



NORWICH™
UNIVERSITY

Graduate Nursing Student Handbook



Academic Year 2024-2025



NORWICH™
UNIVERSITY

SCHOOL OF NURSING

Norwich University
College of Graduate and Continuing Studies

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Welcome Letter

Dear Norwich University Nursing Student:

Congratulations on your acceptance to Norwich University and welcome to the Master of Science (MS) in Nursing or Post-Master's Nurse Practitioner Certificate program.

The Norwich University School of Nursing (NUSON) and the College of Graduate and Continuing Studies (CGCS) strive to support every student in the successful achievement of academic and professional goals. Our team of dedicated faculty and program staff are here to support your success. The program and the curriculum are designed to build upon your academic and clinical practice foundation and to help you develop the skills and gain the knowledge necessary to practice as a master's-prepared Nurse Practitioner, Nurse Educator, or Nurse Leader in Healthcare Systems.

The faculty and staff are committed to working with and helping you on this journey. Our vision of excellence is achieved through an intellectually rigorous environment that challenges and supports accomplished and committed students like you. Nursing requires leadership, communication, and teamwork, and here at the NUSON, you will experience a dynamic triad of nursing excellence formed by faculty, students, and clinical partners.

This Handbook has been prepared to help you understand some of the important policies at Norwich University and highlights those specific to the MS in Nursing programs. This Handbook should be used in conjunction with the University's Academic Regulations and the Norwich University catalog.

Periodically, the policies and practices presented in this Student Handbook change. As new information becomes available, it is your responsibility to update your Handbook with those changes. The Student Handbook is reviewed and updated annually.

Again, on behalf of the faculty and staff, welcome to Norwich and best wishes for your success in your program. We look forward to working with you.

Sincerely,

Jessica Wood, DNP, WHNP-BC, RNC-OB
Associate Professor and Director of the School of Nursing

ACCREDITATION

Norwich University is accredited by the New England Commission of Higher Education (NECHE)—formerly known as New England Association of Schools and Colleges (NEASC), through its Commission on Institutions of Higher Education. Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education
3 Burlington Woods Drive, #100, Burlington, MA 01803
cihe@neasc.org (781) 541-5414

The baccalaureate degree program in nursing, master’s degree program in nursing, and post-graduate APRN certificate program at Norwich University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

The baccalaureate degree program in nursing, master’s degree program in nursing, and post-graduate APRN certificate program at Norwich University are approved by the Vermont State Board of Nursing.

Vermont State Board of Nursing Office
Sheila Boni, MSN, RN Executive Director
89 Main St., 3rd Floor
Montpelier, VT 05620-3402
(802) 828-1505

DISCLAIMER

The information in this publication is accurate as of the time of publication. The provisions are subject to change without notice and do not constitute a contract with Norwich University. The University is not responsible for any misunderstandings of its requirements or provisions that might arise as a result of errors in the preparation of this publication. Norwich University and the School of Nursing reserve the right to change or withdraw courses; to change the fees, rules, and calendar for admission, registration, instruction, and graduation; and to change other regulations affecting the student body at any time.

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Norwich University

Vision

Norwich University will be a learning community, American in character yet global in perspective; engaged in personal and intellectual transformation, and dedicated to knowledge, mutual respect, creativity, and service.

Mission

To give our youth an education that shall be American in its character – to enable them to act as well as to think – to execute as well as to conceive – “to tolerate all opinions when reason is left free to combat them” – to make moral, patriotic, efficient, and useful citizens, and to qualify them for all those high responsibilities resting upon a citizen in this free republic.

Statement of Guiding Values

Norwich University was founded in 1819 by Captain Alden Partridge, US Army, and is the oldest private military college in the country. Norwich University is a diversified academic institution that educates traditional age students in a Corps of Cadets or as civilians, and adult students. Norwich identifies the following as our guiding values:

1. We are men and women of honor and integrity. We shall not tolerate those who lie, cheat, or steal.
2. We are dedicated to learning, emphasizing teamwork, leadership, creativity, and critical thinking.
3. We accept the right to diverse points of view as a cornerstone of our democracy.
4. We encourage service to nation and others before self.
5. We stress being physically fit, and drug-free.
6. We live the Norwich motto, “I will try!” — meaning perseverance in the face of adversity.
7. We stress self-discipline, personal responsibility, and respect for law.
8. We hold in highest esteem our people and reputation.

School of Nursing

Mission

The mission of Norwich University's School of Nursing is to prepare our students to be globally minded nurse leaders and scholars through innovative and diverse experiential education and research.

Philosophy

Nursing at Norwich University is grounded in the core essentials of baccalaureate education and predicated on the profession's ideals of compassionate care, respect, integrity, and social justice. Recognizing emerging trends in population health, technology, and cultural diversity and inclusion as inherent components of professional nursing practice, we prepare students for professional nursing roles in a transforming, complex, and dynamic healthcare environment. The faculty members believe that through participation in direct clinical care and simulated clinical experiences, students will acquire the knowledge, skills, and attitudes necessary for nursing competence in promoting optimal health outcomes for individuals, families, and communities.

The faculty further believes that teaching and learning evolve, through a seamless progression, in competency-based nursing practice. Graduates become proficient in patient-centered care with emphasis on quality improvement methods and patient safety.

The responsibility of the professional nurse is complex, requiring expertise in leadership, communication, and teamwork.

Our Purpose (Graduate Nursing)

The purpose of our graduate nursing programs is to prepare visionary nurse leaders and scholars who demonstrate advanced critical thinking, communication, and decision-making skills to ensure quality outcomes within the complex systems of the healthcare continuum. Graduates are prepared to initiate and effectively utilize research findings to improve outcomes, as well as utilize knowledge of health promotion, healthcare policy and systems, change, and finance to effectively manage available resources in the changing healthcare environment. Master's-prepared nurses utilize this knowledge integrated with theories from nursing and related disciplines to create and implement ethical practices and policies to improve the environment in which healthcare is delivered. The master's-prepared nurse engages in an expanded scope of practice that is characterized by critical analysis of problems and creative problem solving, and application of theories in the decision-making process. The graduate manages change effectively and utilizes effective communication skills and technologies to create collaborative partnerships within nursing and across healthcare disciplines across a variety of practice settings as a Nurse Practitioner, Nurse Leader, or Nurse Educator. Graduate education prepares the nurse to identify and evaluate personal and organizational values and to implement ethical decisions and strategies to improve outcomes.

Philosophical Framework

The nursing curriculum is built upon the following concepts of Nursing Profession, Patient, Health, and Environment:

Nursing Profession

The faculty embrace the nursing profession as identified by the following values:

- Acknowledging the importance of core nursing knowledge that provides a foundation for the development of clinical judgment and critical thinking.
- Embracing the responsibility of professional nursing to commit to lifelong learning, and the ongoing acquisition of nursing expertise as the profession and healthcare standards evolve.
- Demonstrating ethical conduct in concert with accepted standards of practice.
- Acknowledging the importance of human diversity and global health perspectives.
- Accepting accountability and responsibility for one's professional judgment, actions, and competencies.
- Incorporating approaches to clients that are appropriate to their development, age, and cultural identity in all healthcare settings.
- Participating in and encouraging scholarship for nursing practice, including synthesis, translation, application, and dissemination of knowledge to improve health outcomes.
- Engaging with partners in healthcare to support nursing education and nursing practice to improve healthcare outcomes across populations.
- Embracing nursing leadership for improving nursing education and nursing practice for optimizing health outcomes.

Patient

The faculty recognize healthcare needs of individuals, family, and populations across the lifespan in a variety of settings. Faculty support respectful, compassionate, and coordinated care, recognizing individual differences, preferences, and values, and the impact of diverse cultural, ethical, and social backgrounds. Actions of the faculty promote shared goal setting through:

- Respecting the individual, spiritual, and psychological worth of patients.
- Teaching the students personal accountability while promoting autonomy in professional nursing practice.
- Demonstrating comprehensive understanding of holistic and just care supported by evidence and inclusive of the concepts of pain, suffering, palliative care, and quality of life.
- Expressing awareness of the social trends and culture within the community.

Health

The faculty recognizes the importance of health in a variety of settings. The actions of the faculty promote this behavior through:

- Advocating health promotion, risk reduction, and disease prevention.
- Engaging in evidence-based practice.
- Teaching the concept of the health-wellness continuum.
- Teaching the importance of the nurse's responsibility to provide health education to patients and families.
- Optimizing health through the encouragement of clinical prevention and population health activities.

Environment

The faculty conveys to the students the importance of nurses functioning in the ever-changing modern day environment of healthcare by:

- Stressing the principles of effective communication.
- Encouraging the recognition of the synergy among the socio-political, economic, and physical environment and the need for disaster-preparedness.
- Identifying quality and cost effectiveness as essential characteristics of healthcare efficiency.
- Promoting knowledge of and participation in healthcare policy, finance, and regulatory environments.
- Incorporating the use of informatics, including healthcare and information technologies, recognizing these as essential skills for managing and improving nursing care and delivery of healthcare services for optimal outcomes in an ever-changing healthcare environment.

Norwich University School of Nursing (NUSON) Program Outcomes

Adapted from:

American Association of Colleges of Nursing. (2021). The Essentials: Core competencies for professional nursing education. Accessible online at

<https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>

Graduates of the Norwich University School of Nursing are prepared to meet the following outcomes, which vary at the level of competency for pre-licensure or advanced practice nursing:

1. Apply insights from diverse fields to enhance nursing practice, foster innovation, and use sound clinical judgment.
2. Integrate scientific knowledge into nursing practice, addressing diverse needs and emphasizing person-centered care.
3. Collaborate with diverse stakeholders for the promotion of equitable public health outcomes through prevention and disease management.
4. Demonstrate proficiency in applying and sharing nursing knowledge to improve health outcomes and transform healthcare delivery.
5. Apply quality improvement principles to enhance care, reduce risks, and improve performance.
6. Demonstrate intentional collaboration with all involved parties to optimize care delivery, improve healthcare experiences, and enhance outcomes.
7. Exhibit proactive leadership to navigate healthcare challenges, promote positive outcomes, and deliver safe, high-quality care to diverse populations.
8. Use informatics for data collection, analysis, and safe, high-quality care delivery adhering to regulatory and professional standards.
9. Formulate a professional identity reflecting nursing values, ethics, accountability, collaboration, and standards.
10. Engage in self-care, reflection, lifelong learning, and leadership development for nursing expertise.

Graduate Nursing Program Academic Goals:

1. Prepare graduates with education and experience to meet eligibility for successful completion of certain national certification examinations.
2. Provide a curriculum of study with logical course sequencing and concurrent didactic and clinical experience.
3. Provide high-quality opportunities for nurses to advance to graduate level practice competency.
4. Provide an educational experience that meets national education standards for advanced nursing education and achievement of core competencies.

Sample Curriculum Maps

The following curriculum maps demonstrate the typical course sequence for students in each of the tracks offered by NUSON. However, actual student course progression is dependent on a gap analysis, transfer credits, and any other circumstances unique to the individual student. Curriculum plan is subject to change at any time without prior notice. If a student leaves a program for a period of time and then returns, they do so with the understanding that they may be required to take a different sequence of courses and/or number of credits upon their return.

Nursing Education Track

Term 1	NR 523 (Healthcare Systems, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 5	NR 553 (Advanced Physical Assessment) NR 559 (Curriculum Development in Nursing)
Term 6	NR 564 (Innovations in Teaching and Learning) NR 565 (Assessment and Evaluation Strategies)
Term 7	NR 568 (Nursing Education Practicum)

Health Systems Leadership Track

Term 1	NR 523 (Healthcare Systems, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	NR 581 (Leadership in Healthcare Systems) NR 582 (Healthcare Systems Resource Management)
Term 5	NR 585 (Strategic Planning in Healthcare) NR 586 (The Nurse Leader's Role in Healthcare Systems Practicum)

Nurse Practitioner Track

Term 1	NR 523 (Healthcare Systems, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)		
Term 2	NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)		
Term 3	NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)		
Term 4	NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)		
	FNP	AGACNP	PMHNP
Term 5	NR 590 (Advanced Pharmacology – FNP) NR 553 – Advanced Physical Assessment	NR 591 (Advanced Pharmacology – AGACNP) NR 553 – Advanced Physical Assessment	NR 592 (Advanced Pharmacology – PMHNP) NR 553 – Advanced Physical Assessment
Term 6	NR 611 (FNP I) NR 612 (FNP Clinical I)	NR 621 (AGACNP I) NR 622 (AGACNP Clinical I)	NR 631 (PMHNP I) NR 632 (PMHNP Clinical I)
Term 7	NR 613 (FNP II) NR 614 (FNP Clinical II)	NR 623 (AGACNP II) NR 624 (AGACNP Clinical II)	NR 633 (PMHNP II) NR 634 (PMHNP Clinical II)
Term 8	NR 615 (FNP III) NR 616 (FNP Clinical III)	NR 625 (AGACNP III) NR 626 (AGACNP Clinical III)	NR 635 (PMHNP III) NR 636 (PMHNP Clinical III)
Term 9	NR 617 (FNP IV) NR 618 (FNP Clinical IV)	NR 627 (AGACNP IV) NR 628 (AGACNP Clinical IV)	NR 637 (PMHNP IV) NR 638 (PMHNP Clinical IV)

ANA Code of Ethics

The Norwich University School of Nursing adheres to the standards and codes developed by the American Nurses Association. It is expected that all students will adhere to this professional code in all of their nursing activities. The faculty reserves the right to recommend the withdrawal of a student at any time without prejudice, who does not maintain an acceptable level of behavior as defined in the ANA Code of Ethics for Nurses (2015).

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Diversity, Equity, and Inclusion

Norwich University is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the University's academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability, please contact Danielle Slauzis, Assistant Vice President of Diversity, Equity, and Inclusion, NU Title IX Coordinator, at dslauzis@norwich.edu or (802) 485-2144.

Multilingual Students

If English is not your primary language, tutoring services are available at the Center for Academic Success and Achievement (CASA). The CASA's Coordinator of Multilingual Student Services can help you understand class lectures and assignments, and help with time management and organization. They can also work with you on specific challenges in reading, studying, and writing. The goal is to help you develop your English proficiency in listening, speaking, reading, and writing to be a successful student. Norwich Academic Policy states that you may be able to receive academic accommodations. Accommodations allow for certain supports – like extra time – to help you access course content and help you express your understanding and knowledge. We encourage you to visit the CASA, which is on the 4th floor of the Kreitzberg Library, ext. 2130.

<https://norwich0.sharepoint.com/sites/aac/esl/ESL%20Programs%20Library/Forms/>.

Each program has a team to assist students with various aspects of their academic experience. This team, which includes our Director and Associate Professor, MSN Programs Coordinator, MSN Program Track Coordinators, Faculty, Student Support Advisor, administrative staff, and IT specialists, provides academic, administrative, and technical support. Norwich offers a wide range of student support services. Students are encouraged to use these resources to enhance their learning and support them through the program. Contact information can be found at the beginning of this Handbook.

Disability Services

Norwich University is committed to serving all students in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To request an accommodation, please contact our ADA Representative in the College of Graduate and Continuing Studies:

College of Graduate and Continuing Studies Norwich University
158 Harmon Drive Northfield, VT 05663

cgcsada@norwich.edu

(802)485-2458

<https://online.norwich.edu/student-experience/accessibility-services-and-ada-information>

Accommodations Policy

Norwich University adheres to the philosophy and the standards of the Americans with Disabilities Act (ADA) and Section 504 and the Americans with Disabilities Amendment Act of 2008. These 54 laws mandate equal opportunity for qualified persons with disabilities in educational programs. All educational programs at Norwich University are dedicated to the principle of nondiscrimination. This includes a commitment not to discriminate against students with disabilities who are otherwise qualified to be enrolled as nursing students.

Any student who believes their health impairment will impact their ability to complete the Essential Functions of the graduate nursing program as outlined below should follow the following procedure to request accommodations and seek clearance. Please note that any student who is hospitalized or experiences a surgical procedure must also follow this process.

Accommodation Request Process:

1. Contact the Accessibility Service Office for an intake appointment to discuss the need for accommodations in relation to the Essential Functions:

College of Graduate and Continuing Studies, Norwich University
158 Harmon Drive Northfield, VT 05663

cgcsada@norwich.edu

(802) 485-2458

<https://online.norwich.edu/student-experience/accessibility-services-and-ada-information>

2. Submit documentation to the Accessibility Services Office from the appropriate licensed professional specifically addressing the limitations in relation to the Essential Functions and the recommended accommodations.

3. The Accessibility Services staff will work in collaboration with the School of Nursing to determine whether the student is eligible to return to clinical with or without accommodations.

Pregnancy is recognized as a special health need. Early notification of the faculty is recommended so that consideration for appropriate clinical rotations can be planned. NUSON is guided by the student's physician and the policies of the clinical site to determine accommodations.

Technical and Professional Standards

"Essential functions" refer to the responsibilities of a job that are of major importance and which, if eliminated from the position, would substantially change the nature of the job. It is expected that graduate nursing students are fully competent and safely practicing registered nurses.

Graduate nursing students must demonstrate good judgment and complete all requirements related to coursework as well as the clinical care of patients and families. Students must communicate respectfully at all times with patients, families, faculty, NUSON staff, peers, and clinical staff. Students should be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful, unpredictable, and rapidly changing circumstances. Students must have the ability to communicate and exchange clinical information effectively, accurately, and in a timely manner. Students must be open to feedback and able to incorporate faculty and staff recommendations into patient care. Students must be able to provide care and communicate effectively in diverse settings with all patient populations and must demonstrate empathy and integrity in all situations.

Under the supervision of an approved preceptor, the graduate nursing student is responsible for direct patient care for assigned individuals during a scheduled shift. A shift varies in duration from 4 to 12 hours and may occur during the day, night, or weekend. Students are also responsible for communicating with families, caregivers, and other staff, be it written, verbal, electronic, or other media in relation to their assignment. Duties may require sitting, standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and/or touch.

Graduate nursing students must have abilities and skills in the essential areas of communication, observation, evaluation, motor function and endurance, and professional behavior. Reasonable accommodation may be made for students with documented disabilities in accordance with state and federal law requirements.

To request an accommodation, please follow the process outlined in the Accommodations Policy.

Students must be able to perform the following minimum technical standards in a reasonably independent manner, with or without reasonable accommodation:

Communication:

- Must be able to communicate effectively with patients, families, and members of the healthcare team through oral, written, and interpersonal means.
- Must be able to obtain information, describe patient situations, and perceive both verbal and non-verbal communications.
- Must be able to speak, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication; examples include but are not limited to: giving clear oral reports, detecting the passage of time to the level of seconds, interpreting graphs, understanding documents printed in English, communicating legibly in printed English, discriminating subtle differences in medical terminology.

- Must be able to utilize information technology-based systems in the classroom and clinical environment, including computers, iPads, electronic health records, electronic monitoring systems and other internet and technology-based equipment and systems.
- Must be able to write orders and patient documentation, under the supervision of a preceptor.
- Must be able to communicate with all members of the interdisciplinary team involved in the patient's care.

Observation:

- Must be able to assess patients' mental and physical health.
- Must be able to observe a patient accurately; examples include but are not limited to: detecting heart and breath sounds; interpreting the appearance of a surgical wound; detecting bleeding, unresponsiveness, or other changes in patient status; detecting the presence of foul odor; and palpating an abdomen; identifying signs and symptoms related to changes in mental health or mental status.
- Students are expected to notify the preceptor of any abnormalities noted during patient interview or physical examination.
- Must be able to detect and respond to emergency situations, including alarms (e.g., monitors, call bells, fire alarms).

Evaluation:

- Must be able to evaluate subjective and objective patient data and develop a plan of care under the direction of a preceptor.
- Must be able to identify patient diagnoses, under the supervision of a preceptor.
- Must be able to identify appropriate treatments and interventions for patients based on evidence.
- Must be able to function independently within the supervised clinical rotation in delivering direct patient care.
- Must be able to assess, evaluate, and plan patient care.

Motor Function and Endurance:

- Must have sufficient strength, mobility, and dexterity to work effectively and safely with patients.
- Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts (including days, evenings, nights, weekends, and selected holidays).
- Must be able to respond at a speed sufficient to carry out patient assignments within the allotted time.
- Must be able to perform complex or varied tasks

Professional Behavior:

- Must possess mental and emotional health required for total utilization of intellectual abilities.
- Must be able to tolerate physically taxing workloads.
- Must be able to respond and function effectively during stressful situations.
- Must be capable of adapting to rapidly changing environments and respond with flexibility in uncertain situations.
- Must be able to interact appropriately with others (patients, families, members of healthcare team) in various healthcare contexts and settings.
- Must be able to role-model effective advanced practice nursing care.
- Must be able to respond to and carefully manage stressful situations.

Physical Requirements in Clinical Setting:

- Clinical agencies may have additional or agency-specific technical standards, which take precedence over NUSON's technical standards. If a student meets NUSON standards, but not those of the clinical agency, the student will work collaboratively with the clinical placement coordinator to be moved to a comparable environment if one is available. If there is not one available, the student accepts the risk of not being able to complete a clinical rotation in that term until a new site is found.

Graduate Nursing Admission Criteria

Master of Science in Nursing

- A bachelor's degree from a nationally accredited, either by the National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) undergraduate nursing program, or an equivalent degree from a foreign institution, as evaluated by a NACES approved agency.
- If the applicant is currently enrolled in a BSN program and a letter from the University's registrar is submitted indicating the anticipated degree conferral date, the applicant can be conditionally admitted.
- A cumulative GPA of 3.00 or greater on a 4.00 scale. (Applicants with a GPA below 3.00 must demonstrate a GPA of 3.00 or higher for the last 60 undergraduate hours of his/her nursing program.)
- Undergraduate courses in statistics and research.
- Active, unencumbered RN license in the state of student's practice or expected clinical study. License must be unencumbered throughout the entire course of study. If the license becomes encumbered, the student will be dismissed from the program.
- Letter of intent.
- Letter of recommendation (deferred if Norwich graduate).
- Can only accept up to 15 transfer credits in courses with 80% or better. May require review of syllabi to ensure congruence with Norwich course equivalent.
- Graduate testing is not required.
- If English is not your first language, proof of English language proficiency is required. This can be demonstrated in one of three ways:
 - o TOEFL – a minimum score of 550 (paper-based test) or 80 (internet-based test) is required.*
 - o IELTS – a minimum composite score of 6.5 is required.*
 - o The applicant holds a baccalaureate or master's degree from a college/university/institution in which the primary language of instruction was English.
- International applicants who are not licensed as registered nurses in the United States must achieve a passing score on both the English and nursing sections of the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination.
- While NUSON leadership may assist with course planning, the student is solely responsible for ensuring that any courses they request as transfer meet the requirements of a state board of nursing or certification body. Students are encouraged to plan early and discuss any individual circumstances with the state board of nursing and/or certification body when requesting credit for transfer courses.

Post-Master's Certificate

- Transcript from master's degree with cumulative GPA of 3.0 or higher. If practicing/active NP, copy of current APRN certification (AANP or ANCC).
- Letter of intent.
- Letter of recommendation (deferred if Norwich graduate).
- Guidelines for transfer credit for Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment (3Ps) for the PMC:
 - If student has practiced as an APRN within the last 5 years and holds current APRN certification through a national certifying body (AANP or ANCC), the student does not need to retake Advanced Pathophysiology or Advanced Pharmacology. Advanced Health Assessment credits are reviewed on a case-by-case basis. Syllabus and course objectives for the transfer courses under review will need to be provided by the student upon request.
 - If the student has not practiced for 5 years and/or has a lapsed board certification, the student will need to retake Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment.
 - While NUSON leadership may assist with course planning, the student is solely responsible for ensuring that any courses they request as transfer meet the requirements of a state board of nursing or certification body. Students are encouraged to plan early and discuss any individual circumstances with the state board of nursing and/or certification body when requesting credit for transfer courses.
- If the student has an MSN as a nurse educator, nursing leader, or other nursing specialty, and has completed Advanced Pharmacology and Advanced Pathophysiology within the last 7 years, evaluation will be completed on a case-by-case basis and will require review of each syllabus. If the student took Advanced Pathophysiology and Pharmacology over 7 years ago, they must at a minimum repeat Advanced Pharmacology.

Transfer Credits

- Any core nursing courses being considered for transfer (except the 3Ps) must have been completed within the last 10 years.
- Any of the 3P courses must have been completed within the last 5 years to be accepted for transfer credit.
- While NUSON leadership may assist with course planning, the student is solely responsible for ensuring that any courses they request as transfer meet the requirements of a state board of nursing or certification body. Students are encouraged to plan early and discuss any individual circumstances with the state board of nursing and/or certification body when requesting credit for transfer courses.
- In some cases, the student will be required to submit a syllabus for the course being considered for transfer, to determine its congruence with Norwich's equivalent course.

- The student must have achieved 80% or higher in the course.
- Only 15 credits can be transferred to the MSN program.
- In the PMC program, only the 3Ps (Advanced Pharmacology, Advanced Pathophysiology, and Advanced Health Assessment) can be transferred.
- None of the track-specific courses in the PMC programs may be transferred from other institutions.
- When evaluating a course for transfer, best practice indicates that a transferable course should match at least 70% of the content of the Norwich equivalent course. Refer to the Norwich University Transfer Exchange database to see if the course in question has been previously evaluated and approved: Transfer Credit Exchange. Some course descriptions may be sufficient to determine this benchmark. If the course description is not sufficient, you may be asked to provide the course syllabus.
- Complete the transfer credit form for the Registrar: Transfer Credit Form.

Graduate Progression Requirements

- Students must achieve a minimum average grade of 83% in all nursing (NR) courses (including both theory/didactic and clinical practicum courses) in order to progress to the next sequential courses in the program.
- A student who does not earn the required minimum B (83%) in a nursing course may repeat the course only once. A student must receive a grade of B (83%) or higher in the repeated nursing course to progress in the nursing program. If a student achieves less than a B (83%) in a repeated nursing course, the student will be dismissed from the nursing program.
- Failure to achieve the minimum required B (83%) in two nursing courses will result in dismissal from the nursing program.
- Students must pass both the theory and clinical components of linked nursing courses to progress in the nursing program. If the student does not achieve the minimum required B (83%) in one component, they must retake both components for progression in the program.
- Each grade in a linked course will be recorded individually as achieved. If a student does not achieve the minimum required B (83%) in both components of a linked course, this is considered two nursing course failures and the student will be dismissed from the nursing program.
- Linked nursing courses include the following: NR 611/612, NR 613/614, NR 615/616, NR 617/618, NR 621/622, NR 623/624, NR 625/626, NR 627/628, NR 631/632, NR 633/634, NR 635/636, NR 637/638.
- Example: If a student achieves a C+ in the theory component of a linked course and a Satisfactory in the clinical component, each grade will be recorded; however, both components must be repeated to progress. There may be instances when a student will be granted a grade of Incomplete, or "I", for the linked clinical course in order to repeat the didactic course and finish clinical in the next term.
- Any forms requiring submission to a certification organization (e.g., verification of education forms to the ANCC) will not be sent before the end of the final term of the program. Completion of forms may extend two weeks past the deadline for entering final grades.

Evaluation and Grading Policy

Grades are assigned according to the following grading scale:

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

Dismissal from Graduate Nursing

- Failure to achieve minimum grade of B (83%) in two Nursing courses during enrollment in the Nursing program.
- Failure to achieve minimum grade of B (83%) in any repeated Nursing course.
- Failure to maintain cumulative GPA of 3.0.
- Withdrawal from the same nursing course two times.
- Unsafe laboratory or clinical practice.
- Violation of Professional Behavior Expectations.
- Violation of the ANA Code of Ethics and/or ANA Standards of Practice.
- A student who has not been active in Nursing major courses for more than one semester without prior approval from advisor and the Director of Nursing.

Graduate nursing students may be suspended or dismissed for violations of the University Honor Code, violation of the ANA Code of Ethics, the MSN Code of Conduct, violation of the Academic Integrity or Academic Dishonesty policies, or for unsafe practice in a clinical practicum.

Graduate students who have been placed on Academic Probation or Academic Suspension are not considered to be in Good Academic Standing. Graduate students placed on Academic Warning (GPA less than 3.0) have no restrictions. Suspended students are eligible to enroll for classes only after approved readmission.

Academic Policy Petition

A student who believes there is an extenuating circumstance warranting an academic petition to policy must provide a rationale addressing the extenuating circumstance. Incomplete rationales will not be approved and submitting a petition does not guarantee approval. A program's curricular requirements do not require a formal petition unless the student wishes to appeal the department's decision. Academic Petition forms are located on the Registrar's SharePoint site.

Appeal of Academic Policy Decision

A decision that is denied by the Dean may be appealed to the Committee on Academic Standing and Degrees within ten (10) business days of the outcome. An appeal must include additional arguments to show a reason for the Dean's decision to be appealed. The outcome from the Committee on Academic Standing and Degrees is final.

Academic Grievance

A student who has a complaint related to academics may submit a grievance. Also refer to any applicable student Handbook and its guidelines specific to that area or department's procedure.

Steps

1. To begin the grievance process, discuss your desired resolution with the person in question.
2. When a mutually agreeable solution is not reached, a written appeal with the desired outcome must be provided by the student to the next-level supervisor. The student can repeat this process if a mutually agreeable solution still has not been reached and ultimately ends with the Provost. The Provost will review the material, arrange additional discussion as necessary, and provide a response.
3. When the original grievance is against the Provost, the grievance will be reviewed by the President.

Reinstatement in Graduate NUSON Programs

Any student separated from the MS in Nursing program or the post-master's certificate in nursing for reasons other than dismissal from the program or University, including those unable to progress for academic reasons, may petition the Program Director to be reinstated.

Graduate nursing students are required to demonstrate competency in previously learned didactic content and clinical skills before progressing in the program. Any student who does not demonstrate competency in class content or clinical skills will be required to repeat prior courses. The 3P courses (Advanced Pharmacology, Advanced Physical Assessment, and Advanced Pathophysiology) must also have been completed within five (5) years.

Code of Professional Conduct

Students in the Master of Science in Nursing programs assume an obligation to conduct themselves in ways that are compatible with professional standards and reflective of Norwich University's Guiding Values. Behavior standards are based on academic integrity, personal integrity, and respect for others. Students are expected to conduct themselves in a civil manner that represents professional behavior and contributes to a positive learning environment for all. Unprofessional or disrespectful behavior is uncivil and will not be tolerated. Uncivil behavior will result in a review of a student's behavior for determination of appropriate action. This action may range from a warning to dismissal from the program.

Professional Behavior Expectations

Norwich University School of Nursing students are expected to develop and demonstrate professional behavior in all educational settings. This includes, but is not limited to, the classroom, simulation, clinical, virtual class activities, all interactions with faculty and staff, and interactions with clinical partners. The following behaviors are included in professional behavior expectations of students (this list may be expanded as needed):

- Adhering to the American Nurses Association Code of Ethics for Registered Nurses.
- Being respectful and professional while at Norwich University, all of our clinical partners, and at any time while wearing your NUSON uniform (or your NU nametag).
- Behaving with civility at all times.
- Being respectful and professional in all correspondence and communication (verbal and written). To do otherwise is uncivil behavior and will not be tolerated. Examples of uncivil behavior may include but are not limited to:
 - o Use of profanity or unprofessional offensive language.
 - o Use of sarcasm.
 - o Use of language that threatens or teases anyone in any way.
 - o Communication and/or behaviors that can be characterized, at the discretion of faculty and/or leadership, as racist, homophobic, misogynistic, hateful, untruthful, slanderous, libelous, or otherwise offensive.
- Upholding the shared responsibility of students, staff, and faculty to create and sustain a culture of respect, free of incivility, bullying, and violence consistent with the ANA 2015 position statement on Incivility, Bullying, and Workplace Violence. <https://www.nursingworld.org/practice-policy/nursing-excellence/official-positionstatements/id/incivility-bullying-and-workplace-violence/>
- Being prepared and ready to learn at the start of every learning experience. It also includes completing assignments prior to the start of class as assigned.
- Actively participating in all learning experiences.
- Electronic devices should only be used for educational purposes as directed by the instructor.
- The learning environment should be a safe place for all students and faculty. Students are expected to be respectful of faculty and peers during all learning experiences.
- Notifying course faculty in advance of an unusual circumstance that you will be late, unable to attend any learning experience, or unable to meet the requirements of the learning experience.
- Students are expected to attend and be on time to all appointments made with NUSON faculty and staff.
- Adhering to the Norwich University Honor Code and Guiding Values at all times in all learning situations.
- Participating actively in own learning by identifying areas of weakness and seeking out assistance from support services offered on campus and from the nursing faculty.
- Faculty have control over the instructional area and may take measures to maintain discipline following the rules and regulations of NUSON, NU, and our clinical partners.

ANA Code of Ethics for Registered Nurses

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2	The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
Provision 3	The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
Provision 4	The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
Provision 5	The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
Provision 6	The nurse, through individual and collective efforts, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality healthcare.
Provision 7	The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
Provision 8	The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
Provision 9	The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

Source: American Nurses Association. (2015). Code of ethics with interpretative statements. Silver Spring, MD:
Retrieved from: <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

Technology Standards

- Students in the Master of Science in Nursing program are expected to be proficient in the use of technology. This is necessary for success in the healthcare environment where nurses must utilize and interact with technology in the workplace.
- Quizzes, tests, and examinations will be delivered through the virtual learning classroom/learning management system. This is imperative in preparing students for the various computer-based National Certification Exams after graduation.
- All exams are remotely proctored. Students are expected to adhere to all guidelines provided by the remote proctoring company used by the Nursing program.
- Students must be able to access learning modules and resources that are assigned and available online.
- Students must be able to use electronic health records in the clinical setting.
- Students are expected to turn in all assignments by the due date specified in the syllabus.
- Students are accountable for all communications sent from program faculty and staff through the virtual classroom and via Norwich email.
- Students are required to check Norwich email regularly and respond to faculty and staff within 24-48 business hours.
- All program communication takes place via the Norwich email. The use of personal email for program-related communication is not permitted.
- All written communication, including email, must be professional and respectful.
- If students need technical support, they are expected to reach out to the appropriate support services. This may include Norwich ITS Helpdesk and customer service/tech support for the program being used.

Web and Email Etiquette:

All students must adhere to standard and professional behavior when communicating on the internet. Some rules to remember:

- Be safe –never give sensitive personal information online, like your user ID or password.
- Be polite –always use an appropriate salutation and the person’s name to personalize your message; always use a digital signature at the end of an email to validate the message.
- Be clear –always use a descriptive subject header or title so recipients can easily identify the focus of your email.
- Be courteous –never defame, send insults, or respond to these types of emails; do not forward SPAM, chain letters, or other unsolicited advertising or messages.
- Be brief –if your email needs to be longer than several paragraphs, identify that in the opening lines so the recipient can be prepared to read a longer email, or save the email for later.

- Be smart –represent yourself intelligently by proofreading and checking your spelling and grammar before sending your message.
- Be appropriate –do not use foul or inappropriate language; if you have a question as to whether your language is too strong or emotional, don't send your message.
- Be legal –obey copyright laws, and don't use others' content or images without permission.

Academic Integrity

Upon entering a program of study to become a master's-prepared nurse, whether Nurse Practitioner, Nurse Educator, or Nurse Leader, each student assumes the responsibility and trust that society places in the nursing profession, as well as the obligation to adhere to those values, standards, and ethical behavior set forth by the profession.

A basic principle of nursing practice at all levels is respect for the dignity and worth of each individual and the individual's right to privacy and confidentiality. Master's-prepared nursing students are accountable for the care or other activities they provide within the context of the program.

Truthfulness in all matters is necessary to ensure professional standards of nursing care. In addition, accepting responsibility for one's own actions and seeking consultation and direction from the faculty and or preceptor is expected.

Freedom from illegal, mind-altering, or addictive substances that can impair judgment is imperative if the health, welfare, and safety of persons within the healthcare environment are to be protected.

All students are expected to carry out their academic responsibilities, both in the classroom and clinical practice, in a manner consistent with standards of the nursing profession, the Mission of the School of Nursing, and legal guidelines according to the Nurse Practice Act in the state in which they practice.

Examinations

Assessment of student learning in the program will occur through a testing process. This provides the opportunity for the student to prepare for taking national certification examinations. Examinations must be taken within the time frame established in the course syllabus. Students are expected to adhere to university testing policies and procedures including proctoring processes.

If a student has an emergency, he/she/they must consult with the instructor to see if there is a possibility of a makeup exam. This will be evaluated on a case-by-case basis.

Any student suspected of giving or receiving information during an examination will be reported to the Academic Integrity Committee in accordance with the University's Academic Regulations.

Written Assignments

Written assignments are uploaded to the virtual classroom as a MS Word document (.doc or .docx) by the date/time specified in the course syllabus. All assignments must be submitted with the following file nomenclature: LastName_FirstInitial_NRXXX_week X. Students should retain an electronic copy of all written assignments. Students requiring an extension of the due date must submit a request to the professor a minimum of 24 hours before the assignment is due to be considered for an extension.

Unexcused late assignments may be subject to point deductions for every day the assignment is late per the policy in the syllabus.

All written assignments must conform to guidelines of the Publication Manual of the American Psychological Association, current edition Professional version. Faculty expect that all required papers prepared by students are carefully proofread before submission, and that papers are well-written in terms of composition, grammar, and spelling. The proper citing of references, quotations, etc., is essential to satisfactorily complete written assignments.

Grading rubrics that detail these expectations appear in each course syllabus.

Unless otherwise specified by the instructor, the use of artificial intelligence for assignments is prohibited and will be considered a violation of the academic integrity policy.

Late Work

All graded assignments are due on Sunday at 11:59 PM Eastern Time. Because of the sequential nature of course content and the intense study schedule, it is particularly important that the written assignments be completed at the identified times.

Late work received without a granted extension will be downgraded 10 % for each day the assignment is late except in unusual circumstances and with prior approval from the instructor.

Students need to request an extension no later than 24 hours before the assignment is due.

Evaluations

All students must submit evaluations for each course at Week Three and at the end of each course. Students are also asked to complete a program-specific evaluation at the conclusion of the program and at intervals following graduation. These are important to the program's accreditation and improvement efforts.

Acknowledgement of Affiliation Agreement and Clinical/Practicum Documentation Deadline

Before a student may begin their clinical experience at a clinical or practicum site, students must receive clinical clearance approval by the Clinical Placement Coordinator. Furthermore, Norwich University must maintain an active affiliation agreement with any clinical sites requested by students. These agreements outline the legal obligations of both Norwich and the clinical site, they allow Norwich to ensure a quality educational experience, and they provide a means to ensure student safety among other benefits.

If a student intends to begin their clinical experience at a clinical site Norwich does not maintain an affiliation agreement with, the student must work with the Clinical Placement Coordinator at Norwich to determine whether an affiliation agreement with the clinical site is possible. Norwich requires students to work with the Clinical Placement Coordinator to secure such an agreement NO LATER THAN ONE (1) WEEK PRIOR to the beginning of the clinical or practicum term. Students must also have received clinical clearance approval NO

LATER THAN ONE (1) WEEK PRIOR to the beginning of the clinical or practicum term in order to start their clinical rotation.

This deadline provides sufficient time for both Norwich and the clinical site to identify and evaluate preceptors, ensure student clinical compliance, conduct site visits, contract with clinical faculty, ensure adequate student accommodations, and complete other site-specific requirements. While the prerequisite steps may depend on the specific site, or the state the site is located, there are prerequisite steps Norwich and the clinical site must complete prior to the beginning of each term.

If a student fails to meet this deadline, it could result in insufficient time for Norwich and the clinical site to complete such prerequisites. In that case, the student will be administratively dropped from the upcoming clinical course (and any applicable linked didactic courses), and wait an additional term before they may begin their clinical experience. By enrolling in any Norwich University nursing program, students acknowledge and understand the following:

1. I understand it is my responsibility to work with the Clinical Placement Coordinator to secure an affiliation agreement no later than one (1) week prior to the clinical term.
2. I understand that failure to do so may result in my inability to attend clinical or practicum courses during my desired term.
3. I understand that I may withdraw from the upcoming term at any time prior to the term start date if my clinical site arrangement falls through or if I do not remain in 100% compliance with the clinical placement requirements.
4. I understand that by remaining enrolled without having clinical clearance and/or not having an approved, secured clinical site (including active affiliation agreement), I put myself at risk of paying for part of my tuition obligations even if I am unsuccessful in securing my clinical or practicum placement.
5. I understand my potential financial obligations and have reviewed the Cancellation and Refund schedule below.

Cancellation and Refunds

Students may cancel enrollment at any time prior to the first day of the term without any financial penalty. The following is a breakdown of the financial penalty a student incurs based on the date of withdrawal after the start of the term:

Week of Withdrawal	Tuition Refund	Tuition Charge
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%
6	40%	60%
7-11	0%	100%

Additional information can be found at Norwich's [Cancellation and Refunds webpage](#).

Nursing Education/Health Systems Leadership Practicum Experiences

Students in the Nursing Education and Health Systems Leadership tracks are required to explore course requirements under the guidance of an experienced preceptor from an organization or facility. Part of this process requires that the student will complete practicum hours to further enhance the learning outcomes of their courses.

The number of practicum hours required is dependent on the course and can be found in the course syllabus and virtual classroom in the learning management system. Students are ultimately responsible for finding their own preceptor/mentor for these courses and for the assumption of all practicum-related fees.

If a student changes their state of residence and/or state in which they are completing their clinical or practicum hours, the student must inform the clinical placement coordinator at least 30 days in advance. A student may be dismissed from the program for failure to inform the clinical placement coordinator, or if the new state of residence or clinical/practicum hour completion is in a state where the program is not authorized.

Nurse Practitioner Clinical Experiences

Placement Overview

Clinical education is an integral component of the curriculum, allowing students to apply the advanced nursing skills they learn in the classroom to actual clinical practice across a variety of clinical settings.

MSN clinical placements align with the population focus area for each specialty track and include a range of settings to facilitate clinical experiences in areas such as women's health, child and adolescent health, adult and geriatric health, and mental health. Clinical sites/facilities may include inpatient and/or outpatient sites.

The goal of clinical education is to prepare students with the knowledge and skills necessary to provide high-quality healthcare to patients in the population focus area for each specialty track. NUSON is dedicated to assisting all students in securing high-quality clinical experiences. Students are responsible for identifying appropriate clinical sites and preceptors with the assistance of the School of Nursing and Clinical Placement Coordinator.

All clinical placement sites and preceptors must be approved by NU. Please note, NU neither evaluates nor recommends any professional preceptor placement service. Any preceptor secured through an outside service will still be required to meet NU's approval.

Student Responsibilities

As professionals practicing in the facility, students are expected to review and understand the mission and values of the clinical site and adhere to its policies and procedures. The student should familiarize themselves with the surrounding community and its available resources.

Additionally, clinical sites often have strict policies about what is required of students prior to being placed. Students are expected to submit required documentation into their ProjectConcert© accounts no later than one week prior to beginning their clinical experience. Failure to do so will result in the student being administratively dropped from the clinical course and any linked didactic course for the upcoming term.

Students are required to utilize their ProjectConcert© account, enabling NUSON to track their clinical compliance items, clinical practicum hours, and patient logs. ProjectConcert© will contact the student directly when it is time to activate their account.

Students are ultimately responsible for finding their own preceptor and for the assumption of all clinical clearance-related fees.

If a student changes their state of residence and/or state in which they are completing their clinical or practicum hours, the student must inform the clinical placement coordinator at least 30 days in advance. A student may be dismissed from the program for failure to inform the clinical placement coordinator, or if the new state of residence or clinical/practicum hour completion is in a state where the program is not authorized.

NUSON Clinical Clearance Requirements

Health Clearance Requirements

Students must submit documentation of the following health clearance items to ProjectConcert© and must be marked as fully compliant before beginning a clinical rotation. Should compliance status expire during a rotation, the student will be removed from the clinical site and is at risk of not completing the course, progressing in the program, and even delaying graduation. Students who request medical or religious exemptions to the COVID-19 or influenza vaccines may have limited opportunities for clinical placements and/or may be required to wear personal protective equipment while providing patient care. Clinical sites may refuse unvaccinated student participation in certain patient care settings.

- Tuberculosis (TB) Screening
 - o Negative one-step tuberculin skin test administered within the last 12 months, or
 - o T-SPOT blood test, or
 - o QuantiFERON Gold blood test
 - o *If screening produces a positive result, students must submit a clear chest x-ray report AND physician clearance documented on letterhead following the last positive test result within the past 12 months
 - o **Note: some clinical agencies may require TB screening more frequently than once per year
- Immunizations/Titers
 - o Tetanus, Diphtheria, and Pertussis (Tdap) booster administered within the past 10 years

- o Hepatitis B (3 doses OR positive titer)
 - Completed series of Hepatitis B vaccine OR the HBsAB titer
 - If the series is in process or within the last two years, students must also submit a HBsAB titer
 - If the series is incomplete at the start of clinical nursing courses, the student will receive temporary health clearance to complete their series
 - Full health clearance is granted when the immune titer shows immunity, or the series has been completed
- o Measles, Mumps, and Rubella (MMR)
 - Two MMR vaccines AND positive titer for Rubella OR positive antibody titers for all three components
- o Varicella (Chicken Pox)
 - Positive antibody titer (history of the disease is not acceptable)
- o Influenza
 - Current annual influenza vaccination; must be uploaded by November 1st of each year of attendance in the program
- o COVID-19 Vaccine/Booster
 - Unless the student has received approval for a medical or religious exemption, students must upload evidence of full COVID-19 vaccination

Other Requirements

- HIPAA certification and background check
 - o Students must complete a standard background and criminal history check, as well as HIPAA certification, through CastleBranch. Any student background check and criminal history check that indicates a flag will be sent to NUSON leadership for review to determine if the student may proceed with attending clinical
 - o Students must upload documentation of both to their ProjectConcert accounts
- OSHA certification
 - o Student must complete through their clinical site
- CPR certification
 - o Students must hold active Basic Life Saver (BLS) for the healthcare provider certification obtained through the American Heart Association (AHA)
 - o No other certification is accepted, including that obtained through the American Red Cross
- Student Health Insurance
 - o In accordance with NU policy and Vermont state law, all students are required to have health insurance. The NU School of Nursing encourages students to have insurance that is sufficient to cover any medical expenses that might be incurred during a clinical experience.
 - o Students who experience a health incident/occupational accident, including but not limited to, a needlestick, splash injury, or fall, should follow all affiliated agency-specific policies and procedures.

- o Students injured in the clinical setting will be responsible for expenses incurred while receiving treatment. Students are viewed as guests, not employees, so affiliated agencies are not responsible for injuries occurring in the clinical setting. Students are generally evaluated in the agency's emergency room/offices. In the event of a clinical incident or injury, students should notify their Clinical Faculty and the CPC immediately.
- Facility-Specific Requirements
 - o Students may be required to complete additional orientation and/or training to their clinical site facility. Site-specific orientation and training do not count as clinical hours.
 - o Any other site-specific requirements (e.g., additional state-specific background and criminal history checks, state-specific registries such as Child Abuse or Elder Abuse, notarized ID, resume/CV, etc.).
- RN Licensure
 - o Students are required to hold and maintain an active, unencumbered/unrestricted RN license in their state of residence and in the state where they are completing their clinical rotation.
- Affiliation Agreement
 - o NUSON will work with a clinical site to ensure that an affiliation agreement is established. Students may not begin a clinical rotation until there is a standing, active affiliation agreement in place.

Guidelines for Clinical Settings and Experiences

- Documentation of all clinical hours must occur within ProjectConcert®. All patient personal identifiable information must be removed prior to documentation. Student clinical hours and entries are reviewed/approved by the preceptor and/or clinical faculty.
- Students must complete the requirements for a mid-term and final evaluation in all clinical courses. Failure to complete either may result in failure of the course.
- Students may be dismissed or sent home from the clinical setting for being unprepared, unprofessional, or unsafe.
- Students must follow the policies and procedures of NU and the affiliated clinical facility.
- Students must attend clinical well-rested and ready to assume responsibilities for their patients. Students may not exceed 12 hours in a clinical practice setting on the same day.
- Students who have significant illness, injury, hospitalization, or surgery during their clinical rotations must be cleared to return by their healthcare provider. Please contact the clinical placement coordinator for information about the medical clearance process.
- Students must follow the clinical site policies related to illnesses and absences.
- Students must follow the dress code of their clinical site. Students are required to always wear their Norwich University ID badge.
- Students are responsible for arranging their own transportation to and from the clinical site, including all related transportation costs. Commuting time cannot be counted towards clinical hours.

- Students must attend a clinical rotation at least once per week and must complete a total of 165 hours per term at their clinical site. All clinical hours must be completed before progressing to the next clinical course.
- Students may complete clinical rotations at their place of employment; however, the preceptor may not be the direct supervisor and the rotation may not be in the department/unit where the student works.

Preceptor and Site Requirements

- o All potential preceptors and clinical sites are subject to approval by the track coordinator. Clinical sites and preceptors may be rejected for any reason, including but not limited to, an inadequate learning experience, a clinical site that does not provide the experience corresponding with the didactic content, a preceptor that does not fit the guidelines, an inability to see the required number of patients, and more. A preceptor must have at least one year of experience in clinical practice.
 - AGACNP Track
 - Preceptor must hold an active, unencumbered license as a nurse practitioner (NP), nationally certified in the population focus they are precepting, in their state of practice.
 - If allowed in the student's state where they are completing clinical, a student may also utilize preceptors with the following license types: medical doctor (MD), doctor of osteopathy (DO), physician associate (PA), or certified nurse midwife (CNM). However, a minimum of 25% of the total hours must be completed with a NP preceptor.
 - Some examples of acceptable clinical sites include hospital inpatient units, hospital specialty units, urgent care centers, emergency rooms, trauma centers, intensive care units, and more.
 - PMHNP Track
 - Preceptor must hold an active, unencumbered license as a nurse practitioner (NP), nationally certified in the population focus they are precepting, in their state of practice.
 - If allowed in the student's state where they are completing clinical, a student may also utilize preceptors with the following license types: medical doctor (MD), doctor of osteopathy (DO), psychiatric clinical nurse specialist (CNS) with prescriptive privilege, or physician associate (PA). However, a minimum of 25% of the total hours must be completed with a NP preceptor.
 - Some examples of acceptable clinical sites include inpatient psychiatric units, community mental health clinics, intensive outpatient programs, partial hospitalization programs, private practices, and more.
 - FNP Track
 - If allowed in the student's state where they are completing clinical, a student may also utilize preceptors with the following license types: medical doctor (MD), doctor of osteopathy (DO), physician associate (PA), or certified nurse midwife (CNM). However, a minimum of 25% of the total hours must be completed with a NP preceptor.

- Some examples of acceptable clinical sites include primary care offices, urgent care centers, specialty clinics (for a portion of the hours), private practices, and more.

Encounters

- o Students must complete the following minimum number of direct care encounters in order to meet course requirements. Only patient encounters that meet the specific clinical course objectives and population can be counted toward course requirements.
 - AGACNP Track: 100 minimum encounters in each clinical course
 - PMHNP Track: No minimum number of encounters
 - FNP Track: 100 minimum encounters in each clinical course

Clinical Hours

- o AGACNP Track
 - A minimum of 660 total clinical hours are required. The hours may be broken down into the following populations per course:
 - NR 622: 165 hours in a hospital inpatient unit
 - NR 624: 165 hours in an urgent care center or hospital specialty unit
 - NR 626: 165 hours in an ER, trauma center, ICU, or other hospital setting
 - NR 628: 165 total hours in outpatient and specialty clinics
- o PMHNP Track
 - A minimum of 660 total clinical hours are required. The hours may be broken down into the following populations:
 - 50 or more hours with children aged 12 years and younger
 - 115 or more hours with adolescents aged 13-17
 - 120 or more hours with aging adults (aged 65 and older)
 - 165 hours with adults aged 18-64
 - Remaining hours above those previously listed may be completed with adults aged 18-64
- o FNP Track
 - A minimum of 660 total clinical hours are required. The hours may be broken down into the following populations per course:
 - NR 612: 165 hours in adult primary care (aged 18-64)
 - NR 614: 165 hours in older adult primary care (aged 65 and older)
 - NR 616: 165 hours total (90 or more hours in outpatient pediatrics, additional 75 hours may be in adult primary care)
 - NR 618: 165 total hours total (90 or more hours in outpatient women's health, additional 75 hours can be in adult primary care)

Honor Society

Norwich University and Vermont Technical College comprise the Omega Mu chapter of Sigma Theta Tau International Honor Society for Nursing (STTI). Sigma, the only Honor society for Nursing, was founded to advance knowledge, learning, and service, and has over 135,000 members and more than 515 chapters around the globe. Becoming a member is an honor that provides students with many professional opportunities including leadership, service, and scholarship.

Master of Science in Nursing students with a GPA of 3.5 or higher are invited to join and participate in the induction ceremony as well as all future chapter events. Nurse Leaders are also eligible to apply for membership. To learn more about Nurse Leaders, and the criteria for Nurse Leader membership, visit the Sigma website.

<https://www.sigmanursing.org>.



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