisal and integration of evidence, and evaluation of outcomes. Baccalaureate education provides a basic understanding of how evidence is developed, especially as it relates the research process; clinical judgment; inter-professional perspectives; and patient preference as applied to practice. In all healthcare settings, ethical and legal precepts guide research conduct to protect the rights of patients who are eligible for, or participating in, investigations. As dissemination of evidence is a critical element of scholarly practice, the baccalaureate graduate is prepared to communicate evidence of best practices within the inter-professional team. The baccalaureate-prepared nurse safeguards patient rights, including those of the most vulnerable individuals, in situations in which an actual or potential conflict of interest, misconduct, and/or the potential for harm are identified.

d. **Essential IV: Information Management and Application of Patient Care Technology**

The baccalaureate graduate must have basic competence in technical skills, including the use of computers, and in the application of patient care technologies such as monitors, data gathering devices, and other technological supports for patient care interventions. In addition, the baccalaureate graduate must have competence in the use of information technology systems, including decision-support systems, to gather evidence to guide practice. Computer and information literacy are crucial to the future of nursing. Therefore, the graduate of a baccalaureate program must have competence in using both patient care technologies and information management systems. In addition, the baccalaureate graduate ethically manages data, information, knowledge, and technology in order to communicate efficiently, provide safe and effective patient care, and obtain and apply research and clinical evidence to inform practice decisions. The use and understanding of standardized terminologies are fundamental to the development of effective clinical information systems (CIS). The baccalaureate graduate is therefore prepared to gather and document care data that serve as a foundation for decision-making by the healthcare team.

e. **Essential V: Healthcare Policy, Finance, and Regulatory Environments**

Healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice as well as the nature and functioning of the healthcare system. The baccalaureate-educated graduate will have a solid understanding of the broader context of health care, including how patient care services are organized and financed, and how reimbursement is
structured. The baccalaureate graduate also will understand how healthcare issues are identified, how healthcare policy is both developed and changed, and how those processes can be influenced through the efforts of nurses, other healthcare professionals, and lay and special advocacy groups. Because healthcare policy shapes the nature, quality, and safety of the practice environment, all professional nurses have the responsibility to participate in the political process and advocate for patients, families, communities, the nursing profession, and changes in the healthcare system, as needed. The baccalaureate-prepared nurse is well-positioned to do so.

f. Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
Effective communication and collaboration among health professionals is imperative to providing safe and effective patient-centered care of the highest quality. Inter-professional education enables the baccalaureate graduate to enter the workplace with a proficiency in professional communication skills that will instill self-confidence in interactions, facilitate effective communication, and improve practice, thus yielding better patient outcomes. Fundamental to effective inter-professional and intra-professional collaboration is a definition of shared goals; the delineation of the roles and expectations for team members; the implementation of a flexible decision-making process; the establishment of open communication channels; and leadership. Thus, inter-professional education optimizes opportunities for the development of respect and trust for other members of the healthcare team.

g. Essential VII: Clinical Prevention and Population Health
Health promotion and disease and injury prevention across the lifespan are essential elements of baccalaureate nursing practice at the individual and population levels. Clinical prevention refers to individually focused interventions such as immunizations, screenings, and counseling aimed at preventing escalation of diseases and conditions. Population focused nursing involves identifying determinants of health, prioritizing primary prevention when possible, actively identifying and reaching out to those who might benefit from a service, and using available resources to assure best overall improvement in the health of the population (American Nurses Association, 2007). Health promotion and disease and injury prevention assist individuals, families, groups, communities, and populations to prevent, prepare for, and/or minimize the health consequences of illness, disease, and healthcare emergencies, including mass-casualty disasters. Because population focused care is fundamental to nursing practice, and because a baccalaureate degree in nursing is the recommended minimal educational credential for population focused care, baccalaureate programs prepare graduates for population health, as well as clinical prevention (AACN, 1998; American Public Health Association, 1996; Quad Council of Public Health Nursing Organizations, 2004).

h. Essential VIII: Professionalism and Professional Values
Baccalaureate education includes the development of professional values and value-based behavior. Understanding the values that patients and other health professionals bring to the therapeutic relationship is critically important to providing high-quality patient care. The baccalaureate graduate is prepared for the numerous dilemmas that may arise in practice and is able to make, and assist others in making, sound decisions within a professional ethical framework. Ethics is an integral part of nursing practice and has always involved respect and advocacy for the rights and needs of patients, regardless of setting. Honesty and ethical integrity, two of the hallmarks of professional behavior, have a major impact on patient safety. A blame-free environment of safety, accountability, and process improvement is important for encouraging team members to report errors. Such a culture enhances the safety of all patients.

i. Essential IX: Baccalaureate Generalist Nursing Practice
The baccalaureate generalist nurse is a provider of direct and indirect care; a designer, coordinator, and manager of care; and a member of the nursing profession. The baccalaureate generalist nurse is, therefore, an advocate for the patient and the profession. As a provider of care, the baccalaureate generalist nurse evaluates client changes and progress over time and develops a beginning proficiency and efficiency in delivering safe care. As a designer,
coordinator, and manager of care, the baccalaureate generalist nurse manages care transitions, is an active participant on the inter-professional team, identifies system issues, and develops working skills in delegation, prioritization, and oversight of care. As a member of the profession, the baccalaureate generalist nurse evaluates one’s own practice and assumes responsibility for supporting the profession. The baccalaureate-educated nurse will be prepared to care for patients across the lifespan, from the very young to the older adult. Special attention will be paid to changing demographics. Among these demographics are the increased prevalence of chronic illnesses and co-morbidities among all ages, including those related to mental disorders, specifically depression. The baccalaureate nursing graduate will understand and respect the variations of care, the increased complexity of care, and the increased use of healthcare resources inherent in caring for patients who are vulnerable due to age (the very young and very old), disability, or chronic disease. The increasing diversity of this nation’s population mandates an attention to the needs of all individuals regardless of differences in cultural, spiritual, ethnic, gender, or sexual orientation; and the delivery of safe, humanistic high-quality care. In addition, the increasing globalization of healthcare requires that professional nurses possess the skills that will prepare them to practice in a multicultural environment and provide culturally competent care. Graduates translate, integrate, and apply knowledge that leads to improvements in patient outcomes. Knowledge is increasingly complex and evolving rapidly. Therefore, the baccalaureate graduate will be expected to focus on continuous self-evaluation and lifelong learning.

2. BACHELOR OF SCIENCE DEGREE PROGRAM OBJECTIVES/EXPECTED STUDENT OUTCOMES

Upon completion of this program, the graduate will be able to:

a. Synthesize the science and the art of nursing as the basis for baccalaureate generalist nursing practice.
b. Provide nursing care to diverse populations for the purposes of disease prevention, health promotion, maintenance, and restoration.
c. Use the scientific process, critical thinking, and creative problem solving for clinical decision-making.
d. Demonstrate responsibility and accountability for nursing practice.
e. Collaborate with inter-professional health care providers in the delivery of health care.
f. Base clinical practice on evidence-based nursing practice outcomes.
g. Apply communication and information technologies to nursing practice.
h. Incorporate professional values into nursing practice.
i. Assume nursing roles that are proactive and responsive to patient and environmental concerns.
j. Assume a leadership role in nursing practice.

Approved February 14, 2009: Executive Council
3. **CURRICULUM PLANS OF STUDY**

a. **BSN Prelicensure Full-Time Curriculum Plan**

### Junior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 301 Medication Calculations1</td>
<td>3</td>
</tr>
<tr>
<td>NU 302 Introduction to Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NU 303 Pathophysiology I</td>
<td>1</td>
</tr>
<tr>
<td>NU 304 Pharmacology I</td>
<td></td>
</tr>
<tr>
<td>NU 305 Nursing Management of Adults with Acute and Chronic Disorders I</td>
<td>3</td>
</tr>
<tr>
<td>NU 306 Clinical Practicum I</td>
<td>5</td>
</tr>
<tr>
<td>NU 309 Computers in Nursing</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>NU 310 Health Assessment</td>
<td>2</td>
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<tr>
<td>NU 311 Pharmacology II</td>
<td>1</td>
</tr>
<tr>
<td>NU 312 Pathophysiology II</td>
<td>2</td>
</tr>
<tr>
<td>NU 313 Nursing Management of Adults with Acute and Chronic Disorders II</td>
<td>1.5</td>
</tr>
<tr>
<td>NU 314 Clinical Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NU 324 Nursing Management of Childbearing Families</td>
<td>1.5</td>
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<tr>
<td>NU 325 Clinical Practicum III</td>
<td>3</td>
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<tr>
<td>NU 427 Development of Nursing Knowledge: Research Perspectives</td>
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<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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### Senior Year

<table>
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<tr>
<th>Fall Semester</th>
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</tr>
</thead>
<tbody>
<tr>
<td>NU 401 Nursing Issues and Trends</td>
<td>2</td>
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<tr>
<td>NU 402 Pathophysiology III</td>
<td>2</td>
</tr>
<tr>
<td>NU 403 Pharmacology III</td>
<td>1</td>
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<tr>
<td>NU 404 Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders</td>
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<tr>
<td>NU 405 Clinical Practicum IV</td>
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<tr>
<td>NU 406 Nursing Management of Children in Health and Illness</td>
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</tr>
<tr>
<td>NU 407 Clinical Practicum V</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 409 Transition to Professional Nursing Practice</td>
<td>3</td>
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<tr>
<td>NU 410 Community Health Nursing</td>
<td>1.5</td>
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<tr>
<td>NU 411 Clinical Practicum VI</td>
<td>3</td>
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<tr>
<td>NU 412 Nursing Management of Patients with Complex Health Problems</td>
<td>1.5</td>
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<tr>
<td>NU 413 Clinical Practicum VII</td>
<td>4</td>
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<tr>
<td>NU 414 Senior Seminar</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

| Transfer Credits                                  | 59      |
| BSN Course Credits                                | **64**  |
| Total Program                                     | **123** |
### Accelerated Pathway to the MSN for Second Degree Prelicensure Students

#### Curriculum Plan

**Junior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 301 Medication Calculations</td>
<td>1</td>
</tr>
<tr>
<td>NU 302 Introduction to Professional Nursing</td>
<td>3</td>
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<tr>
<td>NU 303 Pathophysiology I</td>
<td>2</td>
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<tr>
<td>NU 304 Pharmacology I</td>
<td>1</td>
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<tr>
<td>NU 305 Nursing Management of Adults with Acute and Chronic Disorders I</td>
<td>3</td>
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<tr>
<td>NU 306 Clinical Practicum I</td>
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</tr>
<tr>
<td>NU 625 Epidemiology for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

| NU 310 Health Assessment                          | 2       |
| NU 311 Pharmacology II                            | 1       |
| NU 312 Pathophysiology II                         | 2       |
| NU 313 Nursing Management of Adults with Acute and Chronic Disorders II | 1.5    |
| NU 314 Clinical Practicum II                      | 3       |
| NU 324 Nursing Management of Childbearing Families | 1.5    |
| NU 325 Clinical Practicum III                     | 3       |
| NU 672 Informatics for Advanced Nursing Practice  | 3       |
|                                                   | **17**  |

**Senior Year**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 402 Pathophysiology III</td>
<td>2</td>
</tr>
<tr>
<td>NU 403 Pharmacology III</td>
<td>1</td>
</tr>
<tr>
<td>NU 404 Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders</td>
<td>1.5</td>
</tr>
<tr>
<td>NU 405 Clinical Practicum IV</td>
<td>3</td>
</tr>
<tr>
<td>NU 406 Nursing Management of Children in Health and Illness</td>
<td>1.5</td>
</tr>
<tr>
<td>NU 407 Clinical Practicum V</td>
<td>3</td>
</tr>
<tr>
<td>NU 603 Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

| NU 409 Transition to Professional Nursing Practice | 3       |
| NU 410 Community Health Nursing                   | 1.5     |
| NU 411 Clinical Practicum VI                      | 3       |
| NU 412 Nursing Management of Patients with Complex Health Problems | 1.5    |
| NU 413 Clinical Practicum VII                      | 4       |
| NU 414 Senior Seminar                              | 1       |
|                                                   | **14**  |

**BSN Degree Awarded**
c. **Facilitated Academic Coursework Track (FACT) Curriculum Plan**

**Quarter 1**
- NU 301 Medication Calculations 1
- NU 302 Introduction to Professional Nursing 3
- NU 303 Pathophysiology I 2
- NU 304 Pharmacology I 1
- NU 305 Nursing Mgmt of Adults w/Acute & Chronic Disorders I 3
- NU 306 Clinical Practicum I 5
- NU 310 Health Assessment 2

**Combined Class and Online Total BSN Credits** 17

**Quarter 2**
- NU 311 Pharmacology II 1
- NU 312 Pathophysiology II 2
- NU 313 Nursing Mgmt of Adults w/Acute & Chronic Disorders II 1.5
- NU 314 Clinical Practicum II 3
- NU 324 Nursing Management of Childbearing Families 1.5
- NU 325 Clinical Practicum III 3
- NU 672 Informatics for Advanced Nursing Practice 3

BSN Credits 12
MSN Credits 3
15

**Quarter 3**
- NU 402 Pathophysiology III 2
- NU 403 Pharmacology III 1
- NU 404 Nursing Management of Adults with Neurologic/Sensory and Psychosocial Disorders 1.5
- NU 405 Clinical Practicum IV 3
- NU 406 Nursing Management of Children in Health and Illness 1.5
- NU 407 Clinical Practicum V 3
- NU 603 Research for Advanced Practice Nursing I 3

BSN Credits 12
MSN Credits 3
15

**Quarter 4**
- NU 409 Transition to Professional Nursing Practice 3
- NU 410 Community Health Nursing 1.5
- NU 411 Clinical Practicum VI 3
- NU 412 Nursing Management of Patients w/Complex Problems 1.5
- NU 413 Clinical Practicum VII 4
- NU 414 Senior Seminar 1
- NU 625 Epidemiology for the Health Professions 3

BSN Credits 14
MSN Credits 3
17

**BSN Degree Awarded**
d. Prerequisite Course Requirements for RN Students

1. RN-BSN and RN-BSN-MSN Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Selective*</td>
<td>3</td>
</tr>
<tr>
<td>Electives**</td>
<td>27</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

*Selective—3 credits in a logic, philosophy, ethics, or critical thinking course
**Electives—21 credits must be in theory-based course; 6 credits are free electives.

2. Accelerated Pathway to MSN for Second Degree RN Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>67</strong></td>
</tr>
</tbody>
</table>

e. Completion Programs for RN Students (27.5 credits BSN program)

Option 1*—RN-BSN Plan of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 300 Transition to Professional Nursing</td>
<td>1.5</td>
<td>Offered Fall and Spring semesters—first 7 weeks</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 323 Health Assessment for RN Student</td>
<td>2</td>
<td>Offered Fall and Spring semesters—7 weeks</td>
</tr>
<tr>
<td>NU 423 Nursing Issues and Trends for RN</td>
<td>3</td>
<td>Offered Fall and Spring semesters—first 7 weeks</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 424 Community Health Nursing for RN</td>
<td>3</td>
<td>Offered Fall semester—second 7 weeks</td>
</tr>
<tr>
<td>Student**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 425 Community Clinical for RN Student**</td>
<td>3</td>
<td>Offered Fall semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 431 Development of Nursing Knowledge:</td>
<td>3</td>
<td>Offered Fall and Spring semesters—7 weeks</td>
</tr>
<tr>
<td>Research Perspectives for RN Student*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NU 440 Advanced Concepts of Nursing Leadership**</td>
<td>3</td>
<td>Offered Spring semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 442 Clinical Practicum VIII**</td>
<td>3</td>
<td>Offered Spring semester—second 7 weeks</td>
</tr>
</tbody>
</table>
NU 445 Contemporary Knowledge and Role Delineation for the RN Student 3  Offered Fall and Spring semesters—first 7 weeks
-Students must take this course during the last semester of study.

NU 672 Informatics for Advanced Nursing Practice 3  Offered Spring and Summer semesters

Spring semester—14 weeks
Summer semester—7 weeks

* All NU 300 and NU 400 level courses are offered online. Students have the option to meet with course faculty on specified dates and times throughout the semester.
* NU 672 is offered on-line only.
** Portfolio option available:
- RNs with experience in Community Health may submit a portfolio for NU 424/NU 425
- RNs with experience as a nurse leader may submit a portfolio for NU 440/NU 442.

Student must obtain guidelines from faculty by June 1 and submit portfolio by August 1 for review in fall semester. Student must obtain guidelines from faculty by October 1 and submit portfolio by December 1 for review in spring semester.

**Option 2—RN-MSN Plan of Study (9 graduate credits included)**
For RN Students with a previous degree not in nursing. BSN degree is conferred at the end of this program. This option provides for dual admission into the MSN Plan of Study once BSN coursework has been completed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 300 Transition to Professional Nursing Education</td>
<td>1.5</td>
<td>Offered Fall and Spring semesters—first 7 weeks</td>
</tr>
<tr>
<td>NU 323 Health Assessment for RN Student</td>
<td>2</td>
<td>Offered Fall and Spring semesters—7 weeks</td>
</tr>
<tr>
<td>NU 424 Community Health Nursing for RN Student**</td>
<td>3</td>
<td>Offered Fall semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 425 Community Clinical for RN Student**</td>
<td>3</td>
<td>Offered Fall semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 440 Advanced Concepts of Nursing Leadership**</td>
<td>3</td>
<td>Offered Spring semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 442 Clinical Practicum VIII**</td>
<td>3</td>
<td>Offered Spring semester—second 7 weeks</td>
</tr>
</tbody>
</table>
| NU 445 Contemporary Knowledge and Role Delineation for the RN Student | 3       | Offered Fall and Spring semesters—first 7 weeks
-Students must take this course during the last semester of study. |
| NU 603 Research for Advanced Practice Nursing I | 3       | Offered Fall semester-14 weeks |
| NU 625 Epidemiology for the Health Professions | 3       | Offered Fall semester-14 weeks |
| NU 672 Informatics for Advanced Nursing Practice | 3       | Offered Spring and Summer -semesters |
Spring—14 weeks
Summer—7 weeks.

* All NU 300 and NU 400 level courses are offered online. Students have the option to meet with course faculty on specified dates and times throughout the semester.

* All NU 600 courses are graduate courses and are offered on-line only.

** Portfolio option available:
  - RNs with experience in Community Health may submit a portfolio for NU 424/NU 425
  - RNs with experience as a nurse leader may submit a portfolio for NU 440/NU 442.

Student must obtain guidelines from faculty by June 1 and submit portfolio by August 1 for review in Fall semester. Student must obtain guidelines from faculty by October 1 and submit portfolio by December 1 for review in spring semester.

At the completion of the above coursework the student will meet with a graduate advisor and map out MSN coursework to be completed.

**Option 3—RN-BSN-MSN Plan of Study**

For RN students who do not have a previous bachelor’s degree. BSN degree is conferred at the end of the program listed below. This option provides for dual admission into the MSN Plan of Study once BSN coursework has been completed.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Semester Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 300 Transition to Professional Nursing Education</td>
<td>1.5</td>
<td>Offered Fall and Spring semesters—first 7 weeks</td>
</tr>
<tr>
<td>NU 323 Health Assessment for RN Student</td>
<td>2</td>
<td>Offered Fall and Spring semesters—7 weeks</td>
</tr>
<tr>
<td>NU 423 Nursing Issues and Trends for RN Student</td>
<td>3</td>
<td>Offered Fall and Spring semesters—first 7 weeks</td>
</tr>
<tr>
<td>NU 424 Community Health Nursing for RN Student**</td>
<td>3</td>
<td>Offered Fall semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 425 Community Clinical for RN Student**</td>
<td>3</td>
<td>Offered Fall semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 431 Development of Nursing Knowledge: Research Perspectives for RN Student</td>
<td>3</td>
<td>Offered Fall and Spring semesters—7 weeks</td>
</tr>
<tr>
<td>NU 440 Advanced Concepts of Nursing Leadership**</td>
<td>3</td>
<td>Offered Spring semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 442 Clinical Practicum VIII**</td>
<td>3</td>
<td>Offered Spring semester—second 7 weeks</td>
</tr>
<tr>
<td>NU 445 Contemporary Knowledge and Role Delineation for the RN Student</td>
<td>3</td>
<td>Offered Fall and Spring semesters—first 7 weeks; Students must take this course during the last semester of study.</td>
</tr>
<tr>
<td>NU 672 Informatics for Advanced Practice Nursing</td>
<td>3</td>
<td>Offered Spring and Summer semesters</td>
</tr>
</tbody>
</table>

Spring—14 weeks
Summer—7 weeks
* All NU 300 and NU 400 level courses are offered online. Students have the option to meet with course faculty on specified dates and times throughout the semester.
* NU 672 is offered on-line only.
** Portfolio option available
   - RNs with experience in Community Health may submit a portfolio for NU 424/NU 425
   - RNs with experience as a nurse leader may submit a portfolio for NU 440/NU 442

Student must obtain guidelines from faculty by June 1 and submit portfolio by August 1 for review in fall semester. Student must obtain guidelines from faculty by October 1 and submit portfolio by December 1 for review in spring semester.

At the completion of the above course work the student will meet with a graduate advisor and map out MSN coursework to be completed.
1. Grading Policies for Undergraduate Students

Grading of clinical courses in the Undergraduate Programs is done on a pass/fail system.

Pass—meets all clinical objectives by the end of the academic term.
Fail—fails to meet one or more clinical objective by the end of the academic term.

In general, grading is based on percentages.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98–100</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>93–97</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63–66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Bachelor of Science in Nursing Students

Students must successfully satisfy all prerequisite courses before progressing in the nursing major. Any exception to this policy must have the written approval of the Associate Dean, Undergraduate Program. Students must complete all program requirements before graduation.

Students must achieve a weighted average of 73% or above in all didactic testing in order to pass the course. Courses that have a clinical component must determine methods of evaluation that are directly correlated with NCLEX success. These courses, Nursing 305, 313, 324, 404, 406, 410 and 412. Examples of approved measures of evaluation for these courses are objective tests and graded performance on case studies. The final grade for these courses cannot be augmented by such measures as attendance, participation, papers, discussion boards and/or other projects.

Any student who receives a grade below C in one nursing course will be placed on school probation and must repeat the course and earn a grade of C or better or a pass, as appropriate. Successful completion of the course will remove the student from school probation. No course may be taken more than two times. Students who earn a grade below C in a second nursing course or who earn a grade below C twice for the same course will be dismissed from the nursing major. “Nursing course” in this policy refers to required didactic and clinical nursing courses, and required non-clinical and elective nursing courses.

2. UNDERGRADUATE CLINICAL AND LAB ATTENDANCE POLICY

Students are required to attend all clinical components (lab and clinical) of their course work. Students must notify the appropriate personnel (see directions below) at the earliest possible time of any clinical absence. Being absent without notification may result in a failing grade for the clinical course. This determination will be made by the appropriate Program Director.

Any and all missed clinical components (lab and clinical) must be made up. Clinical make-up is scheduled at the discretion of the Course or Lab Coordinator.

A. In case of clinical absence, it is the responsibility of the student to notify the clinical instructor and the clinical agency as soon as possible for planned and unplanned absence. The instructor and agency must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and agency of clinical absence may result in a course failure.

B. In case of absence from lab (course competency days) the lab coordinator must be notified as soon as possible; message should be left/received no less than one (1) hour prior to the beginning of the lab.
C. No more than 2 clinical days can be missed in a semester/quarter regardless of the number of clinicals in which the student is enrolled. Missing more than 2 days per semester/quarter may result in a clinical failure.

D. Students will bear the expense incurred for the make-up experience. Students are required to pay a $250.00 per day make-up fee. The fee must be paid prior to the scheduled make-up date. Students who request a waiver of the clinical make-up fee should be directed to the Associate Dean.

E. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

3. EXAMINATION POLICY

NOTE: In this policy, “examination” refers to any examination and/or quiz administered in the classroom, online and/or electronically.

A. Students are required to take examinations on the dates scheduled.

B. Students may miss scheduled examinations only in extreme circumstances such as illness, death in family or other emergencies.

C. In the event a student misses a scheduled examination, the following steps must be taken:

   1) Notify the instructor before the scheduled time for the examination or as soon as possible
   2) Schedule, within three days of the missed examination, with the instructor, a date for taking the missed examination.
   3) Refrain from discussing the missed examination with students who have already taken the examination.
   4) The maximum score on a second missed examination for a course will be set at 90%.

D. Any student missing a scheduled examination without following the steps in Section C. above will take the missed examination and receive a maximum grade of 72 for that examination. In the event the student earns a grade lower than 72 on the missed examination, the lower grade will stand.

E. An examination may not be repeated for the purpose of improving a course grade.

F. A different version of the examination will be administered.

4. CLASSROOM EXAMINATION PROCEDURES

Jefferson School of Nursing students are responsible for upholding academic integrity when taking classroom examinations.

A. Students will bring necessary equipment such as ipad, #2 pencils and/or calculator.

B. The instructor will determine seating arrangements.

C. When room size permits, students may be instructed to leave an empty seat/desk in front of, behind, and to each side. Since examinations may be scheduled in multiple areas, you must report to the assigned room. Failure to do so will result in a grade of zero.

D. No outer apparel is to be worn during the exam period; these items must be left in the front of the room with backpacks, handbags and other personal belongings.

E. All personal electronic equipment (e.g., cell phones, pagers, ipods, etc.) must be turned off and left with personal items in the front of the room. Failure to do so will result in automatic expulsion from the room and a score of zero for the test/exam. If a calculator is required for testing, it must be the approved calculator that was included in the equipment package.

F. Speaking to another student after the examination has started is not permitted and will result in automatic expulsion from the room and a score of zero for the examination.

G. Passing notes, calculators or any other items or materials to another student after the exam has started will result in automatic expulsion from the room and a score of zero for the examination. Any questions or requests should be made directly to the instructor or proctor.

H. Students may not leave the room and then return to complete the examination. Once a decision is made to leave the room, the written test/examination must be returned to the faculty and the
examination is considered completed. For electronic examinations, the test must be uploaded to ExamSoft. It is best to use the restroom before the test/exam begins.

I. Testing start and end times will be listed on the board. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time. Any student who arrives after another student has completed the examination and left the testing room will not be permitted to take the examination that day. At this point, the Examination Policy will apply.

J. During testing sessions employing electronic devices, opening any browser other than the testing screen, or taking screen shots will result in automatic expulsion from the room and a score of zero for the test/exam.

5. **ON-LINE EXAMINATION POLICY**
   Students taking examinations in an on-line course are expected to adhere to the academic integrity policy. It is expected that the examination reflects one's own independent and individual work. Failure to abide by the academic integrity policy can result in academic sanctions up to and including dismissal from the program.

6. **HEALTH REQUIREMENTS POLICY**
   Thomas Jefferson University, Jefferson School of Nursing requires that all students meet their outstanding health requirements 30 days prior to matriculation. This would include immunizations and PPDs. In order for students to enter the clinical area, they need to bring appropriate documentation of completed health requirements to University Health Services (UHS), Suite 211, 833 Chestnut Street, Philadelphia, PA, or make arrangements with UHS to ensure that these requirements are met.

   There will be NO exceptions granted to this policy.

7. **LATENESS POLICY**
   All classes will begin on time. Any student who arrives after class has begun should wait until the first break or until permission is received from the instructor to enter the classroom. The student is responsible for meeting class objectives that were covered during the missed classroom time. Any materials that were handed out during this time are the student’s responsibility to obtain.

8. **REGISTRATION INFORMATION**
   It is the student’s responsibility to be familiar with and observe the academic regulations and requirements of Thomas Jefferson University and Jefferson School of Nursing in all matters of course registration, course completion, and requirements of graduation.

   With assistance and guidance of a faculty advisor, students register each semester for classes to be taken the following semester via Banner Web for Students at [http://banner.jefferson.edu](http://banner.jefferson.edu) or by clicking the “Class Schedule” link in the Banner Web module of Blackboard Learn. Once on-line registration is complete, an email is sent to the advisor requesting a review of that registration. The advisor will acknowledge review of the registration with a follow-up email to the student. It is the student’s responsibility to be aware of the registration dates, course requirements, drop/add policies, course withdrawal policy, withdrawal from the School policies, and other pertinent regulations for individual programs of study. Completion of registration in accordance with instructions issued by the University Office of the Registrar is a prerequisite to class attendance. A student is not considered registered for class attendance until all appropriate forms have been completed and all fees have been paid.

9. **THE CLINICAL EDUCATION MODEL**
   Purpose: For undergraduate students, to teach students to become proficient in competencies that are essential for entry level professional nursing practice. For graduate students, to educate nursing professionals who are seeking roles that require advanced knowledge, skills, and competencies that are essential for advanced nursing practice.
Philosophy: For undergraduate students, clinical education provides students with guided opportunities to become proficient in developing the competencies that are essential for entry level professional nursing practice. For graduate students, clinical education provides students with guided opportunities to become proficient in developing advanced knowledge, skills, and competencies essential for advanced practice nursing. Clinical education enables students to use the scientific process to synthesize and apply theory derived from nursing and related sciences, and knowledge from their liberal education to the care of individuals, families and communities. Clinical education represents a progressive continuum of professional development during which students conceptualize and develop as members of the multidisciplinary/health care team.

The Clinical Education Environment
The selection of clinical education sites is based on the availability of learning opportunities and role models at the site that are congruent with the objectives of the course. Clinical education sites are determined by site availability which includes day, evening and weekend assignments. Student assignment is determined by the course faculty coordinator. It is the responsibility of the student to secure transportation to and from assigned clinical sites. Clinical education sites:

- Provide student learning opportunities that support empathetic, sensitive, and compassionate care for individuals, families and communities.
- Promote students’ professional accountability.
- Foster students’ awareness of social, legal and ethical issues.
- Provide opportunities for students to demonstrate technical competence.
- Encourage open dialogue between students, faculty, staff, patients and members of the health care team.
- Provide an opportunity to make clinical judgments under the guidance of expert nursing faculty and site professional staff.
- Foster personal awareness in identifying individual strengths and limitations and areas for development.
- Foster development of professional identity and integration of professional standards and values through mentorship and modeling from faculty and staff.

Overall Objective
Clinical education will provide students with learning opportunities that guide them in developing the competencies that are essential for entry level professional nursing practice.

The Role of the Student in the Clinical Education Setting
- Develop a sense of decorum, recognizing that students are guests in all clinical settings and must adhere to each setting’s methods of operation.
- Collaborate with members of the healthcare team in delivering care to individuals, families and communities.
- Use evidence-based knowledge as the basis for making clinical judgments and decisions.
- Engage in critical thinking and creative problem solving in evaluating care outcomes.
- Use therapeutic communication in nurse-patient interactions.
- Utilize data and information from a wide range of resources in the assessment, planning, provision and evaluation of care.
- Provide nursing care using proper and safe techniques.
- Assume responsibility for the care of assigned patients.
- Define and negotiate strategies to meet patient/family learning needs.
- Demonstrate accountability in meeting expectations associated with clinical education experiences.
- Participate in unit-based professional activities such as research projects and governance activities.

The Role of Faculty in the Clinical Education Setting
A. Develop professional values and role behaviors in the clinical setting, modeling accountability, respect and clinical expertise.
1) Guide students to demonstrate professional behavior at all times.

B. Maintain ongoing channels of effective communication.
   1) Meet with the Unit Director to orient to the unit’s policies and procedures.
   2) Meet with the Unit Director to provide information about student learning goals and define staff’s role in the student’s educational experience.
   3) Provide evaluation, feedback and a thank you letter to the nursing unit at the conclusion of the clinical experience.
   4) Develop student guidelines, based on course objectives that clearly delineate expectations for the learning experience.
   5) Provide ongoing formative evaluation feedback regarding accomplishment of course expectations to each student.
   6) Maintain ongoing communication with course coordinator or designate through weekly contact.
   7) Provide course evaluation data to the course team at the completion of the clinical experience.

C. Maximize opportunities for the student to apply theory, knowledge and skills through exposure to diverse populations and care issues.
   1) Post student assignments in advance of clinical in order that students can prepare for delivery of care.
   2) Utilize evaluation of students’ strengths and weaknesses in the clinical area to select appropriate assignments for students.
   3) Facilitate application of students’ current skills and knowledge to new and unfamiliar experiences.
   4) Guide active student involvement in developing professional values and assuming professional nursing roles.

D. Facilitate integration of theory with practice through use of scientific process in clinical decision-making.
   1) Conduct pre-and post-conferences.
   2) Coordinate student learning experiences with classroom learning through clinical assignments and post-conference discussions.
   3) Facilitate student integration of classroom theory, development of core competencies and knowledge, and professional values and roles into clinical practice.
   4) Facilitate students’ learning and practice of clinical decision-making and critical thinking skills.

E. Facilitate development of students’ ability to self-evaluate clinical progress and strengths and weaknesses and to set goals for future learning experiences.
   1) Provide prompt ongoing feedback to students regarding clinical expectations, performance, and written assignments, including the clinical log.
   2) Encourage objective formative self-evaluation.
   3) Uphold the expectation that students must come to the evaluation conference with a fully completed self-evaluation.
   4) Facilitate students’ evaluation of clinical instruction and clinical site.

F. Evaluate students’ accomplishment of course competencies and requirements.
   1) Provide and explain course performance expectations at orientation.
   2) Place students in danger of failing on clinical jeopardy and create a plan of remediation with the student.
   3) Immediately notify the Associate Dean of any problems or concerns with the clinical agency which might impact on students’ ability to meet course requirements.
   4) Schedule an evaluation conference for each student at the conclusion of the clinical experience.
   5) Schedule conferences at times when students are not assigned to clinical practice.
Framework for the Learning Session
A. Specific time will be provided for pre-conference with students:
   1) Opportunity will be provided for questions related to preparatory material.
   2) Opportunity to present and discuss rationale and plan of care.

B. Clinical practice experiences will be provided for students to develop proficiency in the core competencies essential for entry-level professional practice.
   1) Opportunities will be provided for the student to plan, implement and evaluate care of diverse patients.
   2) Related observational experiences may be provided when appropriate to meet course objectives.
   3) Opportunities to work with staff and interact as part of the interdisciplinary care team will be provided.
   4) Quantity and complexity of assignments will reflect the goal of developing and enhancing students’ level of competency.

C. Specific time will be provided for post-conference with students. Educational activities may include assignments requiring active student involvement such as, but not limited to:
   1) Opportunity for development of critical thinking skills through active student participation.
   2) Opportunity to integrate theory into practice.
   3) Opportunity to evaluate nursing care given.

Clinical Education Policies
A. Attendance at all clinical experiences is mandatory. If a clinical day is missed it must be made up. The student will bear any expenses incurred as a result of the missed day. The clinical instructor must report student absences to the course coordinator.

B. Students must prepare for the clinical experience. If the student is not prepared, he/she will be dismissed and the make-up policy will apply.

C. Students will be evaluated on their ability to deliver comprehensive care. A checklist will be utilized in conjunction with the laboratory experience to monitor progress and to ensure that each student is provided with the opportunity to develop competence with skills.

10. THE JEFFERSON SCHOOL OF NURSING LABORATORY MODEL

Purpose: To teach students to become proficient in the technical nursing competencies that are essential for entry level professional nursing practice.

Philosophy: The JSN Laboratory experience provides the framework whereby students develop the technical competencies that are essential for entry-level professional nursing practice. Opportunities provided for students in the simulated environment of the University Skills Simulation Center address the cognitive, affective and psychomotor domains of learning and incorporate principles of adult learning as well as self-directed and faculty-guided experiential learning. Simulation is defined as: “the act of simulating through the use of various methods and devices, including, but not limited to, role play, computer, video, mannequins and models”. Psychomotor skill competency is evidenced through performance that includes efficient and effective neuromuscular coordination, knowledge of underlying theory and principles that guide its rationale for use and processes involved in its execution, with a sensitivity in carrying it out with patients so as to reflect their inherent worth and dignity. Fundamental to the success of the JSN Laboratory curriculum is an enhanced communication mechanism among all faculty members who are engaged in the professional preparation of the basic nursing student.

The Jefferson School of Nursing Laboratory Environment:
• Promotes students’ taking an active role in this aspect of their professional development.
• Promotes students’ understanding of theoretical principles that underlie technical competence.
• Encourages an open dialogue between faculty and students.
• Teaches students to use technical equipment in a safe, non-threatening atmosphere.
• Provides an opportunity to practice within supportive surroundings.
• Fosters personal awareness in identifying individual limitations and areas for development.
• Encourages students to develop professional accountability.

Overall Objective: The JSN Laboratory curriculum will provide students with opportunities to acquire the competencies, integrating theory and practice that are essential for the safe and effective management of patient care.

Contributory Objectives: Students will:
• Perform the technical, manipulative aspects of nursing procedures smoothly, skillfully and efficiently.
• Develop critical-thinking skills and decision-making abilities in carrying out the technical competencies essential for safe and effective patient care.
• Assume responsibility for the transfer of skill knowledge learned in the simulated environment to the clinical practice environment.
• Recognize the relationship between continual skill refinement and mastery.
• Define and negotiate their own learning needs.
• Demonstrate accountability in meeting all expectations of the JSN Laboratory experience.

The Role of Faculty in the Jefferson School of Nursing Laboratory:
A. Content expert
B. Skills role model
C. Guide (student) in developing skill competence
D. Facilitator of integration of theory with practice

Framework for the Learning Session:
A. Opportunity for questions related to preparatory material (questioning strategies).
B. Exploration of the rationale underlying the skill.
C. Faculty demonstration of the skill.
D. Student practice of the skill, individually or in dyads/triads.
E. Return demonstration by students.
F. Opportunity to present and discuss situational conditional factors.

Jefferson School of Nursing Laboratory Policies
A. Students must sign in for all regularly scheduled school laboratory sessions, all independent practice sessions and all remedial sessions.
B. Attendance at all school laboratory sessions is mandatory. If a session is missed, it must be made up. The student will bear any expenses incurred as a result of the missed session.
C. Students must prepare for the laboratory session. If a student is not prepared, he/she will be dismissed from the session and the make-up policy will apply (see #2 above).
D. Students will be evaluated on their ability to safely perform a technical skill. A check-off list will be utilized to monitor each student’s progress towards skill mastery. This progress information will be forwarded, on an ongoing basis, to the clinical faculty member for follow-up.
E. Should a student be unprepared to apply knowledge from the school laboratory to the clinical setting, he/she will be dismissed from the clinical setting and the make-up policy will apply. In this event, the student must report to the school laboratory for additional practice. Documentation of compliance with this requirement will be forwarded to the clinical faculty member.

11. DIRECTED LEARNING – A POSITION STATEMENT
Purpose: Directed Learning serves as an adjunct to learning experiences that take place in a structured learning environment and that contribute to the accomplishment of course objectives.
**Definition:** Directed learning is the process in which varied supplemental materials, personal study effort, and selected enrichment experiences are planned to replace and/or augment some elements of traditionally structured learning opportunities.

**Rationale for the Integration of Directed Learning Activities into Nursing Courses:** The complexities present within the current health care environment demand a professional nurse who can readily apply a knowledge base to make critical decisions. Consequently, when defining strategies used in preparing the entry-level practitioner, it is essential to implement varied teaching strategies that are creative and that promote the achievement of the core competencies and the development of independent responsibility and active inquiry. Furthermore, economic and market forces, as well as beliefs about sound educational practice require faculty to consider the adoption of alternative teaching/learning strategies that draw upon teacher-made materials as well as other resources that are available within the professional community. Finally, the changing demographics in higher education challenge educators to assure maximum learning while respecting the different learning styles and needs of students.

**Description:** While there are different approaches that may be used in planning and developing directed learning activities, the following are examples of activities that are effective directed learning experiences:

- Case study/topical analysis
- Structured assignments: classroom and/or clinical
- Group projects
- Study guide for one aspect of content

**Criteria for Directed Learning Activities in the Classroom Setting:**
In every course in which directed learning comprises a portion of the scheduled didactic period, the following criteria must be met:

A. Time allocated for directed learning activities should not exceed 1/3 of credit hours per week. The exception to this would be the special arrangements that have been made for the Atlanticare program.

B. Directed learning is an adjunct to class time and, consequently, should not be interpreted as preparatory or remedial in nature.

C. The time allocation for directed learning activities must be identified on the course syllabus or the content outlines.

**Criteria for Directed Learning Activities in the Clinical Setting:**
In every course in which directed learning comprises a portion of the scheduled clinical session, the following criteria must be met:

A. Time allocated for directed learning activities should not exceed the following time frames:
   1. Observational experiences planned for all students within the course should not exceed 20% of the scheduled clinical hours.
   2. Enrichment opportunities designed to facilitate advanced learning for the student who is ready for a challenge should not exceed an additional 20% of the scheduled clinical hours.

B. Directed learning is an adjunct to clinical time and, consequently, should not be interpreted as preparatory or remedial in nature.

C. The time allocation for directed learning activities in the clinical setting, as described above must be identified on the course syllabus.

D. The time allocation for directed learning activities in the clinical setting as described above requires the following actions:
   1. The clinical course coordinator must approve the directed learning activity that is selected.
   2. The outcomes from the directed learning activity must be evaluated by the student in their weekly journal as well as in the designated portion of the student self-evaluation that is completed at the end of the course.
   3. The clinical faculty member must relate the directed learning activity to the accomplishment of specific course objectives. The faculty member must also write a narrative description of
the activity and its outcomes to be included on the designated portion of the clinical evaluation tool that is completed at the end of the course.

**Benefit to Student:**

The use of directed learning will accomplish the following for the student:

- In the traditional lecture format, students’ knowledge exposure is generally limited to the content presented in required readings and in material presented by the lecturer. By utilizing directed learning, students will often have the opportunity to delve into other resources and, consequently, will gain a more diverse and less biased knowledge base. Furthermore, directed learning activities:
  - guide the student to actively participate in the learning process.
  - promote student problem-solving and communication skills.
  - provide a greater opportunity for academic independence thereby improving the students’ ability to access, process and utilize information.
  - “free-up” traditional class attendance patterns which recognizes students’ needs for scheduling flexibility.
  - recognize different learning styles, which may not always be fully realized within the traditional class structure.
  - provide diverse clinical learning opportunities for all students that are consistent with course objectives and specialty aspects of care.
  - provide opportunities for advanced clinical learning for the student who has met the course objectives in an accelerated manner.

**Benefit to Faculty:**

The use of directed learning will accomplish the following for the faculty:

- Enhance the role of the learning facilitator.
- Enhance the creative aspect of the teaching role.
- Allow more opportunity to work with individual students or with small groups of students who require additional assistance.
- Allow more opportunity to work with individual students or with small groups of students who are ready for a challenge.
- Promote a shift from the traditional teaching functions to teaching methods that stimulate critical thinking and role development.

**Expectations for Faculty in Utilizing Directed Learning:**

A. Recognizing the differing experience bases in the teaching role, the implementation of directed learning activities in the classroom setting is a voluntary choice made by the faculty responsible for a specific content block.

B. Implementation of directed learning activities planned for all students in a clinical course should be a team decision.

C. When directed learning activities are used in place of traditional class time, there will be follow-up on the directed learning activity at the next class session or at another specified time.

D. Content developed through directed learning activities must be included in objective testing.

E. Time not spent actively teaching in the classroom should be made available as tutorial time for students.

F. Faculty will use an evaluation process to determine the strengths and limitations of directed learning activities that were selected.

G. Faculty must maintain open communication with the respective course coordinator in regard to the directed learning activities that are/were selected and their outcomes.

H. A summary of directed clinical learning activities that were selected for accelerated students and the outcomes of these experiences must be provided to the course coordinator at the end of the course.
12. DRESS CODE

The following guidelines are intended to provide information relative to the attire that is required when involved in ALL clinical learning activities that are required as part of the nursing curriculum. Students are expected to present a professional image at all times. Failure to adhere to these guidelines will result in dismissal from the clinical setting. Make up for lost clinical time due to violations will be required.

A. Uniform Guidelines:

1) The official school uniform worn for all clinical and learning lab experiences consists of a navy blue Jefferson scrub outfit with the Jefferson logo embroidered over the left chest area of the scrub top and the Jefferson emblem present on the right sleeve. Name pins are considered part of the uniform and therefore must be worn at all times. Uniforms should be free of wrinkles and worn untucked.

*Female Students: Navy blue Jefferson scrubs: pant/top or skirt/top combination
*Male Students: Navy blue Jefferson scrub pants and top

SCRUB TOPS AND SCRUB BOTTOMS MUST BE PURCHASED THROUGH THE BOOK STORE. NO OTHER SCRUBS MAY BE WORN.

2) Shoes: NO open-back clogs, sandals, or other open footwear is permitted. Low-heeled, white, professional, non-porous shoes are required. Products labeled and sold as walking shoes are permitted.

3) Undergarments should not be visible through uniform.

4) White stockings are to be worn with the skirt/top combination. Knee-hi stockings or socks are not appropriate. If socks are worn with the scrub pants, they must be white.

5) Navy blue scrub warm up jackets with the Jefferson School of Nursing logo may be worn. Plain white crew neck shirts or white turtlenecks may be worn under the uniform.

6) Stethoscopes, scissors and watches (with a second hand) are considered part of the professional uniform.

B. Settings in which a uniform is not required or for times when students are in the clinical setting but are not providing direct patient care, students should be dressed in appropriate professional attire: name tag and Jefferson ID with Jefferson emblem (example: getting patient assignments).

1) The following dress styles are not permitted:
   • Jeans (in any color)
   • Sweats or lightweight knit outfits
   • Low-rise pants
   • T-shirts
   • Message clothing, i.e. clothing with decals, printing, etc.
   • Sandals, open-back clogs, or other open or porous footwear
   • Shorts
   • Revealing attire

2) Neat dress clothes such as slacks, skirts, blouses, sweaters, knits tops, etc. are permitted.

3) Students in agencies other than TJUH must follow the dress code of that agency.

C. Pertinent to all settings unless restricted or otherwise modified by clinical faculty:

1) Name pins are to be worn, and visible, at all times.

2) Thomas Jefferson University ID must be worn at all times.
3) Hair should be neatly groomed and secured so that it does not fall about the face when providing care. If devices are needed to secure the hair off the face, they should be as unobtrusive as possible; bows and bandannas are not appropriate. Exaggerated hairstyles are not permitted; unusual hair decorating/coloring is not consistent with professional grooming. Religious attire must be white and modified to be consistent with client safety.

4) Large amounts of jewelry are not acceptable.
   • Earrings: only one pair of small post earrings; no large, long, or dangling styles are permitted.
   • No facial piercings are permitted.
   • Necklaces: no visible necklaces are permitted.
   • Rings: only plain bands are acceptable. No rings with stones are permitted.

5) Nails must be kept short, trimmed and clean. Only clear or lightly colored nail polish is allowed. No artificial nails are permitted.

6) Tattoos and jewelry associated with body piercings other than a small earring in each earlobe may not be visible when in uniform.

Approved January 28, 2009: Nurse Executive Council

13. PROFESSIONAL DEMEANOR
Adherence to the School’s dress code for clinical learning is just one component of the expectation that students will behave in a professional manner at all times when involved in clinical learning experiences. Nursing students and faculty are invited by clinical agencies to be present for clinical learning and are guests of the clinical agency. It is only because of the generosity that health care institutions demonstrate in inviting us to be present that nursing educators are able to offer high quality clinical learning experiences for students.

Students are expected to adhere to all policies of the clinical agency in which they are placed and to be prepared for all clinical assignments. Students are considered to be representative of Jefferson when involved in clinical learning and, as such, are held accountable for a high standard of professional demeanor.


POSITION STATEMENTS

A. The Purpose of the NCLEX-RN Plan
   The NCLEX-RN plan is designed to facilitate the students’ readiness for the licensure process and to insure the success of all students with the licensing examination. It is viewed as an essential element of the Prelicensure program and all components of the plan are considered to be valuable in transitioning students through program completion and the licensing process. It is considered to be an effective adjunct to all other learning experiences that are planned and implemented for students in the Prelicensure curriculum.

B. Role of the Faculty
   Faculty assumes a key role in the implementation and evaluation of the NCLEX-RN plan. In this role, the faculty is responsible for supervising the students as they progress to full readiness for the NCLEX-RN examination. Inherent in the faculty role is active participation with students in the design and implementation of individualized plans to insure success. The importance of documenting all activities undertaken to assist students with NCLEX-RN testing competence is underscored. While the strategies that are utilized to achieve these outcomes are at the discretion of the faculty member, the individual student outcomes in relation to the NCLEX-RN are directly attributable to the rigor with which the elements of
the plan are upheld by the faculty. Faculty is responsible for determining if students have met the plan’s requirements for a given course.

C. Role of the Student
All elements of the NCLEX-RN plan apply to all Prelicensure students and all students are expected to participate fully in its multiple dimensions and to comply fully with its expectations. Inherent in the role that students assume in carrying out the parameters of this plan is the responsibility to frequently communicate/interact with the academic advisor in order to document progress and to define plans to improve outcomes. Students accept full responsibility for assuming an active role in completing all components of the NCLEX-RN plan and for following through with all recommendations given and requirements determined. Students acknowledge that failure to adhere to the plan’s components will have academic implications.

Students will submit to the course faculty the required elements of the Kaplan Program for each course listed below. Specific criteria for acceptable completion of requirements will be established by program faculty. Completion of all Kaplan Program elements is required for successful course completion. Failure to complete the required elements in the specified time frame will result in course failure.

D. Courses with NCLEX-RN Success Plan Requirements
Courses with Kaplan Program elements are NU302, NU305, NU310, NU313, NU314, NU324, NU402, NU403, NU404, NU406, NU407, NU409, NU410 and NU414. The following statement is included in the course syllabus:

**Compliance with all aspects of the NCLEX-RN Plan**
Where NCLEX-RN plan components are graded as part of a pass/fail course, if the student has not met the required parameters of the plan, a letter grade of “F” will be assigned to the course.

E. End-of Program NCLEX-RN Success Plan Requirements
To prepare students for NCLEX-RN success, completion of the following elements are required:

**NCLEX-RN Success Plan (Individual Courses)**
The NCLEX-RN Success Plan includes the following elements of the Kaplan Program:

1. Focused Review includes reviewing *The Basics* text, completing 30-item tests and completing the three (3) levels of remediation provided. This would be a **required pass/fail** component in designated courses.
2. Remediation is critical to improving student performance and achieving a level of proficiency that equates to success on the NCLEX-RN examination. Students should review the remediation for all questions, both missed and answered correctly. This is graded as pass/fail. Course faculty will track student compliance on-line within the designated courses.
3. Modules are slide shows with voice-overs (as assigned in each course).
4. Integrated Exams will be given at the end of segmented blocks of content in a proctored environment. Exams are 75, 90 or 180 questions in length and will be allotted the time specified by Kaplan. This is graded as a numeric score and is 10% of the student’s didactic course grade.
5. The following Integrated Exams are graded as pass/fail: Nutrition, Growth and Development, Gerontology and Nursing Assessment test.
6. Remediation is considered by the faculty to be the critical piece to improving student performance and achieving a level of proficiency that equates to success on the NCLEX-RN exam. While maintaining test security of the integrated exams, the students can review the remediation for all questions both missed and answered correctly immediately following the
exam or at a later time as directed by the course faculty. Faculty will track the time spent for each student in remediating the questions. Remediation for all students will be a pass/fail requirement in the courses where integrated exams are part of the course grade. Kaplan provides students with a three-part method to review nursing content and repair knowledge deficits:

- Kaplan Overview of Content
- Essentials of Nursing Care (signs and symptoms, treatment, nursing care, expected outcomes)
- Background and Nursing Care (background information, pathophysiology, causes/risk factors, diagnostic tests, complications

**NCLEX-RN Success Plan (Exit Plan)**

Consists of preparation in the 4th semester/quarter of the nursing program and will determine student probability of success on the NCLEX-RN exam and guide their preparation and remediation.

1. Nursing Assessment Test (180 items), a secured exam, will be administered in the beginning of the final semester/quarter in NU414. This is not a predictive test. It will be used to guide students to identify areas of content in which they are weak in preparation for the Diagnostic exam which is predictive for NCLEX-RN success.

2. Question trainers, NCLEX sample tests, and Q-banks are part of Kaplan’s NCLEX-RN preparation program and will be assigned to assist students to prepare for predictor exams.

3. The Diagnostic is a predictive exam given during NU414. The exam will be taken early in final semester/quarter (approximately 2-4 weeks after the Nursing Assessment Test) of the program. A Kaplan Diagnostic score of 65 reflects the probability of passing NCLEX–RN Exam is approximately 95%. All students will continue their NCLEX-RN Readiness Plan by completing at least 50 Q-bank questions per week with at least one minute of remediation per question answered incorrectly.

4. Students who are unsuccessful in achieving a score of 65 or higher on the Diagnostic exam will be required to begin a NCLEX-RN Readiness Plan immediately after the Diagnostic exam. Students will be assigned a faculty member who will develop a plan of remediation for the student. This plan will include monthly meetings with the faculty member where student strengths and weaknesses will be identified and a course of study will be developed. Students will be required to utilize the Kaplan resources which are available to them; this will include completing 50 questions from the Q-bank every week with at least 1 minute of remediation per incorrect question. It is suggested that students remediate all questions. Students will also be expected to complete Question trainers 1-5 prior to taking the Kaplan Course. Also, the faculty member will assign additional NCLEX style questions from other resources as needed to review areas of weakness identified from the Nursing Assessment Test (NAT) and the Diagnostic exam.

5. The Kaplan Secure Predictor is a secured, predictive exam. A Kaplan Secure Predictor score of 62 reflects the probability of passing the NCLEX–RN exam is approximately 95%. Students who scored <65 on the Diagnostic exam will be required to take the Kaplan Secure Predictor near the end of NU414.

**Resources Available Post-Program Completion**

The Kaplan Review Course is part of every student’s program. A 21-hour, in-class, question-based review will be given on-site at JSN following completion of the student’s final semester/term. Students can opt to take the Review Course in an on-line format in any location.
The review course consists of the RN Course Book, live (or on-line) review sessions, practice questions (Q-Bank 1300 questions available), On-line Study Center, and the Diagnostic Test(s). The Kaplan Readiness Test is a predictive test given at the conclusion of the Kaplan Course. A Kaplan score of 62 reflects a 95% probability of passing the NCLEX-RN exam. Areas of weakness are identified and recommendations for further remediation are provided based on student performance.

1. Students scoring < 62 on the Kaplan Readiness Test are strongly recommended to sign a remediation contract. The contract will include:
   • Assignment of a faculty member and development of a weekly plan to address areas of weaknesses through review and remediation of NCLEX preparation materials and additional practice questions. The faculty member will work with the student focusing on content review, test-taking strategies and practice. The faculty member will work with the student until the end of June.

Please Note: The NCLEX-RN plan is reviewed and revised annually in consideration of the performance of the prior year’s graduating class.

*Reviewed and Revised April 2008
Reviewed and Revised May 2011
Reviewed and Revised June 8, 2011
Reviewed and Revised June 2012
Reviewed and Revised July 2013
Reviewed and Revised July 2014*

15. STATE BOARD OF NURSING REGULATIONS (PENNSYLVANIA)

A. Student Employment
   The State Board of Nursing reminds all students that they may not be employed as a registered nurse, assume the job responsibilities of registered nurse or identify themselves as a registered nurse until they are licensed as a registered nurse.

B. Eligibility for Licensure in Pennsylvania
   The State Board of Nursing in Pennsylvania will not consider a license or a certificate for applicants who have been convicted of a felony or a felonious act unless at least 10 years have elapsed from the date of conviction. This pertains to all individuals who may have graduated in good standing from state approved schools of nursing who meet all other criteria for licensure.

Instructions for students to obtain the NCLEX-RN application are available at the Pennsylvania State Board of Nursing Website:

The Pennsylvania State Board of Nursing is located in Harrisburg, PA 17105-2649, P.O. Box 2649. You may contact them either by phone at (717) 783-7142 or email stnurse@state.pa.us

For any other state, you must contact that State Board of Nursing to find out the requirements for that state.

16. NCLEX-RN APPLICATION
   Instructions for students to obtain an NCLEX-RN application are available at the Pennsylvania State Board of Nursing website:
Instructions for students who plan to sit for the NCLEX examination in the state of New Jersey are available at the New Jersey Division of Consumer Affairs – Board of Nursing website: www.njconsumeraffairs.gov/nursing/nur_applications.htm

Students who plan to sit for the examination outside the states of Pennsylvania and New Jersey must contact that state’s Board of Nursing for instructions.

17. GUIDELINES FOR INDEPENDENT STUDY (NU499/NU699)

Introduction: The opportunity to develop an “Independent Study” in nursing is provided for students to explore an area of interest while defining their own individualized program of study. During this experience, students will work closely with the faculty advisor(s) to complete the learning activities that have been established for them. The NU499/NU699 is designed for the independent and self-directed student. A maximum of six (6) credits can be taken via independent study. It is meant to be a meaningful and enjoyable experience. The following guidelines are offered to facilitate the development of the proposal:

A. All proposals are to be typed.
B. Student will define the topic for your study.
C. Student will identify the faculty member best able to assist in accomplishing goal(s). If an independent study is planned in any clinical area, the student must identify a clinical facilitator/preceptor in addition to a faculty advisor.
D. Determination of the appropriate credit allotment should be based on the expected outcome of the Independent Study. Keep in mind the following time frame:
   
   • **Didactic**
     One (1) credit: approximately 20 hours of work
     Two (2) credits: approximately 35 hours of work
     Three (3) credits: approximately 50 hours of work
   
   • **Clinical**
     One (1) credit: approximately 40 hours of work
     Two (2) credits: approximately 70 hours of work
     Three (3) credits: approximately 100 hours of work

   In considering credit allocation, allow time for the planning and implementation phases of the study. Since each study is highly individualized, the faculty advisor should be consulted to define the appropriate credit allotment for your anticipated workload.
E. The topic of the study should clearly reflect the “title” of your study. For example, “A Cost Analysis of Home vs. Institutionally Administered Chemotherapy” or “Career Ladders: Do They Benefit Patient Care?” would be appropriate topics. Keep the topics as concise and narrowly defined as possible.
F. The purpose of the study should explain why you want to do what you intend to do. For example, “By undertaking this study, I intend to demonstrate that home chemotherapy is more cost-effective”. Again, conciseness is the key: get your message across as simply as possible.
G. Objectives are not difficult to define; simply put, they break down the purpose of the study into easily measurable behaviors. They identify the knowledge you plan to gain through accomplishing the study. For example, “identify” those chemotherapeutic agents approved for administration in the home and “investigate the cost of third party carriers when chemotherapy is given in the home vs. in the hospital”.
H. The learning activities should be directly related to the objectives, e.g., library research, developing a teaching plan, interviewing clients, attending conferences, etc. Your choice of learning activities can appropriately be didactic or clinical activities or a combination of both. Spell out the learning activities as clearly as possible. Delineating a time frame helps considerably.
I. Methods of evaluation refer to how you wish the grade to be assigned; paper, project, presentation, or poster. Be as specific as possible.
J. The form must be signed by the student and the faculty advisor before pre-registering for the next semester.

FINAL NOTE: Each proposal must clearly spell out what the student individually hopes to accomplish by completing this study. Group proposals are not acceptable. Remember, the student is earning credit for this Independent Study; each proposal should be carefully thought out and planned before submitting it for approval. Personal and professional growth will be rewarded.
THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF NURSING

PROPOSAL FOR NURSING 499 AND NURSING 699

INDEPENDENT STUDY

STUDENT NAME: ____________________________________________

FACULTY ADVISOR: __________________________________________

ACADEMIC TERM: __________________________________________

CREDITS:
(Note: See Jefferson School of Nursing Catalog for maximum number of credits)

TOPIC OF STUDY: __________________________________________

PURPOSE OF STUDY: _________________________________________

OBJECTIVES: _______________________________________________

LEARNING ACTIVITIES: _______________________________________

METHOD(S) OF EVALUATION: _________________________________

STUDENT SIGNATURE: ________________________________

FACULTY ADVISOR SIGNATURE: ______________________________

Students who intend to develop an independent study should refer to the Jefferson School of Nursing Catalog for prerequisites.
RN PORTFOLIO ASSESSMENT COVER SHEET

NAME: ________________________________________________________________

ADDRESS: ____________________________________________________________________________

______________________________________________________________________________________

TELEPHONE NUMBER: _________________________________________________________________

I am providing portfolio assessment documentation for the following courses. Please place a check mark before all courses that apply.

_____ Nursing 424 – Community Health Nursing for RN Student
_____ Nursing 425 – Community Clinical for RN Student
_____ Nursing 440 – Advanced Concepts of Nursing Leadership
_____ Nursing 442 – Clinical Practicum VIII

SUBMISSION DEADLINES:
• Student must obtain guidelines from faculty by June 1 and submit portfolio by August 1 for review in fall semester.
• Student must obtain guidelines from faculty by October 1 and submit portfolio by December 1 for review in spring semester.

Allow 4–6 weeks for review. We will notify you of the outcome.

Please attach a money order for $100.00 (for each course) payable to Thomas Jefferson University.

Mail or Hand Carry to:
Administrative Assistant
Thomas Jefferson University
Jefferson School of Nursing
130 S. 9th Street, 8th floor Edison Bldg.
Philadelphia, PA 19107
GRADUATE PROGRAMS

THOMAS JEFFERSON UNIVERSITY
JEFFERSON SCHOOL OF NURSING

1. ORGANIZING STRUCTURE OF THE GRADUATE PROGRAMS
2. ORGANIZING FRAMEWORK OF THE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

Thomas Jefferson University, Jefferson School of Nursing Graduate Programs has adopted the components of master’s education defined in “The Essentials of Master’s Education in Nursing” published by the American Association of Colleges of Nursing and “Graduate Education for Advanced Practice Public Health Nursing: At the Crossroads” published by the Association of Community Health Nursing Educators as the organizing framework of the graduate nursing program. Three components form the organizing framework for the graduate level curriculum. They are the core curriculum (graduate nursing core), the support curriculum (direct and indirect care core), and the specialty curriculum (functional area content).

The core curriculum (graduate nursing core) constitutes foundational curriculum content that has been identified as essential for all students who pursue a master’s degree in nursing. The courses incorporated into the core curriculum are designed to foster the ability to critically and accurately assess, plan, intervene, and evaluate the health and illness experiences of individuals, families and communities, and acquire the ability to analyze, synthesize, and utilize knowledge.

• Research prepares graduates for the utilization of new knowledge to provide high quality health care, initiate change, and improve nursing practice. The goal of the research component of the curriculum is to prepare clinicians who are proficient at the utilization of research including the evaluation of research, problem identification in practice, awareness of outcomes and the clinical application of research.

• Health policy, organization and financing prepare graduates to provide quality cost-effective care, to participate in the design and implementation of care, and to assume leadership roles in managing human, fiscal, and physical resources. Recognizing the relationship of these issues to improving health care delivery and outcomes of care is essential.

• Expanding health technologies and increasing demands for cost containment have emphasized the need for ethical decision making by all health care professionals. Ethical decision making content focuses on an understanding of the principles, personal values, and beliefs that provide a framework for nursing practice. Graduate students have opportunities to explore their values and analyze how these values shape their professional practice and influence their decisions, and to analyze systems of health care and determine how the values underpinning them influence the interventions and care delivered.

• Professional role development content operationalizes the theoretical principles and norms within the graduate’s specialty area of practice. The professional role development curriculum content provides the student with a clear understanding of the nursing profession, advanced practice nursing and advanced community health nursing roles, the requirements for, and regulation of these roles. The purpose of this content is to facilitate transition into the advanced role and to integrate the new functions and activities of the advanced role into professional practice. It is critical that graduates work effectively in interprofessional relationships or partnerships, recognizing the uniqueness and similarities among the various roles. Graduates must demonstrate personal qualities and professional behaviors such as assertiveness, the responsibility to engage in professional activity and advocacy for change. The profession of nursing relies on the master’s prepared nurse to participate in the profession and exert leadership not only within the profession but also in the health care system.

• Theoretical foundations for nursing practice prepares graduates to critique, evaluate, and utilize theory as a basis for practice. Since nursing practice integrates and applies a wide range of theories, the curriculum includes theories from nursing and other sciences. Together with knowledge of current research, this content provides a firm foundation to guide the graduate's nursing practice.

• Human diversity and social issues content fosters an understanding of the wide diversity of subcultural influences on human behavior, including ethnic, racial, gender, and age differences. An
understanding and appreciation of human diversity in health and illness assures the delivery of appropriate or individualized health care.

• Health promotion and disease prevention encompass a wide range of personal, clinical and community-based interventions in addition to broad development and application of social policies that influence the goal of achieving health.

The support curriculum (direct and indirect care core) contains content that is essential to domain specific areas of graduate nursing education. The support curriculum (direct care core) for the nurse practitioner and clinical nurse specialist advanced practice nursing curriculum addresses advanced health/physical assessment, advanced physiology and pathophysiology and advanced pharmacology.

• Advanced health/physical assessment provides the basis for determining appropriate and effective health care through the development of a thorough understanding of the patient or client. In addition to a core of general assessment content common to all advanced practice nurses, specialty specific content is required, and is integrated into all clinical experiences.

• Advanced physiology and pathophysiology provides an understanding of normal and pathologic mechanisms of disease that serves as an essential component for clinical assessment, decision making, and management. Knowledge is related to interpreting changes in normal function that result in symptoms indicative of illness and assessing responses to pharmacologic management of illness. In addition to the systems focused course, specialty specific content is integrated into specialty courses and clinical experiences.

• Advanced pharmacology provides the knowledge and skills to assess, diagnose, and manage common health problems in a safe, high quality, and cost-effective manner. Content includes pharmacotherapeutics and pharmacokinetics of pharmacologic agents. Application of content is integrated into other support courses, and specialty courses and clinical experiences.

The support curriculum (indirect care core) for the community health advanced nursing practice curriculum addresses content that emphasizes in-depth knowledge and skills in economics of health care and services, administration, financial management and budgeting, personnel recruitment and management, education and marketing of health care.

The specialty curriculum (functional area core) consists of clinical and didactic learning experiences identified and defined by specialty nursing practice and education organizations. Course content provides students with the knowledge and skills required to practice independently and interdependently to provide a broad range of health care services including health promotion, assessment, diagnosis, and management of actual and potential health problems in a variety of settings.

Reviewed and Revised April 2, 2012
Approved April 25, 2012: Executive Council

3. MASTER OF SCIENCE IN NURSING (MSN) PROGRAM OBJECTIVES

At the completion of the program, the graduate will:

a. Synthesize concepts and theories from nursing and related disciplines to form the basis for advanced nursing practice;
b. Demonstrate proficiency in the management and use of advanced technology related to client care and support systems;
c. Demonstrate expertise in a defined area of advanced practice;
d. Utilize research findings to provide high quality health care, initiate change and improve nursing practice;
e. Analyze political, economic, ethical and socio-cultural dimensions that influence client care and outcomes;
f. Utilize leadership and management strategies for advanced nursing practice;

g. Engage in intra and interprofessional collegial relationships in the conduct of advanced nursing practice.

Reviewed and Revised April 2, 2012
Approved April 25, 2012: Executive Council

4. CLINICAL PRACTICUM
Students are required to complete 224 hours of clinical practicum during the semester (16 hours per week). Attendance is mandatory. Clinical hours DO NOT INCLUDE transportation time to the clinical setting or time spent eating lunch. If for any reason a student is absent on an arranged clinical day, the student must notify the preceptor and faculty immediately by phone and email. The student must also notify the clinical site. Failure to notify the clinical preceptor, clinical site and instructor of absence will result in clinical jeopardy. Also, failure to complete clinical hours during the semester will result in failure in clinical performance.

5. CLINICAL LOGS (Client Encounter Logs)
Students are required to collect and record data on every client seen. Clinical logs must be submitted every Wednesday by 4:00PM. Clinical logs will be reviewed weekly. The log helps all interested participants in the clinical experience understand what skills, techniques or experiences have been accomplished and what skills, techniques or competencies need to be accomplished.

All clinical logs must be submitted to the approved electronic system for tracking patient encounter logs). Clinical logs must be submitted on time in order to pass the clinical practicum.

6. CLINICAL HOURS
A summary of clinical hours must be submitted weekly. The clinical hours summary must be submitted in order to pass the clinical practicum.

7. SATISFACTORY CLINICAL PERFORMANCE IN MASTER OF SCIENCE IN NURSING (MSN) COURSES
Satisfactory clinical performance includes successful completion of 224 clinical hours, as well as successful completion of written clinical assignments. Written clinical assignments are evaluated as a Pass/Fail grade. A student who fails the clinical practicum will receive the grade of F (failure) for the course. All clinical logs and clinical evaluations must be completed on the required due date to pass the course.

8. MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM PLANS

a. Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 602 Health Policy, Legal and Ethical Dimensions of Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 603 Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NU 604 Research for Advanced Practice Nursing II</td>
<td>3</td>
</tr>
<tr>
<td>NU 605 Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 625 Epidemiology for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>NU 672 Informatics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

1) Prerequisite Course Requirement
Students enrolled in NU 673, Comprehensive Assessment for Clinical Decision-Making, are expected to have completed a basic health assessment course, therefore basic assessment skills will not be reviewed in this course. All students are encouraged to review their basic skills and to practice and develop comfort and competence in the performance of these
skills. Suggested activities are review of videos (online from the library) and basic assessment texts.

2) **Pennsylvania and New Jersey RN License Requirement for Nurse Practitioner Students**

All Nurse Practitioner students are required to obtain two RN licenses in Pennsylvania AND New Jersey OR Delaware. This will ensure that students will be able to avail themselves of all available preceptors and clinical sites in both states. Students will not be permitted to register for NU 673 until they present a copy of their Pennsylvania and New Jersey OR Delaware RN licenses. All students not required to take NU 673 (i.e., NNP students) will receive separate directions from the Program Directors regarding licensure.

*Approved November 29, 2007: Executive Council*

b. **Nurse Practitioner and Clinical Nurse Specialist Programs (Full-Time)**

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
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<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
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<tr>
<td>NU 560 Advanced Pharmaco therapeutics</td>
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**Fall Semester**

<table>
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**Spring Semester**

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**Summer Semester**

<table>
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<tr>
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</tbody>
</table>

**Total Credits**

| 36 |

c. **Nurse Practitioner and Clinical Nurse Specialist Programs (Part-Time)**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 625 Epidemiology for the Health Professions</td>
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**Spring Semester**

<table>
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<tr>
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**Summer Semester**

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<tr>
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<tr>
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**Fall Semester**

<table>
<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>3</td>
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<td>6</td>
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</tbody>
</table>
### Spring Semester
- NU 604  Research for Advanced Practice Nursing II  3

### Summer Semester
- NU 602  Health Policy, Legal and Ethical Dimensions of Care  3
- NU 673  Comprehensive Assessment for Clinical Decision Making  3

### Fall Semester
- NU XXX  Specialty Clinical Course 1  3

### Spring Semester
- NU XXX  Specialty Clinical Course 2  3

### Summer Semester
- NU XXX  Specialty Clinical Course 3  3

**Total Credits**  36

d. **Community Systems Administration Program (Full-Time)**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 603  Research for Advanced Practice Nursing I</td>
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</tr>
<tr>
<td>NU 625  Epidemiology for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>GC 600  Management Skills</td>
<td>3</td>
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<tr>
<td>NU 681  Specialty Clinical Course 1</td>
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<td><strong>Total</strong></td>
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<thead>
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<tbody>
<tr>
<td>NU 604  Research for Advanced Practice Nursing II</td>
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<tr>
<td>NU 605  Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 672  Informatics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 682  Specialty Clinical Course 2</td>
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<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 602  Health Policy, Legal and Ethical Dimensions of Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 683  Specialty Clinical Course 3</td>
<td>3</td>
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<tr>
<td>Elective</td>
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<tr>
<td>NU 691  Healthcare Economics and Financial Management for Nurses</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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**Total Credits**  36

e. **Community Systems Administration Program (Part-Time)**

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>NU 625  Epidemiology for the Health Professions</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 605  Role of the Advanced Practice Nurse</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 602  Health Policy, Legal and Ethical Dimensions of Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 691  Healthcare Economics and Financial Management for Nurses</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 600  Management Skills</td>
<td>3</td>
</tr>
</tbody>
</table>
NU 603  Research for Advanced Practice Nursing I  3

**Spring Semester**
NU 604  Research for Advanced Practice Nursing II  3  
NU 672  Informatics for Advanced Nursing Practice  3

**Summer Semester**
Elective  3

**Fall Semester**
NU 681  Specialty Clinical Course 1  3

**Spring Semester**
NU 682  Specialty Clinical Course 2  3

**Summer Semester**
NU 683  Specialty Clinical Course 3  3

**Total Credits**  36

**f.  Community Systems Administration Program/Family-Individual Across the Lifespan Nurse Practitioner (Full-Time)**

**Summer Semester**
NU 560  Advanced Pharmacotherapeutics  3  
NU 570  Pathophysiology of Human Diseases  3  
NU 673  Comprehensive Assessment for Clinical Decision-Making  3

**Fall Semester**
NU 603  Research for Advanced Practice Nursing I  3  
NU 625  Epidemiology for the Health Professions  3  
NU 674  Management of Common Health Problems in Primary Care  3

**Spring Semester**
NU 604  Research for Advanced Practice Nursing II  3  
NU 605  Role of the Advanced Practice Nurse  3  
NU 675  Management of Women and Children  3

**Summer Semester**
NU 602  Health Policy, Legal, and Ethical Dimensions of Care  3  
NU 672  Informatics for Advanced Nursing Practice  3  
NU 676  Management of the Adult and Older Adult in Ambulatory Care  3

**Fall Semester**
NU 681  Community Systems Administration I  3

**Spring Semester**
NU 682  Community Systems Administration II  3
Summer Semester
NU 683  Community Systems Administration III  3
NU 691  Healthcare Economics and Financial Management for Nurses  3

Total Credits  6

Fall Semester
NU 570  Pathophysiology of Human Diseases  3

Spring Semester
NU 605  Role of the Advanced Practice Nurse  3
NU 672  Informatics for Advanced Nursing Practice  3

Summer Semester
NU 602  Health Policy, Legal, and Ethical Dimensions of Care  3
NU 673  Comprehensive Clinical Assessment for Clinical Decision-Making  3

Fall Semester
NU 603  Research for Advanced Practice Nursing I  3
NU 674  Management of Common Conditions  3

Spring Semester
NU 604  Research for Advanced Practice Nursing II  3
NU 675  Management of Women and Children  3

Summer Semester
NU 676  Management of Adults and Older Adults  3
NU 691  Healthcare Economics and Financial Management for Nurses  3

Fall Semester
NU 681  Community Systems Administration I  3

Spring Semester
NU 682  Community Systems Administration II  3

Summer Semester
NU 683  Community Systems Administration III  3

Total Credits  48
## h. Community Systems Administration Program/Nursing Informatics (Full-Time)

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 605 Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 602 Health Policy, Legal, and Ethical Dimensions of Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 672 Informatics for Advanced Practice Nursing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall Semester**

| NU 603 Research for Advanced Practice Nursing I | 3       |
| NU 625 Epidemiology for the Health Professions | 3       |
| NU 681 Community Systems Administration I       | 3       |
| NU 690 Nursing/Healthcare Informatics: Project Management | 3       |

**Spring Semester**

| NU 604 Research for Advanced Practice Nursing II | 3       |
| NU 682 Community Systems Administration II      | 3       |
| NU 689 Healthcare Informatics: Ethics, Issues, and Trends | 3       |

**Summer Semester**

| NU 683 Community Systems Administration III   | 3       |
| NU 691 Healthcare Economics and Financial Management for Nurses | 3       |
| Elective                                      | 3       |

## Fall Semester

| NU 693 Nursing Informatics Seminar and Practicum I | 3       |

## Spring Semester

| NU 694 Nursing Informatics Seminar and Practicum II | 3       |

## Summer Semester

| NU 695 Nursing Informatics Seminar and Practicum III | 3       |

**Total Credits** 48

## i. Community Systems Administration Program/Nursing Informatics (Part-Time)

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NU 605 Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 672 Informatics for Advanced Practice Nursing</td>
<td>3</td>
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</table>

**Fall Semester**

| NU 603 Research for Advanced Practice Nursing I | 3       |
| NU 625 Epidemiology for the Health Professions | 3       |

**Spring Semester**

| NU 604 Research for Advanced Practice Nursing II | 3       |
| NU 689 Healthcare Informatics: Ethics, Issues, and Trends | 3       |
### MSN/Master of Science in Nursing (MSN) - Part-Time

#### Summer Semester
- **NU 602**: Health Policy, Legal, and Ethical Dimensions of Care (3 credits)
- **NU 691**: Healthcare Economics and Financial Management for Nurses (3 credits)

#### Fall Semester
- **NU 681**: Community Systems Administration I (3 credits)
- **NU 690**: Nursing/Healthcare Informatics: Project Management (3 credits)

#### Spring Semester
- **NU 682**: Community Systems Administration II (3 credits)

#### Summer Semester
- **NU 683**: Community Systems Administration III (3 credits)
- **Elective** (3 credits)

#### Fall Semester
- **NU 603**: Research for Advanced Practice Nursing I (3 credits)
- **NU 625**: Epidemiology for the Health Professions (3 credits)

#### Spring Semester
- **NU 604**: Research for Advanced Practice Nursing II (3 credits)
- **NU 672**: Informatics for Advanced Nursing Practice (3 credits)

#### Summer Semester
- **NU 602**: Health Policy, Legal, and Ethical Dimensions of Care (3 credits)
- **NU 605**: Role of the Advanced Practice Nurse (3 credits)

#### Fall Semester
- **NU 681**: Community Systems Administration I (3 credits)
- **PBH 501**: Introduction to Public Health (2 credits)
- **Independent Study** (1 credit)

---

### MSN/Master of Public Health (MPH) - Part-Time

#### Summer Semester
- **NU 602**: Health Policy, Legal, and Ethical Dimensions of Care (3 credits)
- **NU 691**: Healthcare Economics and Financial Management for Nurses (3 credits)

#### Fall Semester
- **NU 681**: Community Systems Administration I (3 credits)
- **NU 690**: Nursing/Healthcare Informatics: Project Management (3 credits)

#### Spring Semester
- **NU 682**: Community Systems Administration II (3 credits)

#### Summer Semester
- **NU 683**: Community Systems Administration III (3 credits)
- **Elective** (3 credits)

#### Fall Semester
- **NU 603**: Research for Advanced Practice Nursing I (3 credits)
- **NU 625**: Epidemiology for the Health Professions (3 credits)

#### Spring Semester
- **NU 604**: Research for Advanced Practice Nursing II (3 credits)
- **NU 672**: Informatics for Advanced Nursing Practice (3 credits)

#### Summer Semester
- **NU 602**: Health Policy, Legal, and Ethical Dimensions of Care (3 credits)
- **NU 605**: Role of the Advanced Practice Nurse (3 credits)

#### Fall Semester
- **NU 681**: Community Systems Administration I (3 credits)
- **PBH 501**: Introduction to Public Health (2 credits)
- **Independent Study** (1 credit)

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### Total Credits

**48 credits**
### Spring Semester
- NU 682 Community Systems Administration II 3
- HPL 500 US Healthcare Delivery and Organization 3

### Summer Semester
- NU 683 Community Systems Administration III 3
- NU 691 Healthcare Economics and Financial Management for Nurses 3

**MSN Completed** 36 credits

### Fall Semester
- PBH 504 Basic Public Health Statistics 3

### Spring Semester
- PBH 507 Fundamentals of Environmental Health 3

### Summer Semester
- PBH 509 Public Health Policy and Advocacy 3
- PBH 605* Advanced Public Health Statistics 3

### Fall Semester
- PBH 520 Program Planning and Evaluation 3
- PBH 609* GIS Mapping 2

### Spring Semester
- PBH 511* Health Communications 3
- PBH 514* Introduction to Global Health 2

### Summer Semester
- PBH 600 Capstone Seminar 2
- PBH 601 Capstone Project 4

**MPH Completed** 45 Credits

*Note: MPH elective credits are examples; additional elective courses are available

- MSN Credits 36
- MPH Credits (33+12 transfer credits from MSN) 45
- Total Credits 69

### k. MSN/MPH Dual Degree Program - Part-Time
(Sample plan for non-CSA MSN Students)

#### Fall Semester
- NU 603 Research for Advanced Practice Nursing I 3

#### Spring Semester
- NU 604 Research for Advanced Practice Nursing II 3
- NU 672 Informatics for Advanced Nursing Practice 3

141
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Summer Semester</td>
<td>NU 602</td>
<td>Health Policy, Legal, and Ethical Dimensions of Care</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 570</td>
<td>Pathophysiology of Human Disease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or NU 689</td>
<td>Healthcare Informatics: Ethics, Issues, and Trends</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>NU 625</td>
<td>Epidemiology for the Health Professions</td>
<td>3</td>
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<tr>
<td>Spring Semester</td>
<td>NU 605</td>
<td>Role of the Advanced Practice Nurse</td>
<td>3</td>
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<tr>
<td></td>
<td>NU 673</td>
<td>Comprehensive Assessment for Clinical Decision-Making</td>
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<tr>
<td></td>
<td>or NU 690</td>
<td>Nursing/Healthcare Informatics: Project Management</td>
<td>3</td>
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<tr>
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<td></td>
<td>6</td>
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<tr>
<td>Summer Semester</td>
<td>NU 560</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
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<td></td>
<td>or NU 691</td>
<td>Healthcare Economics and Financial Management for Nurses</td>
<td>3</td>
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<tr>
<td>Fall Semester</td>
<td>NP or NI Clinical Course</td>
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<tr>
<td>Spring Semester</td>
<td>NP or NI Clinical Course</td>
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<tr>
<td>Summer Semester</td>
<td>NP or NI Clinical Course</td>
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<tr>
<td>Fall Semester</td>
<td>PBH 501</td>
<td>Introduction to Public Health</td>
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<tr>
<td></td>
<td>PBH 502</td>
<td>Behavioral and Social Theories in Public Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>PBH 504</td>
<td>Basic Public Health Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PBH 507</td>
<td>Fundamentals of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>PBH 509</td>
<td>Public Health Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PBH 605*</td>
<td>Advanced Public Health Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>PBH 520</td>
<td>Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PBH 609*</td>
<td>GIS Mapping</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>PBH 511*</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PBH 514*</td>
<td>Introduction to Global Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>PBH 600</td>
<td>Capstone Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
PBH 650  Clerkship 3

**Fall Semester**
PH 601  Capstone Project 4

**MPH Completed** 36
*9 nursing equivalent credits including NU 602 accepted for HPL 500

| MSN Credits | 36 |
| MPH Credits  | 36 |
| Total Credits | 72 |

*Note: MPH elective credits are examples; additional elective courses are available

**I. Nurse Anesthesia Program (Full-Time Only)**

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 568 Basic Principles of Nurse Anesthesia and Advanced Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NU 569 Basic Principles of Anesthesia Simulation Lab</td>
<td>1</td>
</tr>
<tr>
<td>NU 600 Pharmacokinetics &amp; Dynamics of Anesthesia Agents</td>
<td>3</td>
</tr>
<tr>
<td>NU 624 Chemistry &amp; Physics Related to Anesthesia</td>
<td>2</td>
</tr>
<tr>
<td>NU 650 Orientation to Clinical Practice</td>
<td>NC 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NU 557 Physiology for Advanced Practice Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 658 Advanced Principles of Anesthesia I</td>
<td>3</td>
</tr>
<tr>
<td>NU 659 Advanced Principles of Anesthesia Simulation Lab I</td>
<td>1</td>
</tr>
<tr>
<td>NU 651 Clinical Practice I</td>
<td>3 13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 625 Epidemiology for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>NU 668 Advanced Principles of Anesthesia II</td>
<td>3</td>
</tr>
<tr>
<td>NU 669 Advanced Principles of Anesthesia Simulation Lab II</td>
<td>1</td>
</tr>
<tr>
<td>NU 652 Clinical Practice II</td>
<td>3 10</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 605 Role of the Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 653 Clinical Practice III</td>
<td>3 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 575 Pathologic Aspects of Disease II</td>
<td>3</td>
</tr>
<tr>
<td>NU 672 Informatics for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NU 654 Clinical Practice IV</td>
<td>3 9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 602 Health Policy, Ethical and Legal Dimensions of Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 603 Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>NU 655 Clinical Practice V</td>
<td>3</td>
</tr>
</tbody>
</table>
NU 670   Senior Seminar I   3

**Spring Semester**
NU 604   Research for Advanced Practice Nursing II   3
NU 679   Clinical Correlation Conference   3
NU 656   Clinical Practice VI   3

**Summer Semester**
NU 657   Clinical Practice VII   3

**TOTAL CREDITS**   74

m. Nursing Informatics (Full-Time)

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 605</td>
<td>3</td>
</tr>
<tr>
<td>NU 672</td>
<td>3</td>
</tr>
<tr>
<td>NU 691</td>
<td>3</td>
</tr>
</tbody>
</table>

**Fall Semester**
NU 603   Research for Advanced Practice Nursing I   3
NU 625   Epidemiology for the Health Professions   3
NU 693   Nursing Informatics Seminar and Practicum I   3
NU 690   Nursing/Healthcare Informatics: Project Management   3

**Spring Semester**
NU 604   Research for Advanced Practice Nursing II   3
NU 689   Healthcare Informatics: Ethics, Issues, and Trends   3
NU 694   Nursing Informatics Seminar and Practicum II   3

**Summer Semester**
NU 602   Health Policy, Legal, and Ethical Dimensions of Care   3
NU 695   Nursing Informatics Seminar and Practicum III   3

**Total Credits**   36

n. Nursing Informatics (Part-Time)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 625</td>
<td>3</td>
</tr>
</tbody>
</table>

**Spring Semester**
NU 672   Informatics for Advanced Practice Nursing   3

**Summer Semester**
NU 602   Health Policy, Legal, and Ethical Dimensions of Care   3
NU 605   Role of the Advanced Practice Nurse   3
<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Semester</td>
<td>NU 603 Research for Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 690 Nursing/Healthcare Informatics: Project Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>NU 604 Research for Advanced Practice Nursing II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NU 689 Healthcare Informatics: Ethics, Issues, and Trends</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>NU 691 Healthcare Economics and Financial Management for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>Fall Semester</td>
<td>NU 693 Nursing Informatics Seminar and Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>Spring Semester</td>
<td>NU 694 Nursing Informatics Seminar and Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>Summer Semester</td>
<td>NU 695 Nursing Informatics Seminar and Practicum III</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

9. SPECIALTY MASTER OF SCIENCE IN NURSING (MSN) PROGRAMS

a. Adult Gerontology-Acute Care Nurse Practitioner Track*
Adult Gerontology-Nurse Practitioner track is prepared to assess and manage the full continuum of acute care services for the acutely and critically ill. The core knowledge provided in the specialty coursework is based on the full spectrum of high acuity patient care needs. Students complete 672 clinical hours.

Adult Gerontology-Acute Care Nurse Practitioner program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete this program in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

The following courses are required in addition to the graduate nursing core curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 631 Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse I</td>
<td>3</td>
</tr>
<tr>
<td>NU 632 Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse II</td>
<td>3</td>
</tr>
<tr>
<td>NU 633 Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse III</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>
b. Adult Gerontology-Primary Care Nurse Practitioner Track
The Adult Gerontology-Primary Care Nurse Practitioner acquires advanced knowledge for the roles of both clinical nurse specialist and adult nurse practitioner. The NP is prepared to manage the entire continuum of care for patients in a variety of healthcare settings. Students complete 672 clinical hours.

The Adult Gerontology-Primary Care Nurse Practitioner program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete this program in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

The following courses are required in addition to the graduate nursing core curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 630 Diagnostic Reasoning and Clinical Decision Making for Adult Care Advanced Practice Nurse</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>NU 674 Management of Common Health Problems in Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 676 Management of the Adult and Older Adult in Ambulatory Care</td>
<td>3</td>
</tr>
</tbody>
</table>

c. Adult Gerontology-Clinical Nurse Specialist Track
The Adult Gerontology Clinical Nurse Specialist is prepared to assess and manage the full continuum of care services for the adult and older adult. The core knowledge in the specialty coursework is based on the full spectrum of patient care needs. Students complete 672 clinical hours.

The Adult Gerontology-Clinical Nurse Specialist program has met American Nurses’ Credentialing Center’s (ANCC) certification eligibility educational requirements. Students who complete this program, in its entirety have the educational preparation to sit for the ANCC certification in this role and population. Applicants must also meet any additional eligibility criteria in effect when they apply for certification.

The following courses are required in addition to the graduate nursing core curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 631 Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse I</td>
<td>3</td>
</tr>
<tr>
<td>NU 632 Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse II</td>
<td>3</td>
</tr>
<tr>
<td>NU 633 Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse III</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

d. Community Systems Administration (CSA) Track
The CSA curriculum is designed to integrate the knowledge and expertise needed to plan, implement, and evaluate care for individuals, as well as families, aggregates, and communities. With the health care movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. Nurses who choose the community systems administration master’s specialty are the future expert practitioners, agency administrators, and educators in community/public health who assume leadership roles within the community with the overall aim of optimizing the health of the community.

Graduates of the CSA program are eligible for Advanced Public Health Nurse certification. The following courses are required in addition to the graduate nursing core curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 681 Community Systems Administration I</td>
<td>3</td>
</tr>
<tr>
<td>NU 682 Community Systems Administration II</td>
<td>3</td>
</tr>
<tr>
<td>NU 683 Community Systems Administration III</td>
<td>3</td>
</tr>
<tr>
<td>GC 600 Management Skills</td>
<td>3</td>
</tr>
<tr>
<td>NU 691 Health Care Economics and Financial Management for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

e. Community Systems Administration/Family-Individual Across the Lifespan Nurse Practitioner

The combined Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner track emphasizes development of the knowledge and expertise to assess the health status and healthcare systems of communities and to design, implement and evaluate needed nursing, health and management interventions. Graduates of the combined Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner track have expanded career opportunities in the community-oriented healthcare system where expertise in management of patients, administration and planning and evaluating health programs for groups or communities is required. The track requires 48 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Family-Individual Across the Lifespan Nurse Practitioner specialty area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>NU 674 Management of Common Health Problems in Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 675 Management of Women and Children in Ambulatory Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 676 Management of the Adult and Older Adult in Ambulatory Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 681 Community Systems Administration I</td>
<td>3</td>
</tr>
<tr>
<td>NU 682 Community Systems Administration II</td>
<td>3</td>
</tr>
<tr>
<td>NU 683 Community Systems Administration III</td>
<td>3</td>
</tr>
<tr>
<td>NU 691 Healthcare Economics and Financial Management for Nurses</td>
<td>3</td>
</tr>
</tbody>
</table>
f. **Community Systems Administration/Nursing Informatics Track**

The combined Community Systems Administration and Nursing Informatics track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Family Nursing Informatics track emphasizes development of the knowledge and expertise to analyze data and manage patient care utilizing a combination of computer science, information science and nursing science. Graduates of the combined Community Systems Administration and Nursing Informatics track have expanded career opportunities in the community-oriented healthcare system where expertise in utilization of nursing informatics to assess, plan and evaluate health programs for groups or communities is required. The track requires 48 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Nursing Informatics specialty area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 681 Community Systems Administration I</td>
<td>3</td>
</tr>
<tr>
<td>NU 682 Community Systems Administration II</td>
<td>3</td>
</tr>
<tr>
<td>NU 683 Community Systems Administration III</td>
<td>3</td>
</tr>
<tr>
<td>NU 689 Healthcare Informatics: Ethics, Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>NU 690 Nursing/Healthcare Informatics: Project Management</td>
<td>3</td>
</tr>
<tr>
<td>NU 691 Healthcare Economics and Financial Management for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NU 693 Nursing Informatics Seminar and Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NU 694 Nursing Informatics Seminar and Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NU 695 Nursing Informatics Seminar and Practicum III</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

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g. **Family-Individual Across the Lifespan Nurse Practitioner Track**

The Family-Individual Across the Lifespan Nurse Practitioner specialty prepares students to deliver comprehensive primary care to individuals from infancy throughout adulthood. The Family-Individual Across the Lifespan Nurse Practitioner curriculum emphasizes collaboration and interdisciplinary strategies for meeting primary care needs of consumers. A strong emphasis is placed on the acquisition of knowledge and skills necessary for a family-centered approach to health promotion and illness intervention. Clinical experiences are available in a wide variety of ambulatory settings with nurse practitioners and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Family-Individual Across the Lifespan Nurse Practitioner track, students are eligible for Family Nurse Practitioner certification through the American Nurses’ Credentialing Center (ANCC). In addition to the core curriculum, the following courses are required for students enrolled in this specialty:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>NU 674 Management of Common Health Problems in Primary Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 675 Management of Women and Children in Ambulatory Care</td>
<td>3</td>
</tr>
<tr>
<td>NU 676 Management of the Adult and Older Adult in Ambulatory Care</td>
<td>3</td>
</tr>
</tbody>
</table>
h. **MSN/MPH Dual Degree Program**

The purpose of the MSN/MPH dual degree program is to provide an opportunity for nurses interested in a strong public health background to integrate advanced practice nursing with public health research and practice in order to complement advanced practice nursing concepts with public health theory and skills. Whereas dual/joint degrees often require all coursework for both programs to be completed before awarding the degrees, this dual/joint program allows the student to be awarded one degree if all coursework for the specialty area is completed. The MPH curriculum is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBH 501 Introduction to Public Health</td>
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</tr>
<tr>
<td>PBH 502 Behavioral and Social Theories in Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PBH 504 Basic Public Health Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PBH 506 Fundamentals of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>PBH 500 US Healthcare Delivery and Organization</td>
<td>3</td>
</tr>
<tr>
<td>PBH 510 Health Services Research</td>
<td>3</td>
</tr>
<tr>
<td>PBH 507 Fundamentals of Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>PBH 509 Public Health Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>PBH 520 Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PBH 600 Capstone Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PBH 601 Capstone Project</td>
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</tr>
<tr>
<td>PBH 650 Clerkship</td>
<td>3</td>
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</table>

**Electives (10 credits from selection below)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PBH 605 Advanced Public Health Statistics</td>
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</tr>
<tr>
<td>PBH 512 Qualitative Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>PBH 606 Advanced Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>PBH 608 Epidemiology of Chronic Conditions</td>
<td>1</td>
</tr>
<tr>
<td>PBH 607 Environmental and Occupational Toxicology</td>
<td>1</td>
</tr>
<tr>
<td>PBH 609 GIS Mapping</td>
<td>2</td>
</tr>
<tr>
<td>PBH 514 Introduction to Global Health</td>
<td>2</td>
</tr>
<tr>
<td>PBH 503 History of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>PBH 511 Health Communications</td>
<td>3</td>
</tr>
<tr>
<td>PBH 515 Cultural Humility and Competence</td>
<td>3</td>
</tr>
</tbody>
</table>

i. **Neonatal Nurse Practitioner Track**

The purpose of the Neonatal Nurse Practitioner program is to prepare graduates in the care of neonates and their mothers. Neonatal Nurse Practitioners practicing in hospitals, neonatal intensive care units, labor and delivery, outpatient clinics and transport services have been extremely effective in providing health care to critically ill neonates and their families. The program prepares students to manage the direct care of neonates and their mothers, and collaborate with maternal child healthcare disciplines. Students complete 672 clinical hours. Upon completion of the Neonatal Nurse Practitioner program, students are eligible for Neonatal Nurse Practitioner certification through the National Certification Corporation (NCC). In addition to the core curriculum, the following courses are required for students enrolled in the Neonatal Nurse Practitioner Program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 662 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner 1</td>
<td>3</td>
</tr>
<tr>
<td>NU 663 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse</td>
<td></td>
</tr>
</tbody>
</table>
j. **Nursing Informatics Track**

The purpose of the Nursing Informatics track is to prepare Nursing Informatics specialists to develop and implement clinical information systems to analyze data, manage patient care and provide education and research. The track prepares students to assist in the delivery of health care with a combination of computer science, information science, and nursing science designed to manage and process nursing and medical data to support delivery of care. Nursing Informatics specialists have been extremely effective in collaborating with other health disciplines to utilize computerized systems to analyze patient information and incorporate roles associated with education, project management, product design, consultant, and performance of research and evaluation of healthcare outcomes. Upon completion of the Nursing Informatics track, students are eligible for Nursing Informatics Clinical Nurse Specialist certification through the American Nurses’ Association. In addition to the core curriculum, the following courses are required for students enrolled in the Nursing Informatics track:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 689 Healthcare Informatics: Ethics, Issues and Trends</td>
<td>3</td>
</tr>
<tr>
<td>NU 690 Nursing/Healthcare Informatics: Project Management</td>
<td>3</td>
</tr>
<tr>
<td>NU 691 Health Care Economics and Financial Management for Nurses</td>
<td>3</td>
</tr>
<tr>
<td>NU 693 Nursing Informatics Seminar and Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NU 694 Nursing Informatics Seminar and Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>NU 695 Nursing Informatics Seminar and Practicum III</td>
<td>3</td>
</tr>
</tbody>
</table>

k. **Pediatric Primary Care Nurse Practitioner Track**

The purpose of the Pediatric Primary Care Nurse Practitioner track is to prepare graduates in the care of children and their families. Nurses in this specialty who are in clinical practice, school-based health, home health, public health, acute and long-term care settings have been extremely effective in providing health care to a large segment of the pediatric population. The track prepares students to manage the direct care of infants and children and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students complete 672 clinical hours. Upon completion of the Pediatric Primary Care Nurse Practitioner track, students are eligible for nurse practitioner certification through the American Nurses’ Credentialing Center and/or the Pediatric Nursing Certification Board (PNCB). In addition to the core curriculum, the following courses are required for students enrolled in this specialty area:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 640 Diagnostic Reasoning and Clinical Decision Making for Pediatric Advanced Practice Nurse I</td>
<td>3</td>
</tr>
<tr>
<td>NU 641 Diagnostic Reasoning and Clinical Decision Making for Pediatric Advanced Practice Nurse II</td>
<td>3</td>
</tr>
</tbody>
</table>
The purpose of the Women’s Health-Gender Related Nurse Practitioner Program is to prepare graduates in the care of women throughout the lifespan and across the wellness-illness continuum. Nurses in this specialty who are practicing in hospitals, perinatal units, labor and delivery, and ambulatory care settings have been extremely effective in providing health care to women. The program prepares students to manage the direct care of women and collaborate with women’s healthcare disciplines. Students complete 672 clinical hours. Students are eligible for Women’s Health Care Nurse Practitioner certification from the National Certification Corporation. In addition to the core curriculum, the following courses are required for students enrolled in this specialty:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 590 Diagnostic Reasoning and Clinical Decision Making for Women’s Health Care Nurse Practitioner I</td>
<td>3</td>
</tr>
<tr>
<td>NU 591 Diagnostic Reasoning and Clinical Decision Making for Women’s Health Care Nurse Practitioner II</td>
<td>3</td>
</tr>
<tr>
<td>NU 592 Diagnostic Reasoning and Clinical Decision Making for Women’s Health Care Nurse Practitioner III</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

m. Minor in Nursing Education

The purpose of a 12-credit minor in Nursing Education is to prepare Advance Practice Nursing students in curriculum development, evaluation measures, teaching strategies and role of the nurse in Nursing Education. The minor in Nursing Education will be taken concurrently with the 36-credit MSN curriculum. Students will incorporate the 12 credits into their plan of study to complete the MSN in a specialty track with a Minor in Nursing Education. The following four courses will complete the Minor in Nursing Education in addition to the required 36 credits of MSN curriculum.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 678 Role of the Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>NU 680 Evaluation Measures</td>
<td>3</td>
</tr>
<tr>
<td>NU 684 Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>NU 688 Curriculum in Nursing Education</td>
<td>3</td>
</tr>
</tbody>
</table>

n. Post-Master’s Degree Certification in Nursing Education

A post-master’s degree certification program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice as a nurse educator. The following four courses are required for the post-master’s degree certification in nursing education option.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 678 Role of the Nurse Educator</td>
<td>3</td>
</tr>
<tr>
<td>NU 680 Evaluation Measures</td>
<td>3</td>
</tr>
<tr>
<td>NU 684 Teaching Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>
0. Post-Master’s Degree Nurse Practitioner Certification
A post-master’s degree certification program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice as a nurse practitioner. The following courses are required for the post-master’s degree certification option.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 560 Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NU 570 Pathophysiology of Human Disease</td>
<td>3</td>
</tr>
<tr>
<td>NU 673 Comprehensive Assessment for Clinical Decision-Making</td>
<td>3</td>
</tr>
<tr>
<td>NU 6XX* Specialty Clinical Course I</td>
<td>3</td>
</tr>
<tr>
<td>NU 6XX* Specialty Clinical Course II</td>
<td>3</td>
</tr>
<tr>
<td>NU 6XX* Specialty Clinical Course III</td>
<td>3</td>
</tr>
</tbody>
</table>

*Course number depends on specialty clinical area selected.

10. ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM
Thomas Jefferson University, Jefferson School of Nursing Graduate Program has adopted the components of doctoral education defined in “The Essentials of Doctoral Education for Advanced Nursing Practice” published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum. The two components are:

a. The core curriculum is comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

b. The specialty curriculum is comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing. The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

- **Essential I: Scientific Underpinnings for Practice** prepares graduates to: 1) use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate, and evaluate outcomes; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

- **Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking** prepares graduates to: 1) develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

- **Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice** prepares graduates to: 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and
evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.

• **Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care** prepares graduates to: 1) design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems; 2) analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology; 3) demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

• **Essential V: Health Care Policy for Advocacy in Health Care** prepares graduates to: 1) critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes; 4) advocate for the nursing profession within the policy and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.

• **Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes** prepares graduates to: 1) employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.

• **Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health** prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

• **Essential VIII: Advanced Nursing Practice** prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies,
content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

11. DOCTOR OF NURSING PRACTICE (DNP) PROGRAM OBJECTIVES
Upon completion of this program, the graduate will be able to:

a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
b. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
c. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
e. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes;
f. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.
g. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.
h. Lead at the highest level of clinical practice, administration, education, and policy.

12. DOCTOR OF NURSING PRACTICE PROGRAM OPTIONS

a. Post-MSN to DNP Program Options
   This option is available for the traditional MSN-prepared graduate and requires completion of 36 credits.

b. Post-BSN to DNP Program Option
   This option is available to applicants with the BSN who have graduated from an accelerated program such as the Jefferson FACT or APW programs. The completed accelerated program must have included 3 graduate level courses: 1) epidemiology for the health professions (3 credits), 2) research for advanced practice nursing/ research design (3 credits), and 3) informatics for advanced practice nursing (3 credits). Full-time study always begins in the summer semester. This option requires completion of 60 credits.

   The following two tracks are available under this option:
   1. Community Systems Administration Track
   2. Nursing Informatics Track

13. DOCTOR OF NURSING PRACTICE PROGRAM CURRICULUM PLANS

a. Post-MSN to DNP Program Option
   All students enrolled in the Doctor of Nursing Practice Degree Program in Nursing Thomas Jefferson University share a core and specialty curriculum. Practicum hours are required in all DNP courses. Courses required in the core curriculum are:

   Core Curriculum Courses Credits
NU701 Scientific Underpinnings for Nursing Practice (40 hours)  3
NU702 Practice Inquiry: Designs, Methods, and Analyses (40 hours)  3
NU703 Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours)  3
NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours)  3
NU705 Advanced Topics in Health Informatics (40 hours)  3
NU706 Quality Measurement and Outcomes Analysis in Healthcare (40 hours)  3
NU707 Leadership and Interprofessional Collaboration (40 hours)  3
NU708 Clinical Prevention and Population Health for Improving the Nation’s Health (40 hours)  3
NU709 Current Issues in Health and Social Policy: Planning, Participating, and Policymaking (40 hours)  3

Specialty Curriculum Courses
NU710 Practicum I (60 hours)  *  3
NU711 Practicum II (60 hours)  *  3
NU712 Practicum III (60 hours)  *  3

* If a student completed less than 460 hours during their MSN program, they will be required to complete sufficient hours to equal 1000 post-BSN clinical hours.

b. Post-BSN to DNP Program Options

• Post-BSN to DNP - Community Systems Administration Track Plan of Study

Courses Credits
NU602 Health Policy, Legal and Ethical Dimensions of Care  3
NU605 Role of the Advanced Practice Nurse  3
NU690 Nursing/Healthcare Informatics: Project Management  3
NU691 Healthcare Economics and Financial Management for Nurses  3
Elective  3
NU681 Community Systems Administration I (224 clinical hours)  3
NU682 Community Systems Administration II (224 clinical hours)  3
NU683 Community Systems Administration III (224 clinical hours)  3

Core Curriculum Courses Credits
NU701 Scientific Underpinnings for Nursing Practice (40 hours)  3
NU702 Practice Inquiry: Designs, Methods, and Analyses (40 hours)  3
NU703 Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours)  3
NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours)  3
NU705 Advanced Topics in Health Informatics (40 hours)  3
NU706 Quality Measurement and Outcomes Analysis in Healthcare (40 hours)  3
NU707 Leadership and Interprofessional Collaboration (40 hours)  3
NU708 Clinical Prevention and Population Health for Improving the Nation’s Health (40 hours)  3
NU709 Current Issues in Health and Social Policy: Planning, Participating, and Policymaking (40 hours)  3

Specialty Curriculum Courses
NU710 Practicum I (60 hours)  3
NU711 Practicum II (60 hours) 3
NU712 Practicum III (60 hours) 3

- Post-BSN to DNP – Nursing Informatics Track Plan of Study

Course Credits
NU602 Health Policy, Legal and Ethical Dimensions of Care 3
NU605 Role of the Advanced Practice Nurse 3
NU689 Healthcare Informatics: Ethics, Issues, and Trends 3
NU690 Nursing/Healthcare Informatics: Project Management 3
NU691 Healthcare Economics and Financial Management For Nurses 3
NU 693 Nursing Informatics Seminar and Practicum I (224 clinical hours) 3
NU 694 Nursing Informatics Seminar and Practicum II (224 clinical hours) 3
NU 695 Nursing Informatics Seminar and Practicum III (224 clinical hours) 3

Core Curriculum Courses Credits
NU701 Scientific Underpinnings for Nursing Practice (40 hours) 3
NU702 Practice Inquiry: Designs, Methods, and Analyses (40 hours) 3
NU703 Theoretical Foundations for Organizational Change in Healthcare Systems (40 hours) 3
NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours) 3
NU705 Advanced Topics in Health Informatics (40 hours) 3
NU706 Quality Measurement and Outcomes Analysis in Healthcare (40 hours) 3
NU707 Leadership and Interprofessional Collaboration (40 hours) 3
NU708 Clinical Prevention and Population Health for Improving the Nation’s Health (40 hours) 3
NU709 Current Issues in Health and Social Policy: Planning, Participating, and Policymaking (40 hours) 3

Specialty Curriculum Courses
NU710 Practicum I (60 hours) 3
NU711 Practicum II (60 hours) 3
NU712 Practicum III (60 hours) 3

14. GRADUATE PROGRAMS POLICIES AND PROCEDURES

In spring 2006 the Thomas Jefferson University Board of Trustees approved the transfer of graduate health professions programs, previously administered by the Jefferson College of Graduate Studies, to the Jefferson College of Health Professions. Effective July 1, 2009, both the undergraduate and graduate health professions programs in nursing are administered by the Jefferson School of Nursing. Policies and procedures as defined in this Handbook and the Jefferson School of Nursing Catalog will apply to graduate students and programs.

a. Distance Education Eligibility
Students who live in excess of 60 miles from the Jefferson School of Nursing center-city campus are eligible to be considered as a distant student.

b. Grading System
The grading system and grading reporting methods published in this Handbook and the Jefferson School of Nursing Catalog will be applied to all Jefferson School of Nursing graduate and
undergraduate nursing courses. Students enrolled in Graduate Programs must achieve a minimum cumulative grade point average of 3.00 to remain in good academic standing.

Grading information is an integral part of each course syllabus; therefore it is imperative that students read each syllabus carefully at the beginning of the semester. Questions or concerns about grading should be discussed with the course instructor.

c.  **Graduate Transfer Credit Policy**
A student who wishes to transfer credits for a graduate course, with a grade of B or above, earned at another institution, must submit a written request to the Associate Dean, Graduate Program at JSN, accompanied by a course description and a syllabus. An official transcript from the outside nationally accredited institution must be obtained if not already included in the student’s academic file. The Associate Dean, Graduate Program at JSN is responsible for the evaluation and decision for the request. The Associate Dean, Graduate Program at JSN will notify the student of the decision in writing and, if transfer credit is awarded, will notify the University Office of the Registrar of the action.

When necessary, transfer credits from another institution will be converted to credit equivalents in Jefferson School of Nursing. A maximum of six (6) graduate course credits earned at another college may be transferred to meet, in part, the 36-credit requirement for the MSN degree.

d.  **Graduation Requirements**
All financial commitments to Thomas Jefferson University must be fulfilled prior to graduation, including payment of late library fines, housing fees, and tuition. The student’s diploma will be withheld until the above criteria are met.

Candidates for the degree of Master of Science and Doctor of Nursing Practice must have successfully completed all credits and other requirements of the program, and have a cumulative grade point average of B (3.0) or higher on all work attempted.

Each student expecting to graduate in a given year must complete and submit an online Application for Degree with the University Office of the Registrar by the date published in the Academic Calendar.

It is the policy of Thomas Jefferson University not to award honors to graduates with the Doctorate or Master of Science degrees.

e.  **Graduation: Application for Graduation, Cap, Gown, and Hood**
All students eligible for graduation will be emailed graduation information to his/her Jefferson email account by the University Office of the Registrar. This includes instructions for filing the online Application for Graduation, ordering cap and gown for Commencement Exercises, and information regarding the ceremony and rehearsal times. Students who expect to meet the requirements for graduation in a given year must file the Application for Graduation by the date published in the Academic Calendar.

The cap, gown, and hood become the property of the graduate. Their cost and that of the diploma are fully covered by the school. The cost of replacing a diploma lost or damaged by the graduate is the responsibility of that graduate.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements.

f.  **Capstone Requirements for MSN Students**
Each student must complete a capstone project as part of the MSN program. The purpose is to demonstrate critical thinking skills along with knowledge and skills that you have obtained in the
graduate programs. Since the graduate program’s framework is based on the AACN’s Essentials for Masters of Science in Nursing, your capstone project should include aspects of research, health policy, organization, financing, ethical decision-making, professional role development, theoretical foundations for nursing practice, human diversity and social issues, and health promotion and disease prevention. Depending upon your specialty area, comprehensive health assessment, pharmacology, pathophysiology and interprofessional practice competencies will also be included in your project. You will be introduced to the project during the first semester of your didactic/clinical specialty area course. Specific guidelines for the project will be presented to you at that time. A rubric used to evaluate the capstone project is included in the student manual.
<table>
<thead>
<tr>
<th>Category: Student demonstrates critical thinking by integrating organizing framework of MSN program into the CE</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>For the entire experience the student demonstrated 8 or more research-based articles to support interventions</td>
<td>For the entire experience the student demonstrated 6 or more research-based articles to support interventions</td>
<td>For the entire experience the student demonstrated 4 or more research-based articles to support interventions</td>
<td>Student did not base interventions in the Capstone experience on research-based articles or on less than 4 research-based articles.</td>
</tr>
<tr>
<td>Policy, Organization &amp; Financing of Health Care</td>
<td>For the entire experience the student integrated Policy and Finance issues related to CE</td>
<td>For the entire experience the student explained Policy and Finance issues of topic</td>
<td>For the entire experience the student explained Policy or Finance issues related to CE (but not both)</td>
<td>For the entire CE the student did not integrate or explain Policy and Finance issues</td>
</tr>
<tr>
<td>Ethics</td>
<td>For the entire experience the student analyzed at least one ethical dilemma/issue related to the CE</td>
<td>For the entire experience the student identified at least one ethical dilemma/issue related to the CE</td>
<td>For the entire experience the student named an ethical principle but did not relate it to the CE</td>
<td>For the entire experience the student did not analyze, identify or name an ethical issue in relationship to the CE</td>
</tr>
<tr>
<td>Professional Role Development</td>
<td>For the entire experience the student analyzed and integrated the conceptual role of the APN in relationship to the CE</td>
<td>For the entire experience the student analyzed the conceptual role of the APN</td>
<td>For the entire experience the student named a role of the APN</td>
<td>For the entire experience the student did not analyze, integrate or name conceptual roles of the APN relationship to CE</td>
</tr>
<tr>
<td>Theoretical Foundations of Nursing</td>
<td>For the entire experience the student analyzes and integrates the clinical/organizational CE based on a theoretical framework</td>
<td>For the entire experience the student applies a theoretical framework to the clinical/organizational CE</td>
<td>For the entire experience the student defines a theoretical framework in the CE</td>
<td>The student does not discuss, define or examine a theoretical framework and apply, analyze or integrate the TF in the CE.</td>
</tr>
<tr>
<td>Course</td>
<td>Demonstration</td>
<td>Analysis</td>
<td>Evaluation</td>
<td>Assessment</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Human Diversity and Disease Prevention</td>
<td>For the entire experience the student assesses and evaluates the client/organization for issues of human diversity and disease prevention.</td>
<td>For the entire experience the student examines and solves issues of human diversity and disease prevention.</td>
<td>For the entire experience the student identifies an issue of human diversity and disease prevention.</td>
<td>The student does not identify, examine, solve, assess and evaluate the client for issues of human diversity and disease prevention.</td>
</tr>
<tr>
<td>Advanced Health/Physical Assessment</td>
<td>Demonstrates &amp; evaluates advanced health/physical or organizational assessment of 2 or more systems and how they are interlinked to health state of patient/organization</td>
<td>Identifies and evaluates advanced health physical or organizational assessment of 1 system and links assessment to health state of patient/organization</td>
<td>Identifies but does not evaluate advanced health physical or organizational assessment of systems; linkage to health state of patient may or may not be present</td>
<td>Does not identify or evaluate health physical/organizational assessment</td>
</tr>
<tr>
<td>Advanced Physiology &amp; Pathophysiology</td>
<td>Analyzes the patient/organizational health of 2 or more systems utilizing advanced physiology or organizational assessment strategies/instruments. Evaluation of linkage of physiology between systems will be documented</td>
<td>Analyzes the patient/organizational health of 1 or more systems utilizing advanced physiology or organizational assessment strategies/instruments. Evaluation of linkage of physiology between systems will be documented</td>
<td>Describes the physiology of the patient/organization. Demonstrates knowledge of advanced physiology or organizational assessment strategies/instruments</td>
<td>Lists or defines pathophysiology of patient/organization</td>
</tr>
<tr>
<td>Advanced Pharmacology</td>
<td>Analyzes and formulates a therapeutic plan of pharmacological/organizational interventions for 2 or more systems of patient/organization linked to health assessment</td>
<td>Analyzes and formulates a therapeutic plan of pharmacological/organizational interventions for 1 or more systems of patient/organization linked to health assessment</td>
<td>Relates pharmacological/organizational interventions for 1 system of patient/Organization without linkage to health assessment</td>
<td>Lists pharmacological/organizational interventions for 1 system of patient/Organization without linkage to health assessment</td>
</tr>
<tr>
<td>APA Writing, Organization, Grammar</td>
<td>No errors in APA, writing, grammar, organization,</td>
<td>Few errors in APA, writing, grammar,</td>
<td>Some errors in APA, writing, grammar,</td>
<td>Did not use APA, many spelling and</td>
</tr>
<tr>
<td>Spelling, Clarity</td>
<td>spelling or clarity</td>
<td>organization and clarity</td>
<td>organization and clarity</td>
<td>grammar errors, poor organization, unclear and lack of concise writing</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>Interprofessional Practice</td>
<td>Includes all interprofessional competencies: values, ethics, communication, common understanding of roles and responsibilities, teamwork</td>
<td>Includes most interprofessional competencies: values, ethics, communication, common understanding of roles and responsibilities, teamwork</td>
<td>Includes half of the interprofessional competencies: values, ethics, communication, common understanding of roles and responsibilities, teamwork</td>
<td>Does not include any of the interprofessional competencies: values, ethics, communication, common understanding of roles and responsibilities, teamwork</td>
</tr>
</tbody>
</table>
STUDENT ACTIVITIES AND AWARDS

1. STUDENT GOVERNMENT
The Student Government Association in the Jefferson School of Nursing is an important source of extracurricular activities for all students. Its Constitution and Bylaws are available from its student officers or faculty advisor. All students in the Jefferson School of Nursing are encouraged to become active in this organization.

2. NURSING STUDENT GOVERNMENT CONSTITUTION AND BYLAWS

THE CONSTITUTION AND BYLAWS OF THE STUDENT GOVERNMENT
JEFFERSON SCHOOL OF NURSING
THOMAS JEFFERSON UNIVERSITY

ARTICLE I: DESIGNATION
This organization shall be known as the Student Government Association of the Jefferson School of Nursing of Thomas Jefferson University. This organization shall be referred to as the Nursing Student Government Association. (NSGA)

ARTICLE II: PURPOSES

Section I: To provide a forum for student input with a goal of continued improvement of nursing education.

Section II: To facilitate communication between students, faculty, alumni, and the administration of Thomas Jefferson University nursing programs.

Section III: To facilitate the development of professionalism within the student body.

Section IV: To promote co-curricular educational experiences.

Section V: To facilitate the development of leadership and managerial skills for nursing students.

Section VI: To promote volunteer community experiences for students in conjunction with faculty.

Section VII: To keep the student body informed of all practical, political, and educational issues relevant to the Profession of Nursing

ARTICLE III: STRUCTURE OF THE ORGANIZATION

Section I: The organization will follow a structure with representation from each prelicensure program/campus (2 year BSN, FACT). Each program/campus will elect 6 delegates. These delegates will assume the roles of:
- President
- Vice- President
- Treasurer
- Corresponding Secretary
- Recording Secretary
- SNAP Leader
Students must be in academic good standing in order to be eligible for election to a leadership position.

Section II: Rights and Privileges of Student Government Members

All full and/or part-time members of the nursing classes are members of NSGA and have voting privileges.

Student government committees will be designated as needed by the NSGA president and each committee will choose a chairperson.

All members shall have the right to initiate resolutions, make reports, and propose actions on all issues.

All members shall have one vote on resolutions, except the NSGA president/NSGA Senate Leader, who shall vote a second time in the event of a tie.

Section III: Responsibilities of Student Government Members

Attendance is mandatory for delegates and chairpersons of current Nursing Student Government committees at general meetings.

Attendance is mandatory for delegates and chairpersons at officers meetings.

ARTICLE IV: ELECTION OF OFFICERS

Section I: The election of delegates is comprised of the entire nursing student body of each prelicensure division of the nursing department, BSN (2-year) and FACT). The 2-year BSN and FACT class delegates shall arrange for the election of new student government delegates no later than one month prior to the end of the spring semester. FACT student elections will take place one- two months after starting the program.

Section II: All newly elected delegates (except FACT) of the NSGA shall assume their positions at the last meeting of the spring semester in which they are elected. FACT delegates will assume their positions immediately after elections are held.

Section III: The NSGA faculty advisor(s) shall be appointed by the administration of the School of Nursing.

ARTICLE V: MEETINGS

Section I: Regular general meetings of the Nursing Student Government Association shall be held once a month during the academic year. The delegates shall decide a calendar of meeting dates and times at the first meeting of the year. Members will be notified of the calendar in writing and/or by e-mail.

Section II: Special delegate meetings shall be held as the President(s) deems necessary for each program.

Section III: The President(s) has the right to call special meetings with three days advance notice.

ARTICLE VI: DUTIES OF THE OFFICERS

I. Individual Program Officers (2-year BSN, FACT)
A. NSGA President - will assume the leadership position at the campus and perform the following duties:

1. Will acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the bylaws and standing rules of the organization.
2. Will hold monthly meetings as specified in the bylaws.
3. Will preside and maintain order at Campus Meetings.
4. Will entertain only one motion at a time and state all motions properly.
5. Will put all motions to vote and give results.
6. Will vote, in the event of a tie.
7. Will carry out such duties as may be required by the NSGA or by the right of office.
8. Will act as liaison to other program officers.

B. NSGA Vice-President

1. Will, in the absence of the NSGA President, preside and perform the duties of the President.
2. Will assume all duties delegated by the President.
3. Will maintain status as an officio member of all standing committees.
4. Will read the results of all votes to the assembly.
5. Will assign a NSGA member to keep minutes of the meeting, etc.

C. Recording Secretary

1. Will in the absence of the President, call the meeting to order and preside until the election of a pro tem, which should take place immediately.
2. Will keep minutes of meetings for all campus proceedings.
3. Will take roll at meetings.
4. Will provide minutes of all meetings.
5. Will record the name of the member who introduces a motion.
6. Will develop an agenda for each scheduled meeting.
7. Will carry out such duties as may be required by the NSGA or by the right of office.

D. Corresponding Secretary

1. Will maintain a list of all delegates and general membership in NSGA.
2. Will notify all members of meetings.
3. Will maintain and update the program bulletin boards.
4. Will carry out such duties as may be required by the Nursing Student Government or by the right of office.

E. Treasurer

1. Will maintain a financial record of all monies generated by the NSGA.
2. Will appoint a member of each individual committee who will be responsible for submitting the money generated by said committee to the Treasurer.
3. Will deposit all money in the NSGA Campus Account.
4. Will obtain receipts of all money deposited to the NSGA Campus Account.
5. Will organize all funds raising activities to include, but not limited to, such activities as bake sales, book sales, candy sales, booster sales, etc.
6. Will determine that all monies extracted from the NSGA Account will meet with the approval of the Faculty Advisor and will be obtained under authorized signature of the same.
7. Will carry out such duties as may be required by the NSGA or by the right of office.

F. SNAP Representative

SNAP is a student run organization that represents nursing schools and students throughout Pennsylvania. Benefits of membership include scholarship monies, access to SNAP publications,
conventions, leadership opportunities, NCLEX reviews, career center for networking, insurance and student load programs, partnerships with NSGA, and a collective voice in Harrisburg and Washington. Duties of SNAP representative include:

1. Will stand as a representative and liaison for Jefferson School of Nursing (JSN) SNAP affairs at both the state and local levels, and shall respond to the responsibilities thereto

2. Will appoint two-three officer delegates from the JSN nursing student body to serve SNAP.

3. Will form liaisons with other JSN student organizations on an on-going basis as needs arise

4. Will keep the Student Body informed of all practical, political, and educational issues relevant to the profession of Nursing

5. Will keep a list of all JSN SNAP members.

6. Will form committees to meet the needs of the Chapter

G. Faculty Advisor(s) (NSGA and SNAP)

1. Will serve as a faculty/student liaison person, and facilitate communications between faculty and students.

2. Will serve as a non-voting member who offers suggestions, guidance, and support related to NSGA and/ or SNAP activities.

ARTICLE VII: COMMITTEES

Section I: The delegates of the NSGA may designate committees that they deem necessary in order to organize the responsibilities and activities of the organization.

Section II: Members of each committee will be formed on a volunteer basis.

Section III: Students interested in serving on any committee must indicate, by signature, their interest in said committee by the deadline posted.

Section IV: The members of each committee will select a chairperson who will be responsible for relaying information to the rest of the NSGA delegates and to fellow classmates.

Section V: Students may not chair more than one committee unless they are uncontested in each committee in which they are running.

ARTICLE VIII: MEETING PROTOCOL

Section I: At the commencement of each meeting, the minutes from the previous meeting will be clarified, the treasurer’s report will be given, and continuing issues of business will be discussed.

Section II: Upon completion of previous business, new issues will be opened pending Senate Leader approval.

Section III: The motion to adjourn must be declared and approved by the majority of those present.

Section IV: Parliamentary procedure shall be maintained according to Roberts Rules.
ARTICLE IX: DISMISSAL FROM DELEGATE OR CHAIRPERSON STATUS

Section I: The procedure for dismissal from delegate or chairperson status is as follows:

A. After one failure to report as specified, NSGA President and/or faculty advisor will send a letter to the person stating that they are aware of this failure to report. A reply from the delegate/chairperson in question will be invited.

B. Upon a second failure to report, a meeting between the NSGA Officers and the delegate/chairperson will be scheduled. At this time open discussion will occur and the delegate/chairperson may express his/her desire to vacate or maintain the position.

C. If a third failure to report occurs, a NSGA meeting will be held to determine the future of that member. A two-thirds vote by the members is necessary for removal from office and a reelection will occur.

D. A delegate/chairperson will not be penalized from an excused absence. A report of the absence should be made prior to the meeting to the Senate Leader.

ARTICLE X: AMENDMENT

Amendments of these Bylaws may be proposed in writing by the President, Dean of the College, School of Nursing Dean or any Faculty member to the Governance Committee for consideration. Recommendations for amendment of the Bylaws shall be circulated by the Committee at least seven days before the next meeting of the Executive Council. Executive Council approval shall require a favorable vote of a majority of the members of the Council. All amendments of these Bylaws shall be subject to approval by two-thirds of the Faculty voting and by the School of Nursing Dean, Dean of the College, the President and Board of Trustees, and shall become effective only upon such approval. Vote may be taken by mail ballot or any other method, electronic or otherwise, which is reasonably reliable.

Revised: June 2004, AA/KP
Revised: March 2007, Student and Alumni Affairs Committee
Revised: January 2010, KS/Student and Alumni Affairs Committee

3. SIGMA THETA TAU INTERNATIONAL

The Delta Rho Chapter of Sigma Theta Tau, the International Honor Society of Nursing, has existed at Thomas Jefferson University since 1980. As one of over 160 chapters nationally, Delta Rho’s activities focus on promoting professionalism and scholarship within the nursing community.

Membership in Sigma Theta Tau is an honor conferred on baccalaureate and graduate students who demonstrate superior academic achievement and leadership abilities. New members are received into the chapter at annual induction ceremonies. The honor society’s purposes include fostering high professional standards, creative work, and strengthening commitment to the ideals of the nursing profession.

4. BACCALAUREATE NURSING AWARDS

a. The Achievement Award for Student Life
   This award is made annually to the senior student who has made an outstanding contribution to School and University student life.

b. The Helen Auerbach Hodes Award
The Helen Auerbach Hodes Award is presented to the graduating student who has demonstrated excellence in communication and personal skills while showing empathy in meeting the psychosocial needs of patients.

c. The Phyllis Jean Courtney Award
   The Phyllis Jean Courtney Award is presented to the graduating student who has demonstrated excellence in critical care nursing or in a life threatening situation.

d. The Abraham Feinsinger Memorial Award
   The Abraham Feinsinger Memorial Award is presented to the graduating student who has demonstrated outstanding creativity and innovation in either carrying out an assigned course project, in developing a solution to a clinical nursing problem or in initiating change.

e. Joan Jenks Community Service Award
   The Joan Jenks Community Service Award is a student-nominated award in celebration of Dr. Joan Jenks' dedication to community service for underserved populations. The award is presented to the graduating student who has demonstrated an understanding of the importance of the role of nursing in the community and has contributed to improving the community being served.

f. Nursing Leadership Award
   The Nursing Leadership Award is presented to the graduating student who has demonstrated the characteristics of leadership in the classroom, in the clinical area and in the community. The recipient is chosen by members of the student class in recognition of contributions made to the class and to the School.

g. Adaline Potter Wear Award
   The Adaline Potter Wear Award recognizes the graduating student who has consistently demonstrated excellence and achieved the highest cumulative Grade Point Average.

h. Dr. Molly Rose Award for Student Leadership in Interprofessional Education
   This award, in honor of Dr. Molly Rose, recognizes a graduating BSN student at the Jefferson School of Nursing who demonstrates role modeling, leadership, dedication, enthusiasm, engagement, and excellence promoting interprofessional education and care.

5 MASTER OF SCIENCE IN NURSING AWARD

a. Dr. Molly Rose Community Catalyst Award
   This award, in honor of Dr. Molly Rose, recognizes a graduating MSN student in the Community Systems Administration Program at the Jefferson School of Nursing who exemplifies Dr. Rose' qualities: an exceptional individual who is personally and professionally committed to advancing health and health promotion, and serving as a powerful role model in community education and practice.

6. DOCTOR OF NURSING PRACTICE AWARDS

a. The Sandra Festa Ryan Award
   This award recognizes a graduating Doctor of Nursing Practice student who has demonstrated outstanding creativity and innovation in advocating for advanced nursing practice.

b. The Susan Schrand Award
   This award recognizes a graduating Doctor of Nursing Practice student who has demonstrated outstanding professionalism, leadership and advocacy at the local, regional or national level.

7. OTHER ACTIVITIES
a. **Leadership Development**
Information regarding the Leadership Live Program can be obtained at: http://www.jefferson.edu/university/academic-affairs/schools/student-life/leadership_LIVE.html

b. **Student Travel Awards**
A limited amount of funds are set aside each year to fund travel awards for eligible students. The Travel Awards are used to partially defray the cost of attending a symposium or professional conference at which the student is making a presentation related to the student’s educational study. Students may also apply for the Travel Awards to defray cost of attending a meeting at which they are serving in a leadership capacity.
### Frequently Called Numbers

All numbers are in area code 215 unless otherwise noted.

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<td>Fire</td>
<td>563-6700/811</td>
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<tr>
<td>Security Department (all emergencies)</td>
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<tr>
<td>TJU Weather Emergency Hotline</td>
<td>(800) 858-8806</td>
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<td>Activities Office</td>
<td>503-7743</td>
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<td>Housing and Residence Life</td>
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<td>International Affairs</td>
<td>503-4335</td>
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<td>Jefferson School of Nursing</td>
<td>503-5090</td>
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<tr>
<td>Fax</td>
<td>(215) 503-0376</td>
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<tr>
<td>Learning Resource Center, M-13, Jefferson Alumni Hall</td>
<td>503-7563</td>
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<td>503-8407</td>
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<td>Office of the Dean</td>
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