COLLEGE *of* NURSING

Student Handbook

2026–2027 Handbook

Thomas Jefferson University

THOMAS JEFFERSON UNIVERSITY

JEFFERSON COLLEGE OF NURSING

This student handbook is property of: _____

Student Name: _____

Student Email Address: _____

Program/Option: _____

Faculty Advisor: _____

Advisor Email Address: _____

Advisor Telephone Number: _____

The Jefferson College 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 College of Nursing Student Handbook will be available in the online version of this document. Students will be notified of changes through their course boards and through the Jefferson email system.

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FOREWORD

Since 1891, when nursing education began at Thomas Jefferson University, graduates of Jefferson College of Nursing (JCN) programs have been leaders in education, research, health care delivery, and community service. The faculty and leadership of Jefferson College of Nursing are committed to facilitating students' learning and competency development by working with you, our students, to continue this rich tradition.

Jefferson College of Nursing continues its commitment to be responsive to the changing needs of the healthcare system and society. Jefferson College of Nursing continually makes innovative curricular changes aimed at preparing you to function as an outstanding nurse professional in this dynamic environment. A crucial characteristic of today's healthcare system is the interprofessional nature of practice as an integral part of a major academic health center, Jefferson College of Nursing affords our students the opportunity to interact with other students in an array of healthcare professions. The entire curriculum is based on a set of core competencies that your faculty and future employers believe are essential to effective practice.

The vision statement of the College's Strategic Plan commits to maintaining Jefferson College of Nursing's status as a premier educational institution in the nation for the education and clinical preparation of outstanding nurse leaders and professionals. Jefferson College of Nursing can make this claim because it draws upon the rich array of resources within Thomas Jefferson University, Thomas Jefferson University Hospitals, and Jefferson Health. This means that Jefferson College of Nursing's faculty achieves superior quality scholarship in practice, research, and teaching, thereby providing the appropriate backdrop for excellent educational experiences for the student body. And for the student, it means an educational credential that opens exceptional access to employment in the healthcare practice setting. This fact is attested to by our graduates' success rates on required licensure and certification examinations, consistently above the national average. Jefferson College of Nursing's programs are designed not only to assist students to develop the knowledge, skills, and competencies necessary to enter or advance in the nursing profession but to help develop confidence in professional roles, positive attitudes, critical thinking, problem solving strategies, and strong professional ethics. The expectation is to have students leave Jefferson College of Nursing as proud and confident graduates who will bring credit to our profession and alma mater.

HISTORY

The roots of nursing education at Jefferson date back to 1891 when the Jefferson Hospital Training School for Nurses was established as a diploma program. Later renamed as the Jefferson Medical College Hospital School of Nursing, the School became a part of the newly organized School of Allied Health Sciences in 1968. On July 1, 1969, Thomas Jefferson University was established and was comprised of Jefferson Medical College, the College of Graduate Studies, and the College of Allied Health Sciences. The Department of Baccalaureate Nursing was opened in 1972, and the Diploma School of Nursing closed operations in 1982. When graduate degree programs were added in 1986, the name was changed to the Department of Nursing. The College of Allied Sciences was renamed the College of Health Professions on December 2, 1996. On February 2, 2002, the College name was changed to the Jefferson College of Health Professions. On July 24, 2006, the College was reorganized to include three schools: the Jefferson School of Health Professions, the Jefferson School of Nursing, and the Jefferson School of Pharmacy. The University reorganization on July 1, 2009 dissolved the Jefferson College of Health Professions resulting in the creation of the Jefferson School of Nursing. On July 1, 2015, the Jefferson School of Nursing became the Jefferson College of Nursing.

The Jefferson College of Nursing maintains a strong relationship with the Jefferson College of Biomedical Sciences, Jefferson College of Health Professions, Jefferson College of Pharmacy, Jefferson College of Population Health, Sidney Kimmel Medical College, and other units of Thomas Jefferson University. The Jefferson College of Nursing is distinct from these entities in administration and responsibilities.

ACCREDITATION

Jefferson is proud of its academic accreditations:

- Thomas Jefferson University is accredited by the Middle States Commission on Higher Education (MSCHE).
- The Baccalaureate Degree Program in Nursing, the Master's Degree Program in Nursing, and the Doctor of Nursing Practice Program at Thomas Jefferson University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.
- The Nurse Anesthesia DNP program was awarded a maximum re-accreditation of 10 years, through 2029, by the Council on Accreditation of Nurse Anesthesia Programs.
- Our college's primary educational partner in clinical skills and patient care, Thomas Jefferson University Hospital is designated as a Magnet® for Nursing Excellence by the American Nurses Credentialing Center. The ANCC is the world's largest and most prestigious nurse credentialing organization and a subsidiary of the American Nurses Association.

Graduates are prepared to apply for the licensing examinations of the state and/or national licensing or registry bodies and to become members of the appropriate professional organizations.

THOMAS JEFFERSON UNIVERSITY

JEFFERSON COLLEGE OF NURSING

ACKNOWLEDGMENT OF RECEIPT OF STUDENT HANDBOOK

All Students

The Jefferson College of Nursing (JCN) Student Handbook provides information on academic policies and procedures, accreditation, credit hour assignment, academic standing, technical standards required for nursing students, and nursing course descriptions within the Jefferson College of Nursing, but it does not stand alone. Important university-wide policies, including the Community Standards, are found on the Thomas Jefferson University (TJU) Student Handbook website at Jefferson.edu/Handbook.

My signature* below confirms I have been informed of the Thomas Jefferson University Student Handbook website located at Jefferson.edu/Handbook and acknowledges receipt of the Jefferson College of Nursing Student Handbook. I understand that I am responsible for reading and abiding by the materials contained within the Thomas Jefferson University Student Handbook website and the Jefferson College of Nursing Student Handbook both of which contain important information needed during my student experience here.

_____	_____	_____
Print Name	Signature	Date

* Signatures will be collected electronically in Canvas courses.

THOMAS JEFFERSON UNIVERSITY

JEFFERSON COLLEGE 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 which clearly states student learning outcomes, a topic schedule for the semester, a fair grading policy, and a well-defined attendance policy.
- The classes start and end on time.
- The opportunity to make an appointment to discuss the course content outside of class, lab/simulation with the professor.
- The return of examinations and assignments in approximately two weeks.
- The opportunity to review examination content with the faculty is up to 10 business days after a scheduled course exam or make up exam.

The faculty has the right to expect that students will:

- Arrive on time and be prepared for class/clinical/lab/simulation and stay for the entire class/clinical/lab/simulation or until assignments are completed.
- Inform the professor of any extenuating circumstances affecting attendance.
- Be actively involved in creating a successful course/clinical/ lab/simulation experience.
- Ask for clarification or assistance when needed.
- Turn in assignments on time.
- At all times observe the community standards as outlined in the University Community Standards policy and the Jefferson College of Nursing Student Handbook.
- Share any concerns about the class/clinical/ lab/simulation 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 their 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 ensure that my cell phone and other electronic devices do not interfere with the classroom, clinical or testing processes.

_____	_____	_____
Print Name	Signature	Date

THOMAS JEFFERSON UNIVERSITY

JEFFERSON COLLEGE OF NURSING

ACKNOWLEDGMENT OF RECEIPT OF NURSING ACADEMIC INTEGRITY POLICY AND EXAMINATION POLICY

My signature* below acknowledges receipt of the Thomas Jefferson University and Jefferson College 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 a panel established through the Community Standards Board.

_____	_____	_____
Print Name	Signature	Date

* Signatures will be collected electronically in Canvas courses.

MESSAGE TO INCOMING STUDENTS FROM THE DEAN JEFFERSON COLLEGE OF NURSING

Welcome to the academic year at Jefferson College of Nursing.

Whether you are beginning your journey with us or continuing your progression in one of our programs, you are now part of a community grounded in excellence, accountability, and a shared commitment to advancing health.

For more than 130 years, Jefferson has prepared nurses to meet the evolving needs of society. Today, that mission is more important than ever. Health care is increasingly complex, technology-enabled, and deeply interconnected with the communities we serve. Our responsibility is to ensure that you are prepared not only to succeed in this environment, but to lead within it.

This handbook is designed to provide clarity on the academic policies, standards, and expectations that guide your experience at Jefferson. These policies are not simply procedural; they reflect our commitment to fairness, consistency, and the integrity of our programs. I encourage you to become familiar with them and to use this resource throughout your time at the College.

Your education here extends well beyond the classroom. Through our integration with Jefferson Health and other clinical and community partners, you will engage in experiences that challenge you to think critically, act ethically, and contribute meaningfully to patient care and population health. You will be expected to demonstrate professionalism, accountability, and respect in all settings.

Technological innovation is reshaping both higher education and health care at an unprecedented pace, requiring nurses who are not only clinically proficient but also digitally fluent and adaptable. As an Apple Distinguished School, Jefferson integrates advanced technologies throughout the learning environment to place these tools directly in your hands. You will engage with digital platforms, simulation, and data-informed approaches that support your academic success while also preparing you for contemporary clinical practice. As outlined in this handbook, you are expected to use these tools responsibly, professionally, and in ways that enhance both your learning and the care you will ultimately provide.

You are entering a profession that demands both competence and compassion. Our faculty and staff are here to support your development, but your success will depend on your engagement, resilience, and commitment to the standards outlined in this handbook.

Thank you for choosing Jefferson College of Nursing. I look forward to the contributions you will make to our community and to the profession.

Marie Ann Marino, EdD, RN, FAAN
Dean and Professor | Jefferson College of Nursing
Vice President | Jefferson Health

Thomas Jefferson University

Jefferson College of Nursing
Organizational Chart

College of Nursing

Leadership Team

Marie Ann Marino
EdD, RN, FAAN
Dean & Professor, Jefferson College of Nursing
Vice President of Nursing Academic Partnerships & Innovation, Jefferson Health
Executive Assistant: Molly Waldeck

System

Jefferson Health Partners

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DNP, RN, NEA-BC, FAAN
Executive Vice President, Jefferson Health
Associate Dean & Professor, Jefferson College of Nursing
Executive Assistant: Kathleen McGuire

Gina Marone
DNP, RN, NEA-BC
Regional Chief Nursing Officer
Jefferson Einstein Philadelphia Hospital
Instructor, Jefferson College of Nursing

Michelle Conley
DNP, MBA, RN, NEA-BC
Regional Chief Nursing Officer
Assistant Professor, Jefferson College of Nursing

Senior Leadership

Holly Harner
PhD, MBA, MPH, RN, WHNP-BC, FAAN
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PhD, RN, FAHA, FAAN
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Associate Dean, Academic Practice Integration

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DNP, FNP-C, CRNP, FAANP
Associate Dean, Academic Affairs
Lehigh Valley

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PhD
Assistant Dean, Academic Strategy & Operations

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PhD, MBA, MSN, RN, NEA-BC
Assistant Dean, Academic Support & Services

Stephen DiDonato
PhD, LPC, NCC
Assistant Dean, Faculty Engagement & Development

Katherine White
MBA
AVP, Business Planning

Gabrielle Santulli
MBA
AVP, Strategy & Innovation

Dennis Hand
PhD
Executive Director, Jefferson Center for MATER

Kimberly Mclauglin
PhD, LPC
Executive Director, MATER

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PhD, MSN, RN
Undergraduate Chair, Center City

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PhD, MSN, RN, PCCN-K, CNE
Undergraduate Chair, Dixon

Teresa Wenner,
EdD, MSN, RN, CN
Undergraduate Chair, Lehigh Valley

Nicole Cavaliere
DNP, CRNP, AGACNP-BC
Chair, Graduate Programs

Vacant, TBD
Vice Chair, Graduate Leadership, Education Programs, and Operations

Vacant, TBD
Vice Chair, Advanced Practice Nursing Programs

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PhD, CRNA, ARRN, CNE, FAANA, FNAP
Chair/Program Administrator
Nurse Anesthesia

Simulation & Clinical Skills

Maryanne Halligan
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Director, Simulation & Clinical Skills

Jacquelyn O'Rourke-Fulford
MSN, RN, CHSE
Coordinator, Dixon

Marybeth Pavlik
DNP, MSN, RN
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Academic Practice & Integration

Bryan Wright
MAEd
Director, Clinical Education Integration

Undergraduate Programs

Center City

ABSN+ 1-Year Pathway — **Melissa Warren**, **DNP, CRNP, ACNP-BC, ACHPN**, Program Director

Traditional & ABSN+ 2-Year Pathway — **Valerie Clary-Muronda**, **PhD, MSN-Ed, RNC-OB**, Program Director

Dixon

Traditional & ABSN+ 1 & 2-Year Pathway — **Jennifer King**, **EdD, MSN, RN, CBC**, Program Director

RN-BSN — **Laura Sarver**, **DNP, RN, RNC-NIC**, Program Director

Lehigh Valley

Traditional & ABSN+ 1-Year & 2-Year Pathways — **Vacant, TBD**, Program Director

Graduate Programs

Academic Nursing — **Maureen Fitzgerald**, **EdD, MSN, RNC-NIC**, Program Director

Adult Gerontology-Acute Care Nurse Practitioner — **Cary Heck**, **PhD, CRNP**, Program Director

Adult Gerontology-Primary Care Nurse Practitioner — **Sarah Stainthorpe**, **DNP, CRNP, AGPCNP-BC**, Program Director

Doctor of Nursing Practice
- **Caitlyn Moore**, **DNP, MS, CRNP, ACHPN**, Program Director
- **Vacant, TBD**, Assistant Program Director

Psychiatric Mental Health Nurse Practitioner — **Sharon Rainer**, **PhD, RN, APN, CEN, CCRN**, Program Director

Family-Individual Across the Lifespan Nurse Practitioner — **Lynda Peoples**, **DNP, FNP-BC**, Program Director

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Nurse Anesthesia (Center City)
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Pediatric Primary Care Nurse Practitioner — **Laura Roettger**, **PhD, MSN, CPNP**, Program Director

PhD — **Meghan Gannon**, **PhD, MSPH**, Program Director

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Center for Infection Prevention & Antibiotic Stewardship

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MISSION OF THE JEFFERSON COLLEGE OF NURSING

As an integral component of the Thomas Jefferson University (TJU), the Jefferson College of Nursing (JCN) shares the institutional mission and vision of Jefferson.

OUR MISSION

We improve lives through academic programs of excellence, exceptional clinical practice and community engagement, transformative research and inquiry, and far-reaching philanthropy.

OUR VISION

Reimagining, transforming, and disrupting the way nurses lead and impact society.

OUR VALUES

PUT PEOPLE FIRST: Build relationships. Engage with grace. Create moments.

DO WHAT'S RIGHT: Prioritize what matters. Align on expectations. Act with integrity.

PURSUE EXCELLENCE: Look and listen. Innovate with intent. Value lessons learned.

The Jefferson College of Nursing educates qualified, diverse individuals at the baccalaureate, master's, and doctoral levels of nursing practice. The faculty is dedicated to educating professional nurses who will form and lead integrated health care 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 College's mission is supported through collaboration with the Jefferson College of Life Sciences, Jefferson College of Health Professions, Jefferson College of Pharmacy, Jefferson College of Population Health, Sidney Kimmel Medical College, Thomas Jefferson University Hospitals, Jefferson Health, and other regional state affiliates.

PROGRAM PURPOSES

The purposes of the academic programs are consistent with those of the Jefferson College 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 to:

- develop entry-level professional nurses for present and emerging nursing roles;
- develop advanced practice nurses; and
- prepare students to enter graduate study in nursing

The purposes of the Baccalaureate Program are consistent with those of the Jefferson College of Nursing and Thomas Jefferson University. They also reflect the standard for baccalaureate nursing education established by the nursing profession.

The purposes of the Master's Program are to:

- prepare advanced practice nurses who anticipate and respond to changing societal, health care, and professional needs;
- develop advanced practice nurses who use advanced skills and knowledge in implementing their professional roles; and
- foster continuing development of nursing science, professional foundations, and nursing roles.

The purposes of the Master of Science in Nursing Degree Program are consistent with those of the Jefferson College 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 Doctor of Nursing Practice Program are to:

- prepare professional nurses who will practice at the most advanced level of nursing to anticipate and respond to changing societal, technological, health care, and professional needs;
- develop advanced knowledge and enhanced leadership skills to strengthen practice and health care delivery; and
- 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 College 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 PhD in Nursing program are to:

- prepare nurse scientists and educators to make substantive contributions to the body of nursing knowledge that improve the lives of diverse individuals, families, communities, and populations.
- collaborate with other disciplines, professions, and community stakeholders to inform innovative and technology-forward solutions to new and emerging health care challenges.
- lead efforts to achieve health equity by applying knowledge from determinant models of health and evidence of health disparities in scientific inquiry.

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

ACADEMIC POLICIES AND PROCEDURES

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

ACADEMIC ADVISING

It is the student's responsibility to communicate at least twice during the academic year with their academic advisor and to keep them apprised about issues related to academic progress and/or other issues of concern.

ADVISOR RESPONSIBILITIES

Conduct an initial meeting with advisees at the beginning of the academic program and as needed in subsequent semesters, offering students a clear description of the advisor role to:

- Review university procedures;
- Review guidance available as academic issues arise;
- Serve as potential reference source;
- Provide access for communication with the student
- Develop an academically oriented relationship;
- Act as student advocate/mentor;
- Assist with test-taking skills or refer appropriately;
- Offer career counseling and advice; and
- Have regularly posted office hours and a means for scheduling appointments.

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 at least two weeks to complete request for references; and
- Make and keep appointments with advisor outside of class hours.

ACADEMIC CALENDAR 2026-2027

The academic calendar can be accessed using the following link: Undergraduate and Graduate Calendar

ACADEMIC CREDIT

Academic credits are awarded on the semester-hour basis. The primary College calendar consists of three semesters starting at different dates, including final examinations, as well as a pre-fall session and multiple summer sessions of variable length. On this calendar, a lecture course normally meets for the equivalent of one 55-minute class period per credit hour each week. While the distribution of time varies from course to course, a three-credit lecture course typically meets for the equivalent of three 55-minute periods each week. Credit hour definitions for clinical/practicum, simulation, and lab credits are reflected in the chart below. These ratios are typically followed for curricular courses unless otherwise noted.

Credit Hour Definition	Program Level	Delivery Method
1 Didactic Credit = 15 Hours	Undergraduate, Graduate	Didactic
1 Clinical Credit = 30 Hours	Undergraduate	Clinical
1 Clinical Credit = 75 Hours for NP Tracks	Graduate	Clinical
1 Simulation Credit* = 15 Hours	Undergraduate, Graduate	Simulation
1 Lab Credit = 25 Hours	Undergraduate, Graduate	Lab

* 1 hour simulation = 2 hours clinical.

ACADEMIC INTEGRITY POLICY

The leadership and faculty of the Jefferson College 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 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 College leadership and faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. The University policy on Academic Integrity defines and describes the procedures for responding to charges of violations of the University Policy of Academic Integrity.

Please note, the University also has an Artificial Intelligence Policy. Students should review their course syllabi to determine the Generative Artificial Intelligence Policy (GAI) for each class.

COLLEGE 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 Community Standards Board for adjudication under Option B of these guidelines.

1. Option A: The faculty member will submit a written incident narrative and action taken to the appropriate Program Director or Department Chair and Dean or designee. 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 Jefferson College of Nursing Associate Dean and the College Dean, by the faculty

   The faculty member will share the incident narrative with the student and inform the student of the decision and the student's right to appeal. No notation of faculty action will appear on the student's transcript. However, for Jefferson College of Nursing recommendation(s), the original narrative and record of this meeting will be placed in the student's Jefferson College of Nursing file. The information may be taken into account if the student is involved in another incident of academic dishonesty.

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

   The student may appeal sanctions within the College. Students should refer to the Student Grievance Policy for instruction.
2. Option B: Faculty may refer the case to Community Standards Board for review and determination. Please refer to the Appeals section of the University Academic Integrity Policy for guidance.

ACADEMIC PROGRESSION

To be considered in good academic standing, a BSN student must maintain a minimum cumulative grade point average (GPA) of no less than 2.30 (C+) and satisfy the special program requirements of Jefferson College 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 College of Nursing to be considered in good academic standing.

ACADEMIC PROBATION AND DISMISSAL

Students enrolled in Jefferson College of Nursing program who do not maintain a minimum 2.30 (C+) cumulative grade point average in any BSN program will be placed on academic probation.

Students enrolled in the Jefferson College of Nursing graduate, DNP, and PhD programs who do not maintain a minimum 3.0 cumulative grade point average will be placed on academic probation for one semester. If a student is enrolled in courses totaling fewer than 9 graduate credits during the subsequent semester, the probationary period will be extended to two semesters.

At the end of the probationary period (for Undergraduate, Graduate, DNP, and PhD students):

- 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 College for academic underachievement, or

- In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Vice Dean of Academic Affairs 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 (3.00 in graduate programs and 2.30 in undergraduate programs), the student is dismissed for academic underachievement.

Actions related to college academic probation and dismissal must be reviewed by both the Jefferson College of Nursing Committee on Student Promotions and the Vice Dean of Academic Affairs before action can be taken.

Students who fail to meet college regulations pertaining to academic standing are subject to policies regarding progression within the College.

BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAMS

Traditional BSN, Accelerated BSN Plus (ABSN+) - 1 Year Pathway, Accelerated BSN Plus (ABSN+) - 2 Year Pathway, RN-BSN – 1 Year Pathway, RN-BSN – 2 Year Pathway, RN-BSN – 3 Year Pathway

Students must successfully satisfy all prerequisite courses before progressing in the nursing major. Students must complete all requirements before graduation.

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 have a weighted average of 77% or above to pass a nursing course. Nursing courses with didactic, clinical, lab, and/or simulation components must be taken as a unit, and students must pass all components of the course to progress in the curriculum.

Accelerated BSN Plus (ABSN+) - 1 Year Pathway and Accelerated BSN Plus (ABSN+) - 2 Year Pathway Programs (MSN Component), RN-BSN – 1 Year Pathway, RN-BSN – 2 Year Pathway, RN-BSN – 3 Year Pathway

Students enrolled in the Accelerated BSN Plus (ABSN+) - 1 Year Pathway or Accelerated BSN Plus (ABSN+) - 2 Year Pathway program must successfully complete MSN level courses with a grade of B- (80) or above to meet program requirements.

Progression in the sequence of nursing courses is established in accordance with the program plan of study and requires successful completion of all prior sequenced coursework. If a student is unsuccessful in any nursing course, that course must be repeated through the College of Nursing at Thomas Jefferson University. At the time of course failure, the student will be placed on academic probation. 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 meet with the program director to request a leave of absence until re-enrollment can occur. A revised program plan of study will be designed for the student.

MASTER OF SCIENCE (MSN) AND DOCTOR OF NURSING PRACTICE (DNP) STUDENTS

Students who are awarded a Baccalaureate degree after completion of the Accelerated BSN Plus (ABSN+) - 1 Year Pathway or Accelerated BSN Plus (ABSN+) - 2 Year Pathway program may continue to take up to a maximum of 6 credits of non-clinical graduate coursework prior to taking their Next Generation NCLEX (NGN) examination. Continued progression in graduate coursework thereafter is contingent upon RN licensure. In the

event a student elects to take a temporary pause from study between completion of the Accelerated BSN Plus (ABSN+) - 1 Year Pathway or Accelerated BSN Plus (ABSN+) - 2 Year Pathway program and transition to graduate study, the student must request a Leave of Absence (LOA), in writing, for a period of up to two years. This leave must be approved by the Jefferson College of Nursing Chair, Graduate Programs or Vice Dean of Academic Affairs. The student on LOA may elect to change their status at any time within the two years and re-enroll as either a part-time or a 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 a LOA within the two-year period the student will be administratively withdrawn from Jefferson College of Nursing.

Students actively continuing in graduate coursework must submit a copy of a current RN license and American Heart Association Cardiopulmonary Resuscitation (CPR) completion card or an Resuscitation Quality Improvement (RQI)-Healthcare Provider Quarterly (BLS), (a program of the American Heart Association) for Health Care Providers to the Graduate Education Coordinator for inclusion in the student file. Active RN licensure and a CPR completion card must be maintained throughout the course of enrollment in the program.

- Students in all Master of Science and Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration for NU 673. Students must maintain these licenses throughout the course of enrollment in the program.
- Students enrolled in the Adult-Gerontology: Acute Care NP Program must also submit proof of current Advanced Cardiovascular Life Support (ACLS) completion card prior to registration in NU 631 and maintain said completion card 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) completion card prior to registration in NU 662 and maintain said certification throughout the course of enrollment in the program.
- Students enrolled in the DNP Nurse Anesthesia Program must submit proof of current American Heart Association cardiopulmonary resuscitation (CPR) completion card for Health Providers, or an RQI-Healthcare Provider Quarterly (BLS) (a program of the American Heart Association), Advanced Cardiovascular Life Support (ACLS) completion card and Pediatric Advanced Life Support (PALS) at the start of the program and maintain said completion cards throughout the course of enrollment in the program.

MSN and DNP students must successfully complete all MSN and DNP courses with a grade of B- (80) or above to progress in the curriculum. If a student is unsuccessful in any nursing course, the student will be placed on academic probation and must repeat the course through Jefferson College of Nursing.

DNP nurse anesthesia students must successfully complete all nurse-anesthesia-specific courses (non- clinical) with a grade of B (83) or above to progress in the curriculum. If a nurse anesthesia student is unsuccessful in an anesthesia-specific course, they will be placed on academic probation and must repeat the course the next time it is offered through Jefferson College of Nursing. Nurse anesthesia students who earn a failing final grade in any nurse-anesthesia-specific clinical course, are dismissed from the DNP – Nurse Anesthesia Program.

Students who are eligible to repeat coursework as defined by this academic progression policy and earn a second failing grade in the program of study will be dismissed from the College.

MSN and DNP 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 Request to Continue as a Jefferson College of Nursing Student to the Committee on Student Promotions or be dismissed from the College. 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 program Chair will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion time frame. This form must also be presented to the Vice Dean of Academic Affairs for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, the student will be dismissed from the program with no appeal. The Request to Continue as a Jefferson College of Nursing Student and Academic Performance Agreement forms are available from the program Chair.

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-Graduate certificate program elects to take a temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Vice Dean of Academic Affairs. If permission for the leave is granted, the student must file the Change of Status 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 College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College 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 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 College at Thomas Jefferson University. 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 College.

Nurse anesthesia students must successfully complete all nurse-anesthesia-specific courses with a grade of B (83) or above 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 College of Nursing at Thomas Jefferson University. Nurse anesthesia students who earn a grade of B- or below in a second nurse-anesthesia-specific course, or who earn B- or below twice for the same course will be dismissed from the College.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM (POST-MSN ENTRY)

Students accepted to the post MSN to 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 temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Vice Dean of Academic Affairs. If permission for the leave is granted, the student must file the Change of Status 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 College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College 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 Jefferson College of Nursing. 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 College.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM (POST-BACCALAUREATE ENTRY)

Students accepted to the post-BSN to 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 temporary pause from study, a leave of absence may be requested in writing to the Chair, Graduate Programs or Vice Dean of Academic Affairs. If permission for the leave is granted, the student must file the Change of Status 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 College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

The MSN degree will be conferred at the point students complete the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (2021). Students enrolled in a post-BSN to DNP Nurse Practitioner Track are required to achieve national certification as a Nurse Practitioner within 12 weeks of completing the MSN-level curriculum component to continue and progress in the program.

Students must successfully complete all doctoral nursing courses with a grade of B- (80) or above 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 Jefferson College of Nursing. 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 College.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM NURSE ANESTHESIA PROGRAM

Students accepted to the DNP Nurse Anesthesia program pursue a full-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 Chair, Graduate Program or Vice Dean of Academic Affairs. If the leave is granted, the student must file the Change of Status form available in the University Office of the Registrar's website. 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 College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal, and they will have to reapply for admission to the College of Nursing. Following enrollment in the DNP nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

Nurse anesthesia students must successfully complete all doctoral nursing courses with a grade of B- (80) or above 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 Jefferson College of Nursing. Students who earn a grade of C+ or below in a second nursing course, or who earn C+ below twice for the same course will be dismissed from the College.

Nurse anesthesia students must successfully complete all nurse-anesthesia-specific courses (non-clinical) with a grade B (83) or above to progress in the curriculum. If a student is unsuccessful in any nurse- anesthesia-specific course (non-clinical), that course must be repeated the next time it is offered through the Jefferson College of Nursing. Students who earn a grade of B- or below in a second nurse-anesthesia-specific course (non-clinical), or who earn B- or below twice for the same course will be dismissed from the College. Clinical courses are graded as pass/fail. Nurse anesthesia students who earn a final failing grade in any clinical course, are dismissed from the DNP – Nurse Anesthesia Program.

DNP 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) 3.0 or better after two consecutive probationary semesters must submit a Request to Continue as a Jefferson College of Nursing Student to the Committee on Student Promotions or be dismissed from the College. 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 program Chair will create and sign an acceptable Academic Performance Agreement outlining classes to be taken and a completion time frame. This form must also be presented to the Vice Dean of Academic Affairs for final review and approval. If the student does not maintain continuous enrollment from this point on until graduation, the student will be dismissed from the program with no appeal. The Request to Continue as a Jefferson College of Nursing Student and Academic Performance Agreement forms are available from the program Chair.

PHD IN NURSING PROGRAM

Academic progression policies pertaining to PhD students may be found in the Jefferson College of Nursing PhD Student Handbook.

ACADEMIC STANDING

To be considered in good academic standing, the student must maintain a minimum cumulative grade point average of 2.30 (C+) in undergraduate programs and 3.00 (B) in graduate programs and satisfy the special program requirements of the College.

ATTENDANCE REGULATIONS

Attendance is expected for all classes for which a student is registered. Attendance requirements are defined by the academic program/department. These requirements along with the student learning outcomes of the course shall be clearly outlined by the faculty at the beginning of each course. Please see the University Undergraduate Attendance Policy and Graduate Attendance Policy for further information.

CARDIOPULMONARY RESUSCITATION COURSE COMPLETION

Proof of completion of the American Heart Association or American Red Cross cardiopulmonary resuscitation (CPR) for healthcare providers course is a requirement for students in all degree and Post-Graduate Certificate programs in the Jefferson College of Nursing. A current CPR completion card must be maintained throughout the program.

CHANGE OF GRADE

To change a student's grade, the faculty 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 faculty must submit to the appropriate Jefferson College of Nursing Chair for approval indicating the reason for the change together with the signed endorsement. A student who believes that they have received an inappropriate grade should contact the course faculty lead. A change of grade may be made within six weeks from last day of the course.

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 Education Coordinator (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, is available on the BANNER Student Website.

Students are required to update their mailing addresses and telephone numbers directly on the website by visiting Banner. 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.

CHANGES OF SCHEDULE: DROPPING OR ADDING COURSES

Students who wish to revise their schedules after registration must contact their Education Coordinator and complete a Schedule Change Form (Drop/Add) and return it with the appropriate signatures to the University Office of the Registrar based on the deadline published in the Academic Calendar.

Prior to changing their schedules, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

Students who are matriculated in a baccalaureate, master's, doctoral or post-graduate certificate program are not permitted to drop all courses in a term without obtaining an approved Leave of Absence or withdrawing from the College, and they will be subject to the refund policy as described below.

Students who stop attending classes without filing the required Course Drop form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course faculty does not constitute an official course drop.

CHANGE OF STATUS FORM

Students must complete a Change of Status form for the following: Change in status from full-time to part- time or part-time to full-time; change in program track, request for leave of absence; or withdrawal from the College/ University. This form is available from the University Office of the Registrar and/or the appropriate Chair.

CLINICAL REMEDIATION, PROBATION, AND FAILURE

All Jefferson nursing students are subject to the College's specific regulations governing clinical practice. Clinical Remediation, Clinical Probation and/or Clinical Failure may apply to a student who does not meet the clinical student learning outcomes within a course.

CLINICAL REMEDIATION

Students who are performing below the expected clinical student learning outcomes will be placed on Clinical Remediation.

PROCEDURE

1. A meeting will be scheduled between the student and course faculty to review the expected student learning outcomes and the level of observed student performance.
2. A remediation plan, with expected student learning outcomes and a timeline for demonstrated progression will be provided to the student.
3. The student will be informed that failure to follow the remediation plan and/or meet expected progression to attainment of student learning outcomes, will result in Clinical Probation and/or be addressed through the Community Standards depending on the type of clinical practice deficiency demonstrated by the student.
4. Course faculty will share the remediation plan with expected student learning outcomes and timelines with the student, Director of Simulation and Clinical Skills and the Program Director.
5. Clinical remediation must be resolved before the end of the semester in order to successfully meet the student learning outcomes. If the remediation cannot be resolved, the student will be unable to progress to the next semester.

UNSAFE CLINICAL PRACTICE: PROBATION AND FAILURE

Students who exhibit unsafe clinical practice with the potential to impact patient health, welfare, and/or safety will be placed on Clinical Probation or immediately recommended for Clinical Failure. Unsafe clinical practice is defined as an action or potential threat by a student that endangers patient health, welfare, and/or safety. Additional factors contributing to an assessment of unsafe practice may include, but are not limited to, false documentation, failure to communicate truthfully, and inappropriate interpersonal communication patterns, among others. The decision whether a given incident or pattern warrants assignment of Clinical Probation or Clinical Failure is the sole discretion of Jefferson College of Nursing faculty. In either the case of Clinical Probation or Clinical Failure, the Committee on Student Promotions will define the conditions under which the student may or may not be allowed to progress to further clinical courses.

1. Procedure for Clinical Probation:
    a. Course faculty are responsible for placing a student on Clinical Probation when a student poses a potential threat to patient health, welfare, and/or safety.
    b. When a student is placed on Clinical Probation, a meeting will be scheduled between the student, program director and course faculty to review the remediation plan, with expected student learning outcomes and a timeline for progression. The meeting will typically take place within one week of course faculty receiving notice of the concern.
    c. A letter notifying the student of Clinical Probation status will be sent to the student and placed in the student's file.

d. As per the timeline indicated on the remediation plan, the course faculty will complete the remediation plan with outcomes and send a copy to the student, the student's file, the program director, and the Committee on Student Promotions.

e. Students who successfully complete the remediation plan and meet all expected student learning outcomes of the course will be removed from Clinical Probation.

f. Students failing to remediate satisfactorily and unable to meet the expected student learning outcomes, will receive a Clinical Failure. Students can appeal their clinical failure through the Grade Appeal process outlined in the Jefferson College of Nursing Student Handbook.

2. Procedure for Clinical Failure

   Clinical failures can be the result of unsafe clinical practice as defined by the College, either in one event or a pattern of events. Students wishing to appeal a Clinical Failure decision may do so by following the steps outlined in the Grade Appeal Protocol. The decision whether a given incident or pattern warrants Clinical Failure is the sole discretion of Jefferson College of Nursing.

CLINICAL PRACTICE MAKE-UP FEE

It is the policy of Jefferson College of Nursing that undergraduate students who are absent from clinical practice must make up the clinical practice and pay a clinical make-up fee. The clinical make-up fee, payable to Jefferson College of Nursing, is $250.00 per absence. Before the clinical makeup day can be scheduled, a money order for the clinical practice make-up fee is to be submitted to the BSN Education Coordinator of the student's program. Personal checks will not be accepted.

Students who request a waiver of the clinical practice make-up fee should be directed to the appropriate Program Director or Program Chair.

CLINICAL PERFORMANCE EXPECTATIONS

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 expectations for clinical performance, as defined by Jefferson Occupational Health Network for Employee & Students, the student will:

1. Notify the clinical course faculty.
2. Notify the appropriate Program Director.
3. Submit documentation by a health professional to the Jefferson Occupational Health Network indicating that the student is unable to attend clinical.
4. Provide ongoing documentation as directed by the Program Director.

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 Jefferson Occupational Health Network and is able to return to clinical, the student will:

1. Notify the clinical course faculty.
2. Notify the appropriate Program Director.
3. Submit documentation to Jefferson Occupational Health Network 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 the Jefferson Occupational Health Network prior to returning to clinical.

Jefferson Occupational Health Network for Employee & Students has many office locations available. To make an appointment visit Jefferson Health/Jefferson Occupational Health Network for Employees & Students.

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.

For more information about students' rights regarding education records, please visit the University Office of the Registrar webpage and click FERPA.

COURSE WITHDRAWAL

During the Drop/Add period, a student may withdraw from a course by contacting their Education Coordinator and completing a Schedule Change Form (Drop/Add). A student who withdraws from a course prior to the deadline published in the college'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 faculty does not constitute an official course drop or withdrawal.

CREDIT HOUR ASSIGNMENT IN ONLINE COURSES

The number of credit hours for courses that meet face-to-face with faculty or remotely is defined by the number of hours spent in classroom; credit hours in synchronous online environments are recorded in the same manner as for traditional classes.

The definition of credit hours in asynchronous learning environments is based on the following guidelines:

1. The course syllabus clearly documents that the course covers the same material of course content that is expected if the class were a traditional campus-based course. Clear documentation includes the student learning outcomes, the course topics, and the stated expectations for readings, projects, and other assignments.
2. In 1998, faculty teaching campus-based core courses in the MSN/DNP program developed each of the campus-based core courses as asynchronous online courses and determined that the course content delivered in the asynchronous environment was of sufficient scope and rigor to ensure the amount of material delivered was comparable to the same campus-based course. Faculty worked with an instructional designer in developing each asynchronous course. Each MSN/DNP campus- based core course was 3 credits, each asynchronous online MSN/DNP core course was 3 credits, and each asynchronous online MSN/DNP core course was 3 credits.
3. During the development and planning of these courses for the asynchronous learning environment, faculty estimated the time a typical student would take interacting with the course content. This was equivalent to the number of credit hours expected in the campus-based courses and was documented in each course syllabus. Hours for completing homework assignments, working on projects, studying for examinations, etc., were considered outside the credit hour requirements for the course.
4. Faculty determines class attendance by the evaluation of student participation in scheduled online discussions, required interaction with the faculty, as well as other classmates, and the timely submission of class assignments rather than simply by the number of logins provided in the statistics measured by the course management system. Quality and quantity of work demonstrated the rigor and time on task assignments was equal to those of the traditional course delivery.
5. Courses taught in the online format are equivalent to the same courses taught in the traditional campus-based format.
6. Courses developed specifically for online delivery must be approved through the College Curriculum Committee in the same way as new traditional campus-based courses.
7. The process and procedures for offering online courses are the same as all other Jefferson College of Nursing courses.

RUBRIC FOR ASYNCHRONOUS ONLINE CREDIT HOUR ESTIMATES

In asynchronous learning environments, the traditional face-to-face contact time is redefined as the time a typical student spends interacting with course content. This definition excludes student work traditionally done outside of class such as preparation, studying, reading, and writing papers.

When faculty plan and develop asynchronous courses, they account for 12.5 hours of contact time for each credit hour (compared to 55 minutes per credit hour in class for fifteen weeks). They also account for two hours of outside student work per credit hour.

The following rubric is used to estimate asynchronous contact hours in the absence of data. Outside student work must be accounted for in the traditional manner.

Interactions with Course Content	Time on Task Estimates	Examples
Startup Preparations	10 minutes per preparation item.	Software Downloads, & Installations, Computer Preparations, Orientation to Course Management Items.
Reading (descriptive and technical text)	3 minutes per page	Textbooks and reference materials, both online and traditional.
Reading (online screens with no interactivity)	2 minutes per screen	PowerPoint Slide Shows, Syllabus, Announcements, Case Studies, Journals.
Reading (online screens with interactivity)	4 minutes per screen	Multimedia. Tutorial.
Video	5 minutes per video	Faculty Brief. YouTube. Demonstrations.
Lecture Capture	30 minutes per lecture	Staged or Classroom Capture.
Audio	5 minutes per audio presentation	Music, Medical, History, Speeches, Radio, Nature.
Podcasts and Phone Apps	5 minutes per Podcast	Mobile Learning.
Simulations and Gaming	15 minutes per simulation	Virtual Laboratories, Hands-on learning, Mock Criminal Trial, Virtual Field Trips.
Practice Problems (not homework)	20 minutes per problem	Math, Computer Science, Case Studies, Surveys.
Outside Online Short Training Courses	50 minutes per page (including prep)	Courses taken, usually from Government sources (e.g., FEMA Online Training Courses) as one requirement in an online course.
Writing Assignments	1.5 hours per page (including prep)	
Discussion Forum	60 minutes per session	Discussion, Remote Conferencing Chats, Group Collaboration, Wikis, Blogs, Social Learning, Online Office Hours.
Quizzes	20 minutes per quiz	

CRIMINAL BACKGROUND CHECK, CHILD ABUSE CLEARANCE, DRUG TESTING AND FBI FINGERPRINTING FOR JEFFERSON COLLEGE OF NURSING STUDENTS

Nursing students are required to complete criminal background checks, child abuse clearances, drug testing and FBI fingerprinting as part of the admitted student requirements and while enrolled in clinical coursework in the Jefferson College of Nursing. Students are required to report any additional violations, arrests, or convictions that occur at any time during enrollment in the Jefferson College of Nursing, including during a leave of absence.

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 had been previously completed.

To assist the student in completing this requirement, Jefferson College of Nursing uses Exxat APPROVE. Exxat APPROVE provides an online service that allows the process to be completed expeditiously and works closely with students should follow-up questions arise. Exxat APPROVE houses all student clearance requirements

and partners with Universal Background Screening, Inc. and IdentoGO to manage background screening and fingerprints.

Students will each have a personal account with Exxat APPROVE and they should upload results and/or reports directly to this account. Do not send any results to Jefferson. Exxat APPROVE notifies Jefferson whether clearance requirements have been completed and whether the results require further action. The student should retain a copy of each report as individual clinical sites may request that a copy be submitted at the time of placements.

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

An adverse criminal background check, drug test result and/or FBI fingerprinting report may result in the offer of acceptance to Jefferson College of Nursing being rescinded or the inability to place the student at a clinical site. Additionally, clinical practice or fieldwork placements may be denied due to incomplete medical clearances. Students who are unable to be placed at a clinical site will be unable to meet program requirements for graduation. In these situations, the offer of acceptance to Jefferson College of Nursing may be rescinded. Students may NOT attend clinical rotations until they have been fully cleared by Exxat APPROVE.

Students with questions regarding Exxat APPROVE should contact approve@exxat.com.

All students requesting a religious or medical exemption must email jcnexemptions@jefferson.edu at least one month prior to clinical rotations beginning.

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 Associate Provost of Student Affairs (215-503-6335, Edison Building, 18th floor, room 1810G) and submit documentation of that disability. See the University policy on Disability Accommodations for further information.

DISTANCE LEARNING

Students engaged in distance learning are directed to the Distance Learning Support Website.

What are the requirements for a Jefferson College of Nursing distance learning course?

Jefferson College of Nursing courses (on campus and online) use Canvas as the learning management system. Most documents and files are distributed this way. Lectures may be offered synchronously, using various webcasting applications, or asynchronously as a recorded presentation that may be viewed on demand. Below are the general hardware and software requirements. If you do not already have the necessary viewer applications, the system will generally prompt you to download the free player.

For synchronous courses, the University uses Canvas and Microsoft Teams, which require the use of a web cam and headset (audio, microphone, and camera).

Hardware

- Canvas
- Microsoft Teams Requirements

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).

It is strongly recommended that your computer have a wired high-speed internet connection (i.e., 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 Educational Technology Support. Call 215-503-2830 or email EdTech.Support@lists.jefferson.edu.

Software

Jefferson uses MS Office for documents (MS Word); spreadsheet (MS Excel); and presentations (MS PowerPoint). You do not need to use MS Office if you normally use a different suite of tools, but you will need to save your files in that format.

Internet Access and Email

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 Canvas), library resources, Banner (registration), and email. Thomas Jefferson University and Jefferson College of Nursing will ONLY contact students via the official jefferson.edu email account. Students may forward emails 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.

Skills Requirements

In general students should be comfortable with computers, be familiar with uploading documents to a system, internet searching, word processing, email and know how to send attachments with email.

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 courses, your own background and knowledge, your learning style, your computer, even the speed and reliability of your online connection. However, you should know that online courses generally take 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 the course faculty every week, how will I interact with my faculty?

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 the faculty and how to contact the faculty.

Is help available when I have questions? From whom?

- Questions about the content of your course will be referred to the course faculty.
- Questions about campus wireless, changing your password, should be referred to IS&T. You can contact IS&T at 215-955-7975 (24 hours/day and 7days/ week).

- Support for the Exemplify testing software is available through the vendor at 866-429-8889 ext. 3
- Questions about library services and literature searching should be referred to the library. You can contact the library at 215-503-6994 or go in person to the 2nd floor of the Scott Library to the Service Desk or email: AskaLibrarian@jefferson.edu
- Questions about educational technologies (Canvas, Nearpod, VoiceThread, etc.) should be referred to Educational Technology Support. You can contact EdTech Support at 215-503-2830. Or email: EdTech.Support@lists.jefferson.edu

I'm not sure if I have the correct equipment and software. Whom should I contact?

Please review the Canvas System Requirements. Remember that you can also complete your course work using the computers in the Library or in any of the 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.

DISTANCE LEARNING INTEGRITY STATEMENT

The Distance Education Integrity Policy was established to ensure documentation of the processes through which Jefferson College of Nursing 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 course that has an online component. Students are required to acknowledge the Distance Education Integrity Statement electronically at the beginning of every course by following the instructions provided.

DOCUMENTATION FOR JEFFERSON COLLEGE OF NURSING STUDENT FILES

Exxat APPROVE FOR COMPLIANCE AND TRACKING

For your compliance tracking at Jefferson College of Nursing, you will be using Exxat APPROVE (https://login.exxat.com). You will receive an email invitation from Exxat to create your account and start your compliance processes.

In Exxat APPROVE, you will upload health/immunization and background clearances and initiate screenings for your background check, drug screening, and Pennsylvania Access to Criminal History (PATCH) clearances in Exxat APPROVE. Additional guidelines regarding these clearances will be available in Exxat APPROVE.

In order for students to comply with academic/clinical clearance procedures, all documentation required for a clearance review must be uploaded to Exxat APPROVE by program-specific deadlines. There will be no exceptions to this policy. Uncleared students will not be permitted in academic/clinical areas that require clearances.

Clearance requirements are a critical part of clinical readiness. Students must be completely cleared by the first day of classes. If students are not fully cleared, they will be dropped from the course at the drop/add deadline each semester.

EMAIL

Each student will be assigned an email account. Email is the primary means available to faculty to communicate with students easily and quickly. 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. Email communication will be conducted through students' Jefferson accounts ONLY. Student email accounts will be designated as such by FIRSTNAME.LASTNAME@students.jefferson.edu.

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. The grade is given only when the work already completed has been of quality acceptable to the faculty. For students in undergraduate programs, this grade automatically becomes an "F" if the work is not completed and the faculty does not submit a grade within four weeks after the end of the course or the final examination. For students in graduate programs, this grade automatically becomes an "F" if the work is not completed and the faculty does not submit a grade within six weeks after the end of the course or the final examination.

GRADE APPEAL PROTOCOL

The grade appeal policy and procedure affords recourse to a student who believes evidence exists that an inaccurate final grade has been awarded. For more information about the grade appeal policy and procedure, please review the University Grade Appeal Protocol.

A student whose basis for dissatisfaction with a grade does not fall within this grade appeal policy may wish to review the University Grievance Procedure.

GRADING SYSTEM

The following is the grading system used in the Jefferson College 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 each 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.

A minimum of 77.0 is required for passing in all BSN courses.

A minimum of 80.0 is required for passing in all MSN and DNP courses.

A minimum of 83.0 is required for passing in all nurse-anesthesia-specific courses.

A minimum of 84.0 is required for passing in all PhD courses.

Only final grades will be rounded. At the close of an academic term, each course faculty assigns a letter grade indicating the quality of a student's work in the course.

GRADE	QUALITY	POINTS
A+	4.0	= 98-100
A	4.0	= 93-97
A-	3.7	= 90-92
B+	3.3	= 87-89
B	3.0	= 83-86
B-	2.7	= 80-82
C+	2.3	= 77-79
C	2.0	= 73-76
C-	1.7	= 70-72
D+	1.3	= 67-69
D	1.0	= 63-66
D-	0.7	= 60-62
F	0.0	= Below 60
WF	0.0	

GRADES NOT CALCULATED IN THE GRADE POINT AVERAGE (GPA)

AU **Audit**: Instructor permission required; no credit awarded. Please refer to "Auditing a Course" policy.

CR **Credit**: Awarded for successful completion of a course labeled credit/no credit, or challenge examination. Minimum threshold numerical/letter grades to achieve a "CR" grade are determined at a program level.

I **Incomplete:** Awarded only when the student has done course work at a satisfactory level. For students in undergraduate programs, failure to remove an incomplete grade prior to the end of the 4th 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." For students in graduate programs, 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:** Applicable to Jefferson College of Nursing, Jefferson College of Life Sciences, and Jefferson College of Public Health only. Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., thesis/dissertation). The final course grade and credit are awarded in the term of completion.

NC **No Credit**: Assigned when a student has not successfully achieved a passing score on a challenge examination, or passed a course labeled CR/NC. Minimum threshold numerical/letter grades to achieve a CR grade are determined at a program level.

P **Pass:** Awarded when a student successfully passes a course labeled Pass/Fail. Minimum threshold numerical/letter grades to achieve a "P" grade are determined at a program level.

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 time frame determined by the College/ 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. After the deadline, a student who withdraws will receive a grade of WF (Withdrew Failing). WF is calculated in the student's GPA as 0.00 quality points. See "Course Withdrawal Policy" for information on requesting permission for late withdrawal and receiving a W grade.

WP **Withdrew Passing:** Used in extraordinary cases determined at the college level. Please refer to your college/program handbook.

WF* **Withdrew 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 College of Nursing, except for the following circumstances.

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 based only on the grades earned in courses taken after completion of the first program.

ACADEMIC HONORS (BSN 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 (LATIN HONORS) AT GRADUATION (BSN PROGRAMS)

To graduate with honors, a student must:

- Complete at the College a minimum of 60 credits in a bachelor's 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 3.50-3.64
  - Magna Cum Laude..... 3.65-3.79
  - Summa Cum Laude..... 3.80 or above

The cumulative GPA is calculated on grades earned in Jefferson College of Nursing courses only. Transfer courses are not included.

GRADUATION POLICY

BSN 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 2.30 (C+) 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 3.00 (B) on all attempted work to qualify for graduation from the University.

Full-time students are required to complete their course of study within three (3) years of the date of matriculation. Part-time students are required to complete their course of study within five (5) years of the date of matriculation. An extension may be granted in the event of extenuating circumstances, such as a documented serious illness.

RESIDENCE REQUIREMENTS FOR GRADUATION

A student must earn a minimum of thirty (30) semester credits on campus immediately preceding graduation for a degree to be conferred. Graduate students enrolled in approved online or hybrid programs satisfy this requirement through completion of program requirements as defined in the applicable program plan of study. Students seeking clarification regarding residency credit applicability should contact the University Office of the Registrar.

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 their Jefferson email account.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of 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.

STUDENT GRIEVANCE PROCEDURE

All members of the Thomas Jefferson University community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure as described below is intended to allow students this mode of expression. However, the student grievance procedure is not intended for grade appeals or dismissal due to unsafe clinical practice. Please see the policy for grade appeals located on the university website or dismissal due to unsafe clinical practice in this handbook. The student grievance procedure includes the following steps:

1. Students are encouraged to address the problem at the point closest to the issue. In the Jefferson College of Nursing, the student is encouraged to attempt to resolve the dispute with the faculty or staff member involved with the issue.
2. If dissatisfied with the outcome after meeting with the person closest to the issue, the student may meet with the appropriate Program Director to reach a resolution.
3. If satisfactory resolution was not achieved in the student's meeting with the Program Director, the student may file an official complaint by completing the Student Grievance Form.
    a. When the complaint information is received, the Dean or Dean's Designee will schedule a meeting with the student to discuss the complaint. Please note that the Dean/Dean's Designee may request additional information from the student who submitted the complaint, as well as from other individuals identified in the complaint. Every reasonable effort will be made to preserve an individual's privacy and protect the confidentiality of information connected with the complaint. The information 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.
    b. 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.

Records of the grievance are kept by the respective faculty and administrative personnel and do not become part of the student's permanent record. If an official complaint is filed with the Office of the Dean, the University will also track such complaints and maintain a record that includes a date the complaint was received, the student(s) identified with the complaint, the nature of the complaint (including a copy of the written complaint), the University officials who were involved in addressing the complaint, the steps taken to resolve the complaint, and the final resolution/disposition of the complaint. This information may also be made available to regulatory agencies and accrediting bodies as required in accordance with applicable law, regulations, and policies.

GUIDELINES FOR INDEPENDENT STUDY (NU499/NU699)

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.

1. All proposals are to be typed.
2. Student will define the topic for their study.
3. 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.
4. 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 15 hours of work

   Two (2) credits: approximately 30 hours of work

   Three (3) credits: approximately 45 hours of work

   CLINICAL

   One (1) credit: approximately 30 hours of work T

   Two (2) credits: approximately 60 hours of work

   Three (3) credits: approximately 90 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 adjust the appropriate credit allotment for the student's anticipated workload.
5. The topic of the study should clearly reflect the "title" of the student's 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.
6. The purpose of the study should explain why the learner is studying the topic and how the end result will be applied. For example, "By undertaking this study, I intend to demonstrate that home chemotherapy is more cost-effective."
7. Objectives are not difficult to define; simply put, they break down the purpose of the study into easily measurable behaviors. They identify the knowledge the student plans to gain through accomplishing the study. For example, "identify" those chemotherapeutic agents approved for administration in the home and "investigate the cost of the third-party carriers when chemotherapy is given in the home vs. in the hospital."
8. The learning activities should be directly related to the objectives, e.g., library research, developing a teaching plan, interviewing clients, attending conferences, etc. The 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 period helps considerably.
9. Methods of evaluation refer to how the grades will be assigned; paper, project, presentation, or poster. Be as specific as possible.
10. 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 COLLEGE OF NURSING

PROPOSAL FOR NURSING 499 AND NURSING 699
INDEPENDENT STUDY

Student Name: _____

Faculty Advisor: _____

Academic Term: _____

Credits: _____

Topic of Study: _____

Purpose of Study: _____

_____

Objectives: _____

_____

Learning Activities: _____

_____

Method(s) of Evaluation: _____

_____

_____

Student Signature: _____

Faculty Advisor Signature: _____

GUIDELINES FOR WRITTEN COURSE ASSIGNMENTS

1. Students are required to use the APA Manual, 7th edition.
2. All written work, unless otherwise specified, must be submitted in a Word document format, using the most recent APA style manual as a guide.
    - Non-typed work (unless otherwise specified) will NOT be accepted;
    - Papers not in current APA format will NOT be accepted; and
    - Papers with incorrect APA formatting will lose 1 point for each occurrence up to 5 points maximum.
3. All work must be grammatically correct, properly referenced, and reflective of current nursing and other healthcare professional references.
    - Unless otherwise specified in the course syllabus papers with grammatical and spelling errors will lose 1 point for each incorrect occurrence up to 10 points maximum; and
    - Textbooks are not considered appropriate sole references for written work for Graduate (MSN, DNP, and PhD) level students.
    - Textbooks may be used by students in undergraduate (BSN) courses.
4. Electronic submission for written course assignments must be submitted in Word document format. No photographs, PDFs, or JPEGs will be accepted unless otherwise specified within the course syllabus or assignment directions.
5. Students may also access the Academic Commons and/or the Jefferson Student Writing Center for questions pertaining to the use of APA format.
6. Any assignment not submitted by the specified due date and time 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. Exceptions will be reviewed on an individual basis in advance of assignment due dates by course faculty.

HEALTH REQUIREMENTS

Thomas Jefferson University, Jefferson College of Nursing requires that all students meet their outstanding health requirements prior to matriculation. This includes immunizations and screenings. In order for students to comply with academic/clinical clearance procedures, all documentation required for a clearance review must be uploaded to Exxat APPROVE by program- specific deadlines. There will be no exceptions to this policy. Uncleared students will not be permitted in academic/clinical areas that require clearances.

All students requesting a religious or medical exemption must email jcnexemptions@jefferson.edu at least one month prior to clinical rotations beginning.

IDENTIFICATION CARDS

All students in the Jefferson College of Nursing are issued photo identification cards to be carried at all times on campus and in clinical 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 at 1100 Walnut Street, Suite 102 (to the left, before the lobby entrance). The Photo ID Center is open during store hours from 7:00 am to 4:00 pm Monday through Friday. For more information call (215) 955-7942.

INFORMATION SERVICES AND TECHNOLOGIES (IS&T) INFORMATION

The Campus Key is your universal login credential and personal identifier that allows access to information resources on campus. It's used to authenticate your identity and grant you access to Thomas Jefferson University computing services, such as Canvas, the JeffMail email system, library systems, the Banner student information system, wireless network, public/lab computers and support services.

If you do not know your Campus Key, you can retrieve it one of two ways:

- If you are on campus, visit: Campus Key Lookup & Password Reset Tool
- If you are off campus, call IS&T at 215-955-7975

PASSWORD

If you are a new student who has not attended Jefferson previously, and have never worked in any capacity for any hospital or affiliate of Jefferson Health, your initial password is "@Jefferson" (uppercase 'J' required) and then your Date of Birth in the format MMDDYYYY. Your password will resemble @JeffersonMMDDYYYY. You must login to Initial Password Reset to change your initial password within one year.

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.

CANVAS

Jefferson uses Canvas as its learning management system (canvas.jefferson.edu). Access to Canvas is made by using your Campus Key (format: campuskey@students.jefferson.edu) and password.

Canvas allows access to calendars, announcements, and links to all of your courses and student organizations in one convenient place. Please note: Canvas is also used as a tool for providing information to students, faculty, and staff. It is important that all students log in to Canvas regularly as numerous important notices are updated frequently.

EMAIL

The student Jefferson email address is generally represented as FIRSTNAME.LASTNAME@students.jefferson.edu. This student email differs from the Jefferson employee email address. This is the email address that students should provide to others as their official email address at Thomas Jefferson University. While the Campus Key is used for authentication on campus systems, the email address is used for official communications. Email can be accessed by visiting JeffMail, logging in with your Campus Key and password and choosing the link "Office 365 login for Thomas Jefferson University students." Access to this web-based email is available from any internet or campus connected computer using the Microsoft Edge browser. Other browsers may also work but are not generally supported by IS&T.

Please note: JeffMail is the University's official correspondence method and is the only formal method of electronic communications between Thomas Jefferson University and students, faculty and staff. It is also the primary way in which advisors, faculty, and other staff will communicate with students. It is very important that all students check their JeffMail email 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.

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.

LIBRARY

Scott Memorial Library provides databases, full-text collections, and library services at library.jefferson.edu. The Dixon Library at the Horsham campus also serves as a resource for students.

Incoming and current students may visit a specialized student information center on the Scott Memorial Library Technology page.

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 student wireless network name is: eduroam. The wireless network also covers most, if not all, the classroom areas in Edison, College, Curtis, Bluemle, and Jefferson Alumni Hall. The network provides students with high-speed network connectivity within these areas to academic resources and the Internet.

PC NETWORK REGISTRATION

All students will need to register their PCs and laptop computers to access the Thomas Jefferson University network. Student Wireless (eduroam) is available to all students. When connecting to eduroam, you will be prompted to enter your campus key and password. After you are connected, open a web browser and you will be automatically redirected to a Jefferson self-registration webpage. Log in to this page using your campus key and password to register your device. You will only be prompted with this page once per device.

If you are considering a computer purchase, Jefferson recommends a laptop, tablet or smartphone. These devices should be compatible with the 802.11 G and N standard necessary to use WPA2 ENTERPRISE authentication protocol as the personal WEP or WPA versions do not allow for user authentication.

If you experience issues connecting to Student Wireless (eduroam), please contact the IS&T Solution Center at 215-955-7975.

The East Falls Campus Store is located at Kanbar Campus Center, 4201 Henry Ave, Philadelphia, PA 19144. The Jefferson Campus Store can be found online at www.jeffersoncampusstore.com. To contact the Campus Store please call 215-955-7922 or email us at campusstore@jefferson.edu. The Campus Store is an Apple Authorized Campus Store and offers educational pricing on Apple notebooks, iPads, Apple Watches and peripherals. We have several demo units on display to consider and purchase.

If you decide to purchase a computer from us, we offer educational discounts on Apple, HP, Lenovo and Dell computers. We can special order most configurations from all of these vendors all at educational pricing. To access our in stock computer models, please go to www.jeffersoncampusstore.com and click on the "Ram Tech" catalog.

The table on the next page lists the minimum and the recommended laptop configurations for students to access the Thomas Jefferson University wireless network and to provide adequate computing performance for software applications used on campus.

Recommended Minimum Configurations for New Computer Systems			
		Windows	Mac OS
Hardware	Processor	Dual Core i5 Processor	M4 or Intel Chipset
	Memory RAM	16GB	16 GB
	Hard Drive	256 GB	256 GB
	Graphics	Built-in Video Card	Built-in Video Card
	Sound	Built-in Audio & Speaker	Built-in Audio & Speaker
	Network Connection	10/100/1000 Base-T Ethernet	10/100/1000 Base-T Ethernet
	Wireless Network	Built-in Wireless 5Ghz G/N Network Card (Intel Preferred)	Built-in Wireless 5Ghz G/N Network Card
	Recommended Operating System	Windows 11	Monterey (12) or Newer

LATENESS

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 faculty to enter the classroom. The student is responsible for meeting student learning outcomes that were covered during the missed classroom time. Any materials that were handed out during this time are the students' responsibility to obtain.

LEAVE OF ABSENCE FOR BSN STUDENTS

In the event that an undergraduate student (BSN) requires a non-academic-related leave of absence, the student will have the opportunity to return to the BSN plan of study. Ability to progress in the BSN curriculum will occur as follows:

When personal circumstances make a temporary absence from the College advisable and when intent to return is evident, a leave of absence may be granted to a student matriculated in the BSN degree program who files the Change of Status Form available on the University Office of the Registrar's website. Permission of the College Chair of Undergraduate Programs or Vice Dean of Academic Affairs is required. A leave will be granted for a period of one semester, up to a full academic year. A student who is subject to dismissal for academic or disciplinary reasons is 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. In the case that a student must take a medical leave of absence, the University Leave of Absence – Medical Policy will be applied. Upon return from a medical leave of absence the student must visit Occupational Health Network for Employees & Students to determine their ability to return to class or clinical (see the Medical Leave of Absence and Mandatory Medical Leave of Absence sections below for further details).

A leave of absence should be arranged in advance. A student considering a leave should first consult with their program director regarding possible effects on their progress toward the degree. Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit interview counseling session with the Financial Aid Office.

Prior to return from the approved leave of absence, the student will meet with the Director of the Program in which the student is matriculated to determine their individual plan of study. Individual plans will include student demonstration of competency consistent with student learning outcomes and clinical skills in the BSN plan of study that were completed at the time of the approved leave. Students are eligible for one leave of absence during the BSN program. Students who fail to return to the College at the end of the approved leave will have their status changed from leave of absence to administrative withdrawal.

LEAVE OF ABSENCE FOR MSN, DNP AND PHD STUDENTS

When personal circumstances make a temporary absence from the academic program advisable and when an intent to return is evident, a leave of absence must be requested from the Chair, of your Graduate Program. Students requesting a leave of absence must complete the Change of Status Form available on the University Office of the Registrar's website. Permission of the Chair of your Graduate Program or Vice Dean of Academic Affairs 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. In the case that a student must take a medical leave of absence, the University Leave of Absence – Medical Policy will be applied. Upon return from a medical leave of absence the student must visit Occupational Health Network for Employees & Students to determine their ability to return to class or clinical (see the Medical Leave of Absence and Mandatory Medical Leave of Absence sections below for further details).

Students who fail to return to the program at the end of the approved leave will have their status changed from leave of absence to administrative 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 College.

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.

MEDICAL LEAVE OF ABSENCE

For a medical leave of absence, students must proceed through Occupational Health Network for Employee & Students, which will notify the Office of the Dean of its recommendation regarding a medical leave. No medical leaves will be reviewed or received without the endorsement of the Director of Jefferson Occupational Health Network, or other physicians designated by the Director of Jefferson Occupational Health Network.

A medical leave of absence will be for a period of up to one year. A leave of more than one year's duration will be granted only under the most extraordinary circumstances and only after review by the Office of the Dean. Prior to return, which may be applied for prior to the one year anniversary, appropriate medical screening will be arranged by the Director of Jefferson Occupational Health Network with consultation, if necessary, to provide assurance of the student's fitness to return to class.

MANDATORY MEDICAL LEAVE OF ABSENCE

The Jefferson College of Nursing has an obligation to protect patients, students, faculty, and employees from harm caused by the actions of any student. If remaining in a course, rotation, or in the Jefferson College of Nursing is thought to be detrimental to the student, classmates, faculty, or to the delivery of patient care, the Jefferson College of Nursing Dean or the Dean's designee has the right to temporarily remove a student from Jefferson College of Nursing, a course, rotation, pending medical and/or psychiatric evaluation and review by the Director of Occupational Health Network for Employees & Students, or other physicians designated by the Director of Occupational Health Network for Employees & Students.

Removal from Jefferson College of Nursing, a course, or rotation, are all subject to review by the Committee on Student Promotions and the Vice Dean of Academic Affairs as appropriate.

The Jefferson College of Nursing Vice Dean of Academic Affairs or the Dean's designee will determine the length of the leave and will require the students to demonstrate fitness to return to the college. The Jefferson College of Nursing Vice Dean of Academic Affairs or the Dean's designee will alert the student, in writing, of any restrictions during their leave of absence.

Prior to return, appropriate medical screening will be arranged by the Director of Occupational Health Network for Employees & Students with consultation, if necessary, to provide assurance of the student's fitness to return to class.

Any financial costs that may be incurred are the responsibility of the student. Reentry after a leave for psychological /psychiatric reasons will include an interview by the psychiatrist designated by the Director of Occupational Health Network for Employees & Students. Should the Jefferson College of Nursing Committee on Student Promotions direct a mandatory leave of absence, the Committee will define the conditions of return, which may include restricting the scheduling of clinical or clinical practice rotations at away sites.

ONLINE EXAMINATION POLICY

Students taking examinations in an online 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.

PERSONAL DIGITAL DEVICES IN THE CLINICAL SETTING

Personal Digital Devices (PDDs) include but are not limited to smart phones, smart watches, laptops, cell phones, and iPads that are used for clinical, clinical practice, and 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 databases that contain diagnostic or treatment related information. To comply with current regulations, the following protocol has been established for PDD use in the nursing programs.

1. Students are not permitted to enter Protected Health Information (PHI) into their PDD or digital device. Students are not permitted to take pictures in a clinical setting. The use of PDD functions which include personal text messaging is prohibited during clinical hours.
2. 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 in isolation, the PDD cannot be taken into the patient's room. Hand hygiene is the best method of preventing transmission of disease.

3. The use of PDD 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 in 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. Students should be aware that JCN has a Social Media Policy that should be followed.

POSTING OF EXAMINATION RESULTS AND GRADES

Faculty will post grades on Canvas.

REGISTRATION

It is the student's responsibility to be familiar with and observe the academic regulations and requirements of Thomas Jefferson University and Jefferson College of Nursing in all matters of course registration, course completion, and requirements for graduation.

With assistance and guidance of a faculty advisor (if needed), students register each semester for classes to be taken the following semester via Banner Web for Students at http://banner.jefferson.edu. It is the student's responsibility to be aware of the registration dates, course requirements, drop/add policies, course withdrawal policy, withdrawal from the College 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 permitted to attend class/clinical/lab/simulation** until all appropriate forms have been completed and all fees have been paid.

Students must register for classes according to the schedule published in the Academic Calendar.

RELIGIOUS HOLIDAY OBSERVANCE PRACTICE

PURPOSE

This practice provides a structured and equitable process for students observing recognized religious holidays that conflict with required academic activities, while ensuring completion of all courses, clinical, simulation, and program requirements. It supports religious observance, professional accountability, and safe learning environments.

STATEMENT

Consistent with Thomas Jefferson University policy, students have the right to observe a recognized religious holiday without academic penalty for absence, examinations, or assignments occurring on the same day as the observance. Students observing a recognized religious holiday may request an excused absence from scheduled didactic class, examinations, simulation, laboratory, or clinical experiences, provided all requirements are met. Students utilizing this practice in accordance with policy will not be subject to academic penalty solely for the approved absence. Excused absences related to religious observance do not waive essential courses, clinical, competency, progression, licensure, or graduation requirements. Students remain responsible for completion of all required course outcomes, clinical hours, competencies, and program requirements.

DEFINITION

Religious Holiday Observance Request – A pre-planned, student-initiated request for absence from a scheduled academic activity due to observance of a recognized religious holiday.

SCOPE AND LIMITS

- This practice applies only to the actual recognized religious observance day.
- It does not apply to travel, preparation, or recovery time before or after the holiday.
- Students remain responsible for completion of all required coursework, examinations, simulation activities, clinical hours, competencies, and course outcomes.
- Certain experiential education settings may remain subject to affiliated organization or facility policies.
- Students are encouraged, but not required, to identify the religious observance associated with the request.

STUDENT RESPONSIBILITIES

Students requesting a religious holiday observance absence must:

- Notify the Course Lead in writing within the first 7 days of the course.
- Identify the specific date(s) requested.
- Communicate in a timely and professional manner.
- Obtain missed course materials or information shared during the absence.
- Complete all required make-up work, examinations, simulation activities, clinical hours, competencies, and course outcomes.

COURSE LEAD RESPONSIBILITIES

The Course Lead will:

- Make reasonable efforts to support recognized religious observances whenever feasible and operationally possible.
- Excuse approved absences without academic penalty.
- Work collaboratively with students to develop reasonable alternative arrangements for missed assignments, examinations, simulation, or clinical activities.
- Provide alternative assignments or examinations, when applicable, that are equivalent in rigor and scope.
- Communicate excused absences related to religious holiday observance to the appropriate Program Director.
- Ensure arrangements do not compromise:
    - Patient safety
    - Clinical site requirements
    - Accreditation or regulatory standards
    - Achievement of course or program outcomes

CLINICAL AND SIMULATION MAKE-UP EXPECTATIONS

Completion of all required clinical hours, simulation activities, competencies, and course outcomes remain mandatory. Religious holiday observance absences do not reduce program requirements. Missed activities may require make-up experiences that:

- Occur during designated make-up periods
- Occur on evenings, weekends, or alternative shifts
- Occur in different groups, locations, units, or with different instructors
- Are assigned based on faculty, clinical site, simulation, and program availability and may not align with student preferences

LIMITATIONS

- Religious holiday observance requests:
- Must be planned in advance
- Must be requested within the first 7 days of the course
- May not be applied retroactively
- May not be used for unplanned absences

Exceptions to the notification timeline may be considered on a case-by-case basis for observances not reasonably known at the start of the course.

Failure to follow required procedures may result in the absence being treated under the applicable attendance policy.

If a student and Course Lead cannot reach agreement regarding alternative arrangements, either party may seek guidance from the appropriate Program Director or designee. Final determinations regarding alternative arrangements rest with the Program Director or designee in consultation with the Course Lead, consistent with program, accreditation, regulatory, and clinical site requirements.

The College may deny or modify requested dates or arrangements to ensure:

- Clinical site capacity
- Regulatory and accreditation compliance
- Safe and effective environments conducive to learning

REQUEST FOR LETTERS OF RECOMMENDATION

It is the student's responsibility to request references or recommendations from faculty for such purposes as employment, application for membership in honor societies and petitions for financial support. If the Jefferson College of Nursing receives a request for a reference or recommendation and you have not indicated a specific faculty member to complete the reference or recommendation, your academic advisor will receive the request. Two weeks' advance notice for a reference or recommendation is required.

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 during the course of study or may occur at the completion of a clinical experience as a result of cumulative unsafe performance. Safe clinical practice is defined as follows:

- Performs nursing actions and clinical expectations consistent with ANA Nursing: Scope and Standards of Practice, 4th Edition (2021) and when applicable, guidelines defined by specialty and governing bodies.
- Takes nursing actions to correct, minimize and/or prevent risk and/or harm to the patient.

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 College, 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 reestablished satisfactory progress.

To re-establish satisfactory progress, students must successfully complete, without receiving Title IV Funds, at least 70 percent of 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 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 College taking nonprofessional required courses and/or professional courses in the major with permission of the College 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. If students are not satisfied with a decision made by the Director, they may appeal to the appropriate Jefferson College of Nursing Associate Dean or Dean. The decision of the College 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 Programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Direct Loan program (Stafford and PLUS).

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 College 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.

Satisfactory Progress Table	
Number of Credits Attempted*	Number of Credits which must be successfully completed for satisfactory progress
1	1
2	2
3	3
4	3
5	4
6	4
7	5
8	6
9	6
10	7
11	8
12	8
13	9
14	10
15	11
16	11
17	12
18	13
19	13
20	14

*See definition of "Credits Attempted" above.

FINANCIAL AID REFUND

TITLE IV AID*

The table on the right will be used to measure satisfactory progress for the Federal Title IV Financial Aid Programs. For each Title IV aid recipient who withdraws, the College 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 College must return any portion of unearned Title IV funds for which the College is responsible.

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

If a student has completed more than 60% of the payment period, they are 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 the student 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 Work Study Program, Federal Direct Graduate PLUS Loan, and Federal Direct 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.

SPECIAL STUDENT STATUS

Students may be afforded special student status under the provisions of the College. This status may be granted only with permission of the College Dean for those students who, due to unusual circumstances, are unable to meet the prescribed requirements of a program. Under these circumstances, a written agreement is developed outlining the provisions of the program. Specific College regulations may be modified or waived to permit these students to achieve the goals of that program, provided that the affected regulations are cited in the agreement.

TECHNICAL STANDARDS REQUIRED FOR NURSING STUDENTS

COMPETENCY

With reasonable accommodation, the student can meet the minimal level of required activity.

PERFORMANCE STANDARDS FOR ADMISSION

The curriculum in the nursing programs requires students to practice essential nursing skills and functions, as deemed necessary in nursing practice. This includes cognitive, affective, psychomotor, physical and social skills. It is essential that one be able to perform skills in these domains in order to ensure the health and safety of patients, students, faculty, and health professionals.

The following skill domains describe the non-academic qualifications that are required in addition to academic qualifications that the Jefferson College of Nursing considers essential for entrance and graduation from the nursing degree programs. Candidates for nursing degrees must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

DOMAINS

- Ability to see, hear, touch, smell and distinguish colors:
  - Ability to gather data independently from written reference materials, oral presentations, demonstrations and observations of a patient in their environment.
  - Ability to perform health assessments and interventions independently; observe diagnostic specimens; and obtain information from digital and analog representations to determine patient status and condition.

    Examples of essential functional ability:
    - Visual acuity sufficient to draw up the correct quantity of medication in a syringe and to be able to detect changes in condition, skin color and wound characteristics.
    - Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient status.
    - Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices or detect anatomical abnormalities, such as edema or small lumps.
- Ability to speak and write with accuracy, clarity and efficiency:

- Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
- Ability to communicate via speech, hearing, reading, writing, and electronic modalities.
- Abilities sufficient to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of patient care.
- Ability sufficient to elicit and record information about health history, current health state or responses to treatment from patients and others.
- Ability sufficient to convey information to patients, members of the health care team and others as necessary to teach, direct and counsel individuals.

- Ability to demonstrate manual dexterity in gross and fine movements:
  - Sufficient motor function to execute movements required to provide safe general care and treatment to patients in all health care settings.
  - Motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing care procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients

    Examples of essential functional ability:
    - Fine motor skills sufficient to obtain assessment information by palpation, percussion, auscultation and other diagnostic maneuvers.
    - Physical endurance sufficient to complete assigned periods of clinical practice.
    - Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
    - Strength sufficient to carry out patient care procedures such as CPR, and in the turning and lifting of patients.
- Ability to learn, think critically, analyze, assess, solve problems, reach judgments:
  - Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis of laboratory study results and diagnostic interpretations.
  - Ability to gather data, develop a plan of action, establish priorities and monitor treatment plans and modalities.
  - Ability to comprehend three-dimensional and spatial relationships.

    Examples of essential functional ability:
    - Cognitive skills sufficient to calculate appropriate medication dosage given specific patient conditions.
    - Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
    - Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
    - Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.
- Ability to demonstrate emotional stability and to accept responsibility and accountability:
  - Ability to relate to colleagues, staff and patients with honesty, integrity and non-discrimination.
  - Capacity for the development of a compassionate and effective therapeutic relationship with patients.

- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the Nurse Practice Act.

  Examples of essential functional ability:

  - Emotional skills sufficient to remain calm in an emergency situation.
  - Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural or social backgrounds.

Once admitted to the Jefferson College of Nursing, all students will be measured by the same academic standards. Regardless of disability and reasonable accommodation, a student must pass all courses at an acceptable level and master all essential clinical competencies.

TRANSCRIPTS

At the end of each semester, active status students can view grades and their transcript (a copy of the student's complete academic record) on 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 order a transcript, please access: Jefferson.edu/Registrar and click on the "Order a Transcript" button. Charges apply to a request for transcripts.

Immediate need and special handling requests may incur additional fees. 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 fully satisfied all financial obligations to the University.

TUITION REFUND POLICY

The Undergraduate Tuition Refund Policy and the Graduate Tuition Refund Policy are university policies and can be found on the University Policies & Procedures website.

JEFFERSON OCCUPATIONAL HEALTH NETWORK (JOHN) FOR EMPLOYEES & STUDENTS

33 South 9th Street

(215) 955-0152

HOURS: Monday – Friday 7:30 am – 4:30 pm. Closed every Thursday from 12:00 pm to 1:00 pm.

The JOHN office provides a wide range of support services that include:

- Pre-matriculation health requirement reviews
- Clinical rotations screenings – tuberculosis, urine drug screens, fit testing
- Annual Flu vaccines – required for all students with direct patient care
- Bloodborne Pathogen Post- Exposure Evaluations
- Affiliate health requirement clearances
- AAMC form reviews

STUDENT EPISODIC CARE, CHRONIC CARE AND PRIMARY CARE SERVICES:

Jefferson Student Health Services – Center City

33 South 9th Street, Suite 301

215-395-8087 (p)

Students who need care for acute illnesses, management of chronic conditions, or wish to establish with a primary care provider during their enrollment should schedule with Student Health Services – Center City. Nursing students at Dixon or Lehigh Campuses can be seen by telemedicine. Insurance is required, and students are responsible for any copays.

OCCUPATIONAL EXPOSURE TO BLOOD AND BODY FLUIDS

Students who are exposed to another person's blood or bodily fluid during their clinical rotation should report to Jefferson Occupational Health Network as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson's Emergency Department. Occupational Health Network for Employees & Students follows the Public Health Service's Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, they are advised to contact the Jefferson Occupational Health Network office. Students unable to return to the Jefferson Occupational Health Network office or Jefferson Emergency Department should be seen in the closest emergency department. Care for this visit is charged to the student's insurance. Further information regarding our exposure protocol may be viewed on the Occupational Health Network for Employees & Students Website.

RETURN FROM ILLNESS/INJURY

In the event of a serious illness, injury or hospitalization, that causes the student to miss clinical or class time, documentation of clearance through Occupational Health Network for Employees & Students is required. Center City students must report to Occupational Health Network for Employees & Students for an evaluation and may be required to present information from the treating provider. Dixon Campus students may seek clearance from Jefferson Abington Occupational Health Network office. Lehigh Valley Campus students may seek clearance from LVHN Employee Health Services.

A student who has an illness that is potentially infectious should contact the Occupational Health Network for Employees & Students to determine if the student may participate in care for patients.

CONTINUITY OF INSTRUCTION IN EVENT OF EMERGENCY

To ensure the continuation of student learning in time of emergencies, including severe weather, it is the policy of Thomas Jefferson University not to cancel classes. However, if on campus sessions are not possible, students will receive a JeffALERT or can check the university website confirming on campus sessions have been cancelled. In this situation students are responsible for checking their university email and/or Canvas for information advising them of any immediate impact on the students' preparation for the next class meeting.

In this event, faculty members have several options including:

1. Holding class through asynchronous electronic means such as emailing the students or posting to Canvas class lessons, discussion forums and/or additional assignments related to class content.
2. Holding class through synchronous online means.
3. Holding class at a rescheduled time acceptable to all class members. If there are students who are unable to attend a rescheduled class, the faculty should make reasonable accommodations for the student(s) to make up the work.

CLINICAL LEARNING EXPERIENCES

If a decision is made by Jefferson College of Nursing to cancel clinical learning experiences, students and faculty will be notified via email and/or posting to Canvas.

WITHDRAWAL FROM THE COLLEGE

A student may initiate withdrawal from the College 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 Change of Status Form from the University Office of the Registrar or the Program Chair. The date on 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 degree or 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 College 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 health care 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 for 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 interactions with each other, students, nursing staff, and other health professionals, as well as patients. In all 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 their 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 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 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 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 in 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

See Community Standards under University Policies.

USE OF THE JEFFERSON COLLEGE OF NURSING NAME

No student organization or individual student may enter into any contractual agreement using the name of the organization or of the College without prior approval through the Dean of the College.

USE OF THE UNIVERSITY LOGO

Use of the University logo is dictated by University Policy. Guidelines regarding the logo's use are described on Brand Central. Any variation from the standards in the policy requires approval according to the policy. Misuse of the University Logo may result in disciplinary action.

BACCALAUREATE PROGRAMS, POLICIES, AND PROCEDURES

BACHELOR OF SCIENCE PROGRAM

ORGANIZING FRAMEWORK OF THE BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Thomas Jefferson University, Jefferson College of Nursing BSN Program has adopted the components of entry-level professional nursing education defined by the American Association of Colleges of Nursing (AACN, 2021) as the organizing framework of the BSN nursing program. Four (4) foundational elements support the organizing framework for the prelicensure level curriculum. They are person-centered care, interprofessional partnerships, population health, and innovation.

The curriculum is consistent with the American Association of Colleges of Nursing's (AACN) document titled *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021), building upon the components of liberal arts education, professional values, core competencies, core knowledge, and role development.

DOMAIN 1: KNOWLEDGE FOR NURSING PRACTICE

Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

DOMAIN 2: PERSON-CENTERED CARE

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

DOMAIN 3: POPULATION HEALTH

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non- traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

DOMAIN 4: SCHOLARSHIP FOR THE NURSING DISCIPLINE

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

DOMAIN 5: QUALITY AND SAFETY

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

DOMAIN 6: INTERPROFESSIONAL PARTNERSHIPS

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

DOMAIN 7: SYSTEMS-BASED PRACTICE

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

DOMAIN 8: INFORMATICS AND HEALTHCARE TECHNOLOGIES

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

DOMAIN 9: PROFESSIONALISM

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

DOMAIN 10: PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT

Descriptor: Participation in activities and self-reflection that fosters personal health, resilience, and well- being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

BSN PROGRAM OUTCOMES*

BACHELOR OF SCIENCE DEGREE PROGRAM OUTCOMES

STUDENTS ADMITTED PRE-FALL 2026 & LATER

Upon completion of the program the student will be able to:

1. Apply knowledge and principles from the arts, sciences, and humanities to the practice of nursing. (Domain 1)
2. Provide holistic person- and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Assess and implement care that spans prevention to disease management, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)
4. Evaluate quality of evidence and apply nursing knowledge to maintain best practice and improve health outcomes. (Domain 4)
5. Utilize established and emerging quality and safety practices to minimize risk of harm to patients and providers through both individual performance and system effectiveness. (Domain 5)
6. Collaborate and use shared decision making with care team members, patients, families, communities, and other involved parties to optimize care and improve outcomes. (Domain 6)
7. Coordinate resources within complex systems to provide safe, inclusive, high-quality, equitable, and cost-effective health care to diverse populations. (Domain 7)
8. Utilize information and healthcare technologies, in accordance with best practice and professional and regulatory standards, to gather data, provide care, inform decision-making, and enhance communication among care team members and patients in the delivery of person-centered care. (Domain 8)

9. Cultivate a professional identity, within the scope of professional nursing practice, that reflects nursing's values of altruism, social justice, accountability, integrity, ethical behavior, empathy, moral courage, and a collaborative disposition. (Domain 9)
10. Participate in activities and self-reflection that foster personal and professional wellbeing and resilience, contribute to lifelong learning, and support the development of leadership. (Domain 10)

STUDENTS ADMITTED SPRING 2026 & EARLIER

Upon completion of the program the student will be able to:

1. Apply knowledge and principles from the arts, sciences, and humanities to the developmental, psychosocial, spiritual, and physical care of individuals, families, communities, and populations. (Essential I)
2. Integrate knowledge and skills in leadership, quality, and patient safety into the provision of nursing care to individuals, families, communities, and populations across the care continuum. (Essential II)
3. Incorporate reflection, critical appraisal, clinical reasoning, and current best evidence into the delivery of nursing care to individuals, families, communities, and populations. (Essential III)
4. Utilize information management and emerging healthcare technologies in the delivery of quality nursing care. (Essentials II, IV)
5. Recognize the influence healthcare policies, including financial, legal and regulatory, have on health system functioning and the broader determinants of health. (Essential V)
6. Use open communication, shared decision making, creative problem solving, and mutual respect when collaborating with nursing and interprofessional teams. (Essential VI)
7. Utilize strategies of health promotion and disease prevention in addressing health outcomes and determinants in communities and populations. (Essential VII)
8. Demonstrate professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice in the nursing care of individuals, families, communities, and populations. (Essential VIII, IX)

* Program outcomes are aligned with *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021)

BSN CURRICULUM PLANS OF STUDY

Accelerated BSN Plus (ABSN+) - 1 Year Pathway

BSN program includes the following required courses:

YEAR ONE | SEMESTER ONE

NU315 Health Assessment Across the Lifespan 3
NU340 Medication Calculations in Nursing 1
NU341 Foundations in Nursing. 4
NU342 Health Promotion Applications Across the Lifespan I 7.5
NU343 Pathophysiology 3
NU346 Professional Practice in Nursing 2
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester One. 23.5

YEAR ONE | SEMESTER TWO

NU344 Health Promotion Applications Across the Lifespan II 10
NU345 Pharmacology 3
NU495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families 9.5
NU696 Leadership and Critical Decision Making 3

Total Credits – Year One Semester Two. 25.5

YEAR ONE | SEMESTER THREE

NU494 Population Health and Care Transition Management 4
NU496 Clinical Judgment Applications 10
NU497 Transitions to Practice and Next-Generation NCLEX (NGN) Prep 3
NU605 Role of the Advanced Practice Nurse 3

Total Credits – Year One Semester Three 20

Prerequisite Credits 60
BSN Course Credits 60
BSN Degree 120
MSN Course Credits. 9

Accelerated BSN Plus (ABSN+) - 2 Year Pathway BSN program

YEAR ONE | SEMESTER ONE

NU315 Health Assessment Across the Lifespan 3
NU340 Medication Calculations in Nursing 1
NU341 Foundations in Nursing. 4
NU342 Health Promotion Applications Across the Lifespan I 7.5
NU343 Pathophysiology 3

Total Credits – Year One Semester One. 18.5

YEAR ONE | SEMESTER TWO

NU345 Pharmacology 3
NU346 Professional Practice in Nursing 2
NU495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families 9.5
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 17.5

YEAR TWO | SEMESTER THREE

NU344 Health Promotion Applications Across the Lifespan II 10
NU494 Population Health and Care Transition Management 4
NU696 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Three 17

YEAR TWO | SEMESTER FOUR

NU496 Clinical Judgment Applications 10
NU497 Transitions to Practice and Next-Generation NCLEX (NGN) Prep 3
NU605 Role of the Advanced Practice Nurse 3

Total Credits – Year Two Semester Four 16

Prerequisite Credits 60
BSN Course Credits 60
BSN Degree 120
MSN Course Credits. 9

BSN Traditional Program (Class of 2027)

YEAR ONE | SEMESTER ONE

NU315 Health Assessment Across the Lifespan 3
NU340 Medication Calculations in Nursing 1
NU341 Foundations in Nursing. 4
NU342 Health Promotion Applications Across the Lifespan I 7.5
NU343 Pathophysiology 3

Total Credits – Year One Semester One. 18.5

YEAR ONE | SEMESTER TWO

NU345 Pharmacology 3
NU346 Professional Practice in Nursing 2
NU347 Discovery and Evidence-Based Practice 2
NU495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families 9.5

Total Credits – Year One Semester Two. 16.5

YEAR TWO | SEMESTER THREE

NU344 Health Promotion Applications Across the Lifespan II 10
NU493 Perspective Seminar 2
NU494 Population Health and Care Transition Management 4

Total Credits – Year Two Semester Three 16

YEAR TWO | SEMESTER FOUR

NU496 Clinical Judgment Applications 10
NU497 Transitions to Practice and Next-Generation NCLEX (NGN) Prep 3
NU498 Promoting Health and Quality of Life Among the Care Continuum 3

Total Credits – Year Two Semester Four 16

Prerequisite Credits 55
BSN Course Credits 67
BSN Degree 122

BSN Traditional Program (Students Admitted Pre-Fall 2026 & Later)

YEAR ONE | SEMESTER ONE

NU315 Health Assessment Across the Lifespan 3
NU340 Medication Calculations in Nursing 1
NU341 Foundations in Nursing. 4
NU342 Health Promotion Applications Across the Lifespan I 7.5
NU343 Pathophysiology 3

Total Credits – Year One Semester One. 18.5

YEAR ONE | SEMESTER TWO

NU345 Pharmacology 3
NU346 Professional Practice in Nursing 2
NU347 Discovery and Evidence-Based Practice 3
NU495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families 9.5

Total Credits – Year One Semester Two. 17.5

YEAR TWO | SEMESTER THREE

NU344 Health Promotion Applications Across the Lifespan II 10
NU493 Perspective Seminar 2

a. Introduction to Genetics and Genomics
b. Global Health
c. Healthcare Ethics

NU494 Population Health and Care Transition Management 4

Total Credits – Year Two Semester Three 16

YEAR TWO | SEMESTER FOUR

NU491 Transitions to Professional Practice 2
NU492 NCLEX-RN Prep 3
NU496 Clinical Judgment Applications 10

Total Credits – Year Two Semester Four 15

Prerequisite Credits 55
BSN Course Credits 67
BSN Degree 122

RN-BSN - 1 Year Year Pathway (3 Semesters)

The RN-BSN program includes the following required courses:

YEAR ONE | SEMESTER ONE | TERM ONE

NU488 Professional Nursing Practice Transition 2
HSCX330 Determinants of Health 3

YEAR ONE | SEMESTER ONE | TERM TWO

HSCX301 Applied Biostatistics 3
HSMX311 Health Informatics 3

Total Credits – Year One Semester One 11

YEAR ONE | SEMESTER TWO | TERM ONE

NU489 Advanced Health Assessment for the RN in Practice 3
HSMX350 Public Health and Epidemiology 3

YEAR ONE | SEMESTER TWO | TERM TWO

HSCX460 Research Methods in Health Sciences 3

Total Credits – Year One Semester Two 9

YEAR ONE | SEMESTER THREE | TERM ONE

NU696 Leadership and Critical Decision Making 3
EMX 400 Systems-Based Preparedness and Organizational Resilience 3

YEAR ONE | SEMESTER THREE | TERM TWO

NU490 Capstone Project/Practicum: Role Delineation (leadership v. community focus) 4*

Total Credits – Year One Semester Three 10

***Includes 45 hr. practicum**

Prerequisite/General Education Credits 60
Professional Credential Credits for RN License 30
BSN Courses Credits 27
MSN Course Credits 3
BSN Degree 120

RN-BSN - 2 Year Pathway (5 Semesters)

The RN-BSN program includes the following required courses:

YEAR ONE | SEMESTER ONE | TERM ONE

NU488 Professional Nursing Practice Transition 2

YEAR ONE | SEMESTER ONE | TERM TWO

HSCX330 Determinants of Health 3

Total Credits – Year One Semester One 5

YEAR ONE | SEMESTER TWO | TERM ONE

NU489 Advanced Health Assessment for the RN in Practice 3

YEAR ONE | SEMESTER TWO | TERM TWO

HSMX350 Public Health and Epidemiology 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE | TERM ONE

HSCX301 Applied Biostatistics 3

YEAR ONE | SEMESTER THREE | TERM TWO

HSMX311 Health Informatics 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER FOUR | TERM ONE

NU696 Leadership and Critical Decision Making 3

YEAR TWO | SEMESTER FOUR | TERM TWO

EMX 400 Systems-Based Preparedness and Organizational Resilience 3

Total Credits – Year Two Semester Four 6

YEAR TWO | SEMESTER FIVE | TERM ONE

HSCX460 Research Methods in Health Sciences 3

YEAR TWO | SEMESTER FIVE | TERM TWO

NU490 Capstone Project/Practicum: Role Delineation (leadership v. community focus) 4

Total Credits – Year Two Semester Five 7

***Includes 45 hr. practicum**

Prerequisite/General Education Credits 60
Professional Credential Credits for RN License 30
BSN Courses Credits 27
MSN Course Credits. 3
BSN Degree 120

RN-BSN - 3 Year Pathway (9 Semesters)

The RN-BSN program includes the following required courses:

YEAR ONE | SEMESTER ONE | TERM ONE

NU488 Professional Nursing Practice Transition 2

YEAR ONE | SEMESTER ONE | TERM TWO

HSCX330 Determinants of Health 3

Total Credits – Year One Semester One 5

YEAR ONE | SEMESTER TWO | TERM ONE

NU489 Advanced Health Assessment for the RN in Practice 3

Total Credits – Year One Semester Two 3

YEAR ONE | SEMESTER THREE | TERM ONE

HSMX350 Public Health and Epidemiology 3

Total Credits – Year One Semester Three 3

YEAR TWO | SEMESTER FOUR | TERM ONE

HSCX301 Applied Biostatistics 3

Total Credits – Year Two Semester Four 3

YEAR TWO | SEMESTER FIVE | TERM ONE

HSMX311 Health Informatics 3

Total Credits – Year Two Semester Five 3

YEAR TWO | SEMESTER SIX | TERM ONE

NU696 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Six 3

YEAR THREE | SEMESTER SEVEN | TERM ONE

EMX 400 Systems-Based Preparedness and Organizational Resilience 3

Total Credits – Year Three Semester Seven 3

YEAR THREE | SEMESTER EIGHT | TERM ONE

HSCX460 Research Methods in Health Sciences 3

Total Credits – Year Three Semester Eight 3

YEAR THREE | SEMESTER NINE | TERM ONE

NU490 Capstone Project/Practicum: Role Delineation (leadership v. community focus) 4

Total Credits – Year Three Semester Nine 4

***Includes 45 hr. practicum**

Prerequisite/General Education Credits 60
Professional Credential Credits for RN License 30
BSN Courses Credits 27
MSN Course Credits 3
BSN Degree 120

GRADING POLICIES FOR BACCALAUREATE STUDENTS

Students must successfully complete all nursing courses with a grade of C+ (77) or above in order to progress in the curriculum. Only final grades will be rounded. At the close of an academic term, each course faculty assigns a letter grade indicating the quality of a student's work in the course.

Grading of all clinical practice in the Baccalaureate Programs is done on a pass/fail system:

- **Pass:** meets all clinical student learning outcomes by the end of the academic term.
- **Fail:** fails to meet one or more clinical student learning outcomes by the end of the academic term.

OBJECTIVE TESTING POLICY AND GRADING

Students must achieve a cumulative average of greater than or equal to 77% (after rounding) on all objective tests* administered in select courses (NU 315 Health Assessment Across the Lifespan, NU 341 Foundations in Nursing, NU 342 Health Promotion Applications Across the Lifespan I, NU 343 Pathophysiology, NU 344 Health Promotion Applications Across the Lifespan II, NU 345 Pharmacology, NU 494 Population Health and Care Transition Management, NU 495 Health Promotion Applications Across the Lifespan III: Childbearing & Childrearing Families, and NU496 Clinical Judgement Applications) to receive a passing grade for that course. The cumulative average of greater than or equal to 77% (after rounding) must be achieved before adding points derived from alternate assignments** and attendance. A cumulative average less than 77% on all objective tests administered in a course will result in failure of the course, and the cumulative average on objective tests will become the final grade in the course. This final grade will be rounded per the Jefferson College of Nursing Grading Policy.

Therefore, to successfully pass the course the following must be achieved:

- Final objective testing grade of ≥ 77% on all objective tests (after rounding)
- Clinical and/or laboratory component (as applicable) – Pass

* Objective Testing includes examinations and select course ATI Proctored Assessments.

** Alternate Assignments are activities designated by the course teams which may include: quizzes, Prep U, ATI practice or Custom builder assessments, clinical assignments.

POLICY AND PROCEDURE FOR INCLUSION OF ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) CONTENT MASTERY ASSESSMENT SERIES IN BACCALAUREATE PROGRAMS

The ATI Content Mastery Series includes two types of assessment: practice and proctored. Students have the opportunity to complete practice assessments and to remediate items they answered incorrectly. Remediation tools in the ATI electronic platform are available for students to strengthen their knowledge and test-taking abilities. Proctored assessments are given at the end of the semester in select courses, to determine how well a student has mastered the content included in each assessment.

In the final semester, a proctored comprehensive assessment will be given to determine mastery of content from the entire nursing program. Prior to the proctored comprehensive assessment, students have the opportunity to complete comprehensive practice assessments.

CONTENT MASTERY SERIES SINGLE SUBJECT ASSESSMENTS

For each of the assigned content areas, students will be provided with a list of recommended ATI resources that can be used to help them prepare for the proctored assessments.

PRACTICE ASSESSMENTS

Students will take the Practice ATI Assessment at the designated date and time. The students will evaluate their performance and complete the required remediation activities as prescribed by the assignment rubric. This assignment score will be worth a percentage of the student's final course grade. Faculty may integrate CMS Practice Assessments as deemed appropriate as asynchronous assignments.

The following assessments will be administered:

All Students-Semester	Practice Assessment	Course	Percentage of Final Grade
1	RN Nutrition Practice A	NU341 Foundations	2.5%
1	RN Nutrition Practice B	NU341 Foundations	2.5%

PROCTORED ASSESSMENTS

Students will take the Proctored ATI Assessment at the designated date and time. The student's level of mastery on this assessment will be converted to a score, which will be worth a percentage of their objective testing grade.

1. Students who do not meet the Jefferson College of Nursing benchmark of a Level 2 or higher will be required to retake the assessment at the designated date and time.
2. Students obtaining Level 2 may choose to complete a proctored retake in order to achieve a higher grade.
3. All students who complete a retake of a proctored exam will receive the higher of their two scores for their final course grade.

Accelerated BSN Plus (ABSN+) - 1 Year Pathway

ABSN +1 Semester	Proctored Assessment	Course	Weight
2	RN Maternal Newborn	NU495 HPA 3: Childbearing and Childrearing Families	5%
2	RN Pharmacology	NU345 Pharmacology	5%
2	RN Fundamentals	NU344 HPA 2	7.5%
3	RN Community Health	NU 494 Population Health	7.5%
3	RN Adult Medical Surgical	NU496 Clinical Judgement Applications	10%
3	RN Comprehensive Predictor	NU497 Transitions to Practice and Next-Generation NCLEX (NGN) Prep	15%

Accelerated BSN Plus (ABSN+) - 2 Year Pathway

ABSN +2/ TRAD Semester	Proctored Assessment	Course	Weight
2	RN Maternal Newborn	NU495 HPA 3: Childbearing and Childrearing Families	5%
2	RN Pharmacology	NU345 Pharmacology	5%
2	RN Fundamentals	NU344 HPA 2	7.5%
3	RN Community Health	NU494 Population Health	7.5%
3	RN Adult Medical Surgical	NU496 Clinical Judgement Applications	10%
3	RN Comprehensive Predictor	NU497 Transitions to Practice and Next-Generation NCLEX (NGN) Prep	15%

ATI Content Mastery Proctored Single Subject Assessment Grade Conversion (Q4)

ATI Content Mastery Proctored Single Subject Assessment Grade Conversion Score	Points on 1st Attempt	Retake Requirements	Points on Retake
Level 3	100	Retake Optional	100
Level 2	90	Retake Optional	90
Level 1	0	Retake Required	77
Below Level 1	0	Retake Required	70

CONTENT MASTERY SERIES PROCTORED ATI COMPREHENSIVE PREDICTOR ASSESSMENT

For the Comprehensive Predictor, students will be provided a list of recommended ATI resources that can be used to help them prepare for the proctored assessments.

Proctored Assessments

Students will take the Proctored ATI Comprehensive Predictor Assessment at the designated date and time. The student's level of mastery on this assessment will be converted to a Probability of Passing (PoP) score, which will be worth 15% of their final course grade.

1. Students who do not meet the Jefferson College of Nursing benchmark of a 90% Probability of Passing (PoP) or higher will be required to retake the assessment at the designated date and time.
2. Students obtaining >90% PoP may choose to complete a proctored retake to achieve a higher grade.
3. All students who complete a retake of a proctored exam will receive the higher of their two scores for their final Comprehensive Predictor grade.

Assessment Name	Course Placement	Percentage of Grade
Comprehensive Predictor	NU497 Transitions to Practice and Next-Generation NCLEX (NGN) Prep	15%

ATI Content Mastery Proctored Single Subject Assessment Grade Conversion Score

(Based on Probability of Passing PoP Score)

Score	Points on 1st Attempt	Retake Requirements	Points on Retake
90%- 100% PoP	Equal to PoP %	Retake Optional	Equal to PoP %
85%- 89% PoP	0	Retake Required	77
84% or Below PoP	0	Retake Required	70

ADDITIONAL CONTENT MASTERY SERIES PROCTORED TESTING GUIDELINES

Students are required to take ATI proctored examinations on the dates scheduled.

Students may miss scheduled ATI examinations only in extreme circumstances such as illness, death in the family or other emergencies.

In the event a student misses a scheduled ATI examination, the following steps must be taken:

- Notify the faculty before the scheduled time for the examination or within 24 hours.
- Schedule, within three days of the missed examination, with the faculty, a date for taking the missed examination.
- Refrain from discussing the missed examination with students who have already taken the examination.
- ATI examination start and end times will be listed on the Learning Management System (LMS). 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.
- Students who have an **unexcused absence** on the day the retake of an ATI Proctored assessment is scheduled will forfeit the opportunity to complete a retake, and the original grade will stand.

ATTENDANCE POLICY

Class attendance is mandatory. Class requirements include all scheduled meetings (in-class sessions and remote sessions when synchronous remote learning takes the place of in-class sessions). Attendance will be taken in all live and remote class sessions. It is the student's responsibility to complete the attendance roster at every class session as instructed. Students enrolled in nursing courses are also responsible for the prescribed activities of the course. Students are expected to review the semester calendar and avoid making personal plans that conflict with academic obligations (scheduled classes, exams, and ATI proctored assessments). It is the responsibility of the student to notify the course lead faculty member of each session they will miss. Attendance will be a required component of the course evaluation methods and will account for 5% (out of 100%) of the final course grade. Each unexcused absence will result in a loss of 1 point for each class missed up to a maximum of 5% of the grade. More than two (2) absences places the student in academic jeopardy.

Upon returning to class, lab, or clinical, the student must submit the necessary documentation from their health care provider to the Program Director and the Jefferson Education Coordinator.

BACCALAUREATE (UNDERGRADUATE) LABORATORY/SIMULATION ATTENDANCE POLICY

Students are required to attend all Laboratory/Simulation components of their course work. It is the responsibility of the student to notify the lead laboratory instructor and the lead course faculty for a laboratory or simulation absence. The student must send the faculty course lead and lead laboratory instructor an email stating the date and reason for their absence, no less than one (1) hour prior to the beginning of the lab/simulation. Students who miss more than two (2) lab/simulations per course are at risk for course failure.

Students must notify the course lead and lab/simulation instructor as soon as they are aware that they will be late (under 10 minutes) to lab/simulation. The student will be required to make up the lab/simulation and incur the lab/simulation make up fee if the student arrives more than ten (10) minutes after the start of the lab/simulation. This will be considered a lab/simulation absence. Leaving lab/simulation early requires a full lab/simulation make-up day. Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

PROCEDURE

Students will be required to pay a $50.00 lab/simulation make-up fee for each unexcused absence. If a student fails to notify the faculty course lead about the lab/simulation absence (as described in the "policy" section), the student will be required to pay the lab/simulation make-up fee. All absences will be reviewed by the course lead and program director. The lab/simulation make-up fee is payable to "Jefferson College of Nursing" in a $50.00 money order. No personal checks or cash will be accepted. The money order make-up fee must be submitted to

the BSN education coordinator of the student's program a minimum of five (5) days prior to the scheduled lab/simulation make-up day. The lab/simulation make-up day will be determined by the course faculty lead and may be either during or at the end of the semester. Failure to submit the lab/simulation make up fee and/or attend the lab/simulation make up may result in course failure.

BACCALAUREATE (UNDERGRADUATE) CLINICAL PRACTICE ATTENDANCE POLICY

Students are required to arrive on time and attend all clinical practice components of their course work. The student must send the faculty course lead an email stating the date and reason for their absence, and contact the clinical practice adjunct instructor no less than one (1) hour prior to the beginning of the clinical practice experience. Being absent without notification may result in a failing grade for the clinical practice component of the course.

- In the case of a clinical practice absence, it is the responsibility of the student to notify the clinical practice adjunct instructor and the course faculty as soon as possible. The clinical practice adjunct instructor and course faculty must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and the clinical practice adjunct instructor of a clinical absence may result in a course failure.
- Students with an excused absence must submit necessary documentation to the Program Director and the Jefferson Education Coordinator upon return to class, lab, simulation or clinical.
- Students will bear the expense incurred for the make-up experience Students are required to pay $250.00 per day make-up fee. The fee must be paid as a money order to Jefferson College of Nursing prior to scheduling the make-up date and submitted to the BSN education coordinator. Students who request a waiver of the clinical practice make-up fee must contact their Program Director.

JCN is unable to grant recurring weekly exemptions (i.e., every Thursday) from class or clinical requirements for any reason due to undue hindrance to clinical scheduling and/or program learning expectations.

CLINICAL MAKE-UP POLICY – EXCUSED AND UNEXCUSED ABSENCE(S)

Any student who is absent from a clinical obligation(s)—whether for excused or unexcused reasons—will be required to make up clinical day(s) (limits as per the guidelines below).

Clinical make-up days will be scheduled during the week immediately following the final examination period at the end of the academic semester. This policy ensures continuity of instruction, appropriate faculty oversight, and optimal clinical site availability. Students with clinical make-up obligations will be required to remain on campus after the final examination period ends.

- **Missed 1–2 Clinical Days (Excused or Unexcused):** Clinical make-up days will be scheduled during the week immediately following the final examination period at the end of the academic semester. Students will receive a course grade of Incomplete (I) until clinical requirements and expected student learning outcomes are met.
- **More than 2 Excused Clinical Absences:** Cases will be reviewed on an individual basis. If the number of absences renders clinical make-up unfeasible and/or the student is unable to meet the expected learning outcomes for the course, the student may be required to take a leave of absence and re-enroll in the course the following academic year.
- **More than 2 Unexcused Clinical Absences:** Students with more than two unexcused absences will be deemed unable to meet the expected student learning outcomes of the course and be recommended for Clinical Failure. Please see policy on Clinical Remediation, Probation, and Failure.

EXCEPTIONS

If a clinical day is canceled by the College of Nursing, affected by weather, or disrupted due to a catastrophic event, arrangements for a clinical make-up(s) will be made by the Academic Practice Integration (API) team.

CLINICAL REMEDIATION, PROBATION, AND FAILURE

All Jefferson nursing students are subject to the College's specific regulations governing clinical practice. Clinical Remediation, Clinical Probation and/or Clinical Failure may apply to a student who does not meet the clinical student learning outcomes within a course.

CLINICAL REMEDIATION

Students who are performing below the expected clinical student learning outcomes will be placed on Clinical Remediation.

Procedure

1. A meeting will be scheduled between the student and course faculty to review the expected student learning outcomes and the level of observed student performance.
2. A remediation plan, with expected student learning outcomes and a timeline for demonstrated progression will be provided to the student.
3. The student will be informed that failure to follow the remediation plan and/or meet expected progression to attainment of student learning outcomes, will result in Clinical Probation and/or be addressed through the Community Standards depending on the type of clinical practice deficiency demonstrated by the student.
4. Course faculty will share the remediation plan with expected student learning outcomes and timelines with the student, Director of Simulation and Clinical Skills and the Program Director.
5. Clinical remediation must be resolved before the end of the semester in order to successfully meet the student learning outcomes. If the remediation cannot be resolved, the student will be unable to progress to the next semester.

CLINICAL PROBATION AND CLINICAL FAILURE: UNSAFE CLINICAL PRACTICE

Students who exhibit unsafe clinical practice with the potential to impact patient health, welfare, and/or safety will be placed on Clinical Probation or immediately recommended for Clinical Failure. Unsafe clinical practice is defined as an action or potential threat by a student that endangers patient health, welfare, and/or safety. Additional factors contributing to an assessment of unsafe practice may include, but are not limited to, false documentation, failure to communicate truthfully, and inappropriate interpersonal communication patterns, among others. The decision whether a given incident or pattern warrants assignment of Clinical Probation or Clinical Failure is the sole discretion of Jefferson College of Nursing faculty. In either the case of Clinical Probation or Clinical Failure, the Committee on Student Promotions will define the conditions under which the student may or may not be allowed to progress to further clinical courses.

CLINICAL FAILURE: MORE THAN TWO (2) UNEXCUSED CLINICAL ABSENCES

Students with more than two unexcused absences will be deemed unable to meet the expected student learning outcomes of the course and be recommended for Clinical Failure.

Procedure for Clinical Probation

- Course faculty are responsible for placing a student on Clinical Probation when a student poses a potential threat to patient health, welfare, and/or safety.
- When a student is placed on Clinical Probation, a meeting will be scheduled between the student, program director and course faculty to review the remediation plan, with expected student learning outcomes and a timeline for progression. The meeting will typically take place within one week of course faculty receiving notice of the concern.
- A letter notifying the student of Clinical Probation status will be sent to the student and placed in the student's file.
- As per the timeline indicated on the remediation plan, the course faculty will complete the remediation plan with outcomes and send a copy to the student, the student's file, the program director, and the Committee on Student Promotions.
- Students who successfully complete the remediation plan and meet all expected student learning outcomes of the course will be removed from Clinical Probation.
- Students failing to remediate satisfactorily and unable to meet the expected student learning outcomes, will receive a Clinical Failure. Students can appeal their clinical failure through the Grade Appeal process outlined in the Jefferson College of Nursing Student Handbook.

Procedure for Clinical Failure

Clinical failures can be the result of unsafe clinical practice as defined by the College, either in one event or a pattern of events or as the result of more than two unexcused clinical absences. Students wishing to appeal a Clinical Failure decision may do so by following the steps outlined in the Grade Appeal Protocol. The decision whether a given incident or pattern warrants Clinical Failure is the sole discretion of Jefferson College of Nursing.

UNEXCUSED AND EXCUSED ABSENCES

POSSIBLE *UNEXCUSED* ABSENCES

- No-show without prior notification
- Oversleeping or alarm failure
- Transportation issues (e.g., car trouble, missed bus/train)
- Vacation, travel, or leisure plans
- Work conflicts or job-related responsibilities
- Failure to provide documentation for an excused absence
- Personal appointments (hair, non-urgent medical/dental visits)
- Unprepared for clinical (sent home due to safety or competency concerns)
- Missing clinical to study for another course
- Leaving clinical early without permission or without completing required hours

POSSIBLE *EXCUSED* ABSENCES

- Personal illness with medical documentation - ***Note:*** *For any illness-related absence, a medical note must be provided. If a student misses more than two consecutive clinical days due to illness, a Leave of Absence (LOA) may be recommended, in consultation with the clinical faculty and academic advisor, to ensure the student's health and academic success.*
- Death of an immediate family member (parent, sibling, child, grandparent, spouse/partner)
- Court-mandated appearance (jury duty, subpoena)
- Hospitalization of self or dependent with medical documentation
- Mental health crisis with documentation from a licensed provider
- Major car accident (with police or insurance documentation)
- Military obligation with official orders
- Acute childcare emergency (e.g., hospitalization of a child with medical documentation)

All cases are reviewed by the Program Director.

DRESS CODE POLICY

The following guidelines are intended to provide information relative to attire that is required when participating in College of Nursing activities. Students are expected to present a professional image at all times. Failure to adhere to these guidelines will result in dismissal from the classroom/clinical practice setting. Make-up for lost clinical practice time due to violations will be required, and a fee will be incurred.

- In settings in which a uniform is not required students should be dressed in appropriate professional attire including the Jefferson ID. Students in agencies other than within the Jefferson Health system must follow the dress code of that agency.
- **Uniform Guidelines**
  - The official College uniform worn for all clinical practice 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. Clothing must be clean, wrinkle-free, and in good condition. Torn, frayed, or ripped clothing is not acceptable.

    *Navy blue Jefferson scrubs: pant/top or skirt/top combination

    SCRUB ATTIRE MUST BE PURCHASED THROUGH THE JEFFERSON COLLEGE OF NURSING. NO OTHER SCRUBS MAY BE WORN.
  - Shoes: NO open-back clogs, sandals, or other open footwear is permitted. Low-heeled, white, professional, non-porous shoes are required.
  - Undergarments should not be visible through the uniform.
  - Solid colored stockings are to be worn with the skirt/top combination. Knee-high stockings or socks are not appropriate. If socks are worn with the scrub pants, they must be solid colors.
  - Aside from the Jefferson scrub attire, only the navy blue scrub warm up jackets with the Jefferson College of Nursing logo may be worn. Short sleeve shirts of any color are permitted under scrub tops. All attire and accessories must be free of any overt or offensive slogans and advertisements or messaging. Attire or accessories that convey political or social messages through images or wording are not permitted. Accessories include but are not limited to hats, scarves, ties, buttons, pins, lanyards, socks, armbands, facemasks, face coverings, jewelry, etc.

- Stethoscopes, scissors and watches (with a second hand) are considered part of the professional uniform.

- **Pertinent to all clinical practice and laboratory settings unless restricted or otherwise modified:**
  - Thomas Jefferson University ID must be worn at all times. Badges must be visibly displayed on an area of the body above the waist and face-side out while on Jefferson owned or operated premises.
  - Hair must be neatly groomed and securely fastened to prevent it from falling into the face or coming into contact with patients, equipment, or the care environment.

    Extreme hair colors (e.g., bright blue, neon pink, green) are not permitted in the clinical practice setting.
  - Eyelash extensions, false eyelashes, and eyelash jewelry/embellishments must be removed prior to entering the clinical practice setting.
  - Facial hair, including mustaches, sideburns, and beards, must be neatly groomed at all times and maintained in a manner that allows for proper use of Personal Protective Equipment (PPE).
  - Jewelry may be worn in the clinical practice setting (this includes clinical, lab, and simulation experiences), provided it is safe, nonhazardous, and not excessive.
  - Ear gauges must be capped/plugged in the clinical practice setting.
  - A small, unobtrusive nose stud may be worn in the clinical practice setting. The stud must be neutral in color (e.g., silver, gold, or clear) and should not draw attention or pose a safety risk. Hoops, rings, or large decorative studs are not permitted.
  - Jewelry worn in or around the mouth, lips, tongue, or eyebrows is not permitted in the clinical practice setting.
  - Fingernails must be neat, clean and well-groomed. Fingernail length must be less than ¼ inch.
  - Artificial nails—including but not limited to nail wraps, silk wraps, sculptured nails, press-on nails, nail extenders—and nail overlays such as gel polish, as well as nail jewelry, are not permitted in the clinical practice setting.
  - Visible body art or tattoos that are offensive are prohibited. Jefferson makes the determination of what constitutes prohibited body art or tattoos. Factors used to determine whether body art or tattoos are prohibited are:
    - Profanity or depictions of nudity
    - Perceived offensive on the basis of race, sex, religion, etc.
    - Community norms
    - Customer complaints
  - The use of perfume and cologne is prohibited in recognition of the potential adverse effects on fellow employees, patients, and guests.

Students who fail to comply with the clinical dress code will be dismissed from the clinical practice setting and required to return appropriately attired or groomed. This will result in an unexcused absence, which may impact course progression and clinical performance evaluations.

MEDICATION ADMINISTRATION SAFETY POLICY

Students must not administer any medication without their assigned clinical instructor physically present at the bedside or designated area. Under no circumstances may students give oral, IV, IM, or any other form of medication independently, or under the supervision of non-faculty staff (e.g., RNs, preceptors, or other students).

If a student administers medication without instructor supervision:

1. The student will be immediately dismissed from the clinical site for the day.
2. A $250 clinical remediation fee will be assessed. The student will be required to complete a full-day clinical make-up at the discretion of the Academic Practice Integration (API) team.
3. The student will be placed in clinical probation and may risk failing the course due to unsafe clinical practice.

PROFESSIONAL DEMEANOR POLICY

Adherence to the College's dress code for clinical practice learning is just one component of the expectation that students will behave in a professional manner at all times when involved in clinical practice learning experiences. Nursing students and faculty are invited by clinical agencies/clinical practice sites to be present for clinical practice learning and are guests of the clinical agency/clinical practice site. 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 practice learning experiences for students.

Students are expected to adhere to all policies of the clinical agency/clinical practice site in which they are placed and to be prepared for all clinical practice assignments. Students are considered to be representative of the Jefferson College of Nursing when involved in clinical practice learning and, as such, are held accountable for a high standard of professional demeanor.

THE CLINICAL PRACTICE EDUCATION MODEL FOR ALL BSN STUDENTS

Clinical practice will provide students with learning opportunities that guide them in developing the competencies that are essential for entry-level professional nursing practice across the continuum of care.

THE CLINICAL PRACTICE 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 student learning outcomes of the course. Clinical practice sites are determined by site availability which include day, evening, and weekend assignments. It is the responsibility of the student to secure the transportation to and from assigned clinical sites. Clinical practice 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 to demonstrate technical competence.
- Provide an opportunity to apply clinical reasoning under the guidance of expert nursing faculty and site professional staff across the continuum of care.
- 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.

THE ROLE OF THE STUDENT IN THE CLINICAL PRACTICE EDUCATION SETTING

- Develop a sense of decorum, recognizing that students are guests in all clinical practice 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 applying clinical judgement and making clinical 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, families, and communities.
- Define and negotiate strategies to meet patient/family and community learning needs.
- Demonstrate accountability in meeting expectations associated with clinical practice education experiences.
- Participate in professional activities such as research projects and governance activities.

CLINICAL PRACTICE EDUCATION POLICIES

- Attendance at all clinical practice experiences is mandatory. If a clinical practice day is missed, it must be made up according to the Clinical Makeup Policy. The student will bear any expenses incurred as a result of the missed day. The clinical adjunct instructor must report student absences to the course faculty.
- Students must prepare for the clinical practice experience. This includes timely and thorough attention to fit testing, clinical clearance requirements, site-specific training and any other requested documentation/activities. If the student is not prepared, the student will be dismissed, and the make-up policy and associated fees will apply.
- Students will be evaluated on their ability to deliver comprehensive care. A clinical tool 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

UNDERGRADUATE EXAM POLICY

- Students are required to take examinations on the dates and times scheduled.
  - Students may miss a scheduled examination only in extreme circumstances including but not limited to illness, death in the immediate family, or other documented emergent circumstances at the discretion of the program director.
  - Students must submit appropriate documentation to be approved by the course faculty and/or the program director by 11:59 pm on the day of the scheduled examination to be considered excused from the exam and class and not incur the penalty/point deduction.
- Students who miss an exam and do not notify the faculty prior to the start of the exam (no call / no show) will be required to complete a make-up exam at the designated time and date, as posted in the Jefferson College of Nursing Academic Calendar.

  - The student will receive a 5-point deduction from their exam grade when they take the make-up exam.
  - If they miss a second exam for the same semester without notifying the instructor, they will receive a 10-point deduction from that exam grade.
  - A doctor's note will not be accepted if the faculty were not notified prior to the start of the exam; the student will be marked as unexcused and will incur the penalty listed above.
- If a student has a hold on their account that prevents access to the Jefferson College of Nursing LMS or testing platform, the absence will be reviewed by the program director. Failure to proactively communicate and engage with the financial aid office may result in the exam being unexcused with the associated point deduction.
- Students who arrive after a student has completed the exam, even for significant reasons such as an accident or other emergency, are late and will be required to complete a make-up exam at the designated time and date, as posted in the Jefferson College of Nursing Academic Calendar. The point deduction penalty will incur at the discretion of the faculty and program director.
- Students who miss an exam must refrain from discussing the exam and it's contents with fellow classmates. Students who violate this condition will be considered in breach of the Academic Integrity Policy.
- All missed/makeup examinations must be taken on the designated makeup examination date as specified in the Jefferson College of Nursing Academic Calendar.
- A different version of the examination will be administered in the event of a missed examination.
- An examination may not be repeated for the purpose of improving a course grade.

EXAMINATION REVIEW POLICY

Purpose: An educational opportunity for students to increase their understanding of the exam content. Jefferson College of Nursing students have the opportunity to complete a secured exam review up to 10 business days after a scheduled course exam or make-up exam.

The exam review will take place in a faculty designated in-person proctored environment. Faculty will provide a silent review using the Exam Soft secured review application. Date and time will be determined on an individual review basis.

The examination review process is as follows:

- Students will receive access through Exam Soft to the exam questions answered incorrectly.
- No phones, electronic equipment, or writing materials are allowed with the student at the time of the review.

CLASSROOM EXAMINATION PROCEDURES

Jefferson College of Nursing students are responsible for upholding academic integrity when taking classroom examinations.

- Students will bring necessary equipment such as iPad, #2 pencils
- The faculty will determine seating arrangements.
- 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.
- 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, hoodies, hats, coats, jackets and other personal belongings.

- Wearing or use of any device capable of web, email, text-messaging and/or data storage is prohibited during examinations. All personal equipment (e.g., cell phones, pagers, watches, smartwatches, headphones, earbuds, and recording glasses, or wearable recording devices 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. Foam or rubber ear plugs are permitted to cancel out environmental noise.
- 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.
- Passing notes 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 faculty or proctor.
- Students may not leave the room and then return to complete the examination. Once a decision is made to leave the room, the student must upload their examination to ExamSoft. It is best to use the restroom before the examination begins.
- Examination 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.

ELECTRONIC-BASED EXAMINATION PROCEDURE

STUDENT RESPONSIBILITIES

1. Nursing students must install and maintain the current version of examination software application on their Jefferson issued iPad that will be used during proctored examination/s.
   a. Students will not be allowed to use another device for electronic testing (examples: no personal laptops phones, or other tablet devices are acceptable).
2. Students must be familiar with their iPad, the current version of examination software and instructions prior to downloading examinations.
3. Students must adhere to any email instructions from the Academic Commons regarding updates and system maintenance of the current version of examination software.
4. Students are highly encouraged to download the examination on or before the last business day before the examination to ensure IS&T and Examsoft support is available. Students with known technical difficulties should contact the course lead professor at least twenty-four hours prior to the exam. Any student who encounters last-minute technical difficulty will be required to reschedule their exam and follow the missed test policy. The exam download will remain open until 1 hour before the exam start.
5. Students beginning the examination late will not be granted additional time to complete the examination. Students are subject to Jefferson College of Nursing Examination policies and procedures as outlined in the Jefferson College of Nursing Student Handbook.
6. On examination day students must:
   - Arrive at least fifteen (15) minutes before the scheduled start time of an examination.
   - Have a fully charged iPad.
   - Have an A/C power cord available. There is no guarantee that outlets will be available for charging. Set the internal clock to the correct date and time (EST).

- Upload the examination on completion or as the scheduled examination period ends before leaving the room.
- Students must show their green screen to the proctor before exiting the testing room.

7. Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct (Community Standards) and will result in disciplinary action. Prohibited activities include but are not limited to sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so, accessing or attempting to access a proctored assessment/examination outside of the proctored environment.
8. Students who are successful in downloading the examination file, but experience technology issues outside of normal business hours that would prevent the use of their iPad during an examination should report the issue (including relevant details) as soon as possible by email to the course faculty.

STUDENT ACADEMIC SUPPORT

Student academic support is facilitated by the Jefferson College of Nursing faculty members for each course. Faculty refer students to the Academic Support Team when academic support is needed. The Academic Support Team sessions are in addition to support provided by faculty members. Students can also self-refer to the Academic Support Team for additional support at any point during their course of study.

Students at risk of not passing the course have a responsibility of seeking assistance from the course instructor or advisor as soon as possible. If a student's course exam GPA falls below 77% at any time, the student will be placed on an Individual Student Success Plan (ISSP) at the discretion of the course faculty after they have met with a student who has failed an exam. The student will then remain on the ISSP for the rest of the semester.

STATE BOARD OF NURSING REGULATIONS (PENNSYLVANIA)

- **Student Employment**

  The State Board of Nursing reminds all students that they 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.

- **Eligibility for Licensure in Pennsylvania**

  Eligibility for Licensure in the state of Pennsylvania is at the discretion of the Pennsylvania State Board of Nursing.

Instructions for students to apply for Next Generation NCLEX (NGN) licensure are available at the Pennsylvania State Board of Nursing Website: www.dos.pa.gov/nurse.

The Pennsylvania State Board of Nursing is located at 2601 N 3rd St, Harrisburg, PA 17110. The Pennsylvania State Board of Nursing may be contacted via phone at (717) 783-7142 or via email at ST-NURSE@pa.gov.

For any other state, you must contact the State Board of Nursing to find out the requirements for that state.

NEXT GENERATION NCLEX (NGN) APPLICATION

Instructions for students to obtain an NCLEX application are available at the Pennsylvania State Board of Nursing website: www.dos.pa.gov/nurse.

Instructions for students who plan to complete the Next Generation NCLEX (NGN) examination in the state of New Jersey are available at the New Jersey Division of Consumer Affairs – Board of Nursing website: www.njconsumeraffairs.gov/nur/Pages/applications.aspx.

Students who plan to complete the examination outside of the states of Pennsylvania and New Jersey must contact the state's Board of Nursing for instructions.

GRADUATE PROGRAMS

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 College of Nursing. Policies and procedures as defined in this Student Handbook will apply to graduate students and programs.

GRADING SYSTEM

The grading system and grading reporting methods published in this Jefferson College of Nursing Student Handbook will be applied to all Jefferson College 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 faculty.

GRADUATE TRANSFER CREDIT POLICY

With regard to degree-seeking applicants, 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 Chair, Graduate Programs at Jefferson College of Nursing, 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 students' academic file. The Chair, Graduate Programs at Jefferson College of Nursing is responsible for the evaluation and the decision regarding the request. The Chair, Graduate programs at Jefferson College of Nursing 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 College of Nursing. A maximum of six (6) graduate course credits earned at another college may be transferred to meet the credit requirement for the MSN degree, post-Baccalaureate to DNP degree, post-Master's to DNP, and the DNP Nurse Anesthesia Program. There is no tuition reduction, tuition discount or refund of tuition payment in the event transfer credits are accepted from another institution and posted to the student's Jefferson transcript.

GRADUATION REQUIREMENTS

All financial commitments to Thomas Jefferson University must be fulfilled prior to graduation, including payment of late library fees, and tuition. The student's diploma will be withheld until the above criteria are met.

Candidates of 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.

GRADUATION: APPLICATION FOR GRADUATION, CAP, GOWN, AND HOOD

All students eligible for graduation will be emailed graduation information to a 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.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements.

MASTER'S PROGRAM

ORGANIZING FRAMEWORK OF THE MASTER OF SCIENCE IN NURSING (MSN) PROGRAM

Thomas Jefferson University, Jefferson College of Nursing has adopted the Essentials: Core Competencies for Professional Nursing Education (2021), published by the American Association of Colleges of Nursing. Three components form the organizing framework for the graduate level curriculum. They are the graduate nursing core curriculum, the advanced practice registered nurse (APRN) core curriculum, and the specialty curriculum.

The graduate nurse practitioner program meets the requirements of the Standards for Quality Nurse Practitioner Education, 6th Edition (2022). The NP curriculum provides the student broad educational preparation and follows current nationally recognized standards and competencies for advanced level nursing education, NP role preparation, and population focus preparation (NTF, 2022).

The graduation nursing core curriculum 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 and plan interventions 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 the values underpinning them influence the interventions and care delivered.
- Professional role development content operational uses 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 healthcare system.
- Theoretical foundations for nursing practice prepare 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 graduate core curriculum contains content that is essential to domain-specific areas of graduate nursing education. The APRN core curriculum for the nurse practitioner 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 development of a thorough understanding of the patient or client. In addition to core 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 provide an understanding of normal and pathological mechanisms of disease that serve as essential components 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 pharmacological 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, quality, and cost-effective manner. Content includes pharmacotherapeutics and pharmacokinetics of pharmacologic agents. Application of content is integrated into other support courses, specialty courses, and clinical experiences.

The graduate nursing core curriculum 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 NP population focused courses consist 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.

The curriculum is consistent with the American Association of Colleges of Nursing's (AACN) document titled The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021), building upon the components of liberal arts education, professional values, core competencies, core knowledge, and role development.

DOMAIN 1: KNOWLEDGE FOR NURSING PRACTICE DESCRIPTOR

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

DOMAIN 2: PERSON-CENTERED CARE DESCRIPTOR

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated,

evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

DOMAIN 3: POPULATION HEALTH DESCRIPTOR

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non- traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

DOMAIN 4: SCHOLARSHIP FOR THE NURSING DISCIPLINE DESCRIPTOR

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

DOMAIN 5: QUALITY AND SAFETY DESCRIPTOR

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

DOMAIN 6: INTERPROFESSIONAL PARTNERSHIPS DESCRIPTOR

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

DOMAIN 7: SYSTEMS-BASED PRACTICE DESCRIPTOR

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

DOMAIN 8: INFORMATICS AND HEALTHCARE TECHNOLOGIES DESCRIPTOR

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

DOMAIN 9: PROFESSIONALISM DESCRIPTOR

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

DOMAIN 10: PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT

Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

MASTER OF SCIENCE IN NURSING (MSN) PROGRAM OUTCOMES*

STUDENTS ADMITTED SPRING 2025 & EARLIER

Upon completion of the program the student will be able to:

1. Integrate relevant knowledge, principles, and theories from nursing and related sciences into the advanced nursing care of individuals, families and populations. (Essential I)
2. Demonstrate acumen in organizational leadership through effective collaboration, consultation, and decision making. (Essential II)
3. Integrate research translation and evidence appraisal into advanced nursing practice to initiate change and improve quality outcomes. (Essential IV)
4. Evaluate information science approaches and patient-centric technologies to improve health outcomes and enhance quality of care. (Essentials III, V)
5. Analyze the impact policies, economic factors, and ethical and socio-cultural dimensions have on advanced nursing practice and health care outcomes. (Essential VI)
6. Integrate the concepts of interprofessional communication, collaboration and consultation to effectively manage and coordinate care across systems. (Essential VII)
7. Incorporate culturally appropriate concepts in the planning and delivery of evidence-based preventative and clinical care to communities, and populations. (Essential VIII}
8. Demonstrate expertise in a defined area of advanced practice nursing that influences health care outcomes for individuals, populations, and systems. (Essential IX)

* Program outcomes align with The Essentials of Master's Education in Nursing (2011)

STUDENTS ADMITTED SUMMER 2025 & LATER

Upon completion of the program the student will be able to:

1. Integrate and translate established and evolving disciplinary knowledge, principles, and theories from nursing and related sciences into advanced nursing specialty practice. (Domain 1)
2. Demonstrate expertise in a defined area of advanced nursing practice specialty/role that is person- and family-centered, culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Interpret data and develop holistic plans of care, collaborating in traditional and non-traditional partnerships, to improve equity in population health outcomes. (Domain 3)
4. Initiate change and improve quality outcomes through research translation and evidence appraisal. (Domain 4)
5. Evaluate and integrate established and emerging quality and safety science principles to minimize risk of harm to patients and providers through both individual performance and system effectiveness. (Domain 5)
6. Facilitate and direct interprofessional collaborative interventions using a shared decision-making model with patients, families, and communities to optimize care and improve outcomes. (Domain 6)
7. Evaluate and optimize relevant resources to manage change within complex systems to provide safe, inclusive, high-quality, equitable, and cost-effective health care to diverse populations. (Domain 7)
8. Evaluate and incorporate information and communication technology and informatics processes in accordance with best practice and professional and regulatory standards to deliver safe, high-quality and efficient healthcare innovations that improve health equity and outcomes. (Domain 8)

9. Model core professional values that integrate competency, accountability, ethical behavior, integrity, and empathetic communication into one's advanced nursing specialty practice /role. (Domain 9)
10. Utilize critical reflection to prompt personal and professional wellbeing that fosters resilience, enables lifelong learning, and supports the development of nursing leadership attributes. (Domain 10)

* Program outcomes align with The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

EXAMINATION POLICY

In this policy, "examination" refers to any examination and/or quiz administered in the classroom, online and/or electronically. This includes proctored and non-proctored assessments delivered through approved testing platforms.

1. Students are required to take examinations on the dates scheduled. Examination dates are considered firm academic obligations and are published in advance.
2. Students may miss scheduled examinations only in extreme circumstances. Acceptable reasons must involve documented serious illness, death of an immediate family member, or other extraordinary and verifiable emergency circumstances. Routine travel, employment obligations, or personal scheduling conflicts do not constitute acceptable reasons.
3. In the event a student misses a scheduled examination, the following steps must be taken:
    a. Notify the lead faculty before the scheduled time for the examination or within 24 hours. Notification should occur as soon as reasonably possible and, when feasible, prior to the examination start time. Supporting documentation may be required at the discretion of the faculty.
    b. If Approved, Schedule, within three business (3) days of the missed examination, with the faculty, a date for taking the missed examination. Failure to schedule the make-up examination within the designated timeframe will result in a zero (0) for the examination.
    c. Refrain from discussing the missed examination with students who have already taken the examination. Any discussion, solicitation of content, or attempt to obtain examination information prior to completing the make-up examination may be considered a violation of the Academic Integrity Policy.
    d. A different version of the examination will be administered in the event of a missed examination. The make-up examination may vary in format, item composition, and structure.
4. Any graduate student missing a scheduled examination without following the steps above will receive a zero
5. An examination may not be repeated for the purpose of improving a course grade.

CLASSROOM EXAMINATION PROCEDURES

Students are expected to demonstrate professional conduct consistent with the Jefferson College of Nursing Academic Integrity Policy throughout the entire testing process.

- Students will bring necessary equipment such as iPad, #2 pencils and/or calculator. Students are responsible for ensuring that all required devices are fully charged, functional, and compliant with faculty instructions prior to the start of the examination. Technical difficulties related to personal equipment will not result in additional testing time. Only faculty-approved calculators may be used.
- The faculty will determine seating arrangements. Unless a student has documented academic accommodations, students must comply with all seating assignments and proctor instructions without exception.

- 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. Students are responsible for verifying their assigned testing location in advance of the examination.
- 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. Only items expressly authorized by faculty may remain at the student's desk or testing area. Faculty reserve the right to inspect any item brought into the testing environment.
- Wearing or use of any device capable of web, email, text-messaging and/or data storage capability is prohibited during examinations. All personal equipment (e.g., cell phones, pagers, iPod, watches, smartwatches, headphones, earbuds, smart eyeglasses etc.) must be turned off and left with personal items in the front of the room. Failure to do will result in automatic expulsion from the room and a score of zero for the test/ exam. Foam or rubber ear plugs are permitted to cancel out environmental noise. Failure to comply will result in immediate removal from the testing environment and a score of zero for the examination. Use of unauthorized applications or digital tools during the examination will be treated as a violation of academic integrity.
- 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 (0) for the examination. Any behavior perceived as disruptive or inconsistent with examination integrity standards may also result in removal from the testing environment pending review under the Academic Integrity Policy.
- Passing notes or any other items to another student after the exam has started will result in automatic expulsion from the room and a score of zero (0) for the examination. Any questions or requests should be made directly to the faculty or proctor. Students must raise their hand and remain seated until acknowledged by faculty or the proctor.
- Students may not leave the room and return to complete the examination. Once a decision is made to leave the room, the student must submit the exam to the appropriate testing platform. Students should attend to any personal needs before the examination begins, as students may not leave and re-enter the testing environment once testing has started. Leaving the testing environment without faculty approval will result in termination of the examination session.
- Examination 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.
- Examinations will begin and end promptly at the designated times. Students must immediately cease testing when instructed to do so. Failure to stop testing when directed may be considered a violation of academic integrity.
- During examination sessions employing electronic devices, opening any browser other than the examination screen, or taking screen shots will result in automatic expulsion from the room and a score of zero for the examination. Use of unauthorized applications, artificial intelligence tools, communication platforms, or screen capture software during the examination is strictly prohibited and will be treated as a violation of the Code of Conduct.

ADDITIONAL STUDENT RESPONSIBILITIES RELATING TO PROCTORED EXAMINATIONS

The following items must not be on the student's desk or used during the proctored exam, unless rules for the exam specifically permit these materials: books, textbooks, notebooks, or a secondary electronic device. The testing area must be clear of all unauthorized materials. Faculty and proctors reserve the right to request a full visual inspection of the testing environment at any time during the session.

- A mirror must be available to show the proctor the workspace at the beginning and continuous of the session. Students must comply with all environmental scan requests, including but not limited to desk surface, surrounding walls, floor area, and computer monitor. Failure to comply may result in termination of the examination session.
- One piece of 8x11 scrap paper and writing tool should be available, if applicable. If scrap paper is permitted, it must be shown to the proctor at the beginning of the session and destroyed in view of the proctor at the conclusion of the examination. No additional paper is permitted unless explicitly authorized.
- Students cannot communicate with any other person during the exam, except the proctor. Any attempt to receive assistance, verbally or nonverbally, including through electronic communication, messaging platforms, or artificial intelligence tools, will be considered a violation of the Academic Integrity Policy.
- Students are responsible for ensuring a stable internet connection and appropriate testing environment prior to the start of the examination. In the event of a connectivity disruption, the student must immediately attempt to reconnect and notify the proctor. Failure to promptly reconnect or report connectivity issues may result in application of the Examination Policy.
- Students will mute themselves on the virtual platform during exam as not to disturb other students.
- Students must keep their camera on, remain fully visible, and stay within the camera frame for the duration of the examination. Disabling video, leaving the camera view, or creating unnecessary distractions may result in termination of the examination session pending review under the Academic Integrity Policy.

GRADUATE ELECTRONIC-BASED EXAMINATION PROCEDURES ON CAMPUS

STUDENT RESPONSIBILITIES

On examination day students must:

- Arrive at least 10 minutes before the scheduled start time of an examination. Students arriving after the scheduled start time will not receive additional testing time;
- Log in to the exam platform(password will be distributed before start of examination). Students are responsible for following all faculty and proctor instructions regarding access to the examination platform. Accessing the examination prior to authorization is prohibited.; and
- Submit examination on completion or as the scheduled examination period ends and before leaving the room. Students must verify successful upload and display confirmation to the proctor prior to exiting the testing environment. Failure to properly upload the examination before leaving may result in a score of zero pending faculty review.

Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and academic integrity policy will result in disciplinary action. Prohibited activities include but are not limited to sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so. Use of artificial intelligence tools, screen

capture software, unauthorized applications, or accessing external resources during the examination is strictly prohibited and will be treated as an academic integrity violation.

If a student encounters a technical problem with their computer at the start of or during an examination, they should immediately notify the faculty proctor/s for assistance. Students must remain seated and refrain from attempting to troubleshoot independently unless directed to do so by the proctor. Every effort will be made to resolve the issue in a reasonable time frame.

One sheet of scratch paper will be provided to each student during the administration of an examination/s. Students must clearly print, sign, and date the scratch paper. The scratch paper must be submitted to the faculty proctor/s at the conclusion of the examination. Students who fail to return this sheet will receive a zero (0) on the examination/s. No additional paper is permitted unless expressly authorized by faculty.

At the completion of the examination, students are required to submit their examination/s immediately before leaving the testing room to ensure examination results are received properly. Students who experience difficulty submitting their examination will be referred to technical assistance (contact the electronic software support services). Students who do not submit the examination and do not seek technical assistance the day of the examination are at risk of receiving a zero (0) for the examination.

GRADUATE ELECTRONIC-BASED EXAMINATION PROCEDURES OFF CAMPUS REMOTELY

STUDENT RESPONSIBILITIES

Graduate students must install and maintain the current version of the examination software application on their iPad, laptop, or desktop computer that will be used during proctored examination/s. Device must have Windows or MAC operating system. Students are responsible for ensuring their device meets all technical requirements, is fully functional, and is updated prior to the scheduled examination time.

Students must be familiar with their iPad, laptop, or desktop computer, the current version of examination software, and instructions prior to initiating examination. Lack of familiarity with the device or software does not constitute grounds for rescheduling or additional testing time.

Students must adhere to any email instructions from the Academic Commons regarding updates and system maintenance of the current version of examination software. Failure to complete required updates may prevent access to the examination and may be subject to the missed examination policy.

Students will receive instruction from course faculty concerning completing the exam as appropriate. Off-campus examinations will remain open for a time frame that will not exceed 36 hours. Students are responsible for initiating and completing the examination within the designated testing window. Failure to do so will result in application of the Examination Policy.

Off-campus proctors are required for examinations weighted greater than 20% .

On examination day students must

- Have fully charged devices for exam completion and proctor viewing (if applicable);
- Have an AC power cord available;
- Set the internal clock to the correct date and time (EST); and
- Submit the examination on completion or as the scheduled examination period ends. Students must verify successful upload and retain confirmation of submission. Failure to properly upload the examination before the close of the testing window may result in a score of zero pending faculty review.

Any attempt to tamper with or disable the electronic testing software security features will be considered a violation of the Code of Conduct and the academic integrity policy will result in disciplinary action. Prohibited activities include but are not limited to sharing examination password(s), recording examination questions, and reverse engineering examination encryption or attempting to do so. Use of artificial intelligence tools, unauthorized applications, screen capture software, or external communication platforms during the examination is strictly prohibited and will be treated as an academic integrity violation.

Jefferson College of Nursing students experiencing technology problems must make arrangements with Information Systems and Technology (IS&T) to resolve issues during normal business hours. Students are responsible for proactively addressing technical concerns prior to the scheduled examination date. This will allow appropriate measures to be taken to enable a student to take an examination as scheduled. Failure to resolve known technical issues in advance may result in application of the Examination Policy.

Any technological issues outside of normal business hours that would prevent the use of their laptop/desktop computer during an examination should report the issue (including relevant details) as soon as possible by email to the course faculty. Students must include a clear description of the issue, time of occurrence, and any error messages received. Prompt reporting does not guarantee approval for rescheduling and will be reviewed in accordance with College policy.

At the completion of the examination, students are required to submit their examination/s immediately and show that examination results are received properly. Students must verify successful upload through the confirmation screen or receipt generated by the testing platform. Failure to confirm submission prior to closing the testing session may result in a score of zero (0) pending faculty review.

OBJECTIVE TESTING POLICY

Students must achieve a cumulative average of greater than or equal to 80% (after rounding) on all objective tests* administered in select courses (NU 560 Advanced Pharmacology, NU 667 Advanced Pharmacology for Neonatal Nurse Practitioners, NU 570 Advanced Physiology/Pathophysiology) and all clinical courses (see chart below) to receive a passing grade for that course. The cumulative average of greater than or equal to 80% (after rounding) must be achieved before adding points derived from alternate assignments** and attendance. A cumulative average of less than 80% on all objective tests administered in a course will result in course failure, and the cumulative average on objective tests will become the final grade in the course. The final course grade will consist of the objective test scores and if applicable, the scores from alternate assignments. This final grade will be rounded per the Jefferson College of Nursing Grading Policy.

Therefore, to successfully pass the course the following must be achieved:

- Cumulative average of ≥ 80% on all objective tests (after rounding)
- Clinical and/or laboratory component (as applicable) – Pass
- Completion of all alternate assignments
- A final course grade of > 80%

ADULT-GERONTOLOGY ACUTE CARE NURSE PRACTITIONER (AGACNP)
NU631 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I
NU632 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II
NU633 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III
ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER (AGPCNP)
NU674 Management of Common Health Problems in Primary Care

NU630 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse
NU676 Management of the Adult and Older Adult in Ambulatory Care
FAMILY-INDIVIDUAL ACROSS THE LIFESPAN NURSE PRACTITIONER (FIALNP)
NU674 Management of Common Health Problems in Primary Care
NU675 Management of Women and Children in Ambulatory Care
NU676 Management of the Adult and Older Adult in Ambulatory Care
NEONATAL NURSE PRACTITIONER (NNP)
NU662 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I
NU663 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II
NU664 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III
PEDIATRIC PRIMARY CARE NURSE PRACTITIONER (PPCNP)
NU640 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I
NU641 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II
NU642 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III
PSYCHIATRIC-MENTAL HEALTH NURSE PRACTITIONER (PMHNP)
NU613 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner I
NU614 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner II
NU615 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner III
WOMEN'S HEALTH - GENDER RELATED NURSE PRACTITIONER (WHGRNP)
NU590 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I
NU591 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II
NU592 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III

* Objective tests include: examinations, quizzes and select clinical course certification preparation exams as defined by the clinical track.

** Alternate assignments are activities designated by the course teams that may include but are not limited to: intensive assignments, clinical assignments, and/or case studies.

CLINICAL ATTENDANCE POLICY

Students are required to attend all clinical components 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.

- In case of a clinical absence, it is the responsibility of the student to notify the clinical course faculty and the clinical site as soon as possible for planned and unplanned absence. The clinical course faculty 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.
- Extreme circumstances will be addressed by the Program Director, or designee, on an individual basis.

THE CLINICAL EDUCATION MODEL FOR MSN STUDENTS

Purpose: For MSN 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 MSN 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 interprofessional 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 student learning outcomes of the course. Clinical education sites are determined by site availability. Student assignment is determined by the course faculty. 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; and
- 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 advanced 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 health care 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 professional activities, such as research projects and governance activities (as applicable).

The Role of Preceptor in the Clinical Education Setting

1. Develop professional values and role behaviors in the clinical setting, modeling accountability, respect and clinical expertise.
    - Guide students to demonstrate professional behavior at all times.
2. Maintain ongoing channels of effective communication.
    - Meet with the clinical course faculty to provide information about student learning goals and define preceptor's role in the student's educational experience.
    - Provide mid-term and final evaluation.
    - Develop student guidelines, based on student learning outcomes that clearly delineate expectations for the learning experience.
    - Provide ongoing formative evaluation feedback regarding accomplishment of course expectations to each student.
    - Maintain ongoing communication with clinical course faculty as indicated.
3. Maximize opportunities for the student to apply theory, knowledge and skills through exposure to diverse populations and care issues.
    - Utilize evaluation of students' strengths and weaknesses in the clinical area to select appropriate assignments for students.
    - Facilitate application of students' current skills and knowledge to new and unfamiliar experiences.
    - Guide active student involvement in developing professional values and assuming professional nursing roles.
4. Facilitate integration of theory with practice through use of scientific process in clinical decision- making.
    - Coordinate student learning experiences with classroom learning.
    - Facilitate student integration of classroom theory, development of core competencies and knowledge, and professional values and roles into clinical practice.
    - Facilitate students' learning and practice of clinical decision-making and critical thinking skills.
5. Facilitate development of students' ability to self-evaluate clinical progress and strengths and weaknesses and to set goals for future learning experiences.
    - Provide prompt ongoing feedback to students regarding clinical expectations, performance, and written assignments, including clinical log.
    - Encourage objective formative self-evaluation.
    - Uphold the expectation that students must come to the evaluation conference with a fully completed self-evaluation.
    - Facilitate students' evaluation of preceptor and clinical site.

6. Evaluate students' accomplishment of course competencies and requirements.
    - Provide and explain course performance expectations at orientation.
    - Place students in danger of failing on clinical remediation and create a plan of remediation with the student.
    - Immediately notify the clinical course faculty of any problems or concerns with the clinical experience, which might impact on students' ability to meet course requirements.
    - Schedule an evaluation conference with the student at mid-term and end of semester.

Framework for Learning Session

Clinical experiences will be provided for students to develop proficiency in the core competencies essential for advanced level professional practice.

- Opportunities will be provided for the student to plan, implement, and evaluate care of diverse patients.
- Related observational experiences may be provided when appropriate to meet student learning outcomes.
- Opportunities to work with staff and interact as part of the interprofessional care team will be provided.
- Quantity and complexity of assignments will reflect the goal of developing and enhancing student's level of competency.

Fee-based Placements and Placement Service Companies

Jefferson College of Nursing does not condone, recommend, support and/or have a relationship with fee-based clinical placement service companies. Students who engage with an external clinical placement service company or elect to pay preceptors directly, do so at their own risk and assume any financial obligations.

Jefferson College of Nursing does not pay placement fees or stipends to preceptors, nor does it recommend that students do so.

CLINICAL CALENDAR AND 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.

CLINICAL LOGS (CLIENT ENCOUNTER LOGS)

Students are required to collect and record data on every client seen. Clinical logs must be submitted *weekly as per the clinical course syllabi.* 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 encounters. Clinical logs must be submitted on time in order to pass the clinical practicum.

Students are required to complete 250 hours of clinical practicum for each clinical course. Non nurse practitioner programs follow clinical hour requirements as per the program plan of study. 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 their 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 faculty of absence may result in clinical failure. Also, failure to complete clinical hours during the semester will result in failure in clinical performance.

SATISFACTORY CLINICAL PERFORMANCE IN MASTER OF SCIENCE IN NURSING (MSN) COURSES

Satisfactory clinical performance includes successful completion of 250 clinical hours per semester 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.

MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM PLANS

CORE CURRICULUM

NU717 Health and Social Policy	3
NU603 Research for Advanced Practice Nursing I	3
NU704 Philosophy, Foundations and Methods for Evidence-Based Practice	3
NU605 Role of the Advanced Practice Nurse	3
NU696 Leadership and Critical Decision Making	3
NU713 Digital Transformation in Healthcare: Trends and Opportunities	3
Total Credits	**18**

PREREQUISITE COURSE REQUIREMENT

Students enrolled in NU673, Advanced Health Assessment, 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.

PRACTITIONER STUDENTS

Pennsylvania Board of Nursing regulations regarding RN licensure for students enrolled in Pennsylvania Certified Registered Nurse Practitioner (CRNP) programs. A Pennsylvania RN license is required for all students enrolled in a Pennsylvania CRNP program. Alternatively, a multistate license from another Nursing Licensure Compact (NLC) state is acceptable. As of September 5, 2023 the PA State Board has expanded the regulation to allow for either a PA RN license or a multistate license in another NLC state.

All nurse practitioner students are required to obtain two RN licenses as applicable to their intended clinical practice site. This will ensure that students will be able to avail themselves to all available preceptors and clinical sites in a minimum of two states. Students will not be permitted to register for NU673 until they present copies of their RN licenses. All students not required to take NU 673 (i.e., NNP students) will receive separate directions from the Program Directors regarding licensure.

ACADEMIC NURSING

The MSN in Academic Nursing is designed for professional nurses seeking faculty positions in entry-level or graduate nursing education programs to teach in the classroom, clinical environment, or online. Courses focus on contemporary curriculum design, instructional methodologies, student assessment, and program evaluation methods. Completion of two preceptor-facilitated practicums provides students the opportunity to transfer knowledge to the actual academic environment.

This flexible, online program with experiential learning offers professional growth and career trajectory towards successful transition into the professorial role in an academic setting. Graduates are eligible, depending on employment role and work history, to apply for any of the three National League for Nursing (NLN) Certified Nurse Educator (CNE) examinations. NLN-CNE designation indicates exceptional proficiencies in the field of nursing education.

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU570 Advanced Physiology/Pathophysiology 3
NU696 Leadership and Critical Decision Making 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU618 Trends in Education & the Nurse Educator Role. 3
NU560 Advanced Pharmacology. 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU673 Advanced Health Assessment 3
NU619 Online Education & Instructional Design in Academic Nursing 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU603 Research for Advanced Practice Nursing I 3
NU678 Academic Nursing Seminar I: Facilitating Learner-Centric Development and Socialization 3

Total Credits – Year Two Semester One. 6

YEAR TWO | SEMESTER TWO

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU680 Academic Nursing Seminar II: Contemporary Curriculum Design and
Role Execution Practicum (112 practicum hours) 3

Total Credits – Year Two Semester Two. 6

YEAR TWO | SEMESTER THREE

NU717 Health and Social Policy 3
NU684 Academic Nursing Seminar III: Measuring Learning Outcomes and
Role Execution Synthesis (112 practicum hours) 3

Total Credits – Year Two Semester Three 6

ADULT-GERONTOLOGY: ACUTE CARE NURSE PRACTITIONER

The Adult-Gerontology: Acute Care Nurse Practitioner is prepared to assess and manage the full continuum of 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 750 clinical hours for this program.

Two certification options exist for graduates of the Adult-Gerontology Acute Care (AGAC) Nurse Practitioner Program. AGAC graduates meet the academic eligibility requirements to take the Adult- Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the ANCC examination are awarded the credential: Adult- Gerontology Acute Care Nurse Practitioner-Board Certified (AGACNP-BC).

AGAC Program graduates also meet the academic eligibility requirements to take the Adult- Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Association of Critical Care Nurses (AACN). Candidates who meet all eligibility requirements established by the AACN and successfully pass the examination are awarded the credential: Adult - Gerontology Acute Care Nurse Practitioner Credential (ACNPC-AG).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU560 Advanced Pharmacology 3
NU717 Health and Social Policy 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU570 Advanced Physiology/Pathophysiology. 3
NU673 Advanced Health Assessment 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU674 Management of Common Health Problems in Primary Care. 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU630 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse 6
NU696 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU676 Management of the Adult and Older Adult in Ambulatory Care 6
NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3

Total Credits – Year Two Semester Three 9

ADULT-GERONTOLOGY: PRIMARY CARE NURSE PRACTITIONER PROGRAM

The Adult-Gerontology: Primary Care Nurse Practitioner is prepared to assess and manage the full continuum of primary care services to individuals from young adults to older adulthood. The core knowledge provided in the specialty coursework is based on the full spectrum of wellness and health, as well as episodic and chronic health care needs. Adult-Gerontology: Primary Care Nurse Practitioner graduates are well-prepared to provide care in a wide variety of outpatient settings, including private practices, public clinics, home-based primary and specialty care practices, hospital- based outpatient clinics, and specialty practices. Students complete 750 clinical hours for this program.

Two certification options exist for graduates of the Adult-Gerontology Primary Care (AGPC) Nurse Practitioner Program. AGPC Program graduates meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Adult- Gerontology Primary Care Nurse Practitioner-Board Certified (AGPCNP-BC).

AGPC Program graduates also meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Adult-Gerontology Primary Care Nurse Practitioner (NP-C or AGNP-C depending on state licensing and regulatory agency requirements).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU560 Advanced Pharmacology 3
NU717 Health and Social Policy 3

Total Credits – Year One Semester One 6

YEAR ONE | SEMESTER TWO

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU703 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE

NU570 Advanced Physiology/Pathophysiology 3
NU673 Advanced Health Assessment 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU674 Management of Common Health Problems in Primary Care. 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU630 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse. 6
NU696 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU676 Management of the Adult and Older Adult in Ambulatory Care 6
NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3

Total Credits – Year Two Semester Three 9

FAMILY/INDIVIDUAL ACROSS THE LIFESPAN PROGRAM

The Family/Individual Across the Lifespan Nurse Practitioner (FNP) will be educated to deliver comprehensive primary care to clients from infancy to adulthood. The curriculum emphasis is on interdisciplinary collaboration and strategies for meeting patients' primary care needs through a family- centered approach to health promotion and illness intervention. Students complete 750 clinical hours for this program.

Two certification options exist for graduates of the Family-Individual Across the Lifespan (FIAL) Nurse Practitioner Program. FIAL Program graduates meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Family Nurse Practitioner-Board Certified (FNP-BC).

FIAL Program graduates also meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Family Nurse Practitioner- Certified (NP-C or FNP-C depending on state licensing and regulatory agency requirements).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU570 Advanced Physiology/Pathophysiology 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU560 Advanced Pharmacology. 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU673 Advanced Health Assessment 3
NU717 Health and Social Policy 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU674 Management of Common Health Problems in Primary Care. 6
NU696 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU675 Management of Women and Children in Ambulatory Care 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU676 Management of the Adult and Older Adult in Ambulatory Care 6
NU605 Role of the Advanced Practice Nurse 3

Total Credits – Year Two Semester Three 9

NEONATAL NURSE PRACTITIONER PROGRAM

The Neonatal Nurse Practitioner (NNP) program prepares graduates in the care of infants from birth to age two as well as their mothers and family. NNPs practice in neonatal intensive care units, labor and delivery, well baby units, outpatient clinics and during transport services. They provide and manage comprehensive health care to critically ill and convalescing neonates, and their families, while collaborating with maternal child healthcare disciplines. Students complete 750 clinical hours for this program.

Graduates of the Neonatal Nurse Practitioner Program meet the academic eligibility requirements to take the Neonatal Nurse Practitioner Certification Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Neonatal Nurse Practitioner-Board Certified (NNP-BC).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU570 Advanced Physiology/Pathophysiology 3
NU717 Health and Social Policy 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU603 Research for Advanced Practice Nursing I 3
NU667 Advanced Pharmacology for Neonatal Nurse Practitioners 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU665 Advanced Health Assessment for the Mother and the Neonate 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU696 Leadership and Critical Decision Making 3
NU662 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU663 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II. 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU605 Role of the Advanced Practice Nurse 3
NU664 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III 6

Total Credits – Year Two Semester Three 9

PEDIATRIC PRIMARY CARE NURSE PRACTITIONER

The Pediatric Primary Care Nurse Practitioner (NP) specialty prepares graduates in the advanced care of children and their families. Pediatric advanced practice nurses provide care in clinical practice, school- based health, home health, public health, acute and long-term care settings. The Pediatric Primary Care NP is prepared 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 750 clinical hours for this program.

Graduates of the Pediatric Primary Care Nurse Practitioner Program meet the academic eligibility requirements to take the Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC) Examination offered by the Pediatric Nursing Certification Board (PNCB). Candidates who meet all eligibility requirements established by the PNCB and successfully pass the examination are awarded the credential: Primary Care Certified Pediatric Nurse Practitioner (CPNP-PC).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU570 Advanced Physiology/Pathophysiology 3
NU603 Research for the Advanced Nursing Practice I 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU560 Advanced Pharmacology. 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU717 Health and Social Policy 3
NU673 Advanced Health Assessment 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU696 Leadership and Critical Decision Making 3
NU640 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU641 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU605 Role of the Advanced Practice Nurse 3
NU642 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III 6

Total Credits – Year Two Semester Three 9

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER

The Psychiatric Mental Health Nurse Practitioner program prepares advanced practice nurses to improve mental health care in their communities. Training is focused on integrated health care settings, a lifespan approach, and in-depth focus on assessment, diagnosis, and treatment of mental health conditions and physical comorbidities. Students complete 750 clinical hours for this program.

Graduates of the Psychiatric Mental Health Nurse Practitioner Program meet the academic eligibility requirements to take the Psychiatric-Mental Health Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Psychiatric- Mental Health Nurse Practitioner – Board Certified (PMHNP-BC™). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Psychiatric-Mental Health Nurse Practitioner – Certified (PMHNP-C™).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU570 Advanced Physiology/Pathophysiology 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester One 6

YEAR ONE | SEMESTER TWO

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU560 Advanced Pharmacology 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE

NU717 Health and Social Policy 3
NU673 Advanced Health Assessment 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU696 Leadership and Critical Decision Making 3
NU613 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner I 6

Total Credits – Year Two Semester One 9

YEAR TWO | SEMESTER TWO

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU614 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner II 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU605 Role of the Advanced Practice Nurse 3
NU615 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner III 6

Total Credits – Year Two Semester Three 9

TRANSFORMATIVE SYSTEMS LEADERSHIP PROGRAM

The Masters of Science in Nursing (MSN) in Transformative Systems Leadership (TSL) is designed for nurses who aspire to advance their leadership skills, build their networks, and prepare for current and future-oriented strategic leadership roles in the ever-changing health care environment.

This flexible and highly collaborative program integrates current evidence, innovative strategies and tools to prepare students as skilled systems thinkers, communicators, creative problem-solvers, and effective change agents within local, regional, national, or global health care contexts. Students are able to pursue rich and varied clinical placements based on self-defined leadership goals. Through exposure to a robust selection of coursework students gain skills and insights that are readily transferable to current work settings and to their career advancement. Graduates are eligible, depending on employment role and work history, to apply for nursing administration/executive certification exams offered through the American Nurses Credentialing Center of the American Nurses Association and the American Organization for Nursing Leadership.

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU607 Transforming Healthcare Delivery: A Systems Perspective for Innovation 3
NU696 Leadership and Critical Decision Making 3

Total Credits – Year One Semester One 6

YEAR ONE | SEMESTER TWO

NU608 Leadership and Management for Operational Excellence 3
NU713 Digital Transformation in Healthcare: Trends and Opportunities 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE

NU610 Strategic Communication in the Workplace 2
NU609 Health Economics, Finance, and Policy 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU603 Research for Advanced Practice Nursing I 3
NU715 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year Two Semester One 6

YEAR TWO | SEMESTER TWO

NU611 Leadership Practicum/Seminar I 4
Elective 3

Total Credits – Year Two Semester Two 7

YEAR TWO | SEMESTER THREE

NU612 Leadership Practicum/Seminar II 3
Elective 3

Total Credits – Year Two Semester Three 6

WOMEN'S HEALTH – GENDER RELATED NURSE PRACTITIONER PROGRAM

The Women's Health – Gender Related Nurse Practitioner program prepares graduates in the care of women throughout the lifespan across the health-illness continuum. Women's Health – Gender Related NPs practice in hospitals, labor and delivery units, outpatient clinics and primary care practices providing and managing comprehensive health care to women, as well as collaborating with the interprofessional healthcare team. Students will complete 750 clinical hours for this program. Graduates of the Women's Health – Gender Related Nurse Practitioner Program meet the academic eligibility requirements to take the Women's Health Care Nurse Practitioner Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Women's Health Care Nurse Practitioner (WHNP-BC).

Individualized plans of study are developed with students at orientation. Two to four year study options are available.

Sample Full-time Plan of Study (Summer Start)

YEAR ONE | SEMESTER ONE

NU560 Advanced Pharmacology 3
NU717 Health and Social Policy 3

Total Credits – Year One Semester One 6

YEAR ONE | SEMESTER TWO

NU673 Advanced Health Assessment 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two 6

YEAR ONE | SEMESTER THREE

NU570 Advanced Physiology/Pathophysiology 3
NU713 Digital Transformation in Healthcare: Trends & Opportunities 3

Total Credits – Year One Semester Three 6

YEAR TWO | SEMESTER ONE

NU590 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I 6
NU605 Role of the Advanced Practice Nurse 3

Total Credits – Year Two Semester One 9

YEAR TWO | SEMESTER TWO

NU591 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II. . . .6
NU696 Leadership and Critical Decision Making 3

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU592 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III . . .6
NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3

Total Credits – Year Two Semester Three 9

POST GRADUATE CERTIFICATES

Post-Graduate Certificate in Advanced Headache Diagnosis and Management

SEMESTER 1

NU685 A Case-Based Approach to The Diagnosis and Pathophysiology of Headache Disorders 4

SEMESTER 2

NU686 Current and Emerging Treatments and Procedural Skills for Headache Disorders 4

SEMESTER 3

NU687 Psychological Factors in Headache Medicine with an Introduction to Business Management 2

Post-Graduate Certificate in Academic Nursing

SEMESTER 1

NU678 Academic Nursing Seminar I: Facilitating Learner-Centric Development and Socialization 3

SEMESTER 2

NU680 Academic Nursing Seminar II: Contemporary Curriculum Design and Role Execution Practicum 3

SEMESTER 3

NU684 Academic Nursing Seminar III: Measuring Learning Outcomes and Role Execution Synthesis 3

Emergency Nurse Practitioner – Post-Graduate Certificate Program for Family Nurse Practitioners

SEMESTER 1

NU643 Emergency Nurse Practitioner Role / Emergency Care I 4

SEMESTER 2

NU644 Emergency Nurse Practitioner Procedures / Emergency Care II 4

SEMESTER 3

NU645 Collaborative Management / Advanced Emergency Care III 4

Post-Graduate Certificate in Transformative Systems Leadership

SEMESTER 1

NU607 Transforming Healthcare Delivery: A Systems Perspective for Innovation 3

SEMESTER 2

NU608 Leadership and Management for Operational Excellence 3

SEMESTER 3

NU609 Health Economics, Finance, and Policy 3

DOCTOR OF NURSING PRACTICE PROGRAM

ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM: POST BACCALAUREATE ENTRY

Thomas Jefferson University, Jefferson College 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:

The DNP PROGRAM: POST BACCALAUREATE ENTRY 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.

The DNP PROGRAM: POST BACCALAUREATE ENTRY 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 practical 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.

STUDENTS ADMITTED SPRING 2025 & EARLIER

Essential I: Scientific Underpinning 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 a 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 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) clinically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, and 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 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 practical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

DNP PROGRAM: POST BACCALAUREATE ENTRY PROGRAM OUTCOMES

STUDENTS ADMITTED SPRING 2025 & EARLIER

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

1. Synthesize knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences into the conceptual foundation of advanced nursing practice at the doctoral level. (Essential I)
2. Employ organizational and systems-level leadership principles in the development and evaluation of care delivery approaches that meet the current and future needs of communities and populations. (Essential II)
3. Design, direct and evaluate scholarly inquiries that incorporate evidence appraisal, research translation, and standards of care to improve practice and the practice environment. (Essential III)
4. Analyze ethical and legal issues in the use of information, information technology, communication networks, and patient care technologies used to support safe, high- quality patient care. (Essentials II, IV)

5. 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. (Essential V)
6. Integrate skills of effective communication, collaboration, shared decision making, and leadership with interprofessional teams to create change in health care. (Essential VI)
7. Synthesize individual, aggregate, and population health data in the development, implementation, and evaluation of interventions that address health promotion/disease prevention, access, and disparities. (Essential VII)
8. Demonstrate advanced levels of leadership, systems thinking, clinical judgement, and analytical skills in designing, delivering, and evaluating evidence-based care at the highest level of advanced practice. (Essential VIII)

STUDENTS ADMITTED SUMMER 2025 & LATER

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

1. Synthesize, integrate, and translate evolving transdisciplinary and nursing knowledge to lead advanced nursing specialty practice. (Domain 1)
2. Lead and integrate initiatives which drive person-and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Appraise practice patterns and risk stratification to lead evidence-based initiatives that improve holistic care, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)
4. Design, implement, evaluate, and disseminate scholarly inquiries that incorporate evidence appraisal, research translation, and best practices to improve outcomes. (Domain 4)
5. Design and lead quality and safety initiatives using established and emerging principles of safety and improvement science to mitigate risk of harm to patients and providers and optimize individual performance and system effectiveness. (Domain 5)
6. Lead interprofessional teams to address complex needs of the individual, families, community and population through respectful and effective communication and shared decision making. (Domain 6)
7. Analyze complex systems impacting the healthcare industry to generate strategic innovations that enhance value, access to care and cost-effectiveness. (Domain 7)
8. Leverage information and communication technologies and informatics processes in accordance with best practice and professional and regulatory standards, to analyze and compare quality metrics, impact clinical decision making, and develop knowledge to improve healthcare delivery. (Domain 8)
9. Advance core values that promote professionalism, ethical standards, accountability, integrity, empathy, civility, and a spirit of mentorship into one's advanced nursing specialty practice/role. (Domain 9)
10. Advocate for reflective practices that advance the health and well-being of self and colleagues through engagement in initiatives that support personal health, resilience, life-long learning, and leadership development. (Domain 10)

* Prior to Master of Science in Nursing (MSN) degree conferral, students will follow the MSN program outcomes (please refer to the 'Organizing Framework of the Master of Science in Nursing (MSN) Program' section). Upon MSN degree conferral, students will follow the Doctor of Nursing Practice (DNP) program outcomes. All doctoral courses completed in the MSN program will follow the Doctor of Nursing Practice (DNP) program outcomes.

DOCTOR OF NURSING PRACTICE PROGRAM OPTIONS

*For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

The following program options are available for the DNP Program – Post-Baccalaureate Entry:

- Adult-Gerontology: Acute Care Nurse Practitioner
- Adult-Gerontology: Primary Care Nurse Practitioner
- Family-Individual Across the Lifespan Nurse Practitioner
- Neonatal Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Women's Health-Gender Related Nurse Practitioner
- DNP Nurse Anesthesia Program

ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM: POST MASTER'S ENTRY

Thomas Jefferson University, Jefferson College 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:

The DNP Program: Post Master's Entry core curriculum is comprised of the DNP Essentials Domains 1 through 10, that constitute the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

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 practical 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.

DOMAIN 1 KNOWLEDGE FOR NURSING PRACTICE

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

DOMAIN 2 PERSON-CENTERED CARE

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

DOMAIN 3 POPULATION HEALTH

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

DOMAIN 4 SCHOLARSHIP FOR THE NURSING DISCIPLINE

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

DOMAIN 5 QUALITY AND SAFETY

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

DOMAIN 6 INTERPROFESSIONAL PARTNERSHIPS

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

DOMAIN 7 SYSTEMS-BASED PRACTICE

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

DOMAIN 8 INFORMATICS AND HEALTHCARE TECHNOLOGIES

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

DOMAIN 9 PROFESSIONALISM

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

DOMAIN 10 PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT

Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM: POST MASTER'S ENTRY PROGRAM OUTCOMES

STUDENTS ADMITTED SPRING 2025 & EARLIER

1. Integrate, translate, and apply established and evolving disciplinary nursing and transdisciplinary knowledge to form the basis for clinical judgment and innovation in nursing practice.

   Domain: 1

   Concepts: 1, 2, 5

2. Model advanced clinical reasoning and person-centered care to improve health equity and population health outcomes across the healthcare delivery continuum.

   Domains: 2, 3

   Concepts: 2, 3, 4, 8

3. Synthesize scientific knowledge to inform evidence-based practice, influence policy, improve health outcomes, and transform health care.

   Domain: 4

   Concepts: 5, 6, 7

4. Lead within complex systems of health care through coordination of resources; through utilization of Information and communication technologies and informatics processes; and, through the application of principles of safety and improvement science to deliver safe, high quality, equitable care.

   Domains: 5, 7, 8

   Concepts: 2, 3, 4

5. Build intentional interprofessional partnerships to optimize care and improve health outcomes for patients, families, communities, and other stakeholders.

   Domain: 6

   Concepts: 2, 3

6. Integrate reflective practices to model a sustainable professional nursing identity that fosters personal health, resilience, and well-being; cultivates lifelong learning; reflects nursing's characteristics and values; and supports acquisition of nursing expertise and the assertion of leadership.

   Domains: 9, 10

   Concepts: 2, 3, 5

STUDENTS ADMITTED SUMMER 2025 & LATER

1. Synthesize, integrate, and translate evolving transdisciplinary and nursing knowledge to lead advanced nursing specialty practice. (Domain 1)
2. Lead and integrate initiatives which drive person-and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Appraise practice patterns and risk stratification to lead evidence-based initiatives that improve holistic care, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)

4. Design, implement, evaluate, and disseminate scholarly inquiries that incorporate evidence appraisal, research translation, and best practices to improve outcomes. (Domain 4)
5. Design and lead quality and safety initiatives using established and emerging principles of safety and improvement science to mitigate risk of harm to patients and providers and optimize individual performance and system effectiveness. (Domain 5)
6. Lead interprofessional teams to address complex needs of the individual, families, community and population through respectful and effective communication and shared decision making. (Domain 6)
7. Analyze complex systems impacting the healthcare industry to generate strategic innovations that enhance value, access to care and cost-effectiveness. (Domain 7)
8. Leverage information and communication technologies and informatics processes in accordance with best practice and professional and regulatory standards, to analyze and compare quality metrics, impact clinical decision making, and develop knowledge to improve healthcare delivery. (Domain 8)
9. Advance core values that promote professionalism, ethical standards, accountability, integrity, empathy, civility, and a spirit of mentorship into one's advanced nursing specialty practice/role. (Domain 9)
10. Advocate for reflective practices that advance the health and well-being of self and colleagues through engagement in initiatives that support personal health, resilience, life-long learning, and leadership development. (Domain 10)

DOCTOR OF NURSING PRACTICE (DNP) PRACTICUM REQUIREMENTS

OVERVIEW

Practicum experiences are a central part of the Doctor of Nursing Practice (DNP) curriculum at Jefferson College of Nursing (JCN). These experiences give students the opportunity to apply advanced knowledge, strengthen leadership and systems-thinking skills, and work toward achieving the 1,000 post-BSN practicum hours required for graduation. Many practicum hours will support the development, implementation, or evaluation of your DNP Scholarly Project, and these connections should be reflected in DNP Practicum logs.

All practicum activities must be approved by faculty, align with the course Student Learning Outcomes (SLOs), and be documented in accordance with program requirements. You will complete practicum hours throughout the DNP program.

WHAT COUNTS AS PRACTICUM HOURS?

Practicum experiences are advanced, systems- or leadership-focused experiential learning tied to course SLOs. Practicum hours include faculty-approved advanced learning activities such as:

- Leading or participating in quality or safety improvement projects
- Engaging in system-level or organizational assessments
- Collaborating with interprofessional teams
- Conducting policy or health system analyses
- Designing, implementing, or evaluating evidence-based initiatives
- Participating in community and population health work
- Working with leaders on informatics or digital health priorities
- Completing advanced specialty clinical activities (for BSN–DNP and SRNA students)

All hours must reflect advanced, doctoral-level experiential learning and support completion of course SLOs.

WHAT DOES NOT COUNT?

The following cannot be counted as practicum hours:

- Routine job duties without doctoral-level responsibilities
- Observational or administrative activities without assigned tasks or deliverables
- Clinical hours completed without supervision or approval
- Hours completed before receiving faculty or preceptor approval
- Activities that are not linked to a course SLO
- Duplicate use of the same activity without demonstration of advancement in multiple courses

Faculty reserve the right to approve or decline any potential practicum activity in collaboration with the student.

YOUR PRACTICUM RESPONSIBILITIES

1. **Complete Required Hours**
   - You must complete all practicum hours assigned in each DNP course. Hours vary by course and by program pathway. Practicum hours may be completed on a flexible schedule as long as they are faculty-approved and documented within an academic term.
   - It is the student's responsibility to maintain records and practicum logs throughout the program of study and evidence of completion if audited.
2. **Keep a Log of Practicum Activities**

   A practicum log of hours, activities, and SLOs will be maintained by the student throughout their program of study and submitted for review in each corresponding course as designated in the syllabus. For every course with practicum hours, you must submit documentation that:

   - Describe the practicum activities
   - Identify the course SLO addressed
   - Demonstrate advanced-level competencies
   - Reflect on your learning and impact

   Each entry must be unique. Students cannot reuse the same activity in multiple courses without demonstration of advancement. Additionally, it is the student's responsibility to maintain records and practicum logs throughout the program of study.
3. **Log Hours in the Approved System**

   All practicum hours must be entered in the JCN-approved tracking platform. Hours must be:

   - Accurate
   - Submitted on time
   - Verified by faculty or a preceptor when required

   All practicum documentation must accurately represent the activities completed. Falsifying hours or documentation is considered academic misconduct.
4. **Maintain Professional Conduct**

   During practicum experiences, students must follow all policies related to:

   - Professionalism
   - Confidentiality

- Ethics
- Safety
- Site-specific requirements

PRACTICUM HOURS BY PROGRAM PATHWAY

A. DNP CLINICAL PRACTICE PROGRAM

Students complete practicum hours across the following DNP courses:

Core Courses

- NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice
- NU713 Digital Transformation in Healthcare
- NU717 Health and Social Policy

Additional Didactic Courses with Practicum Hours

- NU718 Introduction to DNP Studies and the Scholarly Project
- NU702 Practice Inquiry: Designs, Methods & Analyses
- NU714 Healthcare Systems Safety, Quality, and Improvement Science
- NU715 Leading Strategic Change
- NU716 Perspectives in Community Engagement and Population Health
- Graduate Elective (3 credits)

Scholarly Project Courses

- NU719 DNP Scholarly Project and Practicum Seminar I
- NU720 DNP Scholarly Project and Practicum Seminar II

B. DNP EXECUTIVE LEADERSHIP (EL) PROGRAM

You will complete practicum activities integrated into leadership-focused coursework.

Core and Leadership Courses

- NU725 Introduction to DNP-EL Studies and the Scholarly Project
- NU702 Practice Inquiry: Designs, Methods & Analyses
- NU713 Digital Transformation in Healthcare
- NU714 Healthcare Systems Safety, Quality, and Improvement Science
- NU715 Leading Strategic Change
- NU716 Perspectives in Community Engagement and Population Health
- NU726 Trends Shaping the Future of Executive Leadership
- NU727 Innovation, Creativity, and Well-Being in Healthcare
- Graduate Elective (3 credits)

Scholarly Project Courses

- NU728 DNP-EL Scholarly Project and Practicum I
- NU729 DNP-EL Scholarly Project and Practicum II

Special Situations

1. **BSN–DNP Students**

You must complete practicum hours for every DNP course you take before finishing the specialty track portion of your program. Once your MSN degree is awarded, the clinical hours you completed in your specialty track curriculum may be applied toward the 1,000 post-BSN practicum hours, pending official review and approval.

2. **Post-Master's and Post-Graduate Certificate Students**

If a student completed supervised direct or indirect care hours during a master's program or post-graduate certificate, they may receive credit toward the 1,000-hour requirement, up to 500 total. These hours must be documented and approved through a gap analysis, upon admission, or in NU718 or NU725.

3. **MSN-Only Students Enrolled in DNP Courses**

Any DNP courses taken during the MSN program of study must be completed with all required practicum hours per the course syllabus.

4. **Student Registered Nurse Anesthetists (SRNAs)**

SRNAs may apply anesthesia direct-care clinical hours toward the DNP Practicum Hours total with appropriate corresponding documentation and connection with the SLOs.

Evaluation and Progression

Performance in practicum coursework will be evaluated based on:

- Completion of practicum hours
- Quality of practicum logs
- Alignment of activities with SLOs
- Timeliness and accuracy of documentation
- Professional behavior and adherence to site protocols

Not completing required practicum activities may delay course progression or graduation.

Record Keeping

Students are responsible for maintaining DNP Practicum Hour logs and all practicum documentation. Documentation must be submitted in the JCN-approved tracking platform. This platform may be reviewed for accreditation purposes. JCN retains all practicum-related records for at least seven years.

Questions or Support

If you have questions about practicum requirements, documentation, or site expectations, contact:

- Course faculty
- DNP Program Director
- Graduate Chair

Additional guidance is provided during orientation and within each course syllabus.

DOCTOR OF NURSING PRACTICE PROGRAM: POST-MASTER'S ENTRY - CLINICAL PRACTICE (CP) CURRICULUM PLANS

All students enrolled in the Doctor of Nursing Practice Degree Program in the College of Nursing at Thomas Jefferson University share a core and specialty curriculum. Practicum hours are required in all DNP courses. Courses required in the core curriculum are:

SUMMER 2023 AND LATER

CORE CURRICULUM COURSES

NU702.70 Practice Inquiry: Designs, Methods, and Analyses (20-40 hours) 3
NU704.70 Philosophy, Foundations, and Methods for Evidence-Based Practice) (20-40 hours) 3
NU713.70 Digital Transformation in Healthcare: Trends and Opportunities (20-40 hours) 3
NU714.70 Healthcare Systems Safety, Quality, and Improvement Science (20-40 hours) 3
NU715.70 Leading Strategic Change in an Era of Healthcare Transformation) (20-40 hours) 3
NU716.70 Perspectives in Community Engagement and Population Health (20-40 hours) 3
NU717.70 Health and Social Policy (20-40 hours). 3
NU718.70 Introduction to DNP Studies and the Scholarly Project 1
Doctoral Elective 3

DOCTOR OF NURSING PRACTICE (DNP) PRACTICUM SEQUENCE

NU719.70: DNP Scholarly Project Seminar I. 4
NU720.70: DNP Scholarly Project Seminar II 3

Students are required to complete 1000 Practicum Hours by the end of the program. Upon review by the DNP-CP program director, students may be granted credit for practicum hours completed during their Master's program. See DNP Handbook for complete details.

DOCTOR OF NURSING PRACTICE PROGRAM: POST-MASTER'S ENTRY – EXECUTIVE LEADERSHIP (EL)

The Doctor of Nursing Practice in Executive Leadership (DNP-EL) offers nurses with a Master's degree in a dynamic, flexible program preparing them for executive leadership roles across all care delivery sites and systems. The online program designed for current or aspiring senior leaders, focuses on evidence-based leadership and innovation and integrates experiential learning tailored to each student's interests, often within their practice setting or community. Students typically complete the program in 2 to 3 years

CORE CURRICULUM COURSES

NU702.70 Practice Inquiry: Designs, Methods, and Analyses (20-40 hours) 3
NU713.70 Digital Transformation in Healthcare: Trends and Opportunities 3
NU714.70 Healthcare Systems Safety, Quality, and Improvement Science 3
NU715.70 Leading Strategic Change in an Era of Healthcare Transformation 3
NU716.70 Perspectives in Community Engagement and Population Health 3
NU725.70 Introduction to Executive Leadership DNP Studies 1
NU726.70 Trends Shaping the Future of Executive Leadership in Health Care 3
NU727.70 Innovation, Creativity and Well-Being in Health Care 3
Elective In consultation with academic advisor and with permission 3

DOCTOR OF NURSING PRACTICE (DNP) PRACTICUM SEQUENCE

NU728.70 Executive Leadership DNP Project and Practicum Seminar I 4
NU729.70 Executive Leadership DNP Project and Practicum Seminar II 3

Students are required to complete 1000 Practicum Hours by the end of the program. Upon review by the DNP-EL program director, students may be granted credit for practicum hours completed during their Master's program. See DNP Handbook for complete details.

DNP: POST-BACCALAUREATE ENTRY PROGRAM OPTIONS

DNP – POST MASTER'S ENTRY

- For graduates of traditional MSN programs
- 32-credit program
- Can be completed in 2 to 5 years

DNP – POST BACCALAUREATE ENTRY

- For graduates of traditional and accelerated BSN programs
- 68-credit program*
- Can be completed in 4-6 years
- Full-time study begins in May
- Students who have completed the BSN component of the program may continue to take up to a maximum of 6 credits of non-clinical graduate coursework prior to taking their /Next Generation NCLEX (NGN) examination. Continued progression in graduate coursework thereafter is contingent upon RN licensure.

ADULT-GERONTOLOGY: ACUTE CARE NURSE PRACTITIONERS

The Adult-Gerontology: Acute Care Nurse Practitioner is prepared to assess and manage the full continuum of 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 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required achieve national certification as an Adult-Gerontology: Acute Care Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the component.

Two certification options exist for graduates of the Adult-Gerontology: Acute Care (AGAC) Nurse Practitioner Program. AGAC graduates meet the academic eligibility requirements to take the Adult- Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the ANCC examination are awarded the credential: Adult- Gerontology Acute Care Nurse Practitioner-Board Certified (AGACNP-BC).

AGAC Program graduates also meet the academic eligibility requirements to take the Adult- Gerontology Acute Care Nurse Practitioner Certification Examination offered by the American Association of Critical Care Nurses (AACN). Candidates who meet all eligibility requirements established by the AACN and successfully pass the examination are awarded the credential: Adult - Gerontology Acute Care Nurse Practitioner Credential (ACNPC-AG).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study-Summer Start (4 Years)

YEAR ONE | SEMESTER ONE

NU560 Advanced Pharmacotherapeutics 3
NU717 Health and Social Policy 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU603 Research for Advanced Practice Nursing I 3
NU673 Advanced Health Assessment 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU631 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU632 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II. 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU633 Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS YEAR TWO 27

YEAR THREE | SEMESTER ONE

NU718 Introduction to DNP Studies 1
NU715 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU702 Practice Inquiry: Designs, Methods and Analyses 3
NU716 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Three Semester Three 6

TOTAL CREDITS YEAR THREE 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS YEAR FOUR 10

TOTAL PROGRAM CREDITS 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

ADULT-GERONTOLOGY: PRIMARY CARE NURSE PRACTITIONERS

The Adult-Gerontology: Primary Care Nurse Practitioner is prepared to assess and manage the full continuum of primary care services to individuals from young adults to older adulthood. The core knowledge provided in the specialty coursework is based on the full spectrum of wellness and health, as well as episodic and chronic health care needs. Adult-Gerontology: Primary Care Nurse Practitioner graduates are well-prepared to provide care in a wide variety of outpatient settings, including private practices, public clinics, home-based primary and specialty care practices, hospital-based outpatient clinics, and specialty practices. Students complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as an Adult- Gerontology: Primary Care Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Two certification options exist for graduates of the Adult-Gerontology Primary Care (AGPC) Nurse Practitioner Program. AGPC Program graduates meet the academic eligibility requirements to take the Adult-Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Adult- Gerontology Primary Care Nurse Practitioner-Board Certified (AGPCNP-BC).

AGPC Program graduates also meet the academic eligibility requirements to take the Adult- Gerontology Primary Care Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Adult- Gerontology Primary Care Nurse Practitioner (NP-C or AGNP-C depending on state licensing and regulatory agency requirements).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study Summer Start (4 Years)

YEAR ONE | SEMESTER ONE

NU717 Health and Social Policy 3
NU560 Advanced Pharmacotherapeutics 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU603 Research for Advanced Practice Nursing I 3
NU673 Comprehensive Assessment for Clinical Decision- Making 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU674 Management of Common Health Problems in Primary Care. 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU630 Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse. 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU676 Management of the Adult and Older Adult in Ambulatory Care 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS YEAR TWO 27

YEAR THREE | SEMESTER ONE

NU718 Introduction to DNP Studies 1
NU715 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU716 Perspectives in Community Engagement and Population Health 3
NU702 Practice Inquiry: Designs, Methods and Analyses 3

Total Credits – Year Three Semester Three 6

TOTAL CREDITS YEAR THREE 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS YEAR FOUR 10

TOTAL PROGRAM CREDITS 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

FAMILY-INDIVIDUAL ACROSS THE LIFESPAN NURSE PRACTITIONERS

Are prepared 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 in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Family-Individual Across the Lifespan Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Family-Individual Across the Lifespan (FIAL) Nurse Practitioner Program graduates meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Family Nurse Practitioner-Board Certified (FNP-BC).

FIAL Program graduates also meet the academic eligibility requirements to take the Family Nurse Practitioner Certification Examination offered by the American Academy of Nurse Practitioners Certification Board (AANPCB). Candidates who meet all eligibility requirements established by the AANPCB and successfully pass the examination are awarded the credential: Family Nurse Practitioner- Certified (NP-C or FNP-C depending on state licensing and regulatory agency requirements).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study Summer Start (4 Years)

YEAR ONE | SEMESTER ONE

NU717 Health and Social Policy 3
NU560 Advanced Pharmacotherapeutics 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU673 Comprehensive Assessment for Clinical Decision- Making 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU674 Management of Common Health Problems in Primary Care. 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU675 Management of Women and Children in Ambulatory Care 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU676 Management of the Adult and Older Adult in Ambulatory Care 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS YEAR TWO 27

YEAR THREE | SEMESTER ONE

NU718 Introduction to DNP Studies 1
NU715 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU702 Practice Inquiry: Designs, Methods and Analyses 3
NU716 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Three Semester Three 6

TOTAL CREDITS YEAR THREE 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS YEAR FOUR 10

TOTAL PROGRAM CREDITS 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

NEONATAL NURSE PRACTITIONERS

The Neonatal Nurse Practitioner (NNP) program prepares graduates in the care of infants from birth to age two as well as their mothers and family. NNPs practice in neonatal intensive care units, labor and delivery, well baby units, outpatient clinics and during transport services. They provide and manage comprehensive health care to critically ill and convalescing neonates, and their families, while collaborating with maternal child healthcare disciplines. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Neonatal Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Neonatal Nurse Practitioner Program meet the academic eligibility requirements to take the Neonatal Nurse Practitioner Certification Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Neonatal Nurse Practitioner-Board Certified (NNP-BC).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study Summer Start (4 Years)

YEAR ONE | SEMESTER ONE

NU717 Health and Social Policy 3
NU667 Advanced Pharmacology for Neonatal Nurse Practitioners 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU675 Management of Women and Children in Ambulatory Care 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE. 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU662 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU663 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II. 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU664 Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS TWO. 27

YEAR THREE | SEMESTER ONE

NU718 Introduction to DNP Studies 1
NU715 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU702 Practice Inquiry: Designs, Methods and Analyses 3
NU716 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Three Semester Three. 6

TOTAL CREDITS THREE 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I. 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS FOUR 10

TOTAL PROGRAM CREDITS. 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

PEDIATRIC PRIMARY CARE NURSE PRACTITIONERS

The Pediatric Primary Care Nurse Practitioner (NP) specialty prepares graduates in the advanced care of children and their families. Pediatric advanced practice nurses provide care in clinical practice, school- based health, home health, public health, acute and long-term care settings. The Pediatric Primary Care NP is prepared 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 in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Pediatric Primary Care Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Pediatric Primary Care Nurse Practitioner Program meet the academic eligibility requirements to take the Certified Pediatric Nurse Practitioner - Primary Care (CPNP-PC) Examination offered by the Pediatric Nursing Certification Board (PNCB). Candidates who meet all eligibility requirements established by the PNCB and successfully pass the examination are awarded the credential: Primary Care Certified Pediatric Nurse Practitioner (CPNP-PC).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study Summer (4 Years)

YEAR ONE | SEMESTER ONE

NU717 Health and Social Policy 3
NU560 Advanced Pharmacology. 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU673 Advanced Health Assessment 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU640 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU641 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU642 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS YEAR TWO 27

YEAR THREE | SEMESTER ONE

NU715 Leading Strategic Change in an Era of Healthcare Transformation 3
NU718 Introduction to DNP Studies 1

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU716 Perspectives in Community Engagement and Population Health 3
NU702 Practice Inquiry: Designs, Methods and Analyses 3

Total Credits – Year Three Semester Three 6

TOTAL CREDITS YEAR THREE 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS YEAR FOUR 10

TOTAL PROGRAM CREDITS 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONERS

The Psychiatric Mental Health Nurse Practitioner program prepares advanced practice nurses to improve mental health care in their communities. Training is focused on integrated health care settings, a lifespan approach, and in-depth focus on assessment, diagnosis, and treatment of mental health conditions and physical comorbidities. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Psychiatric Mental Health Nurse – Board Certified within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Psychiatric Mental Health Nurse Practitioner Program meet the academic eligibility requirements to take the Psychiatric-Mental Health Nurse Practitioner Certification Examination offered by the American Nurses Credentialing Center (ANCC). Candidates who meet all eligibility requirements established by the ANCC and successfully pass the examination are awarded the credential: Psychiatric- Mental Health Nurse – Board Certified (PMH-BC™).

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study Summer Start (4 Years)

YEAR ONE | SEMESTER ONE

NU717 Health and Social Policy 3
NU560 Advanced Pharmacology. 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU673 Advanced Health Assessment 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE. 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU613 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner I. 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU614 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner II 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU615 Diagnostic Reasoning and Clinical Decision-Making for Psychiatric Mental Health Nurse Practitioner III 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS YEAR TWO 27

YEAR THREE | SEMESTER ONE

NU715 Leading Strategic Change in an Era of Healthcare Transformation 3
NU718 Introduction to DNP Studies 1

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU702 Practice Inquiry: Designs, Methods and Analyses 3
NU716 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Three Semester Three. 6

TOTAL CREDITS YEAR THREE. 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I. 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS YEAR FOUR. 10

TOTAL PROGRAM CREDITS. 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

WOMEN'S HEALTH-GENDER RELATED NURSE PRACTITIONERS

The Women's Health – Gender Related Nurse Practitioner program prepares graduates in the care of women throughout the lifespan across the health-illness continuum. Women's Health – Gender Related NPs practice in hospitals, labor and delivery units, outpatient clinics and primary care practices providing and managing comprehensive health care to women, as well as collaborating with the interprofessional healthcare team. Students in the master's level curriculum component complete 750 clinical hours; and students complete additional clinical hours in the doctoral level curriculum component for a total of 1,000 clinical hours.

In this program, once students have completed the American Association of Colleges of Nursing's (AACN) Essentials of Master's Education in Nursing (2011), the Master's of Science in Nursing (MSN) degree is conferred. Students are then academically eligible to achieve national certification prior to continuation with DNP courses. Students will be required to achieve national certification as a Women's Health – Gender Related Nurse Practitioner within 12 weeks of completing the master's level curriculum component in order to continue and progress in the doctoral level component of the program.

Graduates of the Women's Health – Gender Related Nurse Practitioner Program meet the academic eligibility requirements to take the Women's Health Care Nurse Practitioner Examination offered by the National Certification Corporation (NCC). Candidates who meet all eligibility requirements established by the NCC and successfully pass the examination are awarded the credential: Women's Health Care Nurse Practitioner (WHNP-BC)

For graduates of accelerated baccalaureate programs, transcripts will be evaluated for potential transfer credit.

Individualized plans of study are developed with students at orientation. Four to six year study options are available.

DNP PROGRAM: POST-BACCALAUREATE ENTRY

Sample Full-Time Plan of Study Summer Start (4 Years)

YEAR ONE | SEMESTER ONE

NU717 Health and Social Policy 3
NU560 Advanced Pharmacology. 3

Total Credits – Year One Semester One. 6

YEAR ONE | SEMESTER TWO

NU673 Advanced Health Assessment 3
NU603 Research for Advanced Practice Nursing I 3

Total Credits – Year One Semester Two. 6

YEAR ONE | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends & Opportunities 3
NU570 Advanced Physiology/Pathophysiology. 3

Total Credits – Year One Semester Three 6

TOTAL CREDITS YEAR ONE. 18

YEAR TWO | SEMESTER ONE

NU605 Role of the Advanced Practice Nurse 3
NU590 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I 6

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU696 Leadership and Critical Decision Making 3
NU591 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II. . . . 6

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU592 Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III 6

Total Credits – Year Two Semester Three 9

TOTAL CREDITS YEAR TWO 27

YEAR THREE | SEMESTER ONE

NU715 Leading Strategic Change in an Era of Healthcare Transformation 3
NU718 Introduction to DNP Studies 1

Total Credits – Year Three Semester One 4

YEAR THREE | SEMESTER TWO

NU714 Healthcare Systems Safety, Quality and Improvement Science 3

Total Credits – Year Three Semester Two 3

YEAR THREE | SEMESTER THREE

NU702 Practice Inquiry: Designs, Methods and Analyses 3
NU716 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Three Semester Three. 6

TOTAL CREDITS YEAR THREE. 13

YEAR FOUR | SEMESTER ONE

Doctoral Elective (in consultation with DNP Program Director) 3

Total Credits – Year Four Semester One 3

YEAR FOUR | SEMESTER TWO

NU719 DNP Scholarly Project I. 4

Total Credits – Year Four Semester Two 4

YEAR FOUR | SEMESTER THREE

NU720.70 DNP Scholarly Project II 3

Total Credits – Year Four Semester Three 3

TOTAL CREDITS YEAR FOUR. 10

TOTAL PROGRAM CREDITS. 68

Students in all Doctor of Nursing Practice Degree Programs in Nurse Practitioner Tracks must also submit proof of current RN licenses as applicable to their intended clinical practices prior to registration.

Practicum Hours: 750 hours required of all students for MSN.

DOCTOR OF NURSING PRACTICE NURSE ANESTHESIA PROGRAM

DNP NURSE ANESTHESIA PROGRAM (FULL-TIME ONLY)

The program is 36-months full time program designed for post baccalaureate RN. The program requires completion of 85 credits and will culminate with a Doctor of Nursing Practice (DNP) degree.

The plan of study includes the following required courses:

CORE COURSES

NU560	Advanced Pharmacology
NU570	Pathophysiology
NU603	Research for Advanced Practice Nursing
NU605	Role of the Advanced Practice Nurse
NU673	Advanced Health Assessment
NU702	Practice Inquiry: Designs, Methods, and Analyses (40 hours)
NU704	Philosophy, Foundations, and Methods for Evidence-Based Practice (40 hours)
NU713	Digital Transformation in Healthcare: Trends and Opportunities
NU714	Healthcare Systems, Safety, Quality, and Improvement Science
NU715	Leading Strategic Change in an Era of Healthcare Transformation
NU716	Perspectives in Community Engagement and Population Health
NU717	Health and Social Policy
NU718	Introduction to DNP Studies and the Scholarly Project

ANESTHESIA-SPECIFIC COURSES

NU724	Chemistry and Physics Related Anesthesia
NU748	Basic Principles of Anesthesia
NU700	Pharmacokinetics and Dynamics of Anesthesia Agents
NU775	Pathologic Aspects of Disease II
NU758	Advanced Principles of Anesthesia
NU768	Advanced Principles of Anesthesia II
NU778	Crisis Management and Clinical Correlation in Anesthesia

ANESTHESIA CLINICAL COURSES

NU750	Orientation to Clinical Practice
NU751	Clinical Practice I
NU752	Clinical Practice II
NU753	Clinical Practice III
NU754	Clinical Practice IV
NU755	Clinical Practice V
NU756	Clinical Practice VI
NU757	Clinical Practice VII

DNP PRACTICUM COURSES

NU719	DNP Scholarly Project Seminar I
NU720	DNP Scholarly Project Seminar II

DOCTOR OF NURSING PRACTICE (DNP) NURSE ANESTHESIA PROGRAM PLAN OF STUDY (CLASS OF 2026)

YEAR ONE | SEMESTER ONE

NU718 Introduction to DNP Studies and the Scholarly Project 1
NU560 Advanced Pharmacotherapeutics 3
NU603 Research for Advanced Practice Nursing I 3
NU717 Health and Social Policy 3
NU724 Chemistry and Physics Related to Anesthesia 2
NU673 Comprehensive Assessment for Clinical Decision-Making 3

Total Credits – Year One Semester One 15

YEAR ONE | SEMESTER TWO

NU570 Pathophysiology of Human Disease/Pathologic Aspects of Disease 3
NU700 Pharmacokinetics and Dynamics of Anesthesia Agents 3
NU748 Basic Principles of Anesthesia 3
NU750 Orientation to Clinical Practice 0
NU605 Role of the Advanced Practice Nurse 3

Total Credits – Year One Semester Two 12

YEAR ONE | SEMESTER THREE

NU751 Clinical Practice I 3
NU758 Advanced Principles of Anesthesia 3
NU775 Pathologic Aspects of Disease II 3
NU715 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year One Semester Three 12

YEAR TWO | SEMESTER ONE

NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU714 Healthcare Systems Safety, Quality, and Improvement Science 3
NU752 Clinical Practice II 3
NU768 Advanced Principles of Anesthesia II 3

Total Credits – Year Two Semester One 12

YEAR TWO | SEMESTER TWO

NU702 Practice Inquiry: Designs, Methods, and Analyses 3
NU753 Clinical Practice III 3
NU716 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Two Semester Two 9

YEAR TWO | SEMESTER THREE

NU713 Digital Transformation in Healthcare: Trends and Opportunities 3
NU754 Clinical Practice IV 3

Total Credits – Year Two Semester Three 6

YEAR THREE | SEMESTER ONE

NU755 Clinical Practice V 3
NU778 Crisis Management and Clinical Correlation in Anesthesia 3
NU719 DNP Scholarly Project Seminar I 4

Total Credits – Year Three Semester One 10

YEAR THREE | SEMESTER TWO

NU756 Clinical Practice VI 3
NU720 DNP Scholarly Project Seminar II 3

Total Credits – Year Three Semester Two 6

YEAR THREE | SEMESTER THREE

NU757 Clinical Practice VII 3

Total Credits – Year Four Semester Three 3

TOTAL PROGRAM CREDITS 85

DOCTOR OF NURSING PRACTICE (DNP) NURSE ANESTHESIA PROGRAM PLAN OF STUDY (CLASS OF 2027–2028)

YEAR ONE | SEMESTER ONE

NU718.7 Introduction to DNP Studies and the Scholarly Project 1
NU560.7 Advanced Pharmacotherapeutics 3
NU603.7 Research for Advanced Practice Nursing I 3
NU713.7 Digital Transformation in Healthcare: Trends and Opportunities 3
NU724.7 Chemistry and Physics Related to Anesthesia 2
NU673.7 Comprehensive Assessment for Clinical Decision-Making 3

Total Credits – Year One Semester One 15

YEAR ONE | SEMESTER TWO

NU570.7 Pathophysiology of Human Disease/Pathologic Aspects of Disease 3
NU700.7 Pharmacokinetics and Dynamics of Anesthesia Agents 3
NU748.7 Basic Principles of Anesthesia 3
NU750.7 Orientation to Clinical Practice 0
NU605.7 Role of the Advanced Practice Nurse 3

Total Credits – Year One Semester Two 12

YEAR ONE | SEMESTER THREE

NU751.7 Clinical Practice I 3
NU758.7 Advanced Principles of Anesthesia 3
NU775.7 Pathologic Aspects of Disease II 3
NU715.7 Leading Strategic Change in an Era of Healthcare Transformation 3

Total Credits – Year One Semester Three 12

YEAR TWO | SEMESTER ONE

NU704.7 Philosophy, Foundations, and Methods for Evidence-Based Practice 3
NU714.7 Healthcare Systems Safety, Quality, and Improvement Science 3
NU752.7 Clinical Practice II 3
NU768.7 Advanced Principles of Anesthesia II 3

Total Credits – Year Two Semester One 12

YEAR TWO | SEMESTER TWO

NU702.7 Practice Inquiry: Designs, Methods, and Analyses 3
NU753.7 Clinical Practice III 3
NU716.7 Perspectives in Community Engagement and Population Health 3

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

NU717.7 Health and Social Policy. 3
NU754.7 Clinical Practice IV 3

Total Credits – Year Two Semester Three 6

YEAR THREE | SEMESTER ONE

NU755.7 Clinical Practice V. 3
NU778.7 Crisis Management and Clinical Correlation in Anesthesia 3
NU719.7 DNP Scholarly Project Seminar I 4

Total Credits – Year Three Semester One 9

YEAR THREE | SEMESTER TWO

NU756.7 Clinical Practice VI 3
NU720.7 DNP Scholarly Project Seminar II 3

Total Credits – Year Three Semester Two 6

YEAR THREE | SEMESTER THREE

NU757.7 Clinical Practice VII. 3

Total Credits – Year Three Semester Three. 3

PLAN FOR NATIONAL CERTIFICATION EXAMINATION (NCE) SUCCESS

POSITION STATEMENTS

- **The Purpose of the National Certification Examination (NCE) Plan for Doctor of Nursing Practice Nurse Anesthesia Program students**

  The NCE plan for success is designed to facilitate the student's readiness for the National Board of Certification & Recertification for Nurse Anesthetists (NBCRNA) certification process and to optimize all students to be successful on the first NBCRNA NCE attempt. It is an essential component of the pre-certification program, and all components of the plan are valuable in transitioning students through program completion and the certification process. This plan is integral for students in the pre-certification curriculum. Content from the review programs, APEX Anesthesia Review & Prodigy, are integrated in select courses throughout the program.

  Another component of the NCE success plan is the requirement that students take the Self-Evaluation Examination (SEE) in August of the second year and the second attempt in May of the third year. The SEE is a computerized adaptive test that is intended to help both students and programs identify their respective strengths and areas needing concentration before students take the NCE. The SEE also serves to simulate the NCE experience for students. The four content areas on the SEE are (1) Basic Sciences (20%); (2) Equipment, Instrumentation, and Technology (20%); (3) General Principles of Anesthesia (35%); and (4) Anesthesia for Surgical Procedures and Special Populations (25%) (NBCRNA Self-Evaluation Exam Handbook, 2026). When necessary, remediation is critical to improving student performance and achieving a level of proficiency that equates to success on the NCE.

  Refer to Jefferson College of Nursing NAP SEE Policy for further details.

- **Role of the Faculty**

  Faculty members assume a key role in the implementation and evaluation of the pre- certification plan. In this role, course faculty members are responsible for supervising the students as they progress to full readiness for the NCE. Inherent to the faculty role is active participation with students in the design and implementation of individualized plans to optimize student success.

- **Role of the Student**

  All elements of the plan of study apply to nurse anesthesia students and all students are expected to participate fully in its multiple dimensions and to comply fully with its expectations. Students accept full responsibility for assuming an active role in completing all components of the NCE success plan and for following all recommendations given and requirements determined. Students acknowledge that failure to adhere to the plan's components may impact their ability to successfully complete the NCE. Students will submit to the course faculty the required elements of the plan of study for each course listed below. Specific criteria for acceptable completion of requirements will be established by program faculty.

SELF-EVALUATION EXAMINATION (SEE) POLICY

The Purpose of the National Certification Examination (NCE) Plan for Doctor of Nursing Practice Nurse Anesthesia Program students

Successfully passing the National Certification Examination (NCE) is required to become a Certified Registered Nurse Anesthetist (CRNA). The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) offers this examination to measure the knowledge, skills, and abilities necessary for entry-level nurse anesthesia practitioners.

Eligibility to sit for the NCE includes completing a nurse anesthesia educational program accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). As preparation for taking the NCE, Jefferson's DNP Nurse Anesthesia Program (NAP) requires all students to take the Self-Evaluation Examination (SEE) in August of the second year and the second attempt in May of the third year

Students are required to meet a benchmark score of 400 on the first attempt and 430 on the second attempt. Students will be registered for the exam by the Director. It is the student's responsibility to schedule a testing date/time and complete the exam by the end of each deadline listed above. Test center information will be provided to the students by the NBCRNA.

JEFFERSON COLLEGE OF NURSING SELF-EVALUATION EXAMINATION (SEE) REQUIREMENTS

- Students are required to take the SEE once in August of the second year and once in May of the third year (paid for by Jefferson College of Nursing). Students will meet with faculty advisors after each exam attempt to create a personalized NCE study plan.
- All students must notify their respective Site Directors within 24 hours of receiving their results.
- Students who fail to achieve the minimum score on either attempt will be required to re-take the SEE at the discretion of the director. Any repeated attempts will be at the student's expense and will have a 60 day waiting period between each SEE Exam attempt. All students will be limited to four SEE exams total during the duration of their nurse anesthesia program. If a student does not receive a minimum total score of 430 on the final attempt, they must meet with directors to develop a remediation plan which may include outside NCE board preparation review sources. Students are responsible for any fee associated with board preparation courses.

If a student does not receive a minimum total score of 430 on the third attempt, they must show proof of registration in an NCE board prep course of their choice. Students are responsible for any charges associated with the board prep course selected.

PHD IN NURSING PROGRAM

PHD IN NURSING PROGRAM PLAN OF STUDY

Sample Full-time Plan of Study

YEAR ONE | SEMESTER ONE

NU800 Philosophy of Science in Nursing 3
PHS605 Advanced Statistical Methods for Data Analysis 3
Elective #1 3

Total Credits – Year One Semester One. 9

YEAR ONE | SEMESTER TWO

NU801 Theoretical Approaches to Research 3
NU810 Quantitative Research Methods 3
NU820 Determinant Models of Human Health 3

Total Credits – Year One Semester Two. 9

YEAR ONE | SEMESTER THREE

NU802 Foundations of Scientific Writing 3
NU822 Nursing Research Ethics 1

Total Credits – Year One Semester Three 4

YEAR TWO | SEMESTER ONE

PBH512 Qualitative Research Methods or PBH 622 Applied Qualitative Research 3
AHE506 Subjective Outcomes in Health Evaluation 3
NU812 Database Design and Management 3
Qualifying Examination

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

NU831 Dissertation Seminar 3
PHS650 Evaluation and Outcomes Research and Design 3

Total Credits – Year Two Semester Two. 6

YEAR TWO | SEMESTER THREE

Elective #2 3
Elective #3 3
NU830 Research Residency 1

Total Credits – Year Two Semester Three 7

YEAR THREE | SEMESTER ONE

Defend Dissertation Proposal

YEAR THREE | SEMESTER TWO

NU840 Dissertation Advisement 1

Total Credits – Year Three Semester Two 1

YEAR THREE | SEMESTER THREE

NU841 Dissertation Advisement 1

Total Credits – Year Three Semester Three 1

YEAR FOUR | SEMESTER ONE

NU842 Dissertation Advisement 1

Total Credits – Year Four Semester One 1

YEAR FOUR | SEMESTER TWO

Dissertation Defense

TOTAL PROGRAM CREDITS 47

PHD/MPH IN NURSING PROGRAM PLAN OF STUDY

Sample Full-time Plan of Study

YEAR ONE | SEMESTER ONE

NU800 Philosophy of Science in Nursing 3
PHS605 Advanced Statistical Methods for Data Analysis 3
PBH513 Public health Law & Ethics 3

Total Credits – Year One Semester One. 9

YEAR ONE | SEMESTER TWO

NU801 Theoretical Approaches to Research 3
NU810 Quantitative Research Methods 3
NU820 Determinant Models of Health 3

Total Credits – Year One Semester Two. 9

YEAR ONE | SEMESTER THREE

NU802 Foundations of Scientific Writing 3
NU822 Nursing Research Ethics: The Responsible Conduct of Research. 1
PBH500 Foundations of the US Healthcare System 3

Total Credits – Year One Semester Three 7

YEAR TWO | SEMESTER ONE

PBH512 Qualitative Research Methods or PBH 622 Applied Qualitative Research 3
AHE506 Subjective Outcomes in Health Evaluation 3
NU812 Database Design and Management 3
Qualifying Examination

Total Credits – Year Two Semester One. 9

YEAR TWO | SEMESTER TWO

PBH651 Clerkship-Applied Practice Experience 0
NU831 Dissertation Seminar 3
PHS650 Evaluation and Outcomes Research and Design 3
PBH502 Society, Behavior & the Environment. 3

Total Credits – Year Two Semester Two. 9

YEAR TWO | SEMESTER THREE

PBH506 Fundamentals of Epidemiology 3
NU830 Research Residency 1

Total Credits – Year Two Semester Three 4

YEAR THREE | SEMESTER ONE

POP500 Essentials of Population Health 3
PBH520 Program Planning, Implementation, & Evaluation 3

Defend Dissertation Proposal

Total Credits – Year Three Semester One 6

YEAR THREE | SEMESTER TWO

NU840 Dissertation Advisement 1

Total Credits – Year Three Semester Two 1

YEAR THREE | SEMESTER THREE

NU841 Dissertation Advisement. 1

Total Credits – Year Three Semester Three. 1

YEAR FOUR | SEMESTER ONE

NU842 Dissertation Advisement 1

Total Credits – Year Four Semester One 1

YEAR FOUR | SEMESTER TWO

Dissertation Defense

TOTAL PROGRAM CREDITS. 56

STUDENT ACTIVITIES AND AWARDS

The Student Government Association in the Jefferson College of Nursing is an important source of extracurricular activities for all students. It's Constitution and Bylaws are available from its student officers or faculty advisor. All students in the Jefferson College of Nursing are encouraged to become active in this organization.

Students in leadership positions, like all students, are held to the Jefferson Community Standards. In particular, student leaders must pay dutiful attention to Article D-2 Freedom of Inquiry and Expression, Points 1 and 2.

Nursing Student Government Constitution and Bylaws

The Constitution and Bylaws of the Student Government Thomas Jefferson University College of Nursing.

ARTICLE I: DESIGNATION

This organization shall be known as the Student Government Association of the Thomas Jefferson University College of Nursing. 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 [Traditional BSN, Accelerated BSN Plus (ABSN+) - 1 Year Pathway, Accelerated BSN Plus (ABSN+) - 2 Year Pathway]. Each program/campus will elect a designated number of delegates. These delegates will assume the roles of:

- President
- Vice-President
- Treasurer
- Corresponding Secretary
- Recording Secretary
- SNAP Representatives
- DEI Coordinators

Students must be enrolled full-time and in good academic 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 Accelerated BSN Plus (ABSN+) - 1 Year Pathway). The 2 year BSN and Accelerated BSN Plus (ABSN+) - 1 Year Pathway 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. Accelerated BSN Plus (ABSN+) - 1 Year Pathway student elections will take place one to two months after starting the program.

SECTION II: All newly elected delegates (except Accelerated BSN Plus (ABSN+) - 1 Year Pathway) of the NSGA shall assume their positions at the last meeting of the spring semester in which they are elected Accelerated BSN Plus (ABSN+) - 1 Year Pathway 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 College 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 meetings dates and times at the first meeting of the year. Members will be notified of the calendar in writing and/or by email.

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

Individual Program Officers [Traditional BSN, Accelerated BSN Plus (ABSN+) - 1 Year Pathway, Accelerated BSN Plus (ABSN+) - 2 Year Pathway. **All elected student government officers will be members of the Dean's Advisory Council.**

NSGA President – will assume the leadership position at the campus and perform the following duties:

- Will acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the bylaws and standing rules of the organization;
- Will hold monthly meetings as specified in the bylaws;

- Will preside and maintain order at Campus Meetings;
- Will entertain only one motion at a time and state all motions properly;
- Will put all motions to vote and give results;
- Will vote, in the event of a tie;
- Will carry out such duties as may be required by the NSGA or by the right of office; and
- Will act as liaison to other program officers.

NSGA Vice-President

- Will, in the absence of the NSGA President, preside and perform the duties of the President;
- Will assume all duties delegated by the President;
- Will maintain status as an official member of all standing committees;
- Will read the results of all votes to the assembly; and
- Will assign a NSGA member to keep minutes of the meeting, etc.

Recording Secretary

- Will in the absence of the President, call the meeting to order and preside until the election of a pro term, which should take place immediately;
- Will keep minutes of meetings for all campus proceedings;
- Will take roll at meetings;
- Will provide minutes of all meetings;
- Will record the name of the member who introduces a motion;
- Will develop an agenda for each scheduled meeting; and
- Will carry out such duties as may be required by the NSGA or by the right of office.

Corresponding Secretary

- Will maintain a list of all delegates and general membership in NSGA;
- Will notify all members of meetings;
- Will maintain and update the program bulletin boards; and
- Will carry out such duties as may be required by the Nursing Student Government or by the right of office.

Treasurer

- Will maintain a financial record of all monies generated by the NSGA;
- Will appoint a member of each individual committee who will be responsible for submitting the money generated by said committee to the Treasurer;
- Will deposit all money in the NSGA Campus Account;
- Will obtain receipts of all money deposited to the NSGA Campus Account;
- Will organize all fundraising activities to include, but not limited to, such activities as bake sales, book sales, candy sales, booster sales, etc.; and
- 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.

SNAP Representatives

SNAP is a student run organization that represents nursing schools/colleges and students throughout Pennsylvania. Benefits of membership include scholarship monies, access to SNAP publications, conventions, leadership opportunities, Next Generation NCLEX (NGN) reviews, career center for networking, insurance and student loan programs, partnerships with NSGA, and a collective voice in Harrisburg and Washington. Duties of SNAP representative include:

- Will stand as a representative and liaison for Jefferson College of Nursing (JCN) SNAP affairs at both the state and local levels, and shall respond to the responsibilities there to;
- Will appoint two-three officer delegates from the Jefferson College of Nursing nursing student body to serve SNAP;
- Will form liaisons with other Jefferson College of Nursing student organizations on an on-going basis as needs arise;
- Will keep the Student Body informed of all practical, political, and educational issues relevant to the profession of Nursing;
- Will keep a list of all Jefferson College of Nursing SNAP members; and Will form committees to meet the needs of the Chapter.

Diversity, Equity and Inclusion (DEI) Coordinators

- The Student DEI Leader plays a critical role in promoting diversity, equity, and inclusion within the nursing program.
- They collaborate with faculty, staff, and students to create an inclusive environment that supports all learners.
- This position contributes to fostering cultural humility, fostering a culture of community and belonging to enhance the overall educational experience and academic environment.
- This student will act as a liaison with faculty and the Jefferson College of Nursing DEI committee.

Faculty Advisor(s) (NSGA and SNAP)

- Will serve as a faculty/student liaison person and facilitate communications between faculty and students; and
- 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

The procedure for dismissal from delegate or chairperson status is as follows:

1. 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
2. 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 their desire to vacate or maintain the position.
3. 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.
4. A delegate/chairperson will not be penalized for an excused absence. A report of the absence should be made prior to the meeting to the Senate Leader.

ARTICLE XII: AMENDMENT

Amendments of these Bylaws may be proposed in writing by the President, Dean of the College, 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 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.

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.

DEAN'S DISTINCTION SERIES

The Dean's Distinction Series represents the highest student honors awarded by the Jefferson College of Nursing. These awards recognize graduating students who exemplify excellence across leadership, scholarship, global engagement, and community impact. Each recipient is selected by the Dean in recognition of exceptional achievement and alignment with the values and mission of the College. These distinctions reflect Jefferson's commitment to preparing nurses who lead, innovate, and advance the profession locally and globally.

DEAN'S DISTINGUISHED UNDERGRADUATE LEADERSHIP AWARD: Recognizes an undergraduate student whose performance reflects the highest standards of academic achievement, leadership, and professional formation.

DEAN'S DISTINGUISHED GRADUATE LEADERSHIP AWARD: Recognizes a graduate student who has demonstrated advanced leadership, scholarly excellence, and impact on practice or systems of care.

DEAN'S AWARD FOR GLOBAL ENGAGEMENT AND SERVICE: Honors a student who exemplifies global citizenship and a commitment to improving health outcomes across diverse and underserved populations.

DEAN'S STUDENT ADVOCACY AND COMMUNITY IMPACT AWARD: Recognizes a student who has made a significant and lasting impact on the student body through advocacy, leadership, and community engagement.

BACCALAUREATE NURSING AWARDS

THE ACHIEVEMENT AWARD FOR STUDENT LIFE: This award is made annually to the senior student who has made an outstanding contribution to College and University student life.

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.

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.

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 initiating change.

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.

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 College.

ADALINE POTTER WEAR AWARD: The Adaline Potter Wear Award recognizes the graduating student who has consistently demonstrated academic excellence and achieved the highest cumulative Grade Point Average.

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 College of Nursing who demonstrates role modeling, leadership, dedication, enthusiasm, engagement, and excellence promoting interprofessional education and care.

MASTER OF SCIENCE IN NURSING AWARDS

DR. MOLLY ROSE COMMUNITY CATALYST AWARD: This award, in honor of Dr. Molly Rose, recognizes a graduate student in their final semester at the Jefferson College of Nursing who exemplifies Dr. Rose's 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.

DR. KELLIE SMITH INSPIRATIONAL AWARD: This award, in memory of Dr. Kellie Smith, recognizes a graduating MSN student at the Jefferson College of Nursing who exemplifies Dr. Smith's qualities: an inspirational and exemplary individual with grace, strength, courage, positive attitude and deeds committed to serving as a positive role model in community education and/or practice.

DOCTOR OF NURSING PRACTICE AWARDS

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.

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.

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