

Student Handbook

2011-2012



Thomas Jefferson University, in accordance with local, state and federal law, is committed to providing equal educational and employment opportunities for all persons, without regard to race, color, national and ethnic origin, religion, age, marital status, sex, sexual orientation, disability or veteran's status.

Thomas Jefferson University complies with all relevant local ordinances and state and federal statutes in the administration of its educational and employment policies and is an Affirmative Action Employer.

Inquiries may be directed to the Manager of Employee Relations, Suite 900, 833 Chestnut Street, (215) 503-7758 or to the University Affirmative Action Officer, 109 College Building, (215) 955-0704.

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

Important Notice

All students who are offered admission to Jefferson are required to have a criminal background check and child abuse clearance. In addition, Nursing students who are offered admission to Jefferson are required to be fingerprinted and undergo a drug test. The Office of Admissions will provide you with the appropriate information to complete these requirements, as needed.

Clinical rotation and fieldwork sites that require a criminal background check and/or child abuse clearance may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program.

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

THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

This student handbook is the property of:

Student Name:

Student Email Address:

Program/Option:

Faculty Advisor:

Advisor Email Address:

Advisor Telephone Number:

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

THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

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THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

ACKNOWLEDGEMENT OF RECEIPT OF STUDENT HANDBOOK ALL STUDENTS

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

Signed: _____ Date: _____

Printed Name: _____

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Signed: _____ Date: _____

Printed Name: _____

THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

ACADEMIC RESPONSIBILITY CONTRACT

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

Students have a right to expect:

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

The professor/assigned clinical patient has the right to expect that students will:

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

Human Rights and Responsibilities:

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

Student

Professor

Date

Date

THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

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Student

Professor

Date

Date

**ACKNOWLEDGEMENT OF RECEIPT OF NURSING ACADEMIC
INTEGRITY POLICY AND TEST/EXAMINATION POLICY**

Name (print): _____

My signature below acknowledges receipt of the Thomas Jefferson University and Jefferson School of Nursing Academic Integrity Policy and Test/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 Test/Examination Policies can result in academic sanctions or adjudication by the Judicial Board.

Signature: _____

**ACKNOWLEDGEMENT OF RECEIPT OF NURSING ACADEMIC
INTEGRITY POLICY AND TEST/EXAMINATION POLICY**

Name (print): _____

My signature below acknowledges receipt of the Thomas Jefferson University and Jefferson School of Nursing Academic Integrity Policy and Test/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 Test/Examination Policies can result in academic sanctions or adjudication by the Judicial Board.

Signature: _____

INTRODUCTION TO THE JEFFERSON SCHOOL OF NURSING

JEFFERSON SCHOOL OF NURSING ADMINISTRATION

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Interim Associate Dean, Research and Faculty Development

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Julia Ward, PhD, RN

Assistant Dean, Traditional BSN Program–Juniors

Margaret Mary West, PhD, RN

Assistant Dean, ASN-to-BSN Program, Geisinger Campus

**MESSAGE TO INCOMING STUDENTS
FROM THE
DEAN, JEFFERSON SCHOOL OF NURSING**

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

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

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

Mary G. Schaal, RN, EdD
Dean and Professor

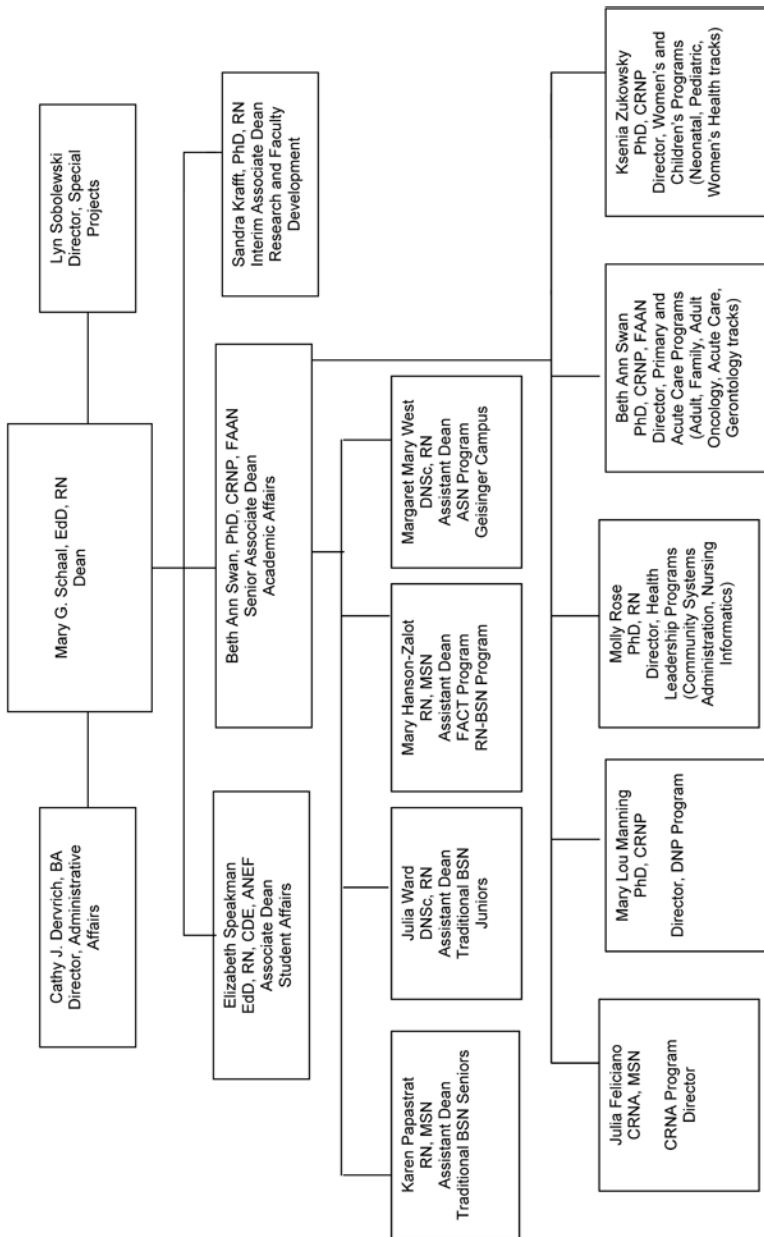
**MESSAGE TO INCOMING STUDENTS
FROM THE
SENIOR ASSOCIATE DEAN, ACADEMIC AFFAIRS**

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

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

Beth Ann Swan, PhD, CRNP, FAAN
Professor
Senior Associate Dean, Academic Affairs

ORGANIZATION CHART – JEFFERSON SCHOOL OF NURSING



THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

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GEISINGER CAMPUS

Nursing Education Center

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MISSION OF THE JEFFERSON SCHOOL OF NURSING

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

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

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

PHILOSOPHY

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

PERSON

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

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

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

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

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

The spiritual domain encompasses the activity of pursuing or experiencing meaning in life. Spirituality is expressed and understood through the ceremonies, rites, rituals, formal writing, art, music, dance and other creative modes of individuals and cultures.

ENVIRONMENT

The environment consists of all those phenomena surrounding a given person. The environment is comprised of four dimensions: physical, economic, social, and political

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

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

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

The political dimension of the environment is that component of the environmental system which seeks to maintain, adjust or change the other dimensions of the

system as needed. Political systems are responsible for laws, justice, rules and regulations, which address the welfare of the community.

HEALTH

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

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

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

NURSING

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

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

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

NURSING EDUCATION

Nursing is a profession with a defined field with authority for its work codified in laws such as nurse practice acts. The profession of nursing, like the person and the environment is constantly changing and evolving. Nursing Education empowers the student to practice professional nursing. Nursing education is a systematic, open and dynamic process which encompasses the acquisition of both the science and art of nursing. Both the Associate and Baccalaureate nursing education programs include components of: liberal education, professional values, core competencies, core knowledge, and role development (Adapted from the AACN Essentials of Baccalaureate Education for Professional Nursing Practice, 1998). The components of graduate nursing education include: specialized education that incorporates and is consistent with core content essential for all graduate students, role related core for direct care providers, administrators, and community practitioners, and specialty content essential to specific areas of practice (Adapted from the AACN Essentials of Master’s Education for Advanced Nursing Practice, 1996).

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

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

STATEMENT OF BELIEFS

HUMAN SYSTEMS AND ENVIRONMENTAL SYSTEMS

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

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

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

HEALTH

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

NURSING

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

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

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

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

EDUCATION

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

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

PROGRAM PURPOSES

The purposes of the academic programs are consistent with those of the Jefferson School of Nursing and Thomas Jefferson University. They also reflect the standards for nursing education established by the nursing profession.

The purposes of the Associate Degree Program are consistent with those of the Jefferson School of Nursing and Thomas Jefferson University. They also reflect the standard for associate degree nursing education established by the nursing profession.

The purposes of the Associate Degree Program are to:

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

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

The purposes of the Baccalaureate Program are to:

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

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

The purposes of the Master's program are to:

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

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

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

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

ACADEMIC POLICIES AND PROCEDURES

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

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

1. ACADEMIC ADVISING

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

a. Advisor Responsibilities:

- Initial meeting with advisees at the beginning of the academic year offering students a clear description of the advisor role
 - Review of university procedures
 - Review guidance available as academic issues arise
 - Benefit as a potential reference source
 - Provide access for regular communication
- Develop an academically oriented relationship
- Act as student advocate/mentor
- Assist with test-taking skills or refer appropriately
- Offer career counseling and advice
- Have regular posted office hours and a means for scheduling appointments

b. Advisee Responsibilities:

- Seek out advisor to develop an academically oriented relationship
- Seek out advisor regularly, not just in crisis
- Alert advisor of academic progress and issues
- Provide advisor ample time to complete request for references
- Make and keep appointments with advisor outside of class hours

Approved April 23, 2008: Executive Council

2. ACADEMIC CALENDAR, 2011–2012 AND 2012–2013

(The Academic Calendar may be electronically accessed via the Pulse Website.)

PRE-FALL SEMESTER–

FACT Nursing Students

	2011	2012
Orientation/Registration	5/16, Mon	TBA
Classes Begin	5/18, Wed	5/16, Wed
Classes End	8/12, Fri	8/10, Fri
Grades due in Registrar's Office, 9:00 am	8/19, Fri	8/17, Fri

FALL SEMESTER

	2011	2012
Labor Day Holiday	9/5, Mon	9/3, Mon
Classes Begin	9/7, Wed	9/5, Wed
Drop/Add Period Ends	9/21, Wed	9/19, Wed
Last Date to Remove an "I" Grade from Previous Term	9/27, Tue	9/25, Tue

Last Date to Withdraw with a Grade of "W"	10/26, Wed	10/24, Wed
On-Line Registration for Spring Semester begins (anticipated)	11/14, Mon	11/12, Mon
Thanksgiving Holidays Begin/ No Classes Scheduled	11/23, Wed	11/21, Wed
Thanksgiving Holidays End/ Classes Resume	11/26, Sat	11/24, Sat
Classes End	12/16, Fri	12/14, Fri
Final Examinations Begin	12/17, Sat	12/15, Sat
Final Examinations End	12/22, Thu	12/20, Thu
Grades Due in Registrar's Office, 9:00 am	12/29, Thu	12/27, Thu
On-line Registration for Spring Semester Ends	12/30, Fri	12/31, Mon
Last Date to File Application for Graduation	12/31, Sat	12/31, Mon

SPRING SEMESTER

Classes Begin	1/09, Mon	1/14, Mon
Drop/Add Period Ends	1/23, Mon	1/28, Mon
Last Date to Remove an "I" Grade from Previous Term	1/27, Fri	2/1, Fri
Last Date to Withdraw with a Grade of "W"	2/24, Fri	3/1, Fri
Spring Recess Begins/No Classes Scheduled	3/5, Mon	3/4, Mon
Spring Recess Ends/Classes Resume	3/12, Mon	3/11, Mon
On-line Registration for Summer/ Fall Semesters Begins (anticipated)	3/26, Mon	3/25, Mon
Classes End	4/27, Fri	5/3, Fri
Final Examinations Begin	4/30, Mon	5/6, Mon
On-line Registration for Summer Semester Ends	5/8, Tue	5/7, Tue
Final Examinations End	5/5, Sat	5/11, Sat
Senior Grades Due in Registrar's Office 9:00 am	5/7, Mon	5/13, Mon
All Other Grades Due in Registrar's Office, 9:00 am	5/9, Wed	5/15, Wed
Commencement Exercises	5/14, Mon	TBA

SUMMER SESSION–1st Session (5 Weeks)

Classes Begin	5/14, Mon	5/20, Mon
Drop/Add Period Ends	5/22, Tue	5/28, Tue
Holiday, Memorial Day	5/28, Mon	5/27, Mon
Last Date to Withdraw with a Grade of "W"	5/29, Tue	6/4, Tue
Last Date to Remove an "I" Grade from Previous Term	6/11, Mon	6/17, Mon
Classes End	6/18, Mon	6/24, Mon
Final Examinations Begin	6/19, Tue	6/25, Tue
Final Examinations End	6/20, Wed	6/26, Wed
Grades Due in Registrar's Office, 9:00 am	6/22, Fri	6/28, Fri

SUMMER SESSION–2nd Session (6 Weeks)

Classes Begin	7/9, Mon	7/8, Mon
Drop/Add Period Ends	7/16, Mon	7/15, Mon
Last Date to Withdraw with a Grade of "W"	7/30, Mon	7/29, Mon
Last Date to Remove an "I" Grade from Previous Term	8/1, Wed	7/31, Wed
Classes End	8/17, Fri	8/16, Fri

Final Examinations Begin	8/20, Mon	8/19, Mon
Final Examinations End	8/21, Tue	8/20, Tue
Grades Due in Registrar's Office, 9:00 am	8/23, Thu	8/22, Thu
Online Registration for Fall Semester Ends	8/26, Sun	8/25, Sun

The University reserves the right to make changes to the academic calendar as circumstances may require.

3. **ACADEMIC INTEGRITY POLICY**

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

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

FORMS OF ACADEMIC DISHONESTY

Plagiarism

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

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

Examples of plagiarism include, but are not limited to:

- Quoting another person's actual words, complete sentences or paragraphs, or entire pieces of written work without acknowledgment of the source.
- Using another person's ideas, opinions or theories, even if they are completely paraphrased in one's own words, without acknowledgement of the source.

- c. Noting the original source of only a part of what was borrowed.
- d. Borrowing facts, statistics or other illustrative materials that are not clearly common knowledge without acknowledgment of the source.
- e. Copying another student's essay test answers.
- f. Copying, or allowing another student to copy, a computer file that contains another student's assignment and submitting it, in part or in its entirety, as one's own.
- g. Working together on an assignment, sharing the computer files and programs involved and then submitting individual copies of the assignments as one's own individual work. Students are urged to consult with individual faculty members if in doubt.

Fabrication

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

- a. Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- b. Listing sources in a bibliography not directly used in the academic exercises.
- c. Submission in a paper, thesis, lab report or other academic exercise of falsified, invented or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin or function of such data as evidence.
- d. Submitting as one's own any academic exercises (e.g., written work, printing, sculpture, etc.) prepared totally or in part by another.

Cheating

Cheating is an act or an attempted act of deception by which a student seeks to misrepresent that he or she has mastered information on an academic exercise that he or she has not mastered. Examples include but are not limited to:

- a. Looking at another student's test paper.
- b. Copying from another student's test paper or allowing another student to copy from a test paper.
- c. Using the course textbook, or other material such as a notebook brought to a class meeting but not authorized for use during a test.
- d. Collaborating during a test with any other person by receiving information without authority, or collaborating with others on projects where such collaboration is not expressly permitted.
- e. Using or possessing specifically prepared materials during a test, e.g., notes, formula lists, notes written on the student's clothing, etc., that are not authorized.
- f. Taking a test for someone else or permitting someone else to take a test in one's place.
- g. Tapping pencils or other objects, coughing, or otherwise signaling in code.
- h. Entering any office or opening a file to obtain a test or answer key.
- i. Viewing test materials on a secretary's or faculty member's desk.
- j. Passing quiz/test questions or answers from one student to another, even after the test is completed.
- k. Copying a posted answer key without permission.
- l. Discussing test questions or answers outside the examination room while the test is in progress.

- m. Voicing or discussing test questions and answers during the examination or to students who have not yet taken the examination.
- n. Leaving the examination room to obtain answers (e.g., the bathroom).
- o. Using any form of technology (e.g., cell phones, PDA's) to view or transmit answers.

Academic Misconduct

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

- a. Stealing, buying or otherwise obtaining all or part of an unadministered test.
- b. Selling or giving away all or part of an unadministered test including answers to an unadministered test.
- c. Bribing any other person to obtain an unadministered test including answers to an unadministered test.
- d. Entering a building or office for the purpose of changing a grade in a grade book, on a test or on other work for which a grade is given.
- e. Changing, altering or being an accessory to the changing and/or altering of a grade in a grade book, on a test, in a computer, on a "change of grade" form or other official academic records of the University which relate to grades.
- f. Entering a building or office for the purpose of obtaining an unadministered test.
- g. Continuing to work on an examination or project after the specified allotted time has elapsed.
- h. Signing into classes for others.

Academic Dishonesty in Clinical Settings

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

- a. Looking up in a log book, equivalent source or consulting a professional for a diagnosis or treatment plan on an assigned unknown case without authorization from the clinical instructor.
- b. Using a correlated histopathologic or clinical diagnosis in lieu of his or her own clinical or technical interpretation.
- c. Reporting results without performance of a test or procedure.
- d. Providing unauthorized information to other students on clinical assignments.
- e. Changing answers on work sheets or patient records after they have been reviewed and/or submitted.
- f. Misrepresenting one's own or another's identity.
- g. Feigning illness or emergency to avoid a clinical rotation or assignment.
- h. Signing into rotation for another student when absent.
- i. Communicating confidential information to a person not involved in the patient's care without authorization.
- j. Misrepresenting any aspect of patient care or documentation.

Sanctions for Academic Dishonesty/Professional Misconduct

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

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

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

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

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

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

4. ACADEMIC PROBATION AND DISMISSAL

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

- At the end of the probationary period:
- The student achieves the minimum cumulative grade point average and is reinstated in good standing, or
- The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the School for academic underachievement, or

- In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the school dean may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum (2.00 in undergraduate programs, 3.00 in graduate programs), the student is dismissed for academic underachievement.

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

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

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

5. ACADEMIC PROGRESSION

To be considered in good academic standing, an undergraduate student must maintain a minimum cumulative grade point average (GPA) of no less than 2.00 (C) and satisfy the special program requirements of Jefferson School of Nursing. Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0) and satisfy the special program requirements of Jefferson School of Nursing to be considered in good academic standing.

a. ASN-BSN Program (ASN Component)

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

If a student is unsuccessful in any nursing course, that course must be repeated the following year through the Jefferson School of Nursing at Thomas Jefferson University. Progression in the nursing sequence requires successful completion of both the didactic course and the concurrent clinical practicum course. In the event that either course is not completed successfully, as defined by School of Nursing policy, both courses must be

repeated the following year. No nursing or general education course may be taken more than two times.

Students are unable to repeat NU209 in accordance with the provisions of the Plan for NCLEX-RN Success.

Students who earn a grade below C in a second nursing or general education 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 has two options:

- 1) to request a leave of absence until the following year when he/she can re-enroll in the course(s) failed; or
- 2) to request continuation as a special student at Thomas Jefferson University, enrolling in the sequence of the associate degree program lower division general education requirements until he/she resumes the nursing courses the following year. Students electing this option will be billed at the prevailing lower division per credit rate (enrollment as a special student requires preapproval by the program administrator).

In semesters 2 and 3 tuition will not be reimbursed for the second seven-week session if a student is unsuccessful during the first session. Upon return to the nursing sequence the following year, the student will be on program probation and may not enroll in BSN elective courses if the associate degree program general education courses for that semester have been completed. Students will be billed at the lower division per credit rate during the semester that the nursing content is repeated. All following semesters will be billed at the prevailing full-time rate.

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

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

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

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

If a course failure occurs the student must request a leave of absence until he/she can re-enroll in the course failed.

Students are unable to repeat NU414 in accordance with the provisions of the Plan for NCLEX-RN Success.

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

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

Students enrolled in the FACT/APW BSN program follow a prescribed full-time course of study. Following matriculation, all BSN program courses must be completed at Thomas Jefferson University. Students must successfully complete undergraduate nursing courses with a grade of C (73) or above in order to progress in the curriculum. Students must successfully complete graduate level courses with a grade of B-(80) or above in order to meet program requirements. Failure to meet these requirements will require consultation with the Assistant Dean/Director of the program in which requirements have not been met, to determine options for academic progression.

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

Students are unable to repeat NU414 in accordance with the provisions of the Plan for NCLEX-RN Success.

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

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

- 1) to request a leave of absence until the following year when he/she can re-enroll in the course failed; or
- 2) to request continuation as a part-time Accelerated Pathway (APW) nursing student at Thomas Jefferson University enrolling in the prescribed part-time sequence until the course failed is offered again. Students electing this option will be billed at the prevailing upper division per credit rate. Enrollment as a part-time student requires pre-approval by the program administrator.

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

d. RN-BSN, RN-BSN-MSN and RN-MSN Programs

Students enrolled in the BSN degree program options follow a prescribed full-time or part-time course of study. Following matriculation all program courses must be completed at Thomas Jefferson University. Students must

successfully complete all undergraduate nursing courses with a grade of C (73) or above in order to progress in the curriculum. **Students must successfully complete graduate level courses with a grade of B-(80) or above in order to meet program requirements.**

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

Students who earn a second failing grade in the program of study will be dismissed from the program. Tuition will not be reimbursed for any coursework scheduled to follow the failed course in the same semester. All subsequent terms will be billed at the prevailing upper division full-time or part-time rate depending on the number of credits in which the student is enrolled.

e. FACT/APW/ RN-MSN Programs (MSN Component)

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

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

- * Students in all Master of Science Degree Program in all Nurse Practitioner Tracks must also submit proof of current Pennsylvania RN license and current New Jersey RN license (or Delaware RN license) prior to registration for first clinical course. Students must maintain these licenses throughout the course of enrollment in the program.
- * Students enrolled in the Acute Care Advanced Practice Master of Science Degree Program must also submit proof of current Advanced Cardiovascular Life Support (ACLS) certification prior to registration in NU 631 and maintain said certification throughout the course of enrollment in the program.
- * Students enrolled in the Master of Science Degree Program in Neonatal Nurse Practitioner must also submit proof of current Neonatal Resuscitation Program (NRP) certification prior to registration in NU 662 and maintain said certification throughout the course of enrollment in the program.

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

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

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

Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). A student whose cumulative GPA falls below B will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency. Students on academic probation who have not been able to obtain a cumulative GPA of 3.0 or better after two consecutive probationary semesters must petition the Student Promotion and Progression Committee in writing for permission to continue as a student in the Jefferson School of Nursing, or be dismissed from the School.

f. Master of Science in Nursing (MSN) Program

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

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

Graduate nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). 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 petition the Student Promotion and

Progression Committee in writing for permission to continue as a student in the Jefferson School of Nursing, or be dismissed from the School.

g. Doctor of Nursing Practice (DNP) Program

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

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

Doctoral nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). 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 petition the Student Promotion and Progression Committee in writing for permission to continue as a student in the Jefferson School of Nursing, or be dismissed from the School.

6. ATTENDANCE REGULATIONS

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

7. CARDIOPULMONARY RESUSCITATION COURSE COMPLETION

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

8. CRIMINAL BACKGROUND CHECK, CHILD ABUSE CLEARANCE, DRUG TESTING AND FBI FINGERPRINTING FOR THOMAS JEFFERSON UNIVERSITY NURSING STUDENTS

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

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

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

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

An adverse Child Abuse Clearance will result in your inability to be placed at a clinical site and consequently you would be unable to graduate from your program. Thus, if you receive an adverse result on the Child Abuse Clearance, your offer of acceptance to Jefferson School of Nursing will be rescinded.

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

If you have questions with the on-line system, or if after the process is complete you have follow-up questions or feel there is a discrepancy in the report, you may contact American Data Bank at 1-800-200-0853.

9. CHALLENGE EXAMINATIONS POLICY AND PROCEDURES

Students may earn academic credit for any Jefferson School of Nursing undergraduate course for which a challenge examination is available. The Jefferson School of Nursing determines the courses for which challenge examinations may be made available and the schedule for administering examinations. A challenge examination is equivalent to a comprehensive test of the subject matter covered in a semester-long course.

Students must complete at least one (1) course in the Jefferson School of Nursing and be assigned a final grade for that course in order to have the Challenge Examination results recorded on the transcript.

Regulations

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

- a. Students will not receive credit by challenge examination for a course in which they have been previously enrolled. This includes courses which they audited or for which they received a failing grade or a grade of withdrawal.
- b. Students may earn up to a maximum of 25% of the semester credits required for the degree/certification via challenge examinations. These credits must be applicable to the student's curriculum requirements.
- c. No more than six (6) credits earned through examination testing (either JSN-administered challenge test or standardized test such as CLEP or ACT-PEP) may be accepted to fulfill the 30-credit residency requirement.
- d. Students are not permitted to register for both a regular course and a challenge examination in the same subject area in the same semester.
- e. Students are not permitted to attempt challenge examinations more than twice. An attempt begins as soon as the student sees the examination.
- f. Upon a second unsuccessful attempt, students may receive academic credit only through successful completion of the standard course in the subject.
- g. For each attempt, students must register and pay the appropriate tuition amount.
- h. Students who have completed upper-division course work in a subject may not challenge lower-division course work in the same subject.
- i. Students interested in challenging a two-semester course (e.g., Chemistry 101-102) must take the challenge examination in the same sequential order that the course normally occurs.

Fees

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

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

Registration Procedures

Students must register for a challenge examination in the University Office of the Registrar, G-22 Curtis Building. Following their registration, students should contact the appropriate academic area within the Jefferson School of Nursing for information regarding guidelines for preparing for the examination, and dates, times and locations of the scheduled examinations.

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

IMPORTANT:

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

Grading

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

- Students who have questions about registration procedures for challenge examinations should contact the University Office of the Registrar, G-22 Curtis, (215) 503-8734. For information on examinations available or content of examinations, contact the appropriate academic within JSN directly.

Other Opportunities for Credit by Examination

In addition to the School's challenge examinations, students may earn School academic credit by successful completion of standardized testing available through the College Level Examination Program (CLEP) of the College Board and the ACT/PEP Program. Additional information and registration materials are available in the Office of Admissions, Room 100 Edison Building, (215) 503-8890.

10. CHANGE OF GRADE

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

11. CHANGE OF INFORMATION

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

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

12. CLINICAL MAKE-UP FEE

It is the policy of Jefferson School of Nursing that students who are absent from clinical, must make-up the clinical and pay a clinical make-up fee. The clinical

make-up fee, payable to Jefferson School of Nursing, is \$250.00. A money order for the clinical make-up fee is to be submitted to the undergraduate administrative assistant of the student's program a minimum of five (5) days prior to the scheduled clinical make-up date. Personal checks will not be accepted. Students who request a waiver of the clinical make-up fee should be directed to the appropriate Assistant Dean.

13. CLINICAL PERFORMANCE EXPECTATIONS

a. Student Unable to Meet Expectation for Clinical Performance.

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

- 1) Notify the clinical course coordinator.
- 2) Notify the appropriate Assistant Dean/Program Director.
- 3) Submit documentation by a health professional indicating that the student is unable to attend clinical.
- 4) Submit one copy to JSN file.
- 5) Submit one copy to UHS.
- 6) Provide ongoing documentation as directed by the Assistant Dean/Program Director.

b. Student Able to Meet Expectation for Clinical Performance.

If a student is able to meet the physical/mental expectations for clinical performance, as defined by University Health Services (UHS), and is able to return to clinical, the student will:

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

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

14. CONFIDENTIALITY OF STUDENT RECORDS

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

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (more commonly known as "The Buckley Amendment" or FERPA) is a federal law that affords students certain rights with respect to their education records. These rights include:

- a. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the University Director of Student Records a written request that identifies the record(s) they wish to inspect. The University Director of Student Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Director of Student Records to whom the request was submitted, he/she shall advise the student of the correct official to whom the request should be addressed.

- b. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write to the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- c. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University, at its discretion, may provide directory (public) information in accordance with the provision of the Act to include: the student's name, address, telephone listing, date and place of birth, major field of study,

academic schedule, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, identification photo, University e-mail address and previous educational institutions attended by the student. Students wanting directory information withheld should notify the University Director of Student Records in writing within two weeks of each year's initial academic enrollment.

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

15. COURSE DROP/ADD

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

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

16. COURSE WITHDRAWAL

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

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

NOTE: Students who do not officially drop or withdraw from the course according to the procedures described above will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course drop or withdrawal.

17. DISABILITY ACCOMMODATION

In an effort to assist students with special needs, the school has approved the following procedures:

- A student requesting accommodation for a disability must submit to the Jefferson School of Nursing Associate Dean for Student Affairs documentation of that disability that is three years old or less from an appropriate disabilities specialist.
- The student must provide documentation of accommodations (if any) provided at previous academic institutions.
- The student must request specific accommodations based on the foregoing information. The Associate Dean for Student Affairs will meet with JSN faculty to determine the appropriateness of the requested accommodation. Deliberations may include other University officials and additional learning disabilities specialists.
- The Associate Dean for Student Affairs will meet with the student to arrange appropriate accommodations.

Questions regarding this policy should be directed to the Associate Dean for Student Affairs at (215) 503-7551.

18. DISTANCE LEARNING

What are the requirements for a JSN distance learning course?

JSN courses (on campus and online) use Blackboard as the course management system. Most documents and files are distributed this way. Lectures may be live using the webcasting application from Adobe Connect or Wimba, they may also be recorded and played back on demand. Below are the general hardware and software requirements. If you do not already have the necessary viewer applications the system will prompt you to download the free player. If your instructor uses Wimba, he or she may require you to purchase a web camera and headset (audio and mic).

a. Hardware

- Computers using Microsoft Windows (XP, Vista, Windows 7)
 - 1GB RAM
 - sound card with speakers or headset (headphones & mic)
 - printer
 - Internet Explorer 7 or higher or Firefox - Firefox recommended
- Computers using Apple OS X (10.4 or higher)
 - 1GB RAM
 - sound card with speakers or headset (headphones & mic)
 - printer
 - Safari or Firefox–Firefox recommended

For audio communication we strongly recommend a headset instead of using a separate microphone and computer speakers. You will likely experience feedback unless you're using a headset. Use a traditional (round plug-in, one for the mic component and one for the headphone component) type headset NOT a USB headset. A USB headset has a slight, but noticeable, delay.

b. Software

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

Please note: if you have an older version of MS Office, you may have to install conversion tool for opening the newer (Office 2007 and higher) files. These are recognized by having a 4-character extension such as document.docx . A conversion utility is available for free on the Pulse help page.

c. Internet Access and E-mail

Jefferson will issue each student a campus-key (your campus username to access restricted content) and an email account. The campus-key will be used to access course content (on Pulse), library resources, Banner (registration), and e-mail. Thomas Jefferson University and Jefferson School of Nursing will ONLY contact students via the official jefferson.edu e-mail account. Students may forward e-mail to another account but it is the

student's responsibility to monitor email quota and remove old messages if the auto-forward function is used.

d. Skills Requirements

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

e. Frequently Asked Distance Learning Questions:

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

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

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

- *Is help available when I have questions? From whom?*
Questions about the content of your course will be referred to your instructor. For all other questions you will call the Learning Resources Center (LRC) at the Scott Memorial Library ((215) 503-8407). To ask a question when the LRC is closed, you can send an email to "Ask a Librarian;" these questions will be answered promptly when the Reference Desk reopens.
- *I'm not sure if I have the correct equipment and software. Whom should I contact?*
Contact the Learning Resources Center (LRC) at the Scott Memorial Library ((215) 503-8407). Remember that you can also complete your course work using the computers in the LRC.
- *Is distance learning right for me?*
Students enrolled in online courses, one of many types of distance learning, complete the course content via computer and modem at times and places convenient for them. There is no need to come to campus at a set time each week to attend a lecture. For this reason, online learning obviously has tremendous appeal for students who live far from campus or who have work or family schedules that preclude them from taking a traditional lecture course.

However, there are issues other than convenience and flexibility to think about when considering this type of learning. The most successful distant students are independent, organized, and well-disciplined. They are also good time-managers and are comfortable with computers, Internet searching, and electronic communication, particularly email.

Of course, this is not to say you should steer clear of an online course if you don't possess each of these qualities or skills. But you should consider how you best learn, how independently you can work, how self-disciplined you are, and how comfortable you are with computer technology.

19. DISTANCE LEARNING INTEGRITY STATEMENT

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

20. DOCUMENTATION FOR JSN STUDENT FILES: UNDERGRADUATE AND GRADUATE

Students are responsible for presenting the following documentation:

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

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

21. E-MAIL

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

22. FAILURE TO COMPLETE A COURSE

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

23. GRADE APPEAL PROTOCOL

I. Grade Appeals Board

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

A. Membership

1. A member of the administration designated by the Senior Vice President for Academic Affairs

2. Two faculty members from each school. Each school should designate two alternates. An alternate may serve on the Board in case one of the school's faculty designees is unavailable.
3. Two students from each school. Each school shall identify two alternates. An alternate may serve on the Board in case one of the school's student designees is unavailable.

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

B. Responsibilities

A Grade Appeals Hearing Panel, as set forth in Section III, Paragraph 11 a., shall provide a hearing for students who, following the established grade appeal guidelines, wish to present evidence that their level of achievement is, or has been, other than as adjudged by the School. The Grade Appeals Hearing Panel will also hear appeals of dismissal for unsafe clinical practice. The hearing procedures followed by the Grade Appeals Hearing Panel are set forth below.

II. Bases for Grade Appeal

The grade appeal protocol affords recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned under the following circumstances:

- Caprice: The faculty member has arrived at the grade or rendered a decision without considering all the pertinent facts involved or has deliberately ignored these facts.
- Prejudice: A faculty member has arrived at the grade or rendered a decision based on reasoning which is influenced by irrelevant information having no bearing on the decision.
- Mechanical error: The grade has been inaccurately assigned due to clerical error on the part of the instructor or computer.
- Assignment of a grade inconsistent with criteria used to assign grades to other students: The grade was given using criteria different from criteria used to grade all other students in the class.

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

For a grade appeal, the burden of proof is on the student. The student must be prepared to state reasons for believing the grade assignment was inappropriate and provide documentation of the alleged impropriety. Examples of documentation include but are not limited to: course outlines, handouts, logs, completed assignments, any written feedback given by the faculty on written work and/or witnesses. The student will be able to review all material relevant to the case from his or her department file.

III. Steps of Grade Appeal

The following steps of grade appeal are established and adopted by the faculty:

1. The appeal period begins on the day that the student's grade is posted by the Office of the Registrar.
2. The student shall file the Notice of Course Grade Appeal form with the course instructor or faculty member in charge of the course.

Forms are available in the School's Office of Student Affairs or in the Office of Student Life.

3. The Senior Associate Dean for Academic Affairs will decide if the student may continue in class during the appeal period. The instructor recommending that the student should not continue in the academic program must clearly document that the student poses a safety risk to others and/or has engaged in disruptive behavior towards other students, faculty, clinical instructors and/or patients.
4. The student will attempt to resolve the situation with the course instructor.
5. If a mutually acceptable decision is not reached between student and instructor, the student must provide the Associate Dean, as appropriate, with a detailed written statement of allegations, facts and circumstances. The faculty member shall make all pertinent grading records available to the Associate Dean.
6. After receipt of the student's detailed statement, the Associate Dean shall meet with the student to discuss the appeal. A written report of the decision of the Associate Dean regarding the appeal shall be sent to the student and the course instructor.
7. If the Associate Dean denies the appeal, the student may then appeal to the Dean of the School.
8. The student must provide the Dean with a detailed written statement of allegations, facts and circumstances. The Associate Dean and faculty member shall make all reports addressing the denial of appeal and pertinent grading records available to the Dean.
9. If the Dean denies the appeal, the student may then appeal to the Grade Appeals Board. The following must be submitted to the Chair of the Grade Appeals Board:
 - a. a signed Notice of Course Grade Appeal (the form is available in the Office of the Associate Dean for Student Affairs or the Office of Student Life);
 - b. a detailed written statement explaining the basis for the appeal setting forth one or more of the circumstances described in the first paragraph of this Protocol. The statement must include a specific account of all alleged procedural irregularities and a chronology of significant events related to the appeal;
 - c. a copy of the course syllabus;
 - d. copies of other pertinent documents and any other evidence that may have a bearing on the grade in question. These may include, but are not limited to, School/Department regulations, tests, papers, clinical records or evaluations, journals, handouts, and/or correspondence to/from the instructor;
 - e. a proposed list of witnesses who have agreed to testify at the hearing (if the Board determines that a hearing is warranted) and for each a brief summary of his/her testimony and its relevance to the charge that an inappropriate grade has been assigned.
10. The Board will review the evidence and may request new evidence to clarify any issue pertinent to the case. The Board reserves the right to deny a hearing if the evidence submitted by the appellant does not clearly demonstrate the possibility of procedural irregularity. The Board Chair will notify both parties in writing of the decision, including the

time, date, location and conduct of the hearing (unless denied). The Board will appoint a Grade Appeals Hearing Panel consisting of the Chair of the Grade Appeals Board who shall chair the Grade Appeals Hearing Panel, two additional faculty members and two student representatives. A representative of the Office of the Senior Vice President for Academic Affairs shall also serve on the Panel. The Panel will determine which proposed witnesses may testify at the hearing.

11. Attendance at the hearing is required of the following individuals and is closed to all others:
 - a. All members of the Grade Appeals Hearing Panel shall be present or represented and shall serve with full voting rights. A representative of the Office of the Senior Vice President for Academic Affairs shall serve on the Panel in a non-voting capacity. None of the faculty members on the Grade Appeals Hearing Panel may be from the School from which the Appeal originates. A Board member or representative must withdraw from the proceedings if involved with the grade in any capacity or otherwise cannot remain unbiased. The Chair of the Board shall appoint another representative to maintain the Hearing Panel's structure in accordance with this Protocol.
 - b. The appellant and appellee shall be present. If either party is unable to attend due to extraordinary circumstance such as, but not limited to, severe illness, death in the immediate family or professional obligation that cannot be rescheduled, the Board Chair must be notified immediately. The hearing will be rescheduled within five days of the originally scheduled date.
 - c. Witnesses called by either party and approved by the Hearing Panel.
 - d. A non-Board member provided by the office of the SVPA who may schedule the hearing and will record the discussion and prepare a summary of the proceedings.
12. The hearing shall be conducted in the following manner:
 - a. The appellant and appellee must represent themselves.
 - b. The appellant will have the opportunity to state the nature of the grievance in detail and present supporting witnesses.
 - c. The appellee will be given the opportunity to respond to the appellant's statement and present supporting witnesses and evidence.
 - d. Hearing Panel members may question the appellant, appellee and witnesses.
 - e. The appellant, appellee and witnesses are excused.
 - f. Following a period of closed deliberation, the decision of the Hearing Panel will be determined by a simple majority vote. A written report of the decision citing the most pertinent information pertaining to the decision will be forwarded to the appellant and the School Dean.
13. If the decision of the Grade Appeals Hearing Panel is not acceptable to either party, the appellant may file a written notice of appeal with the Senior Vice President for Academic Affairs. The appeal must be based on either a lack of due process or new information not available at the

time of the hearing. Such a request shall be granted or denied at the discretion of the Senior Vice President for Academic Affairs based on an analysis of whether the new information is likely to make a significant and substantial difference in the initial disposition of the case or whether the due process provided to the student was inconsistent with University procedures.

14. If the request for the appeal is approved, the Senior Vice President for Academic Affairs shall meet with the appellant to try to resolve the situation. In advance of the appeal meeting, the Senior Vice President for Academic Affairs may request any additional records or documentation that he/she feels are relevant to the case.
15. The written decision of the Senior Vice President for Academic Affairs shall be sent to the appellant, the Dean and the Chair of the Grade Appeals Board. The decision of the Senior Vice President for Academic Affairs shall be final and binding.

The student is encouraged to seek the assistance of the School's Associate Dean for Student Affairs or the Office of Student Life to provide further explanation of the grade appeal process.

IV. Time Frame for Grade Appeal

The maximum time frame allowed for the appeal period is normally 50 days (business days, Monday-Friday). The Department Chair or School Dean, Chair of the Grade Appeals Board or Senior Vice President for Academic Affairs may extend the time frame if extenuating circumstances warrant additional time.

The following guidelines are recommended:

- The student may file written notice of appeal no later than five business days after the grades are posted by the Registrar's Office on the student record (Banner Web).
- The course instructor will render a written decision to the student within three business days from the date the appeal is filed with the course instructor.
- The student must file notice of further appeal with the Senior Associate Dean for Academic Affairs within three business days of receipt of the course instructor's decision.
- The Senior Associate Dean for Academic Affairs will render a written decision within three business days of delivery of the notice of appeal.
- The student must file notice of further appeal with the Dean within three business days of receipt of the course Senior Associate Dean's decision.
- The Dean will render a written decision within three business days of delivery of the notice of appeal.
- The student must file written notice of further appeal with the Chair of the Grade Appeals Board within three business days of notification of the Dean's decision.
- The Grade Appeals Board will meet within five business days of receipt of the notice of appeal to determine if a hearing is warranted.
- If the Board determines that a hearing is warranted, the appeal will be presented at a hearing within five business days after the Board meeting.
- The Chair of the Board will render the decision within five business days after the hearing.

- The student may file a written request for an appeal of the Board's decision to the Senior Vice President for Academic Affairs within three business days of receipt of the decision. The appeal must be based on either a lack of due process or new information not available at the time of the hearing.
- If the request for the appeal is approved, the Senior Vice President for Academic Affairs will meet with the student within three business days of the notice of appeal.
- The Senior Vice President for Academic Affairs will render a decision within five business days after the meeting. Reasonable efforts should be made to complete the process within the 50-day time period.

24. STUDENT GRIEVANCE PROCEDURE

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

25. GRADING SYSTEM

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

The following is a description of the grading system used in the Jefferson School of Nursing, including the quality points assigned for use in the calculation of the grade point average (GPA). Note that the minimum grades required for satisfactory performance in a given course and for progression in the program are governed 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.

GRADE	Quality Points
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
WF*	0.0

GRADES NOT CALCULATED IN THE GRADE POINT AVERAGE (GPA)

- AU** **Audit;** Instructor permission required; no credits awarded
- CR** **Credit;** Awarded for successful completion of a challenge examination.
- I** **Incomplete;** Awarded only when the student has done course work at a satisfactory level. Failure to remove an incomplete grade prior to the end of the 6th week following the conclusion of the final exam (or as determined by the program if the course is a pre-requisite) will result in a grade of F.
- IP** **In Progress;** Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., selected clinical practical). The final course grade and credit are awarded in the term of completion.
- N** **No Credit;** When it is impossible to complete work in a given course, the student may submit a written application for a grade of N, within one academic term, through the instructor to the Dean. If the request is approved, the student will be awarded a grade of N. No credit is awarded.
- P** **Pass;** Satisfactory completion of a course graded on a Pass/Fail basis.
- T** **Transfer Credit;** Transfer credit awarded.
- UP** **Unsatisfactory Progress;** Provides an opportunity for students who have experienced late improvement in a clinical affiliation and may need extra time in the clinic to fine-tune their skills. UP is not calculated in the student's GPA. Failure to remove the grade prior to the designated timeframe determined by the School/Department will result in a grade of "F"
- W** **Withdrawal;** Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of "W."
- WP** **Withdrew Passing;** After the deadline, a student who withdraws receives a grade of "WP" (Withdrew Passing) or "WF"* depending upon the level of performance in the course at the time.
- 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 School of Nursing, except for the following circumstances.

REPEATED COURSES

With the approval of the respective Assistant Dean/Program Director, a student may repeat a course and have the initial credits attempted, credits earned, and

quality points excluded from the GPA. The original course grade remains on the transcript in all cases.

ADMISSION TO A SECOND PROGRAM

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

ACADEMIC HONORS (UNDERGRADUATE PROGRAMS ONLY)

Dean's List

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

ACADEMIC HONORS AT GRADUATION (UNDERGRADUATE PROGRAMS)

To graduate with honors, a student must:

- Complete at the School a minimum of 60 credits in a bachelor's degree program or 30 credits in an associate degree program
- Earn at last 50% of these credits in graded (non-Pass/Fail) courses
- Achieve a cumulative grade point average as follows:
 - Cum Laude 3.50
 - Magna Cum Laude..... 3.70
 - Summa Cum Laude 3.85

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

26. GRADUATION POLICY

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

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

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

a. Residence Requirements for Graduation

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

b. Application for Graduation

The official awarding of degrees takes place three times each year: at the Commencement Exercises following the conclusion of the spring semester, in August/September 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 application form in the University Office of the Registrar no later than the published date in the Academic Calendar. The University Office of the Registrar will email eligible students instructions for completing the Application for Graduation and ordering of cap and gown to his/her Jefferson email account.

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

Attendance at Commencement Exercises is required, unless excused by the JSN Associate Dean for Student Affairs or Dean. Written petition for permission to graduate in absentia must be submitted at least one month in advance of the Commencement Exercises.

27. GUIDELINES FOR WRITTEN COURSE ASSIGNMENTS

- a. Students are required to use the APA Manual (most recent edition, most recent printing)
- b. All written work, unless otherwise specified, must be submitted in typed format, using the APA style manual as a guide.
 - Non-typed work (unless otherwise specified) will NOT be accepted
 - Papers not in APA format will NOT be accepted
 - Papers with incorrect APA formatting will lose 1 point for each occurrence up to 5 points maximum
- c. All work must be grammatically correct, properly referenced, and reflective of current nursing and other health care professional references.
 - Papers with grammatical and spelling errors will lose 1 point for each incorrect occurrence up to 10 points maximum
 - Textbooks are not considered appropriate references for written work
- d. Students may also access the learning resource center and/or the writing center for questions pertaining to the use of APA format.
- e. Any paper not submitted at the beginning of class on the specified due date will lose 5 points for the day it was submitted late and 5 points for each subsequent day that it is late. All required papers **MUST** be submitted even if they are submitted too late to receive any points.

28. IDENTIFICATION CARDS

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

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

29. JEFFALERT EMERGENCY NOTIFICATION SYSTEM

With JeffALERT, the University can send simultaneous alerts in minutes through text messaging, voicemail and email to numerous devices such as cellular

phones, landline phones, fax machines and PDAs. It is important that students keep their contact information current so that they can be properly notified during an emergency. For detailed information about the JeffALERT Emergency Notification System, please visit our website at <http://jeffalert.jefferson.edu>.

EMERGENCY PREPAREDNESS

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

30. LEAVE OF ABSENCE

When personal circumstances make a temporary absence from the School advisable and when intent to return is evident, a leave of absence may be granted to students matriculated in a degree or post-baccalaureate certificate program who file the Student Status Change Form available in the University Office of the Registrar. Permission of the School Dean or Associate Dean for Student 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. Students who fail to return to the school at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the school.

31. MAILBOXES

Each student has a mailbox that faculty will use to distribute course material, return papers, general School/University communications. It is the student's responsibility to access his/her mailbox in order to keep current to events that are occurring and to retrieve information that is specific to each course.

32. POSTING OF TEST RESULTS AND GRADES

Grades will not be posted until all students have taken the exam or practicum. Once this has occurred, grades will be posted on Blackboard.

33. READMISSION PROCEDURE

Students withdrawn or dismissed from the school may, within two (2) years of withdrawal or dismissal, re-apply directly to the school by submitting a written request to the School Dean. All others wishing to continue their studies must re-apply through the Office of Admissions.

34. REGISTRATION

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

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

35. REQUEST FOR LETTERS OF RECOMMENDATION

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

36. SAFE CLINICAL PRACTICE POLICY

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

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

Approved March 26, 2008: Executive Council

37. CLINICAL PROBATION AND DISMISSAL

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

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

38. SATISFACTORY ACADEMIC PROGRESS POLICY

FEDERAL TITLE IV PROGRAMS

Policy Statement

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

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

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

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

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

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

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

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

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

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

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

Definitions

Title IV Programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Family Education Loan Programs.

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

Credits Attempted: a credit will be considered attempted only for those courses in which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the School after the specified drop/add period

does not exclude those credits from being considered as attempted. Required courses that are repeated will not be aided, but these credits 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.

Number ofCredits 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*

For each Title IV aid recipient who withdraws, the school must calculate the amount of Title IV assistance the student has earned. This amount is based

upon the length of time the student was enrolled. The school must return any portion of unearned Title IV funds for which the school is responsible.

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

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

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

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

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.

39. TRANSCRIPTS

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

Thomas Jefferson University has authorized the National Student Clearinghouse to provide transcript ordering privileges via the Web, using any major credit card. To request a transcript, please access the following website: <http://www.jefferson.edu/registrar/transcripts.cfm>

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

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

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

40. WEATHER EMERGENCY POLICY

Should weather and travel conditions necessitate, the President may declare a Weather Emergency.

A toll-free Jefferson Hotline (800-858-8806) will provide a recorded message with complete weather emergency information, including class cancellations and

schedule changes for special events. Similar information will be available through the Jefferson PULSE campus portal and the TJUH Intranet.

The parameters of a Weather Emergency are as follows:

- **Main Campus**

All on-campus, non-clinical classes are cancelled. Students in off-campus locations should contact either the on-site Jefferson faculty member, or, in cases where no Jefferson faculty member is on-site, contact their immediate supervisor at the rotation site. In the latter situation, it is the students' responsibility to learn the weather emergency policy of their rotation sites.

- **Geisinger Campus**

Students located at the Geisinger site will follow the Weather Cancellation Policy distributed to them at orientation. To access the weather cancellation line, please call (570) 271-6785.

41. WITHDRAWAL FROM THE SCHOOL

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

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

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

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

STATEMENT OF PROFESSIONAL CONDUCT/ HONOR CODE

PREAMBLE

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

GENERAL PRINCIPLES OF PROFESSIONALISM IN THE HEALTH PROFESSIONS

At this time when the health professions are beset by an explosion of technology, changes in market forces, serious problems in healthcare delivery, conflicts of interest,

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

THE CORE VALUES OF THOMAS JEFFERSON UNIVERSITY

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

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

PROFESSIONALISM IN THE TEACHER-STUDENT RELATIONSHIP

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

SHARED PROFESSIONAL VALUES OF THOMAS JEFFERSON UNIVERSITY

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

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

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

FACULTY SELF-REGULATION

As part of their contract with society, the health professions are given the privilege of self-regulation. As part of self-regulation, faculty must contribute to the spirit and principles of the Thomas Jefferson

University Honor Code. The faculty must have individual and corporate responsibility to uphold the Honor Code.

THE THOMAS JEFFERSON UNIVERSITY HONOR CODE

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

As faculty members, residents, fellows and students, we pledge to embrace the academic and social integrity on which Jefferson was founded, pursuing honesty, equality and fairness in all aspects of our lives. This includes not seeking an unfair advantage over our peers, teachers, students, residents, fellows or any other member of the Thomas Jefferson University community. These goals are dependent on our personal concern for ourselves and one another, as well as our collective concern for the maintenance of the community standards that are reflected in the Code.

The Honor Code assumes that all faculty, residents, fellows, and students conduct themselves in an ethical and professional manner. Altruism, accountability, commitment to excellence, duty to serve, honor, integrity and respect for others are essential characteristics of a health professional. In addition, the code is dependent on the collective desire of all members of the academic community to prevent and deter violations, rather than on proceedings to impose penalties after violations have occurred. If violations do occur within this system, each member of the community is expected to support and uphold all aspects of the code.

- **Community**—A goal of each member of the University is to foster an environment of trust and cooperation with respect for the work and efforts of others. When we speak of community we imply the student body, the faculty, the staff, and the administration, each of which contributes to the combined concept of community.
- **Academic Integrity**—We seek to enhance our professional knowledge and achieve excellence in our time spent at Jefferson but not at the cost of honesty, integrity and trust, all integral aspects to the development of a health professional.
- **Social Integrity**—Jefferson is dependent on equality among all its members, regardless of race, culture, religion, gender, age, disability or sexual orientation. Every individual should be treated with equal respect by their peers, faculty and staff.
- **Responsibility**—All members of the University must be willing and encouraged to discuss with their peers and all members of the community any action or issue that appears to be unacceptable and take the necessary actions in a timely manner to address the situation. The failure to deal with the breach in professional conduct

not only jeopardizes the strength of the code but also puts the observer in direct violation of the code.

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

CODE OF CONDUCT

STUDENT RIGHTS, FREEDOMS AND RESPONSIBILITIES

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

PREAMBLE

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

I. ACADEMIC FREEDOM

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

II. EVALUATION

- A. Students are evaluated on the basis of:
 1. academic and clinical performance,
 2. adherence to professional standards, and
 3. compliance with standards of student conduct articulated by the college or school in which the course was taken.
- B. The use of information unrelated to the standards of evaluation is inappropriate. Students may appeal an evaluation that they allege is not based on these criteria. The appeal should take place through the appeal process of that college/school.
- C. A faculty member should excuse himself or herself from evaluating a student if the faculty member believes that he or she cannot make an objective evaluation as a result of his or her possession of information unrelated to the standards of evaluation.

III. PROTECTION AGAINST IMPROPER DISCLOSURE

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

IV. STUDENT RECORDS

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

V. STUDENT ORGANIZATIONS

- A. Students are free to organize and join associations that promote their common interests. Organizations that operate in a manner consistent with the University's mission, regulations and policies, including its non-discrimination policies, and meet the requirements below may be recognized by the University. If recognized, such organizations may seek funding from University sources. The requirements for recognition are:
1. The membership policies and actions of a student organization shall be developed only by vote of those persons who are matriculated students of Thomas Jefferson University.
 2. Each student organization that seeks recognition by the University is required to submit to the Office of Student Affairs and/or the appropriate oversight body of its college/school complete bylaws, a statement of purpose, criteria for membership, rules of procedure, a current list of officers and members, and the name of a designated faculty or administrative staff advisor. Any changes in the preceding modus operandi or advisor must be submitted to the college's/school's Office of Student Affairs within two weeks of the change. Such organizations must annually resubmit for recognition and/or funding.
 3. The advisor shall be chosen with his or her consent. Advisors will advise organizations about University policies and procedures. However, the advisor does not have the authority to control the policy of such organizations.
 4. Recognized organizations must refrain from:
 - a) using the organization for the financial enrichment of any officer, member or affiliate of the student organization
 - b) directly or indirectly using University resources for the express benefit of external affiliates
 - c) maintaining outside bank accounts (Accounting for such organizations will be through the TJU controller's office or the Activities Office)

- d) using the name of the University or any of its divisions on private bank accounts
 - e) entering or attempting to enter into contractual obligations on behalf of the University or any of its divisions or departments without prior written authorization from the appropriate University senior officer or his or her designee. The organization's advisor may not give such consent
 - f) soliciting funds outside of the University without the written approval by the student affairs office of the appropriate college/school.
- B. A campus student organization may be affiliated with a parent or corresponding extramural organization, but the campus student organization must:
- 1. disclose to the University oversight body such extramural affiliations,
 - 2. provide the constitution and bylaws of any affiliated organization, and
 - 3. certify that all conditions for affiliation meet the standards of the University.
- C. A student who misrepresents his or her own or a group's relationship with the University or violates any of the College's/School's or the University's rules shall be subject to the sanctions described in the section on Discipline (section XII) in this document.
- D. Students groups that are not recognized by the University
- 1. may not represent themselves as affiliated with the University or any of its parts
 - 2. may not receive funds from the University
 - 3. may use University facilities only if they meet the requirements for use of University facilities by outside parties and meet the requirements stated in section V. A. 4.

VI. FREEDOM OF INQUIRY AND EXPRESSION

- A. Students and student organizations may discuss all questions of interest to them; may express their opinions privately and publicly, so long as they make it clear that they speak only for themselves and not for the University or their college/school; and may support causes so long as these activities do not violate civil law or rules, policies and procedures of Thomas Jefferson University or their college/school, or adversely affect the operations of the University.
- B. The right of free speech and expression does not include activity that may endanger the safety of any member of this University community or damage any of the University community's physical facilities, nor does it include any activity that disrupts or obstructs the functions of the University or threatens such disruption or obstruction. Moreover, modes of expression, including, but not limited to, electronic transmissions that are unlawful or indecent or that are grossly offensive on matters such as race, color, national and ethnic origin, religion, sexual orientation, sex, age, disability or veteran status are inconsistent with accepted norms of conduct of the University and are subject to the sanctions described in the section on Discipline (section XII).
- C. Recognized student organizations may invite speakers on campus as long as the organization:

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

VII. STUDENT PUBLICATIONS

- A. Publications of recognized student organizations
Publications written or distributed by organizations that are recognized or financed in any way by the University have editorial freedom but shall be subject to the canons of responsible journalism and review by the organization's advisor. These canons include, but are not limited to, the prohibition of undocumented allegations, the avoidance of libel, respect for the good name of individuals and the University, the requirements of civil law and University policies and procedures. The University retains the right to impose discipline for good cause on the managers, editors and writers of student publications.
- B. Publications of unrecognized student organizations
 1. The publications of student organizations that are financially independent and not recognized by any University oversight may not represent themselves as affiliated with the University or any part of the University and may not use the name of the University or any of its parts in the group's communications without prior written authorization by the office of student affairs of the appropriate college/school.
 2. The University views the publications of unrecognized organizations as the product of a group of students who are individually responsible for their own actions and those of the unrecognized group.
- C. Distribution of handbills, posters, pamphlets or other written material
 1. The most current University policy regarding distribution of posters and other similar written notices is located on PULSE under University Policies.
 2. Handbills and pamphlets that in any way invoke the name of the University or any of its parts must clearly display the following disclaimer: "Not endorsed by Thomas Jefferson University." University recognized organizations may distribute materials meeting the preceding guidelines, but only in public areas. Distribution in classrooms or offices is prohibited. Organizations that are not formally recognized by the University may not distribute such materials anywhere on Jefferson property or at any Jefferson event without prior written permission from the appropriate Office of Student Affairs.
 3. The location of indoor distribution of written material may be restricted to preserve safety, security and the orderly conduct of scheduled events.

VIII. STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNMENT

As constituents of Thomas Jefferson University, students are encouraged to express their views, through established channels, on issues of institutional

policy and on matters of general interest to the student body. Further, by means of active membership on faculty and administrative committees, the student body participates in the formulation and application of institutional policy as it affects academic and student affairs.

IX. OFF-CAMPUS ACTIVITIES

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

X. STANDARDS OF CONDUCT

- A. Students enrolled at Thomas Jefferson University are required to follow a code of behavior consonant with the high standards of the medical and health sciences professions and the reputation of the University. Standards of professional behavior include honesty, integrity, civility and, where possible, assistance to one's colleagues with problems or in distress. In addition, students shall comply with all rules and regulations duly established within their respective colleges/schools.
- B. Misconduct includes, but is not limited to:
 - 1. Dishonesty, such as cheating, committing plagiarism, knowingly furnishing false information or engaging in unethical conduct in research.
 - 2. Forgery, alteration or misuse of documents, records or identification that are pertinent to the student's role at the University.
 - 3. Abuse, malicious misuse, damage or destruction of University property.
 - 4. Abuse of, assault and battery upon or threat of force or violence against any member of the University community.
 - 5. Theft or misappropriation of, or damage to, any property either temporarily or permanently located on campus.
 - 6. Commission and subsequent conviction of any felony or misdemeanor.
 - 7. Obstruction or disruption of teaching, research, administration, disciplinary procedures or any other authorized activities of the University on campus, or creation of an unreasonable risk of harm to any member of the University community (premises owned or controlled by Jefferson or premises on which students pursue activities in their roles as students of the University).
 - 8. Unauthorized entry into, occupation of or obstruction of any building, structure or part thereof at any time and anywhere on campus.
 - 9. Falsification of or failure to provide personal identification when requested by an authorized official or by a faculty member of the University when such request is consistent with the rules and regulations of the institution.
 - 10. Violation of any other duly established rules and regulations of the University.

XI. INVESTIGATION OF MISCONDUCT

- A. Where appropriate, the University shall investigate allegations of misconduct, as defined above. Such investigations may be performed by appropriate administration authorities including, but not limited to, the Office of Student Affairs, Security and the respective college/school deans or their designees.
- B. Where an allegation of misconduct gives authorities reasonable cause to believe that a search is needed, the search will be performed in accordance with the Jefferson Search Policy (Policy 119.01).
- C. The University may conduct other forms of investigation as needed before the matter is referred for discipline.

XII. DISCIPLINE

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

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

Reprimand

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

Disciplinary Probation

A student may be placed on disciplinary probation by the Dean upon recommendation by the Judicial Board for not longer than one academic year. During that time the student may remain on campus.

The Judicial Board shall determine the duration of said probation, the conditions governing it and whether it will become part of the student's record.

Suspension

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

Dismissal

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

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

XIII. JUDICIAL SYSTEM

A. Judicial Boards on Student Conduct

1. **Definition.** Each College of Thomas Jefferson University shall have a standing faculty-student board designated as the Judicial Board to hear allegations of misconduct as defined in the document on Student Rights, Freedoms and Responsibilities. The Schools of Health Professions, Nursing, Pharmacy and Population Health shall collectively support a Judicial Board. Additional boards may be impaneled by the appropriate body as needed at the request of the College/School Dean or Senior Vice President for Academic Affairs (SVPAA) in situations he or she deems necessary to safeguard in a particular case the student's rights to a speedy resolution of an alleged infraction. Provision for overlap in the existing Boards shall be made if the infractions being heard are related in a material way.
2. **Board Membership.** For Jefferson Schools: The process of appointment to the Board shall be as follows: Each school dean shall nominate two faculty and two students to be appointed to the Board by the SVPAA. Board members will be selected from this group to participate in specific hearings (the "Hearing Panel"). In most cases, faculty and students from the same school as the accused will not be selected to participate in that hearing. A member of the University administration shall be appointed to the Board by the SVPAA.

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

For All Colleges and Schools: Each Hearing Panel shall consist of

- a. a member of the University administration designated by the dean of the respective college or the SVPAA
 - b. two faculty members of the college or schools
 - c. two students enrolled in the college or schools
3. **Quorum.** In all cases, a quorum of the Hearing Panel shall consist of five members, or alternates in the same proportion as previously specified. All decisions of the Hearing Panel of the Board shall require a majority vote of the members present, except for dismissal or suspension, which requires an affirmative vote of at least four of those present.

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

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

C. Conduct of Hearing.

1. Initiation of Hearing. The hearing of an alleged offender shall be initiated by a written charge from the College/School Dean or SVPAA to the chair of the Judicial Board. Ordinarily the initial hearing should take place within 15 business days of the receipt of the charge by the Board.
2. Notice of Offense. The chair of the Board, after consultation with the College/School Dean or SVPAA, shall give written notice of any alleged infraction of student conduct to the alleged offender at least five business days prior to the convening of the Hearing Panel to hear such case. Such written notice shall consist of the following: a list of witnesses, the specific allegations, the basis for the charges, notice that he or she has the right to an advisor as described in Section C.3, and a Waiver form (see C.3, below). In addition, the alleged offender shall be given specific notice of the penalties that may be imposed.
3. Representation at the Hearing. In all cases the alleged offender shall have the right to have present an advisor of his or her own choosing. If the alleged offender desires to appear before the Hearing Panel without legal counsel, he or she must submit to the chair of the Hearing Panel the signed Waiver of the right to counsel no later than 48 hours before the time of the hearing, stating that he or she does so with full knowledge and intent to do so. Under no circumstances is Thomas Jefferson University, or any of its colleges or schools, required to retain counsel on behalf of the alleged offender or pay the cost of any party producing information on behalf of the accused. Should counsel for the alleged offender be present, the chair of the Hearing Panel shall inform the counsel that his or her role is solely that of an advisor to his or her client and may not participate in the hearing.
4. Appointment of Hearing Officer. In any case, the Hearing Panel shall have the right to appoint a Hearing Officer to conduct the examination of witnesses from among the faculty or staff of the respective college or any other person, as it may deem appropriate.
5. Board Review. After the conclusion of the hearing, the Hearing Panel will meet to review all relevant facts and circumstances and reach a decision about appropriate action, if any.

- D. Disposition of the Hearing Panel's Decision. The decision of the Hearing Panel shall be communicated to the Dean of the pertinent college/school by the chair of the Judicial Board within seven (7) business days. The Dean,

after due consideration of all relevant factors, will take one of the following actions within seven (7) business days:

- Accept the Hearing Panel's decision and forward it to the student.
 - Mitigate the Hearing Panel's decision in a manner he or she deems appropriate.
 - Refer the matter back to the Hearing Panel for additional consideration.
- E. Appeal. The alleged offender may appeal the disposition of his or her case to the College/School Dean within ten (10) business days following receipt of the action by the Dean. The appeal must be based on either a lack of due process or new information not available at the time of the hearing. Such a request shall be granted or denied at the discretion of the Dean within five (5) business days after its receipt based on an analysis of whether the new information is likely to make a significant and substantial difference in the initial disposition of the case or whether the due process provided to the student was consistent with University procedures. Should the request be granted, a new hearing will be conducted as described in section XIII C, unless the Hearing Panel decides without a hearing to reduce or eliminate the sanction set forth in its initial decision. The final disposition of the appeal will be made known to the alleged offender in accordance with the time requirements set forth in XIII D above.
- F. Appeal to President. Each alleged offender shall have the right to a final appeal to the President of Thomas Jefferson University within fifteen (15) business days of the rendering of a final decision by the Dean. The President may consider claims by the student of arbitrary or capricious behavior, the appropriateness of the penalty and the extent of due process afforded. Upon such appeal, the President may:
1. affirm the decision of the Dean,
 2. require the Dean to reconsider the decision or rehear the case,
 3. reduce the severity of the penalty.

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

XIV. AMENDMENT

This document of Student Rights, Freedoms and Responsibilities may be amended by:

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

This joint committee will then determine if the proposed amendment is in accordance with the goals of the University and is in the best interest of the University, the faculties and the student body as a whole. The joint

committee shall be responsible for making available to the student body the minutes of its meetings. Acceptance by the committee requires two-thirds majority.

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

XV. BOARD APPROVAL

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

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

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

Providing or obtaining copyrighted material, e.g., music, movies, videos, or text, without permission from the rightful owner violates the United States Copyright Act and several University policies. While it is true that a number of artists have allowed their creative works to be freely copied, those artists remain the exception. You should assume that all works are copyright-protected except those that explicitly state otherwise. As an individual, you should also be aware that you face liability for damages of up to \$30,000 per infringement under the U.S. Copyright Act.

The use of file sharing programs has significant practical implications as well. File sharing is bandwidth-intensive and thus can significantly interfere with all users' ability to perform University-related work. In addition, the files available through file sharing are often infected with computer viruses.

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

STUDENT ALCOHOL POLICY

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

The laws of the Commonwealth of Pennsylvania regulate the sale, service, possession and consumption of alcoholic beverages on Jefferson's campus regulate the sale, service, possession and consumption of alcoholic beverages on Jefferson's

campus. All members of the University community are responsible for knowing, understanding and obeying these laws, regulations and ordinances. The University does not have the authority to alter the laws or to secure exemption from them.

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

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

Authority to Use Alcohol

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

- A. for those events under the supervision of the Activities Office, approval must be obtained from the Director of the Activities Office;
- B. for the University's Housing facilities, approval must be obtained from the Department of Housing and Residence Life by completing the Community Lounge Reservation Request Form; and
- C. if an organization desires to serve alcohol at a function held in an area other than those specified above, approval must be obtained from the designated Student Affairs Officer of the college with which the organization is associated.
- D. A representative of the authorizing office must be present or on call at the event.

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

Disciplinary Action

Any student who violates this Policy will be subject to disciplinary action as outlined in the individual college's/school's catalog and student handbook.

VIOLATION OF THIS POLICY MAY RESULT IN SUSPENSION OR DISMISSAL FROM THE UNIVERSITY.

PROCEDURES

If the appropriate authority permits the consumption of alcohol at any student function at Thomas Jefferson University, then the following procedures, as well as any additional procedures required by the sponsoring organization, or the University, must be followed.

- A. Promotional Literature
 1. The University will not distribute, post or mail any student function's advertisements that mention alcohol.
 2. The sponsoring organization or group will post a legible sign at the function stating that individuals under the age of 21 years or those who appear to be intoxicated will not be permitted to consume or possess

alcoholic beverages. This poster will be placed in a clear and conspicuous location at all functions where alcohol is served. The poster will read as follows: "No one under 21 years of age or who appears to be intoxicated will be served an alcoholic beverage. Any individual requesting alcohol must, prior to being served, show a photograph identification that includes the date of birth. Noncompliant individuals will be asked to leave the premises immediately. This may include anyone over 21 years of age serving alcohol to someone less than 21 years of age."

B. Party Procedures

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

C. Underage Student/Guest Participation

Students or guests under the age of 21 years may be allowed to participate at these functions pursuant to the following procedures:

1. Underage attendees will not consume or possess any alcoholic beverages anywhere within the University property; and
2. Any attendee who attempts to provide an alcoholic beverage to someone less than 21 years of age will be removed from the event and will face disciplinary action, including the possibility of suspension or dismissal from the University.

D. Guest Responsibility

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

E. In the Event of an Incident

1. Security will be notified by the event's sponsor if there are problems related to the enforcement of this Policy e.g. if an individual refuses to leave, or if a disturbance develops.

2. An Incident Report will be written for any alcohol-related incident. These reports will be sent to the designated Student Affairs Officer of the student's college for review and possible disciplinary action.

F. Organizations

A student organization sponsoring an event where alcohol will be served may not use the Jefferson name to advertise alcohol at the event.

UNLAWFUL POSSESSION, USE OR DISTRIBUTION OF ILLICIT DRUGS OR ALCOHOL

Background

The Federal Government requires institutions of higher education to certify that they have adopted and implemented a program to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees. The policies addressing both students and employees are contained in University policies number 102.22 the following: Alcohol Sale and Use, 102.23 Drug Sale and Use, 102.28 Student Alcohol Policy, and 102.29 Drug and Alcohol Policy. To comply further with the act, the following information is being made available to all students and employees in the University.

STANDARDS OF CONDUCT

Alcoholic Beverages

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

Thomas Jefferson University policy 102.28 addresses the University's position regarding possession and use of alcoholic beverages by students. Policy 102.29 includes a statement on possession and use of alcoholic beverages by employees.

Drugs

The laws of the Commonwealth of Pennsylvania and of the United States prohibit the use, possession, sale and traffic of marijuana and illicit drugs. Controlled substances fall into seven categories: marijuana (marijuana, hashish); stimulants (amphetamines, cocaine); depressants (barbiturates, tranquilizers, hypnotics); hallucinogens (acid, PCP); opiates or narcotics (heroin, morphine, opium, codeine); inhalants (sprays, solvents, glue); and designer drugs (synthetic drugs similar in effect to stimulants, hallucinogens and narcotics). This list is not comprehensive; omitted substances may be illegal and fall under the designation of controlled substances.

The University will not shield any student or employee from actions of civil authorities arising from any unlawful acts committed by the student or employee. The University complies with the civil laws concerning controlled substances.

The willful possession, merchandising or consumption of drugs, other than for medicinal purposes, may result in suspension or dismissal from the University. The University reserves the right to investigate any student's housing facility or belongings if it has information which would lead to a reasonable belief that any illegal or illicit activity is taking place.

Legal Sanctions for the Unlawful Possession or Distribution of Illicit Drugs and Alcohol

In addition to University sanctions, the University complies with all state and federal drug and alcohol control laws. State and federal sanctions include both fines and imprisonment. A summary of state and federal criminal sanctions is available in the Office of Student Life, 708 Edison.

Health Risks of Alcohol and Drug Abuse

The health risks of alcohol and drug abuse are serious and extensive. Detailed information is available in the Office of Student Life.

Drug or Alcohol Counseling, Treatment and Rehabilitation

Students in need of counseling, treatment or rehabilitation services should contact the University Health Services for initial screening, treatment and referral. The University does not provide free drug or alcohol rehabilitation programs. Students are referred to appropriate hospital or community agencies for these services.

Employees should contact either the University Health Services or FirstCall Employee Assistance Program, a confidential referral organization retained by the University.

Disciplinary Sanctions

It is expected that students and employees of Thomas Jefferson University will comply with all Thomas Jefferson University policies and the laws regulating alcohol and illicit drugs. Those students who fail to comply will be subject to disciplinary action as published in the Statement of Student Rights, Freedoms and Responsibilities. Employees who fail to comply will be subject to disciplinary action as published in the Thomas Jefferson University Policy Manual. These disciplinary sanctions may include suspension or dismissal from the University and/ or the completion of an appropriate rehabilitation program.

This information is furnished in compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226.

POLICY ON EQUAL OPPORTUNITY; POLICY PROHIBITING SEXUAL HARASSMENT; POLICY ON OTHER FORMS OF HARASSMENT; POLICY PROHIBITING RETALIATION¹

Individuals and Conduct Covered

These policies apply to all of Jefferson's students, employees, faculty and applicants. All such individuals are both protected under and restricted by these policies.

Conduct prohibited by these policies is unacceptable in any academic, clinical or workplace setting or in any work-related setting outside the workplace, such as during off-site presentations or seminars, clinical rotations, class meetings, extra-curricular activities, or social activities related to TJU or with TJU students.

Policy on Equal Opportunity

Jefferson is committed to ensuring equal opportunity. All decisions, policies and practices are in accordance with applicable federal, state and local anti-discrimination laws.

Jefferson will not engage in or tolerate unlawful discrimination (including any form of unlawful harassment) on account of a person's sex, age, race, color, religion, creed, sexual preference or orientation, marital status, national origin, ancestry, citizenship, military status, veteran status, handicap or disability or any other protected group or status.

POLICY PROHIBITING SEXUAL HARASSMENT

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

- To threaten or insinuate, expressly or implicitly, that any student is required to submit to sexual advances or to provide sexual favors in order to participate in a University program or activity
- To make any educational decision or take any action based on a student's submission to or refusal to submit to sexual advance.
- To engage in unwelcome sexually-oriented or otherwise hostile conduct which has the purpose or effect of interfering unreasonably with another person's work or academic performance or of creating an intimidating, hostile, abusive or offensive environment. Such an environment can be created by a University employee, another student, or even someone visiting the University, such as a student or employee from another school.

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

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

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

Policy on Other Forms of Harassment

Harassment based on any other protected status is equally prohibited and will not be tolerated. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her age, race, color, religion, creed, sexual preference or orientation, marital status, national origin, ancestry, citizenship, military status, veteran status, handicap or disability or any other characteristic protected by law or that of his/her relatives, friends or associates.

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

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

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

Retaliation is Prohibited

Jefferson prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an

1 This policy is adopted from TJU Policy No. 102.18. It is restated here, with modification, to apply to TJU students.

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

What to Do If You Feel You Have Been Subjected to Discrimination, Harassment or Retaliation

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

If you believe that you may have been discriminated against, harassed by or retaliated in violation of this policy, you should report the alleged violation immediately to your School Dean, Student Affairs Dean, your Course or Clerkship Director, Human Resources, Employee Relations, or you can call the ComplyLine at (888) 5-COMPLY. Please speak with whichever person you feel the most comfortable, whatever your reasons. All complaints will be investigated promptly, and the existence and nature of your complaint will be disclosed only to the extent necessary to make a prompt and thorough investigation or as may be necessary to take appropriate corrective measures.

Sanctions for Violations of These Policies

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

STUDENT SEXUAL OFFENSE RESPONSE POLICY

In accordance with its goal of providing a secure community for its students, Thomas Jefferson University has developed this sexual offense response policy. For the purpose of this policy, sexual offenses include, but are not limited to, rape, statutory rape, involuntary deviate sexual intercourse, indecent exposure, indecent assault and aggravated indecent sexual assault. A forcible sexual offense may be directed against another person against his or her will or against a person who is incapable of giving consent because of minority or incapacity.

A sexual offense is a criminal act that may subject the perpetrator to campus disciplinary action in accordance with established procedures and/or criminal and civil penalties under state and federal laws.

Educational Programs

Educational programs may be provided by Thomas Jefferson University's Department of Security, the colleges'/schools' Offices of Student Affairs, the Residence Life Office of the Department of Housing and Residence Life and by some student organizations. They are advertised widely on campus. The programs are designed to promote awareness of rape and other sexual offenses.

Sanctions

Following the finding of responsibility in an on-campus disciplinary procedure, sanctions could include, but are not limited to, suspension or expulsion from Thomas Jefferson University in accordance with the policies set forth in the Statement of Student Rights, Freedoms and Responsibilities. The accused individual may also be prosecuted under Pennsylvania civil and criminal statutes by the appropriate civil procedures and criminal authorities.

Procedures

1. When a report of a sexual assault is made to University authorities on an emergency basis, the Security Department or other University personnel will escort the person reporting the crime ("the complainant") to a place of safety and will identify, secure and maintain the scene of the alleged assault or offense, as appropriate, and in accordance with Security Department guidelines.

The complainant will be informed of the availability of immediate medical and/ or psychological assistance at the Thomas Jefferson University Hospital and, if desired, Security personnel or other University staff will escort the person there. At that time, Security will also inform the complainant of the need to preserve evidence, if any, should he or she choose to pursue other legal avenues.

2. In all circumstances, the complainant shall be apprised of his or her rights and, with his or her permission, the following steps shall occur in the case of a reported sexual offense or assault:

Notification

The designated Student Affairs Officer for the appropriate college/school shall be notified in order to maintain coordination of campus services.

Filing Charges

The complainant will be informed of the procedures for filing charges through the college/school disciplinary procedures and for filing criminal charges via the Special Victims Unit of the Philadelphia Police Department.

Support Services

The Office of Student Life will provide information regarding campus/community services available to the complainant for immediate and ongoing support. These services include, but are not limited to, counseling through the University Health Services and referral to such community organizations as Women Organized Against Rape. As appropriate, the Student Affairs Officer will confirm with the complainant that the services sought on campus were provided.

Disciplinary Procedures

Campus disciplinary procedures are detailed in the Statement of Student Rights, Freedoms and Responsibilities under the heading of "Judicial System" in the college/school catalogs and/or student handbooks. If the complainant chooses to follow the campus judicial system, both the complainant and the accused shall be informed of the outcome of any Judicial Board deliberations.

USE OF THE SCHOOL'S NAME

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

USE OF THE UNIVERSITY LOGO

Use of the University logo is dictated by University Policy. Guidelines regarding the logo’s use are described in the Jefferson Graphics Standard Manual, which is available on PULSE. Any variation from the standards in this manual requires approval from the University Trademark Committee. Misuse of the University Logo may result in disciplinary action.

GENERAL INFORMATION

SCHOOL AND UNIVERSITY SERVICES

1. ACTIVITIES OFFICE

Room B-67
Jefferson Alumni Hall
1020 Locust Street
(215) 503-7743

Office Hours

Monday–Friday.....8:00 am–6:00 pm

The University Activities Office coordinates social, cultural and recreational programs for the entire Jefferson community. Students are encouraged to participate in many events occurring regularly throughout the year, including movie nights, entertainment programs, co-curricular programs and workshops. The Activities Office also offers a variety of ticket sales to professional sporting events, amusement parks, museums, performing arts and cultural attractions available for purchase at the Jefferson Bookstore.

The Activities Office also provides administrative services to student organizations. Staff members assist students in the establishment of new organizations; provide resources and advice regarding event planning and budget management; and maintain files of each student group’s bylaws, constitution, and contact information. A Jefferson Student Leadership Manual is available, which provides basic leadership skill information, campus resource information and University policies. The Activities Office also publishes the annual Student Organization Directory, which includes descriptions of more than 100 campus organizations and groups.

STAFF

DirectorPatricia S. Haas
Assistant Director, Activities Office and Bookstore.....Kim Graham

**JEFFERSON-INDEPENDENCE BLUE CROSS
WELLNESS CENTER**

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

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

FACILITIES

- Group Exercise Studios
- Racquetball Court
- Weight and Cardiovascular Training Areas
- Sauna
- Gymnasium
- Swimming Pool
- Men's and Women's Locker Rooms
- Massage & Reiki Studio

SERVICES AVAILABLE

- Group Exercise Classes
- Co-curricular Courses such as Dance and Swim Lessons
- Fitness Testing/Exercise Prescriptions
- Intramural Sports Leagues
- Massage Therapy
- Personal Fitness Training

FACILITY HOURS OF OPERATION

Monday–Friday	6:00 am–10:00 pm
Saturday	10:00 am–6:00 pm
Sunday	10:00 am–10:00 pm

THE STAFF

<i>Supervisor, Recreation & Fitness</i>	Justin Holman
<i>Fitness Specialist</i>	Charlene Henry

Advisory Committees

Two Advisory Committees work with the Activities Office and Jeff-IBC Wellness Center staff to recommend program and service offerings and to govern the facility. The Activities Office Advisory Committee serves to recommend and plan events, programs, co-curricular classes and ticket sales for the Jefferson campus community and provides financial assistance to student organizations through an annual budget process. The Wellness Center Advisory Committee serves to recommend policies for governing the fitness and recreation facility, to recommend recreational and wellness programming, and to recommend fees to support activities and programs that are funded by Wellness Center memberships.

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

Geisinger Campus

On the Geisinger campus, meals may be purchased in the Geisinger Medical Center cafeteria.

2. ADMISSIONS

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

HOURS

Monday–Friday	8:30 am– 5:30 pm
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The Office of Admissions coordinates the recruitment and enrollment of students to the following Jefferson Schools: Health Professions, Nursing, Pharmacy and Population Health.

SERVICES AVAILABLE

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

For detailed information about the Office of Admissions and its services, visit their website: <http://www.jefferson.edu/jchp/admissions/index.cfm>

STAFF

Assistant Vice President..... Karen Jacobs Astle
Director of Graduate Admission..... Donald Sharples
Associate Director of Admission..... Niki Kelley
Assistant Director of Admission Sarah Reddon
Assistant Director of Admission Mark Chalmers
Assistant Director of Admission Tammi Wrice
Office Manager Dawn Larry

3. ALUMNI AFFAIRS

Office of Alumni Relations
925 Chestnut Street, Suite 1110
130 S. 9th Street
(215) 503-6882

HOURS

Monday–Friday.....8:00 am–5:00 pm

The Office of Alumni Relations aims to increase affinity and foster connectedness to Jefferson through a broad range of programs, services and initiatives while also providing opportunities for alumni and students to actively engage in supporting the mission of Thomas Jefferson University.

Upon graduation, all alumni become members of the Jefferson Alumni Association. They are encouraged to register for the Online Community at www.alumniconnections.com/olc/pub/JFD/ to stay connected with former classmates, find out about events and sign up for permanent email forwarding.

THE STAFF

Assistant Director of Alumni Relations Ellen Caccia
Development Associate, University Alumni Relations..... Allyson Wilson

4. JEFFERSON MEDICAL AND HEALTH SCIENCE BOOKSTORE

1009 Chestnut Street
(215) 955-7922
www.jefferson.edu/bookstore

HOURS

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

The store is closed on Sunday and all University holidays.

The Jefferson Bookstore is operated for the service, convenience and benefit of students, faculty and employees.

SERVICES AVAILABLE

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

The Bookstore offers a 10% discount off the publisher's list price of all books. Special orders are accepted for all books. The 10% discount is also available on most titles purchased online at the Jefferson Bookstore at www.jefferson.edu/bookstore.

Commuter Services and Photo ID are also located in the Bookstore.

Activities Office discount ticket sales are available for purchase at the Jefferson Bookstore.

THE STAFF

Director Patricia S. Haas
Assistant Director and Merchandise Manager..... Charity Marshall

5. CAREER DEVELOPMENT

Career Development Center
Edison Building, Room 707
(215) 503-5805
www.jefferson.edu/career_services
<https://jefferson-csm.symplicity.com/students>

HOURS

Monday–Friday.....9:00 am–5:00 pm

The Career Development Center (CDC) assists students and alumni with career planning, job searching and career development through individual counseling sessions and group workshops. The CDC helps students prepare for work in a variety of healthcare settings including hospitals, agencies, laboratories, rehabilitation centers, corporations and private practices.

SERVICES AVAILABLE

- Individual Career Counseling
- Career and Interest Inventory Assessments
- Career Planning Workshops
- Mock Interviews
- Career Resource Library
- On-campus Job Fairs
- Job Listings and Employer Contacts
- Long-distance Job Search Assistance
- Networking Opportunities
- On-line resume posting, job search service exclusively for Jefferson students and alumni
- Resume, CV and Cover Letter Assistance

For detailed information about the Career Development Center and its programs and services, we invite you to pick up these publications:

- Job Fair Employer Directories
- Job Search Handbook
- Resume Writing Handbook
- Interviewing Skills Handbook
- Evaluating a Job Offer Handbook

THE STAFF

DirectorDayna Levy
Career Counselor.....Sally Collier
Administrative Assistant.....Amelia DiValerio

6. COMMUTER SERVICES/MASS TRANSIT/PARKING

Jefferson Bookstore
1009 Chestnut Street
(215) 955-6417
www.jefferson.edu/cso

HOURS

Monday–Friday 7:00 am–5:30 pm

Saturday 9:00 am–1:00 pm

The store is closed on Sunday and all University holidays.

SERVICES AVAILABLE

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

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

Mass Transit items provided at discount prices include:

- SEPTA tokens (5- and 10-packs); Trans/Trail Passes; 10-trip Regional Rail Line Tickets
- PATCO Freedom Pass
- New Jersey Transit One-way and Monthly Tickets

Discounted Campus Area Parking

Restricted daily and limited monthly parking is available at several locations on or near the campus.

7. FINANCIAL AID

University Office of Financial Aid
College Building, Room G-1
(215) 955-2867
www.jefferson.edu/financialaid

HOURS

Monday, Tuesday, Thursday, Friday8:30 am–5:00 pm

Wednesday 8:30 am–12:00 pm

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

SERVICES AVAILABLE

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

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

THE STAFF

<i>Director</i>	Susan McFadden
<i>Associate Director</i>	Thomas Stewart
<i>Coordinator</i>	Melissa Cadet
<i>Coordinator</i>	Brian Eicholtz
<i>Coordinator</i>	Ryan Pauline
<i>Administrative Coordinator</i>	Jacquelyne Roundtree
<i>Financial Aid Assistant</i>	Kristin Mozzachio

8. FREQUENTLY CALLED NUMBERS

See inside back cover of this publication.

9. HEALTH INSURANCE

All nursing students must obtain health insurance coverage prior to matriculation, either in their own name or as part of their parents' or spouse's policy, and must participate in an annual health insurance enrollment/waiver process. The enrollment/waiver process covers the academic year, beginning September 1st and ending August 31st of the following year. Failure to comply with the enrollment/waiver process will result in a hold being placed on the student account and the assessment of a \$150.00 administrative fee.

During their enrollment in the school, students are responsible for all medical and dental costs incurred in the Thomas Jefferson University Hospital. All students who do not have insurance or who have inadequate insurance to pay for their health care will be personally responsible for all charges and are not permitted to attend classes, laboratories or clinicals.

10. HEALTH SERVICES

University Health Services
833 Chestnut Street, Suite 205
(215) 955-6835

HOURS

Monday–Friday..... 7:30 am–4:00 pm

Jefferson students can take advantage of a wide range of medical and health services right on campus. The comprehensive fee covers basic health care. Laboratory, emergency room visits, X-ray and specialist referral charges are billed to your insurance. Students are personally responsible for fees not covered by

their health insurance. Jefferson's Emergency Department is available for urgent medical problems when our office is closed.

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

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

THE STAFF

Medical Director Ellen O'Connor, M.D.

Clinical Operations Manager.....April Budd

11. HOUSING AND RESIDENCE LIFE

Center City Campus

Department of Housing and Residence Life

Orlowitz Residence, Suite 103

1000 Walnut Street

(215) 955-8913

Fax (215) 923-1981

www.jefferson.edu/housing

HOURS

Office Hours

Monday–Friday..... 9:00 am–5:00 pm

Desk Coverage..... 24 hours, 7 days/week

Resident Assistant Duty

Monday–Friday..... 5:00 pm -8:00 am

24 hours, weekends and holidays

The Department of Housing and Residence Life assigns student housing, coordinates building services, and provides an active Residence Life program in the University's two apartment-style residence halls (Barringer and Orlowitz) and one dormitory-style residence hall (Martin). The Barringer and Orlowitz Residence Halls are managed by a private property management group, Philadelphia Management Company (PMC).

SERVICES AVAILABLE

Residence Life

- Live-in staff
- Social, developmental and recreational programming
- 24-hour resident advising program
- Liaison with numerous campus services

Assignment/Contracts

- Guaranteed housing for eligible first-year students who apply prior to May 31st.
- Financial aid-based fee deferments

Property Management

- 24-hour emergency maintenance service

Short-term Housing

- Shared or private dormitory-style accommodations
- Shared or private rooms with private bathroom
- One private apartment-style accommodation (includes private bath and kitchenette).

Off-campus housing information is also available.

THE STAFF

Director of Housing and Residence Life Patricia Kelly
Assistant Director of Housing Operations Don Morrissey
Housing Coordinator Kimberly Shaw
Assistant Director of Residence Life Lisa Nyinaku

Geisinger Campus

Housing is available for each semester. Contact the Geisinger Housing Coordinator at (570) 271-6114 or email: TLEPLEY@geisinger.edu.

12. PHOTO ID CENTER

Jefferson Bookstore
1009 Chestnut Street
(215) 955-7942

HOURS

Monday–Friday 7:00 am–5:30 pm
Saturday By Appointment

SERVICES AVAILABLE

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

Identification cards must be displayed at all times on campus and in hospital facilities. The initial ID card is provided at no charge. If a student's identification card is lost or damaged, replacement cards can be obtained from the Photo ID Center. A replacement fee of \$15.00 will be charged for any card that replaces the initial card.

13. INTERNATIONAL STUDENT SERVICES

Office of International Exchange Services
Jefferson Alumni Hall, Room M-70
(215) 503-4335/4024
www.jefferson.edu/oies

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

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

The Office works closely with all University divisions to coordinate the immigration requirements and orientation of our international students and other visitors.

Practical information on the process of settling in the area, local public transportation, housing, tax responsibilities and cultural and historic sites is available to new international students. The OIES website includes forms, updates and a great deal of useful information.

THE STAFF

DirectorJanice Bogen

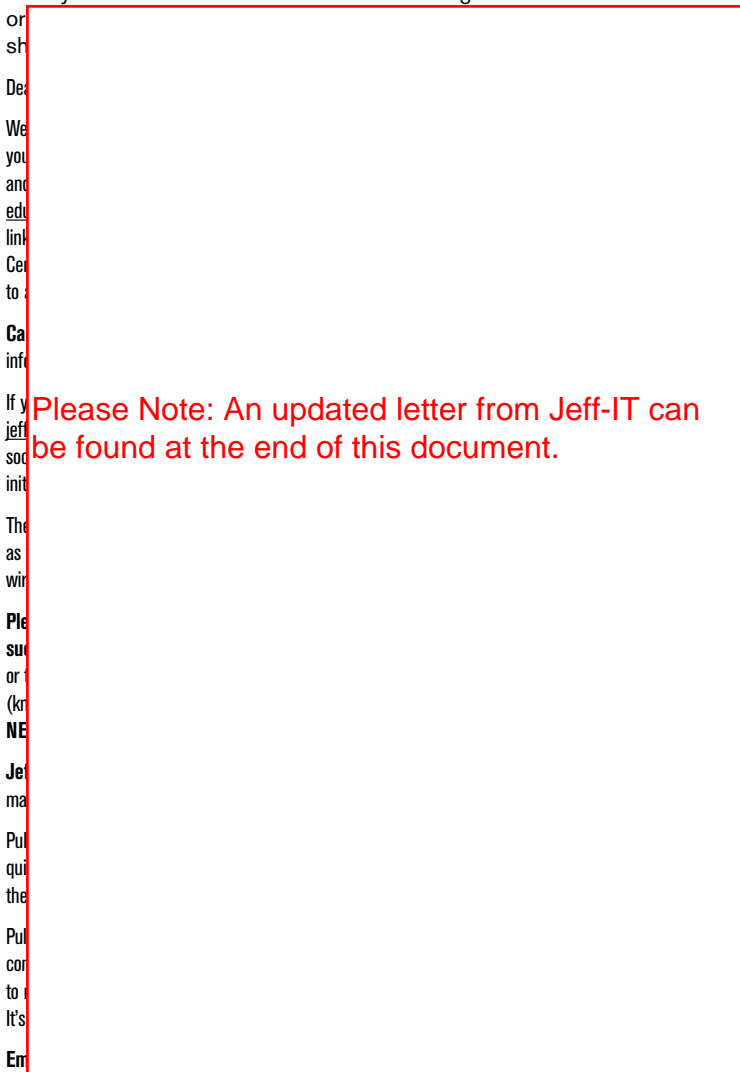
Assistant Director Lesley Tyson

International Student and Scholar Advisor.....Eugenia Kim

Administrative CoordinatorMariangel Martinez

14. JEFF-IT SERVICES LETTER TO INCOMING STUDENTS

Each year Jeff-IT distributes a letter to incoming students to assist with



lastname@jefferson.edu. This is the e-mail address that students should provide to others as their official

e-mail address at TJU. While the Campus Key is used to authenticate to systems on campus, the e-mail

Please Note: An updated letter from Jeff-IT can be found at the end of this document.

and to provide adequate computing performance for software applications used on campus:

Recommended Minimum Configurations for New Laptop Systems

Please Note: An updated letter from Jeff-IT can be found at the end of this document.

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15. LIBRARIES AND LEARNING RESOURCE CENTERS

Center City Campus

Scott Memorial Library

1020 Walnut Street

Philadelphia, PA 19107

JAH LRC

1020 Locust Street, M13

Philadelphia, PA 19107

University Librarian and Director of Academic

Information Services and Research..... Edward W. Tawyea

Academic & Instructional Support & Resources (AISR) includes the Scott Memorial Library, AISR Education Services, AISR Learning Resources, and Medical Media Services.

The Scott Memorial Library is open and staffed 100 hours per week and the first and fourth floors provide 24-hour access to workstations and the Internet. The Library's

collection is considered one of the finest in the region and reflects the University's interests in the life sciences, clinical care, patient education, and the history of the health sciences. The collection includes approximately 80,000 books and bound print journals; over 5,000 electronic journal subscriptions; 700 plus e-books; the University Archives; and significant holdings of rare books dating to the 15th century.

AISR Education Services provides faculty support in instructional design and educational technologies. Education Services staff provide workshops and online training materials for Jefferson's academic resources in JEFFLINE, Pulse (the campus installation of the Blackboard learning management system), PowerPoint, and other popular applications. AISR Education Services develops educational software for use in Jefferson's undergraduate, graduate, and CME activities.

The Learning Resources Division of AISR acquires and manages a wide variety of non-bibliographic educational resources. These include anatomical models, videos, human skeletons, etc. LR staff manages all of the computing labs, classrooms, and public access computers on campus. Many of these resources are integrated into the operations of the Scott Library building. In addition, a Learning Resources Center is located within Jefferson Alumni Hall which includes a suite for use of faculty and students to edit digital video and conduct both teleconferencing and webcasting. Laptop computers are also available for individual use, and there is a growing support base for mobile computing. Specialized software available on AISR-managed public computers include: 3D anatomy visualization, SAS/SPSS, GIS applications as well as Microsoft Office Suite. Support staff is available to assist students and faculty in the use of all technologies.

Medical Media Services supports Jefferson's audio and visual communication resources as well as design and production services for professional presentations, publications, and teaching. Specific groups support: scientific photography, graphics and medical illustration, electronic presentations, and audio and video production. Medical Media Services also provides support for audiovisual equipment services including videoconferencing and web conferencing.

AIRS Contact Information

Web Site:.....<http://jeffline.jefferson.edu>
AISR Administration:.....(215) 503-8848
Scott Library Reference Desk:(215) 503-8150
AISR Education Services:(215) 503-2830
Scott Library LRC:.....(215) 503-8407
JAH LRC:.....(215) 503-7563
Medical Media Services:.....(215) 503-7841

Geisinger Campus Health Sciences Library

Librarian Claire Huntington

Location

Henry Hood Center for Health Research, Lower Level
Geisinger Medical Center
Danville, PA 17822

Hours

Monday–Friday.....8:00 am–6:00 pm
Saturday and Sunday Closed

Contact Information:

Circulation Desk
(570) 271-6463 or
(570) 271-8198

Fax:.....(570) 271-5738
Emailhsl@geisinger.edu

Contact Security at (570) 271-6588 for Library Access after staffed hours.
Photo ID required.

All students may use the library facilities of Thomas Jefferson University, as well as the library facilities at the Geisinger campus.

Learning Resource Center

The Learning Resource Center is located in the Nursing Education Center, Room 105.

16. RECORDS AND REGISTRATION

University Office of the Registrar
Thomas Jefferson University
1015 Walnut Street, Room G-22 Curtis
Philadelphia, PA 19107

(215) 503-8734
(215) 923-6974 (fax)

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

WALK-IN AND TELEPHONE HOURS

Monday, Tuesday, Thursday, Friday8:30 am–5:00 pm
Wednesday 8:30 am–12:00 pm

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

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

SERVICES AVAILABLE

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

- Student Transcripts
- Transfer Credit Evaluation

THE STAFF

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

17. SECURITY

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

Security Administration, Room 402 Edison Building

IMPORTANT PHONE NUMBERS

On-Campus Emergency
 (Including Fire and Medical)..... 811
 To Report a Crime (215) 955-8888
 Investigations.....(215) 955-8175 or (215) 955-6331
 Student/Employee I.D. Center..... (215) 955-7942

The Department of Campus Security works closely with the officers of the Philadelphia Police Department and places a high priority on your personal safety. In accordance with campus security regulations, we operate a sexual assault victim program. We also conduct numerous presentations on specific security issues for both students and employees. Here are some of the many resources we maintain for your safety and well-being in most Jefferson facilities:

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

The full text of our policies is available to you in the Department of Security’s administration offices, 402 Edison.

THE STAFF

Managing Director–Public Safety.....Robert B. Hendrick, CPP

The staff includes two managers, nine shift supervisors, two investigators and 93 field officers.

18. STUDENT ACCOUNTS

Tuition/Cashier’s Office
 Thomas Jefferson University
 1020 Walnut Street, Suite 521 Scott
 Philadelphia, PA 19107
 (215) 503-7669

Student Loan Office
Scott Library Building, Room 521
(215) 503-7226

HOURS

Monday–Friday 9:00 am–5:00 pm

SERVICES AVAILABLE

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

THE STAFF

Director Angela Pagano
Tuition Coordinators Wendy Christian
Rebecca Reynolds
Tyeisha Rogers

19. STUDENT DIRECTORY

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

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

20. STUDENT LOCKERS

Student lockers are located in various locations of the Edison Building. Please contact the Office of Student Life at X3-8189 if you have any questions about lockers.

Geisinger Campus

Nursing students on the Geisinger campus will see Diana Davis, Administrative Assistant to obtain a locker.

21. STUDENT PERSONAL COUNSELING CENTER (SPCC)

Department of Psychiatry and Human Behavior
833 Chestnut Street East, Suite 210
Philadelphia, PA 1917
(215) 503-2817

HOURS

Monday–Friday 9:00 am–5:00 pm

Early morning and evening appointments are sometimes available. The SPCC offers crisis consultation, individual counseling, couples counseling, group therapy, and psychiatric consultation for students.

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

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

Students interested in making an appointment should call and leave a confidential voicemail with their name and contact number. A SPCC counselor will conduct a brief and confidential telephone screen to gather some basic information that will allow for a timely matching of services, based upon a student's individual needs. All information shared during counseling is confidential. No one outside the SPCC may have access to the specifics of counseling sessions without the prior written permission of the student, except in situations where there is a threat or danger to life.

Urgent Situations: SPCC counselors and psychiatrists are available for in-person crisis intervention between 9:00 am and 5:00 pm. After hours, all students experiencing an emergency should call 911 or go to the nearest emergency room. On-campus students should go to the Thomas Jefferson University Hospital Emergency Room, located in the Main Hospital Building at 10th and Sansom ((215) 955-6060) and ask to speak to the Psychiatry Resident On-Call. Dr. Nobleza is also available after hours for urgent phone consultations for students by calling the SPCC phone number at (215) 503-2817 and then dialing '1' and then '0'.

STAFF

Director, Student Personal Counseling Center.....Deanna Noblenza, MD
Psychologist Shawn Blue, PsyD

22. STUDENT SERVICES

Office of Student Life
Edison Building, Room 709
(215) 503-8189

HOURS

Monday–Friday.....9:00 am–5:00 pm
Other hours available by appointment.

The Office of Student Life is responsible for student programs, academic support services, disability services, student conduct administration and counseling. The major responsibility is to coordinate the delivery of services to students to assure successful student retention.

SERVICES AVAILABLE

- Orientation
- Personal Counseling Referrals
- Academic Support Services
- Disability Accommodation
- Reading and Study Skills Workshops
- Test Taking Skills Workshops

- Writing Center
- Leadership Development Programming
- Health Insurance Administration
- Issuance of Lockers

THE STAFF

Director of Student Programs and LeadershipJennifer Gronsky
Academic Development Specialist Jennifer Fogerty
Administrative Assistant..... Diana Kestler

23. STUDENT SURVEYS

After you complete your program and leave Jefferson, you will receive periodic questionnaires by mail. Their purpose is to assist faculty with program evaluation and development. We value your perceptions and insights about your experience at Jefferson and want to incorporate your views in our evaluation.

1. Please keep your address current. If you dislike writing, phone in the information.
2. Please respond to the questionnaire.
3. Think carefully about your responses.
4. Share ideas about areas not included in the questionnaire that you believe are important in the remarks section.
5. Remember this questionnaire gives you the opportunity to demonstrate your commitment to accountability.

24. WEBSITES

American Nurses Association,..... www.nursingworld.org
 Pennsylvania State Nurses Association www.pсна.org
 New Jersey State Nurse Association..... www.njsna.org
 American Association for the History of Nursing www.aahn.org
 American Psychological Association Publications site..... www.apa.org
 SpringNet offers a site listing Nursing
 Organizations for Specialty Areas www.Springnet.com/non/htm

UNDERGRADUATE PROGRAMS

1. ORGANIZING FRAMEWORK FOR THE UNDERGRADUATE PROGRAMS

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

a. Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

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

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

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

c. Essential III: Scholarship for Evidence-Based Practice

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

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

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

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

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

f. Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes

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

g. Essential VII: Clinical Prevention and Population Health

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

h. Essential VIII: Professionalism and Professional Values

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

i. Essential IX: Baccalaureate Generalist Nursing Practice

The baccalaureate generalist nurse is a provider of direct and indirect care; a designer, coordinator, and manager of care; and a member of the

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

2. ASSOCIATE DEGREE PROGRAM OBJECTIVES/EXPECTED STUDENT OUTCOMES

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

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

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

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

- a. Synthesize the science and the art of nursing as the basis for baccalaureate generalist nursing practice.

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

Approved February 14, 2009: Executive Council

4. CURRICULUM PLANS OF STUDY

a. Associate Degree in Nursing Curriculum Plan

First Year

Fall Semester		Credits
Bio 110	Anatomy & Physiology I	4
Eng 101	Composition I (or elective if completed)	3
NU 102	Introduction to Associate Degree Nursing	1
NU 101	Medical Calculations	1
NU 104	Pharmacology I	1
NU 105	Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 106	Clinical Practicum I	5
		18

Spring Semester

BIO 111	Anatomy & Physiology II	4
NUT 301	Current Concepts in Nutrition (or elective if completed)	3
NU 111	Pharmacology II	1
NU 113	Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 114	Clinical Practicum II	3
NU 125	Nursing Management of Childbearing Families	1.5
NU 126	Clinical Practicum III	3
		17

Second Year

Fall Semester		Credits
BIO 315	Microbiology	3
BIO 316	Microbiology Lab	1
PSY 101	Introduction to Psychology (or elective if completed)	3
NU 203	Pharmacology III	1
NU 204	Nursing Management of Children in Health and Illness	1.5

NU 205	Clinical Practicum IV	3
NU 206	Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders	1.5
NU 207	Clinical Practicum V	<u>3</u>
		17

Spring Semester

SOC 101	Introduction to Sociology (or elective if completed)	3
PSY 102	Developmental Psychology	3
ENG 102	Composition II	3
NU 209	Transition to Associate Degree Nursing Practice	1.5
NU 213	Nursing Management of Adults with Complex Health Problems	1.5
NU 214	Clinical Practicum VI	<u>4</u>
		16

TOTAL NON-NURSING CREDITS 30

TOTAL NURSING CREDITS 38

TOTAL PROGRAM CREDITS 68

b. BSN Prelicensure Full-Time Curriculum Plan

Junior Year

Fall Semester		Credits
NU 301	Medication Calculations	1
NU 302	Introduction to Professional Nursing	3
NU 303	Pathophysiology I	2
NU 304	Pharmacology I	1
NU 305	Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 306	Clinical Practicum I	5
NU 309	Computers in Nursing	<u>4</u>
		19

Spring Semester

NU 310	Health Assessment	2
NU 311	Pharmacology II	1
NU 312	Pathophysiology II	2
NU 313	Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 314	Clinical Practicum II	3
NU 324	Nursing Management of Childbearing Families	1.5
NU 325	Clinical Practicum III	3
NU 427	Development of Nursing Knowledge: Research Perspectives	<u>3</u>
		17

Senior Year

Fall Semester

NU 401	Nursing Issues and Trends	2
NU 402	Pathophysiology III	2
NU 403	Pharmacology III	1
NU 404	Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders	1.5
NU 405	Clinical Practicum IV	3
NU 406	Nursing Management of Children in Health and Illness	1.5
NU 407	Clinical Practicum V	3
		<u>3</u>
		14

Spring Semester

NU 409	Transition to Professional Nursing Practice	3
NU 410	Community Health Nursing	1.5
NU 411	Clinical Practicum VI	3
NU 412	Nursing Management of Patients with Complex Health Problems	1.5
NU 413	Clinical Practicum VII	4
NU 414	Senior Seminar	1
		<u>1</u>
		14

Transfer Credits **59**

BSN Course Credits **64**

Total Program **123**

c Accelerated Pathway to the MSN for Second Degree Prelicensure Students Curriculum Plan

Junior Year

Fall Semester Credits

NU 301	Medication Calculations	1
NU 302	Introduction to Professional Nursing	3
NU 303	Pathophysiology I	2
NU 304	Pharmacology I	1
NU 305	Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 306	Clinical Practicum I	5
NU 625	Epidemiology for the Health Professions	3
		<u>3</u>
		18

Spring Semester

NU 310	Health Assessment	2
NU 311	Pharmacology II	1
NU 312	Pathophysiology II	2
NU 313	Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 314	Clinical Practicum II	3
NU 324	Nursing Management of Childbearing Families	1.5
NU 325	Clinical Practicum III	3
NU 672	Informatics for Advanced Nursing Practice	3
		<u>3</u>
		17

Senior Year

Fall Semester

NU 402	Pathophysiology III	2
NU 403	Pharmacology III	1
NU 404	Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders	1.5
NU 405	Clinical Practicum IV	3
NU 406	Nursing Management of Children in Health and Illness	1.5
NU 407	Clinical Practicum V	3
NU 603	Research for Advanced Practice Nursing I	3
		<u>15</u>

Spring Semester

NU 409	Transition to Professional Nursing Practice	3
NU 410	Community Health Nursing	1.5
NU 411	Clinical Practicum VI	3
NU 412	Nursing Management of Patients with Complex Health Problems	1.5
NU 413	Clinical Practicum VII	4
NU 414	Senior Seminar	1
		<u>14</u>

BSN Degree Awarded

d FACT Curriculum Plan

Summer Term

NU 301	Medication Calculations (Online)	1
NU 302	Introduction to Professional Nursing	3
NU 303	Pathophysiology I	2
NU 304	Pharmacology I	1
NU 305	Nursing Mgmt of Adults w/Acute & Chronic Disorders I	3
NU 306	Clinical Practicum I	5
NU 310	Health Assessment	2
		<u>2</u>

Combined Class and Online Total BSN Credits **17**

Fall Term

NU 311	Pharmacology II	1
NU 312	Pathophysiology II	2
NU 313	Nursing Mgmt of Adults w/Acute & Chronic Disorders II	1.5
NU 314	Clinical Practicum II	3
NU 324	Nursing Management of Childbearing Families	1.5
NU 325	Clinical Practicum III	3
NU 672	Informatics for Advanced Nursing Practice	3
		<u>3</u>

BSN Credits **12**

MSN Credits **3**

Total Credits **15**

Winter Term		
NU 402	Pathophysiology III	2
NU 403	Pharmacology III	1
NU 404	Nursing Management of Adults with Neurologic/Sensory and Psychosocial Disorders	1.5
NU 405	Clinical Practicum IV	3
NU 406	Nursing Management of Children in Health and Illness	1.5
NU 407	Clinical Practicum V	3
NU 603	Research for Advanced Practice Nursing I	3

BSN Credits **12**

MSN Credits **3**

Total Credits **15**

Spring Term

NU 409	Transition to Professional Nursing Practice	3
NU 410	Community Health Nursing	1.5
NU 411	Clinical Practicum VI	3
NU 412	Nursing Management of Patients w/Complex Problems 1.5	1.5
NU 413	Clinical Practicum VII	4
NU 414	Senior Seminar	1
NU 625	Epidemiology for the Health Professions	3

BSN Credits **14**

MSN Credits **3**

Total Credits **17**

BSN Awarded

E. PREREQUISITE COURSE REQUIREMENTS FOR RN STUDENTS

a. RN-BSN and RN-BSN-MSN Students

Course	Credits
Natural Sciences	12
English	6
Statistics	3
Social Sciences	9
Selective*	3
Electives**	27
Total	60

* Selective—3 credits in a logic, philosophy, ethics, or critical thinking course

** Electives—21 credits must be in theory-based course; 6 credits are free electives.

b. Accelerated Pathway to MSN for Second Degree RN Students

Course	Credits
Natural Sciences	12
Statistics	3
Electives	52
Total	67

F. COMPLETION PROGRAMS FOR RN STUDENTS (27.5 CREDITS BSN PROGRAM)

Option 1–RN-BSN Plan of Study

Course		Credits	Semester Available
NU 300	Transition to Professional Nursing Education	1.5	Offered Fall and Spring semesters—first 7 weeks
NU 323	Health Assessment for RN Student	2	Offered Fall and Spring semesters—7 weeks
NU 423	Nursing Issues and Trends for RN Student	3	Offered Fall and Spring semesters—first 7 weeks
NU 424	Community Health Nursing for RN Student**	3	Offered Fall semester—second 7 weeks
NU 425	Community Clinical for RN Student**	3	Offered Fall semester—second 7 weeks
NU 431	Development of Nursing Knowledge: Research Perspectives for RN Student	3	Offered Fall and Spring semesters—7 weeks
NU 440	Advanced Concepts of Nursing Leadership**	3	Offered Spring semester—second 7 weeks
NU 442	Clinical Practicum VIII**	3	Offered Spring semester—second 7 weeks
NU 445	Contemporary Knowledge and Role Delineation for the RN Student	3	Offered Fall and Spring semesters—first 7 weeks—Students must take this course during the last semester of study.
NU 672	Informatics for Advanced Nursing Practice	3	Offered Spring and Summer semesters—Spring semester, 14 weeks; Summer semester—7 weeks

* All NU 300 and NU 400 level courses are offered in hybrid form (both on-line or on-line/in-class combination). RN students may either complete the entire program on-line or as the on-line/in-class student.

* NU 672 is offered as either an on-line or in-class option

** Portfolio option available:

* RNs with experience in Community Health may submit a portfolio for NU 424/NU 425

* RNs with experience as a nurse leader may submit a portfolio for NU 440/NU 442.

Option 2—RN-MSN Plan of Study (9 graduate credits included).

For RN Students with a previous degree not in nursing. BSN degree is conferred at the end of this program. This option provides for dual admission into the MSN Plan of Study once BSN coursework has been completed.

Course	Credits	Semester Available
NU 300 Transition to Professional Nursing Education	1.5	Offered Fall and Spring semesters—first 7 weeks
NU 323 Health Assessment for RN Student	2	Offered Fall and Spring semesters—7 weeks
NU 424 Community Health Nursing for RN Student**	3	Offered Fall semester—second 7 weeks
NU 425 Community Clinical for RN Student**	3	Offered Fall semester second 7 weeks
NU 440 Advanced Concepts of Nursing Leadership**	3	Offered Spring semester—second 7 weeks
NU 442 Clinical Practicum VIII**	3	Offered Spring semester—second 7 weeks
NU 445 Contemporary Knowledge and Role Delineation for the RN Student	3	Offered Fall and Spring semesters—first 7 weeks. Students must take this course during the last semester of study.
NU 603 Research for Advanced Practice Nursing I	3	Offered Fall semester—14 weeks
NU 625 Epidemiology for the Health Professions	3	Offered Fall semester—14 weeks
NU 672 Informatics for Advanced Nursing Practice	3	Offered Spring and-Summer semesters; Spring—14 weeks; Summer—7 weeks.

* All NU 300 and NU 400 level courses are offered in hybrid form (both on-line or on-line/in-class combination). RN students may complete the entire program on-line or as the on-line/in-class student.

* All NU 600 courses are graduate courses and are offered either with on-line or in-class option.

** Portfolio option available:

* RNs with experience in Community Health may submit a portfolio for NU 424/NU 425

* RNs with experience as a nurse leader may submit a portfolio for NU 440/NU 442.

At the completion of the above coursework the student will meet with a graduate advisor and map out MSN coursework to be completed.

Option 3–RN-BSN-MSN Plan of Study

For RN students who do not have a previous bachelor's degree. BSN degree is conferred at the end of the program listed below. This option provides for dual admission into the MSN Plan of Study once BSN coursework has been completed.

Course		Credits	Semester Available
NU 300	Transition to Professional Nursing Education	1.5	Offered Fall and Spring semesters—first 7 weeks
NU 323	Health Assessment for RN Student	2	Offered Fall and Spring semesters—7 weeks
NU 423	Nursing Issues and Trends for RN Student	3	Offered Fall and Spring semesters—first 7 weeks
NU 424	Community Health Nursing for RN Student**	3	Offered Fall semester—second 7 weeks
NU 425	Community Clinical for RN Student**	3	Offered Fall semester—second 7 weeks
NU 431	Development of Nursing Knowledge: Research Perspectives for RN Student	3	Offered Fall and Spring semesters—7 weeks
NU 440	Advanced Concepts of Nursing Leadership**	3	Offered Spring semester—second 7 weeks
NU 442	Clinical Practicum VIII**	3	Offered Spring semester—second 7 weeks
NU 445	Contemporary Knowledge and Role Delineation for the RN Student	3	Offered Fall and Spring semesters—first 7 weeks. Students must take this course during the last semester of study.
NU 672	Informatics for Advanced Practice Nursing	3	Offered Spring and Summer semesters; Spring—14 weeks; Summer—7 weeks

* All NU 300 and NU 400 level courses are offered in hybrid form (both on-line or on-line/in-class combination). RN students may complete the entire program on-line or as the on-line/in-class student.

* NU 672 is offered as either an on-line or in-class option

** Portfolio option available

* RNs with experience in Community Health may submit a portfolio for NU 424/NU 425

* RNs with experience as a nurse leader may submit a portfolio for NU 440/NU 442.

At the completion of the above course work the student will meet with a graduate advisor and map out MSN coursework to be completed.

UNDERGRADUATE PROGRAMS POLICIES AND PROCEDURES

Effective July 1, 2009, the undergraduate health professions programs in nursing are administered by the Jefferson School of Nursing. Policies and procedures as defined in this Handbook and the Jefferson School of Nursing Catalog will apply to undergraduate students and programs.

1. GRADING POLICIES FOR UNDERGRADUATE STUDENTS

Grading of clinical courses in the Undergraduate Programs is done on a pass/fail system.

Pass—meets all clinical objectives by the end of the academic term.

Fail—fails to meet one or more clinical objective by the end of the academic term.

In general, grading is based on percentages.

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

Associate Degree in Nursing Students

The minimum-passing grade for all undergraduate courses is a C in letter-graded courses or a pass in pass/fail courses.

Any student who receives a grade below C in one nursing course will be placed on school probation and must repeat the course and earn a grade of C or better or a pass, as appropriate. Successful completion of the course will remove the student from school probation. No course may be taken more than two times. Students who earn a grade below C in a second nursing course or who earn a grade below C twice for the same course will be dismissed from the program. “Nursing course” in this policy refers to required didactic and clinical nursing courses, and required non-clinical and elective nursing courses.

Bachelor of Science in Nursing Students

Students must successfully satisfy all prerequisite courses before progressing in the nursing major. Any exception to this policy must have the written approval of the Senior Associate Dean for Academic Affairs. Students must complete all program requirements before graduation.

Students must achieve a weighted average of 73% or above in all didactic testing in order to pass the course. All courses that have a clinical component must determine methods of evaluation that are directly correlated with NCLEX success. These courses, Nursing 305, 313, 324, 404, 406, 410 and 412, are limited to evaluation methods that objectively measure student’s knowledge and ability to apply that knowledge to clinical situations. Examples of approved measures of evaluation for these courses are objective tests and graded performance on case studies. The final grade for these courses cannot be

augmented by such measures as attendance, participation, papers, discussion boards and/or other projects.

Any student who receives a grade below C in one nursing course will be placed on school probation and must repeat the course and earn a grade of C or better or a pass, as appropriate. Successful completion of the course will remove the student from school probation. No course may be taken more than two times. Students who earn a grade below C in a second nursing course or who earn a grade below C twice for the same course will be dismissed from the nursing major. "Nursing course" in this policy refers to required didactic and clinical nursing courses, and required non-clinical and elective nursing courses.

2. UNDERGRADUATE CLINICAL AND LAB ATTENDANCE POLICY

Students are required to attend all clinical components (lab and clinical) of their course work. Students must notify the appropriate personnel (see directions below) at the earliest possible time of any clinical absence. Being absent without notification may result in a failing grade for the clinical course. This determination will be made by the appropriate Assistant Dean.

Any and all missed clinical components (lab and clinical) must be made up. Clinical make-up is scheduled at the discretion of the Course or Lab Coordinator.

- A. In case of clinical absence, it is the responsibility of the student to notify the clinical instructor and the clinical agency as soon as possible for planned and unplanned absence. The instructor and agency must be notified no less than one (1) hour prior to the beginning of the shift. Failure to notify faculty and agency of clinical absence may result in a course failure.
- B. In case of absence from lab (course competency days) the lab coordinator must be notified as soon as possible; message should be left/received no less than one (1) hour prior to the beginning of the lab.
- C. No more than 2 clinical days can be missed in any clinical course. Missing more than 2 days may result in a clinical failure.
- D. Students will bear the expense incurred for the make-up experience. Students are required to pay a \$250.00 per day make-up fee. The fee must be paid prior to the scheduled make-up date. Students who request a waiver of the clinical make-up fee should be directed to the Assistant Dean of their level or program.
- E. Extreme circumstances will be addressed by the Assistant Dean, or designee, on an individual basis.

3. WRITTEN EXAMINATION POLICY

NOTE: In this policy, "examination" refers to written examinations and quizzes.

- A. Students are required to take examinations on the dates scheduled.
- B. Students may miss scheduled examinations only in extreme circumstances such as illness, death in family or other emergencies.
- C. In the event a student misses a scheduled examination, the following steps must be taken:
 - 1) Notify the instructor before the scheduled time for the examination or as soon as possible
 - 2) Schedule, within three days of the missed examination, with the instructor, a date for taking the missed examination.

- 3) Refrain from discussing the missed examination with students who have already taken the examination.
- D. Any student missing a scheduled examination without following the steps in Section C. above will take the missed examination and receive a maximum grade of 72 for that examination. In the event the student earns a grade lower than 72 on the missed examination, the lower grade will stand.
- E. The format of the make-up examination is at the discretion of the faculty.
- F. An examination may not be repeated for the purpose of improving a course grade.

4. CLASSROOM TEST/EXAMINATION PROCEDURES

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

- A. Students will bring two #2 pencils and the calculator included in the equipment package purchased prior to entering the program.
- B. The instructor will determine seating arrangements.
- C. When room size permits, students may be instructed to leave an empty seat/desk in front of, behind, and to each side. Since examinations may be scheduled in multiple areas, you must report to the assigned room. Failure to do so will result in a grade of zero.
- D. No outer apparel is to be worn during the test/exam period; these items must be left in the front of the room with backpacks, handbags and other personal belongings.
- E. All personal electronic equipment (e.g., cell phones, pagers, ipods, etc.) must be turned off and left with personal items in the front of the room. Failure to do so will result in automatic expulsion from the room and a score of zero for the test/exam. If a calculator is required for testing, it must be the approved calculator that was included in the equipment package.
- F. Speaking to another student after the test/examination has started is not permitted and will result in automatic expulsion from the room and a score of zero for the test/examination.
- G. Passing notes, calculators or any other items or materials to another student after the exam has started will result in automatic expulsion from the room and a score of zero for the test/examination. Any questions or requests should be made directly to the instructor or proctor.
- H. Students may not leave the room and then return to complete the test/examination. Once a decision is made to leave the room, the test/examination must be returned to the faculty and the examination is considered completed. It is best to use the restroom before the test/exam begins.
- I. Testing start and end times will be listed on the board. Students who arrive late will not receive extra time to complete the examination. Any student who arrives late will only be afforded the remaining allotted test time. Any student who arrives after another student has completed the examination and left the testing room will not be permitted to take the examination that day. At this point, the Written Examination Policy will apply.

5. ON-LINE EXAMINATION POLICY

Students taking tests in an on-line course are expected to adhere to the academic integrity policy. It is expected that the examination reflects one's own independent and individual work. Failure to abide by the academic integrity policy can result in academic sanctions up to and including dismissal from the program.

6. HEALTH REQUIREMENTS POLICY

Thomas Jefferson University, Jefferson School of Nursing requires that all students meet their outstanding health requirements prior to beginning clinical experience. This would include immunizations and PPDs. In order for students to enter the clinical area, they need to bring appropriate documentation of completed health requirements to University Health Services (UHS), Suite 211, 833 Chestnut Street, Philadelphia, PA, or make arrangements with UHS to ensure that these requirements are met.

There will be NO exceptions granted to this policy.

7. LATENESS POLICY

All classes will begin on time. Any student who arrives after class has begun should wait until the first break or until permission is received from the instructor to enter the classroom. The student is responsible for meeting class objectives that were covered during the missed classroom time. Any materials that were handed out during this time are the student's responsibility to obtain.

8. REGISTRATION INFORMATION

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

With assistance and guidance of a faculty advisor, students register each semester for classes to be taken the following semester via Banner Web for Students at <http://banner.jefferson.edu> or by clicking the "Class Schedule" link in the Banner Web module of Pulse. Once on-line registration is complete, an email is sent to the advisor requesting a review of that registration. The advisor will acknowledge review of the registration with a follow-up email to the student. It is the student's responsibility to be aware of the registration dates, course requirements, drop/add policies, course withdrawal policy, withdrawal from the School policies, and other pertinent regulations for individual programs of study. Completion of registration in accordance with instructions issued by the University Office of the Registrar is a prerequisite to class attendance. A student is not considered registered for class attendance until all appropriate forms have been completed and all fees have been paid.

9. THE CLINICAL EDUCATION MODEL

Purpose: For undergraduate students, to teach students to become proficient in competencies that are essential for entry level professional nursing practice. For graduate students, to educate nursing professionals who are seeking roles that require advanced knowledge, skills, and competencies that are essential for advanced nursing practice.

Philosophy: For undergraduate students, clinical education provides students with guided opportunities to become proficient in developing the competencies that are essential for entry level professional nursing practice. For graduate students, clinical education provides students with guided opportunities to become proficient in developing advanced knowledge, skills, and competencies essential for advanced practice nursing. Clinical education enables students to use the scientific process to synthesize and apply theory derived from nursing and related sciences, and knowledge from their liberal education to the care of individuals, families and communities. Clinical education represents a progressive continuum of professional development

during which students conceptualize and develop as members of the multidisciplinary/health care team.

The Clinical Education Environment

The selection of clinical education sites is based on the availability of learning opportunities and role models at the site that are congruent with the objectives of the course. Clinical education sites are determined by site availability which includes day, evening and weekend assignments. Student assignment is determined by the course faculty coordinator. It is the responsibility of the student to secure transportation to and from assigned clinical sites. Clinical education sites:

- Provide student learning opportunities that support empathetic, sensitive, and compassionate care for individuals, families and communities.
- Promote students' professional accountability.
- Foster students' awareness of social, legal and ethical issues.
- Provide opportunities for students to demonstrate technical competence.
- Encourage open dialogue between students, faculty, staff, patients and members of the health care team.
- Provide an opportunity to make clinical judgments under the guidance of expert nursing faculty and site professional staff.
- Foster personal awareness in identifying individual strengths and limitations and areas for development.
- Foster development of professional identity and integration of professional standards and values through mentorship and modeling from faculty and staff.

Overall Objective

Clinical education will provide students with learning opportunities that guide them in developing the competencies that are essential for entry level professional nursing practice.

The Role of the Student in the Clinical Education Setting

- Develop a sense of decorum, recognizing that students are guests in all clinical settings and must adhere to each setting's methods of operation.
- Collaborate with members of the healthcare team in delivering care to individuals, families and communities.
- Use evidence-based knowledge as the basis for making clinical judgments and decisions.
- Engage in critical thinking and creative problem solving in evaluating care outcomes.
- Use therapeutic communication in nurse-patient interactions.
- Utilize data and information from a wide range of resources in the assessment, planning, provision and evaluation of care.
- Provide nursing care using proper and safe techniques.
- Assume responsibility for the care of assigned patients.
- Define and negotiate strategies to meet patient/family learning needs.
- Demonstrate accountability in meeting expectations associated with clinical education experiences.
- Participate in unit-based professional activities such as research projects and governance activities.

The Role of Faculty in the Clinical Education Setting

- A. Develop professional values and role behaviors in the clinical setting, modeling accountability, respect and clinical expertise.

- 1) Guide students to demonstrate professional behavior at all times.
- B. Maintain ongoing channels of effective communication.
- 1) Meet with the Unit Director to orient to the unit's policies and procedures.
 - 2) Meet with the Unit Director to provide information about student learning goals and define staff's role in the student's educational experience.
 - 3) Provide evaluation, feedback and a thank you letter to the nursing unit at the conclusion of the clinical experience.
 - 4) Develop student guidelines, based on course objectives that clearly delineate expectations for the learning experience.
 - 5) Provide ongoing formative evaluation feedback regarding accomplishment of course expectations to each student.
 - 6) Maintain ongoing communication with course coordinator or designate through weekly contact.
 - 7) Provide course evaluation data to the course team at the completion of the clinical experience.
- C. Maximize opportunities for the student to apply theory, knowledge and skills through exposure to diverse populations and care issues.
- 1) Post student assignments in advance of clinical in order that students can prepare for delivery of care.
 - 2) Utilize evaluation of students' strengths and weaknesses in the clinical area to select appropriate assignments for students.
 - 3) Facilitate application of students' current skills and knowledge to new and unfamiliar experiences.
 - 4) Guide active student involvement in developing professional values and assuming professional nursing roles.
- D. Facilitate integration of theory with practice through use of scientific process in clinical decision-making.
- 1) Conduct pre-and post-conferences.
 - 2) Coordinate student learning experiences with classroom learning through clinical assignments and post-conference discussions.
 - 3) Facilitate student integration of classroom theory, development of core competencies and knowledge, and professional values and roles into clinical practice.
 - 4) Facilitate students' learning and practice of clinical decision-making and critical thinking skills.
- E. Facilitate development of students' ability to self evaluate clinical progress and strengths and weaknesses and to set goals for future learning experiences.
- 1) Provide prompt ongoing feedback to students regarding clinical expectations, performance, and written assignments, including the clinical log.
 - 2) Encourage objective formative self-evaluation.
 - 3) Uphold the expectation that students must come to the evaluation conference with a fully completed self-evaluation.
 - 4) Facilitate students' evaluation of clinical instruction and clinical site.
- F. Evaluate students' accomplishment of course competencies and requirements.

- 1) Provide and explain course performance expectations at orientation.
- 2) Place students in danger of failing on clinical jeopardy and create a plan of remediation with the student.
- 3) Immediately notify the Assistant Dean of any problems or concerns with the clinical agency which might impact on students' ability to meet course requirements.
- 4) Schedule an evaluation conference for each student at the conclusion of the clinical experience.
- 5) Schedule conferences at times when students are not assigned to clinical practice.

Framework for the Learning Session

- A. Specific time will be provided for pre-conference with students:
 - 1) Opportunity will be provided for questions related to preparatory material.
 - 2) Opportunity to present and discuss rationale and plan of care.
- B. Clinical practice experiences will be provided for students to develop proficiency in the core competencies essential for entry-level professional practice.
 - 1) Opportunities will be provided for the student to plan, implement and evaluate care of diverse patients.
 - 2) Related observational experiences may be provided when appropriate to meet course objectives.
 - 3) Opportunities to work with staff and interact as part of the interdisciplinary care team will be provided.
 - 4) Quantity and complexity of assignments will reflect the goal of developing and enhancing students' level of competency.
- C. Specific time will be provided for post-conference with students. Educational activities may include assignments requiring active student involvement such as, but not limited to an:
 - 1) Opportunity for development of critical thinking skills through active student participation.
 - 2) Opportunity to integrate theory into practice.
 - 3) Opportunity to evaluate nursing care given.

Clinical Education Policies

- A. Attendance at all clinical experiences is mandatory. If a clinical day is missed it must be made up. The student will bear any expenses incurred as a result of the missed day. The clinical instructor must report student absences to the course coordinator.
- B. Students must prepare for the clinical experience. If the student is not prepared, he/she will be dismissed and the make-up policy will apply.
- C. Students will be evaluated on their ability to deliver comprehensive care. A checklist will be utilized in conjunction with the laboratory experience to monitor progress and to ensure that each student is provided with the opportunity to develop competence with skills.

10. THE JEFFERSON SCHOOL OF NURSING LABORATORY MODEL

Purpose: To teach students to become proficient in the technical nursing competencies that are essential for entry level professional nursing practice.

Philosophy: The JSN Laboratory experience provides the framework whereby students develop the technical competencies that are essential for entry-level professional nursing practice. Opportunities provided for students in the simulated environment of the University Skills Simulation Center address the cognitive, affective and psychomotor domains of learning and incorporate principles of adult learning as well as self-directed and faculty-guided experiential learning. Simulation is defined as: “the act of simulating through the use of various methods and devices, including, but not limited to, role play, computer, video, mannequins and models”. Psychomotor skill competency is evidenced through performance that includes efficient and effective neuromuscular coordination, knowledge of underlying theory and principles that guide its rationale for use and processes involved in its execution, with a sensitivity in carrying it out with patients so as to reflect their inherent worth and dignity. Fundamental to the success of the JSN Laboratory curriculum is an enhanced communication mechanism among all faculty members who are engaged in the professional preparation of the basic nursing student.

The Jefferson School of Nursing Laboratory Environment:

- Promotes students' taking an active role in this aspect of their professional development.
- Promotes students' understanding of theoretical principles that underlie technical competence.
- Encourages an open dialogue between faculty and students.
- Teaches students to use technical equipment in a safe, non-threatening atmosphere.
- Provides an opportunity to practice within supportive surroundings.
- Fosters personal awareness in identifying individual limitations and areas for development.
- Encourages students to develop professional accountability.

Overall Objective: The JSN Laboratory curriculum will provide students with opportunities to acquire the competencies, integrating theory and practice that are essential for the safe and effective management of patient care.

Contributory Objectives: Students will:

- Perform the technical, manipulative aspects of nursing procedures smoothly, skillfully and efficiently.
- Develop critical-thinking skills and decision-making abilities in carrying out the technical competencies essential for safe and effective patient care.
- Assume responsibility for the transfer of skill knowledge learned in the simulated environment to the clinical practice environment.
- Recognize the relationship between continual skill refinement and mastery.
- Define and negotiate their own learning needs.
- Demonstrate accountability in meeting all expectations of the JSN Laboratory experience.

The Role of Faculty in the Jefferson School of Nursing Laboratory:

- A. Content expert
- B. Skills role model
- C. Guide (student) in developing skill competence
- D. Facilitator of integration of theory with practice

Framework for the Learning Session:

- A. Opportunity for questions related to preparatory material (questioning strategies).
- B. Exploration of the rationale underlying the skill.
- C. Faculty demonstration of the skill.
- D. Student practice of the skill, individually or in dyads/triads.
- E. Return demonstration by students.
- F. Opportunity to present and discuss situational conditional factors.

Jefferson School of Nursing Laboratory Policies

- A. Students must sign in for all regularly scheduled school laboratory sessions, all independent practice sessions and all remedial sessions.
- B. Attendance at all school laboratory sessions is mandatory. If a session is missed, it must be made up. The student will bear any expenses incurred as a result of the missed session.
- C. Students must prepare for the laboratory session. If a student is not prepared, he/she will be dismissed from the session and the make-up policy will apply (see #2 above).
- D. Students will be evaluated on their ability to safely perform a technical skill. A check-off list will be utilized to monitor each student's progress towards skill mastery. This progress information will be forwarded, on an ongoing basis, to the clinical faculty member for follow-up.
- E. Should a student be unprepared to apply knowledge from the school laboratory to the clinical setting, he/she will be dismissed from the clinical setting and the make-up policy will apply. In this event, the student must report to the school laboratory for additional practice. Documentation of compliance with this requirement will be forwarded to the clinical faculty member.

11. DIRECTED LEARNING--A POSITION STATEMENT

Purpose: Directed Learning serves as an adjunct to learning experiences that take place in a structured learning environment and that contribute to the accomplishment of course objectives.

Definition: Directed learning is that process in which varied supplemental materials, personal study effort, and selected enrichment experiences are planned to replace and/or augment some elements of traditionally structured learning opportunities.

Rationale for the Integration of Directed Learning Activities into Nursing Courses: The complexities present within the current health care environment demand a professional nurse who can readily apply a knowledge base to make critical decisions. Consequently, when defining strategies used in preparing the entry-level practitioner, it is essential to implement varied teaching strategies that are creative and that promote the achievement of the core competencies and the development of independent responsibility and active inquiry. Furthermore, economic and market forces, as well as beliefs about sound educational practice require faculty to consider the adoption of alternative teaching/learning strategies that draw upon teacher-made materials as well as other resources that are available within the professional community. Finally, the changing demographics in higher education challenge educators to assure maximum learning while respecting the different learning styles and needs of students.

Description: While there are different approaches that may be used in planning and developing directed learning activities, the following are examples of activities that are effective directed learning experiences:

- Case study/topical analysis
- Structured assignments: classroom and/or clinical
- Group projects
- Study guide for one aspect of content

Criteria for Directed Learning Activities in the Classroom Setting: In every course in which directed learning comprises a portion of the scheduled didactic period, the following criteria must be met:

- A. Time allocated for directed learning activities should not exceed 1/3 of credit hours per week. The exception to this would be the special arrangements that have been made for the Atlanticare program.
- B. Directed learning is an adjunct to class time and, consequently, should not be interpreted as preparatory or remedial in nature.
- C. The time allocation for directed learning activities must be identified on the course syllabus or the content outlines.

Criteria for Directed Learning Activities in the Clinical Setting: In every course in which directed learning comprises a portion of the scheduled clinical session, the following criteria must be met:

- A. Time allocated for directed learning activities should not exceed the following time frames:
 1. Observational experiences planned for all students within the course should not exceed 20% of the scheduled clinical hours.
 2. Enrichment opportunities designed to facilitate advanced learning for the student who is ready for a challenge should not exceed an additional 20% of the scheduled clinical hours.
- B. Directed learning is an adjunct to clinical time and, consequently, should not be interpreted as preparatory or remedial in nature.
- C. The time allocation for directed learning activities in the clinical setting, as described above must be identified on the course syllabus.
- D. The time allocation for directed learning activities in the clinical setting as described above requires the following actions:
 1. The clinical course coordinator must approve the directed learning activity that is selected.
 2. The outcomes from the directed learning activity must be evaluated by the student in their weekly journal as well as in the designated portion of the student self-evaluation that is completed at the end of the course.
 3. The clinical faculty member must relate the directed learning activity to the accomplishment of specific course objectives. The faculty member must also write a narrative description of the activity and its outcomes to be included on the designated portion of the clinical evaluation tool that is completed at the end of the course.

Benefit to Student: The use of directed learning will accomplish the following for the student:

- In the traditional lecture format, students' knowledge exposure is generally limited to the content presented in required readings and in material presented by the lecturer. By utilizing directed learning, students will often

have the opportunity to delve into other resources and, consequently, will gain a more diverse and less biased knowledge base. Furthermore, directed learning activities:

- guide the student to actively participate in the learning process.
- promote student problem-solving and communication skills.
- provide a greater opportunity for academic independence thereby improving the students' ability to access, process and utilize information.
- "free-up" traditional class attendance patterns which recognizes students' needs for scheduling flexibility.
- recognize different learning styles, which may not always be fully realized within the traditional class structure.
- provide diverse clinical learning opportunities for all students that are consistent with course objectives and specialty aspects of care.
- provide opportunities for advanced clinical learning for the student who has met the course objectives in an accelerated manner.

Benefit to Faculty: The use of directed learning will accomplish the following for the faculty:

- Enhance the role of the learning facilitator.
- Enhance the creative aspect of the teaching role.
- Allow more opportunity to work with individual students or with small groups of students who require additional assistance.
- Allow more opportunity to work with individual students or with small groups of students who are ready for a challenge.
- Promote a shift from the traditional teaching functions to teaching methods that stimulate critical thinking and role development.

Expectations for Faculty in Utilizing Directed Learning:

- A. Recognizing the differing experience bases in the teaching role, the implementation of directed learning activities in the classroom setting is a voluntary choice made by the faculty responsible for a specific content block.
- B. Implementation of directed learning activities planned for all students in a clinical course should be a team decision.
- C. When directed learning activities are used in place of traditional class time, there will be follow-up on the directed learning activity at the next class session or at another specified time.
- D. Content developed through directed learning activities must be included in objective testing.
- E. Time not spent actively teaching in the classroom should be made available as tutorial time for students.
- F. Faculty will use an evaluation process to determine the strengths and limitations of directed learning activities that were selected.
- G. Faculty must maintain open communication with the respective course coordinator in regard to the directed learning activities that are/were selected and their outcomes.
- H. A summary of directed clinical learning activities that were selected for accelerated students and the outcomes of these experiences must be provided to the course coordinator at the end of the course.

12. DRESS CODE

The following guidelines are intended to provide information relative to the attire that is required when involved in ALL clinical learning activities that are required as part of the nursing curriculum. Students are expected to present

a professional image at all times. Failure to adhere to these guidelines will result in dismissal from the clinical setting. Make up for lost clinical time due to violations will be required.

A. Uniform Guidelines:

- 1) The official school uniform worn for all clinical and learning lab experiences consists of a navy blue Jefferson scrub outfit with the Jefferson School of Nursing logo embroidered over the left chest area of the scrub top and the Jefferson emblem present on the right sleeve. Name pins are considered part of the uniform and therefore must be worn at all times. Uniforms should be free of wrinkles and worn untucked.

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

*Male Students: Navy blue Jefferson scrub pants and top

SCRUB TOPS AND SCRUB BOTTOMS MUST BE PURCHASED THROUGH THE BOOK STORE. NO OTHER SCRUBS MAY BE WORN.

- 2) Shoes: NO open-back clogs, sandals, or other open footwear is permitted. Low-heeled, white, professional, non-porous shoes are required. Products labeled and sold as walking shoes are permitted.
- 3) Undergarments should not be visible through uniform.
- 4) White stockings are to be worn with the skirt/top combination. Knee-high stockings or socks are not appropriate. If socks are worn with the scrub pants, they must be white.
- 5) Navy blue scrub warm up jackets with the Jefferson School of Nursing logo may be worn. Plain white crew neck shirts or white turtlenecks may be worn under the uniform.
- 6) Stethoscopes, scissors and watches (with a second hand) are considered part of the professional uniform.

B. Settings in which a uniform is not required or for times when students are in the clinical setting but are not providing direct patient care, students should be dressed in appropriate professional attire: name tag, Jefferson ID and a 3/4 length laboratory coat with Jefferson emblem (example: getting patient assignments).

- 1) The following dress styles are not permitted:
 - Jeans (in any color)
 - Sweats or lightweight knit outfits
 - Low-rise pants
 - T-shirts
 - Message clothing, i.e. clothing with decals, printing, etc.
 - Sandals, open-back clogs, or other open or porous footwear
 - Shorts
 - Revealing attire
- 2) Neat dress clothes such as slacks, skirts, blouses, sweaters, knits tops, etc. are permitted.

- 3) The official school laboratory coat is to be worn at all times unless agency policy dictates otherwise.
 - 4) Students in agencies other than TJUH must follow the dress code of that agency.
- C. Pertinent to all settings unless restricted or otherwise modified by clinical faculty:
- 1) Name pins are to be worn, and visible, at all times.
 - 2) Thomas Jefferson University ID must be worn at all times.
 - 3) Hair should be neatly groomed and secured so that it does not fall about the face when providing care. If devices are needed to secure the hair off the face, they should be as unobtrusive as possible; bows and bandannas are not appropriate. Exaggerated hairstyles are not permitted; unusual hair decorating/coloring is not consistent with professional grooming. Religious attire must be white and modified to be consistent with client safety.
 - 4) Large amounts of jewelry are not acceptable.
 - Earrings: only one pair of small post earrings; no large, long, or dangling styles are permitted.
 - No facial piercings are permitted.
 - Necklaces: no visible necklaces are permitted.
 - Rings: only plain bands are acceptable. No rings with stones are permitted.
 - 5) Nails must be kept short, trimmed and clean. Only clear or lightly colored nail polish is allowed. No artificial nails are permitted.
 - 6) Tattoos and jewelry associated with body piercings other than a small earring in each earlobe may not be visible when in uniform.

Approved January 28, 2009: Nurse Executive Council

13. PROFESSIONAL DEMEANOR

Adherence to the School's dress code for clinical learning is just one component of the expectation that students will behave in a professional manner at all times when involved in clinical learning experiences. Nursing students and faculty are invited by clinical agencies to be present for clinical learning and are guests of the clinical agency. It is only because of the generosity that health care institutions demonstrate in inviting us to be present that nursing educators are able to offer high quality clinical learning experiences for students.

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

14. PLAN FOR NCLEX-RN SUCCESS

The Jefferson School of Nursing will implement a new standardized testing mechanism for the NCLEX-RN Success Plan during the 2011–2012 academic year.

As this is a transition year, students who are projected to graduate in May 2012 are subject to the Plan for NCLEX-RN Success 2011-2012.

Students who are projected to graduate in May 2013 are referred to the Plan for NCLEX-RN Success 2012-2013.

PLAN FOR NCLEX-RN SUCCESS: 2011-2012

POSITION STATEMENTS

A. *The Purpose of the NCLEX-RN Plan*

The NCLEX-RN plan is designed to facilitate the students' readiness for the licensure process and to insure the success of all students with the licensing examination. It is viewed as an essential element of the Prelicensure program and all components of the plan are considered to be valuable in transitioning students through program completion and the licensing process. It is considered to be an effective adjunct to all other learning experiences that are planned and implemented for students in the Prelicensure curriculum.

B. *Role of the Faculty*

Faculty assumes a key role in the implementation and evaluation of the NCLEX-RN plan. In this role, the faculty is responsible for supervising the students as they progress to full readiness for the NCLEX-RN examination. Inherent in the faculty role is active participation with students in the design and implementation of individualized plans to insure success. The importance of documenting all activities undertaken to assist students with NCLEX-RN testing competence is underscored. While the strategies that are utilized to achieve these outcomes are at the discretion of the faculty member, the individual student outcomes in relation to the NCLEX-RN are directly attributable to the rigor with which the elements of the plan are upheld by the faculty. Faculty is responsible for determining if students have met the plan's requirements for a given course.

C. *Role of the Student*

All elements of the NCLEX-RN plan apply to all Prelicensure students and all students are expected to participate fully in its multiple dimensions and to comply fully with its expectations. Inherent in the role that students assume in carrying out the parameters of this plan is the responsibility to frequently communicate/interact with the academic advisor in order to document progress and to define plans to improve outcomes. Students accept full responsibility for assuming an active role in completing all components of the NCLEX-RN plan and for following through with all recommendations given and requirements determined.

Students acknowledge that failure to adhere to the plan's components will have academic implications. Students will submit to the course faculty the required elements of the Kaplan Program for each course listed below. Specific criteria for acceptable completion of requirements will be established by program faculty. Completion of all Kaplan Program elements is required for successful course completion. Failure to complete the required elements in the specified time frame will result in course failure.

D. *Courses with NCLEX-RN Success Plan Requirements*

Courses with Kaplan Program elements are NU102, NU105, NU113, NU125, NU204, NU206, NU209, NU213, NU214, NU302, NU305, NU306, NU310, NU313, NU314, NU324, NU325, NU404, NU405,

NU406, NU407, NU409, NU410, NU411, NU412, NU413, and NU414. The following statement is included in the course syllabus:

Compliance with all aspects of the NCLEX-RN Plan is required. Where NCLEX-RN plan components are graded as part of a pass/fail course, if the student has not met the required parameters of the plan, a letter grade of "F" will be assigned.

E. *End-of Program NCLEX-RN Success Plan Requirements*

To prepare students for NCLEX-RN success, completion of the following elements are required:

NCLEX-RN Success Plan (Individual Courses)

The NCLEX-RN Success Plan includes the following elements of the Kaplan Program:

1. Focused Review includes reviewing The Basics text and completing 30-item tests as assigned in each course. This is graded as pass/fail.
2. Remediation is critical to improving student performance and achieving a level of proficiency that equates to success on the NCLEX-RN examination. Students should review the remediation for all questions, both missed and answered correctly. This is graded as pass/fail.
3. Modules are slide shows with voice-overs (as assigned in each course).
4. Integrated Exams will be given at the end of segmented blocks of content in a proctored environment. These timed exams are 75 or 90 questions in length. Students are allotted 2 hours for 75-item exams and 2 ½ hours for 90-item exams. This is graded as a numeric score and is 5% of the student's didactic course grade.
5. The Integrated Exams in NU405 (Nutrition content) and NU407 (Growth and Development content) are graded as pass/fail.

NCLEX-RN Success Plan (Exit Kaplan Plan)

The Exit Kaplan Plan is administered in NU209/NU414 and is a guide for students as they prepare for the Kaplan Diagnostic Test, a predictive measure of NCLEX-RN success. Students who score 65 or greater are predicted to pass the NCLEX-RN; students who score less than 65 require additional remediation in order to pass NCLEX-RN.

To assist them in preparing for success on NCLEX-RN, ALL students will meet the following requirements:

1. Online Question Trainers and Question Bank (Q Bank) are available to prepare for the Diagnostic Test (Exit Kaplan). The trainer has three practice tests designed to be completed prior to the Kaplan Review course and four practice tests designed to be completed post-program completion, with or following the Kaplan review course. The Q Bank has over 1,300 questions that can be assembled to target the students' practice needs.
2. Diagnostic Test (Exit Kaplan 1): 180-item secured exam administered near the end-of-program in NU209/NU414. This exam is predictive of NCLEX-RN success. A Diagnostic Test score of 65 reflects a 95% probability of passing the NCLEX-RN. Students are allotted 4 hours for the Diagnostic Test (Exit Kaplan 1).

3. Students who achieve a score of 65 or greater on the Exit Kaplan 1 will have final course grades for NU209/NU414 entered upon course completion. It is highly recommended that students who achieve a score of 65 or greater complete the Kaplan Review course.
4. If a student scores less than 65 on the Exit Kaplan 1, a grade of "incomplete" will be assigned for NU209/NU414. The student will be required to take the Exit Kaplan 2 as scheduled.
5. Students who achieve a score of 65 or greater on the Exit Kaplan 2 will have the grade of "incomplete" for NU209/NU414 converted to a letter grade.
6. If a student scores less than 65 on the Exit Kaplan 2, the student will be required to develop a written remediation contract in collaboration with a designated faculty member that includes, but is not limited to:
 - a) Completing a specified number of NCLEX-RN questions in content areas needing review.
 - b) Providing evidence of completing the Kaplan Review course.
 - c) Collaborating with faculty for individualized monitoring and counseling.
7. Upon successful completion of remediation, the student's Incomplete in NU209/NU414 will be converted to a "passing" grade and the degree will be awarded August 31, 2012 if all degree requirements are met.
8. Applications for nursing licensure and/or temporary practice permit cannot be filed until the degree is awarded. Students may not begin employment as a Graduate Nurse until all requirements have been met.

Please Note: The NCLEX-RN plan is reviewed and revised annually.

Reviewed and Revised April, 2008

Reviewed and Revised May, 2011

Reviewed and Revised June 9, 2011

Nurse Executive Council Approved June 22, 2011

PLAN FOR NCLEX-RN SUCCESS: 2012–2013

POSITION STATEMENTS

F. *The Purpose of the NCLEX-RN Plan*

The NCLEX-RN plan is designed to facilitate the students' readiness for the licensure process and to insure the success of all students with the licensing examination. It is viewed as an essential element of the Prelicensure program and all components of the plan are considered to be valuable in transitioning students through program completion and the licensing process. It is considered to be an effective adjunct to all other learning experiences that are planned and implemented for students in the Prelicensure curriculum.

G. *Role of the Faculty*

Faculty assumes a key role in the implementation and evaluation of the NCLEX-RN plan. In this role, the faculty is responsible for supervising the students as they progress to full readiness for the NCLEX-RN examination.

Inherent in the faculty role is active participation with students in the design and implementation of individualized plans to insure success. The importance of documenting all activities undertaken to assist students with NCLEX-RN testing competence is underscored. While the strategies that are utilized to achieve these outcomes are at the discretion of the faculty member, the individual student outcomes in relation to the NCLEX-RN are directly attributable to the rigor with which the elements of the plan are upheld by the faculty. Faculty is responsible for determining if students have met the plan's requirements for a given course.

H. *Role of the Student*

All elements of the NCLEX-RN plan apply to all Prelicensure students and all students are expected to participate fully in its multiple dimensions and to comply fully with its expectations. Inherent in the role that students assume in carrying out the parameters of this plan is the responsibility to frequently communicate/interact with the academic advisor in order to document progress and to define plans to improve outcomes. Students accept full responsibility for assuming an active role in completing all components of the NCLEX-RN plan and for following through with all recommendations given and requirements determined. Students acknowledge that failure to adhere to the plan's components will have academic implications.

Students will submit to the course faculty the required elements of the Kaplan Program for each course listed below. Specific criteria for acceptable completion of requirements will be established by program faculty. Completion of all Kaplan Program elements is required for successful course completion. Failure to complete the required elements in the specified time frame will result in course failure.

I. *Courses with NCLEX-RN Success Plan Requirements*

Courses with Kaplan Program elements are NU102, NU105, NU113, NU125, NU204, NU206, NU209, NU213, NU214, NU302, NU305, NU306, NU310, NU313, NU314, NU324, NU325, NU404, NU405, NU406, NU407, NU409, NU410, NU411, NU412, NU413, and NU414. The following statement is included in the course syllabus:

Compliance with all aspects of the NCLEX-RN Plan

Where NCLEX-RN plan components are graded as part of a pass/fail course, if the student has not met the required parameters of the plan, a letter grade of "F" will be assigned to the course.

J. *End-of Program NCLEX-RN Success Plan Requirements*

To prepare students for NCLEX-RN success, completion of the following elements are required:

NCLEX-RN Success Plan (Individual Courses)

The NCLEX-RN Success Plan includes the following elements of the Kaplan Program:

1. Focused Review includes reviewing The Basics text and completing 30-item tests as assigned in each course. This is graded as pass/fail.
2. Remediation is critical to improving student performance and achieving a level of proficiency that equates to success on the NCLEX-RN examination. Students should review the remediation for all questions, both missed and answered correctly. This is graded as pass/fail.

3. Modules are slide shows with voice-overs (as assigned in each course).
4. Integrated Exams will be given at the end of segmented blocks of content in a proctored environment. These timed exams are 75 or 90 questions in length. Students are allotted 2 hours for 75-item exams and 2 ½ hours for 90-item exams. This is graded as a numeric score and is 5% of the student's didactic course grade.
5. The Integrated Exams in NU405 (Nutrition content) and NU407 (Growth and Development content) are graded as pass/fail.

NCLEX-RN Success Plan (Exit Kaplan Plan)

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To assist them in preparing for success on NCLEX-RN, ALL students will meet the following requirements:

1. Online Question Trainers and Question Bank (Q Bank) are available to prepare for the Diagnostic Test (Exit Kaplan). The trainer has three practice tests designed to be completed prior to the Kaplan Review course and four practice tests designed to be completed post-program completion, with or following the Kaplan review course. The Q Bank has over 1,300 questions that can be assembled to target the students' practice needs.
2. Diagnostic Test (Exit Kaplan 1): 180-item secured exam administered near the end-of-program in NU209/NU414. This exam is predictive of NCLEX-RN success. A Diagnostic Test score of 65 reflects a 95% probability of passing the NCLEX-RN. Students are allotted 4 hours for the Diagnostic Test (Exit Kaplan 1).
3. Students who achieve a score of 65 or greater on the Exit Kaplan 1 will have final course grades for NU209/NU414 entered upon course completion. It is highly recommended that students who achieve a score of 65 or greater complete the Kaplan Review course.
4. If a student scores less than 65 on the Exit Kaplan 1, the student is required to take Exit Kaplan 2 as scheduled.
5. Students who achieve a score of 65 or greater on the Exit Kaplan 2 will have the grade of "incomplete" for NU209/NU414 converted to a letter grade.
6. Diagnostic Test (Exit Kaplan 2): 180-item secured exam administered in NU209/NU414. Students are allotted 4 hours for the Exit Kaplan 2.
7. If a student scores less than 65 on the Exit Kaplan 2, a grade of "F" will be assigned for NU209/NU414. The student will be required to enroll in a 3-credit remediation course during the summer semester (tuition will be charged based on the upper division per-credit fee). Please note that if this is the student's second "F," the student will be dismissed in accordance with the JSN academic progression policy.
8. If a student successfully completes the 3-credit remediation summer course, the degree will be awarded August 31 if all degree requirements are met.
9. If a student does not successfully complete the 3-credit remediation course in summer, the student will be required to enroll in a 3-credit remediation course during the fall semester (tuition will be charged based on the upper division per-credit fee).

10. If a student successfully completes the 3-credit remediation course, the degree will be awarded December 31.

Please Note: The NCLEX-RN plan is reviewed and revised annually in consideration of the performance of the prior year's graduating class.

Reviewed and Revised April, 2008

Reviewed and Revised May, 2011

Reviewed and Revised June 9, 2011

Nurse Executive Council Approved June 22, 2011

15. STATE BOARD OF NURSING REGULATIONS (PENNSYLVANIA)

A. *Student Employment*

The State Board of Nursing reminds all students that they may not be employed as a registered nurse, assume the job responsibilities of registered nurse or identify themselves as a registered nurse until they are licensed as a registered nurse.

B. *Eligibility for Licensure in Pennsylvania*

The State Board of Nursing in Pennsylvania will not consider a license or a certificate for applicants who have been convicted of a felony or a felonious act unless at least 10 years have elapsed from the date of conviction. This pertains to all individuals who may have graduated in good standing from state approved schools of nursing who meet all other criteria for licensure.

Instructions for students to obtain the NCLEX application are available at the Pennsylvania State Board of Nursing Website, www.portal.state.pa.us/portal/server.pt/community/state_board_of_nursing/12515.

The Pennsylvania State Board of Nursing is located in Harrisburg, PA 17105-2649, P.O. Box 2649. You may contact them either by phone at 717 772-1746 or the email nursing@pados.dos.state.pa.us

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

16. NCLEX APPLICATION

Instructions for students to obtain an NCLEX application are available at the Pennsylvania State Board of Nursing website: www.portal.state.pa.us/portal/server.pt/community/state_board_of_nursing/12515.

Instructions for students who plan to sit for the NCLEX examination in the state of New Jersey are available at the New Jersey Division of Consumer Affairs—Board of Nursing website: www.njconsumeraffairs.gov/nursing/nur_applications.htm

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

17. GUIDELINES FOR INDEPENDENT STUDY (NU499/NU699)

Introduction: The opportunity to develop an "Independent Study" in nursing is provided for students to explore an area of interest while defining their own individualized program of study. During this experience, students will work closely with the faculty advisor(s) to complete the learning activities that have been

established for them. The NU499/NU699 is designed for the independent and self-directed student. A maximum of six (6) credits can be taken via independent study. It is meant to be a meaningful and enjoyable experience. The following guidelines are offered to facilitate the development of the proposal:

- A. All proposals are to be typed.
- B. Student will define the topic for your study.
- C. Student will identify the faculty member best able to assist in accomplishing goal(s). If an independent study is planned in any clinical area, the student must identify a clinical facilitator/preceptor in addition to a faculty advisor.
- D. Determination of the appropriate credit allotment should be based on the expected outcome of the Independent Study. Keep in mind the following time frame:
 - Didactic
 - One (1) credit: approximately 20 hours of work
 - Two (2) credits: approximately 35 hours of work
 - Three (3) credits: approximately 50 hours of work
 - Clinical
 - One (1) credit: approximately 40 hours of work
 - Two (2) credits: approximately 70 hours of work
 - Three (3) credits: approximately 100 hours of work

In considering credit allocation, allow time for the planning and implementation phases of the study. Since each study is highly individualized, the faculty advisor should be consulted to define the appropriate credit allotment for your anticipated workload.

- E. The topic of the study should clearly reflect the "title" of your study. For example, "A Cost Analysis of Home vs. Institutionally Administered Chemotherapy" or "Career Ladders: Do They Benefit Patient Care?" would be appropriate topics. Keep the topics as concise and narrowly defined as possible.
- F. The purpose of the study should explain why you want to do what you intend to do. For example, "By undertaking this study, I intend to demonstrate that home chemotherapy is more cost-effective". Again, conciseness is the key: get your message across as simply as possible.
- G. Objectives are not difficult to define; simply put, they break down the purpose of the study into easily measurable behaviors. They identify the knowledge you plan to gain through accomplishing the study. For example, "identify" those chemotherapeutic agents approved for administration in the home and "investigate the cost of third party carriers when chemotherapy is given in the home vs. in the hospital".
- H. The learning activities should be directly related to the objectives, e.g., library research, developing a teaching plan, interviewing clients, attending conferences, etc. Your choice of learning activities can appropriately be didactic or clinical activities or a combination of both. Spell out the learning activities as clearly as possible. Delineating a time frame helps considerably.

- I. Methods of evaluation refer to how you wish the grade to be assigned; paper, project, presentation, or poster. Be as specific as possible.
- J. The form must be signed by the student and the faculty advisor before pre-registering for the next semester.

FINAL NOTE: Each proposal must clearly spell out what the student individually hopes to accomplish by completing this study. Group proposals are not acceptable. Remember, the student is earning credit for this Independent Study; each proposal should be carefully thought out and planned before submitting it for approval. Personal and professional growth will be rewarded.

THOMAS JEFFERSON UNIVERSITY

JEFFERSON SCHOOL OF NURSING

PROPOSAL FOR NURSING 499 AND NURSING 699

INDEPENDENT STUDY

STUDENT NAME: _____

FACULTY ADVISOR: _____

ACADEMIC TERM: _____

CREDITS: _____

(NOTE: See Jefferson School of Nursing catalog for maximum number of credits)

TOPIC OF STUDY:

PURPOSE OF STUDY:

OBJECTIVES:

LEARNING ACTIVITIES:

METHOD(S) OF EVALUATION:

STUDENT SIGNATURE:

FACULTY ADVISOR SIGNATURE:

STUDENTS WHO INTEND TO DEVELOP AN INDEPENDENT STUDY SHOULD REFER TO THE JEFFERSON SCHOOL OF NURSING CATALOG FOR PREREQUISITES.

18. PORTFOLIO ASSESSMENT COVER SHEET

NAME: _____

ADDRESS: _____

TELEPHONE NUMBER : _____

I am providing portfolio assessment documentation for the following courses.
Please place a check mark before all courses that apply.

Nursing 410 – Community Health Nursing

Nursing 411 – Clinical Practice IV

Nursing 440 – Advanced Concepts of Nursing Leadership

Nursing 442 – Clinical Practice VIII

Submission Deadlines:

- Fall Semester–August 1st
- Spring Semester–December 1st

Allow 4–6 weeks for review. We will notify you of the outcome.

**Please attach check for \$100.00 (for each course) payable to
Thomas Jefferson University.**

Mail or Hand Carry to:

Administrative Assistant
Thomas Jefferson University
Jefferson School of Nursing
130 S. 9th Street, 12th floor Edison Bldg.
Philadelphia, PA 19107

19. UNDERGRADUATE POLICY REGARDING PERSONAL DIGITAL DEVICES IN THE CLINICAL SETTING

Personal Digital Devices (PDDs) such as Personal Digital Assistants (PDAs) are required for all undergraduate clinical experiences. The PDA is loaded with required reference based software. All students entering clinical areas have been advised of and are expected to comply with Health Insurance Portability and Accountability Act (HIPAA) regulations. All patient related information is confidential. Patient related information is defined as all information related to the health, business, or personal matters of the patient or patient's family. This includes but is not limited to Protected Health Information (PHI) that is based on a patient's diagnosis, examination, treatment, observation, or conversation, and information maintained in data bases that contain diagnostic or treatment related information. In order to comply with current regulations, the following protocol has been established for PDDs use in the undergraduate nursing programs. Personal Digital Devices include but are not limited to: PDAs, Ipads, smart phones, laptops, and cell phones.

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

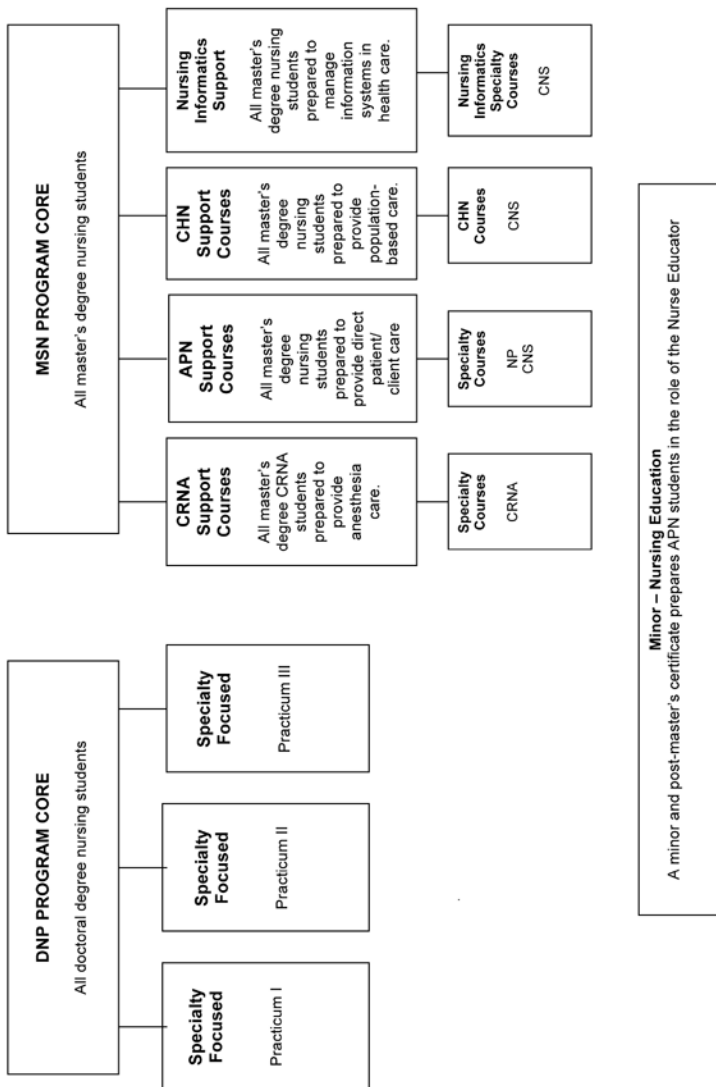
Approved September 26, 2007: Executive Council

GRADUATE PROGRAMS

THOMAS JEFFERSON UNIVERSITY JEFFERSON SCHOOL OF NURSING

1. ORGANIZING STRUCTURE OF THE GRADUATE PROGRAMS

JEFFERSON SCHOOL OF NURSING ORGANIZING STRUCTURE OF THE GRADUATE PROGRAMS



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

Thomas Jefferson University, Jefferson School of Nursing Graduate Program has adopted the components of master's education defined in "The Essentials of Master's Education for Advanced Practice Nursing" published by the American Association of Colleges of Nursing and "Essentials of Master's Level Nursing Education for Advanced Community Health Nursing Practice" published by the Association of Community Health Nursing Educators as the organizing framework of the graduate nursing program. Three components form the organizing framework for the graduate level curriculum. They are the core curriculum, the support curriculum, and the specialty curriculum.

The 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, plan, intervene, and evaluate the health and illness experiences of individuals, families and communities, and acquire the ability to analyze, synthesize, and utilize knowledge.

- Research prepares graduates for the utilization of new knowledge to provide high quality health care, initiate change, and improve nursing practice. The goal of the research component of the curriculum is to prepare clinicians who are proficient at the utilization of research including the evaluation of research, problem identification in practice, awareness of outcomes and the clinical application of research.
- Health policy, organization and financing prepare graduates to provide quality cost-effective care, to participate in the design and implementation of care, and to assume leadership roles in managing human, fiscal, and physical resources. Recognizing the relationship of these issues to improving health care delivery and outcomes of care is essential.
- Expanding health technologies and increasing demands for cost containment have emphasized the need for ethical decision making by all health care professionals. Ethical decision making content focuses on an understanding of the principles, personal values, and beliefs that provide a framework for nursing practice. Graduate students have opportunities to explore their values and analyze how these values shape their professional practice and influence their decisions, and to analyze systems of health care and determine how the values underpinning them influence the interventions and care delivered.
- Professional role development content operationalizes the theoretical principles and norms within the graduate's specialty area of practice. The professional role development curriculum content provides the student with a clear understanding of the nursing profession, advanced practice nursing and advanced community health nursing roles, the requirements for, and regulation of these roles. The purpose of this content is to facilitate transition into the advanced role and to integrate the new functions and activities of the advanced role into professional practice. It is critical that graduates work effectively in interdisciplinary relationships or partnerships, recognizing the uniqueness and similarities among the various roles. Graduates must demonstrate personal qualities and professional behaviors such as assertiveness, the responsibility to engage in professional activity

and advocacy for change. The profession of nursing relies on the master's-prepared nurse to participate in the profession and exert leadership not only within the profession but also in the health care system.

- Theoretical foundations for nursing practice prepares graduates to critique, evaluate, and utilize theory as a basis for practice. Since nursing practice integrates and applies a wide range of theories, the curriculum includes theories from nursing and other sciences. Together with knowledge of current research, this content provides a firm foundation to guide the graduate's nursing practice.
- Human diversity and social issues content fosters an understanding of the wide diversity of subcultural influences on human behavior, including ethnic, racial, gender, and age differences. An understanding and appreciation of human diversity in health and illness assures the delivery of appropriate or individualized health care.
- Health promotion and disease prevention encompass a wide range of personal, clinical and community-based interventions in addition to broad development and application of social policies that influence the goal of achieving health.

The support curriculum contains content that is essential to domain specific areas of graduate nursing education. The support curriculum for the nurse practitioner and clinical nurse specialist advanced practice nursing curriculum addresses advanced health/physical assessment, advanced physiology and pathophysiology and advanced pharmacology.

- Advanced health/physical assessment provides the basis for determining appropriate and effective health care through the development of a thorough understanding of the patient or client. In addition to a core of general assessment content common to all advanced practice nurses, specialty specific content is required, and is integrated into all clinical experiences.
- Advanced physiology and pathophysiology provides an understanding of normal and pathologic mechanisms of disease that serves as an essential component for clinical assessment, decision making, and management. Knowledge is related to interpreting changes in normal function that result in symptoms indicative of illness and assessing responses to pharmacologic management of illness. In addition to the systems focused course, specialty specific content is integrated into specialty courses and clinical experiences.
- Advanced pharmacology provides the knowledge and skills to assess, diagnose, and manage common health problems in a safe, high quality, and cost-effective manner. Content includes pharmacotherapeutics and pharmacokinetics of pharmacologic agents. Application of content is integrated into other support courses, and specialty courses and clinical experiences.

The support curriculum for the community health advanced nursing practice curriculum addresses content that emphasizes in-depth knowledge and skills in economics of health care and services, administration, financial management and budgeting, personnel recruitment and management, education and marketing of health care.

The specialty curriculum consists of clinical and didactic learning experiences identified and defined by specialty nursing practice and education organizations. Course content provides students with the knowledge and

skills required to practice independently and interdependently to provide a broad range of health care services including health promotion, assessment, diagnosis, and management of actual and potential health problems in a variety of settings.

3. MASTER OF SCIENCE IN NURSING (MSN) PROGRAM OBJECTIVES

At the completion of the program, the graduate will:

- a. Synthesize concepts and theories from nursing and related disciplines to form the basis for advanced nursing practice;
- b. Demonstrate proficiency in the management and use of advanced technology related to client care and support systems;
- c. Demonstrate expertise in a defined area of advanced practice;
- d. Utilize research findings to provide high quality health care, initiate change and improve nursing practice;
- e. Analyze political, economic, ethical and socio-cultural dimensions that influence client care and outcomes;
- f. Utilize leadership and management strategies for advanced nursing practice;
- g. Engage in intra and inter-disciplinary collegial relationships in the conduct of advanced nursing practice.

4. CLINICAL PRACTICUM

Students are required to complete 224 hours of clinical practicum during the semester (16 hours per week). Attendance is mandatory. Clinical hours DO NOT INCLUDE transportation time to the clinical setting or time spent eating lunch. If for any reason a student is absent on an arranged clinical day, the student must notify the preceptor and faculty immediately by phone and email. The student must also notify the clinical site. Failure to notify the clinical preceptor, clinical site and instructor of absence will result in clinical jeopardy. Also, failure to complete clinical hours during the semester will result in failure in clinical performance.

5. CLINICAL LOGS (CLIENT ENCOUNTER LOGS)

Students are required to collect and record data on every client seen. Clinical logs must be submitted every Wednesday by 4:00 PM. 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.

The clinical log must be submitted to the course blackboard. Clinical logs must be submitted on time in order to pass the clinical practicum.

6. CLINICAL HOURS

A summary of clinical hours must be submitted weekly. The clinical hours summary must be submitted in order to pass the clinical practicum.

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

Satisfactory clinical performance includes successful completion of 224 clinical hours, as well as successful completion of written clinical assignments. Written clinical assignments are evaluated as a Pass/Fail grade. A student who fails the clinical practicum will receive the grade of F (failure) for the course. All clinical logs and clinical evaluations must be completed on the required due date to pass the course.

8. MASTER OF SCIENCE IN NURSING (MSN) CURRICULUM PLANS

a. Core Curriculum

Course		Credits
NU 602	Health Policy, Legal and Ethical Dimensions of Practice	3
NU 603	Research for Advanced Practice Nursing I	3
NU 604	Research for Advanced Practice Nursing II	3
NU 605	Role of the Advanced Practice Nurse	3
NU 625	Epidemiology for the Health Professions	3
NU 672	Informatics for Advanced Nursing Practice	3
		18

1) Prerequisite Course Requirement

Students enrolled in NU 673, Comprehensive Assessment for Clinical Decision-Making, are expected to have completed a basic health assessment course, therefore basic assessment skills will not be reviewed in this course. All students are encouraged to review their basic skills and to practice and develop comfort and competence in the performance of these skills. Suggested activities are review of videos and CD ROMS (online from the library) and basic assessment texts.

2) Pennsylvania and New Jersey RN License Requirement for Nurse Practitioner Students

All Nurse Practitioner students are required to obtain two RN licenses in Pennsylvania AND New Jersey OR Delaware. This will ensure that students will be able to avail themselves of all available preceptors and clinical sites in both states. Students will not be permitted to register for NU 673 until they present a copy of their Pennsylvania and New Jersey OR Delaware RN licenses. All students not required to take NU 673 (i.e., NNP students) will receive separate directions from the Program Directors regarding licensure.

Approved November 29, 2007: Executive Council

b. Nurse Practitioner and Clinical Nurse Specialist Program (Full-Time)

Summer Semester		Credits
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 560	Advanced Pharmacotherapeutics	3
		9

Fall Semester

NU 625	Epidemiology for the Health Professions	3
NU 603	Research for Advanced Practice Nursing I	3
NU XXX	Specialty Clinical Course 1	3
		9

Spring Semester

NU 605	Role of the Advanced Practice Nurse	3
NU 604	Research for Advanced Practice Nursing II	3
NU XXX	Specialty Clinical Course 2	3
		9

Summer Semester

NU XXX	Specialty Clinical Course 3	3
NU 602	Health Policy, Legal and Ethical Dimensions of Care	3
NU 672	Nursing Informatics	3
		<u>9</u>

Total Credits **36**

c. Nurse Practitioner and Clinical Nurse Specialist Program (Part-Time)**Fall Semester** **Credits**

NU 625	Epidemiology for the Health Professions	3
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Spring Semester

NU 605	Role of the Advanced Practice Nurse	3
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Summer Semester

NU 570	Pathophysiology of Human Disease	3
NU 672	Informatics for Advanced Nursing Practice	3
		<u>6</u>

Fall Semester

NU 603	Research for Advanced Practice Nursing I	3
NU 560	Advanced Pharmacotherapeutics	3
		<u>6</u>

Spring Semester

NU 604	Research for Advanced Practice Nursing II	3
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Summer Semester

NU 673	Comprehensive Assessment for Clinical Decision Making	3
NU 602	Health Policy, Legal and Ethical Dimensions of Care	3
		<u>6</u>

Fall Semester

NU XXX	Specialty Clinical Course 1	3
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Spring Semester

NU XXX	Specialty Clinical Course 2	3
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Summer Semester

NU XXX	Specialty Clinical Course 3	3
		<u>36</u>

Total Credits **36**

d. Community Systems Administration Program (Full-Time)**Fall Semester** **Credits**

NU 625	Epidemiology for the Health Professions	3
NU 603	Research for Advanced Practice Nursing I	3
GC 600	Management Skills	3
NU 681	Specialty Clinical Course 1	3
		<u>12</u>

12

Spring Semester

NU 682	Specialty Clinical Course 2	3
NU 604	Research for Advanced Practice Nursing II	3
NU 672	Informatics for Advanced Nursing Practice	3
NU 605	Role of the Advanced Practice Nurse	3
		<u>12</u>

Summer Semester

NU 683	Specialty Clinical Course 3	3
	Elective	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
NU 602	Health Policy, Legal and Ethical Dimensions of Care	3
		<u>12</u>

Total Credits 36

e. Community Systems Administration Program (Part-Time)

Fall Semester		Credits
NU 625	Epidemiology for the Health Professions	3

Spring Semester		
NU 605	Role of the Advanced Practice Nurse	3

Summer Semester		
NU 691	Healthcare Economics and Financial Management for Nurses	3
NU 602	Health Policy, Legal and Ethical Dimensions of Care	3
		<u>6</u>

Fall Semester		
GC 600	Management Skills	3
NU 603	Research for Advanced Practice Nursing I	3
		<u>6</u>

Spring Semester		
NU 604	Research for Advanced Practice Nursing II	3
NU 672	Informatics for Advanced Nursing Practice	3
		<u>6</u>

Summer Semester		
	Elective	3

Fall Semester		
NU 681	Specialty Clinical Course 1	3

Spring Semester		
NU 682	Specialty Clinical Course 2	3

Summer Semester		
NU 683	Specialty Clinical Course 3	3
		<u>3</u>

Total Credits 36

f. Community Systems Administration Program/Family Nurse Practitioner (Full-Time)

Summer Semester		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Diseases	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
		9

Fall Semester

NU 674	Management of Common Health Problems in Primary Care	3
NU 603	Research for Advanced Practice Nursing I	3
NU 625	Epidemiology for the Health Professions	3
		9

Spring Semester

NU 675	Management of Women and Children	3
NU 604	Research for Advanced Practice Nursing II	3
NU 605	Role of the Advanced Practice Nurse	3
		9

Summer Semester

NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
NU 672	Informatics for Advanced Nursing Practice	3
		9

Fall Semester

NU 681	Community Systems Administration I	3
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Spring Semester

NU 682	Community Systems Administration II	3
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Summer Semester

NU 683	Community Systems Administration III	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
		6

Total Credits **48**

g. Community Systems Administration Program/Family Nurse Practitioner (Part-Time)

Summer Semester		Credits
NU 570	Pathophysiology of Human Diseases	3

Fall Semester

NU 560	Advanced Pharmacotherapeutics	3
NU 625	Epidemiology for the Health Professions	3
		6

Spring Semester

NU 605	Role of the Advanced Practice Nurse	3
NU 672	Informatics for Advanced Nursing Practice	3
		<u>6</u>

Summer Semester

NU 673	Comprehensive Clinical Assessment	3
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
		<u>6</u>

Fall Semester

NU 674	Management of Common Conditions	3
NU 603	Research for Advanced Practice Nursing I	3
		<u>6</u>

Spring Semester

NU 675	Management of Women and Children	3
NU 604	Research for Advanced Practice Nursing II	3
		<u>6</u>

Summer Semester

NU 676	Management of Adults and Older Adults	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
		<u>6</u>

Fall Semester

NU 681	Community Systems Administration I	3
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Spring Semester

NU 682	Community Systems Administration II	3
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Summer Semester

NU 683	Community Systems Administration III	3
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Total Credits**48****h. Nursing Informatics (Full-Time)****Summer Semester****Credits**

NU 691	Healthcare Economics and Financial Management for Nurses	3
NU 672	Informatics for Advanced Practice Nursing	3
NU 605	Role of the Advanced Practice Nurse	3
		<u>9</u>

Fall Semester

NU 625	Epidemiology for the Health Professions	3
NU 603	Research for Advanced Practice Nursing I	3
NU 693	Nursing Informatics Seminar and Practicum I	3
NU 690	Nursing/Healthcare Informatics: Project Management	3
		<u>12</u>

Spring Semester

NU 689	Healthcare Informatics: Ethics, Issues, and Trends	3
NU 604	Research for Advanced Practice Nursing II	3
NU 694	Nursing Informatics Seminar and Practicum II	<u>3</u>
		9

Summer Semester

NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
NU 695	Nursing Informatics Seminar and Practicum III	<u>3</u>
		6

Total Credits **36**

i. Nursing Informatics (Part-Time)

Fall Semester		Credits
NU 625	Epidemiology for the Health Professions	3

Spring Semester		
NU 672	Informatics for Advanced Practice Nursing	3

Summer Semester		
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
NU 605	Role of the Advanced Practice Nurse	<u>3</u>
		6

Fall Semester		
NU 603	Research for Advanced Practice Nursing I	3
NU 690	Nursing/Healthcare Informatics: Project Management	<u>3</u>
		6

Spring Semester		
NU 604	Research for Advanced Practice Nursing II	3
NU 689	Healthcare Informatics: Ethics, Issues, and Trends	<u>3</u>
		6

Summer Semester		
NU 691	Healthcare Economics and Financial Management for Nurses	3

Fall Semester		
NU 693	Nursing Informatics Seminar and Practicum I	3

Spring Semester		
NU 694	Nursing Informatics Seminar and Practicum II	3

Summer Semester		
NU 695	Nursing Informatics Seminar and Practicum III	3

Total Credits **36**

j. Community Systems Administration Program/Nursing Informatics (Full-Time)

Summer Semester		Credits
NU 672	Informatics for Advanced Practice Nursing	3
NU 605	Role of the Advanced Practice Nurse	3
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
		9

Fall Semester		
NU 625	Epidemiology for the Health Professions	3
NU 603	Research for Advanced Practice Nursing I	3
NU 690	Nursing/Healthcare Informatics: Project Management	3
NU 681	Community Systems Administration I	3
		12

Spring Semester		
NU 689	Healthcare Informatics: Ethics, Issues, and Trends	3
NU 604	Research for Advanced Practice Nursing II	3
NU 682	Community Systems Administration II	3
		9

Summer Semester		
NU 683	Community Systems Administration III	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
	Elective	3
		9

Fall Semester		
NU 693	Nursing Informatics Seminar and Practicum I	3

Spring Semester		
NU 694	Nursing Informatics Seminar and Practicum II	3

Summer Semester		
NU 695	Nursing Informatics Seminar and Practicum III	3

Total Credits 48

k. Community Systems Administration Program/Nursing Informatics (Part-Time)

Summer Semester		Credits
NU 672	Informatics for Advanced Practice Nursing	3
NU 605	Role of the Advanced Practice Nurse	3
		6

Fall Semester		
NU 625	Epidemiology for the Health Professions	3
NU 603	Research for Advanced Practice Nursing I	3
		6

Spring Semester

NU 689	Healthcare Informatics: Ethics, Issues, and Trends	3
NU 604	Research for Advanced Practice Nursing II	3
		<u>6</u>

Summer Semester

NU 691	Healthcare Economics and Financial Management for Nurses	3
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
		<u>6</u>

Fall Semester

NU 690	Nursing/Healthcare Informatics: Project Management	3
NU 681	Community Systems Administration I	3
		<u>6</u>

Spring Semester

NU 682	Community Systems Administration II	3
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Summer Semester

NU 683	Community Systems Administration III	3
	Elective	3
		<u>6</u>

Fall Semester

NU 693	Nursing Informatics Seminar and Practicum I	3
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Spring Semester

NU 694	Nursing Informatics Seminar and Practicum II	3
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Summer Semester

NU 695	Nursing Informatics Seminar and Practicum III	3
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Total Credits **48**

I. MSN/MPH Dual Degree Program—Part-Time (Sample plan for CSA MSN Students)

Fall Semester **Credits**

NU 625	Epidemiology for the Health Professions	3
NU 603	Research for Advanced Practice Nursing I	3
		<u>6</u>

Spring Semester

NU 604	Research for Advanced Practice Nursing II	3
NU 672	Informatics for Advanced Nursing Practice	3
		<u>6</u>

Summer Semester

NU 605	Role of the Advanced Practice Nurse	3
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
		<u>6</u>

Fall Semester

NU 681	Community Systems Administration I	3
PBH 501	Introduction to Public Health	2
	Independent Study	1
		<u>6</u>

Spring Semester

NU 682	Community Systems Administration II	3
PBH 504	Basic Public Health Statistics	3
		<u>6</u>

Summer Semester

NU 683	Community Systems Administration III	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
		<u>6</u>

MSN Completed**36 credits****Fall Semester**

HPL 500	US Healthcare Delivery and Organization	3
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Spring Semester

PBH 507	Fundamentals of Environmental Health	3
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Summer Semester

PBH 509	Public Health Policy and Advocacy	3
PBH 605*	Advanced Public Health Statistics	3
		<u>6</u>

Fall Semester

PBH 520	Program Planning and Evaluation	3
PBH 609*	GIS Mapping	2
		<u>5</u>

Spring Semester

PBH 511*	Health Communications	3
PBH 514*	Introduction to Global Health	2
		<u>5</u>

Summer Semester

PBH 600	Capstone Seminar	2
PBH 601	Capstone Project	4
		<u>6</u>

MPH Completed–33 credits, 12 transfer credits

*Note: MPH elective credits are examples; additional elective courses are available

Total: MSN Credits–36; MPH Credits–45 (33+12 transfer credits from MSN)

Total Credits–69

m. MSN/MPH Dual Degree Program–Part-Time (Sample plan for non-CSA MSN Students)

Fall Semester		Credits
NU 603	Research for Advanced Practice Nursing I	3

Spring Semester		
NU 604	Research for Advanced Practice Nursing II	3
NU 672	Informatics for Advanced Nursing Practice	3
		6

Summer Semester		
NU 602	Health Policy, Legal, and Ethical Dimensions of Care	3
NU 570	Pathophysiology of Human Disease	
	or	
NU 689	Healthcare Informatics: Ethics, Issues, and Trends	3
		6

Fall Semester		
NU 625	Epidemiology for the Health Professions	3

Spring Semester		
NU 605	Role of the Advanced Practice Nurse	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	
	or	
NU 690	Nursing/Healthcare Informatics: Project Management	3
		6

Summer Semester		
NU 560	Advanced Pharmacotherapeutics	
	or	
NU 691	Healthcare Economics and Financial Management for Nurses	3

Fall Semester		
NP or NI Clinical Course		3

Spring Semester		
NP or NI Clinical Course		3

Summer Semester		
NP or NI Clinical Course		3

MSN Completed 36 Credits

Fall Semester		
PBH 501	Introduction to Public Health	2
PBH 502	Behavioral and Social Theories in Public Health	3
		5

Spring Semester		
PBH 504	Basic Public Health Statistics	3
PBH 507	Fundamentals of Environmental Health	3
		6

Summer Semester

PBH 509	Public Health Policy and Advocacy	3
PBH 605*	Advanced Public Health Statistics	3
		<u>6</u>

Fall Semester

PBH 520	Program Planning and Evaluation	3
PBH 609*	GIS Mapping	2
		<u>5</u>

Spring Semester

PBH 511*	Health Communication	3
PBH 514*	Introduction to Global Health	2
		<u>5</u>

Summer Semester

PBH 600	Capstone Seminar	2
PBH 650	Clerkship	3
		<u>5</u>

Fall Semester

PH 601	Capstone Project	4
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MPH Completed—36 credits, 9 nursing equivalent credits including NU 602 accepted for HPL 500

Total: MSN Credits—36; MPH Credits—36 + 9 nursing equivalent credits=72 Credits

*Note: MPH elective credits are examples; additional elective courses are available

n. Nurse Anesthesia Program (Full-Time Only)

Spring Semester		Credits
NU 568	Basic Principles of Anesthesia	3
NU 569	Basic Principles of Anesthesia Simulation Lab	1
NU 600	Pharmacokinetics & Dynamics of Anesthesia Agents	3
NU 624	Chemistry & Physics Related to Anesthesia	2
NU 650	Orientation to Clinical Practice	NC
		<u>9</u>

Summer Semester

NU 560	Advanced Pharmacotherapeutics	3
NU 557	Physiology for Advanced Practice Nursing	3
NU 658	Advanced Principles of Anesthesia I	3
NU 659	Advanced Principles of Anesthesia Simulation Lab I	1
NU 651	Clinical Practice I	3
		<u>13</u>

Fall Semester

NU 668	Advanced Principles of Anesthesia II	3
NU 669	Advanced Principles of Anesthesia Simulation Lab II	1

NU 625	Epidemiology for the Health Professions	3
NU 652	Clinical Practice II	3
		10

Spring Semester

NU 605	Role of the Advanced Practice Nurse	3
NU 570	Pathophysiology of Human Disease	3
NU 653	Clinical Practice III	3
		9

Summer Semester

NU 575	Pathologic Aspects of Disease II	3
NU 672	Informatics for Advanced Nursing Practice	3
NU 654	Clinical Practice IV	3
		9

Fall Semester

NU 603	Research for Advanced Practice Nursing I	3
NU 655	Clinical Practice V	3
NU 670	Senior Seminar I	3
NU 602	Health Policy, Ethical and Legal Dimensions of Care	3
		12

Spring Semester

NU 604	Research for Advanced Practice Nursing II	3
NU 679	Clinical Correlation Conference	3
NU 656	Clinical Practice VI	3
		9

Summer Semester

NU 657	Clinical Practice VII	3
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TOTAL CREDITS		74
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9. SPECIALTY MASTER OF SCIENCE IN NURSING (MSN) PROGRAMS

a. Acute Care Advanced Practice Nurse Track

The purpose of the Acute Care Advanced Practice Nurse track is to prepare graduates to assess and manage the full continuum of acute care services required by patients who are acutely and critically ill. The core knowledge provided in the curriculum is based on the full spectrum of high acuity patient care needs. Clinical experiences are available in a wide variety of acute care settings with advanced practice nurses and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Acute Care Advanced Practice Nurse track, students are eligible for Acute Care Nurse Practitioner Certification through the American Nurses' Credentialing Center (ANCC). In addition to the core curriculum, the following courses are required for students enrolled in the Acute Care Advanced Practice Nurse specialty area:

Course		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Disease	3

NU 631	Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse I	3
NU 632	Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse II	3
NU 633	Diagnostic Reasoning and Clinical Decision Making for Acute Care Advanced Practice Nurse III	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3

b. Adult Advanced Practice Nurse Track

The Adult Advanced Practice Nurse track is designed to prepare advanced practice nurses as clinical nurse specialists and adult nurse practitioners. In-depth knowledge enables the advanced practice nurse to manage the care of patients in a variety of healthcare settings. Specialization provides the opportunity to deliver continuity of care through assessment, teaching, case management and evaluation. Clinical experiences are available in a wide variety of ambulatory settings with advanced practice nurses and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Adult Advanced Practice Nurse track, students are eligible for Adult Nurse Practitioner Certification and/or Clinical Nurse Specialist through the American Nurses' Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners (AANP). In addition to the core curriculum, the following courses are required for students enrolled in the Adult Advanced Practice Nurse specialty area:

Course	Credits	
NU 570	Pathophysiology of Human Disease	3
NU 560	Advanced Pharmacotherapeutics	3
NU 630	Diagnostic Reasoning and Clinical Decision Making for Adult Care Advanced Practice Nurse	3
NU 673	Comprehensive Assessment for Clinical Decision Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3

c. Adult Oncology Advanced Practice Nurse Track

The Adult Oncology Advanced Practice Nurse track is designed to prepare advanced practice oncology nurses to design, assess and manage the care of patients with cancer and their families across the continuum of illness. In addition to the graduate core and support courses, students take Management of Common Health Problems in Primary Care prior to the two oncology courses. Clinical experiences are available in a wide variety of ambulatory and acute care settings with advanced practice nurses and physicians serving as preceptors. Students complete 672 clinical hours. Graduates are eligible for Adult Nurse Practitioner Certification through the American Nurses' Credentialing Center (ANCC) and/or Advanced Oncology Nurse Certification through the Oncology Nursing Society. In addition to the

core curriculum, the following courses are required for students enrolled in the Oncology Advanced Practice Nurse specialty area:

Course		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Disease	3
NU 634	Diagnostic Reasoning and Clinical Decision Making for Oncology Advanced Practice Nurse I	3
NU 635	Diagnostic Reasoning and Clinical Decision Making for Oncology Advanced Practice Nurse II	3
NU 673*	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3

d. Community Systems Administration (CSA) Track

The CSA curriculum is designed to integrate the knowledge and expertise needed to plan, implement, and evaluate care for individuals, as well as families, aggregates, and communities. With the health care movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. Nurses who choose the community systems administration master's specialty are the future expert practitioners, agency administrators, and educators in community/public health who assume leadership roles within the community with the overall aim of optimizing the health of the community.

Course		Credits
NU 681	Community Systems Administration I	3
NU 682	Community Systems Administration II	3
NU 683	Community Systems Administration III	3
GC 600	Management Skills	3
NU 691	Health Care Economics and Financial Management for Nurses	3
	Elective	3

e. Community Systems Administration/Family Nurse Practitioner

The combined Community Systems Administration and Family Nurse Practitioner track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Family Nurse Practitioner track emphasizes development of the knowledge and expertise to assess the health status and healthcare systems of communities and to design, implement and evaluate needed nursing, health and management interventions. Graduates of the combined Community Systems Administration and Family Nurse Practitioner track have expanded career opportunities in the community-oriented healthcare system where expertise in management of patients, administration and planning and evaluating

health programs for groups or communities is required. The track requires 48 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Family Nurse Practitioner specialty area:

Course		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 675	Management of Women and Children in Ambulatory Care	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 681	Community Systems Administration I	3
NU 682	Community Systems Administration II	3
NU 683	Community Systems Administration III	3
NU 691	Healthcare Economics and Financial Management for Nurses	3

f. Community Systems Administration/Nursing Informatics Track

The combined Community Systems Administration and Nursing Informatics track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Family Nursing Informatics track emphasizes development of the knowledge and expertise to analyze data and manage patient care utilizing a combination of computer science, information science and nursing science. Graduates of the combined Community Systems Administration and Nursing Informatics track have expanded career opportunities in the community-oriented healthcare system where expertise in utilization of nursing informatics to assess, plan and evaluate health programs for groups or communities is required. The track requires 48 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Nursing Informatics specialty area:

Course		Credits
NU 681	Community Systems Administration I	3
NU 682	Community Systems Administration II	3
NU 683	Community Systems Administration III	3
NU 689	Healthcare Informatics: Ethics, Issues and Trends	3
NU 690	Nursing Informatics: Project Management	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
NU 693	Nursing Informatics Seminar and Practicum I	3
NU 694	Nursing Informatics Seminar and Practicum II	3
NU 695	Nursing Informatics Seminar and Practicum III	3

g. Family Nurse Practitioner Track

The Family Nurse Practitioner specialty prepares students to deliver comprehensive primary care to individuals from infancy throughout adulthood. The Family Nurse Practitioner curriculum emphasizes collaboration and interdisciplinary strategies for meeting primary care needs of consumers. A strong emphasis is placed on the acquisition of knowledge and skills necessary for a family-centered approach to health promotion and illness intervention. Clinical experiences are available in a wide variety of ambulatory settings with nurse practitioners and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Family Nurse Practitioner track, students are eligible for Family Nurse Practitioner certification through the American Nurses' Credentialing Center (ANCC) and/or the American Academy of Nursing (AANP). In addition to the core curriculum, the following courses are required for students enrolled in the Family Nurse Practitioner specialty:

Course		Credits
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 675	Management of Women and Children in Ambulatory Care	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 560	Advanced Pharmacotherapeutics	3

h. Gerontology Nurse Practitioner Track

The Gerontology Nurse Practitioner specialty prepares graduates to manage the direct care of older adults. Students complete 672 clinical hours. Upon completion of the Gerontology Nurse Practitioner track, students are eligible for Gerontology Nurse Practitioner certification examination through the American Nurses Credentialing Center. In addition to the core curriculum, the following courses are required for students enrolled in the Gerontology Nurse Practitioner Program:

Course		Credits
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 661	Diagnostic Reasoning, Issues in Gerontology	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 560	Advanced Pharmacotherapeutics	3

i. MSN/MPH Dual Degree Program

The purpose of the MSN/MPH dual degree program is to provide an opportunity for nurses interested in a strong public health background to integrate advanced practice nursing with public health research and practice in order to complement advanced practice nursing concepts with public health theory and skills. Whereas dual/joint degrees often require

all coursework for both programs to be completed before awarding the degrees, this dual/joint program allows the student to be awarded one degree if all coursework for the specialty area is completed. The MPH curriculum is as follows:

Course		Credits
PBH 501	Introduction to Public Health	2
PBH 502	Behavioral and Social Theories in Public Health	3
PBH 504	Basic Public Health Statistics	3
PBH 506	Fundamentals of Epidemiology	3
PBH 500	US Healthcare Delivery and Organization	3
PBH 510	Health Services Research	3
PBH 507	Fundamentals of Environmental Health	3
PBH 509	Public Health Policy and Advocacy	3
PBH 520	Program Planning and Evaluation	3
PBH 600	Capstone Seminar	2
PBH 601	Capstone Project	4
PBH 650	Clerkship	3
	Electives (10 credits from selection below)	
PBH 605	Advanced Public Health Statistics	3
PBH 512	Qualitative Research Methods	2
PBH 606	Advanced Epidemiology	2
PBH 608	Epidemiology of Chronic Conditions	1
PBH 607	Environmental and Occupational Toxicology	1
PBH 609	GIS Mapping	2
PBH 514	Introduction to Global Health	2
PBH 503	History of Public Health	3
PBH 511	Health Communications	3
PBH 515	Cultural Humility and Competence	3

j. Neonatal Nurse Practitioner Track

The purpose of the Neonatal Nurse Practitioner program is to prepare graduates in the care of neonates and their mothers. Neonatal Nurse Practitioners practicing in hospitals, neonatal intensive care units, labor and delivery, outpatient clinics and transport services have been extremely effective in providing health care to critically ill neonates and their families. The program prepares students to manage the direct care of neonates and their mothers, and collaborate with maternal child healthcare disciplines. Students complete 672 clinical hours. Upon completion of the Neonatal Nurse Practitioner program, students are eligible for Neonatal Nurse Practitioner certification through the National Certification Corporation (NCC) for the Obstetric, Gynecologic and Neonatal Specialties. In addition to the core curriculum, the following courses are required for students enrolled in the Neonatal Nurse Practitioner Program:

Course		Credits
NU 570	Pathophysiology of Human Disease	3
NU 662	Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I	3
NU 663	Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II	3

NU 664	Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III	3
NU 665	Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate	3
NU 667	Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners	3

k. Nursing Informatics Track

The purpose of the Nursing Informatics track is to prepare Nursing Informatics specialists to develop and implement clinical information systems to analyze data, manage patient care and provide education and research. The track prepares student to assist in the delivery of health care with a combination of computer science, information science, and nursing science designed to manage and process nursing and medical data to support delivery of care; Nursing Informatics specialists have been extremely effective in collaborating with other health disciplines to utilize computerized systems to analyze patient information and incorporate roles associated with education, project management, product design, consultant, and performance of research and evaluation of healthcare outcomes. Upon completion of the Nursing Informatics track, students are eligible for Nursing Informatics Clinical Nurse Specialist certification through the American Nurses' Association. In addition to the core curriculum, the following courses are required for students enrolled in the Nursing Informatics track:

Course		Credits
NU 689	Healthcare Informatics: Ethics, Issues and Trends	3
NU 690	Nursing Informatics: Project Management	3
NU 691	Health Care Economics and Financial Management for Nurses	3
NU 693	Nursing Informatics Seminar and Practicum I	3
NU 694	Nursing Informatics Seminar and Practicum II	3
NU 695	Nursing Informatics Seminar an Practicum III	3

i. Pediatric Advanced Practice Nurse Track

The purpose of the Pediatric Advanced Practice Nurse track is to prepare graduates in the care of children and their families. Pediatric advanced practice nurses in clinical practice, school-based health, home health, public health, acute and long-term care settings have been extremely effective in providing health care to a large segment of the pediatric population. The track prepares students to manage the direct care of infants and children and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students complete 672 clinical hours. Upon completion of the Pediatric Advanced Practice Nurse track, students are eligible for Pediatric Nurse Practitioner and/or Clinical Nurse Specialist certification through the American Nurses' Credentialing Center and/or the Pediatric Nursing Certification Board (PNCB). In addition to the core curriculum, the following courses are required for students enrolled in the Pediatric Advanced Practice Nurse specialty area:

Course		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Disease	3

NU 640	Diagnostic Reasoning and Clinical Decision Making for Pediatric Advanced Practice Nurse I	3
NU 641	Diagnostic Reasoning and Clinical Decision Making for Pediatric Advanced Practice Nurse II	3
NU 642	Diagnostic Reasoning and Clinical Decision Making for Pediatric Advanced Practice Nurse III	3
NU 673	Comprehensive Assessment for Clinical Decision Making	3

m. Women's Health Nurse Practitioner Track

The purpose of the Women's Health Nurse Practitioner Program is to prepare graduates in the care of women throughout the lifespan and across the wellness-illness continuum. Women's Health Nurse Practitioners practicing in hospitals, perinatal units, labor and delivery, and ambulatory care settings have been extremely effective in providing health care to women. The program prepares students to manage the direct care of women and collaborate with women's healthcare disciplines. Students complete 672 clinical hours. Students are eligible for Women's Health Care Nurse Practitioner certification from the National Certification Corporation. In addition to the core curriculum, the following courses are required for students enrolled in the Women's Health Nurse Practitioner Program:

Course		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Disease	3
NU 590	Diagnostic Reasoning and Clinical Decision Making for Women's Health Care Nurse Practitioner I	3
NU 591	Diagnostic Reasoning and Clinical Decision Making for Women's Health Care Nurse Practitioner II	3
NU 592	Diagnostic Reasoning and Clinical Decision Making for Women's Health Care Nurse Practitioner III	3
NU 673	Comprehensive Assessment for Clinical Decision Making	3

n. Minor in Nursing Education

The purpose of a 12-credit minor in Nursing Education is to prepare Advance Practice Nursing students in curriculum development, evaluation measures, teaching strategies and role of the nurse in Nursing Education. The minor in Nursing Education will be taken concurrently with the 36-credit MSN curriculum. Students will incorporate the 12 credits into their plan of study to complete the MSN in a specialty track with a Minor in Nursing Education. The following four courses will complete the Minor in Nursing Education in addition to the required 36 credits of MSN curriculum.

Course		Credits
NU 678	Role of the Nurse Educator	3
NU 680	Evaluation Measures	3
NU 684	Teaching Strategies	3
NU 688	Curriculum in Nursing Education	3

o. Post-Master's Degree Certification in Nursing Education

A post-master's degree certification program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice as a nurse educator. The following four courses are required for the post-master's degree certification in nursing education option.

Course		Credits
NU 678	Role of the Nurse Educator	3
NU 680	Evaluation Measures	3
NU 684	Teaching Strategies	3
NU 688	Curriculum in Nursing Education	3

p. Post-Master's Degree Nurse Practitioner Certification

A post-master's degree certification program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice as a nurse practitioner. The following courses are required for the post-master's degree certification option.

Course		Credits
NU 560	Advanced Pharmacotherapeutics	3
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 6XX*	Specialty Clinical Course I	3
NU 6XX*	Specialty Clinical Course II	3
NU 6XX*	Specialty Clinical Course III	3

*Course number depends on specialty clinical area selected.

q. Clinical Experiences for Dual Certification

Students enrolled in the Acute Care, Adult, Oncology and Pediatric Advanced Practice Nurse Programs may plan a course of study that qualifies them for certification as a Nurse Practitioner AND/OR a Clinical Nurse Specialist. Students must notify their program coordinator of their intent prior to the first clinical course. An individual plan of study will be developed by student and faculty to insure that certification criteria are met.

10. ORGANIZING FRAMEWORK OF THE DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

Thomas Jefferson University, Jefferson School of Nursing Graduate Program has adopted the components of doctoral education defined in "The Essentials of Doctoral Education for Advanced Nursing Practice" published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum. The two components are:

- The core curriculum is comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.
- The specialty curriculum is comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica

experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing. The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

- **Essential I: Scientific Underpinnings for Practice** prepares graduates to: 1) use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate, and evaluate outcomes; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
- **Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking** prepares graduates to: 1) develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.
- **Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice** prepares graduates to: 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.
- **Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care** prepares graduates to: 1) design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems; 2) analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology; 3) demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

- **Essential V: Health Care Policy for Advocacy in Health Care** prepares graduates to: 1) critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes; 4) advocate for the nursing profession within the policy and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.
- **Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes** prepares graduates to: 1) employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.
- **Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health** prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
- **Essential VIII: Advanced Nursing Practice** prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

11. DOCTOR OF NURSING PRACTICE (DNP) PROGRAM OBJECTIVES

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

- a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
- b. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
- c. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
- d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
- e. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes;
- f. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.
- g. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.
- h. Lead at the highest level of clinical practice, administration, education, and policy.

12. DOCTOR OF NURSING PRACTICE PROGRAM CURRICULUM PLANS

a. Core Curriculum

All students enrolled in the Doctor of Nursing Practice Degree Program in Nursing at Thomas Jefferson University share a core curriculum. Courses required in the core curriculum are:

Course		Credits
NU 701	Scientific Underpinnings for Nursing Practice	3
NU 702	Practice Inquiry: Designs, Methods, and Analyses	3
NU 703	Theoretical Foundations for Organizational Change in Health Care Systems	3
NU 704	Philosophy, Foundations, and Methods for Evidence-Based Practice	3
NU 705	Advanced Topics in Health Informatics	3
NU 706	Quality Measurement and Outcomes Analysis in Health Care	3
NU 707	Leadership and Inter-Professional Collaboration	3
NU 708	Clinical Prevention and Population Health for Improving the Nation's Health	3
NU 709	Current Issues in Health and Social Policy: Planning, Participating, and Policy Making	3

b. Specialty Curriculum

In addition to the core curriculum, the following courses are required for students enrolled in the Doctor of Nursing Practice Program.

Course		Credits
NU 710	Practicum I	3
NU 711	Practicum II	3
NU 712	Practicum III	3

13. GRADUATE PROGRAMS POLICIES AND PROCEDURES

In spring 2006 the Thomas Jefferson University Board of Trustees approved the transfer of graduate health professions programs, previously administered by the Jefferson College of Graduate Studies, to the Jefferson College of Health Professions. Effective July 1, 2009, both the undergraduate and graduate health professions programs in nursing are administered by the Jefferson School of Nursing. Policies and procedures as defined in this Handbook and the Jefferson School of Nursing Catalog will apply to graduate students and programs.

a. Grading System

The grading system and grading reporting methods published in this Handbook and the Jefferson School of Nursing Catalog will be applied to all Jefferson School of Nursing graduate and undergraduate nursing courses. Students enrolled in Graduate Programs must achieve a minimum cumulative grade point average of 3.00 to remain in good academic standing.

Grading information is an integral part of each course syllabus; therefore it is imperative that students read each syllabus carefully at the beginning of the semester. Questions or concerns about grading should be discussed with the course instructor.

b. Graduate Transfer Credit Policy

A student who wishes to transfer credits for a graduate course, with a grade of B or above, earned at another institution, must submit a written request to the Senior Associate Dean for Academic Affairs at JSN, accompanied by a course description and a syllabus. An official transcript from the outside nationally accredited institution must be obtained if not already included in the student's academic file. The Senior Associate Dean for Academic Affairs at JSN is responsible for the evaluation and decision for the request. The Senior Associate Dean for Academic Affairs at JSN will notify the student of the decision in writing and, if transfer credit is awarded, will notify the University Office of the Registrar of the action.

When necessary, transfer credits from another institution will be converted to credit equivalents in Jefferson School of Nursing. A maximum of six (6) graduate course credits earned at another college may be transferred to meet, in part, the 36-credit requirement for the MSN degree.

c. Graduation Requirements

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

Candidates for the degree of Master of Science and Doctor of Nursing Practice must have successfully completed all credits and other

requirements of the program, and have a cumulative grade point average of B (3.0) or higher on all work attempted.

Each student expecting to graduate in a given year must complete and submit an 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 Doctor of Philosophy or Master of Science degree.

d. Graduation: Application for Graduation, Cap, Gown, and Hood

All students eligible for graduation will be emailed graduation information to his/her Jefferson email account by the University Office of the Registrar. This includes instructions for filing the Application for Graduation, ordering cap and gown for Commencement Exercises, and information regarding the ceremony and rehearsal times. Students who expect to meet the requirements for graduation in a given year must file the Application for Graduation by the date published in the Academic Calendar.

The cap, gown, and hood become the property of the graduate. Their cost and that of the diploma are fully covered by the school. The cost of replacing a diploma lost or damaged by the graduate is the responsibility of that graduate.

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

e. Capstone Requirements for MSN Students

Each student must complete a capstone project as part of the MSN program. The purpose is to demonstrate critical thinking skills along with knowledge and skills that you have obtained in the graduate programs. Since the graduate program's framework is based on the AACN's Essentials for Masters of Science in Nursing, your capstone project should include aspects of research, health policy, organization, financing, ethical decision-making, professional role development, theoretical foundations for nursing practice, human diversity and social issues, and health promotion and disease prevention. Depending upon your specialty area, comprehensive health assessment, pharmacology and pathophysiology will also be included in your project. You will be introduced to the project during the first semester of your didactic/clinical specialty area course. Specific guidelines for the project will be presented to you at that time. A rubric used to evaluate the capstone project is included in the student manual.

f. Scoring Rubric for Capstone Project

	3	2	1	0
Category: Student demonstrates critical thinking by integrating organizing framework of MSN program into the CE				
Research	For the entire experience the student demonstrated 8 or more research based articles to support interventions	For the entire experience the student demonstrated 6 or more research based articles to support interventions	For the entire experience the student demonstrated 4 or more research based articles to support interventions	Student did not base interventions in the Capstone experience on research based articles or on less than 4 research based articles.
Policy, Organization & Financing of Health Care	For the entire experience the student integrated Policy & Finance issues related to CE	For the entire experience the student explained policy & finance issues of topic	For the entire experience the student explained Policy or finance issues related to CE (but not both)	For the entire CE the student did not integrate or Policy & Finance issues
Ethics	For the entire experience the student identified at least one ethical dilemma/issue related to the CE	For the entire experience the student identified at least one ethical dilemma/issue related to the CE	For the entire experience the student named an ethical principle but did not relate it to the CE	For the entire experience the student did not analyze, identify, or name an ethical issue in relationship to the CE
Professional Role Development	For the entire experience the student analyzed and integrated the conceptual role of the APN in relationship to the CE	For the entire experience the student analyzed the conceptual role of the APN	For the experience the student named a role of the APN	For the entire experience the student did not analyze, integrate, or name conceptual roles of the APN in relationship to CE
Theoretical foundations of Nursing Practice	For the entire experience the student analyzes & integrates the clinical/organizational CE based on a theoretical framework	For the entire experience the student applies a theoretical framework to the clinical/ organizational CE	For the entire experience the student defines a theoretical framework in the CE	The student does not discuss, define or examine a theoretical framework and apply, analyze, or integrate the TF in the CE
Human Diversity and Disease Prevention	For the entire experience the student assesses and evaluates the client/ organization for issues of human diversity and disease prevention	For the entire experience the student examines & solves issues of human diversity and disease prevention	For the entire experience the student identifies an issue of human diversity and disease prevention	The student does not identify, examine, solve, assess & evaluate the client for issues of human diversity and disease prevention
Advanced Health/Physical Assessment	Demonstrates & evaluates advanced health/physical or organizational assessment of 2 or more systems and how they are interlinked to health state of patient/organization	Identifies and evaluates advanced health/physical or organizational assessment of 1 system and links assessment to health state of patient/organization	Identifies but does not evaluate advanced health physical or organizational assessment of systems; linkage to health state of patient may or may not be present	Does not identify or evaluate advanced health physical/ organizational assessment
Advanced Physiology & Pathophysiology	Analyzes the patient/ organizational health of 2 or more systems utilizing advanced physiology or organizational assessment strategies/instruments. Evaluation of linkage of physiology between systems will be documented	Analyzes the patient/ organizational health of 1 or more systems utilizing advanced physiology or organizational assessment strategies/instruments. Evaluation of linkage of physiology between systems will be documented	Describes the physiology of the patient/organization. Demonstrates knowledge of advanced physiology or organizational assessment strategies/ instruments	Lists or defines pathophysiology of patient/ Organization
Advanced Pharmacology	Analyzes & formulates a therapeutic plan of pharmacological/ organizational interventions for 2 or more systems of patient/organization	Analyzes & formulates a therapeutic plan of pharmacological/ organizational interventions for 1 system of patient/ organization linked to health assessment	Relates pharmacological/ organizational interventions for 1 system of patient/ Organization with linkage to health assessment	Lists Pharmacological/ organizational interventions for 1 system of patient/ Organization without linkage to health assessment.
APA, Writing Organization, Grammar, Spelling, Clarity	No errors in APA, Writing, Grammar, Organization, Spelling, Clarity	Few errors in APA, writing, grammar, organization, and clarity	Some errors in APA, writing, grammar, organization, and clarity	Did not use APA, many spelling & grammar errors, poor organization, unclear and lack of concise writing

STUDENT ACTIVITIES AND AWARDS

1. STUDENT GOVERNMENT

The Student Government Association in the Jefferson School of Nursing is an important source of extracurricular activities for all students. Its Constitution and Bylaws are available from its student officers or faculty advisor. All students in the Jefferson School of Nursing are encouraged to become active in this organization.

2. NURSING STUDENT GOVERNMENT CONSTITUTION AND BYLAWS

THE CONSTITUTION AND BYLAWS OF THE STUDENT GOVERNMENT JEFFERSON SCHOOL OF NURSING THOMAS JEFFERSON UNIVERSITY

ARTICLE I: DESIGNATION

This organization shall be known as the Student Government Association of the Jefferson School of Nursing of Thomas Jefferson University. This organization shall be referred to as the Nursing Student Government Association. (NSGA)

ARTICLE II: PURPOSES

- Section I: To provide a forum for student input with a goal of continued improvement of nursing education.
- Section II: To facilitate communication between students, faculty, alumni, and the administration of Thomas Jefferson University nursing programs.
- Section III: To facilitate the development of professionalism within the student body.
- Section IV: To promote co-curricular educational experiences.
- Section V: To facilitate the development of leadership and managerial skills for nursing students.
- Section VI: To promote volunteer community experiences for students in conjunction with faculty.
- Section VII: To keep the student body informed of all practical, political, and educational issues relevant to the Profession of Nursing

ARTICLE III: STRUCTURE OF THE ORGANIZATION

- Section I: The organization will follow a structure with representation from each prelicensure program/campus (2 year BSN, FACT, ASN Geisinger Campus). Each program/campus will elect 6 delegates. These delegates will assume the roles of:
- President
 - Vice- President
 - Treasurer
 - Corresponding Secretary
 - Recording Secretary
 - SNAP Leader

Students must be in academic good standing in order to be eligible for election to a leadership position.

- Section II: Rights and Privileges of Student Government Members
- All full and/or part-time members of the nursing classes are members of NSGA and have voting privileges.
 - Student government committees will be designated as needed by the NSGA president and each committee will choose a chairperson.
 - All members shall have the right to initiate resolutions, make reports, and propose actions on all issues.
 - All members shall have one vote on resolutions, except the NSGA president/NSGA Senate Leader, who shall vote a second time in the event of a tie.
- Section III: Responsibilities of Student Government Members
- Attendance is mandatory for delegates and chairpersons of current Nursing Student Government committees at general meetings.
 - Attendance is mandatory for delegates and chairpersons at officers meetings.

ARTICLE IV: ELECTION OF OFFICERS

- Section I: The election of delegates is comprised of the entire nursing student body of each precicensure division of the nursing department (Associate Degree Geisinger), BSN (2-year), and FACT). The 2 year BSN and ASN class delegates shall arrange for the election of new student government delegates no later than one month prior to the end of the spring semester. FACT student elections will take place one- two months after starting the program.
- Section II: All newly elected delegates (except FACT) of the NSGA shall assume their positions at the last meeting of the spring semester in which they are elected. FACT delegates will assume their positions immediately after elections are held.
- Section III: The NSGA faculty advisor(s) shall be appointed by the administration of the School of Nursing.

ARTICLE V: MEETINGS

- Section I: Regular general meetings of the Nursing Student Government Association shall be held once a month during the academic year. The delegates shall decide a calendar of meeting dates and times at the first meeting of the year. Members will be notified of the calendar in writing and/or by e-mail.
- Section II: Special delegate meetings shall be held as the President(s) deems necessary for each program.
- Section III: The President(s) has the right to call special meetings with three days advance notice.

ARTICLE VI: DUTIES OF THE OFFICERS

I. Individual Program Officers (2-year BSN, FACT, ASN- Geisinger)

- A. NSGA President**—will assume the leadership position at the campus and perform the following duties:
1. Will acquire a working knowledge of parliamentary law and procedure and a thorough understanding of the bylaws and standing rules of the organization
 2. Will hold monthly meetings as specified in the bylaws.
 3. Will preside and maintain order at Campus Meetings.
 4. Will entertain only one motion at a time and state all motions properly.
 5. Will put all motions to vote and give results.
 6. Will vote, in the event of a tie
 7. Will carry out such duties as may be required by the NSGA or by the right o office.
 8. Will act as liaison to other program officers
- B. NSGA Vice-President**
1. Will, in the absence of the NSGA President, preside and perform the duties of the President
 2. Will assume all duties delegated by the President.
 3. Will maintain status as an officio member of all standing committees
 4. Will read the results of all votes to the assembly.
 5. Will assign a NSGA member to keep minutes of the meeting, etc.
- C. Recording Secretary**
1. Will in the absence of the President, call the meeting to order and preside until the election of a pro tem, which should take place immediately.
 2. Will keep minutes of meetings for all campus proceedings.
 3. Will take roll at meetings
 4. Will provide minutes of all meetings
 5. Will record the name of the member who introduces a motion.
 6. Will develop an agenda for each scheduled meeting.
 7. Will carry out such duties as may be required by the NSGA or by the right of office.
- D. Corresponding Secretary**
1. Will maintain a list of all delegates and general membership in NSGA.
 2. Will notify all members of meetings
 3. Will maintain and update the program bulletin boards.
 4. Will carry out such duties as may be required by the Nursing Student Government or by the right of office.
- E. Treasurer**
1. Will maintain a financial record of all monies generated by the NSGA.
 2. Will appoint a member of each individual committee who will be responsible for submitting the money generated by said committee to the Treasure.

3. Will deposit all money in the NSGA Campus Account.
4. Will obtain receipts of all money deposited to the NSGA Campus Account.
5. Will organize all funds raising activities to include, but not limited to, such activities as bake sales, book sales, candy sales, booster sales, etc.
6. Will determine that all monies extracted from the NSGA Account will meet with the approval of the Faculty Advisor and will be obtained under authorized signature of the same.
7. Will carry out such duties as may be required by the NSGA or by the right of office.

F. SNAP Representative

SNAP is a student run organization that represents nursing schools and students throughout Pennsylvania. Benefits of membership include scholarship monies, access to SNAP publications, conventions, leadership opportunities, NCLEX reviews, career center for networking, insurance and student load programs, partnerships with NSGA, and a collective voice in Harrisburg and Washington. Duties of SNAP representative include:

1. Will stand as a representative and liaison for Jefferson School of Nursing (JSN) SNAP affairs at both the state and local levels, and shall respond to the responsibilities thereto
2. Will appoint two-three officer delegates from the JSN nursing student body to serve SNAP.
3. Will form liaisons with other JSN student organizations on an on-going basis as needs arise
4. Will keep the Student Body informed of all practical, political, and educational issues relevant to the profession of Nursing
5. Will keep a list of all JSN SNAP members.
6. Will form committees to meet the needs of the Chapter

G. Faculty Advisor(s) (NSGA and SNAP)

1. Will serve as a faculty/student liaison person, and facilitate communications between faculty and students.
2. Will serve as a non-voting member who offers suggestions, guidance, and support related to NSGA and/ or SNAP activities.

ARTICLE VII: COMMITTEES

Section I: The delegates of the NSGA may designate committees that they deem necessary in order to organize the responsibilities and activities of the organization.

Section II: Members of each committee will be formed on a volunteer basis.

Section III: Students interested in serving on any committee must indicate, by signature, their interest in said committee by the deadline posted.

Section IV: The members of each committee will select a chairperson who will be responsible for relaying information to the rest of the NSGA delegates and to fellow classmates.

Section V: Students may not chair more than one committee unless they are uncontested in each committee in which they are running.

ARTICLE VIII: MEETING PROTOCOL

- Section I: At the commencement of each meeting, the minutes from the previous meeting will be clarified, the treasurer's report will be given, and continuing issues of business will be discussed.
- Section II: Upon completion of previous business, new issues will be opened pending Senate Leader approval.
- Section III: The motion to adjourn must be declared and approved by the majority of those present.
- Section IV: Parliamentary procedure shall be maintained according to Roberts Rules.

ARTICLE IX: DISMISSAL FROM DELEGATE OR CHAIRPERSON STATUS

- Section I: The procedure for dismissal from delegate or chairperson status is as follows:
- A. After one failure to report as specified, NSGA President and/or faculty advisor will send a letter to the person stating that they are aware of this failure to report. A reply from the delegate/chairperson in question will be invited.
 - B. Upon a second failure to report, a meeting between the NSGA Officers and the delegate/chairperson will be scheduled. At this time open discussion will occur and the delegate/chairperson may express his/her desire to vacate or maintain the position.
 - C. If a third failure to report occurs, a NSGA meeting will be held to determine the future of that member. A two-thirds vote by the members is necessary for removal from office and a reelection will occur.
 - D. A delegate/chairperson will not be penalized from an excused absence. A report of the absence should be made prior to the meeting to the Senate Leader.

ARTICLE X: AMENDMENT

Amendments of these Bylaws may be proposed in writing by the President, Dean of the College, School of Nursing Dean or any Faculty member to the Governance Committee for consideration. Recommendations for amendment of the Bylaws shall be circulated by the Committee at least seven days before the next meeting of the Executive Council. Executive Council approval shall require a favorable vote of a majority of the members of the Council. All amendments of these Bylaws shall be subject to approval by two-thirds of the Faculty voting and by the School of Nursing Dean, Dean of the College, the President and Board of Trustees, and shall become effective only upon such approval. Vote may be taken by mail ballot or any other method, electronic or otherwise, which is reasonably reliable.

Revised: June 2004, AA/KP

Revised: March 2007, Student and Alumni Affairs Committee

Revised: January 2010, KS/ Student and Alumni Affairs Committee

3. SIGMA THETA TAU INTERNATIONAL

The Delta Rho Chapter of Sigma Theta Tau, the International Honor Society of Nursing, has existed at Thomas Jefferson University since 1980. As one of over 160 chapters nationally, Delta Rho's activities focus on promoting professionalism and scholarship within the nursing community.

Membership in Sigma Theta Tau is an honor conferred on baccalaureate and graduate students who demonstrate superior academic achievement and leadership abilities. New members are received into the chapter at annual induction ceremonies. The honor society's purposes include fostering high professional standards, creative work, and strengthening commitment to the ideals of the nursing profession.

4. BACCALAUREATE NURSING AWARDS

a. The Achievement Award for Student Life

This award is made annually to the senior student who has made an outstanding contribution to School and University student life.

b. The Helen Auerbach Hodes Award

The Helen Auerbach Hodes Award is presented to the graduating student who has demonstrated excellence in communication and personal skills while showing empathy in meeting the psychosocial needs of patients.

c. The Phyllis Jean Courtney Award

The Phyllis Jean Courtney Award is presented to the graduating student who has demonstrated excellence in critical care nursing or in a life threatening situation.

d. The Abraham Feinsinger Memorial Award

The Abraham Feinsinger Memorial Award is presented to the graduating student who has demonstrated outstanding creativity and innovation in either carrying out an assigned course project, in developing a solution to a clinical nursing problem or in initiating change.

e. Joan Jenks Community Service Award

The Joan Jenks Community Service Award is a student-nominated award in celebration of Dr. Joan Jenks' dedication to community service for underserved populations. The award is presented to the graduating student who has demonstrated an understanding of the importance of the role of nursing in the community and has contributed to improving the community being served.

f. Nursing Leadership Award

The Nursing Leadership Award is presented to the graduating student who has demonstrated the characteristics of leadership in the classroom, in the clinical area and in the community. The recipient is chosen by members of the student class in recognition of contributions made to the class and to the school.

g. Adaline Potter Wear Award

The Adaline Potter Wear Award recognizes the graduating student who has consistently demonstrated excellence and achieved the highest cumulative Grade Point Average.

5. GEISINGER CAMPUS ASN-TO-BSN AWARDS

a. **Geisinger Medical Center School of Nursing Alumni Award**

The Geisinger Medical Center School of Nursing Alumni Award is presented to a Jefferson School of Nursing graduating student who has displayed outstanding ethical conduct, leadership, cooperation, and has participated in community and school activities.

b. **Medicine Nursing Award**

The Medicine Nursing Award is presented to the graduating student who has demonstrated outstanding achievement in medicine nursing by an above average clinical performance and academic excellence in nursing courses.

c. **The Nursing Leadership Award**

Students vote on and select the one graduating student they believe demonstrated exceptional leadership qualities. These qualities include assertiveness, inspiration and encouragement to others, organizational skills, responsibility, dedication to nursing and involvement in class/school activities.

d. **Orthopedic Surgical Nursing Award**

The Orthopedic Surgical Nursing Award is presented to the graduating student who has demonstrated outstanding achievement in orthopedic surgical nursing by above average clinical performance and academic excellence in nursing courses.

e. **Pediatric Nursing Award**

The Pediatric Nursing Award is presented to the graduating student who has demonstrated outstanding achievement in pediatric nursing by an above average clinical performance and academic excellence in nursing courses.

f. **Psychiatric/Mental Health Nursing Award**

The Psychiatric/Mental Health Nursing Award is presented to the graduating student who has demonstrated outstanding achievement in psychiatric-mental health nursing by an above average clinical performance and academic excellence in nursing courses

g. **Surgical Nursing Award**

The Surgical Nursing Award is presented to the graduating student who has demonstrated outstanding achievement in Surgical Nursing by an above average clinical performance and academic excellence in nursing courses

h. **The Susan Ruckle Nursing Leadership Award**

The Susan Ruckle Nursing Leadership Award is presented to the graduating student who has demonstrated outstanding leadership qualities. This graduating nurse also has the ability to inspire in others a commitment and dedication to the nursing profession.

i. **Women's Health Nursing Award**

The Women's Health Nursing Award is presented to the graduating student who has demonstrated outstanding achievement in women's health nursing by an above average clinical performance and academic excellence in nursing courses.

6. ALUMNI AWARDS

a. **The Alumni Special Achievement Award**

This award recognizes a graduate who has made a significant contribution to his or her profession in the areas of education, research or community service that reflects favorably on Thomas Jefferson University as that person's alma mater. The award is offered to honor significant professional achievement over time.

b. **The Emerging Leader Award**

This award recognizes a graduate who, early in his or her career but at least five years following graduation, has made significant contributions in research, leadership in professional organizations, community service, or any other significant professional accomplishment.

c. **The Alumni Distinguished Service Award**

The Alumni Distinguished Service Award is given to a graduate who has made an exceptional contribution of time, resources and expertise to advance the mission of the University.

7. OTHER ACTIVITIES

a. **Leadership Development**

Information regarding the Leadership Live Program can be obtained at: http://www.jefferson.edu/jchp/studentlife/lead_dev.cfm

b. **Student Travel Awards**

A limited amount of funds are set aside each year to fund travel awards for eligible students. The Travel Awards are used to partially defray the cost of attending a symposium or professional conference at which the student is making a presentation related to the student's educational study. Students may also apply for the Travel Awards to defray cost of attending a meeting at which they are serving in a leadership capacity.

FREQUENTLY CALLED NUMBERS

All numbers are in area code 215 unless otherwise noted.

Edison Front Desk	503-6989
Fire.....	563-6700/811
Poison Information Center	922-5523
Security Department (all emergencies)	811
TJU Weather Emergency Hotline	(800) 858-8806
Activities Office	503-7743
Fitness Center Issue Counter	503-7949
Admissions	503-8890
Alumni Office	503-7709
Bookstore	955-7922
Career Development	503-5805
Commuter Services Office	955-2383
Counseling and Student Affairs	503-8189
Financial Aid Office	955-2867
Geisinger Medical Center Campus.....	(570) 271-8008
Fax.....	(570) 271-5657
Housing and Residence Life	955-8913
International Exchange Services.....	503-5335
Jefferson School of Nursing	503-5090
Fax.....	(215) 503-0376
Learning Resource Center, M-13, Jefferson Alumni Hall.....	503-7563
Learning Resource Center, 3rd Floor, Scott.....	503-8407
Library	
Geisinger Health Sciences Library.....	(570) 271-6288
Scott Memorial	
Information Desk, 2nd Floor.....	503-6384
Circulation Desk, 2nd Floor	503-6994
Office of the Dean	503-8055
Registrar's Office	503-8734
Residence Halls	
Barringer Front Desk.....	955-8967
Martin Front Desk.....	503-8511
Orlowitz Front Desk.....	955-6726
Student Life Office	503-8189
Student Loan Office.....	503-7226
Student Personal Counseling Center	503-2817
Technical Assistance Center (TAC)	503-7600
Tuition and Cashier's Office	503-7669
University Health Services	955-6835

Jefferson School of Nursing

130 South 9th Street, Suite 1200

Philadelphia, PA 19107

www.jefferson.edu/nursing

Social Media Policy

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

PURPOSE and POLICY

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

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

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

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

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

- Jefferson Users should be respectful in all communications related to or

referencing Jefferson and its community. Be clear in any references to Jefferson that you are speaking for yourself and not on behalf of Jefferson, unless it is Jefferson created Social Media.

- If not otherwise publicly available, obtain the prior written approval of others of whom you wish to cite, reference and/or post a picture.
- Jefferson Users should discuss internal matters directly with a manager, Human Resources, or through other appropriate, internal channels, such as the University Omnibusman, or Office of Student Affairs.
- Remember that all Jefferson Policies apply to the use of Social Media. Jefferson Users should review the appropriate Code of Conduct, Student Handbook, Operating Policy, Hospital Procedure and/or School/College Bylaw to ensure the use of Social Media is compliant.
- Remember that all applicable federal, state or local laws, such as (but not limited to) patient privacy laws or copyright laws, apply to the use of Social Media.
- Jefferson Users may not post or disclose confidential or other proprietary information of Jefferson.
- Jefferson Users who are contacted by a Social Media page/channel/site for comments or authorization to use Jefferson owned or controlled material, must: (i) contact Public Relations at 5-6300, (ii) follow Public Relations' policies and (iii) secure the necessary approvals for comments and/or authorization to use Jefferson owned or controlled material.

ENFORCEMENT

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

MODIFICATION OF POLICY

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

INTREPRETATION AND ADMINISTRATION

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

Jeff IT Services Letter to Incoming TJU Students

Dear Student,

Welcome to Thomas Jefferson University (TJU). In order to assist new students with orientation and to orient you to the computing environment at Jefferson, several areas of importance are summarized below. Incoming and current students may visit a specialized student information center on our website, <http://www.jefferson.edu/jeffit/>. The site contains up-to-date information on the computing environment at Jefferson, as well as links for student support. For those that require it, live assistance is also available at the Computer Support Center on the 18th floor of the Edison building. Please call to make an appointment (215-503-7600) and we will schedule time to have a technician assist you.

Campus Key

The Campus Key is your universal login credential and personal identifier that allows access to information resources on campus.

If you don't know your Campus Key, you can find it by visiting the Campus Key Lookup page on <http://www.jefferson.edu/jeffit/>. Your initial password is usually your First initial, last initial, and last four digits of your social security number. You will be notified if a different password was created for you. Always change your initial password using the Campus Key Help under Quicklinks at <http://jefferson.edu/jeffit/>.

The Campus Key is used to authenticate your identity and grant you access to TJU computing services, such as the Jefferson Pulse Portal, the JeffMail email system, JEFFLINE, the Banner student information system, wireless network, public/lab computers and support services. Please review the link below for Jeffmail password guidelines.

http://www.jefferson.edu/jeffit/apps_services/gmail/faqs.cfm#jeffmailpasswordguidelines

Please be advised: No university group, including Jeff IT, 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 Jeff IT will NEVER ask for your Social Security Number, password, or account data via email.***

Jefferson Pulse Portal

Jefferson Pulse Portal (<https://pulse.jefferson.edu>), a part of the Blackboard course management system, is the official university web portal. Log-in to the Pulse portal is accomplished by using your Campus Key and password. Once logged in, Single Sign-On allows quick access to JeffMail, Banner and JEFFLINE, without logging in to each

application. Simply click the tab of the desired application, and that application will automatically open. Pulse allows access to calendars, announcements and links to all of your courses and student organizations in one convenient place. Students can also customize 'My Pulse' by adding or deleting various modules including access to news, sports, and weather. Please note: Pulse is a tool for providing information to students, faculty, and staff. It's important that all students log-in to Pulse regularly as numerous important notices are updated frequently.

JeffMail

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

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

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

Banner Web

Banner Web is the student information system. Students can access grades, general financial aid information, unofficial transcripts, tuition information, class schedules, final grades and much more.

To access Banner Web, go to <http://jefferson.edu/jeffit/> and under "Applications", select "Student Applications" and then Banner icon.

JEFFLINE

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

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

JeffShare

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

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

Jeff Wireless Network

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

PC Network Registration

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

If you are considering a computer purchase, TJU recommends a laptop system rather than a desktop. Laptops should have a wireless network card in order to take full advantage of the TJU wireless network service. Wireless cards should be compatible with the 802.11 G standard. It's necessary to use WPA2 ENTERPRISE authentication protocol as the personal version does not allow for user authentication. While wireless network cards come preinstalled in most new laptop computers, if needed, they can be purchased from most reputable computer/electronics re-sellers, as well as from the Jefferson Medical and Health Science Bookstore on-campus. The bookstore is located at 1009 Chestnut Street, Philadelphia PA, 19107, to contact the bookstore call 215-955-7922 or toll free at 1-888-TJU-Book. The bookstore sells miscellaneous computer accessories and supplies and is also the on-campus source for the Microsoft Student Select software licensing program. This program enables you to purchase software titles, including Office 2010/2011 Standard and Windows 7, at a significantly discounted rate.

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

Recommended Minimum Configurations for New Laptop Systems			
		Windows	Mac OS
Hardware	Processor	Core 2 Duo T5750 (2.00GHz)	Core 2 Duo (2.26 GHz)
	Memory Ram	2.0 GB	2.0 GB
	Hard Drive	160 GB	250 GB
	Graphics	Built-in video card	Built-in video card
	Sound	Built-in audio & speaker	Built-in audio & speaker
	Miscellaneous	DVD±R/CD-RW drive	DVD±R/CD-RW drive
	Network Connection	10/100/1000BaseT Ethernet	10/100/1000BaseT Ethernet
	Wireless Network Connection	Built-in Wireless A/G/N Network Card (Intel Preferred)	Built-in Airport Extreme Card
Recommended Operating System		Windows 7	Mac OS X 10.6.5
Antivirus / Anti-spyware with current updated license			

Recommended Wireless Network Cards:

Intel Pro/wireless 3945A/B/G, 4965A/B/G, 5100A/B/G, 5350 A/B/G/N cards, CISCO Air-PI21AG-A-K9 or Air-CB21AG-A-K9, Apple Airport, or Linksys AE1000

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

Again welcome to Jefferson!

Sincerely, Jefferson Information Technologies (Jeff IT)