College of Nursing Student Guidebook

Academic Year 2024-2025

The Rush University College of Nursing Student Guidebook is published as a guide for students and faculty. The College reserves the right to add, amend, delete, or deviate from any specifications herein at any time and to apply such changes to registered and accepted students. Students are responsible for reading the information provided and acquainting themselves with the College and University policies and regulations to which they are required to adhere. Post-graduate certificate students will adhere to the same academic policies and standards as DNP students.

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TABLE OF CONTENTS

Welcome Letter from the Dean

Introduction to the University and Medical Center

- Rush University Medical Center (RUMC) Description
- Rush University Medical Center Mission, Vision and Values
- Rush University Mission, Vision and Core Values

Rush University College of Nursing (CON)

- College of Nursing Mission, Vision, and Guiding Principles
- College of Nursing Description and History
- College of Nursing Seal and Pin

College of Nursing Curriculum

- Curriculum Overview
- Master of Science in Nursing
- Doctor of Nursing Practice Advanced Practice Tracks
- Post-Graduate Certificate Program
- Doctor of Nursing Practice Leadership Tracks
- Doctor of Philosophy in Nursing Science
- Terminal Program Objectives
- Program Student Learning Outcomes
- Authorization for the CON to Operate in Other States

Academic Policies and Procedures

Admissions

- Admission Entry Points
- Deadlines for Application
- Practice Experience Requirements
- International Students
- Exit Options
- Conditionally Admitted Students
- Readmission
- Transcript and Licensure Delinquency
- Student-at-Large Status
- Post-Doctoral Fellowship

Matriculation

Registration

Continuous Enrollment

Application of Academic Credits for Continuing Education Licensure/Certification Renewal

Dropping and/or Adding Classes

Leave of Absence or Withdrawal

Transfer of Credit

Credit by Proficiency

Application to Transfer Between Programs

Independent Study

Request for Support or Accommodation

Communication Expectations for Students

FERPA

Family Educational Rights and Privacy Act (FERPA) Description

HIPAA Exception Letter, Danger to Self or Others

Criminal Background Check

Student Health and Safety Requirements

Hazardous Exposure Policy

Illness During Class or Clinical

Counseling Services

Pregnancy and Parenting Guidance

Confidentiality

Academic Civility

Academic or Non-Academic Complaints

Title IX Compliance

Prohibition Against Harassment, Discrimination and Sexual Misconduct

Progressions Overview

Progression Policies

Incomplete Grade(s)

Unsafe Student in the Clinical Setting

Policies Concerning Academic Honesty

Plagiarism Policy

Inappropriate Degree Usage

Grievance Procedures

Student Academic Appeal Process

Student Misconduct Process

Fitness to Progress

Drug- and Alcohol-Free Workforce

Policy Violations

Indications for Reasonable Suspicion of Impairment

Procedures for Testing

Employee Assistance Program (EAP)

Course Policies

Preparation for Class

Lecture/Discussion

Clinical Practicum

Attendance at Class

Attendance

Tardiness

Absence

Other

Online Course

Uniforms/Practice Attire for GEM students

Clinical Unit Behavior

Academic Success Plan Policy

Testing

Grading Policies

Assignment of Grades

Pass/No Pass Option

The Master of Science Degree (MSN): Generalist Entry Master's (GEM)

The Master of Science Degree (MSN) - Post-licensure Clinical Nurse Leader (CNL)

The Doctor of Nursing Practice Degree (DNP) with Clinical Specialty Certification

The Doctor of Nursing Practice Degree (DNP) Leadership Tracks

The Doctor of Philosophy in Nursing Science (PhD)

Graduation and Commencement Requirements

Advisement Guidelines

Academic Advising Process Overview

GEM Advisement Process

CNL Advisement Process

DNP Advisement Process

- Introduction
- What Constitutes a DNP Project?
- DNP Student Project Team
- Evolution of a DNP Project
- Process to Request a Statistical Consultation

Post-Graduate Certificate Advisement Process

PhD Advisement Process

- PhD Program of Study Guidelines
- Guidelines and Forms for PhD Matriculation
- Student Authorship Guidelines

Welcome Letter from the Dean

We are living in unprecedented times, but as the most trusted profession in America there has never been a better time to become a nurse or to advance your profession as a nurse. Health care is being challenged, but Rush nurses are innovating and creating the future. Rush faculty and alumni are pushing boundaries in practice, education, research, health policy and advocacy - and leading in all domains. Peruse our website to learn about Rush's 135-year history and unique contributions to the nursing profession.

What you will find at Rush University College of Nursing is a healthy work environment, dedicated professional staff, cutting edge faculty, top ranked graduate programs, and community-engaged academic practice-partnerships. The unification of education, research and practice is our guiding approach, with its historical antecedents rooted in the legendary work of the College's first Dean, Dr. Luther Christman - an innovator and maverick in higher education. Our faculty have active clinical practices and programs of research where students are invited to learn alongside them in the classroom, lab, clinic, or on the research team.

We are a school-without-walls where learning is valued and transmitted in many different modalities and venues including residential classes, hybrid and distant learning options. You will find us in the halls of the Medical Center, at the bedside and in the boardroom, on the streets of Chicago and in communities around the state, as well as in the Statehouse! We value diversity, inclusion and the tenets of social justice in achieving equity in healthcare. What you will experience at Rush is a sense of belonging. Your mindset will be challenged, but you will also be supported to further develop your competency. All our programs are top ranked, but your impact is how we measure our success!

Join us at Rush University College of Nursing where excellence is just the beginning.

Christine M. Kennedy, PhD, RN, FAAN
John L. and Helen Kellogg Dean, College of Nursing
Associate Chief Nursing Officer, Rush University Medical Center

Rush University Medical Center Description

RUSH is an academic health system whose mission is to improve the health of patients and diverse communities. It serves nationally recognized health care, education and research, and a commitment to community partnerships. The RUSH system comprises Rush University Medical Center, Rush University, Rush Copley Medical Center and Rush Oak Park Hospital, and many outpatient care facilities.

Numerous national organizations have recognized RUSH for the quality of care provided.

- National recognition
- Medical center accreditations and designations
- Other program recognitions

Rush University is the academic component of Rush University Medical Center. Founded in 1972, the University includes the College of Nursing, Rush Medical College, the College of Health Sciences and the Graduate College. As a health sciences university affiliated with a major medical center, the university is uniquely situated to focus on the priority of patient care.

In addition to patient care, education and research, RUSH maintains a strong commitment to the community. Many students, faculty and staff at RUSH generously donate their time and skills both within and outside of the Medical Center. Their efforts include numerous health outreach projects in which Rush collaborates with neighborhood clinics, churches, schools and other organizations to provide health screenings and vital health information for underserved children and adults.

Our education and research endeavors, community service programs and relationships with other hospitals are dedicated to enhancing excellence in patient care for the diverse communities of the Chicago area - now and in the future.

Mission, Vision and Values

Mission

The mission of RUSH is to provide the best health care for the individuals and diverse communities we serve through the integration of outstanding patient care, education, research and community partnerships.

Vision

Rush will be the leading academic health system in the region and nationally recognized for transforming health care.

Values

Rush University Medical Center's core values - innovation, collaboration, accountability, respect and excellence - are the roadmap to our mission and vision. These five values, known as our I CARE values, convey the philosophy behind all decisions Rush employees make. Rush employees also commit themselves to executing these values with compassion. This translates into a dedication - shared by all members of the Rush community - to providing the highest quality patient care.

Rush University

Mission

Rush University champions a learning environment in health and biomedical sciences through collaboration, education, research and equity for our students, faculty, staff and the communities we serve

Vision

Rush University is a model for improving health through innovative research and transformative education in a culture of excellence and equity

Core Values

As the academic component of Rush University Medical Center, the University shares the Medical Center's core values: innovation, collaboration, accountability, respect and excellence. These I CARE values guide the efforts of Rush University students, faculty and researchers.

Rush University College of Nursing (CON)

Mission

The mission of Rush University College of Nursing is to integrate nursing practice, scholarship, and education throughout the diverse communities we serve and to boldly lead health care transformation to ensure health equity across the continuum of care.

Vision

Our vision is to lead nursing practice scholarship while driving health equity.

Guiding Principles

1. We strive to be an antiracist and multicultural institution. We aspire to achieve equity and social justice for all members of the College and for those we serve.
2. We value all members of the College and expect them to demonstrate integrity, transparency, moral courage, and respect for others.
3. We value teamwork and we value the importance of cultivating a richly diverse faculty, student body, and staff who contribute their expertise and talents to the collective excellence of the College.
4. We value ongoing professional development informed by self-reflection and believe in learning through one's personal journey, adapting to change, seeking opportunities for growth, and learning from successes as well as challenges while prioritizing work-life balance.
5. We value success through continual professional growth by fostering collaborative successes that will lead to local, national, and international recognition for the College and its individual members.
6. We value the legacy of the Rush tradition of nursing that uniquely integrates practice, education, scholarship, research, and service. We are committed to outcome-oriented and evidence-based education.
7. We strive to continuously demonstrate excellence in clinical practice, research, education, scholarship, leadership, advocacy, and academic-practice partnerships.
8. We are dedicated to innovation that emphasizes collaborative partnerships with all College stakeholders to generate creative solutions to the issues impacting our world, including health disparities.

9. The College is built on respect for all and values all voices through shared governance. Our collaboration is based on accountability, mentorship, responsiveness to the needs of the communities we serve, and a climate that aspires toward unity and a just culture.

College of Nursing Behavioral Expectations

Introduction

Rush University College of Nursing (CON) seeks to create an academic community grounded in the values of the nursing profession, the university, and the CON. The College of Nursing draws its professional standards from the American Nurses Association Code of Ethics (2015), the RUSH system ICARE values, and the CON's guiding principles. Essential to creating and maintaining our academic community are the values and ethics of the nursing profession, namely honesty, integrity, ethical behavior, compassion, advocacy, and a social commitment to improve the health of all.

As members of the nursing profession, or those aspiring to become a member, students in any program offered by the CON are expected to adhere to these values and always demonstrate professional and ethical behavior.

The CON is unswervingly committed to diversity, equity, inclusion, and belonging in health care and education. Diversity and healthcare are inseparable. Only together can they create pathways to end health disparities and improve the quality and safety of patient care. Consequently, the CON is committed to creating a learning environment that is safe, equitable, and intentionally diverse across gender, race, religion, age, sexual orientation, religion, and all other identity groups.

Unprofessional behavior towards faculty, staff, teaching assistants, peers, clinical partners, patients, family members, or other professionals and the public are significant issues in the evaluation and progression of students enrolled in the CON. Inappropriate behavior may be grounds for failure to progress, a charge of student misconduct, dismissal from the program, and/or may result in denial of the degree in nursing. Separate and apart from a violation of these professional behavior expectations, students may also face University disciplinary action regarding the same behavior.

The University Catalog and the CON Student Guidebook contain the policies related to these professional expectations and it is the responsibility of the student to read, understand, and adhere to these policies.

Expectations for Professional Behavior

Professional Relationships

Students are a direct reflection of the University, CON, and the nursing profession at large. Students will communicate and treat clients, families, facility staff, faculty, University staff, peers, other professionals, and the public in a professional manner. This includes addressing them appropriately, respecting individual rights to hold opinions that differ from their own, and promoting a positive climate. Students can expect the same treatment in return. Inherent in this behavioral expectation is that students accept the responsibility to respect and protect the integrity of Rush University and the College of Nursing.

Treating others with respect

Respect is a foundational component of the nursing profession. Students will demonstrate respect for clients, families, facility staff, faculty, University staff, peers, other professionals, and the public. Students will refuse to engage in, or condone discrimination based on race, creed/religious beliefs, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status. Students will be accorded the same respect expected of them.

Civility

Nurses are required to "create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students and others with dignity and respect…All RN's and employers in all settings, including practice, academic and research, must collaborate to create a culture of respect that is free of incivility, bullying and workplace violence." (ANA, 2015). Students who experience incivility should use the chain of command appropriate to the situation to report these instances.

Values

All clients have a set of beliefs that inform their values. Students must provide care that respects a client's belief system and works toward promoting and supporting clients' abilities to meet their health care goals.

Honoring Client's Identities

Similarly, all clients have diverse identities. Students must attempt to understand clients' individual health goals, their strengths and values, and their diverse identities to best support the client's care. This value extends to maintaining confidentiality regarding patients, faculty, students, and staff, particularly regarding Federally protected information.

Honesty and Integrity

Students are responsible for upholding and maintaining an honest academic environment, including reporting when an instance of dishonesty is thought to have occurred. Details on policies related to academic honesty are found in the Student Guidebook. Communication is key to providing safe, quality care. Therefore, student behavior will consistently exemplify truthfulness and accountability. Communication with clients, family, faculty and clinical preceptors must be thorough, accurate, and timely.

Professional Appearance

Students should appear professional when representing the CON. Professional attire can reflect beliefs, values, attitudes, and aesthetics. These expressions of identity can coexist with professional appearance standards for nurses. Students should follow the CONs requirements for dress as stipulated in the Student Guidebook. Additional requirements may be set by a particular clinical agency, in which case students must comply with the requirements of the clinical setting in which they are practicing.

Responsibility and Judgment

Students are accountable to the University, the CON, the health care agencies providing clinical experiences, and above all, their clients and society. Students are expected to always meet their educational and clinical responsibilities. While personal issues can conflict or interfere with such obligations, every effort must be made by students to resolve the conflict in a professional manner by assuring that client care is not compromised and that appropriate members of the health care team and faculty are notified in a timely fashion. Further, students are expected to exercise professional judgment in their interactions with clients to ensure the provision of safe and effective care.

Compliance

To maintain a student's responsibility for patient safety, all students are required to be in full adherence to the college's health and compliance policies while enrolled in the CON. Compliance documents must be kept up to date as an essential part of a student's professional responsibility for client safety.

Attendance

For optimal learning to occur, students are expected to attend and actively participate in all classes, labs, simulations, and clinical rotations. The University calendar is publicly available before the start of each semester. Students are expected to plan special events, travel, and outside activities during scheduled University breaks or as outlined by the program. Students are also expected to adhere to the attendance policy as outlined in the course syllabus.

Accommodations

The College of Nursing works with the Office of Student Accessibility Services to provide reasonable accommodation to students who have followed the accommodations request process. However, the College reserves the right to determine if a requested accommodation conflicts with professional standards or behavior. Examples of inability to allow an accommodation are when a fundamental alteration to the professional standards and behavior would result, would compromise client care, or would compromise the safety of others in the healthcare setting.

Use of Technology

The CON believes in protecting the students' rights of freedom of speech, expression, and association, including their right to use social media. The CON also believes in protecting the rights of clients with whom students interact, the rights of faculty members, the rights of other students, and the public at large. Students are expected to monitor their own social media use and post only statements and images that appropriately represent them, the University, and the

profession. Sharing of patient photos is strictly forbidden unless written permission is obtained from the patient through Rush's Legal Department.

Safety

Students should refrain from any deliberate action or omission of care that creates unnecessary risk of injury to the client, self, or others. Students who demonstrate unsafe nursing practice that jeopardizes the client's or family's physical or emotional welfare may be dismissed at any time from clinical. Unsafe clinical practice is defined as any behavior determined by faculty or a preceptor to be actually or potentially detrimental to the client or to the healthcare agency. Students are expected to identify hazardous conditions while providing care. Students should receive instruction and training prior to performing skills and are expected to follow facilities policies and procedures. It is the student's responsibility to notify the preceptor or faculty member if they have not been adequately trained to perform a procedure.

Description of the College of Nursing

Rush University College of Nursing is a private non-profit graduate college of nursing. It is comprised of three degree programs - Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy in Nursing Science (PhD) - and a post-graduate certificate program. The College of Nursing faculty thoroughly prepare students to advance the quality of patient care and nursing practice in a multitude of health care environments and to be leaders focused on improving health outcomes, whether at the bedside, in a research setting, or directing an organization.

The education and preparation of students to meet the health needs of a culturally diverse society is facilitated at Rush by the integration of academic, research, and clinical practice components. Rush students have the advantage of attending a private university that is a vital part of a nationally recognized academic medical center. This unique integration stimulates excellence in education, practice, scholarly activities, and professional leadership by the faculty and the graduates of the College of Nursing.

The master's degree in nursing, the Doctor of Nursing Practice program, and the post-graduate certificate program at Rush University College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE)

History

The heritage of the College of Nursing dates to 1885, when the College's first antecedent, the St. Luke's Hospital Training School of Nursing, opened to offer diploma education to nurses. In 1903, the Presbyterian Hospital School of Nursing accepted its first students. From 1956 to 1968 nurses were taught at the merged Presbyterian-St. Luke's School of Nursing. Before the establishment of the College of Nursing in 1972, more than 7,000 nurses had graduated from these schools.

The first dean of the Rush University College of Nursing was Luther Christman, PhD, RN, FAAN. Christman rose to great prominence in American nursing as both a forward thinking and controversial figure. The son of a coal miner, Christman became vice president of nursing affairs and the dean of the College of Nursing at Rush University in 1972. His educational background in psychology served him well as an administrator, becoming the first male to hold the joint appointments of dean of nursing and hospital director of nursing. He developed the Rush Model of Nursing that gained him an international reputation as a nursing leader. As an educational maverick, Christman advocated in the 1980s for entry-level nurses to have doctoral degrees.

Other brief highlights (there are many more) from Christman's career include his being dean, Vanderbilt University School of Nursing; founder, American Association for Men in Nursing (the American Assembly for Men in Nursing); founder, National Student Nurses Association; and fellow and living legend of the American Academy of Nursing. Rush College of Nursing is extremely proud to have Christman represent the important contribution of men in the nursing profession.

Today, well over 8,500 baccalaureate, master's and doctoral students have graduated from Rush University College of Nursing. The first bachelor's and master's degrees were awarded in 1975; the first Doctor of Nursing Science degree was awarded in 1980; the first practice doctorate was awarded in 1990. Enrollments for current nursing programs are offered from the master's through the doctoral (DNP and PhD) levels. The last baccalaureate class graduated in June 2009. The generalist entry master's (GEM) began in 2009 and is the prelicensure program for entry into professional practice.

College of Nursing Seal and Pin Seal

The College of Nursing Seal was designed originally to represent the College of Nursing on the University Scepter. A committee appointed by Dean Luther Christman, the first dean of the College of Nursing, worked with Dr. Steven Economou to create the Scepter and design the seals of the various colleges.

The Seal is circular in design with the inscription RUSH UNIVERSITY COLLEGE OF NURSING around the outside. The interior of the Seal is a shield divided into four sections. Each section combines the design of one of the three nursing programs offered in the past and the present symbol for Rush University Medical Center.

The lower left section shows the book and cross of the St. Luke's School of Nursing pin. The pin is gold with a blue Latin cross and open book with rays emitting from behind the cross. The cross is a symbol of sacrifice, the rays are symbolic of the light of the world through Christianity; the heart of compassion; the book, of the Scriptures. The Scripture reference, St. Luke, Chapter X, Verse 9, reads 'And heal the sick that are therein, and say, the kingdom of God has come nigh unto you.'

The lower right section depicts the Presbyterian School of Nursing pin. The pin is dark blue and gold with a fleur-de-lis; symbol of life, and the initials of the school.

The upper right section shows the Latin cross of the Presbyterian-St. Luke's Hospital School of Nursing. The shape of the pin is the quatrefoil, which is floral in origin. It also combines the shapes of the two schools merged to form one. The horizontal and vertical ovals symbolize this union. The four petals denote the four cardinal virtues; justice, prudence, temperance, and fortitude. The Latin cross with rays of light coming from the center is blue, which denotes truth and loyalty. The effect of the overall design is that of a window through which one glimpses the rayed cross signifying life, sacrifice, and service.

Pin

The Rush College of Nursing pin is represented by the seal of the College of Nursing. The degree awarded to the student is printed beneath the seal. The pin is designed in white, green and gold.

College of Nursing Curriculum

Curriculum Overview

The College of Nursing programs prepare students at four distinct levels: (a) Master of Science (MSN), (b) Doctor of Nursing Practice (DNP), (c) Doctor of Philosophy (PhD), and (d) Post- Graduate Non-Degreed Certificate. At the MSN level students are prepared to function as advanced generalists with the knowledge to sit for Clinical Nurse Leader certification. At the DNP level students are prepared to function as leaders in complex environments and affect change through system re-design. Students specifically enrolled in the DNP with clinical specialty certification are prepared to sit for specialty certification upon graduation. At the PhD level students are prepared to function as nurse scientists and senior academicians with the leadership skills necessary to influence health care systems and policy. The post-graduate certificate program is offered to students who already have an advanced practice graduate degree in nursing (MSN or DNP) who wish to specialize in a different clinical area.

Programs of study have been developed to help the development of each student's plan of study that shows term by term the courses for which a student should enroll. All students have a comprehensive plan of study before or during the student's first term of matriculation. A copy of the plan of study is housed in Prism and on the Student Planning Module (SPM) of the Office of the Registrar. The plan of study must be revised when changes occur in the student's progression and the updates made in Prism and the SPM. The plan of study has been developed to provide the optimal course sequence and pace for student success, and to minimize the possibility of advisors and advisees making course selections that are inappropriate for a given term or sequence. The plan is based on specific prerequisites and the term and frequency of certain courses offerings. Should a change in the study plan be needed, the projected graduation date may be delayed. Course offerings and their prerequisites may be found in the current Rush University Catalogue. Current sample programs of study can be viewed on the College of Nursing Website The DNP program particularly has a set of course sequencing guidelines that students must follow. These guidelines are listed below in the DNP program section.

Program Student Learning Outcomes

MSN	DNP	Post-Graduate Certificate	PhD
Use communication techniques that reflect an understanding of the dignity and respect afforded to all persons	Integrate science-based theories and data-based concepts to develop, critically appraise, and implement practice approaches that improve health care and health care systems	Function as an advanced practice nurse in a specialty area of practice.	Synthesize and apply theoretical and research-based knowledge in the investigation of clinical phenomena
Deliver competent, holistic, and contextually appropriate patient-family-population-centered nursing care	Apply organizational theories and systems thinking to improve the quality, cost effectiveness, and safety outcomes of practice decisions and initiatives	Analyze and monitor the quality and cost effectiveness of clinical decisions.	Test and integrate disciplinary knowledge in models of clinical practice across the levels of prevention
Synthesize the knowledge of nursing science, social science and humanities in the promotion of health, prevention of disease, and delivery of care across diverse populations and health care environments	Apply effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization and research	Provide culturally competent care within multidisciplinary health care systems	Generate and disseminate research-based, clinical knowledge
Demonstrate the ability to work with interdisciplinary teams to optimize nursing care delivery	Apply knowledge of informatics to monitor and improve outcomes, programs and systems of care	Apply ethical and legal principles to complex health care environments.	Analyze health care trends to influence health and social policy for diverse client populations
Demonstrate leadership behaviors within and across systems at all levels of prevention	Provide leadership in influencing policies on the financing, regulation and delivery of health care	Utilize research to provide quality health care, to initiate change and improve nursing practice.	Participate in collaborative interprofessional practice and research
Recognize the impact of the micro and macro system environments on health care delivery	Lead interprofessional teams to improve patient and population health outcomes	Assume the role of advocate, educator and change agent for consumers within health care systems.	Assume faculty responsibilities within a senior academic environment
Demonstrate professional values in nursing practice	Function independently in an advanced nursing role to improve health outcomes in a specialty area of practice		Function as a clinical scientist

Master of Science in Nursing

In 2008, in response to changing health care needs and recommendations by the Institute of Medicine (IOM) and the American Association of Colleges of Nursing (AACN), the College began a pre- and post-licensure master's degree program that prepares an advanced generalist who can provide nursing care and clinical leadership at the point-of-care. The Generalist Entry Master's (GEM) and post-licensure CNL programs prepare a nursing generalist with advanced knowledge in clinical leadership and systems of nursing care management, and who will accept responsibility for designing, implementing, and evaluating plans of nursing care that result in improved patient outcomes. The graduate is prepared to care for individuals, families, and populations across the lifespan and the continuum of care. The curricula prepare pre-licensure students to take the NCLEX and prepare both pre- and post-licensure students for the CNL examination.

Doctor of Nursing Practice

Advanced Practice Tracks

Each advanced practice DNP track generally includes graduate, DNP, and advance practice core courses, population/role cognates, DNP practica, and DNP scholarly project. Graduate core courses are required of all students and include course content such as research, statistics, epidemiology, organizational and systems leadership, health promotion and disease prevention, and physical/psychological diagnosis. The DNP core coursework lays the foundation for the student to develop and implement a comprehensive scholarly project. The advanced practice core provides a strong science foundation for clinical practice with courses such as physiology, pathophysiology, pharmacology and diagnostics. Cognate courses support the major area of study and include courses such as applied pharmacology and specific clinical content in the specialty area. Clinical practica provide intense study in the management of clients and/or populations. All the DNP tracks include a significant number of clinical practice hours. Students have clinical experiences in a variety of settings with expert preceptors. Settings for practice are chosen in collaboration with faculty. Students are prepared to take the certification examination in their specialty practice area upon graduation.

Leadership Tracks

Transformative Leadership: Systems

The DNP track in Transformative Leadership: Systems is designed for the master's-prepared nurse who wishes to gain expertise in improving outcomes and leading change at a systems level. The DNP curriculum builds on the student's previous master's program by providing education in effective project planning, leadership, policy advocacy, and systems level thinking among other key areas. Applicants are not required to be certified in a clinical specialty.

The DNP track in Transformative Leadership: Systems is for students who wish to:

- Develop and evaluate new models of care delivery
- Improve health outcomes in a variety of health care settings
- Transform health policy
- Create and sustain change at the organization and systems levels.

Transformative Leadership: Population Health

The focus of the post-MSN DNP track, Transformative Leadership: Population Health, is on the development of population-based knowledge and skills to enhance clinical health outcomes for patient aggregates, communities, and populations. This knowledge and skill set can be used across specialty areas to assess the health and illness needs of clinical populations and develop, implement, and evaluate population focused interventions to address these needs. The track emphasizes health promotion, prevention levels, and program management for vulnerable populations.

DNP Program Curricular Sequencing Guidelines

- Graduate core courses should be taken early in the plan of study. Notes: NSG 522 Applied Epidemiology Biostats Nursing should be taken before/concurrently with NSG 523 Research for Evidence Based Practice. Research for Evidence Based Practice is currently listed as a prerequisite for NSG 521 Antiracism in Organizational Leadership.
- APRN tracks:
    - NSG 532 Advanced Physiology and 533 Advanced Pathophysiology or NSG 576 Neuropathophysiology are key foundational scientific courses that should be completed early in coursework before clinical practicum. Note: Both courses are currently listed as prerequisites for NSG 625/625L Advanced Health Assessment for Advanced Nursing Practice and NSG 535 Diagnostics for the APRN.
    - Key clinical practicum preparation courses should be completed prior to students beginning clinical practicum. This includes NSG 625/625L Advanced Health Assessment for Advanced Nursing Practice, NSG 535 Diagnostics for the APRN, NSG 531 Advanced/Applied Pharmacotherapy course (track specific) and other track specific courses as specified by Program Director (eg. major psychopathological disorders, etc).
    - Direct care clinical practicum should be taken concurrently with clinical management courses. Some program tracks offset didactic from clinical practicum by 1 semester so foundational management content is received before clinical practicum begins.
- Ideally, Transition to the APRN role (NSG 537) should be taken later in the plan of study as a transition to practice course. However, it does not have a prerequisite and can technically be taken at any time during the plan of study.
- Leadership in Evolving Healthcare Environments (NSG 600) and Healthcare Economics, Policy and Finance (NSG 602) should be completed before/concurrently with (NSG 609C).
- Theory courses to guide DNP project work include NSG 608/610/565/566/567. NSG 610 should precede 609A, and 608 should precede/concurrent with 615 such that students have the necessary theory content to complete their project proposal. For Poplead/APHN DNP Tracks, NSG 606 should be taken concurrently with 565/566/567 and should be completed prior to taking 607.
- Special Situations: On a case-by-case basis where clinical practicum is delayed, students may continue in their didactic management courses at the discretion of the student's advisor and Program Director. If the delay is greater than 1 semester, the situation should be discussed with DNP program leadership and additional coursework may be required. Documentation should be noted in an academic success form.
    a. Good academic standing
    b. No behavioral or professional performance concerns
    c. No clinical performance concerns.

Post-Graduate Certificate Programs

The post-graduate certificate program (PGC) offers advanced practice Registered Nurses who are already certified in a population to expand their scope of practice by gaining the necessary background and clinical experience to take a certification examination in another population area. These areas include Pediatric Acute Care NP, Neonatal NP, and Adult Gerontology Acute Care NP. A thorough gap analysis is done of the student's prior education to ensure they will have the necessary coursework and clinical experience to qualify for certification in a new population focused area.

Doctor of Philosophy in Nursing Science

The PhD in Nursing Science program prepares the graduate to function as a clinical researcher and will have the leadership skills necessary to serve as a senior academician, and influence health care systems and policy. Students may enter this program either with a BSN, MSN, or master's degree in a health-related field.

- Graduates will receive the knowledge and experience to launch and sustain externally funded programs of research and to assume the role of a clinical scholar.

- All courses are offered online, and students make annual campus visits for the first three years of the program.
- Students benefit from innovative teaching and mentoring strategies, multiple methods of curriculum delivery matched to course objective.
- The faculty are committed to working closely with students to prepare graduates for a career in clinical research; faculty help students develop and submit manuscripts for publication throughout the program.

Commitment to Full-Time Study

It is recommended that the applicant commit to pursuing full-time study to enable timely completion of the program, as well as continuity in the development of his/her research. Completion of the program within four years will be possible for many students. A part-time program of study requires an additional year of study.

Opportunity to Pursue Pre-Doctoral Research Support

Although personal assets and financial aid can provide partial support for full-time study, pre-doctoral training fellowships, as well as research and educational assistantships, are important to almost every student. Though not required, students can work with an advisor to prepare a pre-doctoral fellowship application that can provide support for tuition and living costs during the second year of study.

Authorization for the CON to Operate in Other States

The College of Nursing can offer distance education in many states. Due to the variety of different state regulations and limitations there are a few states in which the college is not authorized to operate. If a student moves to another state after matriculation where the college is not authorized to operate, there is no guarantee of clinical practicum placement or the ability to continue enrollment. The student's progress in the program will be halted at that point until arrangements are made by the student to complete the program in a state in which Rush is permitted to operate. It is strongly suggested that students check with their advisor prior to moving to see if their future state of residence is one in which they can continue their education at Rush unimpeded by state regulation. Additional information may be found on the Rush University State Authorization and Reciprocity Agreements (SARA) Compliance webpage: https://www.rushu.rush.edu/college-nursing/about-college-nursing/state-authorization

Academic Policies and Procedures

Admissions Entry Points

Several entry points are available, depending on the educational goals and academic background of the applicant.

1. Students with a baccalaureate degree in another field may apply for the Generalist Entry Master's (GEM) program or Direct Entry DNP program.
2. RNs with a baccalaureate degree in nursing may apply directly for the Clinical Nurse Leader MSN, advanced practice DNP, or PhD degree options.
3. RNs with a master's degree in nursing may apply for all DNP or PhD degree options.
4. RNs who already have an advanced practice graduate degree in nursing (MSN or DNP) who wish to specialize in a different clinical area may apply for a non-degree post-graduate certificate.
5. Nurses who hold a non-nursing master's degree or non-nurses who hold a graduate degree in a health related field will be considered for admission to the Transformative Leadership: Systems DNP track and the PhD program.

Deadlines for Application

Application deadlines may be obtained by viewing the specific program page of interest on the College of Nursing web site. All application materials must be received by the indicated deadline. Applicants are encouraged to apply early to avoid missing deadlines due to missing documentation.

Practice Experience Requirements

Some advanced practice programs have RN clinical practice requirements that must be completed prior to admission or prior to registration for the specific clinical courses in that program. The specific program pages and the application instructions page on the CON website have information on current practice requirements.

International Students

Test of English as a Foreign Language (TOEFL) scores are required for applicants who are non-native speakers of English and have not completed a minimum of three (3) years of higher education and received their baccalaureate degree in the United States. All foreign institutions attended require course-by-course ECE, WES, or COGFN transcript evaluation. To view the university policy on International Students, please click here for RUMC policy UAC0004.

Exit Options

Four exit options are available to students enrolled in the College of Nursing. Depending on the background of the student. The three degree (MSN, DNP, PhD) offerings and one certificate offering comprise the exit points on the curriculum continuum. These are the points at which students may graduate or continue their academic growth in nursing by seeking admission to another program. Movement from one exit level to the next is always contingent upon evidence of academic potential for success at higher levels of study. Academic progression is reviewed regularly, and students are advised of the options available to them. Additionally, a postgraduate, non-degree certificate option is available to nurses with advanced practice degrees who wish to attain other specific advanced practice nursing skills without replicating an entire graduate program.

Conditionally Admitted Students

A conditionally admitted student is one who does not meet current admission guidelines for a graduate option, but whose records show evidence of ability to successfully complete a graduate program. Upon admission, the student is assigned a faculty advisor in their area of concentration. As a requirement of admission, the conditionally admitted student must complete at least 2 required courses specified by their advisor or upon recommendation by the Admissions and Progressions Committee. It is highly recommended students take only those courses specified by their advisor until the conditions of admission are met. The specified courses must be completed within 2 terms of admission with a **letter grade of B or better**. A grade of "Incomplete" or a “W” is not acceptable unless under extraordinary circumstances with permission of the Admissions & Progressions Committee. A student may not take a leave of absence until all the conditions of admission have been met. Failure to meet any of these conditions will result in automatic dismissal.

Readmission

Any student in good academic standing who voluntarily withdrew from a program or was administratively withdrawn must apply for readmission by applying through NursingCAS. Applications must be received prior to the designated deadline for the term sought. A re-entering student must meet the conditions for re-enrollment stated in his/her acceptance letter and all policies, requirements, and course sequences in effect at the time of re-entry. The student will pay tuition and fees at the rate in effect at re-enrollment.

Nursing students dismissed from the College for academic reasons or withdrew from it on probationary status may not automatically apply for readmission. The student may continue as a student-at-large if given permission by the Admissions and Progressions Committee. The student must receive an acceptable grade in the course that resulted in dismissal or probation and have a cumulative GPA (Grade Point Average) of 3.0 or greater to be considered for readmission. The hours and grade points of the second grade will only be counted in the cumulative GPA.

Transcript and Licensure Delinquency

Transcript Delinquency

Students who are admitted to a program pending successful completion of a course/degree must submit a final transcript (with either an acceptable course grade or degree posted) to NursingCAS prior to matriculation. Students who do not submit the required documentation by the first day of class will have their admission rescinded.

Licensure Delinquency

Students admitted to a program pending successful completion of their RN licensure examination must submit proof of licensure to the College of Nursing Office of Admissions before matriculation. Students who do not submit the required documentation by the first day of class will have their admission rescinded.

Student-at-Large Status

Student-at-large status is available for those who have not yet been accepted by the college as classified students.

1. Persons who wish to take a course as a student-at-large may obtain a special registration form from the Office of the Registrar's web site. At-large students who wish to seek admission to a graduate program must obtain a grade of B or better in all courses taken or risk not being admitted. Students accepted into a program may have their admission rescinded if they do not receive a B or better in all courses taken prior to matriculation.
2. Students need the permission of the College of Nursing Office of Academic Programs and Affairs to enroll in their course.
3. An instructor is not obligated to accept any student-at-large in their class, and students without an appropriate background take courses at their own risk. Students in degree programs have priority enrollment over students registering for the at-large-status. At-large students registered for a course may be removed from the course if a degree-seeking student wishes to enroll in the course. If a student cannot be accommodated in a course, a full refund will be issued.
4. Tuition is assessed at the regular tuition rate for all at-large students.
5. A student may not accumulate more than 12 credit hours of at-large status. It is highly recommended that the student review of the program of study in which the student is interested to guide course selection.
6. It is also highly recommended that students interested in admission to a particular specialty contact the specialty program director to notify them of their interest.
7. At-large students may not take clinical courses.
8. Students who have been dismissed from the College and wish to retake courses as at-large students must seek permission from the Admissions and Progressions Committee.

To view the university policy on Student-at-Large status, click here for RUMC policy UAC0016.

Post-Doctoral Fellowship

Post-doctoral fellows come to study at the College of Nursing under the supervision of an experienced researcher with a consistent record of external funding. The following systems assist in tracking fellows' progress and facilitating their enrollment in courses that support their research.

1. Faculty sponsoring post-doctoral fellows will notify the Associate Dean for Research and the CON Admissions Committee of the number of positions to be filled each July.
2. Fellows will be entered into the College of Nursing and Registrar's information systems as postgraduate students under the faculty sponsor's name and department.
3. Fellows will take courses at Rush as post-graduate students. Progression and academic standard policies apply to all coursework taken by post-doctoral fellows.
4. Transcript will designate student as post-graduate/post-doctoral fellow.
5. Coursework taken during post-doctoral training will be indicated by the following transcript notation: *Coursework completed during post-doctoral fellowship training.*

Matriculation

Registration

The registration procedure for enrolled students in all programs, except the PhD in Nursing Science, is done administratively and students are "batch registered"; that is, the Office of the Registrar will register students each term based on the plan of study submitted by the College for the student. In the PhD program students are responsible for completing their own registration online each term. This is due to the greater variability of PhD plans of study per student/term. Each term the Registrar's Office publishes an online schedule of courses on the Rush University student portal for the following term. It is generally available several weeks before the end of the current term.

For Students Responsible for their Own Registration

Students must follow their designated plan of study. Any deviation from that plan must be discussed with and approved by their faculty advisor. At-large students may only register with the permission of the College of Nursing Office of Academic Programs and Affairs.

1. Students registering for courses not on their plan of study or out of plan sequence may be administratively withdrawn from the course.
2. Matriculated students register online through the Rush University student portal. At-large students are registered by the Office of the Registrar.
3. It is highly recommended that continuing students register during the designated two-week priority registration period. A late fee will be incurred if the continuing student registers after the first day of class. At-large students may only register for a class during the designated two-week priority registration period.
4. Students registering for the first time are not held to the designated two-week priority registration period. However, newly admitted students are strongly encouraged to register as soon as possible in the weeks prior to the first term of matriculation.
5. Students may not register for classes scheduled at the same time.
6. Registration for online courses must be completed at least 2 weeks (10 working days) before the term begins. Adding on-line courses after this date may delay student access to the course at the beginning of the term.

For Students Who are Batch Registered

Batch-registered students are still responsible for adding and dropping any courses once the term begins and reviewing their registration to be aligned with their Plan of Study (POS) in the Student Planning Module/Self-Serve.

For all Students

1. Students who register for a class and later decide to withdraw without completing an Add/Drop, Leave of Absence or Voluntary Withdrawal form will receive a failing grade (F or N) for that course.
2. Registration is not complete until tuition and fees are paid.
3. To register for any given term, students cannot have a registration hold (i.e., missing transcripts, missing/out-of-date immunizations, insurance waivers, financial holds, etc.). Student's health records must be complete and current, or their registration will be suspended. A late fee will be incurred if updated health records are not on file by the first day of class.

To view the university policy on registration click here.

Continuous Enrollment

Following matriculation, students must remain enrolled each term until all requirements for the degree are met and the degree conferred. Students unable to meet enrollment requirements should apply for a leave of absence. Students must be registered for the term in which they complete degree requirements to graduate. Continuous enrollment for all nursing students is strictly enforced. A student who fails to enroll for one term and has not been granted a leave of absence will be administratively withdrawn (due to unexplained non-enrollment) and must apply for readmission to the College.

Application of Academic Credits for Continuing Education

Licensure/Certification Renewal

A student who is already a licensed RN or has been certified in a particular specialty area, may apply appropriate course credit hours to meet their state licensure or certification continuing education requirements. Please refer to your state licensure statute or credentialing organization for the specific conversion of academic credits to clocks hours.

Dropping and/or Adding Classes

Students who wish to change the course or courses for which they have registered must notify their advisors. During the open registration period students can edit their courses within the Student Planning Module. Once open registration has ended an Add/Drop Form must be completed to add or drop a course. The first Friday of the term is the last day a course can be added. A course dropped during the first week of the term will not appear on the student's transcript. After that date, one of the following applies:

- For a course dropped beginning in week two through twelve prior to the end of the term, the student will be issued a grade of W for the course.
- For a course dropped during the three weeks before the end of the term (weeks 13-15), the student will receive the grade earned for the coursework.

If all courses being taken during a term are being dropped, the student must complete a Leave of Absence form for that term. For more information concerning tuition refunds, please refer to the Office of Financial Affairs: Tuition Refund Policy.

Withdrawal or Leave of Absence

After matriculation to Rush University, a student may not arbitrarily cease registration without notice. All students must maintain continuous enrollment or risk administrative withdrawal due to unexplained non-registration. A student who must interrupt his/her/their studies for reasons of sustained ill health or compelling personal or academic situations may apply for a leave of absence (LOA) for a stated period up to one year in length. During any one degree option, students may request leave amounting to a maximum of two years.

1. Students who wish to withdraw from the College should discuss their plans with their advisor. Students are responsible for initiating the Withdrawal or LOA process. A College of Nursing Leave of Absence or Withdrawal Form must be completed and submitted to the Office of the Registrar, who will obtain approval by the advisor and the Associate Dean of Academic Programs and Affairs, or Assistant Dean for the respective program. Please see the Rush University Catalog for complete information on obtaining and adhering to Leave of Absence guidelines. To view the university policy on returning from a LOA, click here.
2. Students who request a LOA may be displaced into a subsequent cohort, required to take a revised program of study upon return to the university, or be delayed in their progression through the program based on availability of courses and/or clinical placements.

3. A student with outstanding incomplete grades may take a leave of absence. However, a written request for permission to extend the incomplete until the end of the term in which the student returns must be completed and submitted to the Associate Dean for Academic Programs and Affairs.
4. Individuals who wish to interrupt their studies for more than a year must withdraw from the College.
5. Students who do not complete the appropriate forms requesting leaves or withdrawal may be assessed fees and tuition, lose refunds, or receive failing grades for courses not completed.
6. Students are responsible for registering themselves for the term in which they are returning from an approved LOA. This registration must occur during the designated registration period. Registration after this period will result in a late registration fee.
7. Students who cannot return and who do not have an extension of a LOA approved must withdraw from the university or risk administrative withdrawal.
8. ***Please note***: Students on LOA should continue to check their email at least monthly to avoid having the account go dormant.

Transfer of Credit

Previous graduate credit earned at an accredited college/university must be evaluated and approved by the student's advisor, Assistant Dean/Program Director for the respective program, and appropriate faculty for credit toward the Rush degree being sought. The student must initiate this process by completing a Petition to Transfer Credit Form prior to taking the course and submitting it to the registrar.

Courses taken at an outside college or university after the student is enrolled at Rush must be approved for credit toward the degree. A CON student must earn a grade of B or better to receive transfer credit for a course taken at another university or as an at-large student. The transfer of credit process must be completed prior to the start of the term in which the student must enroll in the course intended to be replaced at Rush. No more than one-third of the total number of required credits for a degree program may be granted to a student as transfer credit for work done at another graduate institution. To view the university policy on transfer credit, click here for RUMC Policy UAC0024.

Credit Equivalency Guidelines

Per university policy, a student at Rush University may request transfer of credit for courses completed at an accredited college or university (see UAC 0024 above). This policy forms the foundation of the College of Nursing's equivalency guidelines. A course may be deemed equivalent in credit hour or content.

Credit Hour Equivalent

A course that is credit hour equivalent comes from an institution where the course credits of the transferring institution carry the same number of credits as the course at Rush. For example, a course from University X offers a 3-semester hour course in advanced physiology, and so does Rush University. These courses would be equivalent in credit hours.

However, a course that is from an institution that is on quarter hours and offers a 3-hour course in advanced physiology is not equivalent to Rush's course because 1 quarter hour equals 0.67 semester hours. To convert quarter hours to semester hours, divide the number of quarter hours by 1.5. Thus, a 3-quarter hour course is equal to 2-semester hours. Thus, the student would be missing 1-semester hour of credit, which would need to be made up in some other way that is approved by the course director and the Assistant Dean of the student's program of study. This may be done through an elective course or through an independent study.

Content Equivalent

For a course to be content equivalent, the course objectives and/or the content outline must demonstrate outcomes and content that aligns with the Rush course for which the transfer course is being requested. A course description by itself is not sufficient to determine equivalency. Students are required to provide a syllabus for the course being transferred. Undergraduate courses cannot be used as transfer credit for graduate-level courses.

Areas Assessed for Equivalency

Is the requested transfer course:

1. A graduate level course?
2. Equivalent in credit hours? (see above)
3. Robust in terms of course objectives? (i.e., same level of Bloom's Taxonomy)

4. Equivalent in content? (see above)
5. Deemed equivalent by the course director in the CON?

Please Note: The final determination of transfer credit will be made by the Assistant Dean of the student's program. The Assistant Dean may consult with course directors for the course(s) for which transfer credit is requested.

Credit for Course Content Earned through Professional Certification A student with a current professional certification, e.g., palliative care, may request a review for course credit. Certification must be through a nationally recognized certifying body. The program director or appropriate course director will determine if all Rush course objectives have been met based on the certification earned.

Credit by Proficiency

The College of Nursing does not allow credit by proficiency currently.

Application to Transfer Between Programs or DNP Tracks

Policy:

1. Students wishing to transfer between programs or DNP tracks must first contact their advisor or track director before completing the transfer form.
2. A student wishing to transfer between programs must be in good academic standing with no outstanding incomplete grades at the time of the application.
3. A new NursingCAS application must be completed when an enrolled student wishes to change their program concentration, DNP track, and/or degree.
4. The Application for Transfer form must be completed. The enrolled student must upload the completed Application for Transfer Form to their new NursingCAS application. The transfer must be approved by the program or track director of the program/track to which the student is requesting transfer; there is no guarantee of movement from one program to another.
5. The program director in the proposed concentration/degree determines the necessary requirements for the review process.
6. The Registrar processes changes at the end of each term.
7. The change is official as of the start of the new term if student accepted into the proposed major/concentration.
8. If permission is granted and as space permits, **students will only be allowed to transfer to an already matriculating cohort of students.**

Procedure:

Student	1. Meets with current advisor to discuss change.
Student and Advisor	2. Student completes new NursingCAS application 3. Completes Section 1 of the Application for Transfer Form with appropriate signatures 4. The student uploads section 1 of the Application for Transfer Form to the documents section of their NursingCAS application.
Admissions Office	5. Sends completed NursingCAS application to Program/Track Director of proposed program.
Program/Track Director of proposed program	6. Determines whether transfer is approved or denied.

	7. Completes Section 2 of the form and emails completed Application for Transfer form document to College of Nursing Admissions.
Admissions Office	8. Assigns advisor if the student is accepted for transfer.
	9. Uploads completed and signed Application for Transfer form to student's NursingCAS application.
	10. Notifies student and Program Coordinator whether transfer is approved or denied.
Program Coordinator	11. If approved, completes electronic Office of the Registrar Change of Program Form.
	12. Adds completed form to student's file.
	13. Emails copy of completed Change of Program Form to: • Current Advisor • New Advisor • Previous Program/Track Director • New Program/Track Director
Student	14. Submits any additional required documents to the Program Coordinator of the new concentration/degree by date specified.

Independent Study

An independent clinical experience, cognate, or research study may be pursued for elective credit. The student consults with her/his advisor in selecting an area of study and a faculty preceptor. The faculty preceptor agrees to monitor the student's progress and assign a grade by signing the Independent Study Contract. A Independent Study Contract must be completed by the student and approved by the appropriate assistant program dean before the student may begin work on the study.

Request for Support or Accommodation

The Rush University College of Nursing has adopted the Rush University Policy for Students with Disabilities. The following is current as of 08/01/2022 but any updates can be found here under RUMC Policy UAC0021 and the Office of Student Accessibility and Accommodations. in keeping with its goal to promote diversity among its student population, Rush University is committed to attracting and educating students who will help to make the population of health care professionals reflective of the national population, including individuals with disabilities. In addition, Rush University is committed to ensuring equal access to its facilities, programs and services are available to students with disabilities.

To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity. Both the ADA and Section 504 define disability as: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition. To respect your privacy and ensure a thoughtful interactive process please contact the Office of Student Accessibility and Accommodations

To resolve any concerns about accommodation and eligibility decisions, services received, and/or treatment by university staff and faculty, please reference the Rush University Policy UAC0033 here.

Communication Expectations for Students

Rush e-mail account is the official way in which all Rush university and college offices will communicate with students. Students are expected to check their Rush e-mail frequently, so they do not miss important information such as future registration periods, communication from the advisor, notifications regarding scholarship opportunities, upcoming college events, etc. To better communicate students' Rush e-mail should include the information below in the signature template. Should an issue or problem arise that requires action on the part of faculty or staff it is helpful to have this information immediately available in the e-mail. This information will help us provide more timely responses.

- Rush email address
- Phone number
- Title behind your name if applicable - e.g., BSN, RN for some students
- Program name - GEM, CNL, DNP, PhD, Post-Graduate Certificate
- Specialty Program if applicable - e.g., FNP, NNP, etc.
- Cohort number if applicable - e.g., GEM Cohort 13
- Anticipated Graduation date e.g., Spring 2016

In the event a student is non-responsive to faculty contacts, the faculty member should notify the student's program director. The program director may attempt to call the student with the number provided in the student's record. If the program director is unable to contact the student, they should then contact the Associate Dean for Academic Programs and Affairs and the Vice Provost for Student Affairs for further investigation.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of student educational records by setting forth limitations governing the release of information about students. The University's FERPA policy can be found here: https://insiderush.rush.edu/policies/Pages/default.aspx

Health Insurance Portability and Accountability Act (HIPAA)

Confidential record or confidential information refers to and all patient protected information under the Health Insurance Portability and Accountability Act (HIPAA). The University's HIPAA violation policy can be found here: https://insiderush.rush.edu/policies/Pages/default.aspx

Criminal Background Check

The College of Nursing (CON) has affiliation agreements with clinical agencies and other health care institutions to provide clinical experiences to its nursing students as part of its curriculum. Most of these agencies/institutions require that anyone providing care in those agencies complete a criminal background check (CBC) to ascertain evidence of past conviction of criminal offenses that may preclude participation in caring for individuals in these agencies/institutions. These agencies/institutions require the CON to conduct CBCs on its students and requires the CON to maintain records of these background checks. Thus, this policy sets forth the criminal background requirements for students in the College of Nursing, which is consistent with Illinois State Law225 ILCS 46/25 and Ill. Adm. Code 955 Section 955.160 [https://www.ilga.gov/commission/jcar/admincode/077/07700955sections.html].
All students involved in direct or indirect clinical experiences as part of their curriculum will submit the results of a criminal background check upon acceptance to the CON and annually. The cost of the initial background check is the responsibility of the student. Subsequent background checks may be included in the student's financial aid package if the student has financial aid.

Student Health and Safety Requirements

Student health and safety requirements, as outlined in the admission packet, are completed through the EXXAT/Prism

1. The CBC will be submitted upon acceptance to the CON and annually before the first day of class of the fall term. Some clinical sites may require an expanded CBC, which may be an additional expense to the student.
2. Students must identify on application if they have a previous conviction. If a student believes they may have a criminal record or were convicted of a crime, the student must inform the program director and the assistant dean of the student's program. Failure to identify on application or to notify the program director/assistant dean of the conviction will be interpreted as falsification of academic records and may result in dismissal from the CON.
3. The program director and/or assistant dean will ascertain the student's suitability to progress in their chosen program and may contact the student to discuss the circumstances of the conviction and/or whether the conviction is a disqualifying condition (see link above for disqualifying conditions).
4. Depending on the circumstances and condition of conviction, students may not be allowed to participate in clinical experiences at certain sites. Certain disqualifying conditions may prohibit the student from obtaining licensure and/or positive employment to practice.
5. Depending on the condition of conviction, the CON may not be able to obtain a clinical placement, which will result in the student's dismissal.
6. Students should be aware that disqualifying conditions for licensure/certification at degree completion may vary from state to state, which may result in a particular state's refusal to allow the student to sit for licensure/certification.

system. Program specific requirements may be viewed there. It is the student's responsibility to ensure compliance with all health and safety requirements. Non-compliance will result in halting the student's progress in the program and may result in dismissal.

Hazardous Exposure Policy

Exposure Incident definition: Eye, mouth, mucous membrane, non-intact skin contact or parenteral exposure to blood or potentially infectious or hazardous materials that result from the performance of a duty related to a student's educational program.

Procedure at Rush University Medical center:

1. Wash injured area with soap and water. If eyes, nose or mouth, use water only.
2. Immediately report the incident to your preceptor/course instructor.
3. Immediately call and then report to Employee and Corporate Health Services (ECHS), 475 Atrium, 312-942-5878 (Rush_Employee_Health@rush.edu).
4. If ECHS is closed, immediately report to Emergency Department (ED) Tower 1 (312) 947-0100. Please bring your student ID or indicate that you are a student and not an employee. If a student is seen in the ED, that student must report to ECHS on the next business day.
6. Supply ECHS or ED nurse or physician with the following information on the source: name, date of birth, medical record number, known medical diseases (Hepatitis B, HIV) and patient room number. All information is recorded confidentially in the Blood/Body Fluid Exposure Record.
6. Students will be counseled or treated as deemed appropriate by ECHS or ED personnel
7. Return to ECHS or to consultants as directed for follow-up lab work and treatment as indicated.

If the exposure occurred after ECHS hours and a visit to the ED was required:

- Email RU.Report_Exposures@rush.edu AND Student_Health@rush.edu regarding the exposure.
- Include your name, college, course, date, time, and details of exposure for follow-up and to ensure proper billing of the services received.

If covered by university health insurance, submit the bill to the insurance provider.

If not covered by university health insurance, please submit the bill to your private health insurance If the claim is only partially paid, please reach back out to RU.Report_Exposures@rush.edu regarding the balance.

For injuries that occur at off-campus clinical sites, the student will follow the procedures established for the organization/site where the clinical experience is taking place. The student or the student's preceptor should notify the clinical instructor as soon as possible of the injury or illness. The clinical instructor will notify the course director, who will then notify the assistant dean of the student's program. Students ALSO need to notify RU.Report_Exposures@rush.edu and Student_Health@rush.edu and the university insurance follow-up.

Illness or Injury During Class or Clinical

If a student experiences a life-threatening emergency on one of the RUMC units or in the Simulation Laboratory, call 2-5111 and request a Code Blue at the student's location. If a student becomes emergently ill or injured in class in the Armour Academic Center but can be easily moved, then the student can be escorted to the Rush Emergency Department (ED) for immediate care. If the illness or injury requires the student to be transported, dial the emergency page operator (312-942-5111). Tell the page operator the nature of the emergency and state that the person needs to be transported to the Rush ED. The Chicago Fire Department will be notified by the page operator to respond. If the situation is deemed a medical emergency, then dial the emergency page operator at (312-942-5111 or x25111), who will make the 911 call, and will notify security, the chaplain, and HOA. and indicate a medical emergency is occurring. The response team will be called. If the illness or injury is not of an emergent nature, then the student should seek care through their own health care provider. If the student becomes emergently ill or injured on a Rush clinical unit and cannot be easily transported, Rush staff will transport the student to the ED.

Illness or Injury at an Off-Campus Clinical Site

If an illness or injury occurs at a non-Rush site, the procedure and policies of that site will be followed.

Counseling Services

For local students, Rush University has a comprehensive, on campus student counseling service available. Counselors provide services for academic and personal issues (e.g., relationship issues, eating disorders, grief, test anxiety, etc.). There is no charge for the service and no limit on the number of visits. Like all counseling and health services, all information shared remains confidential. The College is not informed if the student attended, what was addressed, or frequency of visits. For all students, on campus or in Illinois, we have services available through the Rush Wellness Center. All students, staff, faculty and their families can use the services of this program. Services such as traditional counseling, financial planning, legal consultation, finding care for an elderly parent, and more are all available.

The phone numbers to access these services are:

Local students: 833-304-3627

For immediate support, call 312-942-6000, ext. 2323

Distance students and their family members receive services through ComPsych Guidance Resources:

877-465-1324

Pregnancy and Parenting Guidance

Title IX of the Education Amendments of 1972 is a Federal Civil Rights Law that prohibits discrimination based on sex in education programs or activities. Title IX precludes discrimination against pregnant and parenting students. Students may request adjustments based on general pregnancy needs or accommodation based on a pregnancy-related complication. See below for more information for each process.

INFORMATION FOR STUDENTS

Q: WHAT TYPES OF ADJUSTMENTS MAY I REQUEST?

Specific adjustments will vary from student to student. Examples of reasonable adjustments due to pregnancy or parenting may include:
A larger desk
Restroom breaks during class
Permitting temporary access to elevators
Rescheduling tests or exams
Excusing medically necessary absences
Submitting work after a deadline missed due to pregnancy or childbirth
Providing alternatives to make up missed work (e.g., participation or attendance credit)

Q: WHERE CAN I PUMP WHILE ON CAMPUS?

The Illinois Nursing Mothers in the Workplace Act also provides that nursing mothers are entitled to reasonable break times and a private place to express breast milk for one year after giving birth. There are dedicated spaces across the RUMC main campus for our students. At Rush University, AAC 945 is available from 7am-7pm. If you require access to this room at alternate times, please contact Campus Security at 312-942-5678. Additional space is reserved in the Professional Office Building and in the Towers. Students rotating through clinical areas are encouraged to speak with their clinical director for guidance on available spaces.

Q: AM I REQUIRED TO TELL ANYONE ABOUT MY PREGNANCY OR PARENTING STATUS?

Students are not required to inform faculty, staff or any member of the administration of their pregnancy or parenting status, unless they are seeking adjustments or accommodations. However, students may want to voluntarily share this information, so Rush can provide support for students' physical and mental health.

Q: HOW DO I REQUEST ACCOMMODATIONS?

In certain situations, a pregnancy-related complication may be protected under the Americans with Disabilities Act (ADA), entitling the student to a reasonable accommodation. Accommodation requests should be directed to Student Accessibility Services. Student Accessibility Services (StudentAccessibility@rush.edu) will discuss the pregnant or parenting individual's needs and may ask for documentation that supports the requested accommodations.

Q: WHO CAN ASSIST ME IN MAKING A REQUEST FOR ACCOMMODATIONS?

Student Accessibility Services (StudentAccessibility@rush.edu)
The Office of Institutional Equity (institutional_equity@rush.edu)
Rush Wellness Center (https://www.rushu.rush.edu/student-life/student-affairs/center-clinical-wellness)
Rush's Wellness Assistance Program (https://www.rushu.rush.edu/student-life/student-affairs/university-wellness-services)

INFORMATION FOR FACULTY

Q: WHAT DO I DO IF A STUDENT TELLS ME THEY ARE PREGNANT?

Specific adjustments will vary from student to student. Examples of reasonable adjustments due to pregnancy or parenting that faculty can implement include:
A larger desk
Restroom breaks during class
Permitting temporary access to elevators
Rescheduling tests or exams
Excusing medically necessary absences
Submitting work after a deadline missed due to pregnancy or childbirth
Providing alternatives to make up missed work (e.g., participation or attendance credit)
Ask the student(s) if they need any adjustments or accommodations. Faculty should work with student(s) to provide reasonable adjustments as requested and may refer the student to work with Student Accessibility Services if further assistance is needed.

Q: WHAT DO I DO IF A STUDENT TELLS ME THEY NEED TO MISS CLASS DUE TO PREGNANCY?

We excuse all medically necessary absences for pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery. This includes medical appointments. Faculty members should excuse those absences deemed medically necessary by the appropriate medical professional.

Q: CAN I ASK A STUDENT TO PROVE THEY ARE PREGNANT OR PROVIDE A DOCTOR'S NOTE?

No, faculty cannot ask for doctor's notes.

Q: WHEN CAN A STUDENT RETURN TO RUSH UNIVERSITY AFTER CHILDBIRTH?

When the student is cleared by their clinician, they may reengage the curriculum.

Q: ARE EXPECTING PARENTS PERMITTED TO PARTICIPATE IN CLINICAL ROTATIONS/CLERKSHIPS/PRACTICUM/IMMERSION?

Yes, however, they may require reasonable adjustments during the placement such as:
Sitting as needed
Leave from clinical for medically related appointments.
It is not recommended expecting students be exposed to radiology be exposed to radiology, so a placement discussion may need to occur between the student and the faculty member.

Confidentiality

Students are bound by the code of physician-patient confidentiality. Do not discuss patient issues outside of the clinical setting. Do not discuss patient issues in public areas. Patient lists or other paperwork containing patient information must be concealed in public places and must be disposed of properly (e.g., secure shredder). Use of EPIC is for patient care only.

As a student you may be provided with access to patient records. Electronic records are managed through EPIC, Rush University Medical Center's electronic health record application. Although all patient records are available through EPIC, you should only access records for patients to whom you are assigned or to whom you have been granted permission through your supervising faculty. The Privacy Office regularly audits access to patient records and any instance of inappropriate access will be immediately referred to the University for disciplinary action.

Academic Civility

Rush University College of Nursing is committed to maintaining an environment of mutual respect and civility. Whether faculty to student, student to faculty, or student to student, the most conducive environment where learning and professional growth can take place is one where empathy and positive engagement exist.

"Academic incivility may be considered as any speech or behavior that negatively affects the wellbeing of students or faculty members, weakens professional relationships and hinders the teaching learning process." From Clark, C. M., & Kenaley, B. L. D. (2011). Faculty empowerment of students to foster civility in nursing education: A merging of two conceptual models. *Nursing Outlook*, *59*(3), 158-165.

We recognize there may be times during an exchange between and among faculty and students where misunderstandings may occur that should be addressed promptly to avoid any disruption in learning or the culture of respect we are trying to promote. To that end, we encourage an open and safe dialogue; one in which both parties can express their concerns without fear or recrimination, can end the conversation with a better understanding of each other, and learn how to engage in a more productive interaction the next time.

When dealing with a student-faculty situation where verbal communication or physical behavior is perceived as interfering with either the student's ability to learn or the faculty member's ability to teach, here are a few suggestions on how to handle the conversation:

- Address concerning behavior from the beginning. If you have a concern, do not wait to see if it happens again.
- Identify the specific communication and/or behaviors of concern. Think about what you want to say before the interaction, write it down if necessary. It will help you stay calm.
- Express your concerns in an appropriate setting where both parties can speak comfortably.
- Don't personalize the situation: take a breath and look at the situation as objectively as possible. What is perceived as the communication may not have been the intended message.
- Avoid creating an adversarial relationship where there is no room for movement.
- It is important for both parties to engage in a meaningful dialogue about the situation so look for the educational opportunity whereby both individuals gain a better understanding of each other.
- Ask the person who initiated the conversation to problem solve with you on how you might change your communication, so it is received more positively the next time.
- Maintain professional communication and behavior throughout the interaction.

To proactively promote an environment of mutual respect, take a few seconds and think about crafting constructive messaging. Every criticism that might automatically come to mind can be altered in a more positive way for the receiver, recognizing both areas of strength and ones that need improvement. If we can do this on a regular basis, there is enormous benefit for everyone.

By following the above guidelines, it does not mean there won't be difficult situations or conversations to face in the future. They are meant to provide a non-threatening means to handle those interactions where both parties can learn and grow.

Academic or Non-Academic Complaints

Students can file academic and non-academic complaints. There are different procedures related to the type of complaint being filed.

Academic Complaint

A student may register an academic complaint when they believe they have received a final course grade or evaluation that was the result of a mistake, illegal discrimination, or differential treatment. The student may initiate an academic appeal process for the review of that grade. The process for review can be found under Student Academic Appeal Process in this guidebook.

Non-Academic Complaint

A student may also register a non-academic complaint. Such complaints may relate to mistreatment or problems experienced while engaged in an interaction with the college or university. The process to initiate a non-academic complaint can be found on the Rush University website here.

Complaint of Student Misconduct

An academic complaint may be filed related to student misconduct. The purpose of the student misconduct process is to investigate and adjudicate charges of student misconduct including but not limited to: violations of commonly accepted ethical standards of an academic community such as cheating and plagiarism; falsification of student records, transcripts, financial aid forms, or applications; unlawful use or possession of controlled substances on the Medical Center campus; conviction of a crime deemed serious enough to render the student unfit to pursue his or her profession; or other conduct which is inconsistent with generally accepted standards of behavior within an academic community or the nursing profession. The process for registering a student misconduct complaint and its adjudication is in this guidebook under College of Nursing Student Misconduct Process.

Title IX Compliance

Rush has strict prohibitions against harassment, discrimination, and sexual misconduct in compliance with Title IX of the Higher Education Amendments. All complaints and concerns about conduct that may violate this policy (including retaliation for reports made pursuant to this policy) should be filed with Rush's Title IX Coordinator. Confidential reports can also be made through the Rush Hotline at (877) 787-4009 or via the Student Complaint Portal, also known as NAVEX Global. More information can be found here.

Prohibition Against Harassment, Discrimination and Sexual Misconduct

Rush University Medical Center promotes and maintains an environment that emphasizes the dignity and worth of every member of its community, free of unlawful discrimination, including the prevention of harassment and sexual misconduct. The webpage containing the linked document, Prohibition Against Harassment, Discrimination and Sexual Misconduct, has policies, procedures and resources to protect our community members.

Rush University Medical Center (Rush) strictly prohibits all forms of unlawful discrimination and harassment of and by any member of the community, including but not limited to students, faculty, employees, volunteers, guests and vendors. Rush complies with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination based on sex in educational programs or activities, admission and employment. Sexual misconduct (and its various forms) constitutes sexual discrimination and is also covered under this policy.

This policy does not only prohibit discrimination and harassment of employees by employers but prohibits discrimination and harassment between any members of the Rush community, including between a member of the faculty and a student, between two students, between an employee and a campus guest or between a student and an applicant. This policy applies to all Rush programs and activities including instruction, grading, housing and employment.

It is central to the values of Rush that any member of the community who believes that they have witnessed or been the target of unlawful discrimination or harassment, feel free to report their concerns for an appropriate response and investigation, without fear of retaliation or retribution.

All complaints and concerns about conduct that may violate this policy (including retaliation for reports made pursuant to this policy) should be filed with Rush's equal opportunity officer. See Page 10 of the document for contact information. Confidential reports can also be made through the Rush Hotline at (877) 787-4009 or via the NAVEX Global website (https://www.navexglobal.com/compliancenext/login/). Anonymous reporters do not need to identify themselves but are asked to provide enough information to enable an investigation. Upon receipt of a complaint, the equal opportunity officer will evaluate the information received and determine what further actions should be taken consistent with the procedures outlined herein.

Information on Discrimination, Harassment, and Sexual Misconduct by be found here.

Academic Progression

1. Prior to the beginning of the next term, the Admissions & Progressions Committee reviews the progress of all students who are at academic risk. Academic risk includes students:
    a. Currently on probation
    b. Conditionally admitted who have not yet completed their requirements for full admission or have received less than a B grade in a required course
    c. Exceeded the time limit of the degree or who have exceeded the extended time negotiated for degree completion
    d. With an incomplete grade from a previous term that has converted to an F grade if that F grade now causes the student to be included in the risk category. ***Note: Incomplete grades are converted to "F grades" after one (1) term if they are not extended or converted to a satisfactory grade**.
    e. With two (2) or more incomplete grades from a previous term
    f. Who are Students-at-Large with an F, N, or C
    g. With a GPA of <3.0
    h. With an incomplete grade in a clinical course
    i. Who have received an F or N in any course
    j. Who receive a C grade or lower in a course where a grade of B or better is required
    k. Who have not maintained continuous enrollment for one (1) or more terms
    l. Who have exceeded the maximum leave of absence time limit of three (3) consecutive terms
    m. Who has withdrawn from the same course twice or have three (3) withdrawals from the same or different courses in a degree program.

2. Students must maintain a 3.0 cumulative GPA. If a student falls below a 3.0, they have two (2) terms to raise the GPA to a 3.0.

3. Students must progress through their program of study as laid out by their program director and/or academic advisor. Courses with a required prerequisite should not be taken prior to successful completion of the prerequisite course.

4. Students must receive a P in all clinical practica.
    a. If the student receives a grade of N in any clinical practicum, they must repeat the course the next time it is offered. The student may repeat a clinical course or clinical practicum in a degree/non-degree option program of study only once.
    b. A student who fails either the theory or clinical portion of any ***prelicensure*** clinical course must repeat both the theory and clinical portions of the course.

5. It is a university policy that, "A student ***may not withdraw from classes during the last three weeks of any term***. A student who submits a voluntary withdrawal form during the last three weeks of the term will receive grades earned to that point in the courses for which he or she is registered."

6. It is College of Nursing policy that a student
    a. May withdraw from a course or courses once in the same term without invoking a probationary event.
    b. May not withdraw from the same course or another/other course(s) in subsequent terms. Doing so will invoke a probationary event.
    May not withdraw from one or more courses subsequent to the first probationary event. Doing so will constitute a second probationary event and may be grounds for dismissal.
    c. Have three (3) withdrawals during a program unless there are mitigating circumstances, such as a documented LOA. Should mitigating personal circumstances require a student who needs to withdraw from more than two courses during their program, an exception may be made upon review by the Progressions Committee. The student is required to submit a petition for exception to the Chair of the Progressions Committee for consideration of their request.

7. The following conditions will place the student on **Academic Probation** and may result in dismissal from the program:
    a. The cumulative GPA drops below 3.0.
        i. A student who is placed on probation with a cumulative GPA < 3.0 has two (2) terms to raise the GPA to 3.0.
        ii. If the Admissions and Progressions Committee requires that a course be repeated and the course is not offered within the two (2) terms probationary limit, the probationary period may be extended accordingly if the student demonstrates continued progress in the interim term(s) in raising the cumulative GPA.
    b. The student receives a grade of C or lower in any course that requires a B or better or an N in clinical practicum designated by the program of study for his/her area of concentration.
    c. The student receives an F or N in any required course. A student has only one (1) opportunity to repeat a required course for which a non-passing grade was originally received. Each incident of an F or N grade in the same term will be considered as separate probationary events. Thus, two non-passing grades in any term may result in dismissal.
    d. The student who withdraws two (2) times from the same course is considered a probationary event.
    e. Withdrawal in an additional course after the first withdrawal probationary event is considered a secondary probationary event, which may result in dismissal.
    f. Three (3) withdrawals during a degree program are also considered a probationary event unless there are mitigating circumstances of LOA. Should mitigating personal circumstances exist for a student who needs to withdraw from more than two courses during their program, an exception may be made upon review by the Progressions Committee.
    g. Academic probation is limited to a maximum of two (2) terms during the entire academic program for each degree/non-degree option unless an extension is granted by the Admissions and Progressions Committee.

8. The following conditions may result in **Dismissal** of the student from the program:
    a. The student receives a second N in a required clinical practicum
    b. The student receives a second F or N in a required course
    c. The student incurs a second probationary event within one (1) degree option.
    d. Students in jeopardy for dismissal as set forth in these policies may submit a petition of consideration to the Progressions Committee. This petition of consideration will be submitted through a REDcap

process, which can be accessed by the student's advisor. The petition must include an explanation why the committee should not dismiss the student and a description of what the student's strategies are for future success if allowed to continue. Submission of the petition does not guarantee that the student will be allowed to continue in his/her/their program. Students should work closely with their advisors during this process.

9. Conditional Admission Requirements
    a. Students that are admitted conditionally are required to successfully complete a minimum of two (2) required courses assigned by the advisor with a minimum grade of B or better to be granted full admission into any graduate area of concentration.
    b. The specified courses must be completed within two (2) terms of admission unless approved by the Admissions & Progressions Committee.
    c. Incomplete grades are not acceptable in these courses except in extreme circumstances and with the permission of the Admissions & Progressions Committee.
    d. A student may not take a leave of absence without the permission of the Admissions & Progressions Committee until all the requirements of conditional admission are met.

10. Unsafe Students
    a. An unsafe student is defined under the unsafe student policy found in this document. If a student is found to be unsafe in the clinical area, the Course Director or his/her designee should contact the Office of the Registrar immediately and notify that office as to what the student's grade should be. In the interim, the student will not be permitted to withdraw from the course.
    b. The Admissions & Progressions Committee will review any clinical course withdrawals resulting in a grade of N. The committee will determine if the student is dismissed from the program or may return in an appropriate term. The student has the right to initiate an appeal of this decision.

11. Clinical Practice of Foreign Nurses
    a. Students who do not hold a United States (US) nursing license may not perform patient care activities at US clinical sites during their practicum hours.
    b. The non-US licensed nurse may still fulfill certain practicum requirements at US clinical sites; however, activities at these sites must not involve patient care and may only be performed with the permission of the agency. These activities may include chart reviews and patient interviews.
    c. Students may only perform patient care activities at clinical sites in the country in which the student is licensed or in a country that has granted reciprocity to the student.

12. Time Limits for Completing a degree
    a. Master's students (MSN) and Doctor of Nursing Practice (DNP) students have five (5) years to complete their degree.
    b. Doctor of Philosophy (PhD) students have eight (8) years to complete their degree (no distinction made for part-time, post-BSN, or full-time).
    c. Extension of time to complete a degree may be granted in certain extenuating circumstances. A student must petition the Admissions and Progressions Committee to receive an extension.
        i. Student submits justification to his/her/their advisor or program director;
        ii. Advisor or program director submits a recommendation and the student's justification to the chair of the Admissions and Progressions Committee for consideration at the committee's next meeting. Email votes may be taken if the Chair deems this appropriate.

13. Leave of Absence
    a. The time spent on a leave of absence (LOA) is included in calculating the time limits for completion of degrees.
    b. Maximum length of time that will be approved for a single LOA is three (3) terms.
    c. Students needing to be on leave longer than three consecutive terms will be required to withdraw unless permission is given by the A&P Committee.
    d. The total maximum number of terms permitted to be on LOA status (while in pursuit of the same degree) is six (6) terms.

15. Good Academic Standing
    - To graduate, all students must have completed all course requirements as indicated on their plan of study and be a student in good standing (3.0 cumulative GPA or greater). These standards apply to both degree seeking and post-graduate certificate students.

16. Coursework progression:
    - Is specific to each master's, doctoral, and certificate degree/non-degree option and should be addressed on a case-by-case basis with input from the student advisor and program director.

Incomplete Grade(s)

The grade of incomplete ("I") is given only when circumstances beyond the student's control prevent completion of course requirements and the student has received permission to defer completion of these unmet course requirements.

Students must be enrolled during the term in which course requirements are completed. Students enrolling only to complete requirements for a course in which a grade of incomplete was given must register for the Continuous Enrollment course (NUR999) for zero credit hours. Upon completion of the course requirements the ("I") grade will be replaced by the new grade earned in the course.

A student receiving a grade of ("I") in a course may not begin another course for which the incomplete course is a prerequisite. A student who fails to remove the incomplete grade within the specified time period, as stipulated on the Incomplete Form submitted by the faculty member, will receive a final grade of "F" or "N" in the course. It is the student's responsibility to pursue the completion of an incomplete grade

Students in the College of Nursing and students-at-large must complete the unmet course requirements, typically within one term after the term in which the incomplete grade was assigned and not to exceed one calendar year unless an extension is approved by the Progressions Committee. Students may not register for new courses if they have two or more incomplete grades. The Rush LEAP program does not cover continuous enrollment tuition.

Unsafe Student in the Clinical Setting

Unsafe practice is defined as behavior or action that can cause serious harm to a patient. This is a serious situation and goes beyond a student who might come unpreparrticular clinical day. Examples of unsafe clinical practice include but are not limited to:

1. Willfully or intentionally doing physical and/or emotional harm to a patient (e.g., abusing a patient).
2. Providing a pattern of patient care in an imminently harmful, careless or negligent manner (e.g., a series of medication errors).
3. Refusing to assume the assigned care of a patient or failing to inform the instructor/preceptor in a timely manner of inability to carry out assigned care.
4. Falsifying patient records or fabricating patient experiences.
5. Failing to report an error in assessments, treatments or medications or failing to report an untoward event or adverse reaction.
6. Failing to adhere to the Drug and Alcohol-Free Workforce policy of the Medical Center. If, in the clinical instructor's/preceptor's clinical judgment, a student is unsafe to continue in the clinical setting, the clinical instructor will take the following steps:
    1. Dismiss the student for the remainder of the clinical day. The clinical instructor/preceptor will follow all institutional guidelines as appropriate. The student will not be allowed to return to the clinical setting until steps 2 -6 are complete.
    2. The clinical instructor/preceptor will document the reason(s) for removal within 2 business days and provides documentation to the student, Course Director(s), and the Program Director.
    3. The Program Director will contact the Registrar's office to put a hold on the student's grade. The student will not be allowed to withdraw from the course at this time.
    4. The Course Director(s) and Program Director will review the document and clarify any issues with the instructor/preceptor and student, as appropriate, within 2 business days of receiving the documentation.
    5. The Program Director will decide whether to uphold the student's removal or have them return to the clinical setting. If the removal is upheld, the student will not be allowed to return to the course and receive a non-passing grade. The Program Director will notify the Registrar's Office. If the removal is overturned, the clinical

instructor/preceptor will coordinate with the student a mechanism to complete the required clinical hours for the practicum.

6. The Admissions and Progressions Committee reviews all non-passing grades as they are considered probationary events. The Admissions and Progressions Committee will determine if the student is dismissed from the program or may return in an appropriate term per the procedures of the Admissions and Progressions Committee.
7. The student may choose to appeal per procedure in the Student Guidebook.
8. The documentation related to unsafe clinical practice will be kept in the student's file in the College of Nursing.

Policies Concerning Academic Honesty

As noted in the Rush University Catalog: Rush University students and faculty belong to an academic community with high scholarly standards. As essential as academic honesty is to the relationship of trust fundamental to the educational process, academic dishonesty violates one of the most basic ethical principles of an academic community and will result in sanctions imposed under the University's disciplinary system.

Examples of conduct that would subject a student to disciplinary action include but are not limited to:

1. All forms of academic dishonesty including but not limited to: cheating; plagiarism; collusion; gaining or seeking unfair advantage in relation to any work submitted; helping others to gain an unfair advantage; removing examination materials from a secure examination area; the unauthorized downloading or copying of examinations that are given on-line; fabricating assigned academic work, including clinical assessments, and presenting them as authentic; facilitating academic dishonesty; unauthorized examination behavior; re-cycling previous assignments from another course without proper citation.
2. Obstruction or disruption of teaching, research, administration, clinical practice and community outreach or other University/Medical Center activities
3. Falsification of student records, transcripts or financial aid forms or applications
4. Theft of or damage to University/Medical Center property or the property of a member of the University/Medical Center community
5. Threatened or physical abuse of any person or action that threatens or endangers the safety of others
6. Misrepresentation, falsification, alteration, or misuse of the University/Medical Center documents, records or identification, or research data
7. Unauthorized use or entry of University/Medical Center facilities
8. Conviction of a crime deemed serious enough to render the student unfit to pursue his or her profession
9. Conduct that is inconsistent with the ethical code of the profession the student is preparing to enter
10. Unlawful use or possession of controlled substances on the Medical Center campus
11. Unauthorized possession or concealment of firearms or other weapons on medical center premises at any time
12. Attempting to gain access to another's e-mail or computer account, username or password
13. Knowingly setting off false fire, safety or security alarms
14. An accusation of student and/or faculty academic dishonesty or misconduct made in bad faith.

Any violation of academic honor may result in a grade of zero for the assignment, and/or failure in the course, and a charge of academic misconduct.

Click here to view the complete University Academic Honesty and Student Misconduct Policy

Plagiarism Policy

Rush University College of Nursing students and faculty belong to an academic community with high scholarly standards and are committed to honesty and integrity in teaching, learning, and research. Academic honesty violations are serious breaches of trust that hinder the success that the Rush academic community depends upon. This plagiarism policy is congruent with the Rush University Academic Honesty Policy (UAC0031) and provides information on the requirements for students set forth by the College of Nursing to address matters of plagiarism. Plagiarism occurs when an individual presents the information, ideas, or phrasing of another's work as if it were one's own. Examples of plagiarism include, but are not limited to, the following:

a. Does not give appropriate credit to the original source.
b. The use or prohibition of artificial intelligence (AI) in a course is determined by the course director. Students must abide by the course director's preference in this matter, or a charge of plagiarism may result.
c. Submitting as your own someone else's work, including ideas, and published or unpublished papers.
d. Submitting as your own, work done jointly by a group in which you may have taken part.
e. Submitting work done by you for another class or another purpose without citing the previous work as an unpublished document.
f. Using citations which are either false or fabricated.
g. Failure to paraphrase in own words and/or give credit when such a paraphrase occurs. Any paraphrased work must be distinctly different from the original passage.
h. Peer teaching and learning strategies (e.g., groupwork, collaborative brainstorming and problem solving) are built into assignments in many graduate courses and are important aspects of learning. However, sharing work with other students (including sharing papers, discussion posts, and exam answers) does not constitute peer teaching and is in violation of the academic honesty policy. Completed coursework and/or assignments should not be shared with other students except at the direction of faculty.

All incoming students must complete an online plagiarism education activity and submit the certificate of completion into their EXXAT accounts. Registration holds will be placed on students' accounts who are non-compliant. Students will submit all assignments into the plagiarism software of the learning management system, which will be subsequently evaluated by faculty for evidence of plagiarism.

1. All incoming and established students must complete an online plagiarism education activity.
   a. The educational activity consists of four modules that were developed by Indiana University:
   b. https://plagiarism.iu.edu/index.html
   c. The modules require about two hours and can be completed in more than one sitting.
   d. Upon completion of the four modules, students will receive a certificate which they must upload into EXXAT.
   e. The CON will begin to impose registration holds on noncompliant students for Spring, 2022 semester.
2. Students must submit all course assignments into the plagiarism software in the Learning Management System (LMS). If the plagiarism software evaluation suggests plagiarism, the course faculty will follow the "Rush College of Nursing Plagiarism Algorithm" to guide next steps and consequences. Please see guide below.
3. If the student is determined to have committed plagiarism, the course faculty will complete an Academic Improvement Success Plan (AISP) and forward the AISP and the plagiarism report (PDF) to the student's Program Director and notify the DNP Specialty Track Program Director. In the case of a DNP student, the form will be forwarded to the Director of DNP Curriculum and Operations. Please see Operational Guidelines for Academic Improvement Success Plan for further details.
4. The Director will register the occurrence into EXXAT.
5. If an occurrence of plagiarism is found, the course director, course faculty, or clinical instructor will meet with the student and review the submission, the definition of plagiarism, and determine the course of action. For the initial occurrence, the student will receive a zero for the assignment. Any subsequent occurrence will result in course failure.

Consequences of Plagiarism Final

Plagiarism Definition: Plagiarism occurs when an individual presents the information, ideas, or phrasing of another's work as if it were one's own. Examples of plagiarism include, but are not limited to, the following:

a. Does not give appropriate credit to the original source.
b. Submitting as your own someone else's work, including ideas, and published or unpublished papers.
c. Submitting as your own, work done jointly by a group in which you may have participated.
d. Submitting work done by you for another class or another purpose without citing the previous work as an unpublished document.
e. Using citations which are either false or fabricated.
f. Failure to paraphrase in own words and/or give credit when such a paraphrase occurs. Any paraphrased work must be distinctly different from the original passage.
g. Peer teaching and learning strategies (e.g., groupwork, collaborative brainstorming and problem solving) are built into assignments in many graduate courses and are important aspects of learning. However, sharing work with other students (including sharing papers, discussion posts, and exam answers) does not constitute peer teaching and is in violation of the academic honesty policy. Completed coursework and/or assignments should not be shared with other students except at the direction of faculty.

Adapted from Duke University 03/2020

Plagiarism Consequences Flowchart

Course faculty reviews submitted course assignments using the plagiarism software in the learning management system and determines if submission meets plagiarism definition, as stated above. If paper does not meet plagiarism criteria, no further action is needed.

If assignment meets criteria for plagiarism, course faculty contacts course lead/course director to review written submission.

10/5/2020 Plagiarism Taskforce, Rush CON; Updated 4/2022

Course of Action

1. Course faculty and Course Director, Course Faculty, or Clinical Instructor reviewers agree submitted work meets plagiarism definition. *
2. Faculty completes and submits an academic improvement success plan form to the student's program director (for DNP students, submit to the Director for Curriculum and Operations and notify the student's Specialty Track Program Director)
3. Program Director uploads the AISP and PDF plagiarism report into EXAAT.
4. Program Director notifies faculty whether initial or repeat occurrence.

**If course faculty/director/leads are not in agreement, the Assistant Dean is notified by the course director and will make final decision whether the submission meets the plagiarism criteria.*

Consequences

1. Faculty meets with student and reviews submission, definition of plagiarism and course of action.
2. Faculty assigns grade:
    a. Initial occurrence:
        i. Student receives a zero for the assignment.
    b. Subsequent occurrence:
        i. Student fails the course.

Inappropriate Degree Usage

The Rush University College of Nursing has adopted the Rush University Policy regarding Inappropriate Degree Usage. The following is current as of 08/01/2022 but any updates can be found here.

A student may not refer to himself/herself as having earned a specific degree until:

- All degree requirements have been successfully completed.
- A completed Degree Approval Form was submitted to the Office of the Registrar, and the official graduation date for a particular term was reached.
- A student who disregards this policy will be referred to the committee that addresses professional ethics violations for that student's program or college.
-

Grievance Procedures

There are two separate types of grievance procedures, with each having different requirements. If a student wishes to appeal a grade, then the Student Academic Appeal Process is used. If a faculty member or student wishes to lodge a complaint of misconduct, then the Misconduct Process is used.

Student Academic Appeal Process

a. **Purpose:** The purpose of the Student Academic Appeal procedure is to provide a system for reviewing a final course grade that a student believes was the result of a mistake, illegal discrimination, or treatment different than the expectations outlined in the syllabus of the course. The student is responsible for initiating the appeal process, remaining active and responsive throughout the process, and identifying the reason and justification for the appeal.
    a. All steps must be followed sequentially unless resolution is met at an earlier step in the process.
    b. The student may withdraw the appeal at any point by written notification to the Course Director with a copy directed to the Dean.
    c. An academic appeal not filed in accordance with the following steps shall be considered withdrawn.
    d. If dismissal has resulted from a final course grade, the student may continue to take coursework as a student at large during the appeal process.
    e. Students may continue to attend classes in which they are enrolled during the appeal process.

b. **Documentation**: All documentation related to the appeal shall be considered confidential and its distribution limited to individuals on a need-to-know basis. All recommendations and decisions shall be in writing, shall contain a summary of the evidence and testimony upon which the decision is based, shall be delivered to the Dean, and shall be kept in a secure data platform. Notification of the Dean's decision will be sent to the student (by certified mail), the Progression Committee, and to the Advisory Panel. The Dean will place a copy of the final decision in the appropriate file(s).

c. **Appeal Process**:
    a. *Step I:* The student will contact the faculty person who gave the grade or evaluation by the end of week one (1) (Friday) of the following term and arrange a meeting to discuss any possible actions that could result in resolution of the grade issued.
    b. *Step II:* If no satisfactory resolution is achieved, the student initiates the appeal process by notifying the advisor, Course Coordinator, and the appropriate Assistant Dean in writing of his/her desire to pursue the formal academic appeal process. This notification is done within five (5) business days of the meeting in Step I. After notifying the above people, the student has five (5) business days to arrange a meeting with the Course Coordinator and the appropriate Assistant Dean. The faculty person who gave the grade and the student's advisor may be included as appropriate.
    The Assistant Dean will review relevant data from the student, faculty member, and course coordinator and issue a decision to the student.

c. *Step III:* If no satisfactory resolution is achieved, the student shall submit a written statement to the Dean requesting consideration of her/his case by a Faculty Advisory Panel. The request to the Dean must be submitted within five (5) business days of receiving the Assistant Dean's decision.

d. The student must provide:
    1. Course number and grade or evaluation being appealed
    2. Action requested
    3. Justification for request according to the criteria for appeal in a) above
    4. Outline of effort and actions already taken to obtain consideration of the request
    5. Copies of this communication must be sent by the student to the Course Coordinator, faculty member (if different from the course coordinator), advisor, and the Rush University Chief Student Experience Officer or their designee.

e. *Step IV*: Within ten (10) business days after notification, the CON Faculty Advisory Panel shall meet and submit a written recommendation to the Dean.
    1. The Faculty Advisory Panel will consist of the College of Nursing Faculty Council and the Rush University Chief Student Experience Officer or their designee.
    2. Faculty Council should ensure that at least one Advisory Panel member is actively involved in teaching in the program in which the student is enrolled.
    3. The Dean or designee may be an observer during the hearing.
    4. Formal rules of evidence shall not be applicable. Evidence presented should be reasonably related to the issues before the Advisory Panel and shall not be unduly repetitious. All evidence shall be admissible unless clearly redundant.
    5. Both the student and the Advisory Panel may be accompanied by legal counsel or other person at the Advisory Panel session. However, the accompanying legal counsel or other person may not participate in the actual session proceedings.

f. *Step V:* Within five (5) business days or as soon thereafter as possible following receipt of the Advisory Panel recommendation, and upon discussion with the student and others as appropriate, the Dean shall reach a final decision and notify each party of the decision. The decision reached by the Dean is final.

Rules for the Conduct of the Faculty Advisory Panel:

a. The Presiding Officer of the Faculty Council (or designee):
    1. Shall preside over the Advisory Panel
    2. Rule upon the relevance of the evidence and dispose of procedural requests
    3. Interpret these rules, the Rules of Governance of Rush University, and the Policies and Procedures of CON
    4. Take any action authorized by these rules, the Rules of Governance of Rush University, or the Policies and Procedures of Rush College of Nursing.

b. The Advisory Panel shall:
    5. Consider evidence in the form of documentary evidence, written statements, or oral testimony from the student and/or such other relevant witnesses as may be called by the Advisory Panel or the student.
    6. Reach a decision on the appeal by simple majority vote by a quorum (i.e., a simple majority of voting members), that the preponderance of the evidence establishes that there was or was not adequate cause to support the student's appeal. Advisory Panel members who are not present at the hearing cannot be part of the deliberations nor can they vote on the outcome of the hearing.
    7. Hear the student's presentation of evidence first. During the Conduct of the Advisory Panel for the Student Academic Appeal Procedure, the student with his or her advisor and involved faculty members may appear before the Advisory Panel individually, with additional time granted as deemed appropriate by the Advisory Panel. The student shall present before other evidence is heard by the Advisory Panel.

8. Document their decision in writing, including a summary of the evidence and testimony upon which the decision is based.
9. Deliver their decision to the Dean.

c. The Dean:

10. Considers the matter and renders a final decision with respect to the appeal.
11. Notifies the student of the decision by certified mail and the Advisory Panel by email.
12. Places a copy of the final decision in the student's file

Student Misconduct Process

a. **Purpose:** The purpose of the Student Misconduct Procedure is to investigate and adjudicate charges of student misconduct including, but not limited to, violations of commonly accepted ethical standards of an academic community, such as cheating and plagiarism; falsification of student records, transcripts, financial aid forms, or applications; unlawful use or possession of controlled substances on the University/Medical Center campus or other designated Rush academic or clinical practicum site; conviction of a crime deemed serious enough to render the student unfit to pursue his or her profession; or other conduct that is inconsistent with generally accepted standards of behavior within an academic community or in the nursing profession.

b. **Documentation**: All documentation related to the misconduct shall be considered confidential and its distribution limited to individuals on a need-to-know basis. All recommendations and decisions shall be in writing and maintained in the Student Appeals and Misconduct secured file.

c. Student Misconduct Process:

a. *Step I*: All charges of student misconduct shall be presented in writing to the Associate Dean for Academic Programs and Affairs (ADAPA) and the student's Academic Advisor. The complainant documentation is to include the reason and justification for the charge of misconduct.
b. *Step II:* The ADAPA either may resolve the matter without a hearing or refer the charge to the Faculty Advisory Panel, comprised of the Faculty Council and Rush University Associate Provost for Student Affairs. The Associate Dean shall notify the student in writing by certified mail or overnight carrier and the complainant as to resolution or referral of the charge, within ten (10) business days of receiving the complaint. The Associate Dean shall place a copy of this letter in the student's file in EXAAT/Prism and in the Student Appeals and Misconduct secured file.
c. *Step III*: If the student charged with misconduct does not agree with the resolution, the student may exercise the right to have the charge heard by the Faculty Advisory Panel by notifying the Dean (or his/her designee), the ADAPA and the student's Academic Advisor within five (5) business days (by 5 PM central time) of receiving the certified letter. The Associate Dean shall forward his/her written decision, and the supporting documentation submitted by the student and faculty to the Dean (or his/her designee) and the Presiding officer of Faculty Council.
d. *Step IV*: The Faculty Advisory Panel shall convene, within ten (10) business days after notification in Step III. The Faculty Council shall ensure that at least one (1) Faculty Advisory Panel member is actively involved in teaching in the program in which the student is enrolled.
    1. The Dean (or his/her designee) may be an observer during the hearing.
    2. Formal rules of evidence shall not be applicable. Only the initial documentation submitted by the student and faculty shall be considered unless additional evidence is requested by the Faculty Advisory Panel. Evidence presented should be reasonably related to the issues before the Faculty Advisory Panel and shall not be unduly repetitious.
    3. Both the student and the Faculty Advisory Panel may be accompanied by Legal Counsel and/or other Advisor at the hearing. However, the accompanying Legal Counsel or other Advisor may not participate in the actual hearing proceedings. The student, Legal Counsel, or other Advisor, and Faculty Advisory Panel members may participate via video or teleconference.

4. The Faculty Advisory Panel shall issue a written recommendation following the session to the Dean (or his/her designee) within 24 hours.
5. At any time prior to the hearing conference, if the student believes that a bias or conflict of interest exists, he or she may request in writing the disqualification from the proceedings of any member of the Faculty Advisory Panel. The final determination of such requests for disqualification is to be made by the Presiding Officer of the Faculty Council prior to the hearing. The Presiding Officer shall, without request, disqualify any member of the Faculty Council who shall or has given testimony as a witness in this hearing. Any member of the Faculty Council may disqualify him or herself from the proceedings on the grounds of bias or conflict of interest in the proceeding. If disqualification of the Presiding Officer is requested, the Faculty Council shall consider and vote on the request. Disqualification of the Presiding Officer shall require the endorsement of the majority of the Faculty Council members voting. If the Presiding Officer is so disqualified, the Immediate Past Presiding Officer or designee shall preside over the proceedings. The reasons for all changes and for voluntary disqualification shall be made part of the written record.

e. *Step V:* Within five (5) business days, following receipt of the Faculty Advisory Panel recommendations and upon discussion with the student and others as appropriate, the Dean (or his/her designee) shall reach a final decision and notify each party of the decision in writing.
    1. The Dean's (or his/her designee) decision is final.
    2. Penalties may include, but are not limited to a warning, probation, suspension, or dismissal from the University.
    3. Notification of the decision shall be sent to the student by certified mail or overnight carrier.
    4. Complaints resulting in no action by the CON shall not be retained in the student's official college file (EXAAT/Prism).
    5. If the complaint is upheld, the Dean (or his/her designee) shall place a copy of the final decision in the student's file and in the Student Appeal and Misconduct secured file.

Rules for the Conduct of the Hearing:

f. The Presiding Officer of the Faculty Council:
    1. Shall preside over the Faculty Advisory Panel; if unavailable within the required timeline for review, the Past Presiding Officer or other designee shall preside with voting privileges
    2. Rule upon the relevance of the evidence and dispose of procedural requests
    3. Interpret these rules, the Rules for Governance for Rush University, and the Policies and Procedures of the CON
    4. Take any action authorized by these rules, the Rules for Governance of Rush University, or the Policies and Procedures of the CON.

g. *The Faculty Advisory Panel* shall:
    1. Consider evidence in the form of documentary evidence, written statements, and oral testimony from the student and/or such other relevant witnesses as may be called by the Faculty Advisory Panel or the student.
    2. Reach a decision on the misconduct appeal, the Faculty Advisory Panel must be satisfied by simple majority vote, a quorum (i.e., a simple majority of voting members) being present, that the preponderance of the evidence established that there was or was not adequate cause to support the charge of misconduct. Faculty Advisory Panel members who do not hear the appeal cannot be part of the deliberations, nor can they vote on the outcome of the hearing.
    3. Hear the student's presentation of evidence first. During the Hearing of the Advisory Panel for the Student Misconduct Procedure, the student, his or her advisor, and involved faculty members may appear before the Advisory Panel individually, with additional time granted as deemed appropriate by the Advisory Panel; however, the student shall present before other evidence is heard by the Advisory Panel.

4. Document their recommendation in writing, including a summary of the evidence and testimony upon which the recommendation is based.
5. Deliver their decision to the Dean.

Fitness to Progress

The Office of Academic Programs and Affairs (OAPA) can require a student to undergo psychiatric evaluation if the student exhibits disturbances in thinking, communication, mood or behavior that impairs didactic, clinical or social performance or if the student's behavior potentially places the student, faculty, staff, patient or others at risk. Risk is defined as behavior that poses a danger of causing harm to self or others, property damage, impeding the lawful activities of others or creating an apprehension of such dangers. Input from relevant sources will be used in deciding to request a psychiatric evaluation of the student. All communications shall be treated confidentially.

Procedure:

1. When a faculty member or institutional officer concludes that a student is exhibiting impaired performance as described above or poses a risk to him/herself or others, he/she should immediately contact the Associate Dean or delegate (another administrator) in the OAPA.
2. A member of the OAPA will interview the student about the reported behavior or incident. Pertinent information will be gathered as needed.
3. Following Step 2, the OAPA may:
    a. Determine that no action be taken.
    b. Refer the student for a psychiatric evaluation and any appropriate Student Assistance Program and University Wellness Services. The final decision on a student's academic progress will be made after a psychiatric evaluation has been completed and reviewed by both the Associate Dean and the administrators of the OAPA.
    c. Seek immediate intervention if the student's behavior poses a danger of harm to self or others.
4. If an evaluation is recommended, the student will be notified in writing by the Associate Dean in the OAA.
5. The student will meet with his/her advisor and an administrator from the OAA to discuss next steps and the student's progress in the evaluation process.
6. The student will be provided with a referral list of psychiatrists from which to seek an evaluation and a copy of the referral that will be sent to the psychiatrist selected by the student.
    a. The College will incur all costs related to the requested evaluation.
    b. A date will be provided to the student by which the evaluation must be completed.
7. A signed release will be obtained from the student so that the evaluation, as well as any additional information for the appeal, can be made available to the College.
    a. Appropriate amount of time for consultation with the psychiatrist, including the consultation needed for a possible appeal by the student, will be expressed in the release.
8. Scope of evaluation: Through a written evaluation, the psychiatrist will communicate the capacity of the student to fulfill the nursing student role requirements and any therapeutic recommendations.
9. The Associate Dean and other OAPA administrator(s) will consider the written evaluation and recommendations and determine the appropriate course of action, including, but not limited to, completing any recommended therapies, granting an appropriate accommodation, temporarily suspending the student from academic progress, permanently dismissing the student from matriculation, seeking voluntary withdrawal from the institution, etc.
    a. The determination of the appropriate course of action will be communicated to the student in writing by the Associate Dean in the OAPA.
        i. The student is given the opportunity to provide further information prior to the determination by submitting any supporting documentation to the Associate Dean and the OAPA for their review.
    b. Further progress of the student in the program may be denied based on the student's compliance in seeking the evaluation and subsequent compliance with treatment recommendations.
10. The student may appeal the final decision within five (5) days after a decision has been made on the appropriate course of action by submitting a letter to his/her advisor with a request for an appeal.
    a. The Faculty Senate (Council) will review the request for an appeal and determine the appropriate steps to take. Recommended steps to take by the student include, but are not limited to:
        i. Considering any additional supportive information from the evaluating psychiatrist, if warranted. The Council may consult with the evaluating psychiatrist for the appeals process.
        ii. Having the student undergo a second psychiatric evaluation from a different psychiatrist chosen and paid for by the student.
            a) The student will be notified by the Associate Dean, if applicable.

b) The student will provide another signed release so that a second evaluation may be made available to the College.

iii. Having the student complete all recommended therapies and follow-up interviews that show substantial progress regarding the student's behavior in question.

b. Once the appeals process has been completed, the decision by the Council will be communicated to the student in writing by the Associate Dean within two (2) days of the completion of the appeals process.

c. If applicable, the written communication will include information on what steps the student needs to take to resume academic progress.

Drug- and Alcohol-Free Workforce

Preparation for Class

The following information has been prepared as a quick reference for academic policies and procedures for nursing courses. Specific requirements for each course can be found in the syllabus.

Lecture/Discussion

It is the recommendation of faculty that students prepare for classes by reviewing the required readings and/or learning activities PRIOR to attending a class or seminar. Assignments are included in the syllabus provided for each course. Students are held responsible for all required reading material as well as lecture materials.

NOTE: Time constraints or other considerations may result in the deletion of an assigned topic from lecture/discussion in a scheduled class. This DOES NOT excuse the student from responsibility for all content listed in the syllabus.

Clinical Practicum

Students are expected to demonstrate sufficient preparation for a clinical practicum that they may contribute to delivering safe, high-quality patient care. Specific requirements for clinical preparation will be delineated in the syllabus for each course. Clinical preparation may include reviewing relevant information about the patient's major health problems and/or treatments and reviewing the appropriate psychomotor skills required to provide safe care. Information regarding the patient's potential psychosocial needs (e.g., learning needs, growth and development tasks, etc.) is also expected. **Students who do not demonstrate sufficient preparation for their clinical experience will be required to leave the clinical area until they are sufficiently prepared.** A student will jeopardize their ability to progress if he/she continues to demonstrate a lack of clinical preparation.

Students should notify their faculty advisor, program director or designee if they are hurt during clinical practicum or need to discuss a challenging situation.

Attendance

Students are expected to attend all scheduled learning activities, such as orientation, lectures, seminars, laboratories, observations, clinical practica, evaluation conferences and other comparable activities.

- Neither vacations nor any other activities should be planned that conflict with learning activities. Students are responsible for resolving any conflicts that may arise.
- Students are responsible for their own transportation to and from clinical practice sites.

Tardiness

Students are expected to attend all scheduled learning activities on time. Every effort should be made to notify the appropriate faculty member when unavoidable circumstances will cause lateness.

- Since late arrival is disruptive to a class/clinical setting, the faculty member can exclude the student from learning.
- Exclusion from class/clinical learning activity due to unexcused tardiness results in absence and will be treated as such.

Absence

When absence from a scheduled learning activity cannot be avoided due to illness, injury, or other mitigating circumstances the student must notify the appropriate faculty member.

- Notification of faculty prior to the absence is expected but when that is not possible, notification should be carried out as soon after the absence as possible.
- The decision regarding the make-up of missed learning activities will reside with the course director and/or clinical instructor.
- Absences from any scheduled learning activity may delay the student's progress in the program. Two or more absences from a clinical practicum put the student at risk of not meeting the course's terminal objectives and, thus, not passing the course.

Other

Students should always seek clarification from the instructor and/or course director when any information about the course and related matters is unclear.

Online Courses

I am taking my first online class... What can I do to make the experience a success?
Many universities offer alternatives to the traditional classroom format as a way for students to take courses and complete their degrees. Observation of students who have succeeded in these new formats has shown that these students demonstrate specific behaviors that are thought to contribute to their success. These behaviors include:

Being an independent learner -- these students like to gather information by reading or viewing instructional media. They can seek information from multiple sources to answer their questions.

Being self-directed -- these students can meet deadlines effectively. They are able to set study plans and keep to them. They meet course deadlines and avoid procrastination!

Communicating effectively -- these students actively seek information from instructors and fellow students. They write clearly in course assignments and discussion groups. These students ask for help when their usual methods of information seeking do not answer their questions or solve their problems.

Reading course materials and readings carefully.

Enjoying the pursuit of new knowledge and information via nontraditional sources --the ability to learn supersedes any technical difficulties or additional time necessary to learn new skills.

What should I do before the term starts?
These steps need to be taken BEFORE the term begins. Reverting to that old habit of waiting till the second week of class to visit the bookstore will not be a good choice here! To maximize your opportunities for success, you should:

- Click here to review requirements and recommendations for students taking web-based courses and related matters.

- REGISTER DURING THE PRIORITY REGISTRATION PERIOD. The earlier you register the more time there is to create your course permissions on the web server.
- Obtain your books and course materials prior to the first week of class. You can do so either in person or online from the Rush University Bookstore.

During the term, what should I do?
Set a study schedule that fits into your busy life and keep it!

Don't wait until the last minute to meet deadlines. With any technology, there can be unforeseen complications. If you encounter technical problems with the course page, passwords, etc., there is online support for you to access.

Plan to invest the corresponding amount of time you would spend if you were taking a class on campus. If your course is structured so that you are not sitting in a lecture hall for 2-3 hours a week, you will be spending at least that much time reviewing instructor notes and assignments as well as posting your discussion comments in the course folders. You will still spend the same amount of time doing background reading and preparing your papers as you would in an on-campus course. Most of the students who complete our online courses say that the workload in online courses is equal to or greater than an on-campus course. Just remember -- you will probably be saving a great amount of commuting time to campus!

Participate in online discussion activities. Find out how easy it is to contact other online students via email or chat sessions. Many excellent projects have been completed by students living hundreds of miles apart! Students also report that they have experienced a great deal of support by connecting with fellow online students.

Communicate with your instructor. If you have questions or need clarification, you can email your instructor right from the online class page. Faculty check their courses and private e-mail frequently during the week.

Uniforms/Practice Attire for GEM Students

It is necessary for Rush College of Nursing students to comply with the uniform regulations of a variety of health care agencies and the College of Nursing.

General

1. University - issued picture ID worn at all times.
2. Dress in Rush uniform for clinical practicum, unless otherwise directed by the clinical instructor.
3. Student uniforms should be worn only while engaged in activities related to the clinical practicum.
4. Students in the Community Health and Psychiatric Nursing rotations wear professional dress and may receive additional guidelines from their clinical instructor.
5. Students will follow professional dress guidelines whenever on clinical units (e.g., to pick up assignments) if not in Rush uniform.

These guidelines are subject to modification by the clinical instructor, based on their best judgment, individual students' religious or cultural practices, the sensibilities of the client population, and the dress code of the clinical unit/agency in which the students are practicing.

Rush Uniform Clothing

- Green scrub top with Rush logo and green scrub pants. A white or black turtleneck or t-shirt may be worn underneath the scrub top.
- Shoes may be white or black and have closed toes and heels. Leather athletic-style shoes are allowed as long as they are clean and used solely for work purposes. Shoes and shoelaces must be clean.
- White or black socks are worn with scrub pants.

Professional Dress Clothing

- Laboratory coat as appropriate. The College of Nursing patch is worn on the left shoulder of the sleeve. Shirt, sweater, and/or blouse with pants or skirts, dresses.

- Inappropriate clothing would include sweatshirts, sweatpants, tight or sleeveless shirts; tops with lettering, pictures or hoods; stirrup pants, leggings, Capri pants, shorts, skorts or blue jeans; tight or revealing clothing; visibly worn or faded clothing; belly shirts, low-cut necklines; open-backed clothing or visible cleavage.
- Clothing should be clean and wrinkle free. Clothing should not reveal undergarments.
- Dresses and skirts must reach the top of the knee; culottes are acceptable if they reach the knee.

Shoes

- Sturdy, clean shoes with closed toes and heels. Inappropriate shoes would include platform shoes, high heels, or high-top athletic shoes and sandals with skirts, culottes, or dresses.

Hair

- Hair is styled so that it does not interfere with patient care or safety.
- Hair must be clean, and well groomed. Facial hair must be well trimmed and maintained.

Jewelry

- Conservative jewelry may be worn if it does not interfere with patient care or safety. Wear a watch with a second hand. No visible body piercing may be worn with the exception of earrings and/or one small discrete stud worn in the nose.
- Inappropriate jewelry would include buttons, pins or jewelry with provocative messages.

Cosmetics

- Conservative make-up. No perfume or cologne is preferred. Lightly scented personal care products may be used if necessary.
- Conservative nail polish.

Hygiene

- Acrylic or false fingernails are not allowed. Nails are to be a length (no longer than ¼ inch) that will not cause accidental injury to patients.
- Clean personal hygiene.

Tattoos

- To the extent possible, tattoos should be covered if they are perceived as affecting the student-client interaction and, thus, delivering effective, safe care.

Clinical Unit Behavior

Non-clinical patient contact: Visits or contacts with patients and/or their significant others outside of clinical laboratory and/or unrelated to the learning objectives are unacceptable behavior.

Clinical instructor and unit appreciation: If students wish to express gratitude or appreciation to their clinical instructors and/or clinical unit regarding their clinical experiences, please express gratitude/appreciation with a card, note or letter. Material gifts including food items are neither expected nor condoned.

Academic Success Plan Policy

The purpose of the Academic Success plan is to document the processes used to address concerns that could lead to unsuccessful completion of a course (lecture or clinical and/or unprofessional behaviors). The plan is documented on the Academic success form. The Success Form is to be used at all levels (prelicensure to PhD) and in all programs. The Success Form must be initiated as soon as the course director and/or clinical instructor recognizes that a student's performance may jeopardize the successful completion of a course or progression in a program of study. The form

can be initiated at any time during an academic term. It is suggested that it be done as early as possible, so the student has time to implement the plan of action to improve the situation.

1. Upon identifying a student who is having or may have difficulty successfully completing a course or clinical, or is exhibiting unprofessional behaviors, the course director/clinical instructor meets with the student and devises a plan to address the area(s) of concern.
2. The course director/clinical instructor then completes the Academic Success Form Parts I and II.
3. The course director/clinical instructor provides the student with a copy of the Academic Success Form and forwards the original to the appropriate Program Director, indicating at that time whether assistance is needed with securing university support for tutoring or other student needs.
4. The Program Director for the MSN program or Director of Curriculum and Operations for the DNP program, as appropriate, ensures a copy of the form is:
   a. Forwarded to the student's academic advisor, and the specialty track director, if a DNP student.
   b. Retained on record in the Office of Academic Programs for purposes of monitoring student progress.
5. The course director/instructor updates the Program Director and the student's academic advisor on the student's progress as appropriate.

Testing

Examinations are designed to assess a student's progress in learning and managing the material presented in a course. Thus, an examination should reflect a student's own work. There will be no sharing of information or use of notes or electronic devices during examinations unless expressly authorized. Failure to follow the guidelines established for an examination may result in penalties as outlined by the course instructor and college/university policies. Tests are used to evaluate student performance in a course and are usually not returned to the student. If a test is not returned, the course director may schedule an opportunity for students to review student performance on the test. The exact procedure for the test review will be determined by the course director.

Grading Policies

It is the responsibility of faculty to evaluate the work presented by students. The method for assigning/determining the grades for a course will be determined by the course director and communicated in the syllabus. If a student disagrees with the grade assigned to a particular piece of work, the grade and the reasons for questioning the grade should be discussed with the course director.

Following basic mathematical principles, final grades will be rounded to the **nearest** *whole number. For example, if the student receives an 89.50 final grade, the grade will be* **rounded up** *to a 90. If the student receives an 89.49 final grade, the grade will be* **rounded down** *to an 89.*

Grades used to report quality of student's work are:

GRADE	EXPLANATION	GRADE POINT
A= 100-90	Excellent	4
B = 89-80	Good	3
C = 79-70**	Satisfactory	2
F= 69 & below	Failure	0
K	Credit earned through proficiency examination	--
P	Passing	--
N	Not Passing	--

I	Incomplete	--
W	Withdrawal prior to the last 3 weeks of the term	--

Additional grading criteria may apply to courses as delineated in the course syllabus.

Grade descriptions

GRADE	EXPLANATION	GRADE POINT
A	Performance at a high level	4
B	Performance at a level necessary for a graduate degree	3
C	Performance not consistently at the level required for a graduate degree; required seminars and practica must be repeated	2
F	Unsatisfactory performance. Such a grade cannot be used to fulfill a graduate program requirement; the course must be repeated.	0
P	Passing	--
N	Not Passing	--
I	Incomplete work	--
W	Withdrawal prior to the last 3 weeks of the term	--

With the permission of the Office of the Associate Dean for Academic Programs and Affairs, students wishing to attend a course without completing all the requirements for credit may register to audit the course. The college is under no obligation to allow a student to audit and will not allow taking of course examinations. Auditing students are prohibited from being in class when examinations are scheduled. An auditor may participate in class discussion only at the invitation of the course director. Auditing clinical courses is prohibited. If space in a class is limited, continuing and new students have priority.

Please view the University policy on auditing a course, UAC0001, for the complete policy description.

Pass/No Pass Option

All required courses must be taken for a letter grade except clinical practica courses which are graded pass/no pass. Electives may be taken on a pass/no pass basis with the permission of the instructor. To read a complete description of the policy, go to the University policy on the pass/no pass option, UAC0023.

Degree Requirements

The Master of Science Degree (MSN)

Generalist Entry Master's (GEM)

The pre-licensure Master of Science in Nursing program, also known as the Generalist Entry Master's (GEM), requires a minimum of 74 trimester hours and 1120 clock hours of clinical instruction and must include all graduate coursework, clinical experiences and residency requirements as stated in the program of study. Master's students must complete degree requirements within five years (60 months).

In the final term of matriculation in the Generalist Entry Master's Program prelicensure students will have the opportunity to comprehensively prepare for the NCLEX exam by:

- Taking the first of two HESI comprehensive exit exams
- Attending a 3-day Live HESI review run by a HESI certified educator
- Taking a second HESI comprehensive exit exam
- Taking a Computer Adapted Examination (CAT) of 85 - 150 questions

Students may sit for certification as a Clinical Nurse Leader while still enrolled in the program.

After receiving the master's degree in nursing, graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX).

Post-licensure Clinical Nurse Leader (CNL)

The post-licensure Master of Science in Nursing degree requires at least 37 trimester hours and 500 clock hours of clinical instruction and must include all coursework, clinical experiences and residency requirements as stated in the program of study. At least 25 hours shall be spent in academic residence at Rush University for the post-licensure MSN degree. Master's students must complete degree requirements within five years (60 months).

The Doctor of Nursing Practice Degree (DNP) with Clinical Specialty Certification

Course requirements vary in each area of concentration. The College reserves the right to modify course requirements in consideration of overall curricular goals and design and certification standards. Depending upon the area of specialization, most BSN-DNP options range between 62 - 69 trimester hours. At least two-thirds of the hours designated in the specialty concentration must be spent in academic residence at Rush University for the DNP degree. Doctor of Nursing Practice students must complete degree requirements within five years (60 months).

The Doctor of Nursing Practice Degree (DNP) Leadership Tracks

The leadership tracks for the DNP degree require a minimum of 62 trimester hours of post-baccalaureate or 30 trimester hours of post-graduate study. At least two-thirds of the hours designated in the leadership track must be spent in academic residence at Rush. All Doctor of Nursing Practice students must complete degree requirements within five years.

The Doctor of Philosophy in Nursing Science (PhD)

The Doctor of Philosophy in Nursing Science degree requires completion of the approved individual program of study. Coursework for the PhD must be the equivalent of 55 trimester hours of post-master's study, exclusive of the dissertation. At least 37 trimester hours of study shall be spent at Rush University for the PhD. Students must complete degree requirements within 8 years (96 months).

Additional Program Fees[a]

Rush University College of Nursing tries to keep educational costs as low as possible. Generally, we do not assess extra fees. Some programs, however, require additional educational products that require a purchase by the student. Below is a list of the programs and their additional fees. Please note, these fees can change without prior notification based on the needs of the programs.

MSN Program

NSG 522 CNL Students Software Fee	$15.00 Statcrunch software $15 for 6 months		
NSG 625 CNL Students Lab Equipment Fee	$110.00 Virtual physical assessment program Shadow Health	$50.00 Otoscope/ophthalmoscope/neuro kit	$30.00 Ear wax removal system
GEM Students Lab Equipment Fee	$226.00 Tote Bags		
All Students Admissions Fee	$350.00 Confirmation		
Lab Coat	$56.23 Unisex Coat	$5.50 Nursing Patch	
Stethoscope	$132.19 Classic 3 Brand		

DNP Program

NSG 625 CNL Students Lab Equipment Fee	$110.00 Virtual physical assessment program Shadow Health	$50.00 Otoscope/ophthalmoscope/neuro kit	$30.00 Ear wax removal system
Confirmation Fee (all except CRNA)	Non-refundable $350	The confirmation fee must be paid in advance of enrollment.	
CRNA program Confirmation Fee	Non-refundable $750 confirmation fee	The confirmation fee must be paid in advance of enrollment.	

[a] **Program fees are subject to change without notice. The CON makes every attempt to notify students of fee changes in advance when possible.**

PhD Program*

PhD Program Confirmation Fee	Non-refundable $750 confirmation fee	The confirmation fee must be paid in advance of enrollment.	

***Additional fees for the PhD program are travel fees for on-site visits. These visits are planned well in advance to facilitate students' budgeting and schedules.

Graduation and Commencement Requirements

Participation at commencement is expected of all graduates. For more information on commencement, refer to University Policy UAC0007
https://insiderush.rush.edu/policies/Lists/Master%20Policy/DispForm.aspx?ID=3708&ContentTypeId=0x01006120BC59C77D074E8AC97A185E25195700FE83CC7F43C1744D974E005DEA966CAB

Who can "march" in the spring Commencement ceremony?

1. Students who earned Master's or Doctor of Nursing Practice (DNP) degrees in the previous Fall term or who will earn those degrees in the Spring term of graduation or the Summer term just following graduation are eligible if they have not marched in a previous commencement, and all required forms have been submitted to the Office of the Registrar.
2. PhD students completing a dissertation must have successfully defended and submitted a final copy of their dissertation/thesis to the Library by the Degree Approval form submission deadline in order to participate in the current academic year's commencement. PhD students must provide the title of their dissertation by the date indicated on the Degree Approval Form in order to have that title included in the commencement program.
3. Master's and Doctor of Nursing Practice (DNP) students completing degree requirements in the Summer just following graduation who wish to march in Spring must have the Intent to Graduate form on file by the second week of the Spring term. The Degree Approval form will be due in the Office of the Registrar at the end of the summer term.

Who cannot "march" in the Spring Commencement ceremony?

1. Master's and DNP students who complete degree requirements in the Fall term are not eligible to march in the previous spring commencement ceremony. Students completing degree requirements in Fall may march in the next year's ceremony.
2. PhD students who are completing degree requirements in the Summer or Fall terms are not eligible to march in the previous spring commencement ceremony. Those students completing their degree requirements during the summer of fall terms after commencement are invited to participate in the following year's ceremony.
3. Certificate students are not eligible to participate in the commencement ceremony as they are not being awarded a degree.

Forms to be completed:

1. ALL students earning a degree (not a certificate) must complete an Intent to Graduate form. The completed Intent to Graduate form must be submitted by the indicated deadline.

2. Master's and doctoral students completing degree requirements must submit a completed Degree Approval form to the Office of the Registrar by noon on the Friday before graduation. Failure to submit the Degree Approval form with all required signatures will result in your diploma being withheld from commencement.

What every student needs to do to ensure that degree requirements are complete.

1. ORDER a copy of your transcript and check it thoroughly - all coursework required in the program of study must appear on the transcript with an acceptable letter grade. Students must have a minimum 3.0 GPA in order to graduate.
2. OUTSTANDING "I" OR "NR" GRADES on your Rush transcript: If there are any "I" grades, be certain to complete the work required as soon as possible. Contact the instructor who will be assigning the grade and be sure she/he knows that a "Grade Change" must be submitted to the Office of the Registrar PRIOR to the Friday before graduation or your diploma will be withheld. If there are any "NR" grades, see the instructor for that course about submitting the missing grade.
3. TRANSFER OF CREDIT: If you petitioned and received transfer credit that is not posted to your Rush transcript, inform the Office of the Registrar immediately.

Further Graduation and Commencement Requirements can be found here, under RUMC policy UAC0007.

Advisement Guidelines

Academic Advising Process Overview

The role of academic advisor is an important one in the College of Nursing. Through the advisement process, a sound academic program of study is maintained for students throughout their matriculation. Advisees should learn more about the profession they are preparing to enter from their advisors and the possible professional roles they might assume. Advising may take the form of answering a question, having a conference, or solving a problem. It is a reciprocal process that develops as both parties are invested in a mutually rewarding relationship.

Advising in a professional university is both a developmental and socialization process. Though students are ultimately responsible for their own education and development, the faculty member/advisor should be thought of as a valued resource person with a wealth of knowledge due to their education and experience. The advisee is expected to seek guidance from the advisor and let the advisor know when help is needed. The advisor should, however, be proactive in developing relationships with their advisees and keeping current on their academic progress. The advisor is also someone who can explore career/professional goals with the advisee. Through active, involved advisement faculty can influence a student's progress, motivation, values, and goals.

Each student is assigned a faculty advisor upon confirmation of admission to the College. The roles and responsibilities of the advisor and advisee are described below.

Advisors: Advisors should serve as role models, mentors, and resource persons, acting in the best interest of students. The advisor can serve as a link between the student and the formal organization of the College and University.

Advisors should be familiar with the College curriculum, University, and College policies and procedures, and pertinent information about their advisees.

Specific Responsibilities of the Advisor

1. Clearly inform advisees of how to be contacted and when. Create an environment of accessibility.
2. Develop the foundations for a relationship early on.
3. Review/confirm the program of study with new advisees within the first four weeks of the term.
4. Monitor the advisees' academic progress and discuss how they are managing their studies at least once each term.
5. Revise the student's program of study as needed and route the revised plan to the appropriate CON Program Coordinator.
6. Oversee clinical practica performance for graduate students as required.
7. Guide doctoral students in choosing research and clinical examination committee members.
8. Oversee projects of DNP advisees.

9. Chair clinical defense committee for PhD advisees.

Advisees: Advisees are students who have advisors assigned to them after confirming their admission to the College. Advisees must demonstrate initiative in working with their advisors to commence and maintain a productive advisor/advisee relationship.

Advisees should familiarize themselves with their curricula, University and College policies and procedures, and other pertinent information as it arises during the academic year.

Specific Responsibilities of the Advisee

1. Inform your advisor of your schedule and how you may be contacted within the first four weeks of the term.
2. Follow your plan of study as outlined by your advisor.
3. Seek your advisor's assistance when encountering academic or related problems.
4. Contact your advisor for an appointment at least three days before the desired appointment.
5. Leave e-mail or voice-mail messages for your advisor when unable to contact him/her.
6. Consult your advisor about transfer of credit, scheduling difficulties, leave of absence, or change of status (e.g., enrollment, major or program).
7. Use the CON Student Advising Handbook, University Catalog, and other current printed material as reference sources.

The Program Directors will serve as back-up for the program advisors. An advisee should contact the appropriate Program Director (i.e., Generalist, Specialist, or PhD) when their advisor has been unavailable for an extended period of time or if an emergent situation arises. If the Program Director is unavailable, please contact the Assistant Dean for Generalist Education (for GEM and CNL) or the Assistant Dean for Specialist Education (for DNP) of the College of Nursing. For the PhD program students should contact the Assistant Dean for Nursing Science Studies.

GEM Advisement Process

All GEM students are assigned to a program advisor. The program advisor is a valuable resource to help students get acclimated to nursing school, navigate to appropriate resources, and assists in program of study changes as required. The advisor works in coordination with the GEM program director and other university services to coordinate the GEM academic experience.

CNL Advisement Process

Students admitted to the post-licensure CNL program are assigned a faculty advisor. Besides engaging in the advising activities outlined under the General Advising Process, the faculty advisor also directs the CNL student in their Capstone Project. It is important that the CNL student communicate with their faculty advisor in the manner outlined by the course syllabi regarding capstone requirements during the latter half of the program.

DNP Advisement Process

The DNP degree is designed to prepare an expert in a specific area of nursing practice. Advanced nursing practice is broadly defined by the American Association of Colleges of Nursing (AACN) (2004) as:

> *Any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy.*

The DNP coursework and project provide a solid foundation in evidence-based practice, quality improvement, systems leadership and other content areas that will lead to improved clinical outcomes in complex systems.

A faculty advisor is assigned to students based on the expectation that they will be a good fit to guide the students' clinical area of interest and/or a prospective project. In addition to being an important resource person regarding the

ongoing DNP project, the advisor will also assist with matriculation, progression, and other academic issues. Communication expectations between advisee and advisor should be established at the beginning of the program. There is not a requirement for the frequency of communication, and it varies from advisor to advisor. It is suggested that students make ongoing scheduled appointments with their advisor. If not needed, these can always be cancelled.

What Constitutes a DNP Project?

The project must be one that allows the student to have an opportunity to develop and ultimately demonstrate a synthesis of leadership skills within the context of improving health care. Given this requirement, the setting, purpose, and objectives of student projects will vary but every project will include the synthesis of evidence and outcomes-based thinking, strategic decision making, effective project management, and proficient communication skills that are hallmarks of a DNP graduate.

DNP Student Project Team

Purpose of the Team: The purpose of a project team is to support the student as they design and implement the DNP project. Project team members will communicate regularly with the student throughout the development of the project. The DNP project entails collaboration among the advisor, second reader, facilitator and student. It is important to remember that all DNP student project teams are not the same. Variations exist within and between tracks. In general, the roles described apply to all DNP projects.

The student: The student is an integral member of the project team. The student works closely with the advisor/first reader and second reader as they identify ideas and develop, implement, and evaluate the DNP project. It is important that the student take the initiative to communicate with the advisor/first reader regularly regarding the progress of project planning and implementation.

Academic Advisor/First Reader: For most DNP students, the academic advisor and the first reader are the same faculty member. Occasionally, a student will be assigned an advisor but will work with a different faculty member for the DNP project. Overall, the academic advisor/first reader promotes the scholarly thinking and intellectual curiosity of the student. This is accomplished through ongoing feedback to the student from course faculty and the academic advisor/first reader. The advisor/first reader gives final approval of the DNP proposal, which must be obtained before the project is implemented. The advisor/first reader gives final approval of the final paper.

Second Reader: A second reader is assigned to every project and in collaboration with the advisor/first reader approves both the proposal and the final paper. The second reader may be a faculty member or may be a professional expert in the student's content area. Students will send their proposal or final paper to the second reader as directed by the advisor/first reader. The second reader provides general feedback, identifies gaps, and poses questions, but will not edit the paper unless requested by the advisor/first reader.

Project Facilitator: A project facilitator is someone who works at the project site and agrees to support the student and help to navigate the site's system. In some programs, the student will be asked to identify a project facilitator at the agency's site and give the name and contact information to the advisor. In some programs, the facilitator is assigned based upon the project focus. The following are responsibilities of the project facilitator:

- Help the student navigate the system within the organization/site
- Support the student to identify data to define a problem
- Assist the student in selecting realistic goals and objectives
- Provide oversight and support during the project planning and implementation phases of the project
- Ensure that key stakeholders in the organization/site are aware of the student's project
- Provide input and feedback to the student and Rush faculty as needed
- Assist the student with ensuring project sustainability in the organization/site when appropriate.

A more detailed DNP Project Guide and documents that assist in the development of the DNP project, such as the ones listed below, may be found in the Rush University Portal on the College of Nursing homepage.

Evolution of the DNP Project

The DNP project has generally established milestones that students achieve as they progress in their work on the project. Refer to the DNP Project Guide to see a stepwise template for the progression through the scholarly DNP project. Should you require statistical consultation as you are planning the evaluation of your DNP project, first use the University Center for Student Success as a primary source for consultation. If a more specific or complex consultation is needed after consulting with the Center, please refer to the process outlined below:

Process to Request a Statistical Consultation

DNP students requiring statistical consultation should consult with their project advisor, who will direct them to the necessary resources.

Post-Graduate Certificate Advisement Process

The program of study for the post-graduate non-degreed certificate student is the most individualized. A thorough transcript review is necessary to give credit to previous course work and generate a program of study which meets program requirements. The faculty advisor and Program Director work closely to ensure consistency of program requirements.

Progression Criteria

- All college policies of academic progression apply to certificate students. Certificate students must be in good standing to graduate.
- All programs of study and related courses must be approved by the Program Director.
- All requirements must be completed prior to the student receiving verification of his/her eligibility to take the certification exam.

PhD Advisement Process

Graduates of the PhD program will develop the skills of a clinical researcher. These skills will be based on the integration of knowledge from biological, behavioral, and clinical sciences. Their clinical research skills will contribute to the scientific basis of care provided to individuals across the life span and in any setting where care is provided. Graduates will also have leadership skills necessary to serve as senior academicians and influence health care systems and policy.

PhD Program of Study Guidelines[b]

For both part-time and full-time students:

- Core and cognate courses should be completed prior to taking NSG 691, the Advanced Clinical Research Practicum (ACRP).
- A minimum of eight (8) hours of NSG 691 must be completed before the student may present the oral defense. Additional hours may be required. If students have completed the eight (8) hours of NSG 691 but have not yet presented the oral defense, they must register in every subsequent term for at least one credit hour of NSG 691.
- Dissertation credit may not be taken until the student passes the written and oral ACRP defense.
- After successful completion of the ACRP defense, students must register for a minimum of two (2) hours of NSG 699 every term thereafter until the dissertation is successfully defended. A minimum of 12 total dissertation hours is required.
- The student becomes a doctoral candidate after the dissertation proposal is approved by the dissertation committee.
- Students may not take a Leave of Absence to prepare for their dissertation proposal defense.
- PhD students must complete degree requirements within eight (8) years.

- To review additional University Dissertation Requirements, click here for RUMC Policy UAC0022.

[b] More information on the PhD program and advisement may be found in the PhD Student Handbook.

Guidelines and Forms for PhD Matriculation

The most current forms for the PhD program can be found on the Canvas Shells for NSG 691 & NSG 699. If taking a cognate course outside of Rush University, students must complete the Rush University Consortium Contract at least six weeks prior to the start of the course. The current contract form can be found on the Rush University Financial Aid Office website. Students' ACRP and dissertation research studies are directed by committees comprised of scientists who hold expertise related to content and/or methods. Guidelines related to the composition of the ACRP and dissertation committees can be found in the Canvas NSG 691 and NSG 699 course shells.

Student Authorship Guidelines

Authorship identifies those individuals who hold primary responsibility for the content of the manuscript. Students should discuss authorship eligibility and responsibilities with the major advisor and committee members at the inception of their projects. Because research is a dynamic process, it is possible that substantive changes will occur in the contributions of research team members over the course of the project. Consequently, students may need to renegotiate author credit and/or order. It is expected that students will be the first author on all manuscripts that emanate from their doctoral studies. The following criteria should be used to guide discussions regarding authorship eligibility and order:

1. Students may be the sole author of manuscripts that result from their doctoral work.
2. Authorship credit is awarded to committee members and other individuals who make a substantial contribution to the manuscript. Substantial contributions include:
    a. Formulation of the research question and hypotheses
    b. Conceptualizing the study framework and design
    c. Performing data analysis
    d. Interpreting the data
    e. Writing or critically revising sections of the manuscript
    f. Serving as principal investigator of a funded study that generated the data
3. Authorship order is jointly negotiated among the first and co-authors. Authors who make major contributions in the analysis and interpretation of data and/or writing of the manuscript may precede authors who contribute to other areas.

As the primary author, the student is responsible for assuring that:

1. Each named author meets authorship criteria
2. Each author has reviewed the entire manuscript and approves of its content
3. Each author has consented to authorship

Individuals providing minor and/or general support, but who do not make substantive contributions to the design, conduct, analysis, or write-up of the study, may be recognized in the Acknowledgements section of the manuscript. Examples of minor/general support include technical support, data collection and entry, proofreading, participant recruitment, and financial/budgetary assistance.

References:

APA Research Publication Practices and Responsibilities

ICMJE Recommendations