



UNIVERSITY OF
ILLINOIS CHICAGO

College of Nursing

STUDENT HANDBOOK

- **UICNURSING reserves the right to make program changes as necessary.**
- **Websites included in this handbook can change at any time without notification.**

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Introduction

The purpose of this handbook is to acquaint you with the policies and procedures of the University of ILLINOIS CHICAGO College of Nursing (UICNursing) and the University of ILLINOIS CHICAGO (UIC) and to provide you with the information you need as you pursue your program of study. You can navigate through this document by either clicking on a topic in the Table of Contents or using the bookmarks. You can access websites and other documents referenced in this handbook by simply clicking on the underlined text.

This handbook includes information for students in all UICNURSING degree programs (BSN, MS, DNP, and PhD). Students in the DNP program should also consult the [DNP Supplemental Student Handbook](#), and students in the PhD program should consult the [PhD Supplemental Student Handbook](#) for additional information specific to those programs.

Mission, Vision, Goals, and Values

Mission

The mission of UICNURSING is to transform health, healthcare, and policy through knowledge generation and translation, and education of future leaders from diverse backgrounds.

Vision

Our vision is to be a preeminent leader in advancing global health and nursing.

Goals

1. Develop a diverse, collaborative intellectual community.
2. Prepare and enable nurses to lead change to advance local and global health.
3. Develop innovative educational models to accelerate the development of highly competent clinicians and scholars.

4. Generate knowledge that has a lasting impact on health, healthcare, and policy.
5. Build faculty excellence in teaching, scholarship, practice, and service.
6. Build staff excellence in administration and delivery of College programs and products.
7. Maintain financial viability while decreasing dependency on State funds.

Values

At UICNursing, we:

- Commit to and partner for **knowledge, discovery, and discovery learning**.
- Strive for and motivate adherence to **high standards and competence**.
- Model and promote **diversity, trust, and respect**.
- Enact and enable **compassion, caring, and sensitivity**.

Program Accreditation

The University of ILLINOIS CHICAGO is accredited by the Higher Learning Commission ([HLC](#)) of the North Central Association of Colleges and Schools ([NCA](#)). UICNursing's doctor of nursing practice, master's, and baccalaureate programs are accredited by the Commission on Collegiate Nursing Education ([CCNE](#)). The graduate entry (masters-level entry into practice) and baccalaureate programs are

approved by the [Illinois Department of Financial and Professional Regulation](#). The Nurse-Midwifery program is accredited by the American College of Nurse-Midwives, Accreditation Commission for Midwifery Education ([ACNM](#)). The College holds membership in the American Association of Colleges of Nursing ([AACN](#)).

Program Outcomes

Bachelor of Science in Nursing and Master of Science Pre-licensure (Graduate Entry) Program Outcomes

Upon completion of the Bachelor of Science of Nursing (BSN) program or the pre-RN licensure course sequence in the Graduate Entry Master of Science Program (Graduate Entry MS) the student will:

1. Provide competent care across the lifespan to patients, families, and communities within the context of their cultures.
2. Apply principles of scientific inquiry and critical thinking to provide evidence-based care.
3. Apply leadership skills in guiding and influencing individuals and groups in evidence-based healthcare.
4. Apply principles of management in the provision of healthcare to individuals, families, and communities in a variety of organizations.
5. Systematically utilize the nursing process to provide or coordinate healthcare and to address complex health issues across the lifespan for individuals, families, and communities.
6. Communicate therapeutically and professionally in a variety of settings.
7. Use ethical decision-making frameworks and the Code of Ethics for Nurses to anticipate issues, to guide nursing practice, and to resolve conflicts related to healthcare.
8. Apply legal guidelines, regulations, and standards in professional nursing practice.

Master of Science Program Outcomes for Advanced Generalist (pre- (Graduate Entry) and post-licensure)

At completion of the Advanced Generalist Master of Science Program, graduates will be able to:

1. Integrate advanced knowledge of science and humanities in the practice of nursing.
2. Employ organizational and systems leadership principles in high quality ethical care.
3. Apply quality improvement methods, tools, performance measures, and standards for safe and effective care within systems.
4. Critically evaluate, develop, and implement culturally appropriate evidence-based practices.
5. Integrate, appraise, and coordinate care using health and information technologies.
6. Collaborate to implement system-level policy changes and advocacy strategies to improve health of populations.

7. Facilitate communication and collaboration essential for coordination within interprofessional teams.
8. Apply principles of social justice and cultural humility to maximize equitable health outcomes throughout the continuum of care for diverse populations.

Doctor of Nursing Practice Program Outcomes

At completion of the Doctor of Nursing Practice (DNP) program, graduates will be able to:

1. Translate knowledge from the natural and social sciences to advanced practice nursing.
2. Generate strategies to manage organizational, business, and financial systems to ensure safe, timely, effective, efficient, and equitable patient-centered care.
3. Design, implement, and evaluate evidence-based practice to optimize health and healthcare outcomes in individuals, families, communities, and organizations using knowledge and technology from diverse sources and disciplines.
4. Lead the design, selection, and implementation of technology and informational programs/systems to monitor and evaluate programs, outcomes, and systems of care.
5. Develop, influence, and advocate for health care policy at all levels that addresses issues of social justice, health care equity, and practice regulation.
6. Collaborate and lead interprofessional health care teams in diverse and complex health care settings and systems.
7. Translate evidence-based knowledge to practice for the promotion and maintenance of health for individuals, families, communities, and populations.
8. Provide evidence-based comprehensive biophysical and psychosocial care to individuals and families according to the competencies of specialty practice within a framework of cultural humility.

Postgraduate (Post-DNP) APRN Certificate Program Outcomes

Post-DNP APRN Certificate Program outcomes are found in the [DNP Supplemental Student Handbook](#).

Doctor of Philosophy Program Outcomes (admitted prior to 2016)

Upon completion of the Doctor of Philosophy (PhD) program, graduates will be prepared to:

1. Critically synthesize knowledge from nursing and related disciplines to contribute to nursing knowledge and inquiry.
2. Conduct original research and scholarly work that contribute to the generation and dissemination of new knowledge relevant to health and the discipline of nursing.
3. Continue to develop as experts within an area of inquiry important to nursing and health.
Provide leadership in nursing, research, healthcare, and health policy.

See [Appendix A](#) for Program Essentials, Outcomes, and Competencies.

Doctor of Philosophy Program Outcomes (admitted 2016 and after)

Upon completion of the PhD program, graduates will be prepared to:

1. Critically synthesize knowledge from nursing and related disciplines to advance nursing science.
2. Conduct research to generate and disseminate new knowledge to inform policy, theory, and practice.
3. Become an expert within an area of inquiry important to nursing and health.
4. Provide leadership in nursing, research, and health care.
5. Engage in scholarly work that advances nursing and health.
6. Demonstrate skills in teaching, research, leadership, mentorship, and interprofessional collaboration.

Grading Scale and Policies

The grading scale for UICNursing undergraduate students is as follows:

93 - 100	= A
84 - 92	= B
75 - 83	= C
66 - 74	= D
< 65	= F

The grading scale for UICNursing graduate and professional students is as follows:

90 - 100	= A
80 - 89	= B
70 - 79	= C
60 - 69	= D
< 60	= F

Most courses use the traditional grading system, providing grades of A through F. However, grading may take other forms including:

S—Satisfactory; U—Unsatisfactory

Used as grades in thesis research courses and in specifically approved courses. No grade points are earned and the grade is not computed in the cumulative grade point average. In the case of thesis research courses, instructors should assign an S or U grade to the course each term until after the thesis defense is successfully completed. An Unsatisfactory grade can be assigned at any time when the student is not making satisfactory progress in thesis

research. If an unsatisfactory grade is assigned, the Graduate Admissions and Academic Standards Committee will review the status of the student and a warning letter will be sent to the student. A grade of U is the same as a grade of C or less. Continued lack of satisfactory progress will result in review by the Graduate College and/or UICNursing for possible dismissal.

DFR—Deferred

Deferred grades may be used for thesis courses, continuing seminar, sequential courses, and certain courses that require extensive independent work beyond the term. At the end of the continuing course, the deferred grade for all terms must be converted to either a specific letter grade (A-F), an "I" (Incomplete), or an S or U. No credit is earned until the DFR grade is converted to a permanent grade.

"I"—Incomplete

An incomplete grade may be given only if, for reasons beyond the student's control, required work has not been completed by the end of the term.

A grade of "I" may be assigned in lieu of a failing grade only when *all* of the following conditions are met:

1. The student has been making satisfactory progress in the course.
2. The student is unable to complete all course work due to unusual circumstances that are beyond personal control.
3. The student presents these reasons prior to the time that the final grade is due.
4. The reasons are acceptable to the instructor.

The instructor must submit an Incomplete Grade Assignment form for each “I” recorded. This form is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by the time indicated on the form. The student may not register for the course a second time to resolve the “I” but rather must follow the procedures detailed on the Incomplete Grade Assignment form.

- **Resolution of “I” grade for undergraduate students.** An “I” must be removed by the end of the student’s first semester or summer session in residence subsequent to the incurrance of the “I” or, if not in residence, no later than one calendar year subsequent to the incurrance. When the student submits the course work, the instructor will grade it and change the “I” to the appropriate grade. If an undergraduate student fails to meet the stated conditions, the instructor will assign an “F” for the final grade.

- **Resolution of “I” grade for graduate students.** An “I” must be removed by the end of one calendar year after the term in which the “I” was received. When the student submits the course work, the instructor will grade it and change the “I” to the appropriate grade. *Note: Course instructors may require an earlier deadline.* An “I” that is not replaced by a letter grade by the deadline will remain on the student’s record as an I, with no credit earned. A course in which an “I” was received and not removed by the deadline may be repeated for credit only once.

NR—Not Recorded

The symbol is automatically generated when no grade is submitted by the instructor. If a student received an “NR” for a course grade, he/she should contact the course instructor to verify if the grade has been posted.

W – Withdrawal

Students may withdraw from courses a maximum of four times throughout their entire graduate program. Students may withdraw from the same course only one time.

Undergraduate Academic Standards And Policies

Academic Probation and Dismissal

Probation rules. All students must satisfactorily complete all required non-nursing and nursing courses with a minimum grade of C and maintain both a cumulative UIC (non-nursing & nursing) and a nursing grade point average of 2.00/4.00. When the student receives one grade below a C in either required nursing courses *or* their cumulative grade point average is below 2.00/4.00, the student is placed on probation.

A student currently on academic probation will remain on probation when:

1. The student meets the grade point average required by the conditions of his or her probation **but** does not raise the cumulative UIC grade point average to at least 2.00;
or
2. The student meets the grade point average required by the conditions of his or her probation **but** does not raise the combined average of the student’s transfer and UIC course work to at least 2.00.

The Undergraduate Admissions and Academic Standards Committee determines the conditions of probation. In addition to specifying the grade point average, the committee may require the completion of specific courses, may limit the number of hours for which the student registers, and may exclude the student from taking certain courses while on probation.

Dismissal rules. A student on academic probation for GPA will be dismissed in any term in which:

1. The student fails to meet the grade point average required by the probation and in which the cumulative grade point average in courses taken at UIC is less than 2.00/4.00.
2. The student fails to meet the grade point average required by the probation and in which the combined transfer and UIC grade point average is less than 2.00.

A student who fails to make progress toward a degree may be dismissed. Examples include failure to complete required courses, accumulation of an excessive number of incomplete grades, failure to earn credit in 2 or more semesters.

Students may not earn more than one grade below C in nursing courses during the entire academic program, in either the same or two different nursing courses. When a student receives a second grade below C in a nursing course, the student will be dismissed from **UICNursing**—withdrawn for academic failure. Students dismissed from **UICNursing** will also be dismissed from the University.

Repeating a Course

If an undergraduate student does not receive a C grade or higher in a nursing course, the student is required to repeat

the course. A student may repeat a nursing course or its equivalent only once. If a grade of C or higher is not earned at the end of the second registration in a nursing course or its equivalent, the student will be dismissed from the College.

A nursing course in which a grade below C is received must be repeated the first term the course is offered again, **in which space is available**, and may not register for any future courses for which the course is a prerequisite.

The original grade for the course and the grade for each repeat will appear on the transcript and will be calculated into the grade point. Only one registration for the course counts toward the total number of credits required for graduation. A course cannot be repeated after receiving credit in a subsequent course for which the “repeat” course is a prerequisite.

The Repeat Policy for Standard Graded Courses from the Office of the Registrar may also be found on their [website](#).

Repeating a Course with Grade Point Average Recalculation

Important Note: [Grade point average recalculation](#) for a repeated course is **not** automatic. The student must initiate a request in the College Office of Academic Programs as outlined below.

Undergraduate Grade Point Average Recalculation Policy

- Colleges may elect to implement this policy as early as the end of the junior year, or as late as the final semester during degree certification.
- The college will evaluate each student unable to graduate because of an academic grade point average deficit. The deficit may occur in the UIC GPA, the program GPA, or both.
- The academic record is examined so as to determine if courses, deemed appropriate by each college, with grades of F or grades of D, may be excluded from the student's grade point average.
- A total of four courses may be excluded, with one course excluded at a time until the necessary quality points are obtained to meet the UIC GPA requirement and/or

degree program minimum GPA. The credit hours associated with excluded course grades will not count towards graduation requirements.

- Only the college can initiate course exclusions, and only in consultation with the evaluated student.
- Students may not request exclusions.
- Only courses taken at UIC may be converted as part of this policy.
- This policy only applies to undergraduate degree seeking students.
- All courses taken and all grades will remain on the official transcript.
- The grade exclusion policy does not apply to courses failed as the result of a student conduct hearing.
- In cases where these procedures would impact program accreditation, licensure or similar, colleges may use their discretion to allow the policy. Colleges, departments, and programs may have discretion in choosing courses that impact the student's major.

Performance Warning

Students may be given written warning in the form of an “Academic Improvement Plan” by their faculty after an instance of not making satisfactory progress in the theory and/or practicum portion of a required course. The Academic Improvement Plan form can be found [online](#). The warning will list specific areas in which the student has failed to meet course objectives and will also list specific steps the student must take to be successful in the course. The warning is discussed with the student, who may add comments. The faculty will then forward the form to the Director of Student Services for forwarding to the student's advisor. The student must schedule an appointment to meet with his/her advisor within five (5) days of meeting with the instructor. Urban Health students are also encouraged to meet with the Assistant Director for Urban Health. The advisor will forward a copy of the completed form to the instructor and the student will receive a copy. Students can be referred to resources such as the [UICNURSING Student Success Center](#), the [Academic Center for Excellence \(ACE\)](#), or the [UIC Writing Center](#) for assistance.

Graduate and Professional Academic Standards and Policies (MS Pre-licensure (Graduate Entry), MS Post-licensure, DNP, and PhD)

Graduate students are governed by the policies of the University of ILLINOIS CHICAGO (UIC), the Graduate College, and [UICNursing](#). Students in [UICNursing](#) graduate programs should therefore become familiar with the

Graduate College policies and procedures for graduate study, which are published in the [Graduate Catalog](#). Graduate College policies on academic standards and degree program deadlines can be found in the [Enrollment](#)

(see Continuation and Probation Rules) and Degree Requirements (see Degree Program Deadlines) sections of the catalog.

DNP students, as Professional Students, are not subject to the Graduate School policies but are subject to policies of UIC and UICNursing.

Academic Standard

The standard in UICNursing is that all graduate and professional students are expected to:

- Satisfactorily complete all courses with a minimum grade of B or S
- Maintain a minimum cumulative grade point average of 3.0/4.0

Academic Probation

When a student's academic performance fails to meet the standard (e.g., receives one grade of "C" or less, or one grade of "U" in any course), they will receive a letter of warning from the Graduate Admissions and Academic Standards Committee and be placed on academic probation.

A student who receives two unsatisfactory grades ("C" or less, or "U") will be subject to dismissal pending formal review by the UICNURSING Graduate Admissions and Academic Standards Committee. This review will be conducted regardless of whether the student has been put on probation by the Graduate College or UICNursing for a GPA below 3.0.

If a student's cumulative GPA falls below 3.0, the student is automatically placed on probationary status by either the Graduate College (Graduate Entry MS, post-licensure MS, PhD) or UICNursing (DNP).

Terms of Probation

When, for any reason, a student is placed on academic probation, the following apply: The Graduate Admissions and Academic Standards Committee determines the conditions of academic probation. To be retained in the program, the student must meet the conditions set by the Committee. A student on probationary status for GPA, will have two terms of enrollment to bring the GPA to a 3.0 or above.

- A student whose GPA remains below 3.0 at the end of the second term of probationary status will be automatically dismissed from the program.
- A student may not graduate with less than a cumulative GPA of 3.00/4.00.

Grade Review

The Graduate Admissions and Academic Standards Committee will review the student's overall academic performance and determine whether the student will be retained (including conditions of retention) or dismissed from the program.

In preparation for the Grade Review meeting, students who have received two or more grades below the standard are encouraged to submit the following for consideration during the grade review:

1. A letter to the committee detailing:
 - a. The extraneous circumstances leading to the receipt of a second unsatisfactory grade, and/or circumstances that contributed to the inability to meet academic standards.
 - b. Any actions taken to improve academic performance, including (but not limited to) use of UIC resources, mentoring, and tutoring.
 - c. A detailed plan for future academic success if the student is retained in her/his program. The submission of an academic plan does not guarantee retention in the program.
2. Request advisor to provide input to the committee.

Documents must be submitted within five (5) days after faculty grade entry. This due date is found in the [University calendar](#). If supporting documents are not submitted by the student by the due date, the Committee will render their decision without input from the student.

Students dismissed from UICNursing will also be dismissed from the University.

Repeating a Course

A graduate or professional student who earns a "D", "F", or "U" in any required UICNursing course will be required to repeat the course successfully (a grade of "B" or better) during the next period of registration in which it is offered and a seat is available

- A professional student who earns a grade below a "B"/"S" in:
- NURS 532 Comprehensive Health Assessment for Advanced Nursing Practice and/or
 - NURS 533 Applied Pharmacotherapeutics in Advanced Practice Nursing and/or
 - any concentration specialty courses (all theory [management] and practicum courses which constitute the requirements of the specialty)

will be required to repeat the course successfully (a grade of "B" or better) during the next period of registration in which it is offered and a seat is available and before progressing in

any concentration specialty course for which the course with a grade below B or S is a pre-requisite.

Students can repeat a course for credit if:

- The course is designated in the *Schedule of Classes* with the phrase “May be repeated for credit.”
- The course is one in which a grade of C, D, F, NC, or U was received. In such cases the course can be repeated only once and counted only once toward the degree requirements; the original grade continues to be included in the computation of the GPA.

Course Withdrawal

Students may withdraw from courses a maximum of four times throughout their entire graduate or professional program. Students may withdraw from the same course only one time.

Failure to Progress

Students are expected to demonstrate progress toward the degree in a timely manner. The Graduate Admissions and Academic Standards Committee will review and make recommendations for students who demonstrate “Failure to Progress.”

Examples of “Failure to Progress” include but are not limited to:

- Student earns a pattern of “incomplete” grades or two semesters of “withdrawals”
- Student exceeds the time limit for degree completion (MS and DNP programs)
- Student fails to meet the following PhD program benchmarks
 - Year 1 – Program plan complete

Students may petition for exceptions to certain College policies or actions but should do so only after consulting with their advisor whose recommendations must appear with the petition. Petitions must:

- be submitted to the Office of Academic Programs,
- be communicated in writing, and
- include the specific College policy or action and a full explanation of the extenuating circumstances and any appropriate supporting documents.

PETITIONS MUST BE FILED WITHIN THIRTY (30) DAYS of the time an individual knows, or reasonably should have known, that an occurrence has affected his or her status. It can take 4-6 weeks for a petition to be reviewed and a decision to be made.

- Year 3 – Course work complete
- Year 4 - Preliminary exam
- Year 5 – Proposal/IRB approved
- Year 6 – Dissertation Defense/Graduation

Degree Completion Deadlines (graduate students) (per Graduate College)

Master’s degree (32 – 40 hours) - 5 years
Master’s degree (41 - 64 hours) - 6 years
PhD with prior MS degree - 7 years
PhD without MS degree -9 years

Degree Completion Deadlines (professional students)

DNP with prior MS degree - 7 years
DNP without MS degree - 9 years

Students who do not graduate by these deadlines will be dismissed from the Graduate College or the [UICNursing](#) for failure to progress. Time spent on a leave of absence approved by the program and the Graduate College is not counted toward the degree time limit.

At the fall and spring grade reviews, the Graduate Admissions and Academic Standards Committee will review student progress. Students who have reached or are approaching their time limit will be identified. After the meeting, the Associate Dean for Academic Affairs will contact the student via letter. In order to remain enrolled in [UICNursing](#), the student must meet with his/her academic advisor and develop a timeline for completion of the degree program. The advisor will forward to the Associate Dean for Academic Affairs the timeline with a letter explaining the reasons for the delay in the student’s progress. The Committee must approve this timeline.

Petitions

Pre-licensure Campus Transfer Petitions

Policy: Upon admission to [UICNursing](#), students agreed to accept placement at one campus:

- BSN students: Chicago, Springfield, Urbana-Champaign
- Graduate Entry Master of Science students: Chicago, Urbana-Champaign

Students admitted to one campus are expected to complete all clinical experiences and coursework at that campus. Transfer to a different campus is limited to extraordinary circumstances. The student must submit a petition to the Associate Dean for Academic Affairs that includes the following:

- Strong rationale for change of campus including extraordinary circumstances
- Documentation to support rationale for transfer
- Letter of support from your current academic advisor
- Letter of support from your current program or regional director
- Letter of support from at least one clinical instructor
- Copy of current academic history demonstrating good academic standing
- Copy of current resume

Because of space restrictions for clinical placements at all campuses, students whose petitions are approved for transfer will be eligible to transfer to the new campus ONLY when there is space available. Please note that it will likely take a minimum of one year (and possibly more) before space is available, which will delay your graduation accordingly. You will also be required to apply for a leave of absence if you do not attend classes while waiting for space availability.

Professional or Graduate Program Change Petitions (degree, campus, DNP specialty)

Current [UICNursing](#) graduate and professional students who want to change their degree program, campus, or DNP specialty must petition the Associate Dean for Academic Affairs.

Degree/DNP specialty changes are not guaranteed and must be supported by the student's advisor and approved by the current and new program specialty directors. Degree and DNP specialty change petitions may also require a formal interview with faculty.

Students who want to change their campus must petition the Associate Dean for Academic Affairs. In addition to the approval of the Associate Dean, campus change petitions must be approved by the Director of the Campus the student is petitioning to change to.

All current MS or PhD students who want to change to the DNP program (or vice versa) must submit a new [UIC application](#). A new application fee and resubmission of transcripts will be required by the UIC Admissions Office for most applicants. All other graduate program change petitions require the electronic [UICNursing program change petition](#).

Fall semester program change petitions must be submitted by January 15th of the year in which change is desired. Spring semester program change petitions are due by October 15. Students must discuss any potential change to program plans with their faculty advisors before submitting a petition.

Students wishing to change from graduate and professional degrees must adhere to the all University policies. While the most frequent change of degree in UICNursing is from the MS to the DNP, the University policy below applies to all post-baccalaureate transfers.

The University considers AGMS and PhD degrees as graduate level and DNP as professional level. The program oversight, degree awarding, and tuition fees are unique to each level. The University has a stated policy which limits the number of credits that can be transferred between levels to 25% of the total degree credits. Students may petition the Graduate College to request that the Graduate College policy be waived and that more than 25% of the total degree credits be allowed to transfer between degrees.

Course Policies And Procedures

Attendance

Attendance at all classroom sessions and discussion groups is expected; missing classroom sessions and discussion groups can have an impact on the student's learning and course grade. Students are expected to prepare for each classroom session by completing the required readings and other assignments.

Attendance at all clinical practicum and lab sessions per course is required (see Practicum Policies and Procedures). Students are expected to prepare for each clinical practicum or lab session by completing the required readings and other preparatory assignments.

Student Expectations in the Clinical Learning Resource Center (CLRC) Laboratory and Simulation Settings

1. Students are expected to maintain the confidentiality of the experience and not share information with their classmates except when asked to reflect with faculty.
2. Professional behavior is expected at all times in the CLRC; users are expected to abide by the [UICNursing Code of Conduct](#).
3. Students are expected to wear their nursing uniform and/or lab coat as instructed by their faculty and to wear their identification badge when in the CLRC unless participating in an activity that would specifically preclude such identification.

4. Cell phone use is NOT permitted during simulation. The only exception is if a faculty permits use of cell phones as a resource during the simulation case.
5. Absolutely NO eating or drinking in simulation labs.
6. Anyone found intentionally damaging CLRC property or removing property or supplies from the CLRC without permission will be asked to leave the premises immediately. Subsequently, communication reporting the incident will be sent to the appropriate Department Head and/or Associate Dean.
7. Students may be dismissed from the lab area as a result of conduct that is unsafe, unethical, inappropriate, or unprofessional.

Examinations

To protect the integrity of our exam process for all students, online proctoring through a program such as ExamSoft/ExamID/ExamMonitor or Respondus Monitor will be used in all courses in UIC Nursing. Specific instructions, including a short practice exam to help you feel comfortable with the platform, will be provided in each course syllabi. If you do not wish to use this platform, you have the option to be proctored at the UIC testing center. If you prefer to take your exam in person at the UIC Testing Center, you must submit your request online at <https://testing.uic.edu/tests-administered/proctoring-services/>, and please also notify your course instructor immediately. Students choosing this option are responsible for paying the \$25 testing fee required by the UIC Testing Center. **If you are a student in a regional campus, please connect with the course instructor for alternative testing sites.**

The rules for taking online exams are the same as if you would be in the classroom. You are expected to take the exam by yourself. Resources of any kind used during the exam (e.g., paper, notes, books, other person/people, additional computer or tablet) are prohibited. Smart watches and phones are not allowed. As if you were in the classroom, please refrain from talking (this activity may cause a “flag” with online proctoring). Use of any additional resources is considered cheating and will result in a grade of 0. If, after your exam is completed, you feel there was an event (e.g. loud noise, etc.) that you may feel may have caused a “flag”, please notify your course director.

Additional information will be included in all course syllabi.

Further,

1. It is expected that examinations will be taken on the scheduled day. If an emergency arises and a student cannot take an exam, the course coordinator must be notified by 7:00 am the day of the exam or as designated in the course syllabus. If a student does not

notify the instructor of the inability to be present for an exam until after the exam takes place, the instructor reserves the right to deduct points and/or give the student a 0% grade for that test. **It is the student's responsibility to schedule the make-up exam if allowed.** Any exam must be made up within one week following the date on which the exam was originally scheduled or at the discretion of the faculty/course coordinator. Failure to do so will also result in a 0% on the examination. A written statement from the student explaining the extenuating circumstances must be submitted prior to taking the make-up exam. In the event of an illness or injury, medical clearance must be submitted in writing by the medical doctor or nurse practitioner treating the student.

2. Faculty reserves the right to offer the make-up exam in a different format; e.g., essay rather than multiple choice.
4. Students must present their student ID during the examination period as directed by the instructor.
5. Students are required to supply their own #2 pencils with which to complete the computer answer sheets for each exam. If required by the instructor, students must supply their own, non-programmable calculator.
6. It is recommended that students not bring any personal items to the exam room. If students must bring such items, they must be left in the front of the room prior to the exam. This includes, but is not limited to, electronic devices, books, notes, book bags, coats, hats, etc.
7. Students may not wear any type of hats or caps during the exam. Excluded from this rule are students who normally wear the headscarves of their culture. Students will sit every-other-seat and every-other-row for the exam when space is available unless designated otherwise by the instructor. The instructor/proctor reserves the right to reseal students.
8. **Cheating will not be tolerated.** Any cheating or attempts to view another person's work during the exam that is observed by the instructor/proctor will result in dismissal from the examination, and student disciplinary action may result. Students are expected to report any evidence of cheating before, during, or after the exam to the instructor/proctor/course coordinator.
9. Students are not allowed to leave and return to the exam room unaccompanied until after the examination has been completed.
10. Completed exams and test booklets must be turned in to the instructor/proctor/course coordinator when requested. Failure to do so will result in 0% on the examination.

Academic Integrity

Principles, Beliefs and Statements on Academic Integrity

Consider these examples for a moment:

1. How comfortable would you be if the only surgeon who could perform your operation cheated his/her way through medical school?
2. How comfortable would you be crossing the Chicago Skyway or traveling across the Jane Byrne Interchange if you knew they had been designed by an engineer who cheated on structural design exams in order to pass the class?
3. Would you trust your tax returns or paycheck to a professional who copied exam answers from another student to get his/her accountant license?

Academic integrity ensures that the knowledge students gain and demonstrate is genuine. When students receive a nursing degree from UIC, it indicates that they earned their knowledge legitimately and with integrity; and that they are members of the profession of nursing, prepared as competent, ethical clinicians who warrant the public's trust.

As professional nurses and members of the faculty, there is a social and moral obligation to ensure that students uphold the ethical principles integral to our profession and public trust. The faculty need to be able to trust that students 1) come to class prepared, 2) are committed to maintaining integrity of the learning process, and 3) will respect the methods used to evaluate student competencies. Our integrity as professional nurses mandates that we hold each other accountable. Likewise, as students, you have the same responsibility.

UIC Academic Integrity Statement and Disciplinary Policy

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community—students, staff, faculty, administrators—share the responsibility of ensuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students, and as defined herein, shall be handled pursuant to the [Student Disciplinary Policy](#).

Academic dishonesty includes, but is not limited to

- **Cheating:** Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending or receiving any kind of unauthorized assistance on any examination or assignment to or from another person.

- **Fabrication:** Unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty/Plagiarism:** Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.
- **Bribes, Favors, Threats:** Bribing or attempting to bribe, promising favors to or making threats against any person with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf of or at the direction of the student.
- **Examination by Proxy:** Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy or substitute.
- **Grade Tampering:** Any unauthorized attempt to change, actual change, or alteration of grades or any tampering with grades.
- **Non-original Works:** Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

Additional information about academic integrity at UIC is available from the [Dean of Students](#).

Compliance with the following specific rules is required:

1. No student shall knowingly, without authorization, procure, provide, or accept any materials which contain questions or answers to any examination or assignment.
2. No student shall, without authorization, complete, in part or in total, any examination or assignment for another person.
3. No student shall, without authorization, allow any examination or assignment to be completed, in part or in total, by another person.
4. No student shall knowingly plagiarize or copy the work of another person and submit it as his or her own.
5. No student shall submit work that has been previously graded or is being submitted concurrently (**self-plagiarism**) to more than one course without authorization from the instructor(s) of the class(es) to which the student wishes to submit it.

Plagiarism is defined as any ideas or material taken from another source for either written or oral presentation that is not fully acknowledged (cited appropriately). Offering the work of someone else as one's own is plagiarism and includes:

1. Submitting as one's own a paper written by another person or by a commercial "ghost writing" service.

2. Exactly reproducing someone else's words without identifying the works with quotation marks or by appropriate indentation, or without properly citing the quotation in a footnote or reference. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students.
3. Paraphrasing or summarizing someone else's work without acknowledging the source with a footnote or reference.
4. Using facts, data, graphs, figures, or other information without acknowledging the source with a footnote or reference.

Plagiarism will not be tolerated. If plagiarism is discovered, the assignment will receive a zero and there will NOT be an opportunity to rewrite the assignment. The assignment MUST be written in your own words. References cited in the text must be listed in the reference list. If exact wording from a published paper, online source, etc. is used, it must be delineated within quotation marks and the source of the quote be given directly after the quotation marks (please refer to the APA Manual). If you have any questions regarding what constitutes plagiarism or how to give credit for an idea or quote, you should refer to the APA Manual or visit the following web site for clarification:

http://tigger.uic.edu/~edelberg/crediting_others/

Collaboration

Some UICNursing courses require students to complete work in small groups. Many courses encourage study groups. It is the responsibility of the student to determine from the faculty whether the final product (paper, exam, care plan, etc.) is to be an individual or group effort. When an individually completed final product is required, students will be subject to disciplinary procedures if more than that individual contributed to the final product. Examples of ground rules include:

1. Collaboration may be permitted in one class and forbidden in another because of different teaching/learning practices to achieve course objectives.
2. If working with others or receiving assistance is allowed, collaborative sources should be cited.
3. Students must follow the directions provided by the instructor and documented in the syllabus (assignment guidelines) and may only work together as instructed.
4. If directions are unclear about collaborating with their peers, students should seek clarification from the instructor before working together. Ignorance is not an excuse.

5. Even if collaboration is allowed, it is unacceptable to copy someone else's work, take credit for the work of others (group work) or let others take credit for or copy a student's work.
6. If asked about whether students worked on an assignment together, faculty expect the truth.

Course Evaluations

UICNursing continuously monitors the quality of its educational programs. The evaluation process is complex and requires multiple inputs from both students and faculty to provide data necessary to ensure quality and integrity. Students will evaluate each course and faculty member at the end of every semester using an online system. Students will be notified when the online evaluations are available. The purpose of the course evaluations is to:

1. Elicit students' feedback on course content and teaching effectiveness.
2. Provide information to faculty for consideration of course revisions.
3. Provide data for reports to accrediting bodies and other agencies.
4. Provide information for faculty promotion and tenure decisions.

Other evaluation components (such as evaluation of clinical practice sites) are done according to a planned schedule.

The course evaluation aggregate results are reviewed by faculty and administrators and are used to improve UICNursing courses and instruction. Students are therefore strongly encouraged to participate in the course evaluation process.

Out-of-State Student Policy

Courses in UICNursing Master of Science (MS) and Doctor of Nursing Practice (DNP) degree programs are conducted online as well as in a blended online learning format. A blended online course is one in which some content is presented in an online format, but other content requires students' in-person class attendance. When in-person attendance for classes, examinations, and/or other activities at one of UICNursing's campuses is required, it will be indicated in the course syllabus. The consequence of an unexcused absence from a required in-person activity will be indicated in the course syllabi and can result in a zero for the required class session/examination/activity. These required in-person activities are not allowed to be completed off-site.

In our DNP and MS degree programs, UICNursing is committed to providing excellent clinical experiences which are aligned with the student's learning needs and, for the DNP program—specialty scope of practice. To that end, UIC

Nursing faculty select clinical sites and preceptors to provide students with appropriate clinical experiences necessary to prepare them with foundational knowledge and skills needed for their chosen program/DNP population focus. All clinical rotations must be completed at sites where **UICNursing** has a current signed clinical affiliation agreement (contract) in place. Furthermore, graduate practicum rotations for master's courses and all nurse practitioner and nurse midwifery practicum courses must be completed at a faculty-approved clinical site located near the campus at which the student is enrolled (Chicago, Peoria, Quad Cities, Rockford, Springfield, Urbana). Students at the Peoria, Quad Cities, Rockford, Springfield and Urbana campuses who are residents in the neighboring states of Iowa, Wisconsin, Indiana, Missouri, or Kentucky can complete clinical practicum activities in their home state if the preceptor and clinical site is approved by **UICNursing** faculty and the required current signed clinical affiliation agreement is in place.

Program Evaluation

UICNursing graduates also provide important input in program evaluations. Shortly after they graduate, alumni are asked to participate in the AACN/Benchmark Nursing Exit Assessment. Alumni are also surveyed by **UICNursing** one year and five years post-graduation.

Practicum and Lab Policies and Procedures

Assignments

Practicum placements for students in the **Chicago BSN and Graduate Entry MS** programs are assigned by the Office of Academic Programs. Any special or unique circumstances regarding practicum placements should be communicated to the student's advisor as soon as they are known. Advisors communicate these circumstances to the Assistant Director for Clinical Placements, or other designated personnel, for consideration. It is imperative that students submit their requests prior to the final assignments being communicated to the students. After final assignments have been communicated to students, no changes can be made. Coordinators work together to ensure that each student is exposed to a variety of practicum settings.

Students in the Urbana and Springfield BSN programs are assigned to a cohort upon admission and practicum assignments are made each semester by the faculty course coordinators.

Students in the **MS and DNP programs** will receive information regarding practicum assignments from their program and/or course coordinators. Clinical placements are in the vicinity of Chicago and the regional campuses.

Data from these surveys along with other evaluations are used to inform the program assessment process. Student input is valuable, and students' thoughtful consideration of the evaluation items is a vital component of the process. Please respond promptly when asked to participate in the evaluation process.

Religious Holidays

The faculty of UIC shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the **tenth day** of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and, if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he or she may request remedy through the campus grievance procedure. (Approved by the University of ILLINOIS CHICAGO Senate, May 25, 1988.)

In all cases, a current, valid, signed affiliation agreement (contract) between **UICNursing** and the clinical agency **MUST** be in place before a student can begin any clinical practicum.

Attendance

Clinical Practicum and lab attendance per course is required. If a student anticipates having to miss clinical practicum or lab hours for any reason, the student must communicate this as soon as possible to the clinical practicum/lab instructor and to the Course Coordinator. Instructor and Coordinator will follow **UICNursing** policy to determine if the absence is excused (approved religious holiday; unscheduled acute illness of student; death in family; any unforeseen, untimely crisis, which could not have been avoided) or unexcused. Students are required to provide evidence or documentation of an excused absence, as soon after the absence as possible, and no later than the next scheduled clinical practicum or lab session. Absences, whether excused or unexcused, will have an impact on student's success in the course, up to and including failure

of the course. Opportunities for making up missed clinical days or laboratory sessions are not available.

Students must attend all clinical practicum orientations for their assigned agency. Students who are not present for clinical practicum orientation, whether their absence is excused or unexcused, might not be allowed to continue in the course.

Outcomes/Penalty for Missing Clinical Practicum and/or Lab Hours

After each **excused** absence per course, student's ability to meet clinical competencies will be evaluated by course instructor. To pass a clinical practicum/lab course, student must meet all clinical practicum and lab competencies.

After two **unexcused** absences in clinical, the student will be dismissed from the course. The absences do not include the orientation day for the clinical group.

Distribution of Personal Information in Clinical Settings

Under no circumstances should students give their cell phone numbers or other personal information to patients or families.

Practicum / Fieldwork / Off-Campus Employment Requirements for International Students

Visa-sponsored students who will participate in training that is an integral part of their degree program, such as a **clinical practicum**, internship, fieldwork, and/or co-op, are required to obtain visa-related authorization before beginning the training. For F-1 students, the authorization is called **Curricular Practical Training (CPT)**. If the training is not part of the degree requirements, but is related to nursing, an F-1 student may qualify for *pre-completion* **Optional Practical Training (OPT)**. For J-1 students, the authorization is called **Academic Training (AT)**. *NOTE: While the paperwork frequently refers to "employment," this authorization is also required for almost all unpaid clinical practicums.* Please consult with your academic advisor and the university's Office for International Services.

Ethics/Confidentiality

All students are expected to adhere to the [American Nurses Association Code of Ethics](#) and to respect the confidentiality of all patient data and records. Students who violate this code will be subject to disciplinary action.

Students in the BSN and Graduate Entry MS programs will receive HIPAA (Health Insurance Portability and Accountability Act of 1996) training information at orientation. Students will be instructed to watch an online HIPAA training video on the "UICNursing Compliance & Clinical Partner Requirements" page on Blackboard. Students are then required to read and complete the

Acknowledgement of HIPAA Training form. All other students must provide documentation of HIPAA training which can be a certificate or a letter of training completion from an employer. HIPAA training documentation should be submitted with immunization information to a student's [CastleBranch](#) account.

The federal government's Privacy Rule became effective April 14, 2003. The Privacy Rule provides the first comprehensive federal protection for the privacy of health information. UICNursing initiated the following course requirements to ensure privacy compliance for all UICNursing students.

1. You will be required to sign a confidentiality statement before you access any patient information (paper, electronic and oral), and your instructor will keep copies on file.
2. You will be required to keep all patient information confidential.
3. Patient information will be discussed only in private areas (no elevator or cafeteria discussion).
4. You will not be allowed to take any patient information that is identifiable from the hospital/clinic.
5. You will be required to follow all hospital/clinic policies and procedures for patient privacy at your site of clinical placement.

Failure to protect patient health information is considered a federal offense, and failure to comply with this UICNursing requirement may result in failure of the course and possible disciplinary action.

Mandatory Compliance Requirements

It is imperative that all students, regardless of degree and/or clinical practicum status, complete mandatory compliance requirements before being allowed to participate in any UICNursing course or clinical. As a result, all newly admitted UICNursing students are placed on a "Compliance College-Specific Hold" and restricted from fall course registration until they are compliant with all mandatory compliance requirements [*including background check and drug test; excluding current influenza vaccine and vaccine series*].

The UICNursing's mandatory compliance requirements were developed in coordination with CDC guidelines for healthcare professionals in addition to guidelines set forth by our clinical partners to ensure student and patient safety. Individual agencies may have further clinical requirements.

In all instances, students are financially responsible for the cost of the mandatory compliance requirements and should contact their insurance provider as soon as possible if they have questions about coverage or processes and procedures related to such coverage.

All students are required to have/meet the following mandatory compliance requirements:

- CastleBranch Medical Document Manager and Drug Screen package.
- CastleBranch Background Check package.
- Positive Titers
 - Positive IGG titers [Measles (Rubeola), Mumps, Rubella, and Varicella Zoster]
 - Positive Hepatitis B Surface Antibody (AB) titer
- Negative QuantiFERON (within the last 12 months)
 - After initial QuantiFERON, students may upload QuantiFERON or single TB Skin Test to fulfill annual TB requirements
- Current Vaccines
 - Td or TDAP vaccine within past 10 years
 - Current influenza vaccine
- Compliance Documentation
 - Current American Heart Association 'Basic Life Support' (BLS Provider) CPR Card or eCard
 - Student Identification (Current Driver's License, State ID, or Passport).
 - Current RN License (*Post-licensure students only*).
 - HIPAA Training Certificate.

Mandatory compliance requirements are subject to change due to the demands of our clinical agencies.

CastleBranch Medical Document Manager

All mandatory compliance documentation is to be submitted to and held by our online compliance vendor, CastleBranch. Students must purchase and register for their own medical document manager. Questions regarding initial set-up and subsequent issues must be directed to a CastleBranch Service Desk Representative at 888-723-4263.

Students must supply their own copy of medical documentation and keep the original copies for their own records. The Office of Academic Programs will NOT copy or re-furnish mandatory compliance documentation to students for their own records, for CastleBranch, or for third parties (e.g., employers). Documentation is collected for the sole purpose of monitoring mandatory compliance in accordance with hospital and public health requirements. Students must contact their healthcare providers or Student Health Services to obtain missing documentation.

CastleBranch Drug Screen

A 10-panel urine drug screen is required upon admission for all students in [UICNursing](#), regardless of degree and/or clinical practicum status, and must be done through

CastleBranch. A new drug test may be required according to clinical site requirements. Students will be informed of that addition requirement as indicated. CastleBranch's Medical Review Officer reviews positive drug test results and contacts student via phone with further instructions.

CastleBranch Background Check

Domestic students are required to complete a background check prior to taking their first [UICNursing](#) course. The online background check must be done through CastleBranch; background checks from other agencies will not be accepted. Once completed, the background check report is made available to both the student and [UICNursing's](#) Associate Dean for Academic Affairs. Students should check their report for accuracy. [UICNursing](#) requires one initial report for each student; however, students must disclose any criminal convictions (i.e., misdemeanor and/or felonies) that occur while enrolled in [UICNursing](#).

International students who are new to the United States are not required to have a background check for the first year of their program. Students must contact [UICNursing's](#) Office of Academic Programs (5th floor, [UICNursing](#) building) to complete the New International Student Background Check One Year Extension Request form. If granted, the extension expires one (1) year from the date of first entry into the U.S. on the current student visa.

Positive Titer Requirements

- **Positive** Measles (Rubeola), Mumps, and Rubella IgG Titers
- **Positive** Hepatitis B Surface Antibody (AB) Titer
- **Positive** Varicella Zoster (Chicken Pox) IgG Titer

Vaccine series for students with negative or equivocal titer results: *Please refer to the "UICNursing Compliance Requirements" [Blackboard](#) course for vaccine schedule.*

Negative QuantiFERON

An initial negative QuantiFERON®-TB Gold is required. Subsequent annual tests can be a TST or QuantiFERON®-TB Gold test. *For history positive TST or BCG vaccine, please refer to the "UICNursing Compliance Requirements" [Blackboard](#) course for documentation requirements and the TB Questionnaire.*

Current Vaccines

- Td or TDAP vaccine within past 10 years
- Current Influenza vaccine (Due November 15th annually)

Compliance Documentation

Current American Heart Association 'Basic Life Support' (BLS Provider) CPR Card or eCard

All students must have a current [American Heart Association 'Basic Life Support' \(BLS Provider\) CPR Card or eCard](#). CPR cards expire two years from the date of issue and must be renewed prior to its expiration date. *Basic CPR classes offered to non-medical individuals or non-AHA healthcare provider CPR courses (i.e., American Red Cross) are NOT acceptable.*

Student Identification (Current Driver's License, State ID, or Passport)

Current RN License (post-licensure students only)

All incoming post-licensure students (*MS [except graduate-entry students], DNP, PhD*) are expected to have a current RN license before the first day of the fall semester. A brief grace period will be granted to any new student who does not meet this requirement. A 'Compliance College-Specific' hold will be placed on the UIC student account until the student submits their RN license. Any post-licensure student who fails to submit proof of RN licensure to UICNursing's Office of Academic Programs by December 1st of their first semester in UICNursing will be dismissed. Students dismissed by UICNursing must re-apply and gain readmission to UICNursing in order to register for any additional courses.

A current RN license from the State of Illinois is required for post-licensure MS and DNP students prior to beginning the second semester of their programs. (*Note: Students enrolled through the Quad Cities Regional Campus must have a current, valid RN license from either the State of Illinois or the State of Iowa.*) Continuing students without a current RN license from the State of Illinois (*or Iowa, Quad Cities students only*) will have a 'Compliance College-Specific' hold placed on their UIC student account and will not be allowed to register for courses.

HIPAA Training Certification

Knowledge of The Health Insurance Portability and Accountability Act (HIPAA) of 1996 is a requirement of all healthcare professionals. All incoming UICNursing students must provide documentation of HIPAA training. *For HIPAA training, please refer to the "UICNursing Compliance Requirements" Blackboard course.*

Exemption from Mandatory Compliance Requirements

There are very few exemptions to the mandatory compliance requirements listed above. Students may appeal to be exempted from any mandatory compliance requirements as

defined by the policies in UICNursing Student Handbook. Students seeking an exemption from any mandatory clinical requirements should submit an appeal via the 'Immunization Compliance Waiver Request' form. The immunization waiver is submitted to the Office of Academic Programs and should have substantial reasoning for the exemption and include supporting documentation from a healthcare provider.

Submission of the 'Immunization Compliance Waiver Request' form does NOT automatically exclude the student from mandatory compliance requirements. The decision to approve or reject the request is based on the reasons given in the waiver from UICNursing Office of Academic Programs reserves the right to deny any request. In some cases, lack of completion of a mandatory compliance requirement may affect a student's eligibility to attend a clinical site or other areas.

Penalty for Student Non-Compliance

Students who are not compliant will be placed on a "Compliance College-Specific" hold until compliant and will be unable to register for future courses until all outstanding mandatory compliance requirements are met.

Students will not be permitted in clinical practicum courses until all clinical and mandatory compliance requirements are met and are current. Students who become non-compliant during a semester will be immediately removed from all clinical sites and will not be eligible to return until fully compliant with all mandatory compliance requirements. Any clinical days missed as a result of non-compliance will be considered unexcused absences with no opportunity for making up the absence. Students may also be subject to other penalties outlined by the course faculty.

Uniform Requirements

UICNursing has standard uniform requirements for all students (undergraduate and graduate) engaged in practicum learning experiences.

The purpose of this professional attire is to:

- Identify the person as a UICNURSING student.
- Promote the safety of both the client and nursing student.
- Promote the development of trust by reducing barriers to the establishment of a therapeutic nurse-client relationship.

Proper Attire/Uniform for Clinical Practice

Professional appearance is important to the development of the image of nursing. Students need to look professional

while participating in the clinical setting or any clinical course function. Students' appearance becomes part of the healthcare environment. The clinical setting is not the place to express one's individuality. Extreme jewelry can detract from a professional image. Similarly, [UICNursing](#) needs to be consistent with clinical agency policies.

The uniform requirements are:

All students:

- Footwear as indicated by the clinical requirements. No colored marking on shoes. Regardless of clinical requirements, all footwear must be close-toed.
- All students need a watch with second hand and supply kit including stethoscope, blood pressure cuff, hemostat, penlight, and bandage scissors.
- Clothing should be neat, clean, in good repair and adequately pressed. Shoes should be cleaned and polished.

BSN and Graduate Entry MS students:

- V-neck scrub top with [UICNursing](#) emblem, one pocket or two pockets. A white, short-sleeved T-shirt may be worn under scrub top, with sleeves not extending beyond sleeves of scrub top.
- Scrub pant, drawstring or elastic waist.
- White lab coat with [UICNursing](#) emblem on the left sleeve.

Students completing clinical experiences with the department of corrections:

- Polo shirts and dark trousers will usually be required
- Specific instruction will be provided by the course faculty

Students are required to purchase their uniforms and supply kits from a [UICNursing](#)-designated vendor. Graduate students should adhere to the standard attire policy for their clinical placement. This includes a white lab coat with [UICNursing](#) emblem on the left sleeve.

Non-Patient Care Lab or Practicum Experience: When not giving direct patient care but engaged in learning activities, students are required to wear professionally-appropriate attire and their name pin. Jeans, shorts, sweat clothes and T-shirts are unacceptable. If at a practicum facility or engaged in assessment activities, lab coat with [UICNursing](#) emblem on the left sleeve and name pin should be worn over attire.

ADDITIONAL REQUIREMENTS

Nails: May not extend beyond the tip of the finger. Polish is NOT permitted.

Hair: Hair must be kept off the face and above the collar or pulled back. Natural color tones only. Sideburns, moustaches and beards must be neatly trimmed.

Body Art: Tattoos and/or other body art must be covered while in clinical settings.

Jewelry/Accessories: These are the ONLY acceptable accessories:

- One pair of stud earrings - one on each ear lobe
- One plain ring/ring set on one finger

No other body jewelry or accessories are acceptable

NOTE: In some practicum areas all jewelry must be removed.

Any exceptions to proper attire/uniform requirements will be noted by individual course instructors and individual practicum sites.

Transportation

Each student is responsible for his or her own transportation arrangements and costs for all practicum sites. These sites may be located some distance from [UICNursing](#), and public transportation may not always be available. In NURS 361 Nursing Care of Populations (BSN) and at the community health sites as part of NUPR 416 Integrated Health Care: Clinical Practice II (MS post-licensure (graduate entry)), students must present proof of valid driver's license and auto insurance at agency request. Students are not permitted to transport clients or other persons during clinical hours nor are faculty or host agency personnel permitted to transport students. Students must have access to a vehicle for each clinical day due to the nature of the clinical experience. The expectation is that students will each provide their own transportation as carpooling is generally not feasible.

Reportable Events

Reportable Event Policy

Reportable events during a clinical practicum experience are defined as nursing care errors, exposure to pathogens, patient injuries, violation of agency policy, accusations, threats or sudden student illness during the practicum (e.g., fainting, allergic reaction, injury). Those involved may include [UICNursing](#) students, [UICNursing](#) faculty, patients, or agency staff. The immediate response to the event will include adherence to agency policy for reporting and documenting the event and following post exposure policy, if applicable (see *Occupational Exposures* below). In addition, the faculty member will report the event to the course coordinator within 24 hours of the event. The course coordinator will report the event to the Associate Dean for Academic Affairs and the Regional Campus Director (if

applicable) within 24-48 hours of the event. The faculty member will complete the *Reportable Event Form* and submit it in a sealed envelope to the Associate Dean for Academic Affairs within 3-5 business days of the event. The report will be maintained in a file in the Office of Academic Programs and protected from disclosure to the extent protected by law. The faculty member, course coordinator, and Associate Dean for Academic Affairs will review actions needed to prevent a similar event in the future within two (2) weeks of the event. Documented outcomes of these actions will be a component of the College's program evaluation process.

Occupational Exposures

Exposures to blood or body fluids that occur as a result of needle sticks, cuts, splashes, or sprays that occur during clinical practicum experience could result in transmission of blood-borne diseases (such as Hepatitis B, Hepatitis C, or HIV). Care should be taken to ensure student and patient safety. In the event of an exposure, the following procedure is to be followed:

1. **Wash site immediately** and thoroughly with soap and water to remove any potentially infectious fluid and tissue. Flush mucous membranes with water.
2. **Report exposure to the appropriate authorities** at the practicum site and UIC faculty.
3. **Complete an immediate clinical evaluation, within a two hour window**, which should include drawing of blood samples from both the patient and the student. Possible therapies may include: antibiotics, Hepatitis B vaccine, Hepatitis B Immune Globulin, or antiretroviral therapy.
4. **Post-exposure care:** Students should access care at the site where the exposure occurred by following the post-exposure plan of the agency, the nearest student health care provider (i.e., in Chicago students utilize UIHSS), or at the nearest ER. For distant sites, there may be substantial advantages to receiving evaluation and treatment on-site: immediate access; ease in handling source blood; faster test results; and on-site follow-up care.
5. **Follow-up of post-exposure care:** Students should follow-up within a week at the facility where care was received to confirm that all blood tests have been reviewed and that appropriate treatment is in place. Additional follow-up may be required; students must follow the advice of the health care provider.

Payment for Post-Exposure Care

In all instances, students are financially responsible for the cost of post-exposure care and should contact their insurance provider as soon as possible if they have

questions about coverage for post-exposure care or processes and procedures related to such coverage.

For students with [Campus Care insurance](#), the student **MUST call** Campus Care at 312-996-4915 within 24 hours to report the incident. Failure to contact Campus Care in a timely manner could result in nonpayment for services.

Medical Advice

If a student is in need of medical advice related to post-exposure care, the student may contact the student health care provider at their campus (for example, in Chicago, the Family Medicine Center located at 722 West Maxwell Street, 2nd Floor, Chicago (312-996-2901)).

Reporting

Students should follow the Reportable Event policy and procedures as listed above. A **sample** of the **UICNURSING** Reportable Event form can be found in Appendix B. A fillable document is available [online](#).

Maternity Policy

UICNursing places no limitations upon how long students may be enrolled when pregnant, provided that they remain able to fulfill their academic responsibilities. Students should be aware of the policies of the affiliated agencies to which they are assigned that may prohibit their assignment there. Prior to the beginning of each semester, and preferably at the time of registration, it is essential that students who are pregnant contact their advisor. The advisor will review with each student the practicum assignment for the coming semester and will assist the student in arranging whatever accommodations may be appropriate because of the pregnancy, such as an altered program or a leave of absence.

The following information should be uploaded to the compliance tracker:

1. Name and address of physician.
2. Expected date of delivery.
3. Name and phone number of individual(s) to be contacted in case of emergency.
4. A letter from the physician or nurse midwife stating that the student's health status will not be jeopardized by enrollment in the practicum.

Alcohol and Controlled Substances

The improper and/or illegal use of controlled substances, including alcohol and cannabis, can seriously injure the health of students, impair their performance of their responsibilities, and endanger the safety and well-being of fellow students and members of the general public. Students who are engaged in clinical work at a practicum site may be required to submit to random tests for illegal use

of controlled substances as provided by the law or regulations of the contracting agency. Just cause for student disciplinary action includes, but is not limited to, use or unauthorized possession of intoxicants, controlled or illegal substances, or materials dangerous to public health or safety. It is not acceptable to use alcohol or illegal drugs prior to or during class or practicum. Immediate disciplinary action will occur.

Legalization of marijuana by the State of Illinois does not change UIC's alcohol and other drug policies. Additional information regarding the [UIC Cannabis Policy](#) is available online.

Unsafe Practicum Performance

A student who demonstrates unsafe nursing practice which jeopardizes the client's or family's physical or emotional welfare may be dismissed at any time from the practicum area. Unsafe practicum practice is defined as any behavior determined by faculty (or RN mentor or preceptor) to be actually or potentially detrimental to the client or to the healthcare agency. Unsafe practicum practice can include behaviors related to physical or mental health problems; use of alcohol, drugs or chemicals; lack of preparation for practicum; or deficits in problem-solving skills.

Procedure for Response to Unsafe Practices, Behaviors, or Abilities of Student(s)

The [UIC Nursing](#) reserves the right to temporarily remove a student from any and all academic and clinical activities if a student's behavior raises concern for the safety of the student or others.

[UIC NURSING](#) expects all faculty, staff, and students to report behavior that threatens the student's safety or the safety of others. Such behavior includes, but is not limited to, unacceptable patient management, patient endangerment, inappropriate alteration of patient records, behavior that poses a danger to persons (the student him/herself or others), behavior that involves damage to property, an ongoing threat to or disruption of the academic process or environment, and acts of violence or sexual misconduct.

[UIC NURSING](#) also expects all faculty, staff, and students to report incidents of behavior that raise concerns about impairment or inability to function or behave appropriately in educational or clinical settings (e.g., drug and alcohol use and/or erratic behavior which puts the student or others at risk).

Faculty, staff, and students are urged to call the police to report any events involving acts or threats of violence, urgent safety concerns, possession of weapons on campus, imminent threats of suicide, and medical emergencies.

Reports of behavior that threatens safety, indicates impaired functioning, or does not meet technical standards should be directed to the Designated Academic Officer via completion of the [Reporting Guidelines for Unsafe Practices form](#).

The Designated Academic Officer will review reports of behavior that threatens the safety or raises concerns about impaired functioning upon receipt. After the review, the Designated Academic Officer may remove the student temporarily from any or all academic and clinical settings. By the end of the next business day following that removal, or as soon as practical, the Designated Academic Officer will schedule meetings with the student in question, the person who made the report, and others who may provide relevant information. The Designated Academic Officer will advise the student that failure to meet as requested may delay or prevent the student from returning to campus unless and until the meeting can take place or there is a resolution of the incident or concern.

After holding the relevant meetings, the Designated Academic Officer will make one of the following findings.

- **Finding of No Evident Problem.** If the Designated Academic Officer finds that the report is unsubstantiated or that the student's behavior does not, in fact, meet the standards set above for temporary removal, the Designated Academic Officer will return the student to his/her academic and clinical activities.
- **Finding of a Significant Problem.** If the Designated Academic Officer finds that behavior described in the report poses a threat to the health or safety of the student or others, the Designated Academic Officer may take any or all of the following actions:
 - Refer the student for a Fitness for Participation evaluation* consistent with the protocol appended hereto;
 - Seek temporary or permanent removal of the student from the campus by following the procedures outlined in the UIC Disciplinary Procedures for Emergency Suspension or Involuntary Withdrawal;
 - Report the behavior to the UIC Student Response Team;
 - Pursue a non-emergency disciplinary complaint against the Student to address the behavior.

*When a student has been referred for a Fitness for Participation Evaluation, the Designated Academic Officer will notify the student that the suspension from all student academic and clinical activities will remain in effect until such time as the student is returned to the program following a Fitness for Participation Evaluation.

Students who decline to secure a required evaluation are subject to action up to and including dismissal through the University Student Disciplinary Policy.

Students are advised that temporary removal from the course(s) under this policy may result in a delay in the student's progress toward graduation.

In reviewing reports regarding student behavior, the Designated Academic Officer may at all times refer the student for disciplinary action, according to [UICNURSING](#) and University policies.

When the student's behavior that has threatened safety, indicated impaired functioning, or not met technical standards has resulted in a removal from a clinical experience for any period of time or following disciplinary action by the University in which the student was placed on probation or suspension, she/he may be required to complete a Fitness for Participation evaluation before returning to the clinical experience.

A flow chart detailing the Procedure for Response to Unsafe Practices, Behaviors, or Abilities of Student(s) is located in [Appendix E](#).

Fitness for Participation Policy & Process - UICNursing

Every student enrolled in [UICNursing](#) is expected to participate and perform the functions of a nursing student in a fit and safe manner, consistent with the academic, professional, and [safety/technical standards](#) and expectations of the program. Students must be able to perform and participate in academic and clinical activities in a safe, secure, competent and effective manner. Students who are not fit for these activities may present a safety hazard to themselves, to other students/employees, to patients, to the University community and to others. Those students may be referred for a Fitness for Participation evaluation before being allowed to return to their participation in the program.

Fitness for Participation Evaluations will be performed by a healthcare provider at the University Health Services, or a healthcare provider at the relevant site that has been designated/approved by UHS, in order to determine the student's fitness to participate in and perform academic and clinical activities of the program. UIC reserves the right to require students to undergo psychological/psychiatric evaluation and treatment, as well as tests for illegal drugs or alcohol as part of the Fitness for Participation process. Students who refuse to comply with recommended

evaluations may be subject to disciplinary or academic action, up to an including dismissal.

Once the student participates in the fitness exam, UHS or the designated healthcare professional will assess the student's fitness to return to the Nursing Program based upon the information obtained from the evaluation and the requirements of the Program. UHS or the designated healthcare professional will communicate that assessment to the student and to the Designated Academic Officer. Students who are deemed unfit to return to the program for an extended period of time may be required to repeat some or all of the academic/clinical requirements necessary for graduation.

For those students who are returned to the course(s) or put on leave of absence, the Designated Academic Officer will monitor the situation to ensure the student's compliance with any conditions placed on his/her return or absence, and the College's compliance with any reasonable accommodations established through this process.

Liability Insurance

The University of Illinois maintains a general and professional liability insurance self-insurance program, subject to limits, conditions, and exclusions. As a general rule, students participating in practicum experiences are covered under the University of Illinois insurance program, although there may be some exceptions. The University executes contracts with learning sites delineating the responsibilities of all parties including professional liability and clinical oversight. If there is a situation when the University does not provide general or professional liability insurance for a practicum course *the student will be told* so arrangements can be made to secure the coverage in another way. ***In every instance, students must be registered in the practicum course to be covered by liability insurance.*** Newly admitted students may not begin a practicum experience before the first day of enrollment (i.e., the first day of their first semester). With prior approval, continuing students may participate in practicum experiences between semesters provided that: 1) the prior semester has ended; 2) the student is registered for the practicum course; and 3) the faculty of record for the course is available to supervise the student. **Insurance coverage is contingent upon the student working within the scope of the practicum agreement.** Activities the student may be asked to do (or want to do) that are not within the scope of the practicum agreement could jeopardize insurance coverage. Clinical activities for pay are never covered by the University's insurance.

International Students

As part of the university admissions process, international students are defined as applicants that are “Current holders of any type of visa or those who would need a visa to study in the US.” For the purposes of this handbook, guidelines for international students are referring specifically to **F-1 and/or J-1 Student Visa** holders only. All other visa holders should check with the university’s Office for International Services (OIS) for visa-specific guidelines. Please refer to ois.uic.edu for additional details and forms related to international student regulations. International students whose program of study requires them to have a current, valid RN license from the State of Illinois can find information on obtaining an Illinois RN license on the Illinois Department of Financial and Professional Regulation website.

9 credit hours	All other graduate students
12 credit hours	All BSN and DNP students, and students who are awarded a fellowship or Graduate College tuition and service-fee waiver (without an assistantship)

COVID-19 PANDEMIC NOTE

The US government has modified student visa regulations for fall 2020 to address pandemic safety measures and concerns. The temporary guidance includes information regarding online coursework for international students who will be in the US, as well as those who will remain outside of the US during the pandemic period. At the time of publishing this handbook, it is unknown if the US government will extend this temporary guidance for spring 2021. Please visit the *Coronavirus/COVID-19 Updates* section at ois.uic.edu for the latest information or contact OIS to discuss your individual situation.

The information listed below is standard (i.e. non-pandemic) guidance for international students.

Important Information for F-1 and/or J-1 Student Visa Holders

Always maintain full-time enrollment during the fall and spring semesters. Full-time at UIC means:

Credit Hours	Description
8 credit hours	MS and PhD students, excluding professional programs, who are awarded a 50% assistantship (<i>please note that graduate students need to register for 9 credit hours to be eligible for the CTA Ventra U-Pass Card. You may refer to the Graduate College Website for more information on registration.</i>)

Enrollment During the Summer Session

Registration for the Summer semester is not required for international students who are continuing their program and have registered the following Fall semester. *Students on 12-month programs must be registered for all 12 months.* Students who will complete their program in summer must be registered for summer. International Students who begin their program in the Summer semester must register for a full-course of study, which is 5 credit hours (MS and PhD) or 6 credits (BSN and DNP).

Online Courses

International students with F-1 and J-1 visas must be careful when enrolling for online courses as each visa category carries limitations on online course enrollment as it relates to the full-time enrollment requirement.

F-1 students may only count one online course (up to 3 credits) toward their full-time enrollment requirement. **J-1 students** may not count any online courses toward their full-time enrollment requirement. If a student only needs one course to finish their program of study, it cannot be taken through online or distance education. There must be a physical presence requirement during the final term of study. F-1 and J-1 students may take additional online courses during the semester once the full-time enrollment requirement is met.

Students with government sponsorship may be subject to additional limitations on online course enrollment as per the terms of their funding agreement. Such students are encouraged to consult with their sponsoring organizations directly.

To determine if a specific course is categorized as *online*, *face-to-face*, or *blended*, please check the online Schedule of Classes. You will need to confirm that the section you are registering for meets your requirements – each section within a course may be categorized differently. For the purposes of this requirement, “face-to-face” and “blended” courses are counted in the same category.

- **Example = Graduate Student on F-1 visa full-time with a 40% assistantship @ 9 credits**

- 2 in-person classes (6 cr) + 1 online class (3 cr) = ok!
- 2 in-person classes (6 cr) + 2 online classes (6 cr) = ok!
- 2 in-person classes (5 cr) + 1 online class (4 cr) = NOT ok

Final Semester of Study

Students can register for less than full time only during their last semester. A student will need to provide a letter to the Office of International Services from their academic advisor verifying that it is their last semester.

Exceptions to Full-Time Enrollment

Under limited circumstances, students may be authorized by OIS to reduce their course load based on certain academic and/or medical reasons. If a student is experiencing academic difficulties or a medical condition that requires

them to drop below full-time, consult with an OIS advisor immediately. F-1 and J-1 international students must obtain prior authorization from OIS before dropping below full-time.

Leave of Absence

International students that desire to take a leave of one semester or more from the University, with the intention of resuming studies at a later term, must obtain prior approval from their college or department and the Office of International Services.

Any student requesting a leave of absence should first meet with an international student advisor. Any leave from the University can have an impact on the student's immigration record.

Accommodation For Students With Disabilities

The Disability Resource Center works to ensure the accessibility of UIC programs, classes, and services to students with disabilities. Services are available for students who have documented disabilities, vision or hearing impairments, and / or emotional or physical disabilities. Students requesting an accommodation and further information about disability resources should contact the Disability Resource Center at (312) 413-2183 (voice) or (773) 649-4535 (video phone) or visit their [website](#).

Students requesting accommodation for disabilities should contact the Disability Resource Center preferably six (6)

weeks before the semester, or immediately following diagnosis of a disability, to register or discuss their accommodation needs. Students with disabilities are required to provide documentation of their disability and how it may limit their participation in courses, programs, services, activities and facilities of UIC.

No accommodations can be made until the student's situation is evaluated by the UIC Disability Resource Center.

Student Resources

Student Success Program

[UICNursing](#) offers educational and support services at no cost to students through the Student Success Program. The goal is to support our students to be successful throughout their time in [UICNursing](#). The Student Success Program consists of tutoring services, peer mentoring, open lab time, and the online blackboard course called CLRC & Student Success Program.

Tutoring Services

Free tutoring is available for many classes at both the undergraduate and graduate levels. Tutoring can be face to face, over the phone, through Skype, Zoom, or email and may be accessed by students at all [UICNursing](#) campuses. Tutoring is intended as an adjunct to independent studying and not as a replacement. Students should come with questions prepared and/or specific topics

with which they need assistance. Requests for tutoring can be made [online](#).

Peer Mentoring

Peer mentoring is currently available to our Chicago, Springfield, and Urbana BSN students. Senior BSN students volunteer to serve as Peer Mentors during their senior year to the incoming junior BSN students. The purpose is for junior students to have guidance and support from someone who just completed the academic year that they are embarking on. Mentors are available for advice, to be an ear to listen, and to help make connections between students in the two years. We also have Mentor Mondays where the group meets once a month to touch base with faculty support and mentors. This hour-long session introduces student organizations and focuses on important mentoring topics.

Open Lab Time

The Clinical Learning Resource Center (CLRC) is located in the lower level of the [UIC Nursing](#) building in Chicago and is available throughout the week for both structured (guided practice with a tutor who will review physical assessment or clinical skills) and /or unstructured (practice with your peers or on your own) lab time. When you [sign-up for a time](#), please indicate whether structured or unstructured lab time is desired. Requests for structured lab time with a tutor should include information about what you would like to review; requests for unstructured lab time should specify which equipment you will need.

CLRC & Student Success Program – Blackboard Course

Prelicensure students from all campuses are added to the CLRC Blackboard course site. This course is designed to store relevant information regarding the activities described above, important links where you can access a tutor, as well as a discussion board where you can ask questions of your peers. This course also has information on study techniques, test taking strategies and how to organize and prepare for classes and tests.

Library Resources

The [UIC University Library](#) consists of the Richard J. Daley Library and the Library of the Health Sciences (LHS). The LHS has five sites (Chicago, Peoria, Rockford, Springfield, and Urbana) and serves the College in each location, providing collections for students, faculty, clinicians, and researchers. In addition to the electronic resources available through the UIC Library, students and faculty at the Quad Cities regional campus also have access to librarian services and on-site resource materials at the Trinity Medical Center library.

The University Library liaison to [UIC Nursing](#) is available for assistance with the following:

- Building the Nursing Collection: Students and faculty are encouraged to let the liaison know of particular books or journals the library should have or if there should be more books on a particular topic.
- Database Searching: Students can sign up for an appointment to learn the best databases and search strategies to use for their projects.
- Getting to Know the Library Website: Learn how to search in the catalog, find articles online and in print, and what to do if the library does not have what you need.
- RefWorks: Learn how to export citations into your paper and how to format your bibliography in APA format through RefWorks.

Contact information for [UIC Nursing library liaisons](#) can be found on the library website.

MyUIC

[MyUIC](#) is the University of ILLINOIS CHICAGO portal, developed for incoming and current UIC students as an information resource. At this time, it has the following features:

- Home Tab – A customizable page that allows a student to add information about their college, access their email, etc.
- Academics Tab – Registration, records, and class information
- Finances Tab – Financial aid and student account information
- Campus Life Tab – Campus resources and services information

Student Legal Services

UIC's [Student Legal Services](#) (SLS) is a full-service law office dedicated to providing legal solutions for currently enrolled students. SLS offers advice and representation on a wide variety of legal matters, including:

- Landlord-Tenant Matters
- Expungement of Records
- Family Law
- Some Criminal Matters
- Traffic Issues
- Orders of Protection
- Employment Agreements

U and I Care Program

The U and I Care program provides a network of care for UIC students and centralizes campus information and resources related to student advocacy efforts through three components: a website containing resource and referral information, educational outreach activities and services, and U and I Care Partners. For more information and resources, please visit go.uic.edu/uicare.

If you have any questions or want more information about services, feel free to visit the Dean of Students website (dos.uic.edu), contact us at 312-996-4857, or visit their office in the Student Services Building Suite 3030.

Other Resources

An up-to-date list of campus resources can be found on the [university website](#). Students in need of academic or other assistance are encouraged to talk to their advisor and/or the Office of Academic Programs staff regarding available resources.

Computer And Technology Requirements And Policies

NetIDs

A UIC network ID, or netID, is a public identifier used for authentication to many services provided by the Academic Computing and Communications Center (ACCC) such as “logging in” to a service. The netID is not a password and it is not an account itself but it is required in order to access ACCC services.

Student netIDs are automatically assigned when a student is admitted to UIC. A UIC netID will not be assigned until university admission takes place. When your university admission process begins, you may activate your netID.

E-mail Accounts

The primary method of communication at [UICNursing](#) is e-mail, and students are encouraged to communicate with their advisors and instructors in this manner.

As part of setting up your university netID, you will create a university email account, typically Basic Email (on Mailserv and accessed via Webmail) or Gmail (via a [GoogleApps@UIC](#) account). Your netID should forward to one of these university email accounts – once setup, yourNetID@uic.edu will forward to that account.

Students are expected to use their university email accounts for all school-related communications; it is important that this account is checked on a regular basis. [UICNursing](#) will only send messages to a student’s UIC e-mail address. Students can check their UIC email at the UIC Webmail site ([webmail.uic.edu](#)) or the UIC GoogleApps site ([gmail.uic.edu](#)). Please include your first and last names and UIN in all email communications with UIC faculty and staff.

All students are added to either the CON-UNDERGRAD or CON-GRAD listserv. The listservs are used to communicate important information regarding course registration and deadlines, course evaluations, practicum assignments, scholarships, special events, and RA/TA positions. It is important that students check their e-mail on a consistent basis to stay informed.

Email Etiquette

When you are writing a message to a staff or faculty member, it is important to present a professional image and effectively communicate your message. Following these basic tips will help you accomplish this goal.

Use proper spelling, grammar, & punctuation. This is not only important because careless spelling, grammar, and punctuation give a bad impression of you as a student, it is also important for conveying the message properly. Please also limit the use of abbreviations such as BTW (by the way) and LOL (laugh out loud). The recipient may not be aware of

the meanings and abbreviations and in professional emails, they are not generally appropriate.

Do not write in CAPITALS. IF YOU WRITE IN CAPITALS, IT MAY BE INTERPRETED AS SHOUTING OR CREATING EMPHASIS. This can be seen as annoying or rude and may impact the quality of the response you receive.

Keep the message thread. When you reply to an email, please include the original mail in your reply. Faculty and staff receive many emails each day from current and prospective students, as well as other staff and faculty, and an individual discussion might be lost among the other emails. Keeping the message thread intact will allow the responder to give your email context and respond appropriately.

Be concise. Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications. An intended meaning may be lost or misinterpreted in a long e-mail.

Computing Requirements

A portion of all programs at [UICNursing](#) are delivered online. Every program has courses that are offered entirely online as well as courses that are considered hybrid or blended (e.g., combining online and traditional face-to-face interactions).

Mobile Device Recommendation Policy

Effective fall 2020, students admitted to [UICNursing](#) must have a personal mobile device (laptop or Windows Surface Pro tablet) capable of running the exam software used by [UICNursing](#) across all degree programs. We highly recommend a laptop that is less than 2 years old and running the most current operating system. *Please note that older devices may experience delays or technical issues.*

Chromebooks will NOT meet the requirements.

If you purchase a new device, we recommend that you make your purchase through the [UIC Bookstore](#). AppleCare is available for Apple products purchased at the UIC Bookstore. The Bookstore is AppleCare certified and can assist in supporting the device if needed. The IT Unit does not provide hardware support for devices and limited support in connecting to UIC services and College required software only. For device details, please review the chart below.

You must adhere to all policies within the UIC IT Security Program at <https://security.uic.edu/policies/>, Hospital IS Policies, and the Policies and agreements of any clinical site. You may **not** use the device to store, transmit, or process

high-risk data and/or patient health information, at any time, for any reason, during your tenure as a UIC Nursing student.

Device Recommendations

	Laptop	Tablet
Type	Windows or MacBook	Windows Surface Pro Tablet
Operating System	Windows 10 or latest Mac OS	Windows 10
Storage	1 Gb available (free) space	1 Gb available (free) space
Monitor/Screen	Capable of 1024x768 (or higher) resolution	Capable of 1024x768 (or higher) resolution
Processor	2.0 GHz or faster	
RAM (Random Access Memory)	8 GB or more	
Hard Drive	25 GB hard disk drive, with a minimum of 80 GB available	
Optical Disk Drive	CD/DVD	
USB Ports	2.0 or 3.0 – 2 or more	
Video Card	Minimum 1 MB Video RAM	
Flash drives	Not recommended	
Sound card, speakers and microphone (or headset including microphone)		
Webcam		

Recommended software:

- MS Office (available from UIC Bookstore – check <http://webstore.illinois.edu> for student discounts)
- Adobe Shockwave Player (available at <http://get.adobe.com/shockwave/>)
- Adobe Flash Player (available at <http://get.adobe.com/flashplayer/>)

Blackboard

Many courses at UIC Nursing utilize the Blackboard learning platform. Students who have not taken an online course before or who need to become familiar with the Blackboard platform are strongly encouraged to review the Blackboard Experience course. Log into Blackboard and click on the [Student Resources Tab](#) (link works when already signed in to Blackboard).

ExamSoft and Exemplify

UIC Nursing uses computer-based testing via ExamSoft and Examsoft's software, Exemplify. ExamSoft is a robust online assessment tool used by faculty and administration to

create, distribute, score, report, and analyze student assessments.

Exemplify is the related app that students download on their own devices and use to take exams that have been created in ExamSoft.

- All UIC Nursing students are required to have Exemplify downloaded on a personal mobile computing device that meets the Mobile Device Recommendation policy.

Important additional information about Examsoft and Exemplify is available in [Appendix C](#).

NOTE: Chromebooks do not meet minimum standards for Examsoft / Exemplify; more information on system requirements for Examsoft/Exemplify can be found at: <https://www.examsoft.com/chp/dynamic/customcenter.asp?sid=584&>.

Additional Technology Requirements

Some programs may require the purchase and use of additional technology such as on-line textbooks and resources, point-of-care software for mobile devices, and laptops for use in the classroom. Further information on these requirements will be provided at student orientation or by course instructors as appropriate.

Technology Etiquette

- During clinical experiences and classes, cell phones may not be used at any time for personal phone calls or checking personal email/text messages and must be turned off or silenced.
- Text messaging during class is inappropriate. It is distracting to other students and faculty and interferes with learning.
- Students who bring laptops to class are expected to use them for educational purposes. The sound should be turned off prior to the beginning of class. Playing games, checking email, accessing social media and other similar uses of laptops and/or smart phones is unacceptable as they are barriers to learning
- Students may only access a patient's health information that pertains to nursing care.
- Students may not store protected identifiable patient data into personal digital devices nor copy paper or electronic patient health records.
- Students may not take photos at any clinical site, including photos of clients, preceptors, or fellow students.

Social Media

- Internet social media networks, such as Facebook, YouTube, Myspace, LinkedIn, Twitter, and others promote connections with friends and family. However,

students have responsibilities when posting in social networks, even if they are personal and private.

- Postings by students on their profiles, groups, chat rooms, and communications with others are in the public domain and accessible to reporters, parents, faculty members, law enforcement, predators, potential employers, and graduate school admissions officers. Postings are immediately searchable and may be forwarded, copied and archived. Anonymous comments may be traced back to your IP address. Search engines may detect deleted and cached posts years after publication.
- University email addresses should not be used in conjunction with unofficial or personal social media accounts and profiles.
- Students must present a professional and positive image of the profession, [UICNursing](#), and themselves. Students have rights of freedom of speech, expression and association, including their right to use internet social networks. However, students must also respect the rights of patients, faculty members, and other students. Students are expected to monitor their own internet use and only post statements and images that appropriately represent to the public themselves, [UICNursing](#), and the profession.
- Students should not initiate or accept “friend” requests from patients or faculty.
- [UICNursing](#) reserves the right to investigate and take disciplinary action against any student whose posting of material on an internet site violates University policies, [UICNursing](#) policies or the Honor Code, HIPAA, or state or federal statutes. Students are prohibited from posting any patient information including patient images on any Social Media Site. Internet postings that violate these

principles include, but are not limited to, sharing patient information or images, confidential information, images or language that represent partial or total nudity, sexual activity or misconduct, underage alcohol consumption, illegal acts, use of illegal drugs or other controlled substances, hazing activities, tobacco use, obscene gestures, or cheating. Also prohibited is posting any information about peers, faculty or other professionals, or clinical agencies that may be interpreted as insulting, derogatory, negative, or construed as “bullying.”

- Students have a responsibility to review and monitor internet sites where they have posted to prevent personal or professional damage to themselves, other students, [UICNursing](#), and the profession of nursing.

For reasons of safety and privacy, students are advised to refrain from posting personally identifiable information such as telephone number, address, class schedule, and places frequented. Students should check tagged photos and monitor electronic photo albums to avoid posted photos that would be considered inappropriate.

Computer Labs

On the Chicago campus, university computer labs can be found at different locations around campus; the closest lab is located in the Benjamin Goldberg Research Center, directly south of [UICNursing](#) on Taylor Street. Please refer to the Academic Computing and Communications Center ([ACCC](#)) website for [computer lab locations and hours](#). [UICNursing](#) also has a computer lab available on the 11th floor for graduate students only. Students at the regional sites should check with their regional office regarding computer lab facilities and guidelines.

Registration And Enrollment

Students should refer to their respective university catalog (Undergraduate or Graduate) for university policies and procedures concerning registration, enrollment, and tuition and fees. In addition, the [UIC Office of the Registrar website](#) publishes up-to-date information concerning registration and calendars.

Course Rubric and Numbering

- All UIC courses are assigned a Course Rubric and a Course Number. Generally, courses numbered 100-399 are considered to be undergraduate classes; 400-499 are Masters courses; and 500-599 are doctorate courses. Courses offered in colleges other than [UICNursing](#) may have differing guidelines – please check the Course Catalog and Schedule of Classes for

registration restrictions for the specific course. Course Rubrics for [UICNursing](#) courses are as follows:

- NUEL = Nursing Elective Classes
- NUPR = Nursing Practicum Classes
- NURS = Nursing Core Classes
- NUSP = Nursing Specialty Classes

Academic Load - Undergraduate

To be considered full-time during the Fall and Spring terms, an undergraduate student must be enrolled in a minimum of 12 semester hours. During the regular academic year, an academic course load exceeding 18 semester hours must be approved in [UICNursing](#) Office of Academic Programs.

Academic Load - Graduate & Professional

Graduate (MS, PhD) and professional (DNP) students who can devote full attention to their studies usually enroll for 9 to 12 semester hours each term. The Graduate College at UIC has defined full-time graduate student enrollment as 9 hours each fall and spring term and 5 hours in the summer for MS and PhD students. Half-time is defined as 5 hours each fall and spring term and 3 hours in summer. Full-time status for DNP students is 12 hours in the fall and spring semesters and 6 hours in the summer.

Important notes to this general definition:

- **International Students:** See section on “International Students” on page 35.
- **Fellowship Holders:** Must register for at least 12 hours of credit per semester of award (summer registration optional but if the tuition-and-service-fee-waiver is used a minimum of 6 hours is necessary).
- **Tuition-and-Service-Fee-Waiver Holders:** Must register for at least 12 hours of credit per semester of award (6 in summer).
- **Assistantship Holders:** Must register for at least 8 hours of credit each semester, excluding summer. While summer enrollment is optional, assistants who wish to use their summer tuition and service fee waivers must register for at least 3 hours during that term. Some graduate programs may require registration for more than 8 hours per term and/or summer registration. There are no tuition and service-fee waiver benefits for students employed with less than 25% or more than 67% appointment. Assistants who qualify for a Spring tuition and service fee waiver automatically receive a summer waiver if registered in at least 3 hours in summer and do not have an assistantship appointment in the summer. If an assistant has a summer appointment a waiver is granted for registration in at least 3 hours with appointments of 25% - 67%. See [Assistantships](#) for more information.

Note that 8 hours of registration (fall and spring) with an assistantship will satisfy the requirements of the assistantship and waiver, but will not qualify as being full-time. Nine or more hours of registration is considered full time, with or without an assistantship.

Registering for Courses

An advising hold is placed on all student records each registration period. Students are required to meet with their advisor before registering for courses. The hold will generally be removed within five business days after the student has met with their advisor and had their program plan approved; extenuating circumstances may cause a delay in the removal of an advising hold.

Registration permits are required for most courses. Permits are issued automatically only for those courses indicated on students' program plans. **Students will NOT be issued permits/approval to register for any course for which they have not successfully completed all prerequisite courses (even if listed on their program plans).** Because the permits will be issued based on the information contained on students' program plans, it is extremely important that all program plans be up-to-date.

Holds

[UICNursing](#) may also place a hold on a student's record if the student has not completed all pre-registration requirements (for example, if the student's compliance records are not complete, or if the College does not have a copy of the student's current nursing license). The University may also place holds on a student's record (e.g., compliance, financial). **It is the student's responsibility to clear all holds prior to the registration period.**

- **Advising Hold:** schedule an advising appointment with your [UICNursing](#) academic advisor.
- **Financial Hold:** resolve any outstanding financial obligations with [Accounts Receivable](#).
- **Compliance Hold:** submit compliance documentation to the [Student Compliance Coordinator](#).
- **International Student Hold:** complete check-in with the university's [Office for International Services](#).

Adding/Dropping Courses

Students may not add/drop a course after the tenth day of instruction in the fall and spring semesters, the second day of instruction in Summer Session 1, or the fifth day of instruction in Summer Session 2, without completing a form or petition within [UICNursing](#).

Undergraduate students

- For course adds/drops/revisions after the University deadline, undergraduate students must complete an Undergraduate Student Petition Form and Registration Revision form and submit to their advisor and the Office of Academic Programs for approval by the Associate Dean for Academic Affairs.
- An undergraduate petition to drop a course will only be approved once during the student's program.

Graduates Students (MSN, PhD, Non-Degree)

- For course adds/drops between the eleventh day of instruction and the last day of the tenth week of instruction (fifth week in Summer Session 1 & 2), graduate students must complete the [Graduate Registration Revision Form](#).

- For course adds/drops following the tenth week of instruction (fifth week in Summer Session 1 & 2) through the last business day prior to the designated final exam period, graduate students must complete a Graduate College Registration Revision Form and the Graduate Student Petition, available in hard copy triplicate format in the Office of Academic Programs and the regional offices. Course changes made after the tenth week (fifth week in summer session 1 and 2) are subject to approval by the Associate Dean for Academic Affairs.

Professional Students (DNP)

- For course adds/drops between the eleventh day of instruction and the last day of the tenth week of instruction (fifth week in Summer Session 1 & 2), DNP students must complete the [Graduate Registration Revision Form](#).
- For course adds/drops following the tenth week of instruction (fifth week in Summer Session 1 & 2) through the last business day prior to the designated final exam period, DNP students must complete the [Graduate Registration Revision Form](#), as well as the [DNP Student Petition](#) and submit both to the Office of Academic Programs. Permission to add/drop following the tenth week of instruction (fifth week in Summer Session 1 & 2) is subject to approval by the Associate Dean for Academic Affairs.

Waiver/Transfer of Required Courses

UICNursing follows the [UIC Graduate College policies](#) for transfer of credit and/or course waiver for DNP, MS, and PhD students. [Undergraduate student transfer credit](#) requests are governed by and handled through the UIC Registrar.

Transfer credit and course waivers for MS, DNP, and PhD students are considered only for courses in which the student received a grade of A or B. Transfer credit cannot have been used toward a prior earned degree. **Credit earned more than six calendar years before admission is not usually accepted for transfer or waiver.** Students may transfer in and/or receive a course waiver for no more than a total of 25 percent of the hours required for the degree (transfer AND waiver credits combined).

All requests for course waivers are subject to the approval of the UICNursing Office of Academic Programs (OAP). The decision will be based on the content of the course, when the course was taken, and the student's performance in the course. If a course waiver is granted, the student is still required to complete the total credit hours required for graduation and should work with her/his advisor to select an

appropriate substitution. If approved by OAP, requests for course transfers are forwarded to and reviewed by the UIC Graduate College to determine whether or not the course(s) can be transferred.

It can take from 6-8 weeks for the request to be reviewed and a decision made within UICNursing.

Requests submitted by April 1 are *normally* reviewed by May 15. Review of course transfer/waiver requests submitted after

April 1 may be significantly delayed due to limited faculty availability during summer months. The specific number of credit hours accepted for transfer or course waiver is determined on an individual basis. No transfer or waiver is automatic. Requests are not considered until after incoming, newly admitted students have paid the required enrollment deposit.

Process for Requesting Course Transfer and/or Waiver

Following their admission and payment of their enrollment deposit, graduate and professional students who wish to transfer credit from other academic institutions and/or waive courses based on previous coursework should connect with their Program Director to discuss which course(s) are *potentially* eligible to be waived/transferred based on prior coursework. Requests for course waivers/transfers of MS and DNP core courses are made electronically. Additional information for accessing the request system will be sent to newly admitted graduate and professional students after their enrollment deposit is received. The student will be required attach a detailed course syllabus(i) and an unofficial transcript showing the term that courses being considered for transfer or waiver were taken and the grade earned for each course request submitted. The course syllabus(i) must include the name of the institution where the course was taken as well as the term/year when the course was taken. The term/year on the syllabus MUST match the term/year shown on the transcript.

Following receipt of a waiver/transfer request OAP will facilitate review of the syllabus(i) by the UIC course faculty to determine course equivalency. After course faculty review, OAP notifies the student, advisor, and Program Director of the outcome of the request.

Students wishing to transfer credit must also complete a Graduate Petition for Transfer Credit toward an Advanced Degree is required for all transfers of credit except the 32 hours of credit for a prior master's degree (see below). **IMPORTANT:** A transfer of credit petition should be completed with the advisor when the student develops their program plan. The petition is available from the Office of Academic Programs.

Credit for Prior Master's Degree

If approved by [UICNursing](#) and the Graduate College at the time of admission, PhD students with a previous master's degree may be granted up to 32 credit hours. DNP students with a previous master's degree admitted to [UICNursing](#) prior to 2014 may be granted up to 45 credit hours. The hours are subtracted from the total hours required for the doctorate from the baccalaureate. The hours are not counted toward the maximum allowed transfer credit limit. A petition is not required to receive this credit. DNP students who are admitted after 2014 who hold a specialty master's degree must complete a *minimum* of 39 credits. Additional credits may be required depending on the selected program of study.

Non-degree Credit

Non-degree students who are admitted as degree candidates may, by petition, transfer up to 12 semester hours of graduate-level courses in which grades of A or B were earned. This does not count towards the limits of transfer credit listed above.

Adding a Second Program

Currently enrolled graduate students who wish to add a certificate or concentration must submit a Request for Change of Graduate Program form, available in the Office of Academic Programs.

Changing from Non-degree to Degree

Non-degree graduate students interested in changing to degree status must submit a new UIC Application. See the Transfer Credit section of this handbook for information on transferring credit earned as a non-degree student to a degree program.

Completion of Post-DNP Certificate Courses while in the DNP Program

This policy is for students currently enrolled in the [UICNursing](#) DNP program who request to begin coursework for a new specialty while still enrolled in the DNP program. To accommodate these requests, students in the DNP program will follow this procedure to be eligible to take the Post-DNP Certificate Program courses prior to admission to the Post-DNP Certificate Program.

Policies:

- Only [UICNursing](#) students currently enrolled in the DNP program are eligible.
- Both the Director for the student's current specialty as well as the Director for the requested post-DNP certificate specialty must approve.
- Students will be granted elective credit only for completion of any post DNP certificate courses

- Completion of courses does not guarantee student admission to the post DNP certificate program.
- Students must meet standing the standing requirements for admission to the Post-DNP Certificate Program:
 - A Doctor of Nursing Practice (DNP) degree from a nationally accredited nursing program
 - Minimum GPA of 3.00/4.00 for last 60 hours of graduate program
 - Valid license to practice as a professional Registered Nurse (RN) for a state in which UIC is authorized to provide education.
 - Application completion
 - Interview with DNP specialty director
- Faculty and student will work closely with OAP to ensure that all university requirements are met for admission to the Post DNP Certificate Program as well as meeting other applicable university policies.
- OAP will add the Post-DNP certificate program code to the student record before graduation from DNP program.
- Student will apply to the Post-DNP Certificate Program after completion of the DNP program.

Leave of Absence

Except for international students whose visas require continuous registration, and doctoral students who have passed their preliminary exams, graduate degree-seeking students may take one semester (fall or spring) plus the summer session off without formal leave approval from the Graduate College (MS, PhD) or [UICNursing](#) (DNP). Degree students who desire to take an additional consecutive semester off, for a total maximum of three consecutive terms, must file a Graduate Petition for Leave of Absence as soon as possible and no later than the tenth day of the term for which leave is requested to begin. Non-degree students (including Certificate programs) are not eligible for a leave of absence. Petition forms may be obtained from the Office of Academic Programs and must be approved by the student's advisor and the Associate Dean for Academic Affairs.

International students who hold an F-1 or J-1 visa must register each fall and spring semester due to visa requirements. Such students must file a Graduate Petition for Leave of Absence for any fall or spring semester they wish to take off, obtaining written authorization on the petition from the Office of International Services. If remaining in the country, such leaves are rarely granted by that office.

Upon receipt of a leave of absence petition from the department/program, the Graduate College will automatically approve the first leave, up to one-year maximum. At least one term as a graduate degree student must be completed before being eligible for a leave. After returning to the program from an approved leave, a second

leave is not automatic and will only be granted by the Graduate College (MS, PhD) or UIC Nursing (DNP) for medical or other extraordinary reasons.

A leave will not be granted to doctoral candidates who have passed the preliminary exam, except for students whose programs require a formal off-campus activity (e.g., military deployment) or for documented maternity/family event, medical, family health crisis, or other extraordinary reasons. If this situation occurs, a Graduate Petition for Leave of Absence must be submitted to the Graduate College.

Degree-seeking students will automatically be approved leave, with proper documentation, for the birth or adoption of a child or where child care is required (one-year maximum); care of a spouse, child, or parent with a serious health condition; or a serious health condition that makes the student unable to pursue graduate work. The Graduate College encourages students to obtain written acknowledgement (signature) from the Associate Dean for Academic Affairs. International students with any of these circumstances must also obtain approval from the Office of International Services.

Degree-seeking (domestic only) students who must leave the University in order to enter into active service with the armed forces in a national or state emergency will be given an indefinite leave. A copy of the orders to report/proof of active service must be attached. Special procedures exist for withdrawing from courses under these circumstances. See the relevant information under Military Leave Policy (below).

Time spent on leave approved by the department and the Graduate College does not count towards the time to complete the degree.

Students who have already registered for the term for which leave is requested must drop all courses using *Student Self-Service*. If completed before the first day of the term, all relevant charges for the term are eliminated. If done after the first official day of the term begins, a pro rata refund will be given. Students are responsible for filing the appropriate forms and resultant charges; the leave of absence petition itself does not alter existing registration.

Students who are on an approved leave of absence will not be covered by the health and personal accident insurance plan until they return to active registration.

Military Leave Policy

Undergraduate Students Withdrawing from the University to Enter Military Service:

1. Are entitled to withdraw without penalty and without academic credit and receive a full refund of tuition and fees.

OR

2. If withdrawal for deployment occurs upon completion of the 12th week of the semester, undergraduate students are entitled without examination to receive full credit for each course in which they attained a standing of "C" or better at the time of withdrawal. Students will receive the grade attained in each course at the time of withdrawal. Grades reported below C are recorded as W (withdrawn). Students using this option are not eligible for a full refund of tuition and fees. Nursing students and other students in majors that have licensing, credentialing or accreditation requirements are not eligible for this option.
3. Policy Governing Graduating Seniors
A student in his/her last semester of study leading to graduation, who qualifies for full credit upon completion of the twelfth week, or later, of the final semester, may be recommended for the degree at the discretion of the student's college and major department provided that the following conditions are met:
 - a. The student has been in residence at UIC for at least two full semesters (not including the term of withdrawal);
 - b. The student has met all requirements for graduation (including minimum scholarship requirements), except for those requirements that the student would fulfill by completing the courses for which he/she is registered at the time of withdrawal during the last term.

A senior in good standing who withdraws from the University at any time to enter military service as a result of state or national emergency, and who does so enter within ten instructional days and who lacks no more than one-sixteenth of the total semester hours required for the degree, may, at the discretion of the student's college and on approval of the major department concerned, be recommended for such degree. No such student who has acquired hours under the twelfth weeks rule adopted by the Senate, however, shall be considered eligible for this privilege.

A "senior in good standing" is meant as one whose progress during University registration has been satisfactory to the administration officers of the student's college. Among grounds for dissatisfaction might be negligence in meeting requirements or scholastic deficiencies.

“At any time” shall be interpreted to mean “during any semester in residence or the interim between semesters.” It is not intended that students who, after these rules are operative, stay out of college for any semester, and who thus do not make continuous progress to their degrees, shall be eligible for the privilege extended in these rules

4. Campus housing residents are entitled to a prorated refund of room and board charges.

Undergraduate Students Returning to UIC after Military Service

1. Returning students must meet with the Veteran’s Registration Coordinator in the Office of Records and Registration and the Veteran’s Affairs Office Coordinator within the Office of Student Financial Aid.
2. Undergraduate students who have attended classes and withdraw from the university to enter military service are entitled to a leave of absence for a period of up to five years, and may return to the university without having to apply for readmission.
3. Students admitted to UIC as first-time students, who did not attend any classes before deployment, are entitled to defer their admission for up to 24 months after their return from military service and may return to the university without having to apply for readmission.
4. All students returning from military service will have priority registration. A returning veteran must check in with the Veteran’s Registration Coordinator in the Office of Records and Registration in order to be granted priority registration.
5. All students returning from military service will have priority for on campus housing including the option of temporary campus housing while making a decision about where to live.

Graduate Students Withdrawing from UIC to Enter Military Service

1. Students are entitled to a full refund of tuition and fees.

OR

2. If withdrawal for deployment occurs upon completion of the 12th week of the semester, and before the end of the term, the student may ask the instructor(s) for permission to receive an Incomplete (I) or Deferred (DFR) grade(s). An instructor may assign an I or DFR if deemed academically appropriate and feasible. Alternatively, an instructor may assign a letter grade, if requested by the student, if the instructor deems it to be academically justified. Deadlines for incomplete grades under these circumstances may be waived upon the discretion of the instructor and the Graduate College. A

student who chooses to withdraw from all courses will not receive Ws. It is the student’s responsibility to present proof of active service status for these actions to occur.

Leave of Absence for Graduate Students Called to Military Service

1. Students who must withdraw from the University due to the reasons stated above are given an indefinite leave of absence. A copy of the orders to report/proof of active service must be attached to the Graduate Petition for Leave of Absence form (available in the [UICNURSING](#) Office of Academic Programs).
2. Time spent on leave approved by the department and the Graduate College does not count towards the time to complete the degree.
3. Students who are on an approved leave of absence will not be covered by the health and personal accident insurance plan until they return to active registration.

Refund on Withdrawal to Enter Military Service

1. The refund of tuition and fees for graduate students who receive financial aid from federal and state programs and private foundations will be governed according to the rules and regulations of those organizations.
2. For students who hold fellowships, the Graduate College will make every effort to restore those awards upon return to UIC.
3. Assistantships (teaching, research, or graduate) are awarded by colleges, graduate programs, research centers and administrative offices, and graduate students who have assistantships should check with those units about the availability of the assistantships upon return from active military service.
4. Graduate students living in University residences will receive a pro rata refund for room and board based on the date of withdrawal.
5. Deferred Graduate Degree Program Admission
6. Students admitted to a graduate and deployed before attending classes must check with their colleges regarding their policies about deferred admission.

Withdrawal from the University

Withdrawing from the University is an option for all [UICNursing](#) students. Students who are considering withdrawing should first meet with their advisor to explore all options.

Withdrawal from the University is governed by specific regulations that must be observed to protect the student's academic standing. Failure to withdraw officially from the University before the last day of instruction results in a grade of F (failure) appearing on the record for each course in which the student is registered.

Undergraduate Students

Undergraduate students should initiate an official withdrawal from the University in their college office in person or by written request. Telephone requests to withdraw must be verified by the student in writing.

Students who withdraw from all courses for which they are enrolled are considered withdrawn from the University. Students who withdraw from the University are eligible to register for a subsequent term unless they lose their continuing student status. Students lose their continuing student status when they have not attended UIC for two or more semesters in succession (excluding summer session or an approved leave of absence). Students whose enrollment has been interrupted for two or more semesters in succession must submit an application for readmission to the University.

A student who has been charged with an offense that may result in disciplinary action may not officially withdraw from the University until the hearing of the case has been conducted by the appropriate disciplinary committee.

Graduate/Professional Students

Graduate and professional students dropping the only course, or all courses, for which they are enrolled should follow University withdrawal procedures.

Students who withdraw by the tenth day of the semester are not considered to have been registered for that term, and the withdrawn courses will not appear on the student's transcript. Students who withdraw after the tenth day are considered "in residence" for that term and are eligible to register for the next term. Please check the Office of Admissions and Records Web site for the summer session deadlines for withdrawing from courses. The withdrawn courses will appear on their transcript with a W grade.

Graduate students who wish to withdraw should inform their advisor and may withdraw before the tenth day of the semester by completing the process using Student Self-Service. Students who wish to withdraw after the tenth day may secure copies of the withdrawal form from the Associate Dean for Academic Affairs or the Graduate College. Please check the [Office of the Registrar website](#) for the summer session deadlines for withdrawing from courses. Graduate students in a degree program should initiate official withdrawal by consulting the Associate Dean for Academic Affairs for approval. Non-degree students who were not admitted to a specific department should initiate withdrawal from the Graduate College.

Note: Graduate students who fail to register for two terms in a row (excluding summer) without taking an approved leave of absence forfeit their admission to the Graduate College. Like students who have officially withdrawn from the University before the tenth day of the semester (fifth day in summer), they must reapply for admission to the Graduate College. Readmission is not guaranteed.

Readmission

Readmission applicants are former students at UIC who were registered as degree-seeking students and who left the University for two or more semesters in succession (summer session excluded). Readmission applicants are considered for readmission on the basis of their status at the time they left the University, any college work they have completed elsewhere since their last attendance at the University, and the availability of space in the chosen program. Students applying for readmission must complete an application but are not required to pay the application fee. (Note: Graduate students returning from an approved Leave of Absence do not need to apply for readmission.)

Graduate student readmission is granted upon approval of [UIC Nursing's Admissions and Academic Standards Committee](#)—Graduate and the Graduate College.

Change Of Address/Contact Information

Students are strongly encouraged to review and make necessary updates to their personal information (address, telephone, emergency contact information) each term using the University portal, [MyUIC](#) (in the "Records" sub-tab under

the "Academics" tab). Students should also report any change of address and/or phone number to the Office of Academic Programs or their regional campus.

Honors College

The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting outstanding undergraduate student with a [UICNursing Honors Fellow](#) and promoting scholarly engagement. By bringing together exceptional undergraduate students, faculty and staff, the

Honors College provides an environment for advanced intellectual growth and a foundation for life-long learning. Members of the Honors College may take honors courses or participate in an array of out of classroom experiences each semester. The process for transfer students to apply to the Honors College can be found [here](#).

International Service Learning Opportunities

The Global Health Leadership Office at [UICNursing](#) supports numerous service learning opportunities in international settings around the globe. The International Program Development Initiative was developed to facilitate these opportunities and enhance planning and support services so that priorities of quality learning, safety, participatory engagement with local communities, sustainability, and

cultural appropriateness are consistent program components of all global health activities. Students interested in participating in an international learning program should contact the [Global Health Leadership Office](#).

Clinical Nurse Leader Certification Eligibility

Students in the Advanced Generalist Master's Program who would like to be eligible to sit for the CNL certification exam may register for an additional 270 clinical hours at the end of their program and prior to degree conferral. Students must request the additional clinical hours at least 9 months

prior to the semester in which they plan to complete these hours and the AGMS degree. More information about the CNL and certification is available from the [American Association of Colleges of Nursing \(AACN\)](#).

Scholarly Project Requirements - Graduate and Professional Programs

Doctor of Nursing Practice Requirements

Students in the DNP program are required to complete a final DNP project. More information on the evidence-based practice project requirements can be found in the [Doctor of Nursing Practice \(DNP\) Supplemental Handbook](#).

PhD Requirements

Students in the PhD program should refer to the [PhD Supplemental Handbook](#) for research and examination requirements. Thesis requirements may be found on the [Graduate College](#) website.

Research on Humans or Animals

Students using human subjects in any research (this includes surveys, interviews, preexisting data, and human tissue obtained for non-research purposes) must have approval from the Institutional Review Board or one of its approved committees before beginning data collection. Students using animal subjects must take GC 470—Essentials for Animal Research. The Graduate College and [UICNursing](#) also offer courses in research ethics. For further information, students should contact the [Office for the Protection of Research Subjects](#), (312) 996-1711, 203 Administrative Office Building.

Graduation And Commencement

Filing Intent to Graduate

Graduation is not automatic. Eligible students planning to graduate in a given semester are required to file for graduation **no later than the end of the third week** (fall and spring) or **second week** (summer) of the term in which graduation is sought. Missing this deadline will delay graduation and the receipt of diploma. Filing for graduation

is done through [my.UIC](#). The "Declare your Intent to Graduate" link is in the "Academics" tab, "Records" sub-tab. Students who file for graduation in one term but do not complete their degree requirements in that term must file for graduation again in the new term in which they are attempting to graduate.

Certificate Programs

Students in certificate programs (for example, Palliative Care Nursing, School Nurse, Teaching/Learning certificate programs) who have met all requirements for the certificate must complete the [Intent to Complete a Campus Certificate form](#) in order to receive a certificate from the University and have the certificate appear on the student's transcript.

College Commencement

The University honors its graduates, their families, and significant others at a fall (December) and spring (May) commencement during the last week of the semesters.

The following conditions apply:

- Students who have completed all degree requirements in the summer and fall terms are eligible to participate in the fall commencement.
- Students who have completed all degree requirements in the spring term are eligible to participate in the spring commencement.
- Students who have not completed all degree requirements are not eligible to participate in commencement.
- PhD students who have successfully defended their dissertations but did not submit dissertations to the Graduate College by due date for graduation may submit a petition to participate in commencement.

As with most College policies, students may petition the Associate Dean for Academic Affairs for exception(s) to this policy. Petition forms are available in the [UICNURSING Office of Academic Programs](#).

College Honors

Undergraduate students who represent the top 15% of the class based on the nursing cumulative grade point average will receive College Honors. An apricot cord will be awarded to these students and a notation will be made next to the student's name in the commencement program. Notations are not added to student's transcripts or diplomas.

Latin Honors

The Latin Honors systems recognizes three separate distinctions for scholastic excellence based solely on the grade point average earned at UIC. The three distinctions are as follows:

Summa cum laude	3.90 and above	gold cord
Magna cum laude	3.75 to 3.89	silver cord
Cum laude	3.50 to 3.74	bronze cord

UIC will reserve the right to make permanent adjustments to the list of students receiving Latin Honors based on final semester grade point average.

More information can be found here:

https://registrar.uic.edu/student_records/latin_honors

Licensure And State Board Examination

Application Information

Following graduation from the BSN and Graduate Entry MS programs, students must successfully complete the state board licensure examination (NCLEX-RN) to be licensed by a state board of nursing to practice as a Registered Nurse.

Testing Accommodation

Accommodations for taking the NCLEX examination will only be made with authorization of the state board of nursing and the National Council of State Boards of Nursing (NCSBN). To request accommodation for testing in Illinois, students must submit a [Reasonable Accommodation Request for Examinees with Disabilities](#) form and supporting documentation as indicated on the form.

Candidates requesting accommodation should not schedule an appointment to take the NCLEX examination until they have received written confirmation of their accommodations and their ATT indicating "Accommodations Granted." Students who are granted accommodations should refer to the NCLEX Examination Candidate Bulletin for further instructions on how to schedule their examination.

Preparation for the Examination

Students are encouraged to begin preparing early for the examination by reviewing content and taking practice examinations. There are many materials available for this purpose including books and computer programs. An on-campus NCLEX-RN review course may be available. Students who need help determining which review methods will work best for them are encouraged to consult with their instructors.

Retaking the Examination

Candidates who do not pass the examination must wait a minimum of 45 to 90 days before retaking the examination. Minimum frequency within which a candidate may retake the examination is established by each individual state board of nursing and the NCSBN. Students who do not pass the examination are **strongly encouraged** to contact someone in [UICNursing](#) (i.e., a faculty member, their advisor, the Associate Dean, their regional campus office) for assistance in preparing to retake the examination.

BSN students applying to the master's program or DNP must pass the examination and have their RN license before matriculating into the graduate program.

Career Services

UICNursing holds job fairs each fall and spring. Recruiters from numerous hospitals and agencies provide information on externships and part/full-time employment opportunities.

Resume workshops, mock interviews, and other career services programs are also available throughout the

academic year. Announcements will be distributed with more information regarding specific programs/events.

UIC maintains a [Job Board](#) where students can search for employment opportunities. Students can also find a list of externships and new nurse residencies on the [UICNursing Update Board](#) ("Career" tag) and additional resources can be found on the UICNursing [Career Services Blog](#).

Financial Aid and Scholarships

Financial aid in the form of student loans and scholarships is available from a variety of sources.

Federal Student Aid

Students with financial need are encouraged to file a [FAFSA \(Free Application for Federal Student Aid\)](#) with the UIC Office of Financial Aid to determine eligibility for federal loans.

Scholarships

UICNursing scholarships are awarded on an academic year basis. New and continuing students should visit the

UICNursing [Scholarships](#) page for the application and more information. U.S. citizen and permanent resident students applying for support are also required to file a FAFSA form with the UIC Office of Financial Aid. Scholarship applications open in early December and are due in early March of each year.

External scholarship opportunities can be found on the UICNursing [Student Updates Board](#).

Student Leadership And Organizations

Student Organizations

UICNursing recognizes the following [student governance organizations](#):

- UICNursing Student Council (CONSC)
- Graduate Student Nursing Organization (GSNO)
- Student Nurses for Social Justice
- Student Nurses Association – UIC Chapter
- Urban Health Program College of Nursing Student Association (UCONSA)

Standing Committees with Student Representation

Students are represented on the following UICNursing committees and subcommittees. Students are elected through the Graduate Student Nursing Organization and UICNursing Student Council. Students are expected to attend each meeting and provide voice on behalf of the student body.

- Academic Programs Evaluation Committee
- Curriculum Committee

- Diversity Committee
- Research Committee

Sigma Theta Tau

Sigma Theta Tau International is the honor society of nursing. Its goals are to promote high professional standards, foster creative work, and encourage scientific research in all areas of nursing. The society establishes chapters at degree-granting colleges and university schools and has established the [Alpha Lambda Chapter](#) at the University of ILLINOIS CHICAGO. The membership criteria are as follows:

Graduate Students

- Have completed ¼ of the nursing curriculum for their program
- Have a GPA of at least 3.5 (based on a 4.0 grading scale)
- Meet the expectation of academic integrity

Undergraduate Students

- Have completed one-half of the nursing curriculum
- Have a GPA of at least 3.0 (based on a 4.0 grading scale)
- Rank in the upper 35 percent of the graduating class; and
- Meet the expectation of academic integrity

Student Academic Grievance Procedure

Students may encounter situations in which academic decisions are made about their performance which they do not understand or with which they do not agree.

Informal Resolution

Students who have concerns or complaints about an academic decision made about them should begin their problem-solving with an attempt to resolve the matter informally. If the concern/complaint is course related this process starts with a discussion between the student and the instructor and, perhaps, the course coordinator if the course has multiple instructors. If the concern/complaint is in response to a Committee decision, this process would start with the Director of Pre-Licensure Programs or Director of DNP program (or Designee) as appropriate. If the concern is not resolved at this informal stage, the student who wishes to pursue the matter further can use the [UIC student academic grievance procedure](#) to seek resolution.

Specific guidelines for professional (DNP) students are included in the [Doctor of Nursing Practice \(DNP\) Supplemental Handbook](#).

There is a time limit for this process. Students must begin the formal grievance procedure within 40 days of the time at which they are made aware of the decision in question. Therefore, prompt action on informal resolution is encouraged.

Formal Grievance Process

The University's Student Academic Grievance Procedures define the process through which students may seek resolution of complaints or grievances regarding academic standing during their enrollment at UIC. Students wishing to file a formal complaint should refer to these procedures for the correct process. The first step of the procedure involves submitting the complaint in writing to the appropriate "Administrative Officer (AO)." For a faculty concern/complaint, the AO is generally the department head of the faculty against whom the complaint is made. If the concern/complaint is in response to a Committee decision, the AO is generally the Associate Dean of Academic Affairs or designee.

University Policies And Regulations

Students at UICNURSING should refer to the [UIC Admissions and Records - Campus Policies website](#) for information on the following university policies and regulations:

- [Administrative Changes to the Schedule of Classes](#)
- [Campus Security Act Notification](#)
- [Counseling Center / Mental Health Resources](#)
- [Disability Services Notification](#)
- [Emergency Information and Preparedness](#)
- [Inter-college Transfer](#)
- [Mental Health Emergency Contact Updates](#)
- [Nondiscrimination Statement](#)
- [Policy on Continuing Student Status](#)
- [Policy on Students Holding Seats](#)
- [Refund Policy](#)
- [Student Participation in the Use of Animal in Class](#)
- [Student Records Policy](#)
- [Title IX – Student Sexual Misconduct](#)

About Title IX: Title IX seeks to reduce or eliminate barriers to educational opportunity caused by sex discrimination in institutions that receive federal funding. This includes sexual harassment, sexual misconduct, and retaliation. Contact the Title IX Coordinator immediately if you believe that you have been sexually harassed, are a victim of sexual misconduct, or retaliated against based on Title IX.

- [Volunteer Emergency Worker Policy](#)

Students should also familiarize themselves with the information contained in the university catalogs for their respective programs (undergraduate or graduate). In addition, graduate students should also review the Graduate College website for program information and regulations and special services for graduate students:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)
- [Graduate College Website](#)

APPENDIX A: Program Essentials, Outcomes, And Competencies

BSN Essentials-Program Outcomes-Competencies

BSN Program Essentials (AACN, 2008)	BSN Program Outcomes	BSN Program Competencies		
		Knowledge	Skills	Attitudes
<p>I. Liberal education for baccalaureate generalist nursing practice.</p> <p>A solid base in liberal education provides the cornerstone for the practice and education of nurses.</p>	<p>1. Integrate general knowledge of science and humanities in nursing practice.</p>	<p>K1. Integrates theories and concepts of the humanities and sciences to engage in effective nursing practice and ethical decision making.</p> <p>K2. Understands concepts of effective communication, including social and cultural factors such as health literacy that influence care.</p> <p>K3. Understands the integrated nature of nursing science and humanities across all content areas.</p>	<p>S1. Applies theories and concepts of the humanities and sciences to provide care for diverse populations.</p> <p>S2. Uses verbal and non-verbal methods to communicate effectively using principles of health literacy.</p> <p>S3. Uses skills of inquiry, analysis, and information literacy to address practice issues.</p> <p>S4. Integrates the knowledge and methods of a variety of disciplines to inform decision making.</p>	<p>A1. Values the contributions of both science and the humanities as essential components of nursing practice.</p> <p>A2. Appreciates the fundamental role of health literacy in health care outcomes.</p> <p>A3. Values cumulative lifelong learning across all areas of general nursing.</p> <p>A4. Appreciates the inevitability of ambiguity and uncertainty in scientific and ethical reasoning.</p> <p>A5. Engenders attitudes that arise from a liberal arts education in nursing: broad thinking, willingness to examine beliefs, and willingness to engage in dialogue about the world and healthcare.</p>
<p>II. Basic organizational and systems leadership for quality care and patient safety.</p> <p>Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</p>	<p>2. Demonstrate an understanding of organizational and systems leadership principles in delivery of high quality, ethical care.</p>	<p>K1. Recognizes the impact of nursing care delivery methods and the role of the nurse in the efficient and effective management of human and fiscal resources.</p> <p>K2. Identifies ethical principles that guide leaders and systems in delivery of safe effective patient care.</p> <p>K3. Describes the structure and purpose of Quality Improvement and Risk Management as they impact and promote Patient Safety.</p>	<p>S1. Employs the nursing process toward patient-centered problem identification, goal setting, and care planning.</p> <p>S2. Practices ethically and professionally in the delivery of safe quality patient care.</p> <p>S3. Promotes patient safety through quality improvement and risk management.</p> <p>S4. Employs fundamental principles of leadership, communication, and team building.</p>	<p>A1. Values opportunities for leadership and team participation.</p> <p>A2. Views patient safety as the responsibility of every provider.</p> <p>A3. Expects a culture of continuous quality improvement.</p>

BSN Program Essentials (AACN, 2008)	BSN Program Outcomes	BSN Program Competencies		
		Knowledge	Skills	Attitudes
		K4. Identifies key principles of organizational and systems theories such as Leadership, Team, Communication, Integration, and Change Theory.	S5. Demonstrates clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the health care team.	
<p>III. Scholarship for evidence-based practice.</p> <p>Professional nursing practice is grounded in the translation of current evidence into one's practice.</p>	3. Apply principles of scientific inquiry and critical thinking to provide culturally appropriate, evidence-based care.	<p>K1. Differentiates between research, evidence-based nursing practice, and quality improvement.</p> <p>K2. Demonstrates an understanding of the basic elements of the research process and models for applying evidence to nursing practice.</p> <p>K3. Understands principles of Scientific Inquiry, Critical Thinking, Clinical Judgment, and ethics.</p> <p>K4. Explains principles and methods of retrieving, appraising, and synthesizing evidence for nursing practice.</p>	<p>S1. Identifies clinical questions as a basis for evidence search.</p> <p>S2. Effectively locates and critically appraises current evidence on relevant practice topics.</p> <p>S3. Applies principles of scientific inquiry, critical thinking, clinical judgment, and ethics in nursing practice.</p> <p>S4. Accesses, navigates, and evaluates the credibility of various data bases and internet resources.</p>	<p>A1. Respects patients' attitudes, beliefs, and values in application of evidence to patient care.</p> <p>A2. Respects the patient-provider partnership.</p> <p>A3. Values the evidence-based practice process as a means of improving patient care.</p> <p>A4. Appreciates the evolving nature of nursing practice as driven by evidence.</p>
<p>IV. Information management and application of patient care technology.</p> <p>Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</p>	4. Act ethically to apply knowledge of health and information technologies in the coordination and delivery of safe, quality patient care.	<p>K1. Understands the advantages and limitations of using patient care technologies, information systems, and communication devices that support safe nursing practice.</p> <p>K2. Recognizes the progression and interaction of data collection, information development, knowledge creation,</p>	<p>S1. Utilizes electronic record keeping and documentation tools to enhance data collection, information development, and knowledge sharing.</p> <p>S2. Partners with clients in the use of care technologies in their plans of care.</p> <p>S3. Practices ethical collection, management, use, and sharing of</p>	<p>A1. Values ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.</p> <p>A2. Appreciates that the patient remains at the center of nursing care.</p> <p>A3. Recognizes the limitations of technology in nursing care.</p>

BSN Program Essentials (AACN, 2008)	BSN Program Outcomes	BSN Program Competencies		
		Knowledge	Skills	Attitudes
		<p>and wisdom achievement.</p> <p>K3. Recognizes critical ethical principles in the use of health and information technologies.</p> <p>K4. Identify appropriate use and expected outcomes of various patient care technologies in the delivery of safe, quality patient care.</p> <p>K5. Identifies strategies to maintain confidentiality of patient records and privileged information.</p>	<p>patient information.</p> <p>S4. Communicates and collaborates within the health care team and system through effective use of a variety of electronic technologies.</p>	
<p>V. Health care policy, finance, and regulatory environments.</p> <p>Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</p>	<p>5. Use principles of health care policy, finance, and regulation to guide professional nursing practice. <i>(including access, equity, affordability, and social justice)</i></p>	<p>K1. Describes the social, economic, regulatory, and political factors that influence health care resources.</p> <p>K2. Identifies the interaction and impact of the economic elements of cost, access, and quality on patient care delivery.</p> <p>K3. Describes purposes of nursing regulatory bodies, professional nurse practice acts, and Nursing Scope of Practice.</p> <p>K4. Identifies the potential impact of collaboration and partnerships among health and economic leaders related to health policy.</p> <p>K5. Describes ethical principles related to health care and the role of the nurse in advocating for patients.</p>	<p>S1. Examines health and economic policies which impact nursing practice and patient outcomes at local, state, or national level.</p> <p>S2. Participates in professional advocacy at organizational, local, state, and/or national levels.</p> <p>S3. Implements organizational and practice policies to effect safe patient care.</p>	<p>A1. Values participation in policy development and political processes that influence health policy.</p>
<p>VI. Interprofessional communication</p>	<p>6. Effectively communicate and collaborate</p>	<p>K1. Describes the core competencies of</p>	<p>S1. Participates in patient-centered care teams and</p>	<p>A1. Values interprofessional communication and</p>

BSN Program Essentials (AACN, 2008)	BSN Program Outcomes	BSN Program Competencies		
		Knowledge	Skills	Attitudes
<p>and collaboration for improving patient health outcomes.</p> <p>Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</p>	<p>with all members of the health care team to deliver safe, quality, patient-centered care.</p>	<p>inter-professional collaboration (values & ethics, roles, communication within teams, and the idea of teams).</p> <p>K2. Lists roles and scope of practice of health professionals in inter-professional healthcare teams.</p> <p>K3. Identifies effective communication strategies in planning and implementing care directly with other health care professionals.</p> <p>K4. Identifies the roles and scope of the nursing profession and other care professionals of the healthcare team.</p> <p>K5. Describes the unique nursing perspective in order to optimize patient outcomes.</p>	<p>utilize team building concepts and team member roles necessary for implementation of effective teams and groups.</p> <p>S2. Practices effective communication skills with intra-professional colleagues, inter-professional team members, and with patients and families.</p> <p>S3. Participates in planning and implementation of inter-professional collaborative events.</p> <p>S4. Models effective communication techniques to engage in professional working relationships.</p> <p>S5. Functions as an effective member of the interdisciplinary team.</p>	<p>collaboration to support shared decision making.</p> <p>A2. Values nursing's unique contribution to health care.</p>
<p>VII. Clinical prevention and population health.</p> <p>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</p>	<p>7. Apply principles of evidence-based health promotion and disease/injury prevention across the lifespan for diverse individuals, families, communities, and populations.</p>	<p>K1. Summarizes the factors which influence the health across the lifespan of individuals, families, communities, and populations.</p> <p>K2. Identifies social determinants that affect the health of vulnerable populations.</p> <p>K3. Describes population-based strategies to promote health, prevent disease, and reduce risk of chronic illness</p>	<p>S1. Assesses health/illness beliefs, values, attitudes, and practices of individuals, families, communities, and populations (from essentials).</p> <p>S2. Applies knowledge of health promotion and disease prevention in planning and evaluating clinical prevention interventions.</p> <p>S3. Utilizes evidence-based practices in health promotion</p>	<p>A1. Recognizes the fundamental role of health literacy in optimizing the health of individuals and groups.</p> <p>A2. Recognizes the value of health promotion and disease prevention in enhancing population and individual health.</p> <p>A3. Articulates commitment to improved health for vulnerable populations.</p>

BSN Program Essentials (AACN, 2008)	BSN Program Outcomes	BSN Program Competencies		
		Knowledge	Skills	Attitudes
		across transitions of care.	and disease prevention.	
<p>VIII. Professionalism and professional values.</p> <p>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</p>	8. Model the behaviors inherent in professional nursing practice.	<p>K1. Articulates the components of excellence in nursing practice, lifelong learning, and professional engagement.</p> <p>K2. Identifies the professional values fundamental to the discipline of nursing, including altruism, autonomy, human dignity, integrity, and social justice.</p> <p>K3. Identifies practices which are unsafe, illegal, or unethical.</p>	<p>S1. Demonstrates the core principles of professional nursing practice, including altruism, autonomy, human dignity, integrity, and social justice.</p> <p>S2. Demonstrates professional behaviors in interactions with colleagues, patients, families, and communities.</p> <p>S3. Demonstrates commitment to safe practice.</p> <p>S4. Advocates for prevention of unsafe practice. whistleblower</p>	<p>A1. Values lifelong learning to promote/enhance practice.</p> <p>A2. Recognizes impact of values, beliefs, and cultures (own and those of patients/families) on nursing practice.</p> <p>A3. Values being an advocate for patients and others.</p> <p>A4. Supports a blame-free culture of accountability and an environment of safety in reporting errors.</p> <p>A5. Values participation in professional nursing organizations.</p>

BSN Program Essentials (AACN, 2008)	BSN Program Outcomes	BSN Program Competencies		
		Knowledge	Skills	Attitudes
<p>IX. Baccalaureate generalist nursing practice.</p> <p>The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</p> <p>The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</p>	<p>9. Provide safe, holistic, culturally appropriate, evidence-based nursing care that contributes to optimal patient outcomes across the lifespan.</p>	<p>K1. Integrates best evidence from nursing science and the humanities to provide holistic, patient-centered care.</p> <p>K2. Identifies the components of comprehensive and focused health assessments using developmentally and culturally appropriate approaches.</p> <p>K3. Describes the relationship between genetics and genomics when providing patient-centered care.</p> <p>K4. Comprehends the complexity of need and resource availability inherent in caring for patients across the continuum of healthcare environments (care management).</p>	<p>S1. Applies the nursing process to deliver holistic, patient-centered care across the lifespan and in all healthcare settings.</p> <p>S2. Demonstrates appropriate patient teaching that recognizes culture, spirituality, and patient preferences and level of development, to foster health literacy and patient engagement in care.</p> <p>S3. Facilitates patient-centered care transitions.</p> <p>S4. Communicates effectively with members of the health care team, including patients and families.</p> <p>S5. Demonstrates clinical judgment and accountability for patient outcomes.</p> <p>S6. Advocates for patients' rights and involvement in their own plan of care.</p>	<p>A1. Values compassionate, patient-centered, evidence-based care across the lifespan.</p> <p>A2. Acknowledges variations in health beliefs and practices.</p> <p>A3. Respects variations in patient and family preferences at important life transitions.</p>

Notes:

- Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrated the delineated knowledge and skills into the graduate's professional nursing practice.
- Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an Interprofessional team.
- Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse.
- A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.

MS Essentials-Program Outcomes-Competencies

MS Program Essentials (AACN, 2011)	MS Program Outcomes	MS Program Competencies		
		Knowledge	Skills	Attitude
I: Background for Practice from Sciences and Humanities	1. Integrate advanced knowledge of science and humanities in the practice nursing	<p>K1. Synthesize evidence for practice to determine appropriate application of interventions.</p> <p>K2. Consider quality processes to assess and evaluate care outcomes and safety and integrates findings into redesigning nursing care.</p> <p>K3. Integrate the humanities, nursing and the related sciences into designing care for individuals and the community.</p>	<p>S1. Apply concepts of humanities, nursing and the related sciences in the delivery of care to diverse populations considering cultural preferences and needs.</p> <p>S2. Incorporate patient values and ethics when designing and implementing nursing care delivery.</p> <p>S3. Evaluate the influence of biopsychosocial, public health, ethics, genetics/genomics, informatics and organizational sciences when planning care.</p>	A1. Value the contributions of both humanities and science as essential components to nursing practice.
II: Organizational and Systems Leadership	2. Employ organizational and systems leadership principles in the promotion of high quality ethical care	<p>K1. Integrate knowledge of organization science, systems thinking, and leadership principles to guide nursing practice and healthcare delivery.</p> <p>K2. Understand the principles of effective, efficient, and equitable management of human and fiscal resources in healthcare organizations with emphasis on systems of care.</p> <p>K3. Understand the principles of change management and elements required to be a change agent.</p>	<p>S1. Apply selected theories for developing leadership competencies for nursing practice.</p> <p>S2. Assess, diagnose, implement and evaluate organizational interventions.</p> <p>S3. Evaluate the economic, legal, ethical, and political constraints on organizational resources.</p> <p>S4. Apply evidence-based strategies to create and maintain optimal team environments and coordinated patient care.</p>	<p>A1. Value the complexity involved in leading and accepting change including the ethical challenges and consequences of change.</p> <p>A2. Value the ethical consequences of change.</p> <p>A3. Value an organizational system that fosters ethical decision making.</p>

MS Program Essentials (AACN, 2011)	MS Program Outcomes	MS Program Competencies		
		Knowledge	Skills	Attitude
III: Quality Improvement and Safety	3. Apply quality improvement methods, tools, performance measures, and standards for safe and effective care within systems	<p>K1. Analyze factors that create a culture of safety for patient, community, and provider.</p> <p>K2. Relate indicators of quality and their associated measurement strategies to clinical outcomes.</p> <p>K3. Analyze the impact of context (e.g., access, cost, environment, workforce) on improvement efforts.</p>	<p>S1. Use evidence and research-based strategies and resources to design and implement quality and safety improvements that reduce risk of harm to patients, self and others.</p> <p>S2. Identify models and processes used to analyze error and system performance.</p> <p>S3. Incorporate ethical principles and practices in continuous quality improvement.</p> <p>S4. Incorporate principles of change management and the effect of planned change on outcomes.</p>	<p>A1. Commit to creating a culture of quality, safety, respect, and transparency.</p> <p>A2. Acknowledge the cognitive and physical limits of human performance as an underpinning to the development of safety systems.</p> <p>A3. Value the importance of surveillance data in quality improvement.</p>
IV: Translating and Integrating Scholarship into Practice.	4. Critically evaluate, develop, and implement culturally appropriate evidence-based practices	<p>K1. Synthesize available evidence to summarize and identify gaps in nursing knowledge.</p> <p>K2. Recognize relationships between evidence and policies that guide health and healthcare.</p> <p>K3. Evaluate levels of evidence and models of evidence based practice.</p> <p>K4. Understand the principles of dissemination of evidence.</p> <p>K5. Distinguish between dissemination and translation of evidence.</p>	<p>S1. Effectively locate and critically appraise current evidence on relevant practice topics.</p> <p>S2. Integrate available practice guidelines into clinical practice environments.</p> <p>S3. Include client and community preferences in the application of evidenced based practice.</p> <p>S4. Communicate evidence-based practice changes using relevant theory (change, dissemination of innovation, etc.).</p> <p>S5. Maintain ethical foundations in translating research</p>	<p>A1. Exhibit attitudes of inquiry, life-long learning and collaboration.</p> <p>A2. Appreciate the complexity of integrating evidence into practice.</p> <p>A3. Respect the contribution (preferences, knowledge, values, attitudes) of individuals/groups to health care practices.</p>

MS Program Essentials (AACN, 2011)	MS Program Outcomes	MS Program Competencies		
		Knowledge	Skills	Attitude
			evidence into practice. S6. Safeguard the welfare of research participants.	
V: Informatics and Healthcare Technologies	5. Integrates, appraises, and coordinates care using health and information technologies	<p>K1. Describe the relationship between information structures, information processes, and technologies.</p> <p>K2. Identify sources of data to detect patterns of care utilization in systems and communities.</p> <p>K3. Recognize the principles of data management for the evaluation of nursing interventions to optimize client outcomes.</p>	<p>S1. Participate in the adoption, implementation, and evaluation of technologies to drive best practices and health outcomes.</p> <p>S2. Maximize technologies to influence healthy behaviors and disease management in clients and populations.</p> <p>S3. Transform data into knowledge to predict health risks in individuals and population.</p> <p>S4. Partner with clients for the use of care technologies in their plans of care.</p> <p>S5. Shape the health care technology environment to protect the safety and privacy of client health information.</p>	<p>A1. Respect the privacy, confidentiality, and preferences of clients in the use, adaptation, and innovation of information technologies.</p> <p>A2. Champion data-driven decision making for quality cost effective health care.</p>

MS Program Essentials (AACN, 2011)	MS Program Outcomes	MS Program Competencies		
		Knowledge	Skills	Attitude
VI: Health Policy and Advocacy	6. Collaborate to implement system level policy changes and advocacy strategies to improve health of populations	<p>K1. Analyze the influence of social, economic, regulatory, and political factors that influence health care resources.</p> <p>K2. Differentiate between legislative and regulatory processes and how to influence them on a local, state, and national level.</p> <p>K3. Articulate the impact of policy (e.g., education, health, immigration) on healthcare and nursing practice.</p> <p>K4. Describe a process for collaborative sustainable community partnerships for environmental and health promotion initiatives for populations and communities.</p>	<p>S1. Effectively communicate with regulatory agencies, legislators, stakeholders and policymakers to advocate for health and social justice for individuals and communities.</p> <p>S2. Participate in professional, governmental and advisory groups as a consumer advocate on health issues.</p> <p>S3. Contribute to professional organizations to support access to high quality, cost-effective health care.</p> <p>S4. Interpret health care research and health care issues and concerns for consumers and officials.</p>	S1. Affirm the nurse's role in system level policy changes and advocacy strategies to improve health of populations.
VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	7. Facilitate communication and collaboration essential for coordination within inter-professional teams	<p>K1. Differentiate roles and scopes of practice of health professionals in inter-professional healthcare teams.</p> <p>K2. Explain effective communication strategies in planning, implementing care directly with other healthcare professionals.</p>	<p>S1. Function as an effective group leader or member of the interprofessional team.</p> <p>S2. Model effective communication strategies in planning and implementing care directly with other healthcare professionals.</p> <p>S3. Participate in the design, coordination, and evaluation of individual and population care</p>	A1. Appreciate that interprofessional collaboration is necessary for effective individual and community centered care.

MS Program Essentials (AACN, 2011)	MS Program Outcomes	MS Program Competencies		
		Knowledge	Skills	Attitude
			outcomes by the interprofessional team.	
VIII: Clinical prevention and population health for improving health	8. Apply principles of social justice and cultural humility to maximize equitable health outcomes throughout the continuum of care for diverse populations.	<p>K1. Synthesize information from the sciences (e.g., genetics, genomics, epidemiology) and the humanities (e.g., literature, sociology, psychology) to develop and implement culturally relevant health care.</p> <p>K2. Understand the principles of social justice and their application to social determinants of health.</p> <p>K3. Describe population based strategies to promote health, prevent disease, and reduce risk of chronic illness.</p>	<p>S1. Utilize theories of social justice and social determinants of health to evaluate factors that impact health and health care at the individual and community levels.</p> <p>S2. Evaluate the effectiveness of interventions that promote the health of the individual and the population.</p> <p>S3. Develop patient centered and culturally relevant interventions to promote health and prevent disease.</p> <p>S4. Analyze personal, community and societal beliefs and values that impact the delivery and the receipt of health care.</p>	<p>A1. Respect the uniqueness of individuals in their attitudes, values, and beliefs about health and healthcare.</p> <p>A2. Value and emphasize prevention and promotion along the continuum of healthcare.</p>
IX: Master's Level Nursing Practice:	9. Cultivate reflective practice that promotes and supports integrated care of self and others.	<p>K1. Integrate best evidence from nursing science and humanities as the foundation for practice.</p> <p>K2. Explain the importance of shared decision making for patients, families, caregivers, communities and members of the healthcare team.</p> <p>K3. Understand how reflective practice can impact health care.</p> <p>K4. Identify the impact of emotional, mental and physical health of care givers in the</p>	<p>S1. Apply interdisciplinary theories and concepts as the foundation for practice.</p> <p>S2. Advocate for shared decision making among patients, families, caregivers, communities and members of the healthcare team.</p> <p>S3. Evaluate the barriers to achieving optimal wellness for self, patients/families and communities.</p> <p>S4. Able to apply ethical principles as preventative strategies and</p>	<p>A1. Appreciate both the art and science of nursing.</p> <p>A2. Value the complexity of maintaining a holistic balance between the physical, psychological and spiritual variables necessary for good health.</p>

MS Program Essentials (AACN, 2011)	MS Program Outcomes	MS Program Competencies		
		Knowledge	Skills	Attitude
		provision of health care for others.	effective problem-solving. S5. Maintain collaborative relationships that advance the goals of care. S6. Able to demonstrate and embody thoughtful and ongoing reassessment of one's professional values and priorities. S7. Perform a comprehensive assessment of an individual in a variety of health settings.	

DNP Essentials-Program Outcomes-Competencies

DNP Essentials (AACN, 2006)	DNP Program Outcomes	Competencies		
		Knowledge	Skills	Attitudes
I. Scientific Underpinnings for Practice	1. Translate knowledge from the natural and social sciences to advanced practice nursing.	K1. Analyze data from natural and social sciences to develop and advance strategies to enhance health and health care delivery systems.	S1. Apply the principles and scientific knowledge from the physiologic, pharmacologic and social sciences to advanced nursing practice aimed at health promotion and disease prevention and management. S2. Use science-based theories from various disciplines to develop and evaluate practice approaches and models.	A1. Value the scientific contributions from the biologic and therapeutic sciences, social and environmental sciences, and science of complex organizational systems.
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	2. Generate strategies to manage organizational, business, and financial systems to ensure safe, timely, effective, efficient, equitable patient-centered care.	K1. Analyze principles of practice management including conceptual and practical strategies for balancing productivity with quality care. K2. Analyze organizational structure, function, and resources to affect delivery of care.	S1. Evaluate implications of organizational practice policies and procedures on healthcare. S2. Apply advanced communication skills in leading quality initiatives to create and sustain change at organizational and policy levels. S3. Incorporate process-of-care measures for health care quality. S4. Apply principles of economics and finance to monitor and evaluate healthcare outcomes, and develop care delivery models. S5. Develop and evaluate effective strategies for managing ethical dilemmas inherent in patient care, healthcare organizations, and research.	A1. Is sensitive to diverse organizational cultures and populations, including patients and providers.
III. Clinical Scholarship and Analytical Methods for	3. Design, implement, and evaluate evidence-based	K1. Understand research and evidence-based practice principles.	S1. Use analytic methods to critically appraise existing literature and other	A1. Value inquiry about improving health care outcomes through the

DNP Essentials (AACN, 2006)	DNP Program Outcomes	Competencies		
		Knowledge	Skills	Attitudes
Evidence-Based Practice	practice to optimize health and healthcare outcomes in individuals, families, communities, and organizations using knowledge and technology from diverse sources and disciplines	K2. Interpret implementation science for application in diverse practice settings.	evidence to determine and implement best evidence for practice. S2. Translate evidence to design, implement, and evaluate practice. S3. Disseminate findings from evidence-based practice and research to improve health care outcomes. S4. Function as a practice specialist / consultant in collaborative knowledge-generating research.	translation and application of evidence.
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care	4. Lead the design, selection, and implementation of technology and informational programs/ systems to monitor and evaluate programs, outcomes, and systems of care	K1. Analyze critical elements necessary for the selection, use, and evaluation of health care information systems and health care technology. K2. Understand the purpose of standardized nursing terminologies and the processes needed to implement these effectively into information systems and practice K3. Understand principles of developing and executing evaluation plans utilizing data extracted from practice information systems and databases. K4. Interpret and apply standards and principles for	S1. Design, select, and implement information systems / technologies to support and evaluate the impact of nursing care on patient outcomes and care systems. S2. Evaluate technology-based health information sources (for consumers and providers) for accuracy, timeliness, and appropriateness.	A1. Values (Acknowledges) one's own responsibility to ensure information systems and technology represent and support nursing practice A2. Values nursing data generated from health IT data that can be used efficiently (to?) generate evidence A3. Value the highest standards for privacy and appropriate use of data.

DNP Essentials (AACN, 2006)	DNP Program Outcomes	Competencies		
		Knowledge	Skills	Attitudes
		selecting, evaluating, and implementing information systems and patient care technologies, and the related ethical, regulatory, and legal issues.		
V. Health Care Policy for Advocacy in Health Care	5. Develop, influence, and advocate for health care policy at all levels that addresses issues of social justice, health care equity, and practice regulation	K1. Critically analyze health policy proposals and health policies that influence advanced practice nursing and health care.	S1. Advocate for social justice and equity within the policy and health care arenas. S2. Advocate for the nursing profession within the policy and health care arenas. S3. Demonstrate leadership in the development and implementation of health policy to improve health care delivery and outcomes at the institutional, local, state, regional, national, and/or international level(s).	A1. Respect the opinions of various stakeholders in discussions and formulations of policy.
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes	6. Collaborate and lead interprofessional health care teams in diverse and complex health care settings and systems	K1. Explain the role of the DNP as a leader of an interprofessional healthcare team. K2. Summarize the process for creation of and the maintenance of interprofessional healthcare teams.	S1. Demonstrate leadership in the healthcare team. S2. Create and outline the roles of healthcare team members. S3. Evaluate the effectiveness of the interprofessional health care team. S4. Create effective communication strategies for the interprofessional healthcare team.	A1. Appreciate the complexities of the healthcare team.
VII. Clinical Prevention and Population Health	7. Translate evidence-based	K1. Analyze epidemiological,	S1. Develop, implement, and evaluate	A1. Sensitive to psychosocial

DNP Essentials (AACN, 2006)	DNP Program Outcomes	Competencies		
		Knowledge	Skills	Attitudes
for Improving the Nation's Health	knowledge to practice for the promotion and maintenance of health for individuals, families, communities and populations	<p>biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p> <p>K2. Synthesize concepts related to clinical prevention and population health to improve health care outcomes for individuals, aggregates, and populations.</p>	<p>interventions to address health promotion and disease prevention efforts, improve health status, and/or address gaps in care of individuals, aggregates and populations.</p> <p>S2. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p>	<p>dimensions of cultural and economic diversity.</p>
VIII. Advanced Nursing Practice	8. Provide evidence- based comprehensive biophysical and psychosocial care to individuals and families according to the competencies of specialty practice within a framework of cultural humility.	<p>K1. Understand the impact of practice issues & health policy on the ability of the interprofessional healthcare team to deliver care to individuals, families & communities.</p>	<p>S1. Demonstrate ability to perform a comprehensive assessment of clients in diverse patient care settings.</p> <p>S2. Utilize evidence from nursing and other sciences to design, implement and evaluate interventions using advanced levels of clinical judgment.</p> <p>S3. Develop relationships with patients and families to facilitate care and optimize outcomes.</p>	


PhD Curricular & Role Principles-Program Outcomes-Competencies

Curricular and Role Principles (AACN, 2010)	Program Outcomes	Competencies		
		Knowledge	Skills	Attitudes
<p>I. Develop the science by mastering and extending the knowledge of the discipline of nursing through research.</p>	<p>1. Critically synthesize knowledge from nursing and related disciplines to advance nursing science. 2. Conduct research to generate and disseminate new knowledge to inform policy, theory, and policy. 3. Become an expert within an area of inquiry important to nursing and health.</p>	<p>K1. Understand principles of scientific inquiry. K2. Master in-depth knowledge in a substantive area. K3. Understand the scientific and theoretical underpinnings of the discipline. K4. Critique and integrate different scientific perspectives in the conduct of research. K5. Understand the importance of collaborating with interdisciplinary teams.</p>	<p>S1. Generate novel research questions / hypotheses based on a critical evaluation of existing knowledge. S2. Conduct original research. S3. Utilize professional and research ethical guidelines and judgment in the conduct of research. S4. Assume leadership in the conduct of multi-culturally research to improve nursing practice. S5. Collaborate and/or engage with interdisciplinary researchers and research teams. S6. Disseminate research findings to lay and professional audiences. S7. Identify research implications for policy, nursing practice, and the profession. S8. Demonstrate ability to write a competitive grant application.</p>	<p>A1. Appreciate the history and philosophy of science. A2. Value the scientific contributions from the basic, clinical, social and systems sciences. A3. Value international collaborations to address global healthcare needs. A4. Value high ethical standards in the conduct and dissemination of research. A5. Value critical reflection including examining one's own beliefs and reflections.</p>
<p>II. Lead and advance the discipline.</p>	<p>4. Provide leadership in nursing, research, and health care. 5. Conduct scholarly work that advances nursing and health.</p>	<p>K1. Understand the evolving roles and responsibilities of a nurse scholar. K2. Understand implications of research for health policy.</p>	<p>S1. Articulate the roles of the nurse scholar. S2. Articulate the implications of one's program of research to professional and lay audiences. S3. Integrate scholarship, research, teaching, mentoring, and service to advance the profession. S4. Disseminate scholarship including peer-refereed publications and presentations for professional</p>	<p>A1. Appreciate the importance of team science and interdisciplinary collaboration. A2. Appreciate the importance of nursing leadership in the overall healthcare environment.</p>

Curricular and Role Principles (AACN, 2010)	Program Outcomes	Competencies		
		Knowledge	Skills	Attitudes
			interdisciplinary and lay audiences.	
III. Educate and mentor the next generation of nurse scientists.	6. Demonstrate skills in teaching, research, leadership, mentorship, and interdisciplinary communication.	K1. Understand the principles of leadership and mentoring. K2. Understand teaching learning principles. K3. Understand the principles of team science. K4. Understand the global perspective of health and healthcare systems. K5. Understand social determinants of health and global challenges for health equity.	S1. Conduct team science and participate and lead interdisciplinary research teams. S2. Provide professional and research mentorship to others. S3. Contribute to a global community of scholars. S4. Contribute to the formal and informal education of future nurses through discovery, application, and integration.	A1. Appreciate the importance of professional service and citizenship. A2. Appreciate the need for perseverance and tenacity in grant and manuscript writing. A3. Recognize the value of international collaborations to promote global health. A4. Value a global perspective of health and wellness.

APPENDIX B: Sample Reportable Event Form

*Please Note: This is a sample.
The actual Reportable Event Form is available [online](#).*



Reportable Event Form*

Date of Event: _____

Place of Reportable Event: _____

Instructor Name: _____

Student Name: _____

Date of Report: _____

Time of Event: _____ am/pm

Course Number: _____

n/a

Event:

Who was involved? (check all that apply)			
	YES	NO	If yes, name(s)
Student	<input type="checkbox"/>	<input type="checkbox"/>	
Faculty/Preceptor	<input type="checkbox"/>	<input type="checkbox"/>	
Agency Staff	<input type="checkbox"/>	<input type="checkbox"/>	
Patients(s)	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	

Faculty summary of reportable event, including actions by agency:

Actions taken by faculty after event:

(check all that apply)	Action	Date
<input type="checkbox"/>	Program Director met with student	
<input type="checkbox"/>	Notified Course Coordinator Name: _____	
<input type="checkbox"/>	Notified Associate Dean for Academic Affairs	

*Examples of reportable events include exposure to hazardous fluids, infectious agents, or other pathogens, deviations in standards of practice (e.g. nursing care errors, pocket injury, violation of an agency policy, or students/faculty illness (e.g. febrile, injury, allergic response)).

- Page 1 of 2 -

UIC CON Reportable Event Form

Instructor Name: _____ Course Number: _____

Student Name: _____ Date of Event: _____

Describe actions/remediation that will be taken to prevent event in the future:

Was this event classified as a sentinel event by the agency?

Yes _____ No _____

Was there exposure to pathogens or infectious disease, hazardous chemicals/substance?

Yes _____ No _____

If yes, were Agency and CON policies followed:

Yes _____ No _____

Describe exposure incident:

Instructor Signature _____

Date _____

PLEASE CONTACT THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS VERBALLY within 24-48 hours.

PLEASE SUBMIT this REPORTABLE EVENT FORM IN A SEALED POSTMARKED ENVELOPE TO THE ASSOCIATE DEAN FOR ACADEMIC AFFAIRS within 3-5 business days of the event.

This information contained in this document is confidential and privileged, intended solely for the use of the UIC College of Nursing personnel for the purpose of quality improvement and internal review.

APPENDIX C: ExamSoft and Exemplify

Important Information for UICNursing Students

As stated in the body of the UICNursing Student Handbook, UICNursing uses computer-based testing via ExamSoft, and Examsoft's software, Exemplify. ExamSoft is a robust online assessment tool used by faculty and administration to create, distribute, score, report, and analyze student assessments.

Exemplify is the related app that students download on their own devices and use to take exams that have been created in ExamSoft.

All UICNursing students are required to have Exemplify downloaded on a personal mobile computing device that meets the Mobile Device Recommendation policy.

A powerpoint to help with using Exemplify can be found at <https://uofi.box.com/s/1uy7bviuvfz33e52cnq92pew8qdxvpjb>

For more detailed information, please see:

<https://examsoft.force.com/emcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Windows> (Windows)

OR

<https://examsoft.force.com/emcommunity/s/article/Exemplify-Minimum-System-Requirements-for-Mac-OS-X> (Mac OS)

UICNURSING Student Responsibilities for Computer-Based Exams

1. **Attendance:** All students must present to the scheduled exam classroom at least 10 minutes in advance of the exam and present a valid I-Card.
- 2.
3. **Classroom:**
 - All backpacks, drink cups, notes, and other personal items must be placed at the front/back of classroom.
 - Seating assignments may be made before each exam at the discretion of the course instructor or proctor.
 - Scratch paper, which may be permitted at the discretion of the course coordinator, will be provided and distributed by proctors only and will be collected by proctors at the end of the exam.
 - Mobile devices (such as cell phones) smart watches, graphing calculators, and all other electronic devices besides the device you are taking the exam on are strictly prohibited. A violation of this policy is a breach of the academic honor code.

4. **Device Requirement:** UICNursing students are required to possess at each exam a device and corresponding power adaptor that meets the college's [minimum device requirements](#). **Loaner laptops and power cords may be available during an exam if students give a minimum 48 hour advance request to the course director for a loaner device.** Students who come unprepared to the exam may forfeit their right to take the exam.
5. **Software Requirement and Technical Support:** UICNursing students must install and maintain a current UICNursing-approved version of ExamSoft's Exemplify software or any other College approved computer-based testing software on any device that will be used during a proctored exam.
6. **Student Best Practices for using Exemplify:**
 - Be familiar with the use and operation of their laptop and software (take a **Mock Exam**; see below for info)
 - Maintain your designated laptop to be free of viruses and malware
 - Have an A/C power cord available and a device battery with a full charge (at least 2 hours) for all exams
 - **Pro tip: turn down screen brightness to extend battery life**
 - Download exams as soon as they are made available to students.
 - Bring your device with the Exemplify app and a previously downloaded copy of the exam file to the examination room.
 - Arrive at the exam classroom site at least 10 minutes early
 - Close ALL open programs including Microsoft programs (Word, Outlook, PowerPoint, Access, etc.) before launching a secure exam
 - **Exemplify will close these programs for you if you do not close them yourself**
 - After completing and uploading an exam, show the Green Screen confirmation to an exam proctor
 - Give any/all exam materials to proctor(s) before leaving the room.
7. **Exam Time:** No additional exam time will be granted to students for device or other technical difficulties that could have been addressed by contacting Examsoft's IT support (Support@examsoft.com or 866-429-8889) in advance of the exam. *Students must submit their*

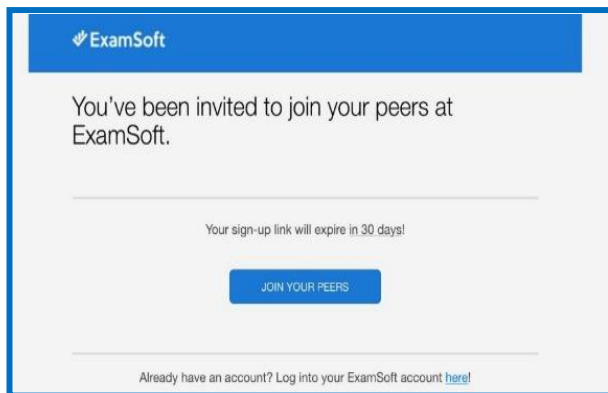
examination in ExamSoft/Examplify when instructed by the exam proctor.

8. **Exam Integrity:** Any attempt to disable or tamper with Examplify's security features will be considered a violation of academic integrity with referral to the Associated Dean for Academics for discipline including a grade of "F: for the exam and course and dismissal from UIC Nursing. Prohibited activities include but are not limited to: sharing exam password(s), recording exam questions by any means, and reverse engineering exam encryption or attempting to do so.

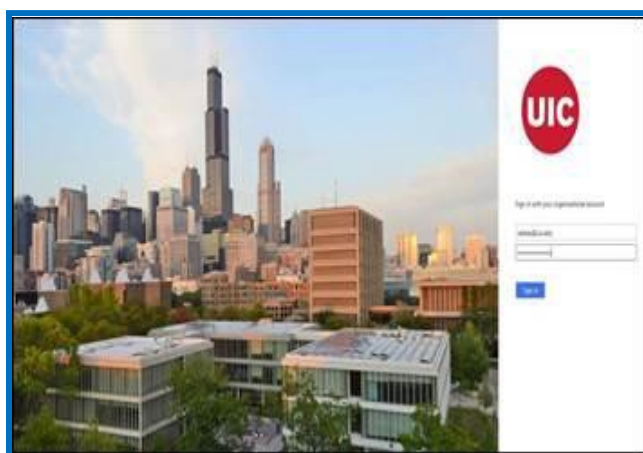
Downloading Examplify to a Laptop (Mac or PC)

Download the app on the laptop that you will use for exams in class.

1. From the email sent to your UIC account, click on **JOIN YOUR PEERS**.



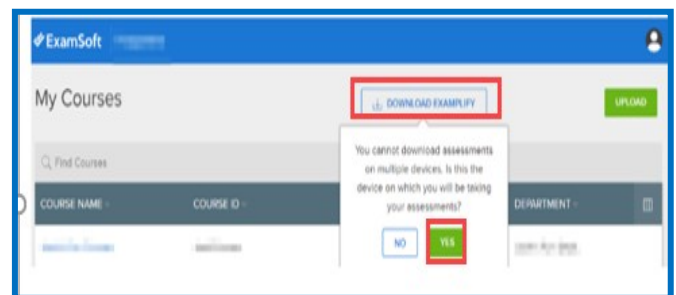
2. You will be routed to the ExamSoft Website. Log in using your FULL UIC email address and password.



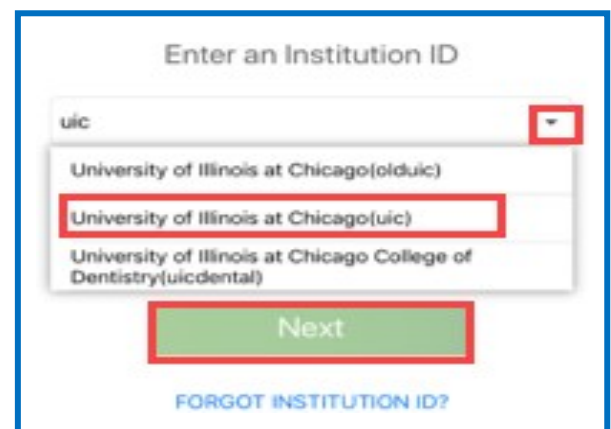
3. Read and scroll down all the way to the bottom of the Software license Agreement. Click **I Agree**.



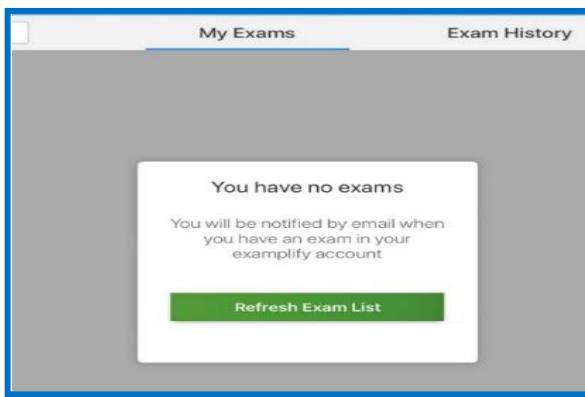
4. Click **Download Examplify**.



5. Click **YES**.
6. Examplify will download to your device. Follow the prompts on your screen to **RUN** the installer and install Examplify to the device.
7. Select the Examplify icon on your computer and Launch the Examplify Application. Make sure you are connected to the internet to register your copy of Examplify.
8. To enter an institution ID, use the dropdown menu and type UIC. Select **University of Illinois at Chicago (uic)**. Click **Next**.



Your final screen should look like this:



Examplify Best Practices for PC and Mac Logging in and logging out

As a best practice, close but **DO NOT** logout of the Examplify App after an exam. Then you will already be logged in each time you open the app.

If you logged out:

1. Launch the Examplify App.
2. Click on your NetID.
3. Your browser will open. Enter your FULL UIC email address and password.
4. Follow the prompt to close the window on your browser, and this will take you back to the Examplify App.

If you are not able to login using the steps above, please email your professor.

Checking for Examplify App Updates

You should be notified if there is an app update available as soon as you launch the Examplify App.

Hardware check

Make sure your A/C – Battery power indicator light is working. Make sure your computer is virus free and has all updates.

Issues taking a “Secured” Exam

Sometimes, it might be necessary to disable antivirus programs if there are issues taking a secured exam with Examplify.

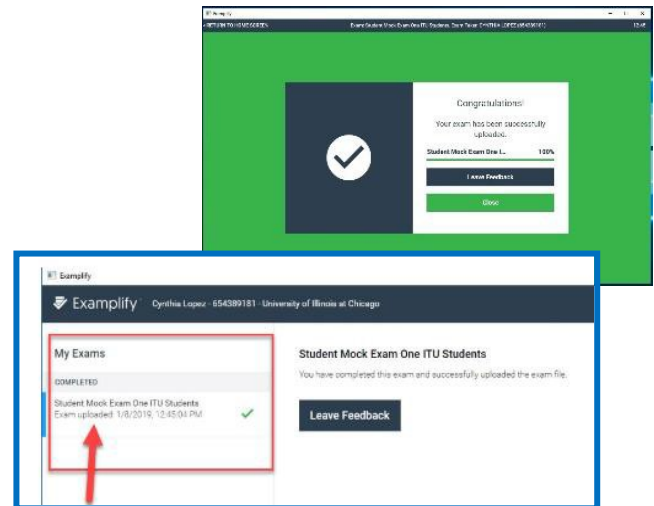
Preparing for an Upcoming Exam

1. Watch for email notifications to download exams.
2. Download all exams as soon as they are available.
3. Arrive at the exam site at least 15 minutes early.
4. Charge your laptop battery and bring your power supply.
5. Before beginning an exam, close ALL open programs including Microsoft programs (Word, Outlook, PowerPoint, Access, etc.) especially before starting a secure exam. You may see a prompt as shown in the image at right.

After an Exam

Submit your completed exam. Wi-Fi should then be automatically enabled. In some instances, you may need to manually enable Wi-Fi in order to upload your exam.

After completing and uploading an exam, wait until you see the **GREEN** upload confirmation screen. Depending on your instructor's policy, you may need to show this screen to an exam proctor. If the green screen does not show, you can confirm upload in your Examplify app left menu.



TIPS FOR TAKING EXAMS IN EXAMPLIFY

It is highly recommended that you take/retake the **MOCK EXAM** that your course director's make available to you so you become more familiar and comfortable with Examplify's features. The mock exam can be downloaded up to 10 times and is available for download in Examplify. **Mockexam 1** is the access code. If you don't see the mock exam in your app, or if the assessment password does not work, please email your professor.

When taking an exam in Examplify, you'll use many of the same strategies you used when taking paper-based exams.

1. Arrive early to class. Store all personal belongings in front/back of classroom as instructed. Find your designated seat and get comfortable.
2. Just as you would be sure to bring a sharpened pencil or working pen to a paper exam, be sure to bring a fully charged device and follow all best practices (see above). Having tech issues could add to exam stress so be sure that your tech is working and ready to go. Check with your professor if you have any issues or concerns related to Examplify.

3. If your instructor has attached any images or documents to the exam, click on the EXAM CONTROLS tab at the top right and access any EXAM ATTACHMENTS before you start the exam.
4. While on a paper exam, you might like to start by assessing the length of the test, in Exemplify you can start by scrolling along the left side to see how many total questions there are before you start.
5. For time management in Exemplify, use the alarm feature and set up an alarm for yourself at any point during the test period.
6. Read each item carefully. Use the text resizing features to adjust the text to a size you prefer.
7. While on paper exams you may have underlined parts of the questions, in ExamSoft you can use the different color highlighters for the same effect.
8. While in paper testing you may have eliminated answers by crossing them out with your pencil/pen, in ExamSoft you can click on the eye icon at the right of any response to cross it out.
9. While in paper exams you may have circled or otherwise marked a question that you were unsure of and wanted to return to later, in Exemplify you can click on FLAG QUESTION at the top of the question. You can also use the FILTER feature at the top of the left column to look at only the flagged or unanswered questions if you want.
10. While in paper exams you could write notes on your question, a note feature is not yet available in Exemplify – but it IS coming! In the meantime, use your scratch paper for notes. Number your notes on the scratch paper to correspond to the question in your exam for easier reference.

Additional Resources

Click on the links below for more information:

<https://examsoft.force.com/etcommunity/s/>

<https://uofi.box.com/s/1uy7bviuvfz33e52cnq92pew8qdxvpjb>

Troubleshooting

If the Anti-Virus program was not disabled properly, some PC/Windows users may notice that their desktop background has been changed to the ExamSoft Logo. That's because the Anti- Virus program on the device is blocking the Exemplify App service from doing its job and closing properly.

In such scenarios, please follow the steps below to revert your laptop setting to the default\original setting right after you take the exam:

<https://examsoft.force.com/etcommunity/s/article/Exemplify-Running-ESWinSR>

APPENDIX D: Reporting Guidelines For Unsafe Practices Form

Reporting Guidelines for Unsafe Practices

- This document should be used to report a student who conducts or is involved in unsafe practices, behaviors, or abilities which threaten the safety of said student or of others; or to report a student's inability to safely meet the technical standards outlined by UIC College of Nursing.
- All signatures are required in the Reporter Information Section.
- This document must be submitted as soon as it is known that a student has been involved in unsafe incidents or fails to meet the Technical Standards.
- Document is to be signed by original reporter, and submitted to Course Coordinator for review and signature.
- Course coordinator must forward the report to the Designated Academic Officer or Associate Dean for Academic Affairs.

This form must be typed, to enter information, click within the gray area and begin typing

Reporter Information

Name of reporter:

Name of Course Coordinator:

Signature of reporter and date:

Signature of Course Coordinator and date:

Reporting Information

Student Name:

Course & Agency of incident/concern:

Date of incident/concern:

Description of the unsafe practice, behavior, or ability, and/or of the unmet Technical Standard.

Please indicate any steps or efforts at resolution or accommodation, if undertaken, and why they have failed.

For Designated Academic Officer or Associate Dean

Date Received:

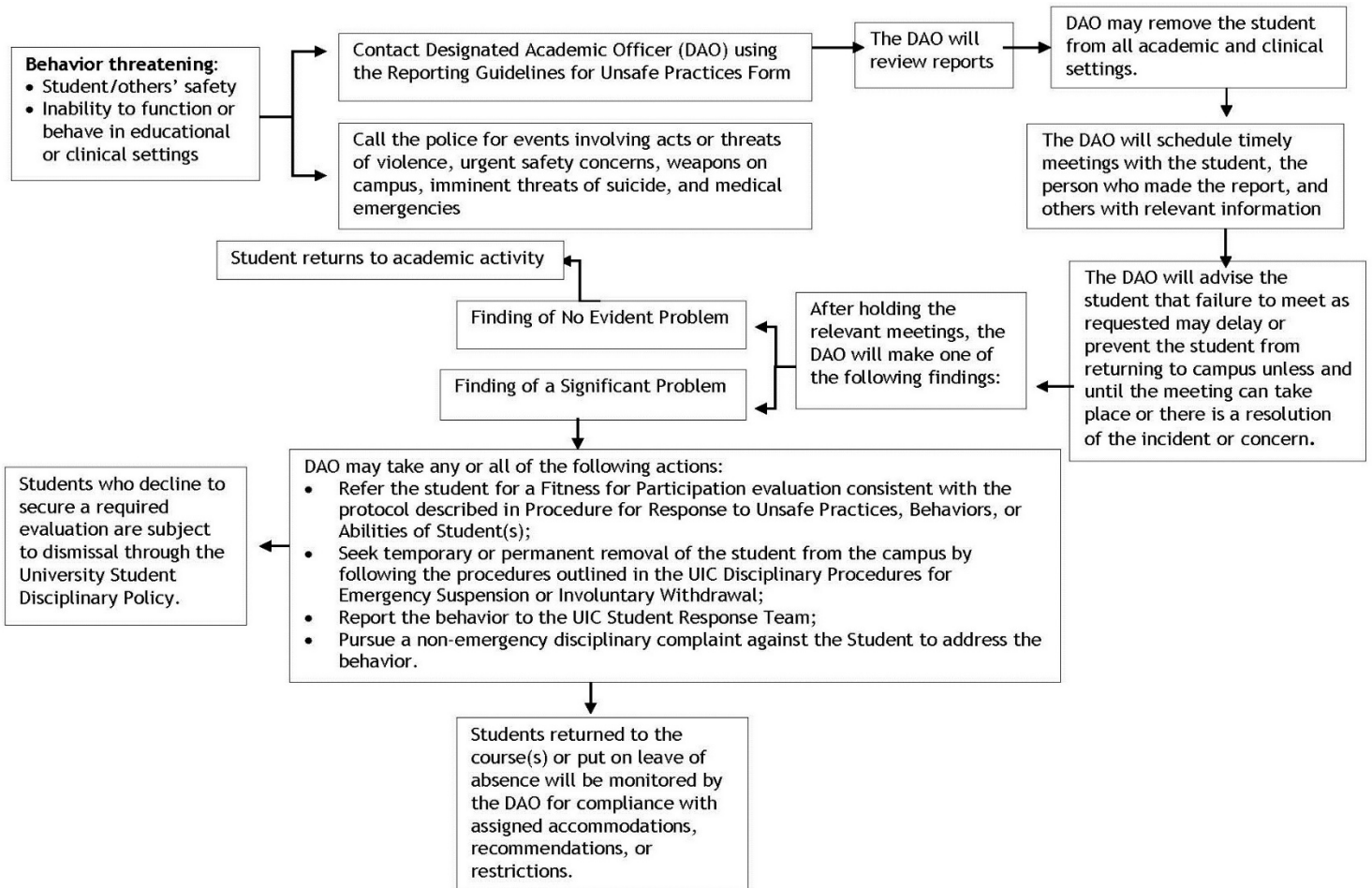
Date Review:

Findings:

Signature and date:

APPENDIX E: Procedure For Response To Unsafe Practices, Behaviors, Or Abilities Of Student(s)

Procedure for Response to Unsafe Practices, Behaviors, or Abilities of Student(s) Flow Chart



APPENDIX F: Safety/Technical Standards

Safety & Technical Standards for Nursing Education at UICNursing

UICNursing has a responsibility to educate competent nurses to care for patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. UICNursing has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Technical Standards: UICNursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of UICNursing. The standards are not requirements of admission into the programs and the examples are not all-inclusive. The purpose of the standards is to ensure that students are able to provide safe and appropriate patient care and create a healthy learning environment. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the

areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

UICNursing wishes to ensure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) to allow all students the opportunity to study and practice nursing, with or without reasonable accommodation. UICNursing provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must submit a request to the UIC Disability Resource Center, which will work with UICNursing to establish reasonable accommodation where appropriate.

Requirements	Standards	Examples
Acquiring fundamental knowledge	<ol style="list-style-type: none"> 1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 4. Novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	<ol style="list-style-type: none"> 1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) 2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members) 3. Ability to synthesize and make sense of information gathered from communication 4. Social intelligence 	<ul style="list-style-type: none"> • Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions
Interpreting data	<ol style="list-style-type: none"> 1. Ability to observe patient conditions and responses to health and illness 2. Ability to assess and monitor health needs 3. Computational thinking 4. Cognitive load management 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to nursing action • Translate data into abstract concepts and to understand data-based reasoning
Integrating knowledge to establish clinical judgment	<ol style="list-style-type: none"> 1. Critical thinking, problem-solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care 2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, baccalaureate essentials) 3. New-media literacy 4. Transdisciplinarity 5. Design mindset 	<ul style="list-style-type: none"> • Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care • Critically assess and develop content that uses new media forms, and leverage these media for persuasive communication • Literacy in and ability to understand concepts across disciplines • Represent and develop tasks and work processes for desired outcomes

Requirements	Standards	Examples
Incorporating appropriate professional attitudes and behaviors into nursing practice	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities 3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members 4. Acquire the skills necessary for promoting change for necessary quality health care 5. Cross-cultural competency 6. Virtual collaboration 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients, intra and inter professional teams • Able to appreciate different cultures settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of a virtual team • Recognize personal deficiencies and weaknesses, and seek assistance, when appropriate.

To be qualified for **UICNursing** individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the UIC Disability Resource Center or the **UICNursing** Office for Academic Programs.

UICNursing partners with outside agencies in the fulfillment of program requirements. All students must meet the standards detailed above and any additional standards set forth by a partnering agency with or without reasonable accommodations.

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Marks, B. & Ailey, S. (2014). White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on the Employment of People with Disabilities. Chicago, IL.