



NORWICH
UNIVERSITY®

SCHOOL OF NURSING

Master of Science in Nursing
and Post-Master's Nurse Practitioner Certificate
Student Handbook



2023-2024



NORWICH
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SCHOOL OF NURSING

Norwich University
College of Graduate and Continuing Studies

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Dear Norwich University Nursing Student:

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

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

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

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

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

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

Sincerely,

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

ACCREDITATION

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

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

The baccalaureate degree program in nursing at Norwich University is accredited by the Commission on Collegiate Nursing Education.

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791

The baccalaureate degree program in nursing at Norwich University is approved by the Vermont State Board of Nursing.

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

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

Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791

DISCLAIMER

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

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Norwich University

Vision

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

Mission

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

Statement of Guiding Values

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

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

School of Nursing

Mission

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

Philosophy

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

The faculty further believes that teaching and learning evolve, through a seamless progression, in competency-based nursing practice. Graduates become proficient in patient-centered care with emphasis on quality improvement methods and patient safety. The responsibility of the professional nurse is complex, requiring expertise in leadership, communication, and teamwork.

Our Purpose (Graduate Nursing)

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

Nursing Profession

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

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

Patient

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

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

Health

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

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

Environment

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

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

Norwich University School of Nursing (NUSON) MS in Nursing Objectives

1. Integrate knowledge from nursing, science, humanities, theory and research into evidence-based, population-focused advanced nursing practice.
2. Demonstrate advanced practice nursing skills and clinical reasoning in providing evidence-based population-focused health care for patients, consistent with the ANA's Scope and Standards of Practice for advanced practice nurses.
3. Manage population-focused patient care within transforming and complex healthcare systems.
4. Implement effective communication skills to create collaborative partnerships within nursing and across healthcare disciplines.
5. Contribute to advancing nursing research and quality improvement through evidence-based practice and leadership in practice, policy, and education.
6. Plan and manage change effectively.
7. Integrate knowledge from social determinants of health in providing ethical and culturally competent population-focused care across a spectrum of healthcare environments.
8. Integrate knowledge of health promotion, health policy, and systems, change, and finance to effectively manage available resources in the nursing environment.
9. Incorporate the knowledge and skills related to informatics and technology to improve nursing practice effectively.

The MSN program is designed to achieve the following academic goals:

1. Prepare graduates with education and experience to meet eligibility for successful completion of national Nurse Practitioner certification examinations
2. Provide a curriculum of study with logical course sequencing and concurrent didactic and clinical experience.
3. Provide high quality clinical track distance-learning opportunity for BS in Nursing prepared nurses to advance to masters-level/advanced practice competency.
4. Provide didactic and clinical population-focused education experiences meeting national education standards for advanced nursing education and core competencies.

ANA Code of Ethics

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

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

Diversity, Equity, and Inclusion

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

Multilingual Students

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

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

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

Disability Services

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

College of Graduate and Continuing Studies Norwich University
158 Harmon Drive Northfield, VT 05663
Cgsada@norwich.edu
(802)485-2458

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

Graduate Nursing Admission Criteria

1. Criteria for admission to MSN-NP track:

- A bachelor's degree from a nationally accredited (either by the National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE)) undergraduate nursing program, or an equivalent degree from a foreign institution, as evaluated by [WES](#), [IERF](#), [SpanTran](#), or [CED](#).
- If the applicant is currently enrolled in a BSN program and a letter from the university's registrar is submitted indicating the anticipated degree conferral date, the applicant can be conditionally admitted.
- A cumulative GPA of 3.00 or greater on a 4.00 scale. (Applicants with a GPA below 3.00 must demonstrate a GPA of 3.00 or higher for the last 60 undergraduate hours of his/her nursing program.)
- Undergraduate courses in statistics and research.
- Active, unencumbered RN license in the state of student's practice or expected clinical study. License must be unencumbered throughout the entire course of study. If the license becomes encumbered, the student will be dismissed from the program.
- Letter of Intent.
- Letter of recommendation (deferred if Norwich graduate).
- Can only accept up to 15 transfer credits in courses with 80% or better. May require review of syllabi to ensure congruence with Norwich course equivalent.
- Graduate testing is not required.
- If English is not your first language, proof of English language proficiency is required. This can be demonstrated in one of three ways:
 - [TOEFL](#) - a minimum score of 550 (paper-based test) or 80 (Internet-based test) is required.*

- [IELTS](#) – a minimum composite score of 6.5 is required.*
- The applicant holds a baccalaureate or master's degree from a college/university/institution in which the primary language of instruction was English.
- International applicants who are not licensed as registered nurses in the U.S. must achieve a passing score on both the English and nursing sections of the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination

2. Criteria for admission to Post-Master's Certificate (PMC) Program

- Transcript from master's degree with cumulative GPA of 3.0 or higher
 - If practicing/active NP, copy of current APRN certification (AANP or ANCC).
- Letter of intent.
- Letter of recommendation (deferred if Norwich graduate).
- Guidelines for transfer credit for Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment (3Ps) for the PMC:
 - o If student has practiced as an APRN within the last 5 years and holds current APRN certification through a national certifying body (AANP or ANCC), the student does not need to retake Advanced Pathophysiology or Advanced Pharmacology. Advanced Health Assessment credits are reviewed on a case-by-case basis. Syllabus and course objectives. The transfer courses under review will need to be provided by the student upon request.
 - o If the student has not practiced for 5 years and/or has a lapsed board certification, the student will need to retake Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment.
 - o If the student has an MSN as a nurse educator, nursing leader, or other nursing specialty, and has completed Advanced Pharmacology and Advanced Pathophysiology within the last 5 years, the student will not need to repeat those two courses. Student completion of Advanced Health Assessment will be evaluated on a case-by-case basis and will require review of syllabus. If the student took Advanced Pathophysiology and Pharmacology over 5 years ago, they must at a minimum repeat Advanced Pharmacology. Advanced Pathophysiology and Advanced Health Assessment transfer credit will be reviewed on a case-by-case basis.

3. Transfer credits

- Any core nursing courses being considered for transfer (except the 3P's) must have been completed within the last 10 years
- Any of the 3P courses must have been completed within the last 5 years to be accepted for transfer credit.
- In some cases, the student will be required to submit a syllabus for the course being considered for transfer, to determine its congruence with Norwich's equivalent course.

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

Graduate Progression Requirements

First Requirement:

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

EVALUATION AND GRADING POLICY:

Grades are assigned according to Grading Scale below:

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

Dismissal from Graduate Nursing

- Failure to achieve minimum grade of B (83%) in two Nursing courses during enrollment in the Nursing program.
- Failure to achieve minimum grade of B (83%) in any repeated Nursing course.
- Failure to maintain cumulative GPA of 3.0.
- Unsafe laboratory or clinical practice.

- Violation of Professional Behavior Expectations.
- Violation of the ANA Code of Ethics and/or ANA Standards of Practice.
- A student who has not been active in Nursing major courses for more than one semester without prior approval from advisor and the Director of Nursing.

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

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

Students wishing to challenge a progression issue or dismissal, must follow the University grievance procedure: <https://online.norwich.edu/about-us/complaint-process>

Reinstatement in Graduate NUSON Programs

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

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

Code of Professional Conduct

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

Professional Behavior Expectations

NUSON students are expected to develop and demonstrate professional behavior in all educational settings. This includes, but is not limited to, the classroom, simulation, clinical, virtual class activities, all interactions with NUSON faculty and staff, and interactions with clinical partners. The following behaviors are included in professional

behavior (this list may be expanded as needed).

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

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

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

Technology Standards

Students in the Master of Science in Nursing program are expected to be proficient in the use of technology. This is necessary for success in the healthcare environment where nurses must utilize and interact with technology in the workplace.

- Quizzes, tests, and examinations will be delivered via the virtual classroom (Moodle Learning Management System). This is imperative in preparing students for the various computer-based National Certification Exams after graduation.
- All exams are remotely proctored. Students are expected to adhere to all guidelines provided by the remote proctoring company used by the Nursing program. Students must be able to access learning modules and resources that are assigned and available online.
- Students must be able to use electronic health records in the clinical setting.
- Students are expected to turn in all assignments by the due date specified in the syllabus.
- Students are accountable for all communications sent from program faculty and staff through the virtual classroom and via Norwich email.
- Students are expected to check Norwich email regularly and respond to faculty and staff in a timely manner.
- All program communication takes place via the Norwich email. The use of personal email for program related communication is not permitted.
- All written communication, including email, must be professional and respectful.
- If students need technical support, they are expected to reach out to the appropriate support services. This may include Norwich ITS Helpdesk and customer service/tech support for the program being used.

Web and Email Etiquette:

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

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

- Be appropriate—do not use foul or inappropriate language; if you have a question as to whether your language is too strong or emotional, don't send your message.
- Be legal—obey copyright laws, and don't use other's content or images without permission.

Academic Integrity

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

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

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

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

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

Examinations

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

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

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

Written Assignments

Written assignments are uploaded to the virtual classroom as a MS Word document (.doc or .docx) by the date/time specified in the course syllabus. Students should retain an electronic copy of all written assignments. Students requiring an extension of the due date must submit a request to the professor a minimum of 24 hours before the assignment is due to be considered for an extension. Unexcused late assignments may be subject to point deductions for every day the assignment is late per the policy in the syllabus.

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

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

As a graduate student in the Norwich program, you are expected to fully understand the Research and Quality Improvement process and you are expected to develop and disseminate scholarly work. To reach this outcome at the masters-level, you will take courses in research and quality improvement. Your assignments will include designing a research or Quality Improvement (QI) project and your scholarly work will center on demonstrating your understanding of the research process and design components. You are not expected to conduct research or implement a QI project. You will develop a poster to disseminate your scholarly work. In the NP track, the scholarly work will include a case study presentation at the level of a Grand Rounds. Conducting research and implementing QI projects would be expected at the DNP or Ph.D. level. Some students may be working in research or QI at their workplaces and utilize the Institutional Review Board (IRB) in their workplace location. In that case, the scholarly project in the program may overlap with that work.

Late Work

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

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

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

Evaluations

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

Honor Society

Sigma Theta Tau International Honor Society for Nursing (STTI); Omega Mu At-Large Chapter

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

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



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