



SCHOOL OF NURSING

GRADUATE PROGRAM STUDENT HANDBOOK

2014-2015

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STATEMENT OF GRADUATE NURSING PROGRAM REVISION

The graduate faculty in the School of Nursing reserve the right to revise the requirements and policies, as deemed necessary at any time, to prepare students for new and emerging roles in nursing.

NOTICE OF NONDISCRIMINATION

Wilkes University offers equal opportunities in all admission and employment policies, practices and programs. Wilkes is committed to providing a welcoming environment for all members of our community and to ensuring that all educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle, and in compliance with Title IX of the Education Amendments of 1972, Americans with Disabilities Act of 1990 and all other applicable laws, Wilkes University does not discriminate on the basis of race, color, religion, gender, gender identification and expression, sexual orientation, national or ethnic origin, age, disability, marital status, domestic partnership status or status as a veteran in any policies, practices or programs including, but not limited to: employment policies and practices; education and admission policies; scholarship/loan programs, athletics, and extracurricular activities.

Any questions or concerns should be addressed to the University's Title IX Coordinator.

WILKES UNIVERSITY

OUR MISSION:

To continue the Wilkes tradition of liberally educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, scholarship and academic excellence, while continuing the university's commitment to community engagement.

OUR VISION:

Wilkes University will provide exceptional educational experiences that transform students and develop innovations through scholarly activities that lead to national recognition and shape the world around us.

OUR VALUES:

Mentorship: Nurturing individuals to understand and act on their abilities while challenging them to achieve great things.

Scholarship: Advancing knowledge through discovery and research to better educate our constituents.

Diversity: Embracing differences and uniqueness through sincerity, awareness, inclusion and sensitivity.

Innovation: Promoting creative scholarly activities, programs, ideas and sustainable practices.

Community: Appreciating and collaborating with mutual respect to foster a sense of belonging.

ACCREDITATION:

Wilkes University is an accredited member of the Middle States Association of Colleges and Schools and its graduate and professional programs are approved by the Department of Education of the Commonwealth of Pennsylvania. In addition to total program accreditation, certain special areas are recognized by professional organizations. The Master's Degree in Business Administration (MBA) program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), and the graduate program leading to the Master of Science Degree with a major in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE). The American Council on Pharmaceutical Education (ACPE) has granted full accreditation to the Doctor of Pharmacy (Pharm. D.) program.

Wilkes University is also licensed by the Arizona State Board for Private Postsecondary Education to operate in the state of Arizona

SCHOOL OF NURSING

MISSION

The mission of the School of Nursing is to develop professional practitioners of nursing that provide quality health care in multicultural environments, promote interprofessional collaboration, engage in lifelong learning, expand nursing science, and serve the community with intelligence, compassion, respect, and integrity.

VISION

The vision of the School of Nursing is to be the recognized leader in nursing education that prepares professional nurses to engage in scholarly activity and guide nursing practice with meaningful contributions to clinical prevention, population health, and healthcare policy development.

- Baccalaureate nursing students are prepared to meet the challenges of clinical practice in an increasingly complex healthcare environment through evidenced-based practice.
- Graduate students are prepared to assume diverse health care and leadership roles and contribute to the advancement of nursing science as expert scholars, practitioners, educators and executives.

PHILOSOPHY

The Wilkes University School of Nursing, consistent with the mission of the University, is committed to educating our students for lifelong learning and success in a constantly evolving and multicultural world through a commitment to individualized attention, exceptional teaching, and academic excellence and to upholding the Wilkes' tradition of community service. The School of Nursing supports the University's core curriculum, which includes a broad spectrum of courses designed to stimulate the student's intellectual, personal and social development.

The educational program in nursing prepares students to deal with the complexities of a dynamic profession and society. The nursing faculty identifies human beings, environment, health, and nursing as the major concepts of the curriculum. This philosophy expands on the conceptual meanings of these ideas.

Human beings are unique, rational entities with inherent dignity and worth. Each person is a physical, psychological, spiritual, social, and cultural being with specific needs. In an effort to meet these needs, people develop human response patterns. These human response patterns are interrelated with developmental stages and influence the ability of people to maintain order and to experience wellness. Human beings are in constant interaction with a dynamic environment. While people and their environment are distinguishable from each other, each participates in the creation of the other.

The environment is multidimensional, dynamic, and integral to human beings and their response patterns. It encompasses the biological, physical, psychological, sociocultural, political, and

economical experiences of people. Human beings experience the environment as individuals, families, and communities who share common beliefs and values. The environment, thus, affects and effects change in the patterning of both people and itself.

Health is a dynamic state of being which can be depicted on a wellness-illness continuum. A person's position on the continuum is a result of that person's interrelationship with the environment; movement along the continuum is reflected in the person's response patterns. Optimum health is uniquely experienced as that point on a wellness-illness continuum which reflects the maximum level of wellness that can be achieved.

Nursing is a human science which focuses on people, their environment, and their health. It is characterized by interaction between the nurse and the client; is directed toward identifying human response patterns to the environment; and takes place to assist individuals, families and communities to meet human needs through promoting, maintaining, and restoring health and preventing illness. Whenever actual or potential threats to a client interfere with the ability to meet human needs, and/or whenever a client desires assistance in maintaining optimal health, nurses intervene through a deliberative process of assessment, analysis, planning, implementation, and evaluation.

Within the legal and ethical parameters of the profession, the nurse assumes the roles of practitioner, advocate, teacher, researcher, and leader to provide health care to clients in a variety of settings. The professional nurse functions interdependently with members of the health team in collaborative relationships wherein each profession contributes according to its knowledge base, skills, and focus.

The nursing faculty believes that learning is a continuous process throughout the life span. It is achieved in direct proportion to the needs, interests, and resources of the individual learner and is measured by change in behavior. The process of learning is sequential and deals in the cognitive, affective, and psychomotor domains. The teacher is responsible for providing quality learning experiences, sharing information, and maintaining a climate conducive to learning. The learner is responsible for acquisition of knowledge, skills, and attitudes essential to the practice of professional nursing. The teacher and the learner interact to explore and develop an understanding of the relationship among theory, research, and practice. This interaction facilitates critical thinking, fosters professional practice and, ultimately, contributes to the development of nursing.

The baccalaureate programs for nursing prepare a beginning self-directed professional practitioner. Graduates function as generalists whose education for professional nursing is based upon the integration of knowledge from the humanities, the physical and social sciences, nursing theory, and applied research. Entry level nursing education facilitates political awareness and the development of personal and professional standards, and provides the basis for graduate study in advancing nursing practice. The Graduate Program in nursing builds upon baccalaureate education and is designed to prepare nurses for advancing nursing practice. Graduates have advanced skills in the roles of direct client care provider, consultant, educator, researcher, collaborator and manager. The emphasis in the master's program is on the

development of clinical and professional expertise in healthcare communities. The master's program serves as basis for doctoral study in nursing. The Doctor of Nursing Practice is a practice-focused, terminal degree that prepares nurses with scientific inquiry to become leaders in advancing nursing practice. Graduates demonstrate application of scholarship and research for solving complex health problems through translation of research in clinical practice and integration and dissemination of new knowledge for improving health outcomes.

ACCREDITATION

The baccalaureate degree in nursing/master's degree in nursing at Wilkes University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

ALMA MATER

Words and Music by Eleanor C. Farley

Wilkes, our Alma Mater,
We pledge our hearts to
thee, Honor, faith, and
courage, Truth and loyalty.

In our work as in our
pleasure

Guide us as a friend; We
shall always love thee,

Loyal to the end.

Thou shalt lead us
onward In search of
finer things. May we
find the wisdom That
thy spirit brings.

May our deeds of love and
service

Ever swell thy fame —
Wilkes, we stand to greet
thee! Glory to thy name!

DOCTOR OF NURSING PRACTICE (DNP)

PURPOSE

The program leading to the Doctor of Nursing Practice at Wilkes University is linked to the mission statement of the University and to the mission of the Department of Nursing as well as, AACN's definition of advanced nursing practice. The goal of the doctoral program focuses on two primary elements: applied research and clinical practice. These two elements are embedded in courses throughout the program with opportunities to apply acquired knowledge and skills to problems and practice in the students' respective fields for the betterment of health care agencies and the people they serve.

The online program is designed for self-motivated students adept at using computers. Student computers must meet system requirements of the university.

DNP PROGRAM OUTCOMES

The DNP Program at Wilkes University prepares students to:

1. Apply scientific inquiry and information technology to become leaders in advancing nursing practice.
2. Demonstrate application of scholarship and research for solving the nation's complex health problems.
3. Translate evidence based research into clinical practice.
4. Integrate and disseminate knowledge for improving patient and population health outcomes.
5. Engage in health care policy.

DNP STUDENT LEARNING OUTCOMES

Students in the DNP Program at Wilkes University will:

1. Synthesize nursing science to manage complex health problems and improve health outcomes in advanced nursing practice.
2. Develop and evaluate knowledge and skills in organizational and systems leadership to improve health care practice and policy.
3. Critically analyze information technology, research methodology, quality improvement methodology to implement the best evidence based practice.
4. Design and analyze patient care technology and information systems to enhance quality of health care delivery.
5. Evaluate health care policies to improve health care policy outcomes at the local, state, and national levels.
6. Employ specialized knowledge and leadership skills when collaborating and leading other inter-professional health care teams in complex health care delivery systems.
7. Analyze health disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.
8. Develop, demonstrate, and sustain advanced levels of clinical judgment, systems thinking and accountability to implement and evaluate evidence based care disparities, cultural diversity, environmental and societal needs in the care of individuals, aggregates, and populations.

ADMISSION REQUIREMENTS

- Bachelor of Science in Nursing with a GPA of 3.0 or higher on a 4.0 scale
- Master of Science in Nursing with a GPA of 3.5 or higher on a 4.0 scale
- Advanced Practice Nurses (Nurse Practitioners, Clinical Nurse Specialists, Nurse Anesthetists, Nurse Midwives) must present evidence of:
 - Completion of graduate courses titled Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment
 - Proof of completion of a minimum of 500 supervised clinical practice hours during advanced practice nursing master's or post-master's program
 - Proof of national advanced practice certification (preferred)
- Official transcripts from all post-secondary education experiences (International students must submit all official transcripts and other requirements to <http://www.wes.org> and pay the appropriate fees. World Education Services will forward documents to Wilkes University.)
- Three recommendation forms submitted from graduate-prepared nurses or faculty who can attest to the applicant's potential for advanced practice studies and for leadership
- A maximum 3 page document focusing on a Scholarly Project topic.
- A professional portfolio submitted by the applicant reflecting career and scholarship achievements to date.
- Documentation of current RN state licensure and current national certification for advanced practice nursing
- For applicants whose native language is not English and who hail from non-English speaking countries, submission of a minimum Test of English as a Foreign Language (TOEFL) score of 550 or International English Language Testing System (IELTS) score of 6.0 earned within two years prior to application
- For those applicants who meet the above requirements, a successfully completed phone interview

CURRICULUM

Students in the BS-DNP program will complete courses in the Graduate Nursing Core and a specialty concentration, take a stop out, receive a Master of Science with Major in Nursing degree allowing them to sit for the appropriate national certification exam, and begin clinical practice. Students will then resume enrollment into the DNP curriculum. This allows students to gain clinical expertise in advancing the nursing practice role, while simultaneously completing requirements for DNP courses, which includes the Scholarly Project in NSG 608 a and b over 2 semesters.

Graduate Nursing Core (For RN's entering with a Bachelor's Degree) (21 Credits)

NSG 500	Advanced Health Assessment	3 credits
NSG 501	Theoretical Foundations of Nursing Science	3 credits
NSG 502	Advanced Nursing Research	3 credits
NSG 504	Advanced Role Development in Nursing	3 credits
NSG 505	Health Care Policy and Models of Care	3 credits
NSG 530	Advanced Pathophysiology	3 credits
NSG 533	Advanced Pharmacology	3 credits

CONCENTRATIONS

NURSE PRACTITIONER STUDENT LEARNING OUTCOMES

Students in the Nurse Practitioner Program at Wilkes University will:

1. Synthesize theoretical, scientific, and clinical knowledge in providing comprehensive, evidence-based care.
2. Perform comprehensive health history and physical examination to diagnose health conditions involving critical analysis, differential diagnosis, and data interpretation.
3. Assume leadership roles in collaboration with other health professionals to achieve optimum patient health.
4. Integrate health care policy as it impacts the decision-making ability to provide quality patient care.
5. Negotiate healthcare delivery systems to promote quality health outcomes for individuals, communities, and organizational systems.
6. Coordinate care for patients with complex conditions through referrals and collaboration.
7. Participate in life-long learning through higher education, continuing education, certification and evaluation.

Adult-Gerontology Primary Care Nurse Practitioner (16 Credits)

NSG 550	Diagnostic Reasoning for Nurse Practitioners	2 credits
NSG 553	Adult Health Perspectives of Culturally Diverse, Rural, and Underserved Populations	2 credits
NSG 554	Advanced Practice in Adult-Gerontology I	3 credits
NSG 555	Advanced Practice in Adult-Gerontology II	3 credits
NSG 506	Advanced Practice in Adult-Gerontology Clinical I	3 credits
NSG 515	Advanced Practice in Adult-Gerontology Clinical II	3 credits

Psychiatric/Mental Health Nurse Practitioner (18 Credits)

NSG 526	Clinical Modalities in Advanced Psychiatric Mental Health Nursing Practice	3 credits
NSG 527	Psychopathology, Theories, and Advanced Clinical Modalities	3 credits
NSG 535	Advanced Practice in Psychiatric Mental Health Nursing I	3 credits
NSG 536	Advanced Practice in Psychiatric Mental Health Nursing II	3 credits
NSG 550	Diagnostic Reasoning for Nurse Practitioners	2 credits
NSG 551	Mental Health Perspectives of Culturally Diverse, Rural, and Underserved Populations	2 credits
NSG 552	Psychopharmacology	2 credits

DNP CORE (MS-DNP and BS-DNP Students) (30 Credits)

NSG 600	Nursing Informatics	3 credits
NSG 601	Biostatistics	3 credits
NSG 602	Ethical Principles for Advanced Nursing Practice	3 credits
NSG 603	Application of Nursing Research	3 credits
NSG 604	Epidemiology and Environmental Health	3 credits
NSG 605	Collaboration in Health Care Delivery	3 credits
NSG 606	Diversity and Social Issues	3 credits
NSG 607	Leadership in Advanced Nursing Practice	3 credits
NSG 608a*	Scholarly Project	3 credits
NSG608b*	Scholarly Project	3 credits

*NSG 608 a and b are completed over the last 2 semesters in the DNP program.

MASTER OF SCIENCE WITH MAJOR IN NURSING (MS)

PURPOSE

The purpose of the Master of Science with Major in Nursing at Wilkes University is to prepare the Nurse Practitioner, Nurse Executive, and Nurse Educator for advancing nursing practice. This multidisciplinary program provides a foundation for further study in nursing and continued professional development. Graduates are eligible for national certification. Each student's program of study is planned to meet individualized personal goals and professional requirements.

MASTER OF SCIENCE WITH MAJOR IN NURSING PROGRAM OUTCOMES

The Master of Science with Major in Nursing program at Wilkes University prepares students to:

1. Engage in lifelong learning in a constantly evolving and multicultural world.
2. Demonstrate competence in the development of scientific inquiry relevant to clinical practice, administration, or education.
3. Utilize leadership strategies that foster improvement of patient and population health.
4. Advance nursing practice by translating evidence in a variety of roles and areas of practice.
5. Improve healthcare outcomes through interprofessional collaboration.

MASTER OF SCIENCE WITH MAJOR IN NURSING STUDENT LEARNING OUTCOMES

Students in the Master of Science with Major in Nursing program at Wilkes University will:

1. Synthesize advanced knowledge of nursing and related disciplines for the development of advanced nursing practice in the roles of the Nurse Practitioner, Nurse Executive, and Nurse Educator.
2. Develop expertise in the Nurse Practitioner, Nurse Executive, and Nurse Educator roles to advance nursing practice.
3. Develop skills and abilities to assume leadership roles in advanced nursing practice.
4. Evaluate nursing research for its applicability to advance nursing practice.
5. Evaluate applicable knowledge and concepts in nursing to deal with the complexities of a dynamic society.
6. Participate in lifelong learning as a part of advancing nursing practice.

ADMISSION REQUIREMENTS

- A baccalaureate nursing degree with a GPA of 3.0 or higher on a 4.0 scale
- Licensure as a Registered Nurse
- A completed admission application
- One year of clinical experience
- Official transcripts for all schools attended

CURRICULUM

Graduate Nursing Core (24 Credits)

NSG 500	Advanced Health Assessment	3 credits
NSG 501	Theoretical Foundations of Nursing Science	3 credits
NSG 502	Advanced Nursing Research	3 credits
NSG 504	Advanced Role Development in Nursing	3 credits
NSG 505	Health Care Policy and Models of Care	3 credits
NSG 530	Advanced Pathophysiology	3 credits
NSG 533	Advanced Pharmacology	3 credits
NSG 590	Scholarly Review*	3 credits

*Students in the BS-DNP and Post Graduate Certificate Programs have an option to complete (1) credit of national certification preparation.

CONCENTRATIONS

NURSE PRACTITIONER STUDENT LEARNING OUTCOMES

Students in the Nurse Practitioner program at Wilkes University will:

1. Synthesize theoretical, scientific, and clinical knowledge in providing comprehensive, evidence-based care.
2. Perform comprehensive health history and physical examination to diagnose health conditions involving critical analysis, differential diagnosis, and data interpretation.
3. Assume leadership roles in collaboration with other health professionals to achieve optimum patient health.
4. Integrate health care policy as it impacts the decision-making ability to provide quality patient care.
5. Negotiate healthcare delivery systems to promote quality health outcomes for individuals, communities, and organizational systems.
6. Coordinate care for patients with complex conditions through referrals and collaboration.
7. Participate in life-long learning through higher education, continuing education, certification and evaluation.

Adult-Gerontology Primary Care Nurse Practitioner (16 Credits)

NSG550	Diagnostic Reasoning for Nurse Practitioners	2 credits
NSG553	Adult Health Perspectives of Culturally Diverse, Rural, and Underserved Populations	2 credits
NSG554	Advanced Practice in Adult-Gerontology	3 credits
NSG555	Advanced Practice in Adult-Gerontology II	3 credits
NSG506	Advanced Practice in Adult-Gerontology Clinical I	3 credits
NSG515	Advanced Practice in Adult-Gerontology Clinical II	3 credits

Psychiatric/Mental Health Nurse Practitioner (18 Credits)

NSG526	Clinical Modalities in Advanced Psychiatric/Mental Health Nursing Practice	3 credits
NSG527	Psychopathology, Theories, and Advanced Clinical Modalities	3 credits
NSG535	Advanced Practice in Psychiatric/Mental Health Nursing I	3 credits
NSG536	Advanced Practice in Psychiatric/Mental Health Nursing II	3 credits
NSG550	Diagnostic Reasoning for Nurse Practitioners	2 credits
NSG551	Mental Health Perspectives of Culturally Diverse, Rural, and Underserved Populations	2 credits
NSG552	Psychopharmacology	2 credits

NURSE EXECUTIVE STUDENT LEARNING OUTCOMES

Students in the Nurse Executive program at Wilkes University will:

1. Examine innovations for leadership and management to meet the challenges in delivering quality health care.
2. Critically analyze the challenges and issues facing nurse executives for maintaining healthcare workforces.
3. Discuss the role of the nurse executive as a leader in advancing nursing practice.
4. Apply evidence based practice as an organizational leader in redesigning healthcare delivery systems.

Nurse Executive (15 Credits)

***Theory courses are 8 weeks and practicum courses are 16 weeks in length.**

NSG 560	Healthcare Operations for the Nurse Executive	3 credits
NSG 561	Organizational Leadership for the Nurse Executive	3 credits
NSG 562	Advanced Leadership Topics for the Nurse Executive	3 credits
NSG 563	Nurse Executive Practicum I	3 credits
NSG 564	Nurse Executive Practicum II	3 credits

NURSING EDUCATION STUDENT LEARNING OUTCOMES

Students in the Nursing Education program at Wilkes University will:

1. Analyze theoretical and evidence-based research specific to nursing education.
2. Develop expertise in education assessment, teaching/learning strategies, evaluation and testing.
3. Design a curriculum that addresses a dynamic complex nursing environment.
4. Demonstrate leadership abilities through classroom and clinical teaching in a variety of community agencies.

Nursing Education (15 Credits)

***All courses are 8 weeks in length**

NSG540	The Nursing Curriculum: Development and Implementation	3 credits
NSG541	Teaching Methodologies and Strategies in Nursing	3 credits
NSG542	Evaluation in Nursing Education	3 credits
NSG544	Clinical Practice in Education I	3 credits
NSG545	Clinical Practice in Education II	3 credits

RN-MS PROGRAM

PURPOSE

This accelerated program is designed for the experienced, practicing registered nurse who plans to continue nursing studies through the master's level and does not hold a baccalaureate degree. Adjustments of the undergraduate requirements permit rapid progress into the graduate level. The curriculum for the Master of Science with Major in Nursing program remains intact and prepares the registered nurse for advancing nursing practice. Program plans are individualized for each student. The total time to completion of the program is dependent on the number of transfer credits, as well as the number of credits taken in any semester.

An interview with the Director of the Graduate Nursing Program is required prior to entry into the program. Formal admission to Wilkes University is necessary and will include evaluation of transfer credits.

ADMISSION REQUIREMENTS

- A nursing degree with a GPA of 3.0 or higher on a 4.0 scale
- Licensure as a Registered Nurse
- A completed admission application
- One year of clinical experience
- Official transcripts for all schools attended

POST-GRADUATE APRN CERTIFICATE PROGRAMS

PURPOSE

This program is designed for professional nurses who have earned a master's or doctoral degree in Nursing and seek further education in advanced nursing practice. Concentrations offered are the Adult-Gerontology Primary Care and Psychiatric/ Mental Health Nurse Practitioner. No degree will be awarded.

Students must take N 533 or have completed a 3-credit advanced pharmacology course within the past 5 years.

Required number of credits for each concentration is at the discretion of the Director of Graduate Nursing Program.

ADMISSION REQUIREMENTS

- A master's degree in nursing with a GPA of 3.0 or higher on a 4.0 scale
- Licensure as a Registered Nurse
- A completed admission application
- One year of clinical experience
- Official transcripts for all schools attended

THE CURRICULUM

CONCENTRATIONS

NURSE PRACTITIONER STUDENT LEARNING OUTCOMES

Students in the Nurse Practitioner program at Wilkes University will:

1. Synthesize theoretical, scientific, and clinical knowledge in providing comprehensive, evidence-based care.
2. Perform comprehensive health history and physical examination to diagnose health conditions involving critical analysis, differential diagnosis, and data interpretation.
3. Assume leadership roles in collaboration with other health professionals to achieve optimum patient health.
4. Integrate health care policy as it impacts the decision-making ability to provide quality patient care.
5. Negotiate healthcare delivery systems to promote quality health outcomes for individuals, communities, and organizational systems.
6. Coordinate care for patients with complex conditions through referrals and collaboration.
7. Participate in life-long learning through higher education, continuing education, certification and evaluation.

Adult –Gerontology Primary Care Nurse Practitioner (25 Credits)

NSG500	Advanced Health Assessment	3 credits
NSG530	Advanced Pathophysiology	3 credits
NSG533	Advanced Pharmacology	3 credits
NSG550	Diagnostic Reasoning for Nurse Practitioners	2 credits
NSG553	Adult Health Perspectives of Culturally Diverse, Rural, and Underserved Populations	2 credits
NSG554	Advanced Practice in Adult-Gerontology I	3 credits
NSG555	Advanced Practice in Adult-Gerontology II	3 credits
NSG506	Advanced Practice in Adult-Gerontology Clinical I	3 credits
NSG515	Advanced Practice in Adult-Gerontology Clinical II	3 credits

Psychiatric/Mental Health Nurse Practitioner (27 Credits)

NSG500	Advanced Health Assessment	3 credits
NSG530	Advanced Pathophysiology	3 credits
NSG533	Advanced Pharmacology	3 credits
NSG526	Clinical Modalities in Advanced Psychiatric/ Mental Health Nursing Practice	3 credits
NSG527	Psychopathology, Theories, and Advanced Clinical Modalities	3 credits
NSG535	Advanced Practice in Psychiatric/ Mental Health Nursing I	3 credits
NSG536	Advanced Practice in Psychiatric/ Mental Health Nursing II	3 credits
NSG550	Diagnostic Reasoning for Nurse Practitioners	2 credits
NSG551	Mental Health Perspectives of Culturally Diverse, Rural, and Underserved Populations	2 credits
NSG552	Psychopharmacology	2 credits

Policies

ACADEMIC ADVISEMENT

Each graduate nursing student is assigned an academic Advisor. Students are responsible for contacting the advisor with any academic issues encountered. The advisor is responsible for timely responses to the student and for providing guidance with meeting program requirements. The student and advisor collaborate ongoing and develop a plan to meet the student's individual learning needs. Students enrolled in the Nurse Executive and Nurse Education programs are assigned an advisor from the Students Services Team.

ACADEMIC STANDING AND DISMISSAL

In order for a student to maintain good academic standing in graduate programs, the student must maintain a GPA of 3.0 or higher at and after the point of completing 10 credits in his/her respective program. The 10 credit probationary allowance provides a student the opportunity to demonstrate his/her academic ability. After completing 10 credits, a graduate student whose GPA drops below a 3.0 will be dismissed from his/her respective program. Students who are dismissed may retake a course or courses as a non-degree student, which provides for the opportunity to replace one or more of their deficient grades. If the student is successful in moving his/her GPA above the 3.0 level, he/she may re-apply for acceptance into his/her program.

Only courses with grades below a 3.0 may be taken for grade replacement. If a student elects to take a course for grade replacement, the higher grade earned will be counted in the calculation of the GPA. For example, if a student earns a 2.0 and replaces the grade and earns a 2.5, the higher grade (2.5) would be used in the GPA calculation. Courses may be repeated for grade replacement only one time. Note: Students must also meet all degree requirements in addition to maintaining an acceptable GPA.

Students on provisional acceptance must achieve a 3.0 GPA in first two courses taken to move forward in the program of study.

Individual programs/departments may have more stringent academic progression requirements than those prescribed by the general policies. Program-specific academic progression requirements exist for students enrolled in nurse practitioner (NP) programs. Students in NP concentrations must maintain a minimum of a 3.0 GPA in all NP specialty courses which include:

Adult-Gerontology Primary Care: NSG 550, 506, 515, 554, and 555

Psychiatric/ Mental Health: NSG 550, 526, 527, 535, and 536

A student who is dismissed from the graduate program may request a review of the case by the Graduate Studies Committee. The request should be submitted in written form to the Dean of the appropriate college or school, who will coordinate with the Graduate Studies Committee.

ADMISSION

All students seeking admission must fill out an application for graduate nursing program enrollment. Students, other than international students, who are unable to complete the application process prior to the beginning of their first semester/term may be allowed special admission to the program pending processing of their applications. This policy does not imply acceptance of the student into the degree program. Students failing to complete the application process by the beginning of the second semester/term after their initial application may be denied the right to register for courses. A graduate student may be admitted either as a degree or a special non-degree student, depending upon the student's objectives.

Degree-Seeking Students

Regular admission is granted to students who have completed the application process and who have demonstrated an acceptable level of academic work in their undergraduate program and are prepared for work at the graduate level in their field of specialization.

Provisional admission is granted to students who have not satisfied general or academic admissions requirements including missing documentation or insufficient academic credentials for regular admission. Some graduate programs may allow a provisionally admitted student to begin graduate work before or simultaneously with completion of admission deficiencies. Individual programs will determine the maximum number of graduate credits a provisional student can complete. Upon completion of the designated graduate credits, a provisionally admitted student will either be granted regular admission or denied admission into a graduate program. Under extraordinary circumstances a student may petition the Program Director or Chair of the Department, as applicable, for an extension to the number of allowable credits, who will make a determination in concert with the respective department.

Conditional admission is granted to students who have inadequate scores or academic performance, provided we receive updated information or student maintains satisfactory GPA during the first X credit hours (typically, 3, 6, or 9 credits).

Rejection will be used in cases when a student does not meet the general or academic admissions requirements of the individual program.

Cancellation. Applicants who have not fully completed the admissions process and have not yet started taking academic classes, will have 1 year to complete their file. Should the process not be completed within that timeframe, the application will be cancelled 1 year after the date of application.

Additionally, students who have completed the admissions process and received a decision, but have not yet started taking academic courses, will have their applications cancelled one year after the date of acceptance. Students who are still interested in an academic program thereafter, will be required to reapply to the program.

It should be noted that individual graduate programs retain the right to impose more rigorous conditions on students who have been admitted. Such conditions, if imposed, will be detailed in the letter of admission sent to the student.

Non-Degree Students

Individuals who are interested in completing credits for transfer to another university or for personal enrichment only need to complete a non-degree application and send a copy of their undergraduate transcript. The non-degree application will be cancelled after the maximum number of credits is reached, which will be established by each program.

ANTI-HARASSMENT (INCLUDING SEXUAL HARASSMENT)

Wilkes University strives to provide an academic, work and living environment free from harassment where students, faculty, staff and all members of the University community can work and learn together without fear or intimidation. This policy prohibits any unlawful discrimination based on race, color, religion, gender, gender identification/ expression, sexual orientation, national origin, age, disability, marital status, domestic partnership status, veteran status or any other protected group status. While this policy provides examples, it does not cover all possible situations or circumstances related to harassment which include, but are not limited to:

- Offensive written or spoken words
- Offensive physical actions such as, obscene hand or finger gestures
- Offensive graphic communication such as, explicit or obscene drawings, illustrations, cartoons or posters
- Any unwelcome physical contact
- Situations involving a guarantee or implied promise of special treatment or negative consequences
- Any behavior that creates a threatening, hostile or offensive work or educational Environment, or unreasonably interferes with a person's academic or work performance
- Sexual harassment of any kind as described below

Sexual Harassment

Wilkes University reaffirms the principle that its students, faculty, and staff have a right to be free from sexual harassment by any member of the University community. Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

Sexual harassment can generally be defined as unwelcome sexual advances, requests for sexual favors and/or any other visual, verbal or physical conduct of a sexual nature. Any unwelcome sexual advances (verbal or physical), requests for sexual favors or other verbal or physical conduct of a sexual nature are considered sexual harassment when: submitting to or participating in the conduct is either explicitly or implicitly a term or condition of an individual's employment or educational achievement; or the conduct interferes with or is intended to interfere with

academic or work performance; or if the conduct creates an intimidating, hostile or offensive educational or work environment.

This definition includes many forms of offensive behavior including, but not limited to:

- Sexually suggestive physical contact
- Touching in any unwelcome fashion
- Requests for sexual favors
- Offers of employment or academic benefits in exchange for sexual favors
- Direct or indirect threats of retaliation for refusal to comply with a sexually oriented request
- Sexual gestures or indecent exposure
- Displaying, storing, or transmitting pornographic or sexually suggestive material on University equipment
- Displaying sexually suggestive objects, pictures, cartoons or posters
- Verbal or written sexual comments, suggestions or propositions
- Sexually degrading remarks or comments about another's body
- Suggestive or obscene letters, notes, invitations, e mails and/or text messages
- Any other verbal or physical conduct of a sexual nature

If you feel you are a victim of sexual harassment the following actions are suggested.

1. Say "no" to the offender. Make it perfectly clear that you do not approve.
2. Keep a record of the harassment, being certain to include the date, time and place.
3. Save any applicable evidence: "love notes," messages, etc.
4. Be certain to note if there are any witnesses.
5. Report the incident and seek support.

Reporting Procedures

Students reporting or raising concerns about harassment can do so without fear of reprisal or retaliation. Retaliation against a person who files a complaint of discrimination, participates in an investigation, or opposes a discriminatory educational practice or policy is prohibited by University policy, and by state and federal law.

Individuals who believe they are victims of, or witnesses to harassment should report the incident to the Office of Student Affairs, Human Resources or a direct supervisor. The University has designated a Title IX Coordinator and a Deputy Coordinator to serve as advocates on behalf of individuals wishing to make a claim of sexual harassment.

All members of the campus community who suspect, are aware of and/or receive an employee report of alleged sexual or other harassment involving a student must immediately contact the Title IX Coordinator or Deputy Title IX Coordinator.

Filing a Formal Complaint (For Students)

To resolve alleged violations to any aspect of this policy promptly and equitably, Wilkes University has implemented the following internal complaint procedure:

- Formal complaints must be submitted to the Title IX Coordinator or Deputy IX Coordinator as soon as possible but no later than sixty (60) calendar days following the date the grievant is aware of an alleged discriminatory action.
- The formal complaint must be filed in writing and contain the complainant's name, address and contact information.
- The formal complaint must clearly illustrate the alleged issue/discriminatory action and the remedy or relief sought.
- Upon receipt of the formal complaint, the University's Title IX Coordinator or Title IX Deputy Coordinator will conduct an investigation. This investigation will provide all individuals involved with the opportunity to submit evidence relevant to the complaint.
- Upon request of the grievant, the University will make every effort ensure the complainant's confidentiality to the extent possible. If the University cannot ensure the complainant's confidentiality, the grievant will be notified.
- Within thirty (30) calendar days of filing, the University's Title IX Coordinator or Deputy Title IX Coordinator will issue the complainant a written decision. In extenuating circumstances, the Coordinator or Deputy Coordinator has the right to extend this timeline and will so notify the parties involved.
- The complainant may appeal the decision by writing to the Vice-President for Student Affairs within seven (7) calendar days of receiving the Coordinator's decision.
- The Vice President for Student Affairs will issue a final written decision on the appeal no later than thirty (30) calendar days after it is filed.
- At any point during the formal process, the complainant has the right to file a complaint with the appropriate state or federal agency. If requested, the Title IX Coordinator or Deputy Coordinator will direct the complainant to the appropriate agency.

Sexual Misconduct

Sexual misconduct in any form will not be tolerated at Wilkes. The University has in place: programs to educate the campus community regarding prevention and issues surrounding sexual misconduct; training programs for staff and faculty to provide student victims with direction for assistance; conduct policies and procedures to adjudicate cases involving sexual misconduct; and, most importantly, support systems for victims.

As a recipient of Federal funds, the university is required to comply with Title IX of the Higher Education Amendments of 1972, which prohibits discrimination on the basis of sex in education programs or activities. Sexual misconduct, as defined in this policy, is a form of sexual discrimination prohibited by Title IX.

In order to make the Sexual Misconduct Policy understandable, sexual harassment, sexual misconduct, and sexual assault are defined below. These terms are not mutually exclusive.

Sexual Harassment: Any unwelcome sexual advances (verbal or physical), requests for sexual favors or other verbal or physical conduct of a sexual nature are considered sexual harassment when: submitting to or participating in the conduct is either explicitly or implicitly a term or condition of an individual's employment or educational achievement; or the conduct interferes

with or is intended to interfere with academic or work performance; or if the conduct creates an intimidating, hostile or offensive educational or work environment.

Sexual Misconduct: Includes non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, partner violence, stalking and any other behavior of a sexual nature that is

non-consensual and used for the purpose of coercing, intimidating or threatening another person. Sexual misconduct can occur between people of the opposite sex or people of the same sex.

Sexual Assault: A person commits sexual assault when that person engages in sexual intercourse or deviate sexual intercourse with a complainant without the complainant's consent.

Additionally, for the purposes of this policy, sexual assault includes the deliberate touching of a person's intimate parts (including genitalia, groin, breast or buttocks), or using force to cause a person to touch his or her own or another person's intimate parts.

If you are a victim of sexual assault, or witness to a sexual assault

- Get the victim to a safe place as soon as possible
- Seek immediate medical attention
 - For life-threatening situations call 911
 - For non-life-threatening situations contact the Public Safety Office at 570-408-4100 or the Student Affairs staff person on duty at: (570) 362-8346.
- Preserve any evidence
- File a report with the Office of Student Affairs or the Office of Public Safety

Support Services

Wilkes University offers support services to individuals who experience sexual assault which include, but are not limited to the following:

- Accompaniment to the hospital (if desired) by a Student Affairs professional
- Access to ongoing information including criminal and University policy options as well as support and advice from campus and/or off campus counselors. Please note that information shared with campus and off campus counselors is confidential; however, alleged sexual assault cases brought to the attention of the University through non- confidential sources must be investigated. Efforts will be made to honor confidentiality but cannot be guaranteed.
- Academic support services
- Accommodations to minimize contact with alleged assailant
- Protection from retaliation. Retaliation against a person who files a complaint or participates in an investigation is prohibited by University policy, and by state and federal law.
- A full explanation of the investigation adjudication process (including timelines, hearing procedures, and the appeals process)
- Access to a Title IX officer. The Title IX officer will serve as an impartial observer to assist students with any questions or concerns that they may have beginning from the time immediately following the assault, through the investigation and to the outcome of hearings and appeals.

CLINICAL REQUIREMENTS

Students are responsible for arranging clinical experiences and selecting preceptors and mentors. Graduate nursing faculty follow the university SON policy for violations found on background checks. Each finding is evaluated on an individual basis. However, healthcare organizations can deny students access to clinical rotations based upon violations noted in background clearances, in spite of university policy. Specific student, preceptor and mentor, and faculty criteria exists for each concentration.

Clinical Requirements for Nurse Practitioner Students

Students in the Adult-Gerontology Primary Care and Psychiatric/ /Mental Health nurse practitioner concentrations need to secure a clinical preceptor for all clinical courses.

Student requirements:

- Complete and submit the Graduate Nursing Clinical Agency and Preceptor/Mentor Form (available on the web site in the nursing section) 4 months prior to the start of the clinical experience.
- Initiate a profile in Certified Background, 4 months prior to the start of the clinical experience, which includes a comprehensive list of requirements for clinical clearance (some clearances can take a minimum of 3 months to receive). **Students not meeting all clinical requirements by Sunday, 11:59 PM EST prior to the start of the Monday clinical course, cannot begin clinical. Students will be disenrolled from the course and will need to wait for the next course offering to register.**

The site for Certified Background can be located at <https://www.certifiedbackground.com/>

- Meet additional agency requirements related to the practicum experience that exceed those required by the School of Nursing (OSHA, HIPAA, training).
- Obtain nurse practitioner student professional liability insurance.
- Attend a clinical Residency for direct supervision and evaluation by nurse practitioner faculty or be prepared for an onsite visit by nurse practitioner faculty for evaluation of NP competencies. Each course syllabus dictates the terms of the specific course Residency and clinical expectations.

Preceptor requirements:

- Hold a graduate degree
- Educated in a clinical area which he/she is teaching or providing supervision or be extensively clinically experienced in those areas.
- Licensed in his/ her State and nationally board certified (advanced practice nurses) or board eligible (as appropriate, physicians) to practice

in his/her population-focused area or specialty area of practice.

- Provide a copy of current State licensure and/or verification statement, national board certification (advanced practice nurses), board eligible (as appropriate, physicians), and curriculum vita.

Graduate nursing clinical faculty requirements:

- Grant approval of clinical preceptors by the Graduate Clinical Concentration Coordinator, after completion of a comprehensive vetting process.
- Availability to clinical preceptors, as needed.
- Provide oversight of clinical preceptors during each clinical course.
- Communicate with preceptors a minimum of one time per semester; this can be done face to face or via telecommunication.

Practicum Requirements for Nurse Executive Students

Students in the Nurse Executive concentration need to secure a clinical preceptor for all practicum courses.

Student requirements:

- Complete and submit the Graduate Nursing Clinical Agency and Preceptor/Mentor Form (available on the web site in the nursing section) 4 months prior to the start of the clinical experience.
- Initiate a profile in Certified Background, 4 months prior to the start of the clinical experience, which includes a comprehensive list of requirements for clinical clearance (some clearances can take a minimum of 3months to receive). **Students not meeting all clinical requirements by Sunday, 11:59 PM EST prior to the start of the Monday clinical course, cannot begin clinical. Students will be disenrolled from the course and will need to wait for the next course offering to register.**
The site for Certified Background can be located at <https://www.certifiedbackground.com/>
Students completing a practicum in the agency where they are employed can obtain a letter as written verification from the agency that all clinical clearances were met. Therefore the certified background process does not need to be initiated. A letter should be provided to the Clinical Coordinator verifying agency acceptance.
- Meet additional agency requirements related to the practicum experience that exceed those required by the School of Nursing (OSHA, HIPAA, training).
- Follow the course syllabus for terms of the practicum.

Preceptor requirements:

- Hold a graduate degree
- Educated in the area which he/she is teaching or providing supervision

or be extensively clinically experienced in those areas.

- Licensed in his/ her State and hold appropriate credentials.
- Provide a copy of current State licensure and/or verification statement and curriculum vita.

Graduate nursing clinical faculty requirements:

- Grant approval of preceptors after completion of a comprehensive vetting process.
- Availability to preceptors, as needed.
- Provide oversight of clinical preceptors during each practicum course.
- Communicate with preceptors via telecommunication, a minimum of one time per semester.

Practicum Requirements for Nursing Education

Students in the Nursing Education concentration need to secure a preceptor for all practicum courses.

Student requirements:

- Complete and submit the Graduate Nursing Clinical Agency and Preceptor/Mentor Form (available on the web site in the nursing section) 4 months prior to the start of the clinical experience.
- Initiate a profile in Certified Background, 4 months prior to the start of the clinical experience, which includes a comprehensive list of requirements for clinical clearance (some clearances can take a minimum of 3months to receive). **Students not meeting all clinical requirements by Sunday, 11:59 PM EST prior to the start of the Monday clinical course, cannot begin clinical. Students will be disenrolled from the course and will need to wait for the next course offering to register.**
The site for Certified Background can be located at <https://www.certifiedbackground.com/>
- Meet additional agency requirements related to the practicum experience that exceed those required by the School of Nursing (OSHA, HIPAA, training).
- Follow the course syllabus for terms of the practicum.

Preceptor requirements:

- Hold a graduate degree in nursing.
- Educated in the area which he/she is teaching or providing supervision or be extensively experienced in those areas.
- Licensed in his/ her State as an RN and hold appropriate credentials.
- Provide a copy of current State licensure and/or verification statement and curriculum vita.

Graduate nursing clinical faculty requirements:

- Grant approval of preceptors after completion of a comprehensive vetting process.

- Availability to preceptors, as needed.
- Provide oversight of clinical preceptors during each practicum course.
- Communicate with preceptors via telecommunication, a minimum of one time per semester.

Clinical Requirements for DNP Students

Students in the DNP program need to secure a clinical mentor prior to entering NSG 608a: Scholarly Project. The DNP program requires completion of a total of 1000 hours of practice experience beyond the bachelor's level of nursing education. The hours will be conducted in the practicum and scholarly project courses. Advanced practice nursing students (CNS, NP, Midwife, CRNA) and those students who have completed practicum hours to satisfy a nurse executive/management curriculum requirement may be credited with hours from their master's program in nursing. Validation of those hours is required and may be provided by official transcript or a letter verifying the number of practicum hours.

Students in the BS-DNP program complete clinical hours according to the concentration chosen. These clinical hours can be applied towards the 1000 clinical hours required for completion of the DNP degree.

Student requirements:

- Complete and submit the Graduate Nursing Clinical Agency and Preceptor/Mentor Form and the Graduate Nursing Clinical Initiation Form (available on the web site in the nursing section) 4 months prior to the start of the clinical experience.
- Initiate a profile in Certified Background, 4 months prior to the start of the clinical experience, which includes a comprehensive list of requirements for clinical clearance (some clearances can take a minimum of 3months to receive).
The site for Certified Background can be located at <https://www.certifiedbackground.com/>
Students completing scholarly projects in the agency where they are employed can obtain a letter as written verification from the agency that all clinical clearances were met. Therefore the certified background process does not need to be initiated. A letter should be provided to the Scholarly Project Chairperson verifying agency acceptance.
- Meet additional agency requirements related to the practicum experience that exceed those required by the School of Nursing (OSHA, HIPAA, training).
- Provide a copy of professional liability insurance

Clinical mentor requirements:

- Supervise student clinical hours while in Scholarly Project (NSG 608a and 608b).
- Hold graduate degree in area of expertise.
- Licensed in his/her State and be nationally board certified (advanced

practice nurses) or board eligible (physicians) to practice in his/her population-focused area or specialty area of practice.

- Provide a copy of current State licensure and/or verification statement, national board certification (advanced practice nurses), board eligible (as appropriate, physicians), and curriculum vita.

Scholarly Project Chairperson requirements:

- Grant approval of clinical mentors after completion of a comprehensive vetting process.
- Availability to clinical mentors, as needed.

COURSE ATTENDANCE

Students are expected to participate in online classes from the first day of each course. A student unable to meet course requirements for a distance education course is expected to notify the instructor as soon as the student is aware of the potential conflict. The student's grade will reflect incomplete work for the week. It is the discretion of the faculty member in each course to determine what concessions would be provided to the student for each deficiency.

COURSE TECHNOLOGY INTEGRATION

Students are responsible for the compatibility of the hardware of their computer systems with Wilkes University technology requirements. Please see the following link for further information:

<http://www.wilkes.edu/pages/981.asp>

DEGREE AND GRADUATION COMPLETION REQUIREMENTS

Students may be awarded the master's or doctoral degree upon satisfactory completion of all graduate degree requirements and the following specific requirements:

- A completed file;
- Regular admission into a graduate program; and
- A minimum average of 3.0 for all graduate work.

From the date of matriculation, BS-DNP students have 8 years and MS- DNP and master's students have 6 years to complete program requirements.

The expectation is that students will maintain continuous enrollment. Students enrolled in 12 week courses must register for fall, spring, and summer semesters until all degree requirements are complete. Students enrolled in 8 week courses will be auto registered, according to their proposed graduation plan upon admission in the program.

MS-DNP students who are advanced practice nurses or nurse executives are required to complete the thirty (30) credit DNP core. MS-DNP students who are non advanced practice nurses or nurse executives are evaluated individually and will require an estimated forty-four to fifty-seven (44-57) credits for completion. BS- DNP level candidates must complete sixty-five to seventy (65-70) credits which vary according to their chosen concentration at the master's level; in addition, they complete the DNP core.

The total number of credits to complete the Master of Science with Major in Nursing program varies depending on the chosen program concentration. See the individual program descriptions for the specific course credit requirements for each graduate nursing concentration.

Graduating students may participate in one of the two commencement exercises held over the calendar year. These exercises occur in May and September of each year. Diplomas given during September ceremonies will always be dated as the fourth Saturday in August. There is no commencement ceremony in January, although graduations are still processed for the fall term.

EXPECTATIONS FOR DISTANCE EDUCATION

Distance education is designed as an interactive and collaborative learning environment that requires students to actively and effectively participate in class discussions with respect and understanding for various points of view. Students are expected to participate in distance education classes from the first day of each course. A student unable to meet course requirements for a specific distance education course is expected to notify the instructor as soon as the student is aware of the potential conflict. The student's grade will reflect incomplete work for the week if communication was not initiated with the faculty member. It is the discretion of the faculty member in each course to determine what concessions would be provided to the students for each unit.

Students are expected to:

- Utilize the Wilkes University email system (wilkes.edu) as the primary means of communication between the student and the faculty, staff and university.
- Assure that computer hardware is setup and required software is installed.
- Complete the Wilkes University orientation program for online students.
- Notify their advisor and course instructor of any disabilities, or specialized learning needs as soon as identified.
- Assume a self-motivated, independent, and engaged learning role.
- Actively participate in all online activities, open and read all course content.
- Meet course deadlines and place assignments etc. in Dropbox provided.
- Have access to the online syllabus and refer to it throughout the course.
- Comply with the Wilkes University Academic Integrity Policy at all times.
- Respect copyrighted course materials and use them within accepted guidelines.
- Practices good Netiquette (<http://www.albion.com/netiquette/corerules.html>) throughout each course by demonstrating respect for the personal and professional growth of oneself and others through verbal and written interactions with peers, faculty, and university staff.
- Demonstrate respect for faculty, peers, and staff regardless of gender, ethnicity, sexual orientation, religious, moral, or political beliefs.
- Maintain confidentiality regarding information communicated related to patients, employers, and other students.

- Obtain course work missed due to interruption in internet service or technology failure. Extension of assignment deadlines will be considered at the discretion of faculty.
- Maintain high ethical standards in the preparation and submission of assignments.

Any action, verbal statement, or written statement that threatens or violates the personal safety of any faculty, staff, or student, or any conduct which interferes with the online educational process will be referred to the Director of Graduate Nursing Program.

Faculty is expected to:

- Be prepared with all online course materials prior to the first day of class.
- Notify the student advisor if classroom issues occur such as lack of participation, poor performance, etc.
- Log into the online classroom a minimum of three times per week.
- Be engaged in the online discussion forum providing substantive discussion post feedback for students weekly.
- Provide timely grades and constructive feedback for all assignments, within 5 days for 8 week courses and 2 weeks for 12 week courses, via the learning management system classroom (Dropbox).
- Respond to student emails within 24-48 hours.

FULL-TIME STUDENT STATUS

A graduate student's status as full- or part-time is determined by the number of graduate credits the student carries in a semester. Nine graduate credits per semester is the minimum number of credits a graduate student may carry to be considered a full-time graduate student. A graduate student registered for at least six credits, but fewer than nine credits, is considered a half-time student. A graduate student registered for fewer than nine graduate credits in a semester is considered a part-time student.

GOVERNANCE

The School of Nursing is under the Nesbitt College of Pharmacy and Nursing. The School of Nursing has an undergraduate and graduate program. Committees in the Graduate Nursing Program include Graduate Curriculum and Graduate Student Affairs. Student representation is granted for both committees. All students are sent an email seeking interest in participation. Representation is based upon interest and availability. One student in attendance is the expectation for each committee meeting.

GRADING POLICY

Structure

The following grading structure is applied to grading for graduate nursing work within the School of Nursing:

4.0/94-100=A Academic achievement of superior quality

3.5/87-93= B+ Academic achievement of good quality

3.0/83-86= B Academic achievement of acceptable quality in meeting graduation

requirements

2.5/78-82= C+ Academic achievement of adequate quality but below the average required for graduation

2.0/73-77 =C Academic achievement below the average required for graduation

0.0/72 below=F Failure. No graduate course credit.

A grade of "X" indicates assigned work yet to be completed in a given course. Except in scholarly project work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks for 12 week courses and 2 weeks for 8 week courses, after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Appeal

Communication necessary in the appeal process may be in person for on-campus students or via digital or video-conferencing technology for off-campus students. Grades themselves are not generally grievable. More often students challenge grades based on a deviation from course policy or grading practices outlined in the course syllabus. Students who have a clear and justifiable grievance with reference to a grade should first seek resolution with the instructor and subsequently with the Department Chairperson/Director. It is expected that they will consult with the faculty member in an effort to resolve the dispute. The Chairperson/Director may also exercise the option to involve others in the discussions with the faculty member.

If satisfaction cannot be obtained, the student has the right to appeal to the Dean of the respective college or school. The appeal must be made by the end of the fourth week of the ensuing fall or spring semester/term. Grades themselves may not be appealed. Students may only appeal an inconsistent application of process or policy. The Dean will consult with the Department Chairperson/Director and will establish an Appeal Committee of three faculty members - at least two of whom shall be from the department of the faculty member concerned, if possible. A Committee Chairperson will be appointed by the Dean. The Committee Chairperson will notify the faculty member of the appeal and the composition of the Committee.

The Appeal Committee will review the student's complaint, interview the faculty member, and study the evidence presented by both parties. If necessary, the Committee may interview the student, other students or faculty in its efforts to determine the facts. The Committee will make a report to the Dean in which it reviews the issues and recommends a solution. In most cases this will be a recommendation to uphold the grade awarded by the instructor or to alter the grade that the student received. In some cases the recommendation may be to present the student with other alternatives such as the completion of additional work before a final grade is determined.

The Dean, after consultation with the Provost, will inform the faculty member and the student of the recommendations of the Appeal Committee and will take the steps that are necessary to implement the recommendations

Final Grade

Graduate students can obtain final course grades each semester or course in a term via the university's secure website: <http://interact.wilkes.edu>. The advantage of distance education grading is that students have immediate and 24-hours a day access to their final course grades and unofficial transcripts as soon as the Registrar posts them.

GRADUATE DISCIPLINARY PROCESS FLOWCHART

Incident/Alleged policy violation takes place.

Report submitted to Student Affairs for investigation.

- No policy violation or suspect found. End of process.
- Investigation finds policy violation and alleged suspect.

Conference held with alleged violator

- Charges and sanctions agreed upon by Assoc. Dean of Student Affairs (or designee for off-campus locations) and alleged violator. End of process.
- Assoc. Dean of Student Affairs (or designee for off-campus locations) and alleged violator do not agree upon charges and sanctions.

Process is determined

- Administrative hearing held by the Assoc. Dean of Student Affairs (or designee for off-campus locations), if the policy violation does not appear to warrant dismissal or suspension from the University.
- Graduate Studies Committee, if the policy violation could result in dismissal or suspension from the University.

Decision is made regarding the violation/sanction.

- Student is determined not to be in violation of a University policy. End of process.
- Student is found guilty of violation and accepts the sanction imposed. End of process.
- Student is found guilty of violation and does not accept sanctions.

Student requests an appeal of the decision through the Office of the Provost

- The appeal is denied. The process ends.
- The appeal request is approved.

The Office of the Provost reviews the case.

The original decision is upheld. End of process.

It is discovered that there was :

- Procedural error;
- New evidence;
- Inappropriate sanction.

The case returns to the original Graduate Studies Committee group or another group, as determined by the Dean of the respective school or college, based on findings.

GRIEVANCE POLICY/INTERNAL COMPLAINT PROCEDURE

The purpose of this policy is to serve as a guide for students who wish to file a complaint about any aspect of Wilkes University's operations/policies/procedures or about the actions of any student, visitor, or employee of Wilkes University. This policy is to be implemented only when dealing with circumstances not covered by existing academic or student conduct procedures.

Procedures and Guidelines

1. Complaints, other than those being filed against persons, should be directed, in writing, to the appropriate Administrator (Director/Dean)/Department Chair/Faculty Member). It is the responsibility of that person to address the situation and, if possible, see that it is corrected. This must be done within a reasonable amount of time which will of course, depend upon what must be done to rectify the situation. The Administrator (Director/Dean)/Department Chair/Faculty Member should inform the student in writing of the measures that were taken or are being taken to address the issue. If a student does not receive a response from the Administrator, Department Chair, Faculty Member within two weeks from the date of originally filing the complaint, the student may then bring the complaint to the appropriate Vice President or the Provost.

2. Complaints being filed against a person should be directed, in writing, to that person's immediate supervisor. If it is an anti-harassment complaint the procedures, outlined in the Anti- Harassment Policy should be followed. If the complaint is not one of anti-harassment, then it is the responsibility of the supervisor to address the issue with the respondent. The supervisor must inform the student, in writing, of the measures that were taken or are being taken to address the issue. If the student does not receive a response from the supervisor within two weeks from the date of originally filing the complaint, the student may then bring the complaint to the appropriate Vice President or Provost.

3. In all instances of a student filing a complaint, the student must be assured in writing that no adverse action will be taken against the student for filing a complaint.

4. All documentation regarding a complaint, as well as its disposition, must be securely

stored in the office of the person who received the complaint and acted upon it. These records must be maintained for a period of six (6) years from the date final action was taken on said complaint.

5. If a student feels that a response to a complaint is unacceptable and/or unreasonable, the student may bring the complaint to the immediate supervisor of the person who initially acted in response to the matter: If a student does not receive a response from that supervisor within two weeks from the date of originally filing the complaint with that person, the student may then bring the complaint to the appropriate Vice President or Provost.

INTELLECTUAL RESPONSIBILITY AND PLAGIARISM

Students are expected to be fully familiar with the current academic regulations as published in the Wilkes University Undergraduate Bulletin and the Student Handbook. They are responsible for ensuring that they are meeting the degree requirements for their particular major and the general degree requirements of the University. Students may elect to follow the requirements for their degree from the Bulletin published when they entered the University or any subsequent Bulletin.

University guidelines are based on the assumption that it is the responsibility and prerogative of faculty members to assign grades for academic work submitted to them by students under their supervision and that faculty grade student work using their best judgment about the quality and propriety of that work.

Statement on Intellectual Responsibility and Plagiarism

At Wilkes the faculty and the entire University community share a deep commitment to academic honesty and integrity. The following are considered to be serious violations and will not be tolerated:

1. Plagiarism: the use of another's ideas, programs, or words without proper acknowledgment
2. Collusion: improper collaboration with another in preparing assignments, computer programs, or in taking examinations
3. Cheating: giving improper aid to another, or receiving such aid from another, or from some other source.

Instructors are expected to report violations to student advisors, the Dean of Students, and the Provost. Penalties for violations may range from failure in the particular assignment, program, or test, to failure for the course. The instructor may also refer the case for disposition to the Student Affairs Cabinet. The academic sanctions imposed are the purview of the Faculty; the Student Affairs Cabinet determines disciplinary sanctions. The appeal of a failing grade for academic dishonesty will follow the academic grievance policy. The appeal of a disciplinary sanction will follow the disciplinary action policy.

Students assume the responsibility for providing original work in their courses without plagiarizing.

According to the seventh edition of the Little, Brown Handbook, plagiarism “is the presentation of someone else’s ideas or words as your own” (578). Similarly, the seventh edition of the MLA Handbook for Writers of Research Papers states, “using another person’s ideas, information, or expressions without acknowledgement of that person’s work constitutes intellectual theft.

Passing off another person’s ideas, information, or expressions as your own to gain an advantage constitutes fraud”(26). Academic writing assignments that require the use of outside sources generally are not intended to teach students to assemble a collection of ideas and quotes, but rather to synthesize the ideas they find elsewhere in order to construct new knowledge for themselves. This process requires a higher level of thinking than some students may have been trained to engage in, and inexperienced writers may be sorely tempted to copy wording they feel inadequate to improve or even restate. Plagiarism is a serious issue that violates most people’s sense of property rights, honest representation, and fairness.

The University considers the following as three separate forms of plagiarism:

1. Deliberate plagiarism centers on the issue of intent. If students deliberately claim another’s language, ideas, or other intellectual or creative work as their own, they are engaged in a form of intellectual theft. This is not tolerated in academic, business, and professional communities, and confirmed instances of plagiarism usually result in serious consequences. Similarly, submitting the work of another person or submitting a paper purchased from another person or agency is a clear case of intentional plagiarism for which students will be subject to the severest penalties.
2. Unintentional plagiarism often results from misunderstanding conventional documentation, oversight, or inattentive scholarship. Unintentional plagiarism can include forgetting to give authors credit for their ideas, transcribing from poor notes, and even omitting relevant punctuation marks.
3. Self-plagiarism occurs when students submit papers presented for another course, whether for the English department or another department or school. Students may submit papers for more than one course only if all instructors involved grant permission for such simultaneous or recycled submissions.

Penalties for plagiarism may range from failure for the particular assignment to failure for the course. In accordance with the academic grievance procedures of Wilkes University, cases of plagiarism will be addressed first by the instructor. Any appeal by the student should be directed to the department chairperson. Students can avoid plagiarizing by carefully organizing and documenting materials gathered during the research process. Notes attached to these materials, whether in the form of informal notes, photocopied articles, or printouts of electronic sources, should carefully identify the origin of the information. Such attention to detail at every stage of the process will ensure an accurate bibliography that documents all the outside sources consulted and

used.

Students should follow these general principles when incorporating the ideas and words of others into their writing:

1. The exact language of another person (whether a single distinctive word, phrase, sentence, or paragraph) must be identified as a direct quotation and must be provided with a specific acknowledgment of the source of the quoted matter.
2. Paraphrases and summaries of the language and ideas of another person must be clearly restated in the author's own words, not those of the original source, and must be provided with a specific acknowledgment of the source of the paraphrased or summarized matter.
3. All visual media, including graphs, tables, illustrations, raw data, audio and digital material, are covered by the notion of intellectual property and, like print sources, must be provided with a specific acknowledgment of the source.
4. Sources must be acknowledged using the systematic documentation method required by the instructor for specific assignments and courses.
5. As a general rule, when in doubt, provide acknowledgment for all borrowed material.

Different disciplines use different documentation methods; therefore, students should consult instructors about the correct use of the appropriate documentation style. Style manuals detailing correct forms for acknowledging sources are available in the Farley Library, at the Writing Center, and at the college bookstore. Additional resources and guidance in the correct use of sources can be obtained at the Writing Center and from individual instructors.

The Graduate Program in School of Nursing reserves the right to dismiss a student from the program if deemed appropriate.

LEAVE OF ABSENCE

Students who are unable to continue graduate degree studies, due to medical or personal reasons, are eligible for a program-approved leave of absence. Students must be in good academic standing in order to be granted a leave of absence. Student advisors should be notified by students when requesting a leave of absence. Students will be directed to complete a Leave of Absence form and then return it to the Director of Graduate Nursing. The expectation is that a student will notify their advisor prior to the anticipated leave. The maximum additional time permitted through any combination of leaves of absences is two calendar years (4 semesters/4 terms).

A student returning from a leave, who is enrolled in a program of study with 12 week courses, must contact their advisor 30 days prior to when he/she intends to return. A student returning to the Nurse Executive or Nurse Education program from a leave must contact their advisor at least 10 days prior to their scheduled return. The Director of Graduate Nursing will be informed by the advisors of the student's return. Readjustment of the graduation plan will be completed upon returning to the program; there will be no guarantees for course sequencing. Students maintaining continuous enrollment are given

priority for course selection. Students who exceed the two year leave of absence limit or the limit on degree completion (see Degree and Graduation Completion Requirements) will receive written notification of withdrawal from the University. If the student was in good academic standing he/she may reapply to the University at a future date.

NATIONAL CERTIFICATION EXAMINATIONS

Certification is offered through several professional organizations for nurses who have met requirements for clinical or functional practice in a specialized field. Further information on specific certification is available to students in clinical courses for each graduate nursing program concentration.

NURSE EXECUTIVE AND NURSING EDUCATION PROGRAM COURSE SEQUENCES

Students enrolled in the nurse executive and nurse education concentrations are unable to take 2 courses concurrently and must take courses according to their graduation plan.

PROCTOR U

Students enrolled in courses with examinations are required by policy to complete these by taking proctored exams online from anywhere using a webcam and a high speed internet connection. Further information is available at the following: <http://www.proctoru.com/> and <http://www.proctoru.com/howitworks.php>

Course faculty will provide further direction on these requirements, as appropriate.

PROGRAM CHANGE

Students requesting to change programs need to contact their advisor for further discussion regarding this issue.

RESIDENCY REQUIREMENTS

An on-site residency is required for nurse practitioner students only, who are enrolled in NSG500, Advanced Health Assessment, in order to demonstrate advanced physical assessment skills. In addition, nurse practitioner students in the following clinical courses may be required to complete an on-site residency based upon the location of the clinical practice site. During residency, direct supervision and evaluation of the student will be completed by nurse practitioner clinical faculty at their designated clinical practice sites. Each course syllabus dictates the terms of the specific course residency.

NSG 506 – Advanced Practice in Adult-Gerontology Clinical I

NSG 515 – Advanced Practice in Adult-Gerontology Clinical II

NSG 535 – Advanced Practice in Psychiatric/ Mental Health Nursing I

NSG 536 – Advanced Practice in Psychiatric/ Mental Health Nursing II

SCHOLARLY PROJECT

MS-DNP

Students in the graduate program are required to complete a Scholarly Project that demonstrates mastery of theoretical content through analysis and synthesis. Students are expected to begin working on the Scholarly Project upon admission to the program.

DNP Scholarly Project oversight is provided by a Scholarly Project Chairperson.

Two other committee members are chosen by the student to serve as readers and can include graduate faculty members or community members, who are serving as scholarly project mentors. The DNP Scholarly Project validates that candidates have achieved competency in *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) through the application of research and clinical implementation. The Scholarly Project is 6 credits and completion is over the last 2 semesters of the program. Information on writing the Scholarly Project manuscript is available in each doctoral level course of the distance education classroom.

The Scholarly Project at Wilkes University is a pilot study directed at making a practice or policy change. All students are expected to model their project in this fashion. The difference between DNP and PhD work is that the DNP project 1) is clinically focused, 2) has NO control group, and 3) uses outcome data to support a practice or policy change. Students should have a topic prior to entering the program and will research the topic throughout their DNP coursework. It is a program expectation that students continually work and move forward. Students may be required by graduate faculty to seek an editor, if their strength is not in writing.

Students must complete 1000 clinical hours for the DNP degree. This includes the clinical supervised hours conducted in attaining the master's degree. The remaining hours will be conducted by the student, in collaboration with a clinical mentor, when completing the DNP Scholarly Project. Clinical clearance requirements are as per the policy. Scholarly Project Chairpersons will validate the official hours required by students for completion of the 1000 hours on the Clinical Log for the DNP Program. Completion of these hours can include conferences, seminars, interviews, and data collection that is associated with the Scholarly Project. Students are expected to complete the Clinical Log for the DNP Program by documenting all hours and details of their experience.

The final project is presented to the Scholarly Project committee via web cam or onsite at the university. Students who are unable to complete their Scholarly Project in the required timeframe must continue to register for 1 billable credit hour each fall and spring semester until requirements are met. Details for the scholarly project are posted in each section of the DNP program courses.

BS-DNP

Students seeking a BS to DNP will stop out and receive a master's degree allowing them to sit for the appropriate national certification exam and begin clinical practice. Students will then resume enrollment into the DNP curriculum. This allows students to gain clinical expertise in advancing nursing practice role, while simultaneously completing requirements for DNP courses, including the Scholarly Project in NSG 608.

Master of Science with Major in Nursing

The master's program scholarly review validates that candidates have achieved competency in *The Essentials of Master's Education in Nursing* (AACN,2011). The scholarly review is 3 credits and completion is the last semester/term of the program. Students will synthesize and review issues relevant to their specialty clinical practice. An overview of the graduate core courses and specialty focused review prepares students for national certification and transition into advanced nursing practice.

SOCIAL NETWORKING

Students are responsible for reviewing A Nurse's Guide to the use of Social Media and a Nurse's Guide to Professional Boundaries by the National Council of State Boards of Nursing (NCSBN) at www.ncsbn.org.

STATE REQUIREMENTS

Authorization requirements for online/distance education vary by state. Wilkes University is currently in the process of pursuing individual state authorizations and approvals, as necessary, for its online course delivery. Wilkes is not required to have state authorization in all 50 states and may choose not to enroll students from states where we are not authorized. Any questions related to the university's approval to offer graduate nursing programs in a specific state should be forwarded to our Graduate Admissions team.

Please note: Since online/distance education requirements vary by state, online students who change their residency to a state in which Wilkes University is not approved to operate may be unable to remain enrolled at Wilkes University or may have their academic progression delayed until proper approvals may be obtained.

STUDENT CONDUCT

Graduate students are obligated to observe the regulations governing all Wilkes University students relative to:

- Academic honesty and integrity;
- Respect for the rights of others relative to their safety, welfare and educational commitments;
- The safety and security of the entire community.

Any disciplinary cases arising from a lack of observance of these regulations will be adjudicated by the Dean of the appropriate college or school and the Office of Student Affairs. Appeals from the decisions of this Committee may be made in written form to the Provost.

Students are expected to follow the Expectations for Distance Education policy.

TRANSFER CREDITS

A maximum of 6 credits of graduate credits toward a master's degree or 12 credits towards a doctoral degree completed at another U.S. regionally accredited university or college may be applied toward the requirements for the degree. There is no exception to this policy. Students seeking to transfer courses from another institution may be

requested to produce a course syllabus and coursework so that a final determination can be made. Academic officers who are agents of Wilkes University may review the syllabus to determine if the course contains graduate level learning objectives, a sufficient number of contact hours (40-45 for a three-credit course), and an appropriate content outline containing assessments and assignments that clearly delineate student performance.

Wilkes University does not transfer credits for 1) courses titled as workshops; 2) other courses that are determined not to meet academically rigorous standards; 3) courses that do not align with the goals and objectives of existing Wilkes University courses; or 4) courses taken as Pass-Fail, unless the "Pass" can be substantiated by the former institution as being equivalent to a grade of B (3.0) or better.

A transfer credit form must be submitted and an official transcript provided in order for credits to be transferred. Approval for any transferred credits toward a degree program must be granted by the Director of Graduate Nursing Program. Transferred academic work must have been completed within six years prior to the date of admission to the graduate program at Wilkes University, with a grade of B (3.0) or better. Grades earned in transferred courses are not included in the computation of the cumulative grade point average at the University.

Current Wilkes graduate students who seek to take a graduate course at another accredited university or college in order to transfer the credits into their respective program at the University must complete a "Pre-Approval Form" prior to registering for the course. All completed forms for transfer of credits should be submitted to the respective department. An official transcript must be requested from the other institution as soon as it is available and should be sent to the Student Services Office.

A student cannot be approved for graduation until all transfer credits are approved by the respective program head, an official transcript has been received at Wilkes University from the institution granting the credit, and the approved transfer credits are posted to the Wilkes University transcript. All paperwork must be received prior to each semester's Wilkes graduation clearance deadline.

WITHDRAWAL

A student may withdraw from a course during the first week of the course by informing the instructor, completing a withdrawal form that is co-signed by the student and the student's advisor, and submitting the signed form within the first week of the semester.

A student may withdraw from a course from the second week through the tenth week (12 week courses) and from the second week through the sixth week (8 week courses) only with the approval of both the instructor and the student's advisor.

Thereafter, a student may withdraw from a course only for serious circumstances, as determined by the Director of Graduate Nursing in consultation with the instructor. Fear of receiving a low grade does not constitute an extraordinary circumstance.

A mark of "W" indicates an authorized withdrawal from the course. Students are advised that withdrawing from a course(s) may have financial implications. Refunds are based upon the percentage of course completion.

12-Week Courses

Percentage of Course Completion	Percentage of Reimbursement
0-13%	100%
14-20%	75%
21-27%	50%
28%-end of course	0%

8-Week Courses

Course Days Completed	Percentage of Reimbursement
Days 1-7	100%
Days 8-11	75%
Days 12-15	50%
Days 16-56	0%

A grade of "0" is assigned by the instructor and recorded for all courses in which no official withdrawal, as specified above, has been completed by the student. "W" is not a grade; it does not constitute a reflection of academic performance within a course. The appropriate grade for academic performance below the minimum standard for course credit is "0."

STUDENT SERVICES

Student Services:

Disability/Disability Support Services:

For more information on Disability Support Services, see the following link:

<http://wilkes.edu/academics/colleges/university-college/disability-support-services-dss>

Financial Aid Services:

For more information on graduate Financial Aid Services, see the following link:

<http://www.wilkes.edu/bulletin/current/undergraduate/introduction/financial-matter/financial-aid/>

IT Help Desk:

Wilkes University IT offers 24/7 computer support to students on- and off-campus through the Help Desk. For more information on the Help Desk, see the following link:

<http://www.wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/faculty-staff/help-desk.aspx>

Library:

For more information on the Library, see the following link:

<http://www.wilkes.edu/library>

Writing Center:

For more information on the Writing Center, see the following link:

<http://www.wilkes.edu/writing>

**ATTESTATION TO SCHOOL OF NURSING GRADUATE
PROGRAM STUDENT HANDBOOK**

Graduate nursing students are required to review each semester/term the *Graduate Student Program Handbook* from Wilkes University, School of Nursing. An affixed signature attests that the student has reviewed the electronic handbook online, has no further questions on the policies, agrees to all stated policies, and will maintain responsibility for all updates to the handbook each semester while enrolled in the graduate nursing program at Wilkes University. Students are required to submit only one attestation statement for their file, while enrolled in the program. Please submit this form electronically to the Office Assistant of the Graduate Nursing Program, Paula Eddy, at paula.eddy@wilkes.edu or your advisor, if enrolled in the nurse executive or nursing education programs. Thank you.

Student Printed Name: _____

Student Signature (printed name accepted as signature): _____

Date Signed: _____