



NORWICHTM
UNIVERSITY

Graduate Nursing Student Handbook

Academic Year 2025 - 2026



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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, C-EFM

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

Shiela 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.

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.

Norwich University 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.

Norwich University Statement of Guiding Values

Norwich University was founded in 1819 by Captain Alden Partridge, U.S. 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.

School of Nursing 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 and a variety of practice settings as a Nurse Practitioner, Clinical 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 everchanging 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 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 (Admission prior to Fall 2026)

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 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	<ul style="list-style-type: none"> NR 523 (Healthcare Systems Leadership, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	<ul style="list-style-type: none"> NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	<ul style="list-style-type: none"> NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 5	<ul style="list-style-type: none"> NR 553 (Advanced Physical Assessment) NR 559 (Curriculum Development in Nursing)
Term 6	<ul style="list-style-type: none"> NR 564 (Innovations in Teaching and Learning) NR 565 (Assessment and Evaluation Strategies)
Term 7	<ul style="list-style-type: none"> NR 568 (Nursing Education Practicum)

Nursing Healthcare Systems Leadership Track

Term 1	<ul style="list-style-type: none"> NR 523 (Healthcare Systems Leadership, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	<ul style="list-style-type: none"> NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	<ul style="list-style-type: none"> NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	<ul style="list-style-type: none"> NR 581 (Leadership in Healthcare Systems) NR 582 (Healthcare Systems Resource Management)
Term 5	<ul style="list-style-type: none"> NR 585 (Strategic Planning in Healthcare) NR 586 (The Nurse Leader's Role in Healthcare Systems Practicum)

Family Nurse Practitioner Track

Term 1	<ul style="list-style-type: none"> NR 523 (Healthcare Systems Leadership, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	<ul style="list-style-type: none"> NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	<ul style="list-style-type: none"> NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 5	<ul style="list-style-type: none"> NR 590 (Advanced Pharmacology Population Focus: FNP) NR 553 (Advanced Physical Assessment)
Term 6	<ul style="list-style-type: none"> NR 611 (Family Nurse Practitioner I) NR 612 (Family Nurse Practitioner Clinical I)
Term 7	<ul style="list-style-type: none"> NR 613 (Family Nurse Practitioner II) NR 614 (Family Nurse Practitioner Clinical II)
Term 8	<ul style="list-style-type: none"> NR 615 (Family Nurse Practitioner III) NR 616 (Family Nurse Practitioner Clinical III)
Term 9	<ul style="list-style-type: none"> NR 617 (Family Nurse Practitioner IV) NR 618 (Family Nurse Practitioner Clinical IV)

Adult-Gerontology Acute Care Nurse Practitioner Track

Term 1	<ul style="list-style-type: none"> NR 523 (Healthcare Systems Leadership, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	<ul style="list-style-type: none"> NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	<ul style="list-style-type: none"> NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 5	<ul style="list-style-type: none"> NR 591 (Advanced Pharmacology Population Focus: AGNP-AC) NR 553 (Advanced Physical Assessment)
Term 6	<ul style="list-style-type: none"> NR 621 (Adult Geriatric Acute Care I) NR 622 (Adult Geriatric Acute Care Clinical I)
Term 7	<ul style="list-style-type: none"> NR 623 (Adult Geriatric Acute Care II) NR 624 (Adult Geriatric Acute Care Clinical II)
Term 8	<ul style="list-style-type: none"> NR 625 (Adult Geriatric Acute Care III) NR 626 (Adult Geriatric Acute Care Clinical III)
Term 9	<ul style="list-style-type: none"> NR 627 (Adult Geriatric Acute Care IV) NR 628 (Adult Geriatric Acute Care Clinical IV)

Psychiatric-Mental Health Nurse Practitioner Track

Term 1	<ul style="list-style-type: none"> NR 523 (Healthcare Systems Leadership, Nursing Leadership, and Advanced Nursing Roles) NR 524 (Health Policy, Advocacy and Economics in Healthcare)
Term 2	<ul style="list-style-type: none"> NR 533 (Quality Improvement and Patient Safety) NR 593 (Advanced Nursing Research and Evidence-Based Practice)
Term 3	<ul style="list-style-type: none"> NR 534 (Informatics and Healthcare Technologies) NR 514 (Epidemiology and Population Health)
Term 4	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 5	<ul style="list-style-type: none"> NR 592 (Advanced Pharmacology Population Focus: PMHNP) NR 553 (Advanced Physical Assessment)
Term 6	<ul style="list-style-type: none"> NR 631 (Psychiatric and Mental Health Nurse Practitioner I) NR 632 (Psychiatric and Mental Health Nurse Practitioner Clinical I)
Term 7	<ul style="list-style-type: none"> NR 633 (Psychiatric and Mental Health Nurse Practitioner II) NR 634 (Psychiatric and Mental Health Nurse Practitioner Clinical II)
Term 8	<ul style="list-style-type: none"> NR 635 (Psychiatric and Mental Health Nurse Practitioner III) NR 636 (Psychiatric and Mental Health Nurse Practitioner Clinical III)
Term 9	<ul style="list-style-type: none"> NR 637 (Psychiatric and Mental Health Nurse Practitioner IV) NR 638 (Psychiatric and Mental Health Nurse Practitioner Clinical IV)

Sample Curriculum Maps (Admission beginning in Fall 2026)

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 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	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 2	<ul style="list-style-type: none"> NR 505 (Advanced Physical Assessment and Diagnostic Reasoning) NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical) NR 598 (On-Campus Intensive for Level A Outcomes Demonstration)
Term 3	<ul style="list-style-type: none"> NR 601 (Population Health) NR 603 (Person-Centered Care for Advanced Nursing Practice)
Term 4	<ul style="list-style-type: none"> NR 658 (Professional Identity in Advanced Nursing Roles) NR 671 (Advanced Strategies in Assessment and Curriculum Design Seminar) NR 671L (Advanced Strategies in Assessment and Curriculum Design Practicum) NR 698 (Virtual Intensive for Level B Outcomes Demonstration)
Term 5	<ul style="list-style-type: none"> NR 721 (Facilitating Learning and Fostering Professional Growth Seminar) NR 721L (Facilitating Learning and Fostering Professional Growth Practicum)
Term 6	<ul style="list-style-type: none"> NR 723 (Clinical Nursing Education Seminar) NR 723L (Clinical Nursing Education Practicum)
Term 7	<ul style="list-style-type: none"> NR 725 (Bridging Theory and Practice in Academic Nursing Seminar) NR 725L (Bridging Theory and Practice in Academic Nursing Practicum) NR 798 (Virtual Intensive for Level C Outcomes Demonstration)

Clinical Nurse Leader Track

Term 1	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 2	<ul style="list-style-type: none"> NR 505 (Advanced Physical Assessment and Diagnostic Reasoning) NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical) NR 598 (On-Campus Intensive for Level <u>A</u> Outcomes Demonstration)
Term 3	<ul style="list-style-type: none"> NR 601 (Population Health) NR 603 (Person-Centered Care for Advanced Nursing Practice)
Term 4	<ul style="list-style-type: none"> NR 658 (Professional Identity in Advanced Nursing Roles) NR 670 (Foundations of Healthcare Leadership Seminar) NR 670L (Foundations of Healthcare Leadership Practicum) NR 698 (Virtual Intensive for Level B Outcomes Demonstration)
Term 5	<ul style="list-style-type: none"> NR 720 (Healthcare Systems Resource Management Seminar) NR 720L (Healthcare Systems Resource Management Practicum)
Term 6	<ul style="list-style-type: none"> NR 722 (Organizational Nursing Leadership Seminar) NR 722L (Organizational Nursing Leadership Practicum)
Term 7	<ul style="list-style-type: none"> NR 724 (Interprofessional Nursing Leadership Seminar) NR 724L (Interprofessional Nursing Leadership Practicum) NR 798 (Virtual Intensive for Level C Outcomes Demonstration)

Family Nurse PractitionerTrack

Term 1	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 2	<ul style="list-style-type: none"> NR 505 (Advanced Physical Assessment and Diagnostic Reasoning) NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical) NR 598 (On-Campus Intensive for Level <u>A</u> Outcomes Demonstration)
Term 3	<ul style="list-style-type: none"> NR 600 (Adult Health Promotion, Diagnosis, and Management) NR 601 (Population Health)
Term 4	<ul style="list-style-type: none"> NR 605 (Concepts of Reproductive Health) NR 603 (Person-Centered Care for Advanced Nursing Practice)
Term 5	<ul style="list-style-type: none"> NR 610 (Foundations of Child and Adolescent Health) NR 658 (Professional Identity in Advanced Nursing Roles)
Term 6	<ul style="list-style-type: none"> NR 620 (Primary Care Across the Lifespan) NR 698 (Virtual Intensive for Level B Outcomes Demonstration)
Term 7	<ul style="list-style-type: none"> NR 700 (FNP Seminar I) NR 700L (FNP Clinical I)
Term 8	<ul style="list-style-type: none"> NR 701 (FNP Seminar II) NR 701L (FNP Clinical II)
Term 9	<ul style="list-style-type: none"> NR 702 (FNP Seminar III) NR 702L (FNP Clinical III)
Term 10	<ul style="list-style-type: none"> NR 703 (FNP Seminar IV) NR 703L (FNP Clinical IV)
Term 11	<ul style="list-style-type: none"> NR 704 (FNP Seminar V) NR 704L (FNP Clinical V) NR 798 (Virtual Outcomes for Level C Outcomes Demonstration)

Adult-Gerontology Acute Care Nurse Practitioner Track

Term 1	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 2	<ul style="list-style-type: none"> NR 505 (Advanced Physical Assessment and Diagnostic Reasoning) NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical) NR 598 (On-Campus Intensive for Level <u>A</u> Outcomes Demonstration)
Term 3	<ul style="list-style-type: none"> NR 600 (Adult Health Promotion, Diagnosis, and Management) NR 601 (Population Health)
Term 4	<ul style="list-style-type: none"> NR 605 (Concepts of Reproductive Health) NR 603 (Person-Centered Care for Advanced Nursing Practice)
Term 5	<ul style="list-style-type: none"> NR 650 (Acute and Emergency Care of the Adult) NR 658 (Professional Identity in Advanced Nursing Roles)
Term 6	<ul style="list-style-type: none"> NR 645 (Chronic and Complex Care of the Adult) NR 698 (Virtual Intensive for Level B Outcomes Demonstration)
Term 7	<ul style="list-style-type: none"> NR 710 (AGNP-AC Seminar I) NR 710L (AGNP-AC Clinical I)
Term 8	<ul style="list-style-type: none"> NR 711 (AGNP-AC Seminar II) NR 711L (AGNP-AC Clinical II)
Term 9	<ul style="list-style-type: none"> NR 712 (AGNP-AC Seminar III) NR 712L (AGNP-AC Clinical III)
Term 10	<ul style="list-style-type: none"> NR 713 (AGNP-AC Seminar IV) NR 713L (AGNP-AC Clinical IV)
Term 11	<ul style="list-style-type: none"> NR 714 (AGNP-AC Seminar V) NR 714L (AGNP-AC Clinical V) NR 798 (Virtual Outcomes for Level C Outcomes Demonstration)

Psychiatric-Mental Health Nurse Practitioner Track

Term 1	<ul style="list-style-type: none"> NR 548 (Advanced Pathophysiology) NR 552 (Advanced Pharmacology)
Term 2	<ul style="list-style-type: none"> NR 505 (Advanced Physical Assessment and Diagnostic Reasoning) NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical) NR 598 (On-Campus Intensive for Level <u>A</u> Outcomes Demonstration)
Term 3	<ul style="list-style-type: none"> NR 602 (Fundamentals of Mental Health Assessment and Diagnosis) NR 601 (Population Health)
Term 4	<ul style="list-style-type: none"> NR 642 (Nonpharmacological Approaches to Mental Health Care) NR 603 (Person-Centered Care for Advanced Nursing Practice)
Term 5	<ul style="list-style-type: none"> NR 648 (Foundations of Psychopharmacology) NR 658 (Professional Identity in Advanced Nursing Roles)
Term 6	<ul style="list-style-type: none"> NR 655 (Mental Health Care Across the Lifespan) NR 698 (Virtual Intensive for Level B Outcomes Demonstration)
Term 7	<ul style="list-style-type: none"> NR 705 (PMHNP Seminar I) NR 705L (PMHNP Clinical I)
Term 8	<ul style="list-style-type: none"> NR 706 (PMHNP Seminar II) NR 706L (PMHNP Clinical II)
Term 9	<ul style="list-style-type: none"> NR 707 (PMHNP Seminar III) NR 707L (PMHNP Clinical III)
Term 10	<ul style="list-style-type: none"> NR 708 (PMHNP Seminar IV) NR 708L (PMHNP Clinical IV)
Term 11	<ul style="list-style-type: none"> NR 709 (PMHNP Seminar V) NR 709L (PMHNP Clinical V) NR 798 (Virtual Outcomes for Level C Outcomes Demonstration)

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 (2025). <https://codeofethics.ana.org/home>

Diversity, Equity, and Inclusion

The Office of Compliance will implement and monitor programs that promote compliance with University policies and federal and state regulations, including but not limited to Titles VI and VII of the Civil Rights Act; Title IX; the Americans with Disabilities Act as Amended (ADAA); the Rehabilitation Act; the Clery Act; the Age Discrimination in Employment Act (ADEA); the Violence Against Women Act (VAWA); and other state and federal civil rights regulations and guidelines. The office will also serve as the University's Title II/Section 504 coordinator.

Mission Statement

The Title IX Office's mission is to empower and support the Norwich community in advancing a climate of gender equity and inclusion through educating all campus community members on how to prevent, identify, and report sexual and gender-based misconduct, providing those affected by such misconduct with supportive services and resolution options, conducting fair and equitable investigations, and using evidence-based and community-informed prevention efforts.

It's up to each of us to create a healthy campus free of sex-based discrimination.

Title IX

Mission Statement

The Title IX Office's mission is to empower and support the Norwich community in advancing a climate of gender equity and inclusion through educating all campus community members on how to prevent, identify, and report sexual and gender-based misconduct, providing those affected by such misconduct with supportive services and resolution options, conducting fair and equitable investigations, and using evidence-based and community-informed prevention efforts.

It's up to each of us to create a healthy campus free of sex-based discrimination. This website provides tools and resources that can help us ensure a safe and respectful campus.

Notice of Non-Discrimination, Anti-Harassment and Non-Retaliation

Norwich University is committed to creating and maintaining a community in which all persons who participate in University programs and activities can work and/or learn together in an atmosphere free of sexual harassment, sexual assault, domestic violence, dating violence and stalking, and discrimination.

The University does not tolerate such forms of misconduct. It is the intention of the University to take prompt and equitable action to prevent the recurrence of behaviors that violate this policy. Norwich also prohibits retaliation against any person opposing sexual or gender-based misconduct or participating in any sexual and gender-based discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by Norwich policy. Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, or via the reporting form. A report may be made at any time (including during non-business hours).

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.

Accessibility Services and ADA

Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act

The College of Graduate and Continuing Studies at Norwich University is committed to providing an accessible academic community. The College of Graduate and Continuing Studies welcomes qualified students with disabilities and offers accommodations and services to students with a wide range of documented disabilities including mental health, attentional, learning, chronic health, sensory or physical disabilities. If you are a student with a disability, connect with our ADA Coordinator and we will engage you in an interactive process to provide you with an equal opportunity to partake in, contribute to, and benefit from our rich academic programs.

The ADA Coordinator will address each request for accommodations on a case-by-case basis to provide appropriate, individualized services to ensure students have access to our unique offerings as required by law.

Any student who believes their health impairment will impact their ability to complete the Essential Functions and/or Technical and Professional Standards 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.

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.

Requesting Accommodation

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

Email: cgcsada@norwich.edu

Phone: 1-802-485-3306

Fax: 1-802-485-2533

With the request for an accommodation, please submit recent, relevant medical documentation outlining the qualifying disability and/or medical condition. Such documentation must come from a medical professional or entity. After the request and the medical documentation has been received and reviewed, the ADA Coordinator will then engage the candidate in a dialogue to specify appropriate and reasonable accommodations. Requests are reviewed on a case-by-case basis in order to provide the most appropriate and individualized accommodations.

All medical documentation and requests for accommodations will remain confidential. Confidential information is only shared with the express permission of the candidate and only with those who have a legitimate need to know.

Appeal Process

Any student dissatisfied with the adjustments made to accommodate a disability will have the right to appeal. First, the student should contact the ADA Coordinator in the College of Graduate and Continuing Studies to attempt to resolve any issues. If, after working with the ADA Representative, the student is still not satisfied, the student should follow the formal appeal process outlined below.

The appeal process will be as follows:

1. A written statement will be sent by the student to the Director of Human Resources, who serves as the University's 504 Coordinator.
 - o This statement should include all relevant information and should request clear remedial action.
 - o Based on this statement, the Coordinator will either reactivate the individual planning process or determine that the plan as developed is appropriate.
2. If the appeal is rejected, it may be resubmitted to the Committee on Academic Standing and Degrees (CASD). That Committee will conduct an informal hearing on the issue, and either change the individual plan or sustain the original decision.
3. The final level of appeal will be the provost of the University or a designee. This decision will be final.

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 (Prior to Fall 2026)

Master of Science in Nursing

- A bachelor's degree in nursing from a nationally accredited school (either by the National League for Nursing Accrediting Commission [NLNAC], Accreditation Commission for Education in Nursing [ACEN] or Commission on Collegiate Nursing Education [CCNE]), or an equivalent degree from a foreign institution, as evaluated by a NACES-approved agency.
- 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.)
- Completed undergraduate courses in statistics and research with a grade of B or higher.

- Active, unencumbered RN license in the state of student's practice and 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 on professional letterhead, including writer's signature (deferred if Norwich graduate).
- 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 U.S. must achieve a passing score on both the English and nursing sections of the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination.
- Guidelines for transfer credit:
 - o Norwich University cannot guarantee that pathophysiology, pharmacology, or health/physical assessment courses taken at other institutions will fulfill state or certification body requirements. Applicants are responsible for verifying with the state board of nursing in their intended practice state and the specialty certifying body to ensure that any courses transferred into a Norwich University School of Nursing program meet the necessary requirements for licensure or certification.
 - o A syllabus that contains the course description, course objectives, and matches the date listed on the applicant's transcript must be provided by the student upon application to the program for each course to qualify for consideration of the award of transfer credit.
 - o The applicant must have earned a grade of B or higher for consideration of transfer credit.
 - o A maximum of 15 credits may be awarded for transfer into the MSN program.

- o The following courses must have been completed within the last 7 years for consideration of transfer credit: Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment and Diagnostic reasoning. All other proposed courses for transfer must have been completed in the last 10 years.
- o Applicants may refer to the Norwich University Transfer Evaluation System – TES® to determine whether a proposed course has met the requirement for transfer in the past. However, courses may change from time to time and thus are subject to approval by nursing leadership for every application. There is no guarantee that a course listed in the TES® database will still meet the requirements for transfer at the time of application review.
- o To be considered for transfer credit, the proposed course must match at least 70% of the content of the Norwich equivalent course at the time of application.
- o No track-specific courses are eligible for transfer from another institution.

Post-Graduate Certificate

- A master's degree in nursing from a nationally accredited school (either by the National League for Nursing Accrediting Commission [NLNAC], Accreditation Commission for Education in Nursing [ACEN] or Commission on Collegiate Nursing Education [CCNE]) with cumulative GPA of 3.0 or higher. If practicing/active NP, copy of current APRN certification (AANP or ANCC) is required.
- Active, unencumbered RN license in the state of student's practice and 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.
- Completed courses in Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health/Physical Assessment (3Ps) with a grade of B or higher.
 - o These courses must meet the transfer credit requirements listed above, and must have been completed within the last 7 years as part of an educational program leading to nurse practitioner licensure.
 - o Norwich University cannot guarantee that pathophysiology, pharmacology, or health/physical assessment courses taken at other institutions will fulfill state or certification body requirements. Applicants are responsible for verifying with the state board of nursing in their intended practice state and the specialty certifying body to ensure that any courses transferred into a Norwich University School of Nursing program meet the necessary requirements for licensure or certification.

- o A syllabus that contains the course description, course objectives, and matches the date listed on the applicant's transcript must be provided by the student upon application to the program for each course.
- Letter of intent.
- Letter of recommendation on professional letterhead, including writer's signature (deferred if Norwich graduate).

Graduate Nursing Admission Criteria (Beginning Fall 2026)

Master of Science in Nursing

- A bachelor's degree in nursing from a nationally accredited school (either by the National League for Nursing Accrediting Commission [NLNAC], Accreditation Commission for Education in Nursing [ACEN] or Commission on Collegiate Nursing Education [CCNE]), or an equivalent degree from a foreign institution, as evaluated by a NACES-approved agency.
- 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.)
- Completed undergraduate courses in statistics and research with a grade of B or higher.
- Active, unencumbered RN license in the state of student's practice and 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 on professional letterhead, including writer's signature (deferred if Norwich graduate).
- 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 U.S. must achieve a passing score on both the English and nursing sections of the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination.
- Guidelines for transfer credit:
 - o Norwich University cannot guarantee that pathophysiology, pharmacology, or health/physical assessment courses taken at other institutions will fulfill state or certification body requirements. Applicants are responsible for verifying with the state board of nursing in their intended practice state and the specialty certifying body to ensure that any courses transferred into a Norwich University School of Nursing program meet the necessary requirements for licensure or certification.
 - o A syllabus that contains the course description, course objectives, and matches the date listed on the applicant's transcript must be provided by the student upon application to the program for each course to qualify for consideration of the award of transfer credit.
 - o The applicant must have earned a grade of B or higher for consideration of transfer credit.
 - o A maximum of 15 credits may be awarded for transfer into the MSN program.
 - o The following courses must have been completed within the last 7 years for consideration of transfer credit: Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment and Diagnostic reasoning. All other proposed courses for transfer must have been completed in the last 10 years.
 - o Applicants may refer to the Norwich University Transfer Evaluation System – TES® to determine whether a proposed course has met the requirement for transfer in the past. However, courses may change from time to time and thus are subject to approval by nursing leadership for every application. There is no guarantee that a course listed in the TES® database will still meet the requirements for transfer at the time of application review.
 - o To be considered for transfer credit, the proposed course must match at least 70% of the content of the Norwich equivalent course at the time of application.
 - o No track-specific courses are eligible for transfer from another institution.

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- A master's degree in nursing from a nationally accredited school (either by the National League for Nursing Accrediting Commission [NLNAC], Accreditation Commission for Education in Nursing [ACEN] or Commission on Collegiate Nursing Education [CCNE]) with cumulative GPA of 3.0 or higher. If practicing/active NP, copy of current APRN certification (AANP or ANCC) is required.

- Active, unencumbered RN license in the state of student's practice and 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.
- A minimum of one year of active practice as an RN or NP during the last 5 years.
- Letter of intent.
- Letter of recommendation on professional letterhead, including writer's signature (deferred if Norwich graduate).
- A gap analysis will be conducted for each applicant who has earned a master's degree in nursing to determine which coursework is necessary for certification in the desired area of practice.
- Guidelines for transfer credit:
 - o Norwich University cannot guarantee that pathophysiology, pharmacology, or health/physical assessment courses taken at other institutions will fulfill state or certification body requirements. Applicants are responsible for verifying with the state board of nursing in their intended practice state and the specialty certifying body to ensure that any courses transferred into a Norwich University School of Nursing program meet the necessary requirements for licensure or certification.
 - o A syllabus that contains the course description, course objectives, and matches the date listed on the applicant's transcript must be provided by the student upon application to the program for each course to qualify for consideration of the award of transfer credit.
 - o The applicant must have earned a grade of B or higher for consideration of transfer credit.
 - o The following courses must have been completed within the last 7 years for consideration of transfer credit: Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment and Diagnostic reasoning. All other proposed courses for transfer must have been completed in the last 10 years.
 - o Applicants may refer to the Norwich University Transfer Evaluation System – TES® to determine whether a proposed course has met the requirement for transfer in the past. However, courses may change from time to time and thus are subject to approval by nursing leadership for every application. There is no guarantee that a course listed in the TES® database will still meet the requirements for transfer at the time of application review.
 - o To be considered for transfer credit, the proposed course must match at least 70% of the content of the Norwich equivalent course at the time of application.
 - o No track-specific courses are eligible for transfer from another institution.

Graduate Progression Requirements

- Students must achieve a minimum average grade of 83% in all nursing (NR) courses (including both seminar/didactic and clinical/practicum courses) 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. NR 505/505L, NR 670/670L, NR 720/720L, NR 722/722L, NR 724/724L, NR 671/671L, NR 721/721L, NR 723/723L, NR 725/725L, NR 700/700L, NR 701/701L, NR 702/702L, NR 703/703L, NR 704/704L, NR 710/710L, NR 711/711L, NR 712/712L, NR 713/713L, NR 714/714L, NR 705/705L, NR 706/706L, NR 707/707L, NR 708/708L, NR 709/709L, 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.

Repeating a Course

Students who are repeating a course must abide by the following guidelines:

- No materials are to be used that were obtained or developed from previous enrollment in the course.
- No materials are to be used that were distributed by the instructor who previously taught the course. These materials include, but are not limited to, the instructor's lecture notes, the instructor's homework solutions, the instructor's exam solutions, the instructor's grading sheets, the instructor's supplementary examples and answers to students' questions, materials posted by the instructor and/or students in the discussion areas, and e-mail correspondence.
- No materials are to be used that were developed by the student previously in the course. These materials may include, but are not limited to, notes, homework answers, exam answers, essays, projects, discussion posts, or e-mail correspondence.

A violation of these guidelines may warrant a referral to the Academic Integrity Committee.

Evaluation and Grading Policy

Grades are assigned according to the following grading scale:

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

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 Nursing 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-position-statements/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	A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
Provision 3	The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
Provision 4	Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
Provision 5	The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
Provision 6	Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
Provision 7	Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
Provision 8	Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.
Provision 9	Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
Provision 10	Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Source: American Nurses Association. (2025). Code of ethics for nurses. Silver Spring, MD: Retrieved from: https://www.nursingworld.org/globalassets/catalog/sample-chapters/2025_codeofethics_chapter.pdf

Technology Standards

- For optimal success in graduate nursing programs, and to ensure that all course materials will be accessible, students must comply with the NU technology requirements. Please carefully review all details in this link: [Technology Requirements | Norwich University - Online](#) Additionally, some courses in the graduate programs include proctored exams using Integrity Advocate. Please review the technology specifications in this link related to Integrity Advocate: [System Requirements](#)
- 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 other's 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.

Artificial Intelligence (AI) Policy

The Norwich University School of Nursing recognizes both the resourcefulness and limitations of generative artificial intelligence (AI) technologies in education. As AI continues to evolve and integrate into professional settings, it is essential to ensure its ethical and appropriate use in academic settings.

- Approved Uses of Generative AI:
 - o Refining work: It may assist in improving grammar, spelling, and formatting (e.g., APA).
 - o Preliminary research: AI can be used as a supplementary tool to explore general topics but not as a definitive source of evidence-based materials.
- Prohibited Uses of Generative AI:
 - o Generative AI may not be used to complete assignments or tasks that require original analytical thinking or evidence-based content, including:
 - Written work includes, but not limited to, essays, research papers, discussion board posts, responses, and short-answer assignments.
 - Care plans, case studies, grand rounds presentations, and SOAP notes.
 - Quantitative assignments including, but not limited to, statistical or mathematical problems.
 - Clinical work includes, but not limited to, any clinical data in research, clinical charts, or practice due to privacy concerns and ethical considerations.
 - Other work as specified by your course instructor.
- Additional Guidelines:
 - o Originality and Academic Integrity: Materials generated by AI are not considered original work. Students must ensure that submissions are in their own words and reflect their critical thinking.

- o Citations: If AI contributes to a submission in any form, its use must be explicitly acknowledged and cited using APA formatting.
- o Accountability: Students are responsible for the accuracy and originality of their work. Upon request, students must provide documentation of how AI was used in their submissions.
- Consequences for Violations:
 - o Failure to adhere to this policy or related University academic integrity standards may result in disciplinary action, up to and including dismissal from the Norwich University School of Nursing.
 - o For clarification on specific assignments, please consult your course instructor.

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 Saturday at 11:59 p.m. 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/Clinical Nurse Leader/Healthcare Systems Leadership Practicum Experiences

Students in the Nursing Education and Clinical Nurse Leader and Healthcare 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 complete practicum hours to further enhance the learning outcomes of their courses.

Students are required to complete a **log of their practicum hours** and specific activities completed, signed, and validated by the Preceptor and submitted at the end of the course.

Enrollment prior to Fall 2026:

Nursing Education

- NR 568 (Nursing Education Practicum): 80 hours

Nursing Healthcare Systems Leadership

- NR 586 (The Nurse Leader's Role in Healthcare Systems Practicum): 80 hours

Fall 2026 enrollment or later:

Nursing Education

- NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical): 50 hours
- NR 671L (Advanced Strategies in Assessment and Curriculum Design Practicum): 50 hours
- NR 721L (Facilitating Learning and Fostering Professional Growth Practicum): 100 hours
- NR 723L (Clinical Nursing Education Practicum): 100 hours
- NR 725L (Bridging Theory and Practice in Academic Nursing Practicum): 250 hours

Clinical Nurse Leader

- NR 505L (Advanced Physical Assessment and Diagnostic Reasoning Clinical): 50 hours
- NR 670L (Foundations of Healthcare Leadership Practicum): 50 hours
- NR 720L (Healthcare Systems Resource Management Practicum): 100 hours
- NR 722L (Organizational Nursing Leadership Practicum): 100 hours
- NR 724L (Interprofessional Nursing Leadership Practicum): 250 hours

Each graduate student in the program selects a Preceptor in their area of study who is a vital team member in the educational process of the student. A Preceptor is an experienced nurse who, in collaboration with the Norwich program faculty, works with the student on the exploration and development of the competencies needed to take on the role of master's-level nurse in their area of study. Preceptors exhibit a passion to share knowledge, offer encouragement, and provide student feedback as appropriate.

Students are responsible for finding their own preceptor for these courses and for the assumption of all practicum-related fees. All practicum sites and preceptors must be approved by NU. A Practicum Placement Request must be submitted by the student in Exxat no later than 5 weeks prior to the start of the practicum term, for approval. Please refer to the Preceptor Handbook for details on requirements. 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.

The Preceptor's role is to guide the student in completing the assigned Practicum activities and to participate in their professional socialization. Guiding the student in creating well-defined practicum goals provides opportunities for reflective dialogue and learning. Details of the practicum objectives and required assignments/activities will be provided by course faculty and are included in the course syllabi. Three scheduled virtual meetings (Week 1, Week 5, and Week 11) with the Preceptor, student, and course faculty must be arranged.

Practicum experiences in the Nursing Education and Clinical Nurse Leader Tracks are not considered patient-facing, so NU does not mandate any specific health clearance requirements for students. However, students must maintain their unencumbered active RN license in the state where they are completing their practicum, as well as active student health insurance. Additionally, practicum sites may have strict policies about what is required of students prior to being placed. Students are required to comply with any practicum-site mandated requirements. Students are expected to submit any remaining required documentation into their Exxat accounts no later than 1 week prior to beginning their practicum experience. Failure to do so will result in the student being administratively dropped from the practicum course and any linked didactic course for the upcoming term.

Preceptor and Practicum Site Requirements

Preceptors in the Nurse Educator and Clinical Nurse Leader and Healthcare Systems Leadership Tracks must:

- Have an active, unencumbered RN license in the state where the practicum site is located.
- Provide all requested documentation, forms, and signatures (e.g., RN License, CV, Nursing Education Transcripts, Preceptor Agreement forms etc.) to the NU Clinical Placement Coordinator/upload in Exxat.
- Have a minimum of a master's degree in nursing; doctorate in nursing preferred.
- Must have earned master's degree in nursing a minimum of one year prior to start of practicum experience.
- Hold a position in the student's area of study.
- For Nurse Educator students, Preceptor must be employed as full-time faculty in an accredited (CCNE, NLN-CNEA, or ACEN) in-person prelicensure nursing education program.
 - Clinical Nurse Educator (CNE) certification is preferred but not required.
- For Healthcare Systems Leadership students, Preceptor must be employed full-time in a hospital, clinic, or other healthcare setting in a leadership role.
- For Clinical Nurse Leader (CNL) students, Preceptor must be employed full-time in a hospital, clinic, or other healthcare setting in a leadership role.
 - CNL certification is required.
- Have at least five years of experience as a Registered Nurse (RN).
- Cannot be student's relative or family member.
- If Practicum Site is also the student's place of employment, Preceptor cannot be student's direct supervisor or have influence on their employee evaluation.

Preceptor Responsibilities

- Share with the student your journey to becoming an expert in your field.
- Discuss all practicum assignments, experiences, and objectives with the student, and provide ongoing constructive feedback and guidance to work toward achievement of practicum course goals.
- Serve as a content expert and resource for the student:
 - Provide guidance to the student in developing goals to be accomplished by the end of the practicum course.
 - Assist with the identification and development of an appropriate practicum project.

- o Provide guidance on practicum assignments and projects.
- o Be available to the student for consultation, during on-site practicum experience as well as via email/Teams.
- o Provide formal and informal feedback to course faculty on student progress toward course objectives and goals (via course student evaluation forms, email, video conference, etc.). Completed Preceptor Evaluation of Student Form must be provided to the student for upload to the course learning management system.
 - Preceptors provide feedback on student performance in the practicum setting to the course faculty; course faculty will use Preceptor feedback (in combination with course assignments) to assign grades in the course and a final course grade.
- o Review and discuss your evaluation of the student and the student's self-evaluation, including identification of strengths and areas for improvement.
- o Validate student completion of practicum hours.

Student Responsibilities

- Provide all required documentation and completed forms to the Clinical Placement Coordinator, upload to Exxat, upload to course learning management system, etc.
- Become familiar with all expectations, requirements, and assignments of each practicum course, and share and discuss with Preceptor.
- Discuss progression toward practicum course objectives with Preceptor and Course Faculty and be open to constructive feedback and guidance.
- Comply with all requirements and guidelines detailed in the NU Graduate Program Handbook, NU policies, and practicum site requirements and policies.

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 Exxat 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 Exxat account, enabling NUSON to track their clinical compliance items, clinical practicum hours, and patient logs.

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 Exxat 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 (Lab reports required)
 - o *If screening produces a positive result, students must submit a clear chest x-ray report (valid for 1 year) AND physician clearance documented on letterhead following the last positive test result within the past 12 months (required annually).
 - o **Note: some clinical agencies may require TB screening more frequently than once per year.
- Immunizations/Titers
 - o Tetanus, Diphtheria, and Pertussis (Tdap) administered within the past 10 years, or documentation of previous Tdap dose and a current Td booster within the past 10 years.
 - o Hepatitis B
 - Completed series of Hepatitis B vaccine OR the HBsAB titer (with lab report indicating interpretation).
 - If a titer is submitted and is negative/low/equivocal, student must repeat 3-dose series followed by another HBsAB titer.

- If the series is in process or the 3-dose series has been completed within the last two years, students must also submit a HBsAB titer.
- If a repeat titer is negative, student must submit a non-convertor letter from their provider.
- 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 required, or positive antibody titer (with lab report indicating interpretation) required for all three components.
 - If the titer is negative/low/equivocal, student must repeat the 2-dose series or booster dose as recommended by their healthcare provider.
- o Varicella (Chicken Pox)
 - Two-dose series required, or positive antibody titer (with lab report indicating interpretation). If the titer is negative/low/equivocal, student must repeat the 2-dose series or booster dose as recommended by their healthcare provider.
- o Influenza
 - Current annual influenza vaccination administered during the current influenza season. Prescriptions/receipts are accepted.
 - Exemptions are accepted (with upload of appropriate form).
- o COVID-19 Vaccine/Booster
 - One dose of J&J COVID-19 vaccine and/or a booster, OR
 - Two doses of previously available Pfizer/Moderna/AstraZeneca vaccines and/or a booster, OR
 - One dose of the bivalent/2022-2023 vaccine, OR
 - Two doses of Novavax vaccine, OR
 - One dose of Novavax vaccine along with primary vaccination of J&J/Pfizer/Moderna/AstraZeneca, or one dose of Pfizer (COMIRNATY) or Moderna (SPIKEVAX) received after 9/11/23.
 - Exemptions are accepted (with upload of appropriate form).

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 Exxat 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 Exxat. 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 safe.
- 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 150 hours per term at their clinical site. All clinical hours must be completed before progressing to the next clinical course.
- Students may not complete clinical rotations at their place of employment.

Preceptor and Site Requirements

- 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.
 - o AGNP-AC 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 per course 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.
 - o 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), or physician associate (PA). However, a minimum of 25% of the total hours per course 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.

- o 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 per course 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.

Clinical Experience Requirements

- Students are expected to log all clinical hours in the Exxat timesheet.
- Students are expected to complete a minimum of one patient encounter log per hour of clinical. All required elements of the patient encounter log are required to be completed.
- Number of hours on timesheets must match the number of patient log hours documented in Exxat.
- o AGACNP Track
 - A minimum of 660 total clinical hours are required. The hours may be broken down into the following populations per course:
 - Admission prior to Fall 2026
 - o NR 622: 165 hours in a hospital inpatient unit
 - o NR 624: 165 hours in an urgent care center or hospital specialty unit
 - o NR 626: 165 hours in an ER, trauma center, ICU, or other hospital setting
 - o NR 628: 165 total hours in outpatient and specialty clinics
 - Admission beginning in Fall 2026
 - o NR 710L: 150 hours in a hospital inpatient unit
 - o NR 711L: 150 hours in an urgent care center or hospital specialty unit
 - o NR 712L: 150 hours in an ER, trauma center, ICU, or other hospital setting
 - o NR 713L: 150 hours in an ER, trauma center, ICU, or other hospital setting
 - o NR 714L: 150 hours in outpatient or hospital specialty clinics

- o PMHNP Track
 - A minimum of 660 total clinical hours are required. The hours may be broken down into the following populations:
 - Admission prior to Fall 2026
 - o 50 or more hours with children aged 12 years and younger
 - o 115 or more hours with adolescents aged 13-17
 - o 120 or more hours with aging adults (aged 65 and older)
 - o 165 hours with adults aged 18-64
 - o Remaining hours above those previously listed may be completed with adults aged 18-64
 - Admission beginning in Fall 2026
 - o NR 705L: 150 hours with adults aged 18-64. Students must participate in a minimum of 15 psychotherapy encounters.
 - o NR 706L: 150 hours with adults aged 18-64. Students must participate in a minimum of 15 psychotherapy encounters.
 - o NR 707L: 120 or more hours with aging adults (aged 65 and older). Remaining hours (30) may be completed with adults aged 18-64. Students must participate in a minimum of 15 psychotherapy encounters.
 - o NR 708L: 50 hours with children aged 12 years and younger. 50 hours with adolescents aged 13-17. Remaining hours (50) may be completed with adults aged 18-64. Students must participate in a minimum of 15 psychotherapy encounters.
 - o NR 709L: 50 hours with children aged 12 years and younger. 50 hours with adolescents aged 13-17. Remaining hours (50) may be completed with adults aged 18-64. Students must participate in a minimum of 15 psychotherapy encounters.

- o FNP Track
 - A minimum of 660 total clinical hours are required. The hours may be broken down into the following populations per course:
 - Admission prior to Fall 2026
 - o NR 612: 165 hours in adult primary care (aged 18-64)
 - o NR 614: 165 hours in older adult primary care (aged 65 and older)
 - o NR 616: 165 hours total (90 or more hours in outpatient pediatrics, additional 75 hours may be in adult primary care)
 - o NR 618: 165 total hours total (90 or more hours in outpatient women's health, additional 75 hours can be in adult primary care)
 - Admission beginning in Fall 2026
 - o NR 700L: 150 hours in adult primary care (aged 18-84)
 - o NR 701L: 150 hours in older adult primary care (aged 65 and older)
 - o NR 702L: 90 or more hours in outpatient pediatrics. Remaining hours (60) may be completed in adult primary care.
 - o NR 703L: 90 or more hours in outpatient women's health. Remaining hours (60) may be completed in adult primary care.
 - o NR 704L: 150 hours in primary care across the lifespan. A minimum of 50 hours in pediatrics, 50 hours in adult primary care, and 50 hours in older adult primary care.

Telehealth Policy

At the sole discretion of faculty, PMHNP students may have the option to fulfill some clinical hour requirements through telehealth in certain states. Telehealth involves delivering healthcare services remotely using electronic and telecommunications technologies. Students approved for telehealth may deliver patient care using the method outlined below, under the direct supervision of their preceptor. Telehealth services must be delivered via HIPAA-compliant systems, following state Board of Nursing telehealth regulations. Students are permitted to substitute no more than 50% of clinical hours for each course via telehealth.

For this purpose, telehealth is defined as synchronous interactions, where the provider and patient communicate in real-time, such as through video conferencing. The access must include 3-way visual and audio access that includes the preceptor, patient, and student for each encounter. All video telehealth sessions require audio and video to be enabled. Telephone-only patient assessments without video are not allowed. If the patient is remote/virtual via telehealth, while the student and preceptor are together onsite, hours will still be categorized as telehealth since the patient is remote. Any care provided through video and audio systems qualifies as telehealth, regardless of the physical location of those involved.

Telehealth experiences may only be conducted in states in which Norwich University is authorized to operate. Students must hold an active, unencumbered RN license appropriate for the state where telehealth experiences occur and where the patient is located.

Telehealth clinical experiences involve the use of video conferencing with audio support to interact with preceptors and patients. All students must indicate their intention for telehealth experiences in the Exxat My Request application. Applications will be rejected if they do not include a signed Preceptor Agreement form and signed Preceptor Telehealth Questionnaire form. Applications follow the standard review and Affiliation Agreement process before final approval.

Telehealth arrangements must allow for a student to meet the same expected course outcomes and objectives as in-person experiences. Preceptors must provide services and care to the patient population specified in the course's requirements. Preceptors must hold licensure in the state where the patient is located, and must be present, either physically or virtually, during telehealth visits and meet all general preceptor qualifications.

Preceptors must be present at all times during telehealth encounters. Telehealth activities cannot be conducted in the private homes of preceptors or during vacations/illnesses that prevent direct supervision.

Students must have access to each patient's electronic health record (EHR) for learning purposes, including chart review and documentation. If a site denies EHR access, documented encounters may not be accepted.

The Telehealth Policy is subject to change at any time without prior notice.



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