



# **STUDENT HANDBOOK**

**2008-2009**

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## College of Nursing Mission, Vision and Values

### Mission

Our mission is to educate highly competent nurse leaders for clinical practice, academic scholarship and healthcare administration.

### Vision

Our vision is to be the preferred global nursing and healthcare leadership connection/partner for acquiring knowledge and academic credentials, generating new knowledge, creating/testing novel practice models and transforming health care policy.

### Values

At UIC College of Nursing, 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 at Chicago is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). The College of Nursing master's and baccalaureate programs are accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Illinois Department of Financial and Professional Regulation. The College holds membership in the American Association of Colleges of Nursing (AACN).

## **Program Objectives**

### **Bachelor of Science in Nursing and Graduate Entry Program (Pre-Licensure) Program Objectives**

Upon completion of the BSN program or the pre-RN licensure course sequence in the Graduate Entry program the student will:

- Provide competent care across the lifespan to patients, families, and communities within the context of their cultures;
- Apply principles of scientific inquiry and critical thinking to provide evidence-based care;
- Apply leadership skills in guiding and influencing individuals and groups in evidence-based health care;
- Apply principles of management in the provision of health care to individuals, families, and communities in a variety of organizations;
- Systematically utilize the nursing process to provide or coordinate health care and to address complex health issues across the lifespan for individuals, families, and communities;
- Communicate therapeutically and professionally in a variety of settings;
- 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 health care; and
- Apply legal guidelines, regulations, and standards in professional nursing practice.

### **Master of Science Program Objectives**

The Master of Science in nursing builds on the baccalaureate curriculum in nursing and incorporates the concepts of communication, critical thinking, and therapeutic nursing intervention. At the completion of the program, the graduate:

1. Demonstrates competencies for advanced practice in nursing.
2. Analyzes current knowledge for nursing practice and for inquiry.
3. Uses knowledge to adapt nursing interventions based on the interrelationships among person, environment, health and nursing.

4. Evaluates effectiveness of nursing intervention and health systems on outcomes.
5. Conducts scholarly activity to advance nursing knowledge.
6. Demonstrates leadership in nursing in multi-disciplinary health environments.

### **Doctor of Nursing Practice Program Objectives**

At completion of the program, graduates will be able to:

1. Demonstrate the specialty competencies needed for doctoral practice in nursing.
2. Translate science to influence health care policy.
3. Implement evidence-based practices to optimize health care outcomes and reduce disparities.
4. Practice strategic management skills to improve the effectiveness of nursing interventions and health systems outcomes.
5. Develop transdisciplinary ventures to create innovative health care delivery models.
6. Demonstrate fiscal leadership in planning and management for nursing practice.
7. Integrate technology with nursing practice skills to improve quality and accessibility of care.

## Advanced Practice Concentration Program Objectives

Program	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
<b>Acute Care Clinical Nurse Specialist</b>	Provide expert focused care to patients in acute care.	Analyze current knowledge for medical-surgical nursing practice and for inquiry.	Use knowledge to adapt nursing interventions based on the interrelationships among person, environment, health and nursing in specialized medical-surgical tertiary care.	Evaluate effectiveness of nursing intervention and health systems on outcomes in specialized medical-surgical tertiary care.	Conduct scholarly activity to advance nursing knowledge in acute care nursing	Demonstrate leadership in nursing and in multi-disciplinary health environments.		
<b>Acute Care Nurse Practitioner</b>	Demonstrate competencies in acute care nursing: a. manage patients with stable, complex health problems; b. provide appropriate components of tertiary care to patients with complex, unstable conditions.	Analyze current knowledge for medical-surgical nursing practice and for inquiry.	Use knowledge to adapt nursing interventions on the interrelationships among person, environment, health and nursing in comprehensive medical-surgical tertiary care.	Evaluate effectiveness of nursing intervention and health systems on outcomes in comprehensive medical-surgical tertiary care.	Conduct scholarly activity to advance nursing knowledge in medical-surgical nursing.	Demonstrate leadership in nursing and in multidisciplinary health environments		
<b>Administrative Studies in Nursing</b>	Demonstrates competence for advanced practice nursing by: a. using principles of management and leadership in	Analyzes current knowledge for nursing practice and for inquiry by: a. analyzing historical evolution of nursing	Uses knowledge to adapt nursing interventions based on the interrelationships among person, environment,	Evaluates the effectiveness of nursing interventions and health systems by: a. evaluating nurse management	Conducts scholarly activity to advance nursing and nursing knowledge by: a. collaborating with	Demonstrates leadership in nursing and multidisciplinary health environment by: a. demonstrating		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	fulfilling the role of nursing manager; b. using scientific, ethical, esthetic, and personal knowledge in nursing management; c. using information technology supportive of the nurse manager role.	management and health systems; b. applying principles of economics to understand the financial support of health and nursing services.	health and nursing by: a. analyzing health problems and needs in various types and at various levels of health care delivery; b. analyzing the resources required for the management and delivery of health and nursing services; c. synthesizing nursing and management knowledge in the practice of nursing management.	functions and outcomes in health services; b. evaluating the quality and cost of the health and nursing services and their outcomes.	interdisciplinary health care providers to discover, synthesize, and communicate nursing management knowledge through utilization of the research process; b. incorporating critical thinking and ethical reasoning in decision making; c. analyzing the formation, implementation, and evaluation of health policy at the local, regional, national, and international levels.	knowledge and application of nursing; b. providing leadership in health teams, in select local, regional, national, and international arenas.		
<b>Adult/Geriatric Nurse Practitioner</b>	Demonstrate competencies in adult and geriatric nursing: a. manage patients with stable, complex health problems; b. provide appropriate components of primary care to patients with complex, stable	Analyze current health care knowledge: a. initiate and/or participate in clinical nursing research; and b. apply research findings in	Use knowledge to adapt nursing interventions on the interrelationships among person, environment, health and nursing in primary care and chronic care settings for patients across the adult lifespan.	Evaluate effectiveness of nursing intervention and health systems on outcomes in primary and chronic care settings	Conduct scholarly activity to advance nursing knowledge in care of adult and geriatric patients with stable, complex health problems	Demonstrate leadership in nursing and in multidisciplinary health environments		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	<p>conditions with a focus of health promotion and illness prevention.</p> <p>c. provide appropriate components of management of chronic illness, with a focus on teaching self-management skills to clients</p> <p>d. collaborate with other health professionals in the management of clients when indicated</p>	<p>advanced practice</p>						
<b>Adult Nurse Practitioner</b>	<p>Demonstrate competencies in adult nursing:</p> <p>a. manage patients with stable, complex health problems;</p> <p>b. provide appropriate components of primary care to patients with complex, stable conditions with a focus of health promotion and illness prevention.</p> <p>c. provide</p>	<p>Analyze current health care knowledge:</p> <p>a. initiate and/or participate in clinical nursing research; and</p> <p>b. apply research findings in advanced practice</p>	<p>Use knowledge to adapt nursing interventions on the interrelationships among person, environment, health and nursing in primary care and chronic care settings for adult patients</p>	<p>Evaluate effectiveness of nursing intervention and health systems on outcomes in primary and chronic care settings</p>	<p>Conduct scholarly activity to advance nursing knowledge in care of adult patients with stable, complex health problems</p>	<p>Demonstrate leadership in nursing and in multidisciplinary health environments</p>		

Program	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
	<p>appropriate components of management of chronic illness, with a focus on teaching self-management skills to clients</p> <p>d. collaborate with other health professionals in the management of clients when indicated</p>							
<p><b>Advanced Community Health Nurse Specialist</b></p>	<p>Demonstrate competency for advanced practice as an Advanced Community Nurse Specialist by:</p> <p>a. identifying aggregates at risk for disease or injury;</p> <p>b. developing with community involvement, community-based programs that prevent or reduce the impact of disease or injury on groups in communities;</p> <p>c. evaluating community programs with a</p>	<p>Analyzes current nursing knowledge by.</p> <p>a. initiate and/or participate in clinical nursing research; and</p> <p>b. apply research findings in advanced practice.</p>	<p>Uses nursing and community health knowledge to adapt nursing interventions that consider the interrelationships among community, environment, health and nursing.</p>	<p>Evaluates the effectiveness of nursing interventions and community health nursing systems on outcomes and impact on the community.</p>	<p>Conduct scholarly activity to improve community health nursing practice and to advance nursing knowledge.</p>	<p>Demonstrate leadership in nursing, community health nursing and community interdisciplinary endeavors.</p>		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	focus on measuring outcomes.							
<b>Family Nurse Practitioner</b>	Demonstrate competency for advanced practice as a family nurse practitioner: a. provide appropriate components of primary care to clients and families, with an emphasis on continuing health maintenance and health promotion; b. manage clients with common episodic illnesses and stable chronic disorders using appropriate evidence-based therapeutic measures. c. collaborate with other health professionals in the management of clients when	Analyze current health care knowledge: a. initiate and/or participate in clinical nursing research; and b. apply research findings in advanced practice	Use health care knowledge and problem-solving ability to construct a plan of care which considers family dynamics and interrelationships among occupational, cultural and community factors while meeting the needs of the individual client.	Evaluate the outcomes of health care provided to clients and the impact of those services on the client's family and community.	Conduct scholarly activity to advance primary care knowledge and advanced nursing practice.	Demonstrate leadership in nursing practice and collaborate with other health professionals in the management of clients when indicated.		

Program	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
	indicated							
<b>Geriatric Clinical Nurse Specialist</b>	Provide expert focused care to geriatric patients.	Analyze current knowledge for medical-surgical nursing practice and for inquiry.	Use knowledge to adapt nursing interventions based on the interrelationships among person, environment, health and nursing in specialized medical-surgical tertiary care.	Evaluate effectiveness of nursing intervention and health systems on outcomes in specialized medical-surgical tertiary care.	Conduct scholarly activity to advance nursing knowledge in geriatric nursing.	Demonstrate leadership in nursing and in multi-disciplinary health environments.		
<b>Geriatric Nurse Practitioner</b>	Demonstrate competencies in geriatric nursing: a. manage patients with stable, complex health problems; b. provide appropriate components of tertiary care to patients with complex, unstable conditions.	Analyze current knowledge for medical-surgical nursing practice and for inquiry.	Use knowledge to adapt nursing interventions on the interrelationships among person, environment, health and nursing in comprehensive medical-surgical tertiary care.	Evaluate effectiveness of nursing intervention and health systems on outcomes in comprehensive medical-surgical tertiary care.	Conduct scholarly activity to advance nursing knowledge in medical-surgical nursing.	Demonstrate leadership in nursing and in multidisciplinary health environments.		
<b>Mental Health Clinical Nurse Specialist</b>	Demonstrate competency for advanced practice in psychiatric nursing by: a. assessing mental health care needs of clients, making psychiatric diagnostic formulations and	Analyzes current nursing knowledge by. a. using the research process consistent with ethical standards; b. implementing research findings in the care of clients with mental	Uses nursing knowledge and problem-solving ability to construct a plan which considers family dynamics, interrelationships among community resources, health and nursing, while	Evaluates the outcomes of the psychiatric and mental health care provided to clients and families.	Conduct scholarly activity to advance psychiatric and mental health nursing.	Demonstrate leadership in psychiatric nursing practice and collaborates with members of the core psychiatric disciplines as well as other health care providers when indicated.		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	<p>applying nursing principles at an advanced level;</p> <p>b. providing for the needs of clients with common psychiatric conditions consistent with professional standards of practice;</p> <p>c. providing for the psychotherapeutic and psychoeducational needs of clients and families;</p> <p>d. consulting with or referring clients to other health care providers as appropriate;</p> <p>e. acting as client advocate in facilitating change in policies that affect psychiatric/mental health care.</p>	health disorders.	meeting the needs of the individual client.					
<b>Mental Health Nurse Practitioner</b>	<p>Demonstrate competency for advanced practice in psychiatric nursing by:</p> <p>a. assessing mental health care</p>	<p>Analyzes current nursing knowledge by.</p> <p>a. using the research process consistent with ethical standards;</p>	<p>Uses nursing knowledge and problem-solving ability to construct a plan that considers family dynamics,</p>	<p>Evaluates the outcomes of the psychiatric and mental health care provided to clients and families.</p>	<p>Conduct scholarly activity to advance psychiatric and mental health nursing</p>	<p>Demonstrate leadership in psychiatric nursing practice and collaborates with members of the core psychiatric</p>		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	needs of clients, making psychiatric diagnostic formulations and applying nursing principles at an advanced level; b. providing for the needs of clients with common psychiatric conditions consistent with professional standards of practice; c. providing for the psychotherapeutic and psychoeducational needs of clients and families; d. consulting with or referring clients to other health care providers as appropriate; e. acting as client advocate in facilitating change in policies that affect psychiatric/mental health care.	b. implementing research findings in the care of clients with mental health disorders.	interrelationships among community resources, health and nursing, while meeting the needs of the individual client.			disciplines as well as other health care providers when indicated.		
<b>MS/MPH</b>	Demonstrates competencies for advanced practice	Analyzes current knowledge to: a. apply research	Using nursing and public health knowledge to adapt	Evaluates the effectiveness of nursing and	Conducts scholarly activity to advance public health and	Demonstrates leadership in public health		

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	<p>in public health nursing by:</p> <ul style="list-style-type: none"> <li>a. identifying aggregates at risk for disease or injury;</li> <li>b. developing with community involvement, community programs that prevent or reduce the impact of disease or injury on groups in communities;</li> <li>c. applying management principles to public health programs;</li> <li>d. effectively participating in inter disciplinary public health activities;</li> <li>e. evaluating community programs with a focus on measuring outcomes.</li> </ul>	<p>findings in advanced nursing practice and public health practice;</p> <ul style="list-style-type: none"> <li>b. participate in research pertinent to public health nursing.</li> </ul>	<p>nursing and interdisciplinary interventions that consider the interrelationships among community, the environment, health and nursing.</p>	<p>interdisciplinary interventions and of the public health system on outcomes and impact on the community.</p>	<p>public health nursing knowledge.</p>	<p>nursing, in interdisciplinary public health programs in community activities.</p>		
<b>MS/MSHI (Nursing)</b>	<p>Demonstrates competence for advanced practice nursing by:</p> <ul style="list-style-type: none"> <li>a. using principles of management and leadership in fulfilling the role of nursing</li> </ul>	<p>Analyzes current knowledge for nursing practice and for inquiry by:</p> <ul style="list-style-type: none"> <li>a. analyzing historical evolution of nursing management and health systems;</li> </ul>	<p>Uses knowledge to adapt nursing interventions based on the interrelationships among person, environment, health and nursing by:</p>	<p>Evaluates the effectiveness of nursing interventions and health systems by:</p> <ul style="list-style-type: none"> <li>a. evaluating nurse management functions and outcomes in health</li> </ul>	<p>Conducts scholarly activity to advance nursing and nursing knowledge by:</p> <ul style="list-style-type: none"> <li>a. collaborating with interdisciplinary health care</li> </ul>	<p>Demonstrates leadership in nursing and multidisciplinary health environment by:</p> <ul style="list-style-type: none"> <li>a. demonstrating knowledge and application of</li> </ul>		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	<p>manager;</p> <p>b. using scientific, ethical, esthetic, and personal knowledge in nursing management;</p> <p>c. using information technology supportive of the nurse manager role.</p>	<p>b. applying principles of economics to understand the financial support of health and nursing services.</p>	<p>a. analyzing health problems and needs in various types and at various levels of health care delivery;</p> <p>b. analyzing the resources required for the management and delivery of health and nursing services;</p> <p>c. synthesizing nursing and management knowledge in the practice of nursing management.</p>	<p>services;</p> <p>b. evaluating the quality and cost of the health and nursing services and their outcomes.</p>	<p>providers to discover, synthesize, and communicate nursing management knowledge through utilization of the research process;</p> <p>b. incorporating critical thinking and ethical reasoning in decision making;</p> <p>c. analyzing the formation, implementation, and evaluation of health policy at the local, regional, national, and international levels.</p>	<p>nursing;</p> <p>b. providing leadership in health teams, in select local, regional, national, and international arenas.</p>		
<b>MS/MSHI (Health Informatics)</b>	<p>Facilitate communication between healthcare and IT professionals—two groups whose different vocabularies and problem-solving strategies inhibit successful evaluation, selection, and implementation of healthcare information</p>	<p>Apply acquired managerial and leadership skills to projects that maximize utilization of HIT.</p> <p>Assess the capabilities, limitations, and risk/benefit tradeoffs of purchased HIT applications.</p>	<p>Identify organizational factors inhibiting the optimal use of HIT, and develop strategies and tactics to overcome them.</p> <p>Evaluate existing or proposed communication systems and networks to ensure they support the</p>	<p>Adapt systems analysis techniques to the complexities and idiosyncratic nature of HIT needs.</p> <p>Integrate critical thinking skills with published data to remain current with emerging HIT issues.</p>	<p>Facilitate the collaboration of healthcare professionals to manage the complexities and wide diversity of HIT data.</p> <p>Structure a scientific inquiry that concludes in a contribution to the body of knowledge in health</p>	<p>Apply and integrate the fundamental concepts of health informatics in a clinical setting; and</p> <p>Analyze the business processes of health care and recommend suitable HIT business solutions</p>		

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	technology (HIT).		HIT needs of the organization;		informatics.			
<b>Nurse Midwifery</b>	Demonstrate competence in the clinical practice of nurse-midwifery with a focus on: a. the needs of the individual and family for physical care, emotional and social support and active involvement of significant others according to cultural values and personal preferences; b. encouraging continuity of care; c. emphasizing safe, competent clinical management; d. advocating non-intervention in normal processes; and e. promoting health education for women throughout the lifecycle	Provide care that respects each individual's right to: a. safe, satisfying health care which encompasses human dignity and cultural variations; b. self-determination; c. complete information; and d. an active participation in all aspects of care.	Participate effectively on an interdisciplinary health care team.	Analyze current knowledge for nurse-midwifery practice and for inquiry.	Use nurse-midwifery knowledge to adapt nurse –midwifery interventions based on the interrelationships among person, environment, health and nurse-midwifery.	Evaluate effectiveness of nurse-midwifery interventions and health systems on health outcomes.	Engage in scholarly activity to advance knowledge in women's health care and midwifery.	Provide leadership in the profession.
<b>Occupational Health/ Advanced</b>	Demonstrate competencies for advanced practice in occupational	Analyzes current nursing knowledge for occupational health nursing	Uses nursing knowledge and problem-solving ability to develop	Evaluates effectiveness of occupational health nursing	Conduct scholarly activity to advance occupational health nursing knowledge	Demonstrate leadership in occupational health nursing practice		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
<b>Community Health Nurse Specialist</b>	health nursing by: a. identifying work populations at health risk; b. developing and evaluating occupational health nursing programs in terms of individual and population outcomes.	practice and for inquiry to. a. initiate and/or participate in clinical occupational health nursing research; and b. apply research findings in advanced practice.	occupational health nursing interventions that consider the interrelationships among worker, workplace, external environment, health and nursing.	interventions and health systems on occupational health and safety outcomes.		and in collaboration with other members of the interdisciplinary occupational health and safety team.		
<b>Occupational Health/Family Nurse Practitioner</b>	Demonstrate competencies for advanced practice as a Occupational Health Nurse Practitioner by: a. providing appropriate components of nursing care for work-related illnesses and injuries as well as primary care to workers and their families (clients), with an emphasis on continuing health maintenance and health promotion; b. managing clients with common work-related injuries and episodic illnesses	Analyzes current nursing knowledge by. a. initiate and/or participate in clinical occupational health nursing research; and b. apply research findings in advanced practice.	Uses nursing knowledge and problem-solving ability to construct a plan of care which considers interrelationships among the work, the worksite environment, health and nursing, while meeting the needs of the client.	Evaluates the outcomes of the health care provided to clients and impact of services on the worksite and broader environment.	Conduct scholarly activity to advance occupational health nursing knowledge and advanced nursing practice.	Demonstrate leadership in occupational health nursing practice and collaborated with other members of the interdisciplinary occupational health and safety team in the management of clients, when indicated.		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	and stable chronic disorders using appropriate therapeutic measures; c. identifying work populations at health risk; d. developing and evaluating occupational health nursing programs in terms of individual and population outcomes.							
<b>Pediatric Clinical Nurse Specialist</b>	Demonstrate clinical nurse specialist competencies in advanced pediatric nursing practice with children of varying ages and their families by: a. Identifying and assessing children with acute and chronic illness; b. Developing, implementing, and evaluating nursing care for children with acute and chronic illness and their families.	Analyze current knowledge relevant to children, families, and pediatric health to provide quality advanced pediatric nursing care and for inquiry to: a. Initiate and/or participate in pediatric nursing research; and b. Apply research findings in practice.	Use nursing knowledge and problem-solving ability to plan, implement, and evaluate nursing care for children and their families.	Evaluate the effectiveness of nursing interventions and health systems on pediatric health care outcomes.	Conduct scholarly activity to advance knowledge in pediatric nursing care.	Demonstrate leadership in pediatric nursing and in collaboration with other members of the interdisciplinary team.		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
<b>Pediatric Nurse Practitioner</b>	Demonstrate pediatric nurse practitioner competencies in advanced practice with children of varying ages and their families by: a. promoting and maintaining health, and preventing illness; b. managing common childhood health care problems; and c. collaborating with other health professionals in the primary care management of children.	Analyze current knowledge relevant to children, families, and pediatric primary care to: a. manage health and wellness care and common childhood illnesses in children, and b. initiate and/or participate in clinical nursing research.	Use advanced clinical decision making skills to plan, implement, and evaluate pediatric primary care for children and their families.	Evaluate the effectiveness of nursing interventions and health systems on pediatric primary care outcomes.	Engage in scholarly activity to advance knowledge in pediatric health care.	Provide leadership in the specialty area		
<b>Perinatal Clinical Nurse Specialist</b>	Demonstrates clinical nurse specialist competencies in advanced perinatal nursing practice by: a. identifying and assessing low and at-risk perinatal patients; b. developing, implementing, and evaluating nursing care for low and at-risk perinatal patients and their	Analyzes current knowledge relevant to perinatal health care to provide quality advanced nursing care and for inquiry to: a. initiate and/or participate in perinatal nursing research; and b. apply research findings in practice.	Uses nursing knowledge and problem-solving ability to plan, implement, and evaluate nursing care for perinatal patients and their families.	Evaluates the effectiveness of nursing interventions and health systems on perinatal health care outcomes.	Conducts scholarly activity to advance knowledge in perinatal nursing care.	Demonstrates leadership in perinatal nursing and in collaboration with other members of the interdisciplinary team.		

Program	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
	families.							
<b>School/ Advanced Community Health Nurse Specialist</b>	Demonstrates competencies for advanced school nursing practice by: a. identification of population groups at risk for health problems; b. providing interdisciplinary programs that emphasize health maintenance and health promotion; and, c. providing for case management of complex problems of children with special needs utilizing the interdisciplinary team.	Analyzes current knowledge to: a. initiate or participate in clinical nursing research; and b. apply research findings in school nursing practice.	Uses nursing knowledge and problem solving ability to construct plans of care based on family needs, interrelationships within the school community, health and nursing.	Evaluates the outcomes of school nursing interventions.	Conducts scholarly activities to improve school nursing knowledge and practice.	Demonstrates leadership in the school health environment.		
<b>School/Family Nurse Practitioner</b>	Demonstrates competencies for advanced practice as a school nurse practitioner by: a. providing appropriate components of primary care to school community clients, with an emphasis on continuing health	Analyzes current nursing knowledge to: a. initiate and/or participate in clinical nursing research; and b. apply research findings in school nursing practice.	Uses nursing knowledge and problem-solving ability to construct a plan of care which considers the family dynamics, interrelationship within the school community context, health and nursing, while	Evaluates the outcomes of the health care provided to school community clients and impact of services on community.	Conducts scholarly activity to advance primary care knowledge and advanced school nursing practice.	Demonstrates leadership in the school health environment, nursing practice and collaborates with other health professionals in the management of clients, when indicated.		

<b>Program</b>	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>	<b>Objective 7</b>	<b>Objective 8</b>
	<p>maintenance and health promotion; and</p> <p>b. managing school community clients with common episodic illnesses and stable chronic disorders using appropriate therapeutic measures;</p> <p>c. identifying population groups at risk for health problems;</p> <p>d. providing interdisciplinary programs that emphasize health maintenance and health promotion; and</p> <p>e. providing for case management of complex problems of children with special needs utilizing the interdisciplinary team.</p>		meeting the needs of the individual client.					
<b>Women's Health Nurse Practitioner</b>	<p>Demonstrate competence in the clinical practice of women's health as a nurse practitioner with a focus on:</p> <p>a. The needs of the</p>	<p>Provide care that respects each individual's right to:</p> <p>a. safe, satisfying health care which encompasses</p>	<p>Participate effectively on an interdisciplinary health care team.</p>	<p>Analyze current knowledge for nurse practitioner practice and for inquiry.</p>	<p>Use nurse practitioner knowledge to adapt nurse practitioner interventions based on the interrelationships</p>	<p>Evaluate effectiveness of nurse practitioner interventions and health systems on health outcomes</p>	<p>Engage in scholarly activity to advance knowledge in women's health care.</p>	<p>Provide leadership in the profession.</p>

Program	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
	individual and family for physical care, emotional and social support and active involvement of significant others according to cultural values and personal preferences; b. encouraging continuity of care; c. emphasizing safe, competent clinical management; d. advocating non-intervention in normal processes; and e. promoting health education for women throughout the lifecycle.	human dignity and cultural variations; b. self-determination; c. complete information; and d. an active participation in all aspects of care.			among person, environment, health and nurse midwifery.			

## Doctor of Philosophy Program Objectives

Upon completion of the doctoral 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.
4. Provide leadership in nursing, research, health care, and health policy.

## Grading Scale and Policies

The grading scale for the College of Nursing 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, in zero-credit 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 this should occur, the Admissions and Academic Standards Committee -- Graduate 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 for possible dismissal.

The following College of Nursing courses are currently graded S/U:

### BSN

NUSC 460, Individualized Internship

## **Graduate Entry Program**

Practicum Courses (NUSC 419, 425, 427, 429)

## **Master's**

NUSC 597 Master's Project

NUSC 598 Master's Thesis Research

## **DNP**

NUSC 572 Synthesis Project Development

NUSC 574 Synthesis Project Implementation

NUSC 576 Synthesis Project Evaluation and Dissemination

NUSC 582 DNP Residency I: Direct Care Role

NUSC 583 DNP Residency II: Direct Care Role

NUSC 586 DNP Residency I: Systems-Focused Role

NUSC 587 DNP Residency II: Systems-Focused Role

## **PhD**

NUSC 517 Advanced Research Practicum

NUSC 585 Advanced Research Seminar

NUSC 590 Leadership in Scientific Careers

NUSC 592 Preliminary Exam Preparation

NUSC 595 Seminar in Nursing

NUSC 596 Independent Study: Graduate

NUSC 599 Ph.D. Thesis Research

**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 sequence the deferred grade for all terms must be converted either to a specific letter grade (A-F), to an IN (Incomplete), or to an S or U. No credit is earned until the DFF grade is converted to a permanent grade.

## **I—Incomplete.**

**Undergraduate students.** Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination. Incomplete course work will normally result in a failing grade if it is not completed within the designated time limit. The I may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time the final grade roster is due.

The instructor must submit an Incomplete Grade Assignment report when entering final grades for the I to be recorded. This report 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 a time indicated on the report. In resolving the I, the

student may not register for the course a second time, but must follow the procedures detailed on the report.

An I must be removed by the end of the student's first semester or summer session in residence subsequent to the incurrence of the I or, if not in residence, no later than one calendar year subsequent to the incurrence. 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.

**Graduate students.** 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. The instructor must submit an Incomplete Grade Assignment report when entering final grades for the I to be recorded. This report 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 a time indicated on the report. In resolving the I, the student may not register for the course a second time, but must follow the procedures detailed on the report.

An I must be removed by the end of the next term in which the student is registered (including summer), or within twelve months of the end of the term in which the I was received, whichever occurs sooner. Course instructors may require an earlier deadline. When the student submits the course work, the instructor will grade it and change the I to the appropriate grade.

An I that is not removed 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.** Not recorded grade. 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.

## **Academic Standards and Policies—Undergraduate**

### **Academic Load**

To be considered full-time, a student must be enrolled in a minimum of 12 semester hours fall and spring terms. During the regular academic year, an academic course load exceeding 18 semester hours must be approved in the College of Nursing Office of Academic Programs.

## **Academic Probation and Dismissal**

### Probation Rules

All students are required to satisfactorily complete with a minimum grade of C all required LAS and nursing courses and maintain a cumulative and nursing grade point average of 2.00/4.00. When the nursing or cumulative grade point average is below 2.00/4.00, the student is placed on probation.

A student not currently on academic probation will be placed on academic probation at the end of any term in which the student earns less than a 2.00/4.00 in nursing, nonnursing, or cumulative grade point average.

A student currently on academic probation will be continued on academic 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.
3. The Admissions and Academic Standards Committee-Baccalaureate 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 or hours for which the student registers, and may exclude the student from taking certain courses while on probation.

### Dismissal Rules

1. A student on academic probation will be dismissed in any term in which 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. A student on academic probation will be dismissed in any term in which 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.
3. 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 any semester, failure to maintain a C average in nursing.
4. 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 the College of Nursing, withdrawn for academic failure.

5. Students dismissed from the College of Nursing will also be dismissed from the University.

### **Repeating a 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 of Nursing.

A nonclinical nursing course in which a grade below C is received must be repeated the first term the course is offered again.

A clinical nursing course in which a grade below C is received must be repeated the first term **in which space is available** and prior to enrolling in any other clinical course.

If a student repeats a course for which credit was earned, the original credit is forfeited, but both grades will be included in the cumulative grade point average and will remain on the student's permanent record.

### **Dean's List**

Outstanding academic achievement in the College of Nursing is recognized by inclusion on the Dean's List. Eligibility is based on 3.35 (A=4.00) term grade point average with a program of 12 semester hours of letter grades in a semester.

### **Mid-term Warning**

Students are given written warning in the form of an "Academic Improvement Plan" by their faculty instructors if they are not making satisfactory progress in the theory and/or practicum portion of a required course at midterm time. The Academic Improvement Plan form can be found on the Forms page on the CON website. 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 obtain a passing grade. The warning is discussed with the student and they may add comments. The instructor will then forward the form to the Director of Academic Programs for forwarding to the student's advisor. The student must schedule an appointment to meet with his/her advisor within 5 days of meeting with the instructor. Urban Health students are also encouraged to meet with the Urban Health Coordinator. The advisor will forward a copy of the completed form to the instructor and the student will receive a copy. Students may be referred to resources such as a tutor, the Academic Center for Excellence (ACE), or the UIC Writing Center for assistance.

## Petitions

Students may petition the Associate Dean for Clinical Nursing Practice Studies for exceptions to certain College of Nursing regulations, but should do so only after consulting with their advisor, whose recommendations must appear on the petition. Petition Forms may be obtained in the Office of Academic Programs. Petition forms must be accompanied by a full explanation of the circumstances and any appropriate supporting documents. PETITIONS SHOULD 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. **Petitions can take 4-6 weeks to be reviewed and a decision made.**

## Academic Standards and Policies--Graduate

Students in the College of Nursing graduate programs should review the Graduate College policies and procedures for graduate study, which are published in the [Graduate Catalog](#).

The academic standards of the College of Nursing are consistent with those of the Graduate College; however, the College of Nursing has developed additional policies for academic standards which the faculty believe are essential for a professional practice discipline. A basic premise of these policies is that graduate students are expected to achieve a minimum GPA of 3.00 in all academic pursuits. The policies are as follows.

### Grade Review

The College of Nursing Admissions and Academic Standards Committee--Graduate reviews graduate student grades each semester.

- A grade of “B” or better or “S” is considered the acceptable standard in all required courses.
- If a student’s GPA falls below 3.0, the student is automatically placed on probationary status by the Graduate College.
- A student must receive a grade of “B” or better or “S” in all master’s concentration specialty courses\*\* and in NUSC 532, Comprehensive Health Assessment for Advanced Practice, or student will be required to repeat the course successfully (a grade of “B” or better) before progressing in the concentration specialty courses.
- A student who earns a grade of “D” or less or “U” in any required\*\*\* course must retake the course or its equivalent during the next period of registration in which it is offered.
- One grade of “C” or less or one grade of “U” in any course will result in a letter of warning from the Director of Graduate Studies. This will be done regardless of whether the student has been put on probation by the Graduate College for a GPA below 3.0.

- Two unsatisfactory grades (“C” or less or “U”) in any course will lead to a formal review of the student’s academic performance by the College of Nursing Admissions and Academic Standards Committee—Graduate. Possible outcomes of the review include recommendation for repetition of the course or dismissal from the program. This will be done regardless of whether the student has been put on probation by the Graduate College for a GPA below 3.0.

\*\*Master’s concentration specialty courses include all theory (management) and practicum courses which constitute the requirements of the specialty.

\*\*\*A course required for graduation within a student’s program.

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

### **Progress to Degree**

#### Degree Program Deadlines

Master’s degree (32 – 40 hours)	5 years
Master’s degree (41 - 64 hours)	6 years
Joint degree (MS/MPH, MS/MBA MS/MSHI)	8 years
Doctorate with prior MS degree (minimum 64 hours)	7 years
Doctorate without MS degree (minimum 96 hours)	9 years

Students who do not graduate by these deadlines will be dismissed from the Graduate College 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 or are reaching their time limit will be identified. After the meeting, the Director of Graduate Studies will contact the student via letter. In order to remain enrolled in the College of Nursing, the student must meet with their academic advisor and develop a time line for completion of the degree program. The Committee must approve this time line. The advisor will forward the time line with a letter explaining the reasons for the delay in the student's progress.

## **Dismissal**

The Graduate Admissions and Academic Standards Committee may recommend dismissal of a student from the College of Nursing.

Criteria for such action include but are not limited to:

- Failure to fulfill the stipulations of probation
- More than one unsatisfactory grade (“C” or “U” or below) in one semester
- Two or more unsatisfactory grades (“C” or “U” or below)
- Failure to progress

## **Repeating a Course**

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 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. To repeat the course, the approval of both the instructor who will give the course and the Director of Graduate Studies is required.
- The course is one in which a student has received a permanent I. If the I has not been removed by the deadline, the course may be repeated for credit only once.

## **Petitions**

Students may petition the Dean of the Graduate College for exceptions to certain College regulations, but should do so only after consulting with their advisor and the Director of Graduate Studies, whose recommendations must appear on the petition. Petition Forms may be obtained in the Office of Academic Programs (Room 138) and must be accompanied by a full explanation of the circumstances and any appropriate supporting documents. **PETITIONS SHOULD 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. **Petitions can take 4-6 weeks to be reviewed and a decision made.**

In addition, the College of Nursing requires students to repeat courses required for graduation within the students' program if a certain grade is not attained; see Grade Review section (above) for more information.

## **Course Policies and Procedures**

### **Attendance**

Attendance at all classroom sessions is expected. Students are expected to prepare for each class by completing the required readings and other assignments (e.g., viewing videotapes, listening to audiotapes).

### **Discussion Groups**

Discussion groups are a critical component of many courses. Attendance and participation are expected. Attendance will be taken during discussion group times to assure participation. If the student is unable to attend discussion group due to an accident, illness, or injury, the student must contact the course coordinator to make up any work that is missed.

### **Laboratory Sessions**

Attendance at all laboratory sessions is expected. In the event that a student misses a laboratory session due to illness or personal emergency, the student will make arrangements to complete the session and the assigned exercise. Failure to do so will result in the student's grade being lowered, and the student may not be able to progress to the next lab session until the make-up is completed.

### **Examinations**

1. It is expected that examinations be taken on the scheduled day. If an emergency arises and a student cannot take an exam, the Course Coordinator must be notified by 5:00pm the day of the exam or as designated in the course syllabus. **It is the student's responsibility to schedule the make-up exam.**

Any exam must be made up by one week following the date on which the exam was originally scheduled or at the discretion of the Course Coordinator. Failure to do so will also result in a 0% on the examination. A written statement from the student explaining the circumstances must be submitted prior to taking the make-up exam.

2. Faculty reserves the right to offer the make-up exam in a different format; e.g., essay rather than multiple choice.

3. Students must present their student ID during the examination period as directed by the instructor.
4. Students are required to supply their own #2 pencils with which to complete the computer answer sheets for each exam.
5. 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, books, notes, book bags, coats, hats, etc.
6. 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 reseat students.
7. **Cheating will not be tolerated.** Any cheating observed by the proctor will result in dismissal from the examination; Student Disciplinary Action may result. Students are expected to report any evidence of cheating before, during, or after the exam to the Course Coordinator.
8. Students are not allowed to leave and return to the exam room unaccompanied until after the examination has been completed.
9. Completed exams and test booklets must be turned in to the instructor when requested. Failure to do so will result in 0% on the examination.
10. If grades are to be posted, they will be posted using a code number (usually the students' university identification number), which will not be the student's social security number.

### **Academic Integrity**

As an academic community, the University of Illinois at Chicago 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 insuring 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 to or receiving any kind of unauthorized assistance on any examination or assignment to, or, from another person.

- **Fabrication** Knowing or 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 or at the direction of the student.
- **Examination by Proxy** Taking or attempting to take an exam for someone else other than the student 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 of, or alteration of grades or any tampering with grades.
- **Nonoriginal Works** Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

Students are expected to prepare all written work for academic credit according to the current *American Psychological Association (APA) Publication Manual*. The APA manual is available at the UIC Bookstore or online at [www.apa.org](http://www.apa.org).

Students need to be very clear about what constitutes plagiarism and how to avoid it. To plagiarize is “to steal and pass off (the ideas or words of another) as one's own; to use (a created production) without crediting the source; to commit literary theft: present as new and original an idea or product derived from an existing source” (*Webster's Ninth New Collegiate Dictionary*, 1983, p. 898). Using someone else's ideas, for example, restating their thoughts in the student's own words (paraphrasing), is not to be done without citing the reference in which those ideas were found. Similarly, using someone else's exact words must be indicated by enclosing those words in quotation marks (for short quotations) or offsetting them in indented, single-spaced paragraphs (for longer quotes) and giving the exact reference and page number where those words can be found. It is intellectual theft to use someone else's words or work product without giving them credit for the work through adequate attribution. Students who plagiarize in any of their work at the University are subject to Student Disciplinary Action.

When a significant amount of material, including a single figure or survey instrument, is duplicated from a published source and included in a paper submitted for publication, a letter of permission must be included. It is not enough to simply cite a reference as the source. Directions for seeking permission to reprint copyrighted material can be found in the APA manual. However, for student papers written for an academic course only, clear attribution of the material is sufficient.

Making more than one copy of copyrighted material may require permission from the holder of the copyright. It is the student's responsibility to determine whether multiple copies violate standards for fair use.

Some College of Nursing 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 individual final product is required, but students submit a group effort, the students will be subject to disciplinary procedures.

### **Course Evaluations**

The online course evaluation system is used in the College of Nursing to foster student input in the instructional process for the following purposes:

1. To elicit students' perception of faculty teaching effectiveness.
2. To elicit student data for determination of continuation or deletion of instructional modes.
3. To provide data for College of Nursing self-study to be submitted to the accrediting body, the Commission on Collegiate Nursing Education.
4. To provide data that can be included in faculty promotion and tenure papers.

**Students are required to participate in the process.** Students will be notified via e-mail when the online evaluations are available and the deadline for submission.

### **Religious Holidays**

The faculty of the University of Illinois at Chicago 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 at Chicago Senate, May 25, 1988.)

## Practicum Policies and Procedures

### Assignments

Practicum assignments for students in the Chicago BSN program are done by a lottery. Each semester, the Office of Academic Programs posts the next semester's practicum site descriptions on the College of Nursing website. Students rank their choices in a computer program during a given period of time and are assigned to their sites through a randomized computer-based program. The final assignments are posted on the College of Nursing website. Changes can be made with approval of Director, Office of Academic Programs and the faculty course coordinator.

Students in the Urbana BSN program are assigned to a cohort upon admission and practicum assignments are made each semester by the faculty course coordinators. Coordinators work together to ensure that each student is exposed to a variety of practicum settings. Students may identify preferences (units, not institutions) for their NUSC 390 placement, and the course coordinator makes every attempt to assign students to their first or second preferred unit.

Practicum assignments for students in the Graduate Entry Program are made by the faculty course coordinators. Students are randomly assigned to their practicum sites for the first three semesters but may choose their community site for the second practicum. During the final semester practicum synthesis students are placed by each department according to the specialty concentration they are admitted into and available practicum sites. Changes may be made with approval of the course or program coordinator.

Students in the Master's and DNP programs will receive information regarding practicum assignments from their program and/or faculty course coordinators.

### Attendance

Practicum attendance is expected. Students **must** be prepared for the practicum experience. If a faculty member determines that the student is not prepared to participate fully in the practicum experience, the faculty member may ask the student to leave or not to participate in certain activities. The student's performance for the day will be considered unsatisfactory and will influence the practicum evaluation. If written assignments are required, a grade of zero will be given. Students should refer to the course syllabi for further policies regarding late practicum assignments.

In the event of illness or a personal emergency, students must notify the practicum instructor per the instructions in the course syllabus.

Students must attend all practicum orientations for their assigned agency. If students are not present, they may not be allowed to continue in the course. Opportunities for making up excused or unexcused absences are **not available**. Any absence may affect

the grade. Absences of more than 15% of the total practicum hours may result in the student's need to repeat the course before progressing in the program.

### **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 GEP programs will receive HIPAA training at orientation. (HIPAA stands for the Health Insurance Portability and Accountability Act of 1996.) All other students must provide documentation of HIPAA training, which can be a certificate received for training or a letter from an employer. This documentation should be mailed in with the immunization information. New students are also required to sign a [confidentiality agreement](#).

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. The College of Nursing initiated the following course requirements to ensure privacy compliance for all CON 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 College of Nursing requirement may result in failure of this course and possible disciplinary action.

More information on HIPAA regulations can be found [here](#).

### **Practicum Requirements**

Students involved in practicum experiences are required to meet the following requirements. More information about the specific requirements including costs, procedures, and forms are available on the [College of Nursing Clinical Compliance website](#).

Individual agencies may have further requirements. These requirements along with any required forms are available on the [College of Nursing Practicum Requirements website](#).

### UIC Medical Immunization Requirements

Illinois state law mandates that all students born on or after January 1, 1957, entering a post-secondary institution are required to present documented proof of immunity against certain diseases. Further information and instructions for completing and submitting the UIC Medical Immunization Form are available on the Office of Medical Immunization Records website. Students who are not properly immunized and have not submitted a written statement of medical or religious exemption are required to undergo immunization within the first term of enrollment. Failure to provide the required proof of immunity shall prevent a student from enrolling in a subsequent term.

### College of Nursing Immunization Requirements

In addition to the UIC Medical Immunization Requirements above, students in the BSN, GEP, Master's, and DNP programs are required to complete the following immunization requirements before beginning their first practicum:

- TB vaccination within the past 10 years
- Proof of childhood Polio vaccination series or adult booster
- Titers for Measles, Mumps, Rubella, Varicella, and Hepatitis B and necessary boosters
- 2-step PPD skin test and current annual PPD skin test
- Influenza Vaccination recommended but not required

More information and forms are available on the College of Nursing orientation website pages.

### Background Check

Students in the BSN, GEP, Master's and DNP programs are required have a background check upon admission. If the results of the background check indicate that the student would not be eligible for placement at the College's practicum agencies, the student's admission will be rescinded. The background check must be done through the company contracted by the College of Nursing; background checks from other agencies will not be accepted. Once completed, the background check results are made available to both the student and to the Deans of the College of Nursing.

Students may be required to repeat this requirement should a practicum agency require it. If at anytime during the period of enrollment, the student's background check results preclude placement in a practicum agency, the student will be required to withdraw from the program. At time of application for licensure students will be again be

required to submit fingerprinting and be reviewed for eligibility by the Illinois Department of Financial and Professional Regulation (IDFPR).

### Drug Testing

Students in the BSN and GEP programs are required to have a drug screen upon admission. If the results indicate that the student would not be eligible for placement at the College's practicum agencies, the student's admission will be rescinded.

MS and DNP students do not need to complete the drug screen upon admission but one will be required if mandated by practicum sites later in the program.

Students may be required to repeat this requirement should a practicum agency require more frequent testing. If at anytime during the period of enrollment, the student's drug test results preclude placement in a practicum agency, the student will be required to withdraw from the program.

### CPR Certification

All students involved in practicum experiences must have current CPR certification. Certifications **MUST** be at the level of professional or healthcare worker rescuer, which includes the use of the AED, one and two man rescues for all ages, cricoid pressure, and the use of external inhalation devices. Classes that meet the CPR requirement include:

American Red Cross certification (CPR/AED for the Professional Rescuer) expires one year from the date of issue and must be renewed prior to the expiration date.

American Heart Association certifications (BLS Healthcare Provider or Advanced Cardiac Life Support or Pediatric Advanced Life Support) expire two years from the date of issue and must be renewed prior to the expiration date. American Heart Association instructor status does not preclude the requirement for current status of certification.

Basic CPR classes offered to non-medical individuals are **NOT** acceptable. Classes that do not meet the requirement include: American Red Cross -Basic Aid Training (B.A.T.), CPR Adult, CPR Child and Infant, AED Adult and Child, First Aid/CPR/AED for Schools and Community. American Heart Association - Heartsaver, Heartsaver CPR, Heartsaver AED, Friends and Family CPR, Heartsaver First Aid.

### **Uniform Requirements**

The College of Nursing has standard uniform requirements for students engaged in practicum learning experiences. The rationale behind the requirements comes from the belief the client is the central focus of the nurse-client relationship. Therefore it is expected the student nurse dress plainly and simply.

The purpose of this professional attire is to:

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

The uniform requirements are:

- Name pin
- V-neck scrub top with College of Nursing 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
- Full-length white lab coat with College of Nursing emblem on left sleeve
- White or neutral stockings or white socks
- Sturdy, clean, plain white leather low heeled shoes (no clogs, sandals or high top gym shoes). No color markings on shoes.
- 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 GEP students are required to purchase uniform and supply kit from a College of Nursing designated vendor.

### Additional Requirements

Nails: May not extend beyond the tip of the finger. No polish is permissible.

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.

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.

### Exceptions to Requirements

#### A. Non-Patient Care Lab or Practicum Experience

When not giving direct patient care but engaged in learning activities, students should 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 and name pin should be worn over attire.

**B. Mental Health Practicum Experiences (NUSC 365, NUSC 427)**

Students should wear professionally appropriate attire and name pin. Pants or skirt should be navy or black. Top should be short- or long-sleeved, white button-down. Shoes should be closed toe with low heels in a suitable dark color. Navy, black or white sweaters may be worn.

**C. Community Health Practicum Experiences (NUSC 385, NUSC 425)**

Students should wear professionally appropriate attire and name pin. Pants or skirt should be navy or black. Top should be short- or long-sleeved, white button-down. Shoes should be closed toe with low heels in a suitable dark color. Navy, black or white sweaters may be worn.

**D. NUSC 390, Nursing Leadership and Management in Health Care; NUSC 429, Practicum Synthesis**

Uniform requirement will depend on practicum site.

### **Transportation**

Each student is responsible for his or her own transportation arrangements and cost to all practicum sites. These sites may be located some distance from the College of Nursing, and public transportation may not always be available. In NUSC 385, Clinical Concepts and Processes in Population-Focused Nursing, and at the community health sites as part of NUSC 425 Integrated Health Care: Clinical Practice I, 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.

### **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, use 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. **Follow-up within a week** to confirm that: all blood tests have been reviewed; appropriate treatment is in place; and arrangements have been made for any additional diagnostic testing needed.

#### Accessing post-exposure care

1. **During business hours**, if student is at a site near UIC, it is best to immediately go to University Health Services, 835 South Wolcott Avenue, Room E-144 (8:30 a.m.-4:40 p.m.). **After hours, or when University Health Services is closed**, student should immediately go to the UIC Emergency Room.
2. If student is at a distant site and it is physically impossible to return to UIC then attempt to access care at the site by following the post exposure plan of the agency 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.

#### Follow-up of post-exposure care

Student should follow-up within a week at University Health Services (or facility where care was received) to confirm that all blood tests have been reviewed and that appropriate treatment is in place.

#### 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 can result in nonpayment for services.

#### Medical Advice

If a student is in need of medical advice related to post-exposure care, the student may call Family Medicine at 312-996-2901 and ask to speak with the physician on-call.

#### Reporting

All occupational exposures to blood/body fluids should be reported to the Office of Academic Programs within 24 hours of incident.

## **Maternity Policy**

The College of Nursing places no limitations upon how long students may be enrolled when pregnant, provided that they remain able to carry the load to which they have committed themselves, and provided that the policies of affiliated agencies to which they are assigned do not 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 advisor will obtain the following information from each pregnant student and will copy this information to the student's file in the Office of Academic Programs:

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 use of alcohol and illegal use of controlled substances, including alcohol, 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.

## **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 preceptor) to be actually or potentially detrimental to the client or to the health care 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.

The faculty member who dismisses a student that demonstrates unsafe practicum practice from his/her practicum assignment is required to immediately notify the course coordinator, Department Head and the Associate Dean for Clinical Nursing Practice Studies.

The faculty member will identify and document the student's unsafe practicum practice, advise the student regarding unsafe practicum performance and strategies for addressing the deficiencies, and, if appropriate, refer the student for evaluation and assistance. Copies of the faculty instructor's documentation of the student's unsafe practicum practice and remedial action recommended will be provided to the course coordinator, Department Head and the Associate Dean for Clinical Nursing Practice Studies. A student will be reinstated to the practicum area only if the recommended remedial action has been followed or completed successfully and appropriately documented.

Under ordinary circumstances, the course coordinator will make the decision regarding the student's continuation in the practicum area and any conditions placed on that continuation. Under extraordinary circumstances, the Associate Dean for Clinical Practice Studies, in consultation Department Head, will make the decision regarding a student's suspension or dismissal due to unsafe practicum performance. These decisions will be made within seven days of the time of removal from the clinical area. A student may respond to circumstances resulting in suspension or dismissal by submitting to the Associate Dean for Clinical Nursing Practice Studies any relevant data pertaining to the incident(s) and requesting an opportunity to be heard concerning the matter(s).

## **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, emotional or physical disabilities. Students requesting an accommodation should contact the Disability Resource Center at (312) 413-2183 (voice) or (312) 413-0123 (TTY only) 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.

The Disability Resource Center staff will evaluate the request and write a Letter of Accommodation (LOA), which is sent to the Director of Academic Programs in the

College of Nursing. Copies of the letter are also given to the student to deliver to his/her instructors. The LOA will also be shared with the appropriate regional director, if necessary. Students should follow up with the Director of Academic Programs (or for regional students, their regional director) regarding any accommodations to be made. **No accommodations can be made until the student's situation is evaluated by the Disability Resource Center.**

Further information about disability resources available throughout the university is available [here](#).

## **Tutoring Program**

The College of Nursing offers at no cost to the student a tutoring program. This service is open to undergraduate and graduate students. Students who need information about tutoring services can contact, in Chicago, the Director of Office of Academic Programs and at the regional sites, the Regional Director.

## **Computer and Technology Requirements and Policies**

### **Communication via E-mail**

The primary method of communication at the College of Nursing is e-mail, and students are encouraged to communicate with their advisors and instructors in this manner.

The College of Nursing uses only the student's UIC e-mail address for communication (or UIUC e-mail address for Urbana students). Students can check their UIC email at the UIC Webmail site or have their UIC e-mail forwarded to another e-mail account, but it is important to make sure that messages from the university and the College of Nursing are not being blocked.

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.

### **Computer Competencies**

The following list of skills is required of all College of Nursing students to enable them to progress and utilize relevant instructional methodologies in the nursing program. Identified skills are a requisite for current professional nursing practice. Additional skills may be required based on student interest and academic endeavors. It is

recommended that the student own or have access to personal computer or laptop which enables these capacities will enable them to perform the following activities.

**Computer Hardware:** Competence in use of CPU, monitor, keyboard, mouse and printer.

**E-mail:** Competence in use of e-mail to send and receive messages and attach files.

**Internet:** Competence in use of an Internet browser to navigate and search the Web.

**Literature Search:** Ability to access databases such as MedLine and CINAHL.

**Windows operating system:** Competence in Windows Explorer for folder/file management.

**Word Processing:** Competence in Word to produce and edit scholarly documents.

## **Technology Requirements**

### Computing Requirements

A portion of all programs at the College of Nursing are delivered on-line. Every program has courses that are offered entirely on-line as well as courses that are considered hybrid or blended (e.g. combination of on-line and traditional face-to-face). Therefore all students admitted to the College of Nursing must have ongoing access to a personal computer meeting the following minimum specifications:

- Windows XP, or Vista
- Java-compatible Web browser: Firefox 2.0, or Internet Explorer 6.0
- 1.0 GHz or faster processor (Pentium IV and above)
- At least 1 GB of RAM is required; 2 GB or above recommended
- 20 GB free hard-disk space
- High Speed Internet Access
- Sound card and speakers
- Wireless network card
- CD-drive
- 2 USB ports
- MS Office (available from the UIC Bookstore) – check e-sales for student discounts
- Adobe Acrobat Reader (available free from the Internet)
- Adobe Shockwave Player version 11.0 (available at <http://www.adobe.com/shockwave/download>)
- Adobe Flash (available at [http://www.adobe.com/shockwave/download/download.cgi?P1\\_Prod\\_Version=shockwaveFlash](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=shockwaveFlash) )

Note: Apple Macintosh computers are not recommended. The College of Nursing does not have the IT expertise to support the use of Macs and they are often incompatible with the software required by some programs.

### Blackboard

Many courses at the College of Nursing utilize the Blackboard platform. Students who have not taken an online course before or need to become familiar with the Blackboard platform are strongly encouraged to take the Blackboard tutorial, which is available online and can be done at anytime. Continuing students who are interesting in signing up for the tutorial should contact the Office of Academic Programs for further instructions. New students will be given instructions for signing up for the tutorial at orientation.

### Additional Technology Requirements

Some programs may require the purchase and use of additional technology such as on-line textbooks and resources, personal digital assistants (PDAs) and accompanying software, and laptops for use in the classroom. Further information on these requirements will be provided at student orientation or by course instructors as appropriate.

### Other Resources

Students new to online learning may wish to review the [Introduction to Online and Blended Learning Module](#) for helpful definitions and tips:

### **Technology Etiquette**

Students must use the “silent or vibrating mode” on their cell phones and pagers if these devices are brought to class or meetings. 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, and surfing the internet are barriers to learning.

### **Computer Labs**

On the Chicago campus, university computer labs are located at different locations around campus; the closest lab is located in the Benjamin Goldberg Research Center, directly behind the College of Nursing on Taylor Street. Please refer to the Academic Computing and Communications Center (ACCC) website for computer lab locations and hours. The College of Nursing also has two computer labs available for student use, one on lower level, which is open to all students, and one on the 11<sup>th</sup> floor, which is for graduate student use only. Students at the regional sites should check with their regional office regarding computer lab facilities and guidelines.

College of Nursing computer lab information and usage guidelines:

- The Student Computer Lab is open from 8:00 AM to 5:00 PM, Monday thru Friday.

- Computer Support Staff are located in room B-04 to answer questions, help solve computer lab problems or provide equipment such as headsets.
- All the computers are configured with Microsoft Office tools (Word, Excel, PowerPoint) to facilitate academic work and with UIC websites such as:
  - UIC Webmail
  - UIC Health Sciences Library
  - Blackboard
  - CON website
- Students are not allowed to install personal software programs on these computers; this includes Yahoo/AOL messenger, etc. Any violation of this restriction will be reported immediately to the Office of Academic Programs.
- Use of the computers and the Internet is expected to adhere to all existing state, federal, and local laws and ordinances, and to all established University of Illinois at Chicago and College of Nursing policies regarding student/employee conduct. Users are not to engage in illegal or unethical activity and users assume all responsibility for their conduct.
- Displaying, downloading, or printing pornographic or other offensive materials falls under University of Illinois at Chicago sexual harassment and hostile workplace policy and **is subject to disciplinary action up to and including termination or expulsion.**
- Food and drink are **NOT** allowed in the computer lab and we need your cooperation to keep the lab clean.
- Printing is available at the College of Nursing and other UIC computer labs using your I-card, which is automatically pre-loaded with \$15.00 at the beginning of each semester.
- These systems are meant for academic use only and any other activity is strictly prohibited as per University guidelines.

The failure to comply with these policies will be reported immediately to the Office of Academic Programs. If you need any assistance with software or hardware related problems, please contact the Computer Support Staff in Room B-04.

## **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 Admissions and Records website](#) publishes up-to-date information concerning registration and calendars.

### **Registering for Courses**

Instructions regarding course registration and information on course offerings are posted on the College of Nursing website prior to each registration period. Students are required to meet with their advisor before registering for courses. An advising hold is

placed on all student records each registration period. The hold will be removed 24 hours after the student has met with their advisor and had their program plan approved.

### **Adding/Dropping Courses**

Students may not add or drop a course after the tenth day of instruction in a semester unless approved by the College of Nursing. Graduate students wishing to add, drop, or revise their registration after this deadline must complete a Graduate College Revision Form, available in the Office of Academic Programs and the regional offices.

Undergraduate students wishing to add, drop, or revise their registration after the university deadline must complete an Undergraduate Student Petition Form and Registration Revision form and submit to their advisor and the Associate Dean for approval. An undergraduate petition to drop a course will only be approved once during the student's program.

### **Transfer Credit**

#### Limits on Transfer Credit

**Maximum Allowed Transfer Credit.** No more than 25 percent of the hours required for a master's degree requiring 32-47 hours of credit (except up to 12 hours from UIC nondegree coursework), and no more than 50 percent of the hours required for a master's degree requiring 48 or more hours of credit, can be transferred for degree credit. Doctoral students may transfer in no more than 25 percent of the hours required for the degree. This limit is for courses taken as another student in another college at UIC or another institution, but not course work taken in a different program within the Graduate College at UIC.

Transfer credit is accepted only for courses in which the student received a grade of A or B. Credit earned more than six calendar years before admission to the Graduate College is not usually accepted for transfer.

**Nondegree Credit.** Nondegree 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.

#### Procedures

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.

Students must attach to the petition an original transcript showing grades if courses were not taken at UIC, and a certification from the registrar or college dean of the applicable institution stating that the courses are graduate level and were not used toward fulfillment of the requirements for a degree is not self-evident from the transcript itself.

**It can take from 4-6 weeks for the petition to be reviewed and a decision made.**

The specific number of credit hours accepted for transfer is determined on an individual basis. No transfer is automatic.

Credit for Prior Master's Degree

32 hours may be granted to a PhD student with a previous master's degree and 45 hours may be granted to DNP student with a previous master's degree if approved by the College of Nursing and the Graduate College at the time of admission. 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.

**Curriculum Change**

Changing Academic Programs/Adding a Second Program

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

Students who change their campus (e.g., from Chicago to Urbana) also need to change their program code using this form.

Students in the Master's and BSN-DNP programs who wish to change their specialty are required to complete a College of Nursing Change of Program Petition, found on the College of Nursing website. A Change of Graduate Program form may also be required for students changing departments. Students enrolled in the Graduate Entry Program are not permitted to change specialties until they have completed three terms of classes.

Joint Degree Curriculum Policy

The initial program code assigned is based on which college admits the applicant first. After the student has completed 35 credit hours, the College of Nursing will reverse the program codes and notify the student and advisor via e-mail. Please note that the tuition and fees will depend on the program code assigned and will vary depending on the college.

Changing from Nondegree to Degree

Nondegree graduate students interested in changing to degree status must submit a Graduate College Application. See the Transfer Credit section of this handbook for information on transferring credit earned as a nondegree student to a degree 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. 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 by the tenth day of the third term for which leave is requested. Nondegree students 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 Director of Graduate Studies.

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 for medical or other extraordinary reasons.

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., internship), 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 director of graduate studies. 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/prove 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 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 ([https://grad.uic.edu/pdfs/p06\\_00266\\_graduate\\_petition.pdf](https://grad.uic.edu/pdfs/p06_00266_graduate_petition.pdf) ).
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**

### Undergraduates

Withdrawal from the University is governed by specific regulations that must be observed to protect the student's academic standing. Failure to do so results in a grade of F (failure) in each course in which the student is registered. 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.

### Graduates

Withdrawal from the University is governed by specific regulations that students should observe to protect their 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. 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 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 their director of graduate studies or the Graduate College. Please check the [Office of Admissions and Records website](#) for the summer session deadlines for withdrawing from courses. Graduate students in a degree program should initiate official withdrawal by consulting their director of graduate studies for approval. Nondegree 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 the College of Nursing's Admissions and Academic Standards Committee–Graduate and the Graduate College.

**Undergraduate student** readmission also requires the following:

1. Completion of supplemental nursing materials.
2. Minimum grade point average of 2.0 (A = 4.00). Applications for readmission from students who do not meet the minimum grade point average requirement will not be considered.
3. Submission of a letter answering the following questions:
  - a. For what reasons did you leave the College of Nursing?
  - b. What is your rationale for reapplying to the College of Nursing?
  - c. What activities have you initiated/completed to prepare yourself for success in the program? (Request official transcripts for courses completed at other institutions since departure)
  - d. What actions have you planned to ensure success in nursing courses if you are admitted?
4. Two letters of reference from College of Nursing faculty members. The faculty members must be previous instructors from a College of Nursing course in a classroom, nursing skills lab, or practicum setting.

5. An interview by the Admissions and Academic Standards Committee–Baccalaureate may be required.
6. All materials must be submitted to the Staff Associate for the Admissions and Academic Standards Committee–Baccalaureate.

Undergraduate student readmission is granted upon approval of the Admissions and Academic Standards Committee–Baccalaureate. Placement in practicum courses **will depend on space availability.**

## **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 via [UIC Web for Student](#). Students should also report change of address and phone number to the Office of Academic Programs or their regional program site.

## **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 College of Nursing 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. Each of the undergraduate nursing courses provides an Honors Option. The Honors Option makes it possible to do honors work in any course. 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 the College of Nursing 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](#).

## **Graduate Program Research Requirements**

### **Master's Research Requirements**

The College of Nursing offers two options to master's students for completing the program's research requirements. The **thesis** option requires the student to plan, initiate, and carry out a study. While the student develops the focus and scope of the thesis in conjunction with his/her committee, the form of the thesis must conform to guidelines established by the Graduate College. In contrast, the **master's research project** is a smaller scale undertaking and offers a number of possible options. Students are encouraged to do a master's research project unless there is a compelling reason for them to do a thesis.

Students choosing to do the master's research project should refer to the College of Nursing [Master's Project Manual](#) for further information.

Students choosing to do the master's thesis should refer to the Graduate College [Thesis Manual](#) and the Graduate College policies and procedures for the [master's thesis defense](#) for further information.

### **Doctor of Nursing Practice Requirements**

Students in the DNP program are required to complete a synthesis project. More information on the synthesis project requirements can be found in the [DNP Student Handbook](#).

### **PhD Requirements**

Students in the PhD program should refer to the [PhD Student Handbook](#) for research and examination requirements.

## **Graduation and Commencement**

### **Graduation Declaration**

The University uses an automated process for graduating students called the Pending Degree List. All students must submit a Pending Degree List form electronically using the process below. Please read these directions carefully.

The Pending Degree List form may be submitted starting the semester prior to your graduation semester until the Friday of the third week of fall and spring semester or second week of the summer semester.

Pending Degree List Steps:

1. From the menu in [Student Self Service](#) select Graduation Information  
**Note:** The Pending Degree List form is available during the registration period for the term through the 3rd week (2nd week in summer).
2. Click on Notify Intent to Graduate This Term
3. Select your graduation term and click on submit.
4. Select the degree period listed and click on submit.
5. Verify the major/graduate program, graduate concentration, undergraduate minors listed on the Add Pending Degree web page.
6. If any of the information is incorrect, click on help for specific instructions on how to enter the correct information in the text box.
7. Click on submit.
8. Print the confirmation page for your records.
9. A confirmation email will be sent. Note: At the bottom of the confirmation page, there will be a message about the confirmation email (sent to xxxx@uic.edu or could not be sent).
10. From the menu in Student Self Service select Personal Information and create a “Diploma Address”.  
**Note:** All upcoming graduates must create a Diploma Address; failure to do so could delay the receipt of your diploma.

### **Survey of Graduates and Program Assessment**

All students are required to complete the University of Illinois Alumni Association Exit Survey in order to participate in the commencement ceremonies. Graduating students also complete program assessment surveys where they provide feedback regarding their satisfaction with their program of study and their overall experience at the College of Nursing.

### **College Commencement**

The College of Nursing honors its graduates, their families and significant others at a spring commencement during the last week of the semester. Special awards are presented to faculty and students and notable accomplishments of the College of Nursing are highlighted. Commencement and the reception that follows are a very special event that students are encouraged to attend.

All students who have completed degree requirements prior to the end of spring terms, including the previous summer and fall graduates are eligible to participate in the annual convocation. Students who will finish their degree requirements in the following summer semester may petition the Associate Dean for Nursing Science Studies (PhD) or Associate Dean for Clinical Nursing Practice Studies (BSN, MS, or DNP) to participate in the ceremony. If approved, students can participate but their name will not be included in the program until the following year.

### **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.

### **University Honors**

University Honors systems recognizes three separate distinctions for scholastic excellence in the overall (cumulative) grade point average. 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

Transfer students, **those who completed their prerequisites at an academic institution other than University of Illinois at Chicago**, will be evaluated using the following criteria:

\* A minimum of 42sh at the University of Illinois at Chicago at the end of the term prior to the term of graduation with a minimum of 60 UIC hours upon graduation. RN/BSN students are eligible for university honors.

\* In addition, transfer students must have a UIC grade point average of 3.50 in order to qualify for university honors.

**Please note only first-degree students who have completed a minimum of 60sh at UIC are eligible.** Cords will be distributed prior to Commencement and a notation will be made next to the student's name in the commencement program.

## **Licensure and State Board Examination**

### **Application Information**

Following graduation from the BSN program (and for GEP students, completion of the pre-RN licensure coursework), in order to practice as a Registered Nurse, students must successfully complete the state board licensure examination (NCLEX-RN) and be licensed by a state board of nursing.

Students are responsible for filing their own state board and NCLEX-RN applications. Application instructions and materials will be distributed to all BSN and GEP students during their fourth semester. Students who plan to practice in a state other than Illinois have the following options: 1) take the licensure examination in Illinois, get licensed in Illinois, and have the license endorsed by the other jurisdiction; 2) take the licensure examination in Illinois and have the examination results sent to the jurisdiction where

the student wishes to get licensed; or 3) take the licensure examination in the jurisdiction where the student wishes to get licensed. Students planning to apply for licensure outside of Illinois must determine which option is best for them and are responsible for obtaining the appropriate application materials from the Board of Nursing for that state and filing the required documents.

All applicants for initial licensure as a registered nurse in Illinois must submit to a criminal background check and provide evidence of fingerprint processing. Arrangements are made for a fingerprint technician to come to the College of Nursing to perform the processing.

Students should submit their state board application approximately 1-2 months prior to completing the program. The Office of Academic Programs will send a confirmation of graduation to the state board after grades for the final semester have been submitted and posted.

Approximately 3-6 weeks after graduation students will receive an “Authorization to Test” (ATT) letter in the mail from Pearson VUE. At this point students are eligible to contact the testing agency and schedule their exam.

After passing the examination students will receive a letter with their official test results and an Application for Licensure form that must be completed and returned to the Illinois Department of Financial and Professional Regulation along with their payment to obtain an official copy of their nursing license. Per the current Illinois Nurse Practice Act, students may not begin working as a registered nurse until they have passed the licensure examination (at which point they are considered a license-pending registered nurse) and may only continue working license-pending for three months.

### **Testing Accommodation**

Accommodations for taking the 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 need to submit a [Reasonable Accommodation Request for Examinees with Disabilities form](#) and supporting documentation.

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.

### **Retaking the Examination**

Candidates who do not pass the examination must wait a minimum of 45 to 90 days before retaking the examination. The policy of determining the minimum frequency

within which a candidate may retake the examination is established by each individual board of nursing and the NCSBN.

Students in the Graduate Entry Program and BSN students applying to the master's program or DNP must pass the examination and have their RN license before beginning their first practicum course in their concentration.

Students who do not pass the examination are **strongly encouraged** to contact someone in the College of Nursing (for example, a faculty member, their advisor, the Associate Dean, their regional program office) for assistance in preparing to retake the 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. The College of Nursing usually organizes an on-campus NCLEX-RN review course. Students needing help determining which review methods will work best for them are encouraged to consult with their instructors.

### **Career Services**

The College of Nursing holds a job fair each spring. Recruiters from numerous hospitals and agencies provide information on externships and part/full-time employment opportunities.

The College of Nursing also maintains a [Job Resource Website](#) where students can search for externships and employment opportunities.

### **Student Leadership and Organizations**

#### **Student Organizations**

The College of Nursing recognizes three student organizations. They are:

- [Graduate Student Organization](#)
- [Nursing Student Council](#)
- [Student Nurses Association](#)

#### **Standing Committees with Student Representation**

Students are represented on the following College of Nursing committees and subcommittees. Students are elected through the Graduate Student Organization and

Nursing Student Council. Students are expected to attend each meeting and provide voice on behalf of the student body.

- Admissions and Academic Standards Committee – Baccalaureate
- Admissions and Academic Standards Committee – Graduate
- Undergraduate Curriculum Subcommittee
- Advanced Practice Curriculum Subcommittee
- PhD Curriculum Subcommittee
- 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 Alpha Lambda Chapter at the University of Illinois at Chicago. The membership criteria are as follows:

Graduate Students:

- have completed  $\frac{1}{4}$  of the nursing curriculum (GEP students who have completed the pre-RN licensure portion of their study are eligible);
- have at least a GPA of 3.5 (based on a 4.0 grading scale);
- meet the expectation of academic integrity.

Undergraduate Students:

- have completed  $\frac{1}{2}$  of the nursing curriculum;
- have at least a GPA of 3.0 (based on a 4.0 grading scale);
- rank in the upper 35 percentile of the graduating class;
- meet the expectation of academic integrity.

## **Student Disciplinary Policy and Procedure**

### Student Disciplinary Policy

The Student Disciplinary Policy is the University's process to handle allegations of misconduct by UIC students. Any member of the university community, including students, faculty, and staff, may file a complaint against a student for academic misconduct (such as plagiarism, cheating, or grade tampering) or behavioral misconduct (such as theft, assault, under-age drinking, and drug-use). If a student exhibits behavior deemed as inappropriate by a faculty member or clinical preceptor, the student may be requested to leave the premises and the action may result in disciplinary action against the student.

Based on the nature and severity of the violation, students who violate the University's Standards of Conduct may be subject to one or more of the following disciplinary actions:

1. Warning
2. Developmental sanction (i.e., an assigned task or tasks intended to involve the student in a positive learning experience appropriate to the violation)
3. Recommended counseling
4. Restitution and fines
5. Failure or grade modification
6. University probation
7. Suspension
8. Dismissal
9. Expulsion

### Procedure

The main purpose of the Student Disciplinary Policy is to insure that students receive due process, which means that every student should have a fair opportunity to express their side of the story before any decisions are made about their disciplinary case. The Student Disciplinary Policy was designed to be educational in nature.

When a complaint is filed about a student, a Referral Review Committee will evaluate academic cases and behavioral misconduct cases are reviewed by the Dean of Students in Student Affairs. The Referral Review Committee is made up of at least one faculty and student representative from the UIC Senate and a representative from the student's college. Neither the complainant nor the student is present, but the student is welcome to submit a statement to either the committee or the Dean of Students to be included with their case.

After a case has been reviewed, a decision is made on a number of possible options including that a hearing be held. If a case is sent to a formal hearing, the student will be notified as soon as possible. On the day of the hearing, both the complainant and the student are present to discuss the case with a hearing panel. Hearing panels will include faculty, staff and/or student representatives.

Once the case has been heard, the panel will decide if the student is responsible for the charges and, if so, what types of sanctions are appropriate.

Students found responsible for misconduct are given the option to file an appeal. Grounds for appeal are listed in the Student Disciplinary Policy.

See the [University's Standards of Conduct and Disciplinary Policy](#) for more information. Click [here](#) for a copy of the Student Disciplinary Policy.

## **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. The procedures described here provide a resource for productive problem-solving.

Inquires concerning the interpretation or use of these procedures may be made to the College of Nursing Associate Dean for Clinical Nursing Practice Studies.

### **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. In most cases, this would start with a discussion between the student and the instructor and, perhaps, the course coordinator if the course has multiple instructors. If the concern is not resolved at this point, the student who wishes to pursue the matter further can use the UIC student academic grievance procedure to seek resolution. There is a time limit for this process. Students must begin the formal grievance procedure within 45 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](#) defines 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." This term refers to the department head of the faculty person against whom the complaint is made.

### **Student Ombuds Service**

Students should always attempt to speak directly with the person(s) involved with their concern. If they feel that a fair resolution was not reached, they should research other options available **within** the College of Nursing. Students who feel that a fair and equitable resolution has not been reached after having exhausted all options have the right to request the assistance of the Ombudsperson. More information about the student ombuds service can be found on the [UIC Dean of Students website](#).

## **University Policies and Regulations**

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

- [Campus Security Act Notification](#)
- [Disability Services Notification](#)
- [Grievance Procedures](#)
- [Inter-college Transfer](#)
- [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](#)
- [Volunteer Emergency Worker Policy](#)

Additional university policies can be found here:

- [Emergency Information and Preparedness:](http://www.uic.edu/index.html/emergency_preparedness.shtml)  
([http://www.uic.edu/index.html/emergency\\_preparedness.shtml](http://www.uic.edu/index.html/emergency_preparedness.shtml))
- [Sexual Harassment Policy:](http://www.uic.edu/depts/oe/Harassment.html)  
(<http://www.uic.edu/depts/oe/Harassment.html>)
- [Policy on Alcohol and Illegal Drugs:](http://www.uic.edu/index.html/safety/alcohol_drugs.shtml)  
([http://www.uic.edu/index.html/safety/alcohol\\_drugs.shtml](http://www.uic.edu/index.html/safety/alcohol_drugs.shtml))

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

- [2007-2009 Undergraduate Catalog](#)
- [2008-2010 Graduate Catalog](#)
- [Graduate College Website](#)