Please note that:

- The College of Nursing reserves the right to make program changes as necessary.
- Websites included in this handbook can change at any time without notification.
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Introduction

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

This handbook includes information for students in all UIC CON degree programs (BSN, MS, DNP, and PhD). Students in the DNP program should also consult the Doctor of Nursing Practice (DNP) Handbook and students in the PhD program should consult the PhD Handbook for additional information specific to those programs.

Mission, Vision and Values

Mission

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

Vision

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

Goals

1. Develop a diverse, collaborative intellectual community.
2. Prepare and enable nurses to lead change to advance local and global health.
3. Develop innovative educational models to accelerate the development of highly competent clinicians and scholars.
4. Generate knowledge that has a lasting impact on health, healthcare, and policy.
5. Build faculty excellence in teaching, scholarship, practice, and service.
6. Build staff excellence in administration and delivery of College programs and products.
7. Maintain financial viability while decreasing dependency on State funds.

Values

At the CON, we:

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

The University of Illinois at Chicago is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). The CON’s doctor of nursing practice, master’s and baccalaureate programs are accredited by the Commission on Collegiate Nursing Education (CCNE); the master’s and baccalaureate programs are approved by the Illinois Department of Financial and Professional Regulation. The Nurse-Midwifery program is accredited by the American College of Nurse-Midwives, Accreditation Commission for Midwifery Education (ACNM). The College holds membership in the American Association of Colleges of Nursing (AACN).

Program Outcomes

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

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

1. Provide competent care across the lifespan to patients, families, and communities within the context of their cultures.
2. Apply principles of scientific inquiry and critical thinking to provide evidence-based care.
3. Apply leadership skills in guiding and influencing individuals and groups in evidence-based healthcare.
4. Apply principles of management in the provision of healthcare to individuals, families, and communities in a variety of organizations.
5. Systematically utilize the nursing process to provide or coordinate healthcare and to address complex health issues across the lifespan for individuals, families, and communities.
6. Communicate therapeutically and professionally in a variety of settings.
7. Use ethical decision-making frameworks and the Code of Ethics for Nurses to anticipate issues, to guide nursing practice, and to resolve conflicts related to healthcare.
8. Apply legal guidelines, regulations, and standards in professional nursing practice.
Master of Science Program Outcomes for Specialty Practices (admitted prior to 2014)

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

1. Demonstrates competencies for advanced practice in nursing.
2. Analyzes current knowledge for nursing practice and for inquiry.
3. Uses knowledge to adapt nursing interventions based on the interrelationships among person, environment, health, and nursing.
4. Evaluates effectiveness of nursing intervention and health systems on outcomes.
5. Conducts scholarly activity to advance nursing knowledge.
6. Demonstrates leadership in nursing and in multi-disciplinary health environments.

Advanced practice concentration program objectives can be found in Appendix A.

Master of Science Program Outcomes for Advanced Generalist (AGMS & Graduate Entry; admitted 2014 and after)

1. Integrate advanced knowledge of science and humanities in the practice of nursing.
2. Employ organizational and systems leadership principles in high quality ethical care.
3. Apply quality improvement methods, tools, performance measures, and standards for safe and effective care within systems.
4. Critically evaluate, develop, and implement culturally appropriate evidence-based practices.
5. Integrate, appraise, and coordinate care using health and information technologies.
6. Collaborate to implement system-level policy changes and advocacy strategies to improve health of populations.
7. Facilitate communication and collaboration essential for coordination within interprofessional teams.
8. Apply principles of social justice and cultural humility to maximize equitable health outcomes throughout the continuum of care for diverse populations.

Doctor of Nursing Practice Program Outcomes for Students Admitted Prior to 2014

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

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

**Doctor of Nursing Practice Program Outcomes for Students Admitted 2014 and After**

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

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

**Doctor of Philosophy Program Outcomes**

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

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

The grading scale for the CON is as follows:

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

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

**S—Satisfactory; U—Unsatisfactory.**
Used as grades in thesis research courses, in zero-credit courses, and in specifically approved courses. No grade points are earned and the grade is not computed in the cumulative grade point average. In the case of thesis research courses, instructors should assign an S or U grade to the course each term until after the thesis defense is successfully completed. An Unsatisfactory grade can be assigned at any time when the student is not making satisfactory progress in thesis research. If this should occur, the Admissions and Academic Standards Committee—Graduate will review the status of the student and a warning letter will be sent to the student. A grade of U is the same as a grade of C or less. Continued lack of satisfactory progress will result in review by the Graduate College for possible dismissal.

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

**I—Incomplete.**
Course work is incomplete when a student fails to submit all required assignments or is absent from the final examination; incomplete course work will normally result in a failing grade. A grade of I may be assigned in lieu of a failing grade only when all of the following conditions are met:

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

The instructor must submit an Incomplete Grade Assignment form for each “I” recorded. This form is a contract for the student to complete the course work with that instructor or one designated by the department executive officer in the way described and by a time indicated on the report. The student may not register for the course a second time in resolving the “I” but must follow the procedures detailed on the report.
• **Resolution of “I” grade for undergraduate students.** An “I” must be removed by the end of the student’s first semester or summer session in residence subsequent to the incurrence of the “I” or, if not in residence, no later than one calendar year subsequent to the incurrence. When the student submits the course work, the instructor will grade it and change the “I” to the appropriate grade. If an undergraduate student fails to meet the stated conditions, the instructor will assign an “F” for the final grade.

• **Resolution of “I” grade for graduate students.** An “I” must be removed by the end of the next term in which the student is registered (including summer) or within twelve months of the end of the term in which the “I” was received, whichever occurs sooner. Course instructors may require an earlier deadline. When the student submits the course work, the instructor will grade it and change the “I” to the appropriate grade. An “I” that is not removed by the deadline will remain on the student’s record as an “I,” with no credit earned. A course in which an “I” was received and not removed by the deadline may be repeated for credit only once.

**NR—Not Recorded.**
Not recorded grade. The symbol is automatically generated when no grade is submitted by the instructor. If a student received an “NR” for a course grade, he/she should contact the course instructor to verify if the grade has been posted.

**Undergraduate Academic Standards and Policies**

**Academic Probation and Dismissal**

**Probation Rules**

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

A student currently on academic probation will be continued on academic probation when:

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

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

A student on academic probation will be dismissed in any term in which:

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

A student who fails to make progress toward a degree may be dismissed. Examples include failure to complete required courses, accumulation of an excessive number of incomplete grades, failure to earn credit in any semester, failure to maintain a C average in nursing.

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

Repeating a Course

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

A non-clinical nursing course in which a grade below C is received must be repeated the first term the course is offered again, provided there is space available.

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

The original grade for the course and the grade for each repeat will appear on the transcript and will be calculated into the grade point average unless the student initiates a request for Repeating a Course with Grade Point Average Recalculation as described below. Only one registration for the course counts toward the total number of credits required for graduation. A course cannot be repeated after receiving credit in a subsequent course for which the “repeat” course is a prerequisite.

Repeating a Course with Grade Point Average Recalculation

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

For the grade point average recalculation policy to apply, a student must declare to his or her college the intent to repeat a course for a change of grade before reenrolling in the course. The course must be repeated within three semesters of the receipt of the original grade, and it must
be taken at UIC. Only one registration for the course counts toward the total number of credits required for graduation.

Undergraduate students are allowed grade point average recalculation in up to four repeated courses. Under the course repeat policy, all courses taken and their grades appear on the transcript in the semester in which they were taken. Under the grade point average recalculation policy, the grade earned the first time the course is taken will be dropped from the calculation of the cumulative GPA and the grade(s) earned when the course is repeated will be used in the calculation. This rule holds, even if the second grade is lower than the first. If a course is repeated more than once, the first grade is not counted in the GPA, but all other grades for that course are calculated in the cumulative GPA.

More information on the University repeat policy for standard graded courses can be found in the University Degree Requirements, Graduation, and Commencement section of the Undergraduate Catalog.

Dean's List

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

Mid-term Warning

Students are given written warning in the form of an “Academic Improvement Plan” by their faculty instructors if they are not making satisfactory progress in the theory and/or practicum portion of a required course at midterm time. The Academic Improvement Plan form can be found on the Forms page on the CON website. The warning will list specific areas in which the student has failed to meet course objectives and will also list specific steps the student must take to obtain a passing grade. The warning is discussed with the student, who may add comments. The instructor will then forward the form to the Director of Admissions and Student Affairs for forwarding to the student’s advisor. The student must schedule an appointment to meet with his/her advisor within five (5) days of meeting with the instructor. Urban Health students are also encouraged to meet with the Assistant Director for Urban Health. The advisor will forward a copy of the completed form to the instructor and the student will receive a copy. Students may be referred to resources such as the CON Learning Center, the Academic Center for Excellence (ACE), or the UIC Writing Center for assistance.
Graduate Academic Standards and Policies

Graduate students are governed by the policies of the University of Illinois at Chicago, the Graduate College, and their college. Students in the CON graduate programs should therefore become familiar with the Graduate College policies and procedures for graduate study, which are published in the Graduate Catalog. Graduate College policies on academic standards and degree program deadlines can be found in the Enrollment (see Continuation and Probation Rules) and Degree Requirements (see Degree Program Deadlines) sections of the catalog.

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

RN Licensure

A current, valid RN license is required prior to graduate course enrollment with the exception of the graduate entry students. Graduate entry students pursuing an advanced generalist MS degree will apply to take the NCLEX after graduation.

Grade Review

The CON Graduate Admissions and Academic Standards Committee reviews graduate student grades each semester.

- A grade of “B” or better or “S” is considered the acceptable standard in all required courses.
- A student who earns a grade of less than “B” (“C,” “D,” “F,” or “U”) in any concentration specialty courses (all theory [management] and practicum courses which constitute the requirements of the specialty) or in NURS 532 (Comprehensive Health Assessment for Advanced Practice) will be required to repeat the course successfully (a grade of “B” or better) during the next period of registration in which it is offered and a seat is available and before progressing in the concentration specialty courses.
- One grade of “C” or less or one grade of “U” in any course will result in a letter of warning from the Associate Dean for Academic Affairs. This will be done regardless of whether the student has been put on probation by the Graduate College or the College of Nursing for a GPA below 3.0.
- A student who receives two unsatisfactory grades (“C” or less or “U”) will be subject to dismissal pending formal review by the CON Graduate Admissions and Academic Standards Committee. This review will be conducted regardless of whether the student has been put on probation by the Graduate College or College of Nursing for a GPA below 3.0.
- If a student’s GPA falls below 3.0, the student is automatically placed on probationary status by either the Graduate College (MS, PhD) or the College of Nursing (DNP). A student on probationary status will have two terms of enrollment to bring the GPA to a 3.0 or above.
A student whose GPA remains below 3.0 at the end of the second term of probationary status will be dismissed from the program. When students grades fall below the threshold described above, the Graduate Admissions and Academic Standards Committee will review the student’s overall academic performance. In preparation for this review, the student is encouraged to:

- Prepare a letter for the Committee with a full explanation of the extenuating circumstances which lead to the unsatisfactory grade(s) as well as a plan for successful progression; include appropriate supporting documents.
- Solicit faculty/adviser letters of support

**Failure to Progress**

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

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

- Student earns a pattern of “incomplete” grades or two semesters of “withdrawals”
- Student exceeds the time limit for degree completion (MS and DNP programs)
- Student fails to meet the following PhD program benchmarks
  - Year 1 – Program plan complete
  - Year 3 – Course work complete
  - Year 4 - Preliminary exam
  - Year 5 – Proposal/IRB approved
  - Year 6 – Dissertation Defense/Graduation

**Progress to Degree**

**Degree Program Deadlines**

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

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

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

**Dismissal**

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

Criteria for such action include but are not limited to:

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

**Repeating a Course**

Students can repeat a course for credit if:

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

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

**Petitions**

Students may petition for exceptions to certain College policies or actions, but should do so only after consulting with their advisor whose recommendations must appear with the petition. Petitions must be communicated in writing and must include the specific College policy or action and a full explanation of the extenuating circumstances and any appropriate supporting documents. PETITIONS MUST BE FILED WITHIN THIRTY (30) DAYS of the time an individual knows, or reasonably should have known, that an occurrence has affected his or her status. Petitions can take 4-6 weeks to be reviewed and for a decision to be made.

**Changing Programs**

The CON accepts petitions to make any changes to a student’s program once a year. These changes include change in degree, specialty and/or region. The deadlines follow that of the regular admission process. An electronic application (https://admissions.nursing.uic.edu/change) is required. All applications and application material must be submitted by January 15th of the year in which change is desired. Materials will vary by requested change; requirements will be listed once an application is submitted. Petitions to change a student’s program are reviewed and acted upon by the Undergraduate Admissions and Academic Standards Committee. It is
strongly recommended that students discuss any potential change to program plans with their student advisors before submitting a petition.

**Undergraduate and Graduate Course Policies and Procedures**

**Attendance**

Attendance at all classroom and practicum sessions is expected. Students are expected to prepare for each class and practicum session by completing the required readings and other assignments.

**Discussion Groups**

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

**Laboratory Sessions**

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

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

1. Students are expected to maintain the confidentiality of the experience and not share information with their classmates except when asked to reflect with faculty.
2. Professional behavior is expected at all times in the CLRC; users are expected to abide by the UIC College of Nursing Code of Conduct.
3. Students are expected to wear their nursing uniform and/or lab coat as instructed by their faculty and to wear their identification badge when in the CRLC unless participating in an activity that would specifically preclude such identification.
4. Cell phone use is NOT permitted during simulation. The only exception is if a faculty permits use of cell phones as a resource during the simulation case.
5. Absolutely NO eating or drinking in simulation labs.
6. Anyone found intentionally damaging CLRC property or removing property or supplies from the CLRC without permission will be asked to leave the premises immediately. Subsequently, communication reporting the incident will be sent to the appropriate Department Head and/or Associate Dean.
7. Students may be dismissed from the lab area as a result of conduct that is unsafe, unethical, inappropriate, or unprofessional.
Examinations

1. It is expected that examinations will be taken on the scheduled day. If an emergency arises and a student cannot take an exam, the course coordinator must be notified by 5:00 pm the day of the exam or as designated in the course syllabus. **It is the student’s responsibility to schedule the make-up exam if allowed.** Any exam must be made up within one week following the date on which the exam was originally scheduled or at the discretion of the faculty/course coordinator. Failure to do so will also result in a 0% on the examination. A written statement from the student explaining the extenuating circumstances must be submitted prior to taking the make-up exam.

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

4. Students must present their student ID during the examination period as directed by the instructor.

5. Students are required to supply their own #2 pencils with which to complete the computer answer sheets for each exam.

6. It is recommended that students not bring any personal items to the exam room. If students must bring such items, they must be left in the front of the room prior to the exam. This includes, but is not limited to, electronic devices, books, notes, book bags, coats, hats, etc.

7. Students will sit every-other-seat and every-other-row for the exam when space is available unless designated otherwise by the instructor. The instructor/proctor reserves the right to reseat students.

8. **Cheating will not be tolerated.** Any cheating observed by the instructor/proctor will result in dismissal from the examination, and student disciplinary action may result. Students are expected to report any evidence of cheating before, during, or after the exam to the instructor/proctor/course coordinator.

9. Students are not allowed to leave and return to the exam room unaccompanied until after the examination has been completed.

10. Completed exams and test booklets must be turned in to the instructor/proctor/course coordinator when requested. Failure to do so will result in 0% on the examination.

Academic Integrity

**Principles, Beliefs and Statements on Academic Integrity**

Consider these examples for a moment:

1. *How comfortable would you be if the only surgeon who could perform your operation cheated his/her way through medical school?*

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

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

As professional nurses and members of the faculty, there is a social and moral obligation to ensure that students uphold the ethical principles integral to our profession and public trust. The faculty need to be able to trust that students 1) come to class prepared, 2) are committed to maintaining integrity of the learning process, and 3) will respect the methods used to evaluate student competencies. We will not hesitate to implement the UIC disciplinary process for an offender, which does include the possibility of university expulsion. Our integrity as professional nurses mandates that we hold each other accountable. Likewise, as students, you have the same responsibility.

**UIC Academic Integrity Statement and Disciplinary Policy**

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

Academic dishonesty includes, but is not limited to:

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

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

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

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

Collaboration

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

1. Collaboration may be permitted in one class and forbidden in another because of different teaching/learning practices to achieve course objectives.
2. If working with others or receiving assistance is allowed, collaborative sources should be cited.
3. Students must follow the directions provided by the instructor and documented in the syllabus (assignment guidelines) and may only work together as instructed.
4. If directions are unclear about collaborating with their peers, they should seek clarification from the instructor before working together. Ignorance is not an excuse.
5. Even if collaboration is allowed, it is unacceptable to copy someone else’s work, take credit for the work of others (group work) or let others take credit for or copy a student’s work.
6. If asked about whether students worked on an assignment together, faculty expect the truth.

**Student Affirmation Form**

The CON requires that all students are knowledgeable of and adhere to the academic integrity and professional conduct policies. All students are required to complete and sign the Student Affirmation Form (see Appendix B). Completed forms should be submitted to the Office of Academic Programs.

**Course Evaluations**

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

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

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

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

**Program Evaluation**

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

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

**Religious Holidays**

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

**Practicum Policies and Procedures**

**Assignments**

Practicum assignments for students in the Chicago BSN and Graduate Entry MS programs are assigned by the Office of Academic Programs. Any special or unique circumstances regarding practicum placements should be communicated to the student's advisor as soon as they are known. Advisors will forward the appeal to the Director of Clinical Practica, or other designated personnel, for consideration. It is imperative that students submit their requests prior to the final assignments being communicated to the students. After final assignments have been communicated to students, no changes can be made.

Students in the Urbana and Springfield BSN programs are assigned to a cohort upon admission and practicum assignments are made each semester by the faculty course coordinators. Coordinators work together to ensure that each student is exposed to a variety of practicum settings.

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

**Attendance**

Practicum attendance is **required**. If a student anticipates having to miss practicum hours for any reason, the student must communicate this as soon as possible to the practicum instructor. Opportunities for making up missed clinical days are not available.

Students must attend all practicum orientations for their assigned agency. If students are not present for practicum orientation, they may not be allowed to continue in the course. Students should be aware that any practicum absence may affect their grade. In addition, missing more than 15% of the total hours in any practicum rotation is grounds for failure to pass the course.
Practicum / Fieldwork / Off-Campus Employment Requirements for International Students

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

Ethics/Confidentiality

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

Students in the BSN and Graduate Entry MS programs will receive HIPAA training at orientation (HIPAA stands for the Health Insurance Portability and Accountability Act of 1996). All other students must provide documentation of HIPAA training, which can be a certificate received for training or a letter from an employer. This documentation should be submitted with the immunization information. New students are also required to sign a confidentiality agreement (see Forms page on the CON website).

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

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

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

More information on HIPAA regulations can be found on the Forms page on CON website.
Mandatory Compliance Requirements

These compliance requirements were developed in coordination with CDC guidelines for healthcare professionals and guidelines set forth by our clinical partners to ensure student and patient safety. In addition, these clinical requirements are the same for ALL students regardless of degree and/or clinical practicum status and must be adhered to at all times. For additional information on compliance, please refer to the “College of Nursing Compliance and Clinical Partner Requirements” course on Blackboard.

Individual agencies may have further requirements. These requirements along with any required forms are available on the CON Practicum Requirements website.

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

Penalty for Non-Compliance

Students will NOT be permitted in clinical practicum courses until ALL clinical requirements, except for the current flu season vaccination, are met and are current. Students who are not compliant will be placed on an immunization hold until compliant and will be unable to register for any courses until all outstanding clinical requirements are met.

Students who become non-compliant during a term will be immediately pulled from all clinical sites and will not be eligible to return until fully compliant with CON requirements. Any clinical days missed as a result of non-compliance will be considered unexcused absences with no opportunity for making up the absence. Students may also be subject to other penalties outlined by the course faculty.

Compliance Requirements

All students in the College of Nursing, regardless of degree and/or clinical practicum status, are required to have/meet:

- CastleBranch Medical Document Manager and Drug Screen Test package. Drug tests from other laboratories or hospitals will not be accepted. The estimated cost is $70.00.
- CastleBranch Background Check package. Background checks from other companies will not be accepted. Students must disclose any additional background check hits. The estimated cost is $52.00.
- Positive Titers and Current Immunizations.
- Current American Heart Association (AHA) BLS Provider or Basic Life Support for Healthcare Providers CPR Certification.
- Current Driver’s License, State ID, or Passport.
• Current RN License (Post-licensure students only).
• HIPAA Training Certificate.
• CON Documents including Handbook Acknowledgement, Student Affirmation Form, Confidentiality Agreement, and Consent to Release Education Records (FERPA).

Requirements are subject to change due to the demands of our clinical agencies.

PLEASE NOTE: It is students’ responsibility to keep track of their records and requirements, in addition to submitting documentation in a timely manner. Students will be notified one time via the immunity@uic.edu email about their immunization status. You may also receive frequent reminders from CastleBranch.

CastleBranch Medical Document Manager (Online Compliance System) Requirement

All requirements and supporting compliance documents are to be submitted to and held by our compliance vendor, CastleBranch. Students must purchase and register for their personal medical document manager. Questions regarding initial set-up and subsequent issues must be directed to a CastleBranch Representative at 888-723-4263.

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

Exemption from Compliance Requirements

There are very few exemptions to the requirements listed above. Students seeking an exemption from any requirements should submit an Immunization Compliance Waiver Request. The appeal should include substantive reasons for the request and will be determined on a case-by-case basis. Documentation from a healthcare provider should be included with the request.

Drug Screen Requirement

A 10-panel urine drug screen is required upon admission for all students and must be done through CastleBranch. It may also be required again according to clinical site requirements. Students will be informed of that event as indicated.
Background Check Requirement

Domestic students are required to complete a background check before the start of their first class. The background check must be done through CastleBranch and is completed online. Background checks from other agencies will not be accepted. Once completed, the background check results are made available to both the student and to the CON Associate Dean for Academic Affairs. Students should check their report for accuracy. The CON requires one initial report for each student; however, students must disclose any criminal convictions (including misdemeanor and/or felonies) that occur while enrolled in the nursing program.

International students who are new to the U.S. are not required to have a background check for the first year. New international students must submit a signed New International Student Background Check One Year Extension Request Form. Contact the Global Health Leadership Office at the CON (11th floor, CON building) to complete this form. If granted, the extension expires one (1) year from the date of first entry into the US on the current student visa.

Positive Titers and Current Immunization Requirements

Positive Titers

- Positive IgG titers for Measles (Rubeola), Mumps, Rubella, and Varicella, and necessary vaccination/boosters (correct blood tests are indicated on the CON Mandatory Compliance Guide). IgM titers, MMR vaccines, and Varicella vaccines do not fulfill this requirement.
- Positive Hepatitis B Surface Antibody (HBsAb or anti-HBs) titer. Three Hepatitis B immunizations within the last 10 years also accepted. The Hepatitis B Surface Antigen (HbsAG) titer does not fulfill this requirement.
- Positive titers less than 20 years old are acceptable. The titer result must be actual lab reports.

Annual Influenza Vaccination

- An annual influenza vaccination is required. Due November 15th annually.

Annual Tuberculin Skin Test or QuantiFERON® Test

- 2-step Negative Tuberculin Skin Test (TST) is required. NegativeQuantiFERON®-TB Gold is preferred. For positive TST, please refer to the CON Mandatory Compliance Requirements Guide.

Current Tetanus, Diphtheria, Pertussis Booster (Tdap)

- Tetanus, Diphtheria, Pertussis Booster (Tdap) within the past 10 years is required.
Other Compliance Requirements

American Heart Association (AHA) BLS Provider or Basic Life Support for Healthcare Providers CPR Certification

All students must have current American Heart Association (AHA) BLS Provider or Basic Life Support for Healthcare Providers CPR Certification. Certifications MUST be AHA approved at the level of professional or healthcare worker rescuer, which includes the use of the AED, one and two man rescues for all ages, and the use of external ventilation devices. Certification expires two years from the date of issue and must be renewed prior to the expiration date. Basic CPR classes offered to non-medical individuals or non-AHA healthcare provider CPR courses (i.e., American Red Cross) are NOT acceptable.

Current Driver's License, State ID, or Passport

Current RN license

Post-licensure students must submit a current, valid Registered Nursing license.

HIPAA Training Certificate

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 is a requirement of all healthcare professionals and proof of training is required by the CON. Students in the BSN and Graduate Entry MS programs will receive HIPAA training at orientation. All other students must provide documentation of HIPAA training.

All required CON documents, including Handbook Acknowledgement, Student Affirmation Form, Confidentiality Agreement, and Consent to Release Education Records (FERPA).

Uniform Requirements

The CON has standard uniform requirements for all students (undergraduate and graduate) engaged in practicum learning experiences. The rationale behind the requirements comes from the belief that the client is the central focus of the nurse-client relationship.

The purpose of this professional attire is to:

- Identify the person as a UIC CON student.
- Promote the safety of both the client and nursing student.
- Promote the development of trust by reducing barriers to the establishment of a therapeutic nurse-client relationship.
Proper Attire/Uniform for Clinical Practice

Professional appearance is important to the development of the image of nursing. Students need to look professional while participating in the clinical setting or any clinical course function. Students’ appearance becomes part of the healthcare environment. The clinical setting is not the place to express one’s individuality. Extreme jewelry can detract from a professional image. Similarly, the CON needs to be consistent with clinical agency policies.

The uniform requirements are:

All students:

- Name pin.
- Appropriate footwear. No colored marking on shoes.
- All students need a watch with second hand and supply kit including stethoscope, blood pressure cuff, hemostat, penlight, and bandage scissors.
- Clothing should be neat, clean, in good repair and adequately pressed. Shoes should be cleaned and polished.

BSN and Graduate Entry MS students:

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

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

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

Additional Requirements

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

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

Jewelry/Accessories: These are the ONLY acceptable accessories:
• One pair of stud earrings - one on each ear lobe
• One plain ring/ring set on one finger
• No other body jewelry or accessories are acceptable

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

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

Transportation

Each student is responsible for his or her own transportation arrangements and costs to all practicum sites. These sites may be located some distance from the CON, and public transportation may not always be available. In NURS 385 (changing to NURS 361 for spring 2017), Clinical Concepts and Processes in Population-Focused Nursing, and at the community health sites as part of NUPR 416, Integrated Health Care: Clinical Practice II, students must present proof of valid driver’s license and auto insurance at agency request. Students are not permitted to transport clients or other persons during clinical hours nor are faculty or host agency personnel permitted to transport students. Students must have access to a vehicle for each clinical day due to the nature of the clinical experience. The expectation is that students will each provide their own transportation as carpooling is generally not feasible.

Reportable Events

Reportable Event Policy

Reportable events during a clinical practicum experience are defined as nursing care errors, exposure to pathogens, patient injuries, violation of agency policy, accusations, threats or sudden student illness during the practicum (e.g., fainting, allergic reaction, injury). Those involved may include CON students, CON faculty, patients, or agency staff. The immediate response to the event will include adherence to agency policy for reporting and documenting the event and following post exposure policy, if applicable (see Occupational Exposures below). In addition, the faculty member will report the event to the course coordinator within 24 hours of the event. The course coordinator will report the event to the Associate Dean for Academic Affairs and the Regional Campus Director (if applicable) within 24-48 hours of the event. The faculty member will complete the Reportable Event Form and submit it in a sealed envelope to the Associate Dean for Academic Affairs within 3-5 business days of the event. The report will be maintained in a file in the Office of Academic Programs and protected from disclosure to the extent protected by law. The faculty member, course coordinator, and Associate Dean for Academic Affairs will review actions needed to prevent a similar event in the future within two (2) weeks of the event. Documented outcomes of these actions will be a component of the College’s program evaluation process.
Occupational Exposures

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

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

**Payment for post-exposure care**

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

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

**Medical Advice**

If a student is in need of medical advice related to post-exposure care, the student may contact the student health care provider at their campus (for example, in Chicago, the Family Medicine Center located at 722 West Maxwell Street, 2nd Floor, Chicago (312-996-2901)).
Reporting
Students should follow the Reportable Event policy and procedures as listed above. A sample of the UIC CON Reportable Event form can be found in Appendix C. A fillable document is available at the CON web site.

Maternity Policy

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

The following information should be uploaded to the compliance tracker:

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

Alcohol and Controlled Substances

The improper and/or illegal use of controlled substances, including alcohol, can seriously injure the health of students, impair their performance of their responsibilities, and endanger the safety and well-being of fellow students and members of the general public. Students who are engaged in clinical work at a practicum site may be required to submit to random tests for illegal use of controlled substances as provided by the law or regulations of the contracting agency. Just cause for student disciplinary action includes, but is not limited to, use or unauthorized possession of intoxicants, controlled or illegal substances, or materials dangerous to public health or safety. It is not acceptable to use alcohol or illegal drugs prior to or during class or practicum. Immediate disciplinary action will occur.

Unsafe Practicum Performance

A student who demonstrates unsafe nursing practice which jeopardizes the client’s or family’s physical or emotional welfare may be dismissed at any time from the practicum area. Unsafe practicum practice is defined as any behavior determined by faculty (or RN mentor or preceptor) to be actually or potentially detrimental to the client or to the healthcare agency. Unsafe practicum practice can include behaviors related to physical or mental health problems; use of alcohol, drugs or chemicals; lack of preparation for practicum; or deficits in problem-solving skills.
The faculty member dismissing a student who demonstrates unsafe practicum practice from his/her practicum assignment is required to immediately notify the course coordinator, the Department Head, and the Associate Dean for Academic Affairs.

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

The course coordinator, in collaboration with the Associate Dean for Academic Affairs, will make the decision regarding the student's continuation in the practicum area and any conditions placed on that continuation, including possible suspension or dismissal due to unsafe practicum performance. These decisions will be made within seven days of the time of removal from the clinical area. A student may respond to circumstances resulting in suspension or dismissal by submitting to the Associate Dean for Academic Affairs any relevant data pertaining to the incident(s) and requesting an opportunity to be heard concerning the matter(s).

**Liability Insurance**

The University of Illinois maintains a general and professional liability insurance self-insurance program, subject to limits, conditions, and exclusions. As a general rule, students participating in practicum experiences are covered under the University of Illinois insurance program, although there may be some exceptions. The University executes contracts with learning sites delineating the responsibilities of all parties including professional liability and clinical oversight. If there is a situation when the University does not provide general or professional liability insurance for a practicum course the student will be told so arrangements can be made to secure the coverage in another way.

**In every instance, students must be registered in the practicum course to be covered.** Newly admitted students may not begin a practicum experience before the first day of enrollment (i.e., the first day of their first semester). With prior approval, continuing students may participate in practicum experiences between semesters provided that: 1) the prior semester has ended; 2) the student is registered for the practicum course; and 3) the faculty of record for the course is available to supervise the student. Students who audit courses are not covered. Students need to remember their insurance coverage is contingent upon the student working within the scope of the practicum agreement. Activities the student may be asked to do (or want to do) that are not within the scope of the practicum agreement could jeopardize insurance coverage. Clinical activities for pay are never covered by the University's insurance.
International Students

As part of the university admissions process, international students are defined as applicants that are “Current holders of any type of visa or those who would need a visa to study in the US.” For the purposes of this handbook, guidelines for international students are referring specifically to F-1 and/or J-1 Student Visa holders only. All other visa holders should check with university’s Office for International Services for visa-specific guidelines. Please refer to ois.uic.edu for additional details and forms related to international student regulations.

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

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

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 credit hours</td>
<td>MS and PhD students, excluding professional programs, who are awarded a 50% assistantship (please note that graduate students need to register for 9 credit hours to be eligible for the CTA Ventra U-Pass Card. You may refer to the Graduate College Website for more information on registration.)</td>
</tr>
<tr>
<td>9 credit hours</td>
<td>All other graduate students</td>
</tr>
<tr>
<td>12 credit hours</td>
<td>All BSN and DNP students, and students who are awarded a fellowship or Graduate College tuition and service-fee waiver (without an assistantship)</td>
</tr>
</tbody>
</table>

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

Online Courses:
International Students with F-1 or J-1 visas may only take one online class (up to 3 credits) and have it count towards their full course of study requirement. If a student only needs one course to finish their program of study, it cannot be taken through online/distance education. There must be a physical presence requirement for the course. A student may take additional online courses during the semester once the full course of study requirement is met.

To determine if a specific course is categorized as online, in-person, or blended, please check the online Schedule of Classes. You will need to confirm that the section you are registering for meets your requirements – some courses offer multiple sections with differing in-person/online
statuses. For the purposes of this requirement, “online” and “blended” courses are counted in the same category.

- **Example = Grad Student full-time @ 9 credits**
  - 2 in-person classes (6 cr) + 1 online class (3 cr) = ok!
  - 2 in-person classes (6 cr) + 2 online classes (6 cr) = ok!
  - 2 in-person classes (5 cr) + 1 online class (4 cr) = NOT ok

**Final Semester of Study:**
Students can register for less than full time only during their last semester. A student will need to provide a letter from their academic advisor verifying that it is their last semester.

**Exceptions to Full-Time Enrollment:**
Under limited circumstances, students may be authorized by OIS to reduce their course load based on certain academic and/or medical reasons. If a student is experiencing academic difficulties or a medical condition that requires them to drop below full-time, consult with an OIS advisor immediately. F-1 and J-1 international students must obtain prior authorization from OIS before dropping below full-time.

**Accommodation for Students with Disabilities**

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

Students requesting accommodation for disabilities should contact the Disability Resource Center preferably six (6) weeks before the semester, or immediately following diagnosis of a disability, to register or discuss their accommodation needs. Students with disabilities are required to provide documentation of their disability and how it may limit their participation in courses, programs, services, activities and facilities of UIC.

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

Further information about disability resources available throughout the university is available here.
Student Resources

Student Success Program

The CON offers a student success program at no cost to the student through the CLRC. Graduate Assistant Tutors in the CLRC seek to provide support in learning course content, as well as general study skills and test taking skills. Tutors are able to assist in all BSN and Graduate Entry MS courses as well as most MSN courses. Tutoring is intended as an adjunct to independent studying and not a replacement. Thus, students should come with questions prepared or specific topics in which they need assistance.

Students who need information about academic support services can contact the Director of the CLRC in Chicago or the Regional Director at the regional campuses.

Library Resources

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

The University Library liaison to the CON is available for assistance with the following:

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

The library liaison, Rebecca Raszewski, can be contacted at:
Email: raszewr1@uic.edu
Phone: 312-996-2759
My.UIC

My.UIC is the University of Illinois at Chicago portal. The portal was developed for incoming and current UIC students as an information resource. At this time, it has the following features:

- **UIC Connect** – Information from admissions to enrollment for new students
- **Home Tab** – A customizable page that allows a student to add information about their college, access their email, etc.
- **Academics Tab** – Registration, records, and class information
- **Finances Tab** – Financial aid and student account information
- **Campus Life Tab** – Campus resources and services information
- **My College Tab** – This is a customizable page that allows a student to view college specific information, news and events.

Other Resources

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

Computer and Technology Requirements and Policies

NetIDs

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

Student netIDs are automatically assigned when a student is admitted to UIC. Graduate students, please note that college admission letters may sometimes be sent ahead of a university admission process. A UIC netID will not be assigned until university admission takes place. When your university admission process begins, you may activate your netID.

E-mail Accounts

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

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

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

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

Email Etiquette

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

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

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

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

Be concise. Do not make an e-mail longer than it needs to be. Remember that reading an e-mail is harder than reading printed communications and a long e-mail can be very discouraging to read.

Technology Requirements

Computing Requirements
A portion of all programs at the CON are delivered online. Every program has courses that are offered entirely online as well as courses that are considered hybrid or blended (e.g., combining online and traditional face-to-face interactions). All students admitted to the CON must have ongoing access to a personal computer meeting the following minimum specifications:

- Windows 7 operating system or higher
- Java-compatible Web browser: Firefox 4.0 or higher, or Internet Explorer 8.0
- 2.0 GHz or faster processor (Pentium IV and above)
- At least 3 GB of RAM is required; 4 GB or above recommended
- 40 GB free hard-disk space
- High Speed Internet Access
- Sound card and speakers and microphone OR Sound card with headset including microphone
- DVD-ROM drive
- 2 USB ports
- MS Office (available from the UIC Bookstore) – check [http://webstore.illinois.edu](http://webstore.illinois.edu) for student discounts

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

**Blackboard**

Many courses at the CON utilize the Blackboard learning platform. Students who have not taken an online course before or who need to become familiar with the Blackboard platform are strongly encouraged to take the Blackboard tutorial, which is available online and can be accessed at any time at [http://www.uic.edu/depts/oee/demo/](http://www.uic.edu/depts/oee/demo/).

**Additional Technology Requirements**

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

**Technology Etiquette**

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

- Internet social media networks, such as Facebook, YouTube, Myspace, LinkedIn, Twitter, and others promote connections with friends and family. However, students have responsibilities when posting in social networks, even if they are personal and private.
- Postings by students on their profiles, groups, chat rooms, and communications with others are in the public domain and accessible to reporters, parents, faculty members, law enforcement, predators, potential employers, and graduate school admissions officers. Postings are immediately searchable and may be forwarded, copied and archived. Anonymous comments may be traced back to your IP address. Search engines may detect deleted and cached posts years after publication.
- University email addresses should not be used in conjunction with unofficial or personal social media accounts and profiles.
- Students must present a professional and positive image of the profession, the CON, and themselves. Students have rights of freedom of speech, expression and association, including their right to use internet social networks. However, students must also respect the rights of patients, faculty members, and other students. Students are expected to monitor their own internet use and only post statements and images that appropriately represent to the public themselves, the CON, and the profession.
- Students should not initiate or accept “friend” requests from patients or faculty.
- The CON reserves the right to investigate and take disciplinary action against any student whose posting of material on an internet site violates University policies, CON policies or the Honor Code, HIPAA, or state or federal statutes. Students are prohibited from posting any patient information including patient images on any Social Media Site. Internet postings that violate these principles include, but are not limited to, sharing patient information or images, confidential information, images or language that represent partial or total nudity, sexual activity or misconduct, underage alcohol consumption, illegal acts, use of illegal drugs or other controlled substances, hazing activities, tobacco use, obscene gestures, or cheating. Also prohibited is posting any information about peers, faculty or other professionals, or clinical agencies that may be interpreted as insulting, derogatory, negative, or construed as “bullying.”
- Students have a responsibility to review and monitor internet sites where they have posted to prevent personal or professional damage to themselves, other students, the CON, and the profession of nursing.

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

Computer Labs

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

**CON Computer Lab Information and Usage Guidelines**

- The Student Computer Lab is open from 8:00 AM to 5:00 PM, Monday thru Friday.
- Computer Support Staff are located in room B-04 to answer questions, help solve computer lab problems or provide equipment such as headsets.
- All the computers are configured with Microsoft Office tools (Word, Excel, PowerPoint) to facilitate academic work and with UIC websites such as:
  - UIC Webmail
  - UIC Health Sciences Library
  - Blackboard
  - CON website
- Students are **not** allowed to install personal software programs on these computers; this includes Yahoo/AOL messenger, etc.
- Use of the computers and the Internet is expected to adhere to all existing state, federal, and local laws and ordinances, and to all established University of Illinois at Chicago and CON policies regarding student/employee conduct. Users are not to engage in illegal or unethical activity and users assume all responsibility for their conduct.
- Students must save all materials to a flash drive and not to the CON computer’s hard drive.
- Displaying, downloading, or printing pornographic or other offensive materials falls under University of Illinois at Chicago sexual harassment and hostile workplace policy and is **subject to disciplinary action up to and including termination or expulsion.**
- Food and drink are **NOT** allowed in the computer labs.
- Students should dispose of any trash in appropriate receptacles.
- Printing is available at the CON and other UIC computer labs using your I-card, which is automatically pre-loaded with $15.00 at the beginning of each semester.
- These systems are meant for academic use only and any other activity is strictly prohibited as per University guidelines.

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

**Registration and Enrollment**

Students should refer to their respective university catalog (Undergraduate or Graduate) for university policies and procedures concerning registration, enrollment, and tuition and fees. In addition, the [UIC Office of Admissions and Records website](http://www.uic.edu) publishes up-to-date information concerning registration and calendars.
Course Rubric and Numbering

- All UIC courses are assigned a Course Rubric and a Course Number. Generally, courses numbered 100-399 are considered to be undergraduate classes; 400-499 are Masters courses; and 500-599 are doctorate courses. Courses offered in colleges other than CON may have differing guidelines – please check the Course Catalog and Schedule of Classes for registration restrictions for the specific course. Course Rubrics for CON courses are as follows:
  - NUEL = Nursing Elective Classes
  - NUPR = Nursing Practicum Classes
  - NURS = Nursing Core Classes
  - NUSP = Nursing Specialty Classes

Academic Load - Undergraduate

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

Academic Load - Graduate

Graduate students who can devote full attention to their studies usually enroll for 9 to 12 semester hours each term. In exceptional cases, the advisor and Associate Dean for Academic Affairs may permit a student to enroll for up to 16 hours.

The Graduate College at UIC has defined full-time enrollment as 9 hours each fall and spring term and 5 hours in the summer for MS and PhD students. Half-time is defined as 5 hours each fall and spring term and 3 hours in summer. Three-quarters time is defined as 8 hours each fall and spring semester and 4 hours in summer. Full-time status for DNP students is 12 hours in the fall and spring semesters and 6 hours in the summer.

Important notes to this general definition:

- **International Students**: For purposes of enrollment certification to U.S. Citizenship and Immigration Services (USCIS) of the United States Department of Homeland Security, **International Graduate Students must maintain one of the following registration options to meet SEVIS requirements and be considered full-time**:
  - (a) 9 hours of registration during the fall and spring semester; this applies to students without an assistantship, or with an assistantship below 50%;
  - (b) 8 hours of registration during the fall and spring semester and a 50% graduate assistantship.
  - (c) 12 hours of registration during the fall and spring semester if enrolled as a DNP student.
  - For questions regarding immigration and SEVIS requirements, please contact the Office of International Services.
- **Fellowship Holders**: Must register for at least 12 hours of credit per semester of award (summer registration optional but if the tuition-and-service-fee-waiver is to be used a minimum of 6 hours is necessary).

- **Tuition-and-Service-Fee-Waiver Holders**: Students receiving a full-time waiver must register for at least 12 hours of credit per semester of award (6 in summer). Students receiving a part-time waiver must register for 8-11 hours of credit per semester of award.

- **Assistantship Holders**: Must register for at least 8 hours of credit each semester of appointment, excluding summer. International students on an F-1 visa must register for a minimum of 8 hours for a 50% appointment, or 9 hours for an appointment less than 50%. While summer enrollment for assistants is optional, assistants who wish to use their summer tuition-and-service-fee waivers must register for at least 3 hours during that term. Some graduate programs may require registration for more than 8 hours per term and/or summer registration. There are no tuition-and-service-fee waiver benefits for students employed with less than 25% or more than 67% appointment. Assistants who qualify for a spring tuition-and-service-fee waiver automatically receive a summer waiver if registered in at least 3 hours in summer unless holding a summer appointment above 67%.

### Registering for Courses

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

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

The CON may also place a hold on a student’s record if the student has not completed all pre-registration requirements (for example, if the student’s immunization records are not complete, or if the College does not have a copy of the student’s current nursing license). The University may also place holds on a student’s record (e.g., immunization, financial). **It is the student’s responsibility to clear all holds prior to the registration period.** See the Office of Admissions and Records website for more information about holds.

- **Advising Hold**: schedule an advising appointment with your academic advisor.
- **Financial Hold**: resolve any outstanding financial obligations with the university.
- **Compliance Hold**: submit documentation related to CON compliance requirements.
- **International Student Hold**: complete check-in with the university’s Office for International Services.
Adding/Dropping Courses

Students may not add or drop a course after the tenth day of instruction in the fall and spring semesters, the second day of instruction in Summer Session 1, or the fifth day of instruction in Summer Session 2 unless approved by the CON. Graduate students wishing to add, drop, or revise their registration after this deadline must complete a Graduate College Revision Form and a Graduate Student Petition Form, available in the Office of Academic Programs and the regional offices.

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

Transfer Credit

Limits on Transfer Credit

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

Transfer credit for MS, DNP, and PhD students is accepted only for courses in which the student received a grade of A or B and the course was not credited towards a prior earned degree. Credit earned more than six calendar years before admission to the Graduate College is not usually accepted for transfer. Undergraduate student transfer credits is governed by the UIC Registrar.

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

Procedures

A Graduate Petition for Transfer Credit toward an Advanced Degree is required for all transfers of credit except the 32 hours of credit for a prior master’s degree (see below). IMPORTANT: A transfer of credit petition should be completed with the advisor when the student develops their program plan. The petition is available from the Office of Academic Programs.
Students must attach to the petition an original transcript showing grades if courses were not taken at UIC, and a certification from the registrar or college dean of the applicable institution stating that the courses are graduate level and were not used toward fulfillment of the requirements for a degree if not self-evident from the transcript itself. A detailed course syllabus must also accompany the petition if the course was taken outside of UIC.

**It can take from 4-6 weeks for the petition to be reviewed and a decision made.** The specific number of credit hours accepted for transfer is determined on an individual basis. No transfer is automatic.

**Credit for Prior Master’s Degree**

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

**Waiving a Course**

Students wishing to receive a waiver for a specific degree requirement based on prior coursework should first meet with their advisor to determine which, if any, courses may be waived. To request a waiver, the student and advisor should complete a petition (available from the Office of Academic Programs) and attach a detailed course syllabus and a copy of the transcript (if the course was taken outside of UIC) indicating when the course was taken and the grade and credit received. A separate petition must be completed for each course waiver requested. All petitions are subject to the approval of the Associate Dean for Academic Affairs. The decision will be based on the content of the course, when the course was taken, and the student’s performance in the course. It can take from 4-6 weeks for the petition to be reviewed and a decision made. If a waiver is granted, the student is still required to complete the total credit hours required for graduation and should work with their advisor to select an appropriate substitution.

**Adding a Second Program**

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

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

Leave of Absence

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

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

Upon receipt of a leave of absence petition from the department/program, the Graduate College will automatically approve the first leave, up to one year maximum. At least one term as a graduate degree student must be completed before being eligible for a leave. After returning to the program from an approved leave, a second leave is not automatic and will only be granted by the Graduate College (MS, PhD) or CON (DNP) for medical or other extraordinary reasons.

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

Degree-seeking students will automatically be approved leave, with proper documentation, for the birth or adoption of a child or where child care is required (one year maximum); care of a spouse, child, or parent with a serious health condition; or a serious health condition that makes the student unable to pursue graduate work. The Graduate College encourages students to obtain written acknowledgement (signature) from the Associate Dean for Academic Affairs. International students with any of these circumstances must also obtain approval from the Office of International Services.
Degree-seeking (domestic only) students who must leave the University in order to enter into active service with the armed forces in a national or state emergency will be given an indefinite leave. A copy of the orders to report/proof of active service must be attached. Special procedures exist for withdrawing from courses under these circumstances. See the relevant information under Military Leave Policy (below).

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

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

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

**Military Leave Policy**

**Undergraduate Students Withdrawing From the University to Enter Military Service:**

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

OR

2. If withdrawal for deployment occurs upon completion of the 12th week of the semester, undergraduate students are entitled without examination to receive full credit for each course in which they attained a standing of “C” or better at the time of withdrawal. Students will receive the grade attained in each course at the time of withdrawal. Grades reported below C are recorded as W (withdrawn). Students using this option are not eligible for a full refund of tuition and fees. Nursing students and other students in majors that have licensing, credentialing or accreditation requirements are not eligible for this option.

3. **Policy Governing Graduating Seniors**

A student in his/her last semester of study leading to graduation, who qualifies for full credit upon completion of the twelfth week, or later, of the final semester, may be recommended for the degree at the discretion of the student’s college and major department provided that the following conditions are met:

a. The student has been in residence at UIC for at least two full semesters (not including the term of withdrawal);
b. The student has met all requirements for graduation (including minimum scholarship requirements), except for those requirements that the student would fulfill by completing the courses for which he/she is registered at the time of withdrawal during the last term.

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

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

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

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

**Undergraduate Students Returning to UIC after Military Service**

1. Returning students must meet with the Veteran’s Registration Coordinator in the Office of Records and Registration and the Veteran’s Affairs Office Coordinator within the Office of Student Financial Aid.

2. Undergraduate students who have attended classes and withdraw from the university to enter military service are entitled to a leave of absence for a period of up to five years, and may return to the university without having to apply for readmission.

3. Students admitted to UIC as first time students, who did not attend any classes before deployment, are entitled to defer their admission for up to 24 months after their return from military service and may return to the university without having to apply for readmission.

4. All students returning from military service will have priority registration. A returning veteran must check in with the Veteran’s Registration Coordinator in the Office of Records and Registration in order to be granted priority registration.

5. All students returning from military service will have priority for on campus housing including the option of temporary campus housing while making a decision about where to live.
Graduate Students Withdrawing from UIC to Enter Military Service

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

OR

2. If withdrawal for deployment occurs upon completion of the 12th week of the semester, and before the end of the term, the student may ask the instructor(s) for permission to receive an Incomplete (I) or Deferred (DFR) grade(s). An instructor may assign an I or DFR if deemed academically appropriate and feasible. Alternatively, an instructor may assign a letter grade, if requested by the student, if the instructor deems it to be academically justified. Deadlines for incomplete grades under these circumstances may be waived upon the discretion of the instructor and the Graduate College. A student who chooses to withdraw from all courses will not receive Ws. It is the student’s responsibility to present proof of active service status for these actions to occur.

Leave of Absence for Graduate Students Called to Military Service

1. Students who must withdraw from the University due to the reasons stated above are given an indefinite leave of absence. A copy of the orders to report/proof of active service must be attached to the Graduate Petition for Leave of Absence form.

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

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

Refund on Withdrawal to Enter Military Service

1. The refund of tuition and fees for graduate students who receive financial aid from federal and state programs and private foundations will be governed according to the rules and regulations of those organizations.

2. For students who hold fellowships, the Graduate College will make every effort to restore those awards upon return to UIC.

3. Assistantships (teaching, research, or graduate) are awarded by colleges, graduate programs, research centers and administrative offices, and graduate students who have assistantships should check with those units about the availability of the assistantships upon return from active military service.

4. Graduate students living in University residences will receive a pro rata refund for room and board based on the date of withdrawal.

5. Deferred Graduate Degree Program Admission

6. Students admitted to a graduate and deployed before attending classes must check with their colleges regarding their policies about deferred admission.
Withdrawal from the University

Withdrawing from the University is an option for all CON students. Students who are considering withdrawing should first meet with their advisor to explore all options.

Undergraduates

Withdrawal from the University is governed by specific regulations that must be observed to protect the student’s academic standing. Failure to do so results in a grade of F (failure) in each course in which the student is registered. Undergraduate students should initiate an official withdrawal from the University in their college office in person or by written request. Telephone requests to withdraw must be verified by the student in writing.

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

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

Graduates

Withdrawal from the University is governed by specific regulations that students should observe to protect their academic standing. Failure to withdraw officially from the University before the last day of instruction results in a grade of F (failure) appearing on the record for each course in which the student is registered. Students dropping the only course, or all courses, for which they are enrolled should follow University withdrawal procedures.

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

Graduate students who wish to withdraw should inform their advisor and may withdraw before the tenth day of the semester by completing the process using Student Self-Service. Students who wish to withdraw after the tenth day may secure copies of the withdrawal form from the Associate Dean for Academic Affairs or the Graduate College. Please check the Office of Admissions and Records website for the summer session deadlines for withdrawing from courses. Graduate students in a degree program should initiate official withdrawal by consulting their Associate Dean for Academic Affairs for approval. Non-degree students who were not admitted to a specific department should initiate withdrawal from the Graduate College.
Note: Graduate students who fail to register for two terms in a row (excluding summer) without taking an approved leave of absence forfeit their admission to the Graduate College. Like students who have officially withdrawn from the University before the tenth day of the semester (fifth day in summer), they must reapply for admission to the Graduate College. Readmission is not guaranteed.

**Readmission**

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

**Graduate student** readmission is granted upon approval of the CON’s Admissions and Academic Standards Committee—Graduate and the Graduate College.

**Change of Address/Contact Information**

Students are strongly encouraged to review and make necessary updates to their personal information (address, telephone, emergency contact information) each term using the University portal, my.UIC (in the “Records” sub-tab under the “Academics” tab). Students should also report any change of address and/or phone number to the Office of Academic Programs or their regional campus.

**Honors College**

The UIC Honors College enhances opportunities for intellectual challenge and leadership by fostering a community of academic excellence, connecting outstanding undergraduate student with a CON Honors Fellow and promoting scholarly engagement. By bringing together exceptional undergraduate students, faculty and staff, the Honors College provides an environment for advanced intellectual growth and a foundation for life-long learning. Members of the Honors College may take honors courses or participate in an array of out of classroom experiences each semester. The process for transfer students to apply to the Honors College can be found [here](#).
International Service Learning Opportunities

The Global Health Leadership Office at the CON supports numerous service learning opportunities in international settings around the globe. The International Program Development Initiative was developed to facilitate these opportunities and enhance planning and support services so that priorities of quality learning, safety, participatory engagement with local communities, sustainability, and cultural appropriateness are consistent program components of all global health activities. Students interested in participating in an international learning program should contact the Global Health Leadership Office.

Graduate Program Scholarly Project Requirements

Doctor of Nursing Practice Requirements

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

PhD Requirements

Students in the PhD program should refer to the PhD Student Handbook for research and examination requirements.

Research on Humans or Animals

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

Graduation and Commencement

Filing Intent to Graduate

Graduation is not automatic. Eligible students planning to graduate in a given semester are required to file for graduation no later than the end of the third week (fall and spring) or second week (summer) of the term in which graduation is sought. Missing this deadline will delay graduation and the receipt of diploma. Filing for graduation is done through my.UIC. The “Declare your Intent to Graduate” link is in the "Academics" tab, “Records” sub-tab. Students who file for graduation in one term but do not complete their degree requirements in that term must file for graduation again in the new term in which they are attempting to graduate.
Certificate Programs

Students in certificate programs (for example, Palliative Care Nursing, School Nurse, Teaching/Learning certificate programs) who have met all requirements for the certificate must submit a Certificate Completion Petition to the Office of Academic Programs in order to receive a certificate from the University and have the certificate appear on the student’s transcript.

Post-master’s certificate students who have met all requirements for completion must submit a Postmaster’s Certificate Completion Petition to the Office of Academic Programs no later than the 8th week of classes (fall and spring) and the 4th week of classes (summer) in order to receive their certificate and transcripts in a timely manner. Please note: All post-master’s certificate students should plan to complete their programs by May 2018.

Both forms are available on the CON website.

College Commencement

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

All BSN, MS, DNP, and PhD students who have completed degree requirements prior to the end of spring term are eligible to participate in the spring commencement. Students who have completed degree requirements in the summer and fall terms are eligible to participate in the fall commencement.

College Honors

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

University Honors

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

- Summa cum laude: 3.90 and above — gold cord
- Magna cum laude: 3.75 to 3.89 — silver cord
- Cum laude: 3.50 to 3.74 — bronze cord
Students who completed their prerequisites at an academic institution other than University of Illinois at Chicago must meet the following criteria in order to be eligible for University Honors:

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

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

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

**Licensure and State Board Examination**

**Application Information**

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

Students are responsible for filing their own state board and NCLEX-RN applications. Application instructions and materials will be distributed to all BSN and Graduate Entry MS students during their final semester. Students who plan to practice in a state other than Illinois have the following options: 1) take the licensure examination in Illinois, get licensed in Illinois, and have the license endorsed by the other jurisdiction; 2) take the licensure examination in Illinois and have the examination results sent to the jurisdiction where the student has applied for licensure; or 3) take the licensure examination in the jurisdiction where the student wishes to get licensed. Students planning to apply for licensure outside of Illinois must determine which option is best for them and are responsible for obtaining the appropriate application materials from the Board of Nursing for that state and filing the required documents.

All applicants for initial licensure as a registered nurse in Illinois must submit to a criminal background check and provide evidence of fingerprint processing.

Students should submit their state board application approximately 1-2 months prior to completing the program. The Office of Academic Programs will send a confirmation of graduation to the state board after grades for the final semester have been submitted and posted.
Approximately 3-6 weeks after grades for the final semester have been posted, students will receive an “Authorization to Test” (ATT) letter in the mail from Pearson VUE. At this point students are eligible to contact the testing agency and schedule their exam.

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

**Testing Accommodation**

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

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

**Retaking the Examination**

Candidates who do not pass the examination must wait a minimum of 45 to 90 days before retaking the examination. The policy of determining the minimum frequency within which a candidate may retake the examination is established by each individual board of nursing and the NCSBN.

BSN students applying to the master’s program or DNP must pass the examination and have their RN license before matriculating into the graduate program. Students in the Graduate Entry MS program complete the NCLEX after receiving their MS degree.

Students who do not pass the examination are **strongly encouraged** to contact someone in the CON (for example, a faculty member, their advisor, the Associate Dean, their regional campus office) for assistance in preparing to retake the examination.

**Preparation for the Examination**

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

**Career Services**

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

Resume workshops, mock interviews, and other career services programs are also available throughout the academic year. Announcements with more information will be emailed to students prior to each opportunity.

The CON also maintains a [Job Board](#) where students can search for externships and employment opportunities. A list of excellent career resources is also available on the [University of Illinois Alumni Association website](#).

**Scholarships**

The CON has several scholarship opportunities for incoming and current students. All internal scholarships have a March 1st deadline and can be found on the [Scholarship and Awards Program (SnAP) webpage](#). Additionally, information about external scholarships is periodically emailed to students via the student listservs.

**Student Leadership and Organizations**

**Student Organizations**

The CON recognizes three [student governance organizations](#):

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

**Standing Committees with Student Representation**

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

- Curriculum Committee
- Academic Programs Evaluation Committee
- Research Committee
Sigma Theta Tau

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

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

Undergraduate Students:
- Have completed ½ of the nursing curriculum
- Have a GPA of at least 3.0 (based on a 4.0 grading scale)
- Rank in the upper 35 percent of the graduating class; and
- Meet the expectation of academic integrity

Student Disciplinary Policy and Procedure

Student Disciplinary Policy

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

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

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

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

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

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

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

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

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

Student Academic Grievance Procedure

Students may encounter situations in which academic decisions are made about their performance which they do not understand or with which they do not agree. The procedures described here provide a resource for productive problem-solving.

Inquiries concerning the interpretation or use of these procedures may be made to the CON Associate Dean for Academic Affairs.

Informal Resolution

Students who have concerns or complaints about an academic decision made about them should begin their problem-solving with an attempt to resolve the matter informally. In most cases, this would start with a discussion between the student and the instructor and, perhaps, the course coordinator if the course has multiple instructors. If the concern is not resolved at this point, the student who wishes to pursue the matter further can use the UIC student academic grievance procedure to seek resolution. There is a time limit for this process.
Students must begin the formal grievance procedure within 60 days of the time at which they are made aware of the decision in question. Therefore, prompt action on informal resolution is encouraged.

**Formal Grievance Process**

The University's [Student Academic Grievance Procedures](#) defines the process through which students may seek resolution of complaints or grievances regarding academic standing during their enrollment at UIC. Students wishing to file a formal complaint should refer to these procedures for the correct process. The first step of the procedure involves submitting the complaint in writing to the appropriate "Administrative Officer." This term refers to the department head of the faculty person against whom the complaint is made.

**Student Ombuds Service**

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

**University Policies and Regulations**

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

- Administrative Changes to the Schedule of Classes
- Campus Security Act Notification
- Disability Services Notification
- Grievance Procedures
- Inter-college Transfer
- Nondiscrimination Statement
- Policy on Continuing Student Status
- Policy on Students Holding Seats
- Refund Policy
- Student Participation in the Use of Animal in Class
- Student Records Policy
- Volunteer Emergency Worker Policy

Additional university policies can be found here:

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

- Undergraduate Catalog
- Graduate Catalog
- Graduate College Website
APPENDIX A: Program Essentials, Outcomes, and Competencies
### BSN Essentials-Program Outcomes-Competencies

<table>
<thead>
<tr>
<th>BSN Program Essentials (AACN, 2008)</th>
<th>BSN Program Outcomes</th>
<th>BSN Program Competencies</th>
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<tbody>
<tr>
<td>I. Liberal education for baccalaureate generalist nursing practice. A solid base in liberal education provides the cornerstone for the practice and education of nurses.</td>
<td>1. Integrate general knowledge of science and humanities in nursing practice.</td>
<td>Knowledge</td>
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<tr>
<td></td>
<td>K1. Integrates theories and concepts of the humanities and sciences to engage in effective nursing practice and ethical decision making.</td>
<td>Skills</td>
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<td></td>
<td>K2. Understands concepts of effective communication, including social and cultural factors such as health literacy that influence care.</td>
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<td></td>
<td>K3. Understands the integrated nature of nursing science and humanities across all content areas.</td>
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<tr>
<td></td>
<td>S1. Applies theories and concepts of the humanities and sciences to provide care for diverse populations.</td>
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<td></td>
<td>S2. Uses verbal and non-verbal methods to communicate effectively using principles of health literacy.</td>
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<td></td>
<td>S3. Uses skills of inquiry, analysis, and information literacy to address practice issues.</td>
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<td></td>
<td>S4. Integrates the knowledge and methods of a variety of disciplines to inform decision making.</td>
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<td></td>
<td>A1. Values the contributions of both science and the humanities as essential components of nursing practice.</td>
<td>Attitudes</td>
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<td></td>
<td>A2. Appreciates the fundamental role of health literacy in health care outcomes.</td>
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<td>A3. Values cumulative lifelong learning across all areas of general nursing.</td>
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<td></td>
<td>A4. Appreciates the inevitability of ambiguity and uncertainty in scientific and ethical reasoning.</td>
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<td></td>
<td>A5. Engenders attitudes that arise from a liberal arts education in nursing: broad thinking, willingness to examine beliefs, and willingness to engage in dialogue about the world and healthcare.</td>
<td></td>
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<tr>
<td>II. Basic organizational and systems leadership for quality care and patient safety. Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</td>
<td>2. Demonstrate an understanding of organizational and systems leadership principles in delivery of high quality, ethical care.</td>
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<td></td>
<td>K1. Recognizes the impact of nursing care delivery methods and the role of the nurse in the efficient and effective management of human and fiscal resources.</td>
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<td></td>
<td>K2. Identifies ethical principles that guide leaders and systems in delivery of safe effective patient care.</td>
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<td>K3. Describes the structure and purpose of Quality Improvement and Risk Management as they impact and promote Patient Safety.</td>
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<td></td>
<td>K4. Identifies key principles of organizational and systems theories such as Leadership, Team, Communication,</td>
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<td></td>
<td>S1. Employs the nursing process toward patient-centered problem identification, goal setting, and care planning.</td>
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<td>S2. Practices ethically and professionally in the delivery of safe quality patient care.</td>
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<td>S3. Promotes patient safety through quality improvement and risk management.</td>
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<td>S4. Employs fundamental principles of leadership, communication, and team building.</td>
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<td>S5. Demonstrates clinical judgment and accountability for patient outcomes when delegating to and supervising other</td>
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<tr>
<td></td>
<td>A1. Values opportunities for leadership and team participation.</td>
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<td></td>
<td>A2. Views patient safety as the responsibility of every provider.</td>
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<td></td>
<td>A3. Expecteds a culture of continuous quality improvement.</td>
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</table>
### BSN Program Essentials (AACN, 2008)

**III. Scholarship for evidence based practice.**
Professional nursing practice is grounded in the translation of current evidence into one's practice.

<table>
<thead>
<tr>
<th>III.</th>
<th>3. Apply principles of scientific inquiry and critical thinking to provide culturally appropriate, evidence-based care.</th>
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<tbody>
<tr>
<td></td>
<td>K1. Differentiates between research, evidence-based nursing practice, and quality improvement.</td>
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<td></td>
<td>K2. Demonstrates an understanding of the basic elements of the research process and models for applying evidence to nursing practice.</td>
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<tr>
<td></td>
<td>S1. Identifies clinical questions as a basis for evidence search.</td>
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<td></td>
<td>S2. Effectively locates and critically appraises current evidence on relevant practice topics.</td>
</tr>
<tr>
<td></td>
<td>S3. Applies principles of scientific inquiry, critical thinking, clinical judgment, and ethics in nursing practice.</td>
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<tr>
<td></td>
<td>S4. Accesses, navigates, and evaluates the credibility of various data bases and internet resources.</td>
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<tr>
<td></td>
<td>A1. Respects patients’ attitudes, beliefs, and values in application of evidence to patient care.</td>
</tr>
<tr>
<td></td>
<td>A2. Respects the patient-provider partnership.</td>
</tr>
<tr>
<td></td>
<td>A4. Appreciates the evolving nature of nursing practice as driven by evidence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV.</th>
<th>4. Act ethically to apply knowledge of health and information technologies in the coordination and delivery of safe, quality patient care.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K1. Understands the advantages and limitations of using patient care technologies, information systems, and communication devices that support safe nursing practice.</td>
</tr>
<tr>
<td></td>
<td>K2. Recognizes the progression and interaction of data collection, information development, knowledge creation, and wisdom achievement.</td>
</tr>
<tr>
<td></td>
<td>K3. Recognizes critical ethical principles in the use of health and information technologies.</td>
</tr>
<tr>
<td></td>
<td>K4. Identify appropriate use and expected outcomes of various patient care technologies in the delivery of safe, quality patient care.</td>
</tr>
<tr>
<td></td>
<td>K5. Identifies strategies to maintain</td>
</tr>
<tr>
<td></td>
<td>S1. Utilizes electronic record keeping and documentation tools to enhance data collection, information development, and knowledge sharing.</td>
</tr>
<tr>
<td></td>
<td>S2. Partners with clients in the use of care technologies in their plans of care.</td>
</tr>
<tr>
<td></td>
<td>S4. Communicates and collaborates within the health care team and system through effective use of a variety of electronic technologies.</td>
</tr>
</tbody>
</table>

<p>|      | A1. Values ethical standards related to data security, regulatory requirements, confidentiality, and clients’ right to privacy. |
|      | A2. Appreciates that the patient remains at the center of nursing care.                                                 |
|      | A3. Recognizes the limitations of technology in nursing care.                                                            |</p>
<table>
<thead>
<tr>
<th>BSN Program Essentials (AACN, 2008)</th>
<th>BSN Program Outcomes</th>
<th>BSN Program Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td>confidentiality of patient records and privileged information.</td>
<td>S1. Examines health and economic policies which impact nursing practice and patient outcomes at local, state, or national level.</td>
</tr>
<tr>
<td>V. Health care policy, finance, and regulatory environments.</td>
<td>5. Use principles of health care policy, finance, and regulation to guide professional nursing practice. <em>(including access, equity, affordability, and social justice)</em></td>
<td>K1. Describes the social, economic, regulatory, and political factors that influence health care resources.</td>
</tr>
<tr>
<td></td>
<td>K2. Identifies the interaction and impact of the economic elements of cost, access, and quality on patient care delivery.</td>
<td>K3. Describes purposes of nursing regulatory bodies, professional nurse practice acts, and Nursing Scope of Practice.</td>
</tr>
<tr>
<td></td>
<td>K4. Identifies the potential impact of collaboration and partnerships among health and economic leaders related to health policy.</td>
<td>K5. Describes ethical principles related to health care and the role of the nurse in advocating for patients.</td>
</tr>
<tr>
<td>VI. Interprofessional communication and collaboration for improving patient health outcomes.</td>
<td>6. Effectively communicate and collaborate with all members of the health care team to deliver safe, quality, patient-centered care.</td>
<td>K1. Describes the core competencies of inter-professional collaboration <em>(values &amp; ethics, roles, communication within teams, and the idea of teams)</em>.</td>
</tr>
<tr>
<td></td>
<td>K2. Lists roles and scope of practice of health professionals in inter-professional healthcare teams.</td>
<td>K3. Identifies effective communication strategies in planning and implementing care directly with other health care professionals.</td>
</tr>
<tr>
<td></td>
<td>K4. Identifies the roles and scope of the</td>
<td>S1. Participates in patient-centered care teams and utilize team building concepts and team member roles necessary for implementation of effective teams and groups.</td>
</tr>
<tr>
<td></td>
<td>S2. Practices effective communication skills with intra-professional colleagues, inter-professional team members, and with patients and families.</td>
<td>S3. Participates in planning and implementation of</td>
</tr>
<tr>
<td></td>
<td>S4. Participates in professional advocacy at organizational, local, state, and/or national levels.</td>
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</tr>
<tr>
<td></td>
<td>S5. Participates in communication skills necessary to support shared decision making.</td>
<td>A2. Values nursing’s unique contribution to health care.</td>
</tr>
<tr>
<td>BSN Program Essentials (AACN, 2008)</td>
<td>BSN Program Outcomes</td>
<td>BSN Program Competencies</td>
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<tr>
<td></td>
<td></td>
<td>Knowledge</td>
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<td></td>
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<td>Skills</td>
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<tr>
<td></td>
<td></td>
<td>Attitudes</td>
</tr>
<tr>
<td>VII.</td>
<td></td>
<td>K5. Describes the unique nursing perspective in order to optimize patient outcomes.</td>
</tr>
<tr>
<td>Clinical prevention and population health.</td>
<td></td>
<td>S4. Models effective communication techniques to engage in professional working relationships.</td>
</tr>
<tr>
<td>Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</td>
<td></td>
<td>S5. Functions as an effective member of the interdisciplinary team.</td>
</tr>
<tr>
<td></td>
<td>7. Apply principles of evidence-based health promotion and disease/injury prevention across the lifespan for diverse individuals, families, communities, and populations.</td>
<td>K1. Summarizes the factors which influence the health across the lifespan of individuals, families, communities, and populations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K2. Identifies social determinants that affect the health of vulnerable populations.</td>
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<td>K3. Describes population-based strategies to promote health, prevent disease, and reduce risk of chronic illness across transitions of care.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1. Assesses health/illness beliefs, values, attitudes, and practices of individuals, families, communities, and populations (from essentials).</td>
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<tr>
<td></td>
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<td>S2. Applies knowledge of health promotion and disease prevention in planning and evaluating clinical prevention interventions.</td>
</tr>
<tr>
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<td></td>
<td>S3. Utilizes evidence-based practices in health promotion and disease prevention.</td>
</tr>
<tr>
<td>VIII.</td>
<td></td>
<td>A1. Recognizes the fundamental role of health literacy in optimizing the health of individuals and groups.</td>
</tr>
<tr>
<td>Professionalism and professional values.</td>
<td></td>
<td>A2. Recognizes the value of health promotion and disease prevention in enhancing population and individual health.</td>
</tr>
<tr>
<td>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</td>
<td></td>
<td>A3. Articulates commitment to improved health for vulnerable populations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K2. Identifies the professional values fundamental to the discipline of nursing, including altruism, autonomy, human dignity, integrity, and social justice.</td>
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<tr>
<td></td>
<td></td>
<td>K3. Identifies practices which are unsafe, illegal, or unethical.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1. Demonstrates the core principles of professional nursing practice, including altruism, autonomy, human dignity, integrity, and social justice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S2. Demonstrates professional behaviors in interactions with colleagues, patients, families, and communities.</td>
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<tr>
<td></td>
<td></td>
<td>S3. Demonstrates commitment to safe practice.</td>
</tr>
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<td></td>
<td>A2. Recognizes impact of values, beliefs, and cultures (own and those of patients/families) on nursing practice.</td>
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<tr>
<td></td>
<td></td>
<td>A3. Values being an advocate for patients and others.</td>
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<td></td>
<td>A4. Supports a blame-free culture of accountability and an environment of safety in reporting errors.</td>
</tr>
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<td></td>
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<td>A5. Values participation in professional nursing organizations.</td>
</tr>
<tr>
<td>IX. Baccalaureate Generalist Nursing Practice.</td>
<td>BSN Program Essentials (AACN, 2008)</td>
<td>BSN Program Outcomes</td>
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<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</td>
<td>IX. Provide safe, holistic, culturally appropriate, evidence-based nursing care that contributes to optimal patient outcomes across the lifespan.</td>
<td>K1. Integrates best evidence from nursing science and the humanities to provide holistic, patient-centered care.</td>
</tr>
<tr>
<td>The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</td>
<td>IX. Integrates best evidence from nursing science and the humanities to provide holistic, patient-centered care.</td>
<td>K2. Identifies the components of comprehensive and focused health assessments using developmentally and culturally appropriate approaches.</td>
</tr>
<tr>
<td></td>
<td>IX. Describes the relationship between genetics and genomics when providing patient-centered care.</td>
<td>K3. Describes the relationship between genetics and genomics when providing patient-centered care.</td>
</tr>
<tr>
<td></td>
<td>IX. Comprehends the complexity of need and resource availability inherent in caring for patients across the continuum of healthcare environments (care management).</td>
<td>K4. Comprehends the complexity of need and resource availability inherent in caring for patients across the continuum of healthcare environments (care management).</td>
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</table>

**Notes:**

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

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

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1. Analyze factors that create a culture of safety for patient, community, and provider.</td>
<td>S1. Use evidence and research-based strategies and resources to design and implement quality and safety improvements that reduce risk of harm to patients, self and others.</td>
<td>A1. Commit to creating a culture of quality, safety, respect, and transparency.</td>
</tr>
<tr>
<td>K2. Relate indicators of quality and their associated measurement strategies to clinical outcomes.</td>
<td>S2. Identify models and processes used to analyze error and system performance.</td>
<td>A2. Acknowledge the cognitive and physical limits of human performance as an underpinning to the development of safety systems.</td>
</tr>
<tr>
<td>K3. Analyze the impact of context (e.g., access, cost, environment, workforce) on improvement efforts.</td>
<td>S3. Incorporate ethical principles and practices in continuous quality improvement.</td>
<td>A3. Value the importance of surveillance data in quality improvement.</td>
</tr>
<tr>
<td>K5. Recognize relationships between evidence and policies that guide health and healthcare.</td>
<td>S5. Effectively locate and critically appraise current evidence on relevant practice topics.</td>
<td></td>
</tr>
<tr>
<td>K7. Understand the principles of dissemination of evidence.</td>
<td>S7. Include client and community preferences in the application of evidenced based practice.</td>
<td></td>
</tr>
<tr>
<td>K8. Distinguish between dissemination and translation of evidence.</td>
<td>S8. Communicate evidence-based practice changes using relevant theory (change, dissemination of innovation, etc.).</td>
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</tbody>
</table>

### IV: Translating and Integrating Scholarship into Practice.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>K3. Evaluate levels of evidence and models of evidence based practice.</td>
<td>S3. Include client and community preferences in the application of evidenced based practice.</td>
<td>A3. Respect the contribution (preferences, knowledge, values, attitudes) of individuals/groups to health care practices.</td>
</tr>
<tr>
<td>K4. Understand the principles of dissemination of evidence.</td>
<td>S4. Communicate evidence-based practice changes using relevant theory (change, dissemination of innovation, etc.).</td>
<td></td>
</tr>
<tr>
<td>MS Program Essentials (AACN, 2011)</td>
<td>MS Program Outcomes</td>
<td>MS Program Competencies</td>
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<tr>
<td>V: Informatics and Healthcare Technologies</td>
<td>5. Integrates, appraises, and coordinates care using health and information technologies</td>
<td>Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K1. Describe the relationship between information structures, information processes, and technologies.</td>
</tr>
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<td></td>
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<td>K2. Identify sources of data to detect patterns of care utilization in systems and communities.</td>
</tr>
<tr>
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<td>K3. Recognize the principles of data management for the evaluation of nursing interventions to optimize client outcomes.</td>
</tr>
<tr>
<td>VI: Health Policy and Advocacy</td>
<td>6. Collaborate to implement system level policy changes and advocacy strategies to improve health of populations</td>
<td>Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1. Participate in the adoption, implementation, and evaluation of technologies to drive best practices and health outcomes.</td>
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<td>S2. Maximize technologies to influence healthy behaviors and disease management in clients and populations.</td>
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<td>S3. Transform data into knowledge to predict health risks in individuals and population.</td>
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<tr>
<td></td>
<td></td>
<td>S4. Partner with clients for the use of care technologies in their plans of care.</td>
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<tr>
<td></td>
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<td>S5. Shape the health care technology environment to protect the safety and privacy of client health information.</td>
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<td></td>
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<td>Attitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A1. Respect the privacy, confidentiality, and preferences of clients in the use, adaptation, and innovation of information technologies.</td>
</tr>
<tr>
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<td>A2. Champion data-driven decision making for quality cost effective health care.</td>
</tr>
</tbody>
</table>

K1. Analyze the influence of social, economic, regulatory, and political factors that influence health care resources.

K2. Differentiate between legislative and regulatory processes and how to influence them on a local, state, and national level.

K3. Articulate the impact of policy (e.g., education, health, immigration) on healthcare and nursing practice.

S1. Effectively communicate with regulatory agencies, legislators, stakeholders and policymakers to advocate for health and social justice for individuals and communities.

S2. Participate in professional, governmental and advisory groups as a consumer advocate on health issues.

S3. Contribute to professional organizations to support access to
<table>
<thead>
<tr>
<th>VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</th>
<th>MS Program Essentials (AACN, 2011)</th>
<th>MS Program Outcomes</th>
<th>MS Program Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Facilitate communication and collaboration essential for coordination within interprofessional teams</td>
<td>Describe a process for collaborative sustainable community partnerships for environmental and health promotion initiatives for populations and communities.</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>K1. Differentiate roles and scopes of practice of health professionals in inter-professional healthcare teams.</td>
<td>high quality, cost-effective health care.</td>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>K2. Explain effective communication strategies in planning, implementing care directly with other healthcare professionals.</td>
<td>S4. Interpret health care research and health care issues and concerns for consumers and officials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S4. Interpret health care research and health care issues and concerns for consumers and officials.</td>
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</tbody>
</table>

| VIII: Clinical prevention and population health for improving health | | |
| 8. Apply principles of social justice and cultural humility to maximize equitable health outcomes throughout the continuum of care for diverse populations. | K1. Synthesize information from the sciences (e.g., genetics, genomics, epidemiology) and the humanities (e.g., literature, sociology, psychology) to develop and implement culturally relevant health care. | Knowledge |
| K2. Understand the principles of social justice and their application to social determinants of health. | S1. Function as an effective group leader or member of the interprofessional team. | Skills |
| K3. Describe population based strategies to promote health, prevent disease, and reduce risk of chronic illness. | S2. Model effective communication strategies in planning and implementing care directly with other healthcare professionals. | |
| S3. Participate in the design, coordination, and evaluation of individual and population care outcomes by the interprofessional team. | S4. Analyze personal, community and societal beliefs and values. | |

A1. Appreciate that interprofessional collaboration is necessary for effective individual and community centered care.

A2. Value and emphasize prevention and promotion along the continuum of healthcare.
<table>
<thead>
<tr>
<th><strong>MS Program Essentials (AACN, 2011)</strong></th>
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<th><strong>MS Program Competencies</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IX: Master's Level Nursing Practice:</strong></td>
<td></td>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Values that impact the delivery and the receipt of health care.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>9. Cultivate reflective practice that promotes and supports integrated care of self and others.</strong></td>
<td><strong>K1. Integrate best evidence from nursing science and humanities as the foundation for practice.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>K2. Explain the importance of shared decision making for patients, families, caregivers, communities and members of the healthcare team.</strong></td>
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<td></td>
<td><strong>K3. Understand how reflective practice can impact health care.</strong></td>
</tr>
<tr>
<td></td>
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<td><strong>K4. Identify the impact of emotional, mental and physical health of caregivers in the provision of health care for others.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S1. Apply interdisciplinary theories and concepts as the foundation for practice.</strong></td>
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<tr>
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<td><strong>S2. Advocate for shared decision making among patients, families, caregivers, communities and members of the healthcare team.</strong></td>
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<td><strong>S3. Evaluate the barriers to achieving optimal wellness for self, patients/families and communities.</strong></td>
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<td><strong>S4. Able to apply ethical principles as preventative strategies and effective problem-solving.</strong></td>
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<td><strong>S5. Maintain collaborative relationships that advance the goals of care.</strong></td>
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<td><strong>S6. Able to demonstrate and embody thoughtful and ongoing reassessment of one's professional values and priorities.</strong></td>
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<td><strong>S7. Perform a comprehensive assessment of an individual in a variety of health settings.</strong></td>
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<td><strong>A1. Appreciate both the art and science of nursing.</strong></td>
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<tr>
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<td></td>
<td><strong>A2. Value the complexity of maintaining a holistic balance between the physical, psychological and spiritual variables necessary for good health.</strong></td>
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</tbody>
</table>
## DNP Essentials-Program Outcomes-Competencies

<table>
<thead>
<tr>
<th>DNP Essentials (AACN, 2006)</th>
<th>DNP Program Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Scientific Underpinnings for Practice</strong></td>
<td>1. Translate knowledge from the natural and social sciences to advanced practice nursing.</td>
<td>Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>K1. Analyze data from natural and social sciences to develop and advance strategies to enhance health and health care delivery systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S1. Apply the principles and scientific knowledge from the physiologic, pharmacologic and social sciences to advanced nursing practice aimed at health promotion and disease prevention and management.</td>
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<tr>
<td></td>
<td></td>
<td>S2. Use science-based theories from various disciplines to develop and evaluate practice approaches and models.</td>
</tr>
<tr>
<td></td>
<td>2. Generate strategies to manage organizational, business, and financial systems to ensure safe, timely, effective, efficient, equitable patient-centered care.</td>
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<tr>
<td></td>
<td>K1. Analyze principles of practice management including conceptual and practical strategies for balancing productivity with quality care.</td>
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<tr>
<td></td>
<td>K2. Analyze organizational structure, function, and resources to affect delivery of care.</td>
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</tr>
<tr>
<td></td>
<td>S1. Evaluate implications of organizational practice policies and procedures on healthcare.</td>
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</tr>
<tr>
<td></td>
<td>S2. Apply advanced communication skills in leading quality initiatives to create and sustain change at organizational and policy levels.</td>
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<td>S4. Apply principles of economics and finance to monitor and evaluate healthcare outcomes, and develop care delivery models.</td>
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<td>S5. Develop and evaluate effective strategies for managing ethical dilemmas inherent in patient care, healthcare organizations, and research.</td>
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<tr>
<td><strong>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</strong></td>
<td>3. Design, implement, and evaluate evidence-based practice to optimize health and healthcare outcomes in</td>
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<tr>
<td></td>
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<td>K1. Understand research and evidence-based practice principles.</td>
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<td></td>
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<td>K2. Interpret implementation science for</td>
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<td>S1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement best evidence for practice.</td>
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<tr>
<td>DNP Essentials (AACN, 2006)</td>
<td>DNP Program Outcomes</td>
<td>Competencies</td>
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<tr>
<td></td>
<td>individuals, families, communities, and organizations using knowledge and technology from diverse sources and disciplines</td>
<td>Knowledge: application in diverse practice settings.</td>
</tr>
</tbody>
</table>
| IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care | 4. Lead the design, selection, and implementation of technology and informational programs/systems to monitor and evaluate programs, outcomes, and systems of care | S2. Translate evidence to design, implement, and evaluate practice.  
S3. Disseminate findings from evidence-based practice and research to improve health care outcomes.  
S4. Function as a practice specialist/consultant in collaborative knowledge-generating research. |
|                               | K1. Analyze critical elements necessary for the selection, use, and evaluation of health care information systems and health care technology.  
K2. Understand the purpose of standardized nursing terminologies and the processes needed to implement these effectively into information systems and practice  
K3. Understand principles of developing and executing evaluation plans utilizing data extracted from practice information systems and databases.  
K4. Interpret and apply standards and principles for selecting, evaluating, and implementing information systems and patient care technologies, and the related ethical, regulatory, and legal issues. | Skills: Design, select, and implement information systems/technologies to support and evaluate the impact of nursing care on patient outcomes and care systems.  
S2. Evaluate technology-based health information sources (for consumers and providers) for accuracy, timeliness, and appropriateness. |
| V. Health Care Policy for Advocacy in Health Care | 5. Develop, influence, and advocate for health care policy at all levels that addresses issues of | Attitudes:  
A1. Values (Acknowledges) one’s own responsibility to ensure information systems and technology represent and support nursing practice  
A2. Values nursing data generated from health IT data that can be used efficiently (to?) generate evidence  
A3. Value the highest standards for privacy and appropriate use of data.  
A1. Respect the opinions of various stakeholders in discussions and formulations of policy. |
|                               | K1. Critically analyze health policy proposals and health policies that influence advanced |  
S1. Advocate for social justice and equity within the policy and health care arenas. |

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<table>
<thead>
<tr>
<th>DNP Essentials (AACN, 2006)</th>
<th>DNP Program Outcomes</th>
<th>Competencies</th>
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<tbody>
<tr>
<td></td>
<td>social justice, health care equity, and practice regulation</td>
<td>Knowledge</td>
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<tr>
<td></td>
<td>practice nursing and health care.</td>
<td>Skills</td>
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<td></td>
<td>S2. Advocate for the nursing profession within the policy and health care arenas.</td>
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<td></td>
<td>S3. Demonstrate leadership in the development and implementation of health policy to improve health care delivery and outcomes at the institutional, local, state, regional, national, and/or international level(s).</td>
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<tr>
<td>VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
<td>6. Collaborate and lead interprofessional health care teams in diverse and complex health care settings and systems</td>
<td>S1. Demonstrate leadership in the healthcare team.</td>
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<tr>
<td></td>
<td>K1. Explain the role of the DNP as a leader of an interprofessional healthcare team.</td>
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<td>K2. Summarize the process for creation of and the maintenance of interprofessional healthcare teams.</td>
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<td></td>
<td>S1. Create and outline the roles of healthcare team members.</td>
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<td>S3. Evaluate the effectiveness of the interprofessional health care team.</td>
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<td>S4. Create effective communication strategies for the interprofessional healthcare team.</td>
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<td>A1. Appreciate the complexities of the healthcare team.</td>
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<tr>
<td>VII. Clinical Prevention and Population Health for Improving the Nation’s Health</td>
<td>7. Translate evidence-based knowledge to practice for the promotion and maintenance of health for individuals, families, communities and populations</td>
<td>K1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</td>
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<tr>
<td></td>
<td>K2. Synthesize concepts related to clinical prevention and population health to improve health care outcomes for individuals, aggregates, and populations.</td>
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<td>S1. Develop, implement, and evaluate interventions to address health promotion and disease prevention efforts, improve health status, and/or address gaps in care of individuals, aggregates and populations.</td>
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<td>S2. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and economic diversity.</td>
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<td>A1. Sensitive to psychosocial dimensions of cultural and economic diversity.</td>
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<tr>
<td>DNP Essentials (AACN, 2006)</td>
<td>DNP Program Outcomes</td>
<td>Competencies</td>
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<td>Attitudes</td>
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VIII. Advanced Nursing Practice

8. Provide evidence-based comprehensive biophysical and psychosocial care to individuals and families according to the competencies of specialty practice within a framework of cultural humility.

K1. Understand the impact of practice issues & health policy on the ability of the interprofessional healthcare team to deliver care to individuals, families & communities.

S1. Demonstrate ability to perform a comprehensive assessment of clients in diverse patient care settings.

S2. Utilize evidence from nursing and other sciences to design, implement and evaluate interventions using advanced levels of clinical judgment.

S3. Develop relationships with patients and families to facilitate care and optimize outcomes.
### PhD Curricular & Role Principles-Program Outcomes-Competencies

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

Directions: Please initial each statement and sign at the bottom of the form.

I understand that as a nursing student I am a member of a profession which places me in a position of confidence requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that as a member of the nursing profession I have a responsibility to act in a manner consistent with the essential attributes of the profession. In this regard:

_____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a UIC College of Nursing student. In addition, I agree not to inappropriately disclose confidential information about my agency or institution that is disclosed to me in my capacity as a UIC CON student. I will adhere to HIPAA guidelines.

_____ I have / will read the syllabi of all nursing courses I take while a UIC College of Nursing student.

_____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses

_____ I will maintain and uphold the academic integrity policy of the UIC College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing or copying another’s assigned work, or lying about any situation.

_____ I will not recreate any items or portions of any exam for my own use or for use by others during my enrollment in the UIC College of Nursing.

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the UIC College of Nursing.

_____ I will not allow any student access to any of my paperwork for the purpose of copying.

_____ I will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e., Facebook, Twitter, Instagram, cell phones, etc.).

_____ I will not leave / save any patient, family, faculty, clinical facility, or student information on any open access desktop or hard-drive.

Name (Please Print) ____________________________________________ University ID Number (UIN) ________________________________

Signature ___________________________________________________ Degree Program ________________________________

Date ________________________________ Campus Location ________________________________
APPENDIX C: Sample Reportable Event Form
Please Note: This is a sample. The actual Reportable Event Form is available on the UIC CON web site.