NODISCRIMINATION STATEMENT

Emory University is an inquiry-driven, ethically engaged, and diverse community dedicated to the ideals of free academic discourse in teaching, scholarship, and community service. Emory University abides by the values of academic freedom and is built on the assumption that contention among different views is positive and necessary for the expansion of knowledge, both for the University itself and as a training ground for society-at-large. Emory is committed to the widest possible scope for the free circulation of ideas.

The University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Pursuant to the University’s commitment to a fair and open campus environment and in accordance with federal law, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is a prohibited consideration under applicable law. Emory University welcomes and promotes an open and genuinely diverse environment. http://policies.emory.edu/1.3
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DEAN’S WELCOME

Welcome to the Nell Hodgson Woodruff School of Nursing and congratulations on taking the next big step toward achieving your personal and professional goals in nursing. Our health care system is undergoing unprecedented change and the needs and opportunities for nurses have never been greater. With an aging and increasingly complex patient population, the nation is looking to nursing to play an increasing role in care coordination, quality improvement efforts, and team-based care. Having a nursing workforce prepared to meet the challenges of today’s rapidly evolving health care environment begins with a commitment to continuous learning, and I am delighted that you have chosen the Nell Hodgson Woodruff School of Nursing at Emory University as your partner in this journey.

The School of Nursing is an internationally renowned institution with a more than 100-year history of preparing nurse leaders, scholars, and innovators who are ready to lead change and advance health care for all people. Emphasizing evidence-based nursing, critical thinking, ethical practice, and social responsibility, our programs develop nurses who are highly skilled and actively engaged in shaping policy and solving real world challenges in health care around the world.

Our undergraduate and graduate programs are designed to respond to your individual learning needs. U.S. News & World Report consistently ranks our programs amongst the nation’s best – this year 4th overall for graduate nursing. As the top-ranking nursing School for National Institutes of Health research funding, students in all programs also have the opportunity to engage in game-changing research that is improving care delivery and patient health.

The greatest strength of our programs lie in its people. Our faculty are nationally and internationally recognized experts in their disciplines and provide great insight and mentoring in a wide range of specialties. Faculty work in partnership with our dedicated staff to support students’ success through every step in their School of Nursing journey. You will become an integral part of our nursing community.

Whether you are currently an undergraduate student who wishes to continue your studies or a seasoned professional who is looking to develop the additional skills, credentials or degrees necessary to advance your career, I invite you to explore what the Nell Hodgson Woodruff School of Nursing has to offer. Learn more about our community and programs through this Student Handbook, our Nursing Catalog, website, and social media.

We look forward to having you join our community.

Sincerely,

Linda McCauley

Linda McCauley, PhD, RN
Dean, Nell Hodgson Woodruff School of Nursing
Emory University
PURPOSE OF THE STUDENT HANDBOOK

This Student Handbook is electronically published by the Nell Hodgson Woodruff School of Nursing and is designed for use by students, staff, and faculty. It was prepared in the summer of 2017. The School of Nursing reserves the right to revise the Student Handbook information at its discretion and to make reasonable changes in requirements to enhance programs or improve the quality of education.

Significant changes will be communicated electronically to students with updates noted in the Student Handbook. It is the student’s responsibility to review the Student Handbook.

For Emory University related policies and procedures the student should refer to the Emory University website.

OUR MISSION

At the Nell Hodgson Woodruff School of Nursing, we strive to:

- Educate visionary nurse leaders and scholars
- Generate and apply knowledge
- Transform nursing, health, and systems of health care within the local and global community

OUR VISION

To promote optimal health and wellness for all by creating, changing, and leading through innovative teaching, discovery, nursing practice, and social action in our local and global communities.

OUR VALUES

- **Excellence:** We achieve outcomes that are significant and distinctive with persistent commitment to high quality.
- **Collaboration:** We embrace community, partnerships, mentoring, and diverse perspectives.
- **Social Responsibility:** We treat all with respect and dignity. We engage with others to positively influence health and social justice.
- **Innovation:** We create, use, evaluate, and disseminate cutting-edge approaches to advance our mission and vision.
- **Leadership:** We shape nursing, health care, and the NHWSN through vision, courage, and optimism.
OUR PHILOSOPHY
At the School of Nursing we believe that nursing occupies a unique and privileged position of influence and trust in efforts to improve human health. Our core values--excellence, collaboration, social responsibility, innovation, and leadership--provide us with the foundation to shape the future of caring and health. Faculty, students, and staff are collaborative partners in this effort. Their uniqueness and diversity enable the creation of a dynamic and creative learning environment that fosters professional development of integrity, commitment, and respect. Diversity, equity, and inclusion are vital components to the School of Nursing.

OUR COMMITMENTS
The Nell Hodgson Woodruff School of Nursing will:

- Prepare the next generation of highly competent, inquisitive, and caring nurses.
- Solve critical health issues for patient, families, and communities through discovery of new knowledge and innovations.
- Develop visionary leaders to shape the future of nursing and healthcare.
- Engage fully in ethical dialogue and abide by standards of honesty, civility, transparency, and fairness.
- Advance interprofessional collaboration and education.
- Foster a vibrant academic community that embraces wellness, cultural sensitivity, diversity, and inclusivity.
- Take bold action to cultivate systems of health care where nurses can practice to the full extent of their education and training to improve patient outcomes and advance health.
- Pursue actions that sustain the environment of the local and global community.

OUR PRIMARY STRATEGIC INITIATIVES

- Improve the student experience
- Build capacity for complex data analytics
- Streamline curricular pathways between degrees
- Lead in health promotion and wellness initiatives
- Advance health policy and advocacy activities
- Expand global health and community engagement activities

ANA CODE OF ETHICS
The ANA Code of Ethics is a foundational document to guide nurses in carrying out their nursing responsibilities with consideration to quality nursing care and ethical obligations to the profession.
To access the ANA Code of Ethics with Interpretive Statements:
http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

GRADUATE OUTCOMES BY PROGRAM

The American Association of Colleges of Nursing (AACN) has identified the Essentials for undergraduate and graduate education (The Essentials of Baccalaureate Education for Professional Nursing Practice October 20, 2008; The Essentials of Master’s Education in Nursing March 21, 2011; and The Essentials of Doctoral Education for Advanced Nursing Practice October 2006). The Essentials frame the expected outcomes of graduates from our BSN, MSN, and DNP programs. Using the Essentials as a foundation for writing our program outcomes, our mission, to educate visionary nurse leaders and scholars, generate and apply knowledge, and transform nursing, health, and systems of health care within the local and global community is threaded in our graduate outcomes. Program outcomes are leveled to transition graduates from the generalist to advanced practice professional nurse, practicing within complex healthcare systems and assuming full scope of practice to improve human health.

The American Association of Colleges of Nursing (AACN) has identified the Essentials for undergraduate and graduate education (The Essentials of Baccalaureate Education for Professional Nursing Practice October 20, 2008; The Essentials of Master’s Education in Nursing March 21, 2011 and The Essentials of Doctoral Education for Advanced Nursing Practice October 2006). The Essentials frame the expected outcomes of graduates of our BSN, MSN, and DNP programs. Using the Essentials as a foundation for writing our program outcomes, our mission, to educate visionary nurse leaders and scholars, generate and apply knowledge, and transform nursing, health, and systems of health care within the local and global community is threaded in our graduate outcomes. Program outcomes are leveled to transition graduates from the generalist to advanced practice professional nurse, practicing within complex healthcare systems and assuming full scope of practice to improve human health.
## BSN OUTCOMES

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<td><strong>Systems Leadership</strong>&lt;br&gt;Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</td>
<td>Demonstrate leadership in patient centered care through advocacy and team collaboration.</td>
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<td><strong>Quality Improvement &amp; Safety</strong>&lt;br&gt;Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.</td>
<td>Use data to develop, implement and evaluate safe, high quality patient care.</td>
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<td><strong>Scholarship and Evidence Based Practice</strong>&lt;br&gt;Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</td>
<td>Interpret current evidence and patient perspective to direct patient care.</td>
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<td><strong>Information Management</strong>&lt;br&gt;Information management is the use of data, evidence and technology to support all aspects of nursing practice.</td>
<td>Use information technology to manage knowledge, communicate information, and facilitate decision making in nursing practice.</td>
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<td>Competency</td>
<td>BSN Outcome</td>
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<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td>Define the current healthcare policy, finance and regulatory environments and how these entities influence the nature and functioning of the healthcare system and consideration for practice.</td>
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<tr>
<td>Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</td>
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<tr>
<td><strong>Interprofessional Collaboration:</strong></td>
<td>Work with colleagues on the interdisciplinary healthcare team using effective interpersonal communication and collaboration to advocate for and promote patient health outcomes.</td>
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<tr>
<td>Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.</td>
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<td><strong>Clinical Prevention &amp; Population Health:</strong></td>
<td>Apply evidence based approaches to primary, secondary and tertiary prevention to optimize health outcomes for individuals, communities and populations.</td>
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<td>In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.</td>
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<td><strong>Professional Identity:</strong></td>
<td>The exhibit the judgments and behaviors expected of the generalist nurse.</td>
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<tr>
<td>One’s professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.</td>
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<td><strong>Nursing Practice:</strong></td>
<td>Practice as a nurse generalist with patients across the lifespan and health continuum.</td>
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<tr>
<td>Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.</td>
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# MSN Outcomes

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<th>The MSN graduate will:</th>
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<td><strong>Systems Leadership</strong>: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority.</td>
<td>Lead interprofessional teams to design and coordinate safe, cost effective, quality care for individuals and families. Exhibit ethical and critical decision making, effective working relationships, and a systems-perspective in the design, delivery, and evaluation of health care.</td>
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<tr>
<td><strong>Quality Improvement &amp; Safety</strong>: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers. <a href="http://qsen.org/competencies/graduate-ksas/">http://qsen.org/competencies/graduate-ksas/</a></td>
<td>Use quality processes and systematic methods to evaluate, improve care, and insure patient safety for individuals, populations, and systems.</td>
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<tr>
<td><strong>Scholarship and Evidence Based Practice</strong>: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care.</td>
<td>Integrate and communicate current evidence, clinical expertise, and patient perspective to inform practice within the clinical setting.</td>
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<td><strong>Information Management</strong>: Information management is the use of data, evidence and technology to support all aspects of nursing practice.</td>
<td>Use patient-care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.</td>
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<tr>
<td>Competency</td>
<td>Definition reflects NHWSN values</td>
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<tr>
<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td>Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</td>
<td>Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care at all levels, including institutional, local, state, regional, federal, and international levels.</td>
<td></td>
</tr>
<tr>
<td><strong>Interprofessional Collaboration:</strong></td>
<td>Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.</td>
<td>Collaborate with interdisciplinary healthcare team members to foster shared decision making and accountability for patient care outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Prevention &amp; Population Health:</strong></td>
<td>In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.</td>
<td>Use data to implement actionable prevention or treatment plans to optimize health outcomes for individuals, communities and populations.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>One’s professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.</td>
<td>Exhibit the judgement and behaviors of the advanced practice nurse.</td>
<td></td>
</tr>
</tbody>
</table>
## DNP OUTCOMES

<table>
<thead>
<tr>
<th>Competency</th>
<th>DNP Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition reflects NHWSN values</strong></td>
<td><strong>The DNP graduate will:</strong></td>
</tr>
</tbody>
</table>
| **Systems Leadership**: Systems leadership, seeks to affect change for the social good across multiple interacting and intersecting systems. Systems leadership can be characterized by two distinct and interrelated attributes. It is 1) collaborative and 2) crosses boundaries – organizational, professional and virtual, therefore extending leaders beyond the usual limits of their responsibilities and authority. | Lead interprofessional teams in the analysis of complex practice and organizational issues.  
Lead delivery, design, and evaluation of health care that is data-based, sensitive and responsive to the ethical, cultural, and psychosocial concerns of individuals, families, communities, and populations. |
| **Quality Improvement & Safety**: Quality improvement is the meaningful use of data and systematic methods to continuously improve the quality and safety of health care systems and minimize risk of harm to patients and providers.  
| **Scholarship and Evidence Based Practice**: Scholarship includes observation, analysis, synthesis, application and dissemination all of which result in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, evidence based practice is the translation of current best evidence, clinical expertise, and client values into the process for patient care. | Translate research into practice and participate in collaborative research to improve health systems and patient outcomes.  
Generate and disseminate evidence to guide practice. |
<p>| <strong>Information Management</strong>: Information management is the use of data, evidence and technology to support all aspects of nursing practice. | Use information systems/technology resources to evaluate health care and systems outcomes, guide quality improvement initiatives, and support practice and administrative decision-making. |</p>
<table>
<thead>
<tr>
<th>Competency</th>
<th>DNP Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Policy, Finance &amp; Advocacy:</strong></td>
<td>Improve the health care system and patient care outcomes through engagement in system redesign and health care policy at all levels, including institutional, local, state, regional, federal, and international levels. Analyze the effect of health policy on the organization, financing, and delivery of healthcare and health outcomes.</td>
</tr>
<tr>
<td>Healthcare policies influence the nature and functioning of healthcare systems and are driven by financial, regulatory, and stakeholder considerations. Nurses advocate for patients and populations to support preferences and needs to achieve maximum health.</td>
<td></td>
</tr>
<tr>
<td><strong>Interprofessional Collaboration:</strong></td>
<td>Partner with members of the healthcare team and patients/families in the delivery, design, and evaluation of health care that is data-based.</td>
</tr>
<tr>
<td>Interprofessional collaboration is the process of cooperative and coordinated efforts by diverse professionals to promote high quality, individualized care to patients, families and communities.</td>
<td></td>
</tr>
<tr>
<td><strong>Clinical Prevention &amp; Population Health:</strong></td>
<td>Assess, plan and evaluate evidence for creation and evaluation of health promotion and prevention programs to optimize health outcomes for individuals, communities and populations.</td>
</tr>
<tr>
<td>In clinical prevention nurses use innovative methods to preserve health, hinder occurrence, or diminish the progression of disease. In population health, nurses use evidence-based approaches to engage communities to reduce risk and optimize health.</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>Exhibit the judgment and behaviors of the nurse leader and clinical scholar.</td>
</tr>
<tr>
<td>One’s professional self-concept is based on attributes, beliefs and values. The formation of identity is grounded in values and is evidenced by role assumption and professional behaviors.</td>
<td></td>
</tr>
<tr>
<td><strong>Nursing Practice:</strong></td>
<td>Practice using evidence based critical reasoning, systematic inquiry, and reflection to analyze health outcomes and health care delivery phenomena to improve health care systems and patient outcomes.</td>
</tr>
<tr>
<td>Professional nursing practice is the autonomous, collaborative and systematic care of people to optimize health and alleviate suffering. Professional nursing has a defined scope of practice as determined by level of education and certification.</td>
<td></td>
</tr>
</tbody>
</table>
## DIRECTORY

A complete list of School of Nursing faculty and staff can be found here: [www.nursing.emory.edu/directory](http://www.nursing.emory.edu/directory).

<table>
<thead>
<tr>
<th>TITLE</th>
<th>NAME</th>
<th>PHONE</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Dean</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>Dr. Linda McCauley</td>
<td>404.272.7975</td>
<td><a href="mailto:linda.mccauley@emory.edu">linda.mccauley@emory.edu</a></td>
</tr>
<tr>
<td>Executive Administrative Assistant to the Dean</td>
<td>Donita Crockett</td>
<td>404.727.7975</td>
<td><a href="mailto:donita.crockett@emory.edu">donita.crockett@emory.edu</a></td>
</tr>
<tr>
<td>Academic Advancement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Associate Dean for Academic Advancement</td>
<td>Dr. Sandi Dunbar</td>
<td>404.727.6939</td>
<td><a href="mailto:sbdunba@emory.edu">sbdunba@emory.edu</a></td>
</tr>
<tr>
<td>Academic Advancement Program Coordinator</td>
<td>Amanda Denzer-King</td>
<td>404.712.8749</td>
<td><a href="mailto:amanda.w.denzer-king@emory.edu">amanda.w.denzer-king@emory.edu</a></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Associate Dean of Enrollment and Communications</td>
<td>Jasmine Hoffman</td>
<td>404.727.6524</td>
<td><a href="mailto:jasmine.hoffman@emory.edu">jasmine.hoffman@emory.edu</a></td>
</tr>
<tr>
<td>Director of Communications</td>
<td>Allison Caughey</td>
<td>404.727.1225</td>
<td><a href="mailto:allison.caughey@emory.edu">allison.caughey@emory.edu</a></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Dean for Finance and Administration</td>
<td>John Worth</td>
<td>404.727.4348</td>
<td><a href="mailto:john.worth@emory.edu">john.worth@emory.edu</a></td>
</tr>
<tr>
<td>Admission, Registration, and Financial Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Admission and Financial Aid</td>
<td>Katie Kennedy</td>
<td>404.712.8456</td>
<td><a href="mailto:khkenne@emory.edu">khkenne@emory.edu</a></td>
</tr>
<tr>
<td>Director of Registration</td>
<td>Sabrena Brown</td>
<td>404.727.3500</td>
<td><a href="mailto:sbrown8@emory.edu">sbrown8@emory.edu</a></td>
</tr>
</tbody>
</table>
### Undergraduate Education

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Undergraduate Education</td>
<td>Dr. Angela Amar</td>
<td>404.727.6937</td>
<td><a href="mailto:angela.amar@emory.edu">angela.amar@emory.edu</a></td>
</tr>
<tr>
<td>BSN Program Coordinator</td>
<td>Jennifer Neely</td>
<td>404.727.7174</td>
<td><a href="mailto:jgneely@emory.edu">jgneely@emory.edu</a></td>
</tr>
<tr>
<td>Office of Education Program Coordinator</td>
<td>Sandra Gribkoff</td>
<td>404.727.3145</td>
<td><a href="mailto:sandra.gribkoff@emory.edu">sandra.gribkoff@emory.edu</a></td>
</tr>
<tr>
<td>Assistant Director for Nursing Education</td>
<td>Nicole Ingram</td>
<td>404.727.5498</td>
<td><a href="mailto:nicole.ingram@emory.edu">nicole.ingram@emory.edu</a></td>
</tr>
<tr>
<td>Traditional BSN Program Coordinator</td>
<td>Dr. Melissa Owen</td>
<td>404.727.5307</td>
<td><a href="mailto:mikenne@emory.edu">mikenne@emory.edu</a></td>
</tr>
<tr>
<td>Accelerated BSN Program Coordinator</td>
<td>Dr. Carolyn Reilly</td>
<td>404.727.8170</td>
<td><a href="mailto:carolyn.reilly@emory.edu">carolyn.reilly@emory.edu</a></td>
</tr>
</tbody>
</table>

### Graduate Education

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Dean for Graduate Education</td>
<td>Dr. Kristy Martyn</td>
<td>404.712.6835</td>
<td><a href="mailto:kristy.k.martyn@emory.edu">kristy.k.martyn@emory.edu</a></td>
</tr>
<tr>
<td>Graduate Education Program Coordinator</td>
<td>Ryan Lounsbery</td>
<td>404.712.6835</td>
<td><a href="mailto:ryan.m.lounsbery@emory.edu">ryan.m.lounsbery@emory.edu</a></td>
</tr>
<tr>
<td>MSN Program Director</td>
<td>Dr. Elizabeth Downes</td>
<td>404.727.1544</td>
<td><a href="mailto:edownes@emory.edu">edownes@emory.edu</a></td>
</tr>
<tr>
<td>MSN Program Coordinator</td>
<td>Carma Adams</td>
<td>404.727.5804</td>
<td><a href="mailto:carma.adams@emory.edu">carma.adams@emory.edu</a></td>
</tr>
<tr>
<td>Accelerated MSN/AMSN Program Coordinator</td>
<td>Dr. Terri Ades</td>
<td>404.727.0131</td>
<td><a href="mailto:tades@emory.edu">tades@emory.edu</a></td>
</tr>
<tr>
<td>Adult-Gero Acute Care Specialty Coordinator</td>
<td>Dr. Jennifer Adamski</td>
<td>404.727.4102</td>
<td><a href="mailto:jennifer.adamski@emory.edu">jennifer.adamski@emory.edu</a></td>
</tr>
<tr>
<td>Adult-Gero Primary Care Specialty Coordinator</td>
<td>Dr. Phyllis Wright</td>
<td>404.727.6417</td>
<td><a href="mailto:phyllis.p.wright@emory.edu">phyllis.p.wright@emory.edu</a></td>
</tr>
<tr>
<td>Emergency Specialty Coordinator</td>
<td>Dr. Dian Evans</td>
<td>404.727.9678</td>
<td><a href="mailto:ddevans@emory.edu">ddevans@emory.edu</a></td>
</tr>
<tr>
<td>Family Specialty Coordinator</td>
<td>Dr. Clint Shedd</td>
<td>404.727.6912</td>
<td><a href="mailto:glenn.c.shedd@emory.edu">glenn.c.shedd@emory.edu</a></td>
</tr>
<tr>
<td>Nurse Midwife Specialty Coordinator</td>
<td>Dr. Jenny Foster</td>
<td>404.727.8445</td>
<td><a href="mailto:jwfoste@emory.edu">jwfoste@emory.edu</a></td>
</tr>
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</tr>
<tr>
<td>Neonatal Specialty Coordinator</td>
<td>Dr. Suzanne Staebler</td>
<td>404.727.8148</td>
<td><a href="mailto:suzanne.staebler@emory.edu">suzanne.staebler@emory.edu</a></td>
</tr>
<tr>
<td>Pediatric Acute Specialty Coordinator</td>
<td>Dr. Imelda Reyes</td>
<td>404.712.9820</td>
<td><a href="mailto:imelda.reyes@emory.edu">imelda.reyes@emory.edu</a></td>
</tr>
<tr>
<td>Pediatric Primary Specialty Coordinator</td>
<td>Dr. AnnMarie Brown</td>
<td></td>
<td><a href="mailto:ann-marie.brown@emory.edu">ann-marie.brown@emory.edu</a></td>
</tr>
<tr>
<td>Women’s Health Specialty Coordinator</td>
<td>Dr. Trisha Sheridan</td>
<td></td>
<td><a href="mailto:trisha.sheridan@emory.edu">trisha.sheridan@emory.edu</a></td>
</tr>
<tr>
<td>DNP Program Director</td>
<td>Dr. Corrine Abraham</td>
<td>404.727.6947</td>
<td><a href="mailto:cabraha@emory.edu">cabraha@emory.edu</a></td>
</tr>
<tr>
<td>DNP Program Coordinator</td>
<td>Alexis Gruczkowski</td>
<td>404.727.6917</td>
<td><a href="mailto:alexis.gruczkowski@emory.edu">alexis.gruczkowski@emory.edu</a></td>
</tr>
<tr>
<td>DNP Specialty Coordinator</td>
<td>Dr. Sharon Pappas</td>
<td>404.686.4449</td>
<td><a href="mailto:sharon.pappas@emoryhealthcare.org">sharon.pappas@emoryhealthcare.org</a></td>
</tr>
<tr>
<td>Health Systems Leadership</td>
<td>Dr. John Cranmer</td>
<td>404.727.6438</td>
<td><a href="mailto:John.cranmer@emory.edu">John.cranmer@emory.edu</a></td>
</tr>
<tr>
<td>DNP Specialty Coordinator</td>
<td>Dr. Kelly Wiltse Nicely</td>
<td>404.727.6946</td>
<td><a href="mailto:kelly.wiltse.nicely@emory.edu">kelly.wiltse.nicely@emory.edu</a></td>
</tr>
<tr>
<td>Nurse Anesthesia Program Director</td>
<td>Emalee Haines</td>
<td>404.712.9719</td>
<td><a href="mailto:emalee.haines@emory.edu">emalee.haines@emory.edu</a></td>
</tr>
</tbody>
</table>

**PhD Education**

<table>
<thead>
<tr>
<th>Director of Graduate Studies</th>
<th>Dr. Ann Rogers</th>
<th>404.727.5122</th>
<th><a href="mailto:ann.e.rogers@emory.edu">ann.e.rogers@emory.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Program Coordinator</td>
<td>Jean Harrell</td>
<td>404.727.6923</td>
<td><a href="mailto:aharrel@emory.edu">aharrel@emory.edu</a></td>
</tr>
</tbody>
</table>

**Accreditation and Curriculum**

<table>
<thead>
<tr>
<th>Director of Accreditation and Curriculum</th>
<th>Dr. Elaine Fisher</th>
<th>404.727.7570</th>
<th><a href="mailto:elaine.fisher@emory.edu">elaine.fisher@emory.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation and Curriculum Program Coordinator</td>
<td>Emily Weil</td>
<td>404.727.1209</td>
<td><a href="mailto:emily.weil@emory.edu">emily.weil@emory.edu</a></td>
</tr>
<tr>
<td>Research</td>
<td></td>
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</tr>
<tr>
<td>Associate Dean for Research</td>
<td>Dr. Elizabeth Corwin</td>
<td>404.712.9805</td>
<td><a href="mailto:elizabeth.j.corwin@emory.edu">elizabeth.j.corwin@emory.edu</a></td>
</tr>
<tr>
<td>Lillian Carter Center</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lillian Carter Center Administrative Director</td>
<td>Dr. Kathryn Kite</td>
<td>404.727.3063</td>
<td><a href="mailto:kkite@emory.edu">kkite@emory.edu</a></td>
</tr>
<tr>
<td>Lillian Carter Center Administrative Assistant</td>
<td>Lisa Nunez</td>
<td>404.727.6620</td>
<td><a href="mailto:lisa.n.nunez@emory.edu">lisa.n.nunez@emory.edu</a></td>
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</table>
**CALENDARS**

**ACADEMIC CALENDAR**

**Fall 2017 Semester**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 14, 2017</td>
<td>Last day to register for classes without $150 late fee</td>
</tr>
<tr>
<td>Aug. 21-22, 2017</td>
<td>Graduate and Post-Graduate Orientation*</td>
</tr>
<tr>
<td>Aug. 21-22, 2017</td>
<td>Undergraduate Orientation</td>
</tr>
<tr>
<td>Aug. 23, 2017</td>
<td>First official day of Fall 2017 classes. Drop/Add period begins</td>
</tr>
<tr>
<td>Aug. 30, 2017</td>
<td>Last day for Drop/Add Fall 2017</td>
</tr>
<tr>
<td>Sept. 4, 2017</td>
<td>Labor Day (University holiday – no classes)</td>
</tr>
<tr>
<td>Sept. 8, 2017</td>
<td>Deadline for degree applications for Fall 2017 graduates without $25 late fee</td>
</tr>
<tr>
<td>Oct. 9-10, 2017</td>
<td>Fall 2017 break – no classes</td>
</tr>
<tr>
<td>Oct. 23, 2017</td>
<td>Pre-registration begins for Spring 2018 term</td>
</tr>
<tr>
<td>Nov. 23-24, 2017</td>
<td>Thanksgiving Break (University holiday– no classes)</td>
</tr>
<tr>
<td>Dec. 5, 2017</td>
<td>Last day of Fall 2017 classes</td>
</tr>
<tr>
<td>Dec. 6-7, 2017</td>
<td>Undergraduate reading days**</td>
</tr>
<tr>
<td>Dec. 8-15, 2017</td>
<td>Final exams</td>
</tr>
<tr>
<td>Dec. 16, 2017</td>
<td>End of Fall 2017 term</td>
</tr>
</tbody>
</table>

*Graduate and Post-Graduate Orientation will vary based on specialty. Contact the specialty coordinator for more information.*

**Reading days provide students time at the end of a semester for review and study in preparation for final examinations. These are unscheduled days, with no formal class sessions, meetings, or labs; and no papers, assignments, or examinations shall be scheduled or due on Reading Days. Reading days are not breaks. Course faculty, at their discretion, may choose to hold optional review sessions with their classes, but these sessions may not be required and may not introduce new material on which students will be tested.
### Spring 2018 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 8, 2018</td>
<td>Last day to register for Spring 2018 classes without $150 late fee</td>
</tr>
<tr>
<td>Jan. 15, 2018</td>
<td>Dr. Martin Luther King Holiday (University holiday – no classes)</td>
</tr>
<tr>
<td>Jan. 16, 2018</td>
<td>First official day of Spring 2018 classes. Drop/Add period begins</td>
</tr>
<tr>
<td>Jan. 23, 2018</td>
<td>Last for Drop/Add for spring term</td>
</tr>
<tr>
<td>Feb. 9, 2018</td>
<td>Deadline for degree applications for Spring 2018 graduates without $25 late fee</td>
</tr>
<tr>
<td>Feb. 9, 2018</td>
<td>Pre-Registration for Summer 2018 begins</td>
</tr>
<tr>
<td>Mar. 12-16, 2018</td>
<td>Spring Break – no classes</td>
</tr>
<tr>
<td>Mar. 26, 2018</td>
<td>Pre-registration begins for Fall 2018 term</td>
</tr>
<tr>
<td>April 30, 2018</td>
<td>Last day of Spring 2018 classes</td>
</tr>
<tr>
<td>May 1-2, 2018</td>
<td>Undergraduate reading days</td>
</tr>
<tr>
<td>May 3-11, 2018</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 14, 2018</td>
<td>End of Spring 2018 term</td>
</tr>
<tr>
<td>May 14, 2018</td>
<td>Commencement</td>
</tr>
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</table>

### Summer 2018 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May TBD</td>
<td>Last day to register for Summer 2018 without $150 late fee</td>
</tr>
<tr>
<td>May 21, 2018</td>
<td>First official day of Summer 2018 classes. Drop/Add period begins</td>
</tr>
<tr>
<td>May 25, 2018</td>
<td>Last day for Drop/Add for Summer term</td>
</tr>
<tr>
<td>May 28, 2018</td>
<td>Memorial Day (University Holiday – no classes)</td>
</tr>
<tr>
<td>July 4, 2018</td>
<td>Independence Day (University Holiday – no classes).</td>
</tr>
<tr>
<td>July 6, 2018</td>
<td>Deadline for degree Applications for Summer 2018 graduates without $25 late fee</td>
</tr>
</tbody>
</table>
August 8, 2018     Last day of Summer 2018 classes
August 9-10, 2018  Final Exams
August 10, 2018    End of Summer 2018 term
MSN BLOCK SCHEDULING CALENDAR

2017-2018 COHORT*
Clinical block scheduling is designed to provide didactic intensives followed by clinical immersion experiences. The calendar displays the didactic/clinical blocks as well as University Holidays, Academic Events, and Nursing Events.

*The neonatal and pediatric nurse practitioner programs do not follow the block scheduling pattern.

First semester:
12 weeks of class followed by 4 weeks to complete simulated or in situ clinical (varies for pediatrics & neonatal)

Second semester:
4 weeks class, 4 weeks clinical, 3 weeks class, 4 weeks clinical

Third semester:
4 weeks class, 2 week clinical, 2 weeks class, 4 weeks clinical

Fourth semester:
6 weeks class, 8 weeks clinical

KEY:

![Academic Events](image1)
![Nursing Events](image2)
![Clinical Block](image3)
*The neonatal and pediatric nurse practitioner programs do not follow the block scheduling pattern.
**DNP CALENDAR: SEMESTER SATURDAY SCHEDULE**

DNP on-campus sessions are an integral component of the DNP program providing a foundation for professional development, strategic engagement, role socialization, and course specific support. Sessions are structured as an interactive community of learners that integrate networking and learning opportunities reflective of the DNP Essential Competencies and Program Outcomes. All DNP students, regardless of their program of study, are expected to attend each on-campus session scheduled from 8:30-4 p.m. at the School of Nursing. Students receive 5% course credit per course for on-campus attendance at sessions.

The following dates are set for the DNP on-campus sessions:

**2018-2018**
- August 26, 2017 and October 14, 20017 (Fall semester)
- January 20, 2018 and March 24, 2018 (Spring semester)
- June 2, 2018 (Summer semester)

**2018-2018**
- September 8, 2018 and October 13, 2018 (Fall semester)
- January 26, 2019 and March 23, 2019 (Spring semester)
- June 1, 2019 (Summer semester)

**Students enrolled in the Population Health Track are also required to attend additional on-campus session for the Public Health courses. The dates are as follows:**

**2017-2018**
- August 25-27, 2017 and November 17-19, 2017 (Fall semester)
- January 5-7, 2018 and April 6-8, 2018 (Spring semester)
- May 18-20, 2018 and August 3-5, 2018 (Summer semester)

Specific dates/times may vary for the Public Health courses. Please refer to the DNP toolkit for more information. To access the DNP toolkit, go to the School of Nursing website under Academic Resources.
RELIGIOUS HOLIDAY CALENDAR
http://www.religiouslife.emory.edu/faith_traditions/holidays.html

The list of religious and non-religious holidays below is not a designation of religious holidays recognized by the University; nor is it meant to be all-inclusive. The list is merely an aid for planning purposes.

As a courtesy, students should notify their professors in writing of their desire to observe a specified religious holiday at the beginning of the semester of any religious observances that conflict with their classes/clinicals. Any student who is unable to attend classes or to participate in any examination, presentation, assignment, or clinical experience on a given day because of the observance of a major religious holiday, shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason without penalty. Students will remain responsible for all assigned work.

Below are the dates of major Christian, Jewish, and Muslim holidays. Some religious holidays will occur while the University is in session.

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Religion</th>
<th>Date</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eid-al-Adha</td>
<td>Islamic</td>
<td>September 2, 2017</td>
<td>Saturday</td>
</tr>
<tr>
<td>Rosh Hashanah</td>
<td>Jewish</td>
<td>September 21-22, 2017</td>
<td>Thursday - Friday</td>
</tr>
<tr>
<td>Navaratri</td>
<td>Hindu</td>
<td>September 21-29, 2017</td>
<td>Thursday – Friday</td>
</tr>
<tr>
<td>Dussehra</td>
<td>Hindu</td>
<td>September 30, 2017</td>
<td>Saturday</td>
</tr>
<tr>
<td>Yom Kippur</td>
<td>Jewish</td>
<td>September 30, 2017</td>
<td>Saturday</td>
</tr>
<tr>
<td>Sukkot, first two days</td>
<td>Jewish</td>
<td>October 5-6, 2017</td>
<td>Thursday - Friday</td>
</tr>
<tr>
<td>Shemini Atzeret</td>
<td>Jewish</td>
<td>October 12, 2017</td>
<td>Thursday</td>
</tr>
<tr>
<td>Simchat Torah</td>
<td>Jewish</td>
<td>October 13, 2017</td>
<td>Friday</td>
</tr>
<tr>
<td>Diwali</td>
<td>Hindu</td>
<td>October 19, 2017</td>
<td>Thursday</td>
</tr>
<tr>
<td>Birth of the Bab</td>
<td>Bahai</td>
<td>October 21, 2017</td>
<td>Saturday</td>
</tr>
<tr>
<td>Birth of Baha’u’lla</td>
<td>Bahai</td>
<td>October 22, 2017</td>
<td>Sunday</td>
</tr>
<tr>
<td>Hanukkah</td>
<td>Jewish</td>
<td>December 13-20, 2017</td>
<td>Wednesday - Wednesday</td>
</tr>
<tr>
<td>Christmas</td>
<td>Christian</td>
<td>December 25, 2017</td>
<td>Monday</td>
</tr>
<tr>
<td>Christmas</td>
<td>Orthodox Ch.</td>
<td>January 7, 2018</td>
<td>Sunday</td>
</tr>
<tr>
<td>Ash Wednesday</td>
<td>Christian</td>
<td>February 14, 2018</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Great Lent Begins</td>
<td>Orthodox Ch.</td>
<td>February 19, 2018</td>
<td>Monday</td>
</tr>
<tr>
<td>Purim</td>
<td>Jewish</td>
<td>March 1, 2018</td>
<td>Thursday</td>
</tr>
<tr>
<td>Naw-Ruz</td>
<td>Bahai</td>
<td>March 21, 2018</td>
<td>Wednesday</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Christian</td>
<td>March 30, 2018</td>
<td>Friday</td>
</tr>
<tr>
<td>Passover, first two days</td>
<td>Jewish</td>
<td>March 31-April 1, 2018</td>
<td>Saturday – Sunday</td>
</tr>
<tr>
<td>Easter</td>
<td>Christian</td>
<td>April 1, 2018</td>
<td>Sunday</td>
</tr>
<tr>
<td>Holy Friday</td>
<td>Orthodox Ch.</td>
<td>April 6, 2018</td>
<td>Friday</td>
</tr>
<tr>
<td>Passover, last two days</td>
<td>Jewish</td>
<td>April 6-7, 2018</td>
<td>Friday – Saturday</td>
</tr>
<tr>
<td>Pascha (Easter)</td>
<td>Orthodox Ch.</td>
<td>April 8, 2018</td>
<td>Sunday</td>
</tr>
<tr>
<td>Ridvan</td>
<td>Bahai</td>
<td>April 21, 2018</td>
<td>Saturday</td>
</tr>
</tbody>
</table>
BEGINNING YOUR JOURNEY

OBTAINING YOUR EMORYCARD
www.emory.edu/studentfinancials/EmoryCard.htm

One of the first and most important activities as a new student will be obtaining your official University ID. As a new student to Emory, you are encouraged to take advantage of the online photo submission option. To have your official University ID card ready for pick up upon your arrival to campus, we ask that you submit a professional color photo to http://studentfinancials.emory.edu/online-photo-submission.aspx.

Photos for the EmoryCard are to be close up, showing a full front view of your face and shoulders according to the requirements shown on the Photo Submission Guidelines link: https://www.onecard.emory.edu/1Cardphotoupload_s/instructions.aspx. The card must provide the best photo possible for official University business. With certain exceptions for religious accommodations, you are not permitted to wear hats, sunglasses, or any other article that may obstruct the face or hair. Student photos are to be used for official University business as well as for identification at clinical sites. It is understood that by submitting a photo online for your official University ID, you agree that the photo may be used by Emory University Student Records and/or the University Health Service.

All nursing students will be required to have prox access on the EmoryCard to access restricted areas at the hospitals during clinical rotations; your ID with prox access will cost $28 and an additional name badge that must be worn during clinical placement is $3. For all students who upload their picture to the EmoryCard website by the designated deadline, your EmoryCard will be available for pick-up at Orientation.

Please note: If you have already obtained an Emory ID Card you will only be required to purchase the $3 name badge for hospital access. You should not be required to submit a new photo, but if you are unidentifiable from your picture you may be asked to submit a new photo.

For more information, or if you have questions about this policy, call 404.727.6095 or email EmoryCard@emory.edu. The EmoryCard Office is located on the first floor of the Boisfeuillet Jones Center.

EMORYCARD SERVICES
The EmoryCard is a debit and access identification card. You can use the EmoryCard at campus dining facilities and health services, in copy machines at campus libraries, and to access the Woodruff Physical Education Center, campus libraries, and computer labs.
ACCESSING YOUR EMAIL
Email is the primary medium for official communication with students at Emory University. You have been assigned an official Emory email address by the University. Students are expected to maintain their accounts and check their email regularly so that new mail is properly received and read. Certain communications may be time sensitive. While students may forward email from their official Emory email address to another address (e.g., @gmail or @yahoo.com), the University is not responsible for the delivery of email by other service providers. Email aliases and forwarding addresses may be managed through your OPUS account. Please refer to http://it.emory.edu/ for the full Emory University Information Technology Conditions of Use.

PERSONAL COMPUTER SPECIFICATIONS
http://www.nursing.emory.edu/technology/computer-requirements.html
The computer requirements and suggested computer configurations can be found by clicking the link: http://www.nursing.emory.edu/technology/computer-requirements.html

ACCESSING CANVAS
www.it.emory.edu/canvas
Canvas is Emory’s online course delivery system. Canvas users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance. Directions for logging into canvas are located at http://canvas.emory.edu. How to navigate Canvas and FAQs are located at www.it.emory.edu/canvas.

ADDRESS AND TELEPHONE CHANGES
It is important that your current address and telephone number are listed accurately with Emory’s student information system, OPUS. It is your responsibility to keep this information updated through your OPUS account at www.opus.emory.edu.

WEATHER
In the event of closing or delayed opening due to inclement weather, you may call the Closing Info Hotline at 404.727.1234 or go to http://www.emory.edu for Emergency and Special Announcements. Weather-related University closing or opening delays are also broadcast on local Atlanta radio and television stations.

BOOKSTORE
http://emory.bncollege.com/
The Emory University Barnes and Noble Bookstore, located in the Oxford Road Building, stocks new and used textbooks for all Emory courses, as well as a broad selection of study aids,
general and scholarly trade titles, School and office supplies, Emory-imprinted clothing and gifts, and many other items.

HEALTH INSURANCE
All Emory University students must obtain and maintain health insurance coverage for the duration of the program. Under this requirement, students must either purchase the Emory University Student Health Insurance Plan (offered by Aetna Student Health) or provide documentation of enrollment in a comparable United States-domiciled plan. Students wishing to waive enrollment in the Emory Student Health Insurance Plan must annually complete the form found at [https://www.aetnastudenthealth.com/](https://www.aetnastudenthealth.com/).

Students wishing to waive enrollment in the Emory Student Health Insurance Plan will need to complete the annual waiver process via OPUS prior to the first day of Fall classes. For information about student health insurance requirements and the health insurance waiver, click [https://www.aetnastudenthealth.com/](https://www.aetnastudenthealth.com/).

Note: Clinical agencies are not required to provide free treatment to students in the event of a needlestick or blood/body fluid exposure and will bill students for use of their emergency or employee health services. Emory University does not cover any costs associated with student accidents at clinical.

RESOURCES FOR NEW PARENTS
LACTATION ROOM
This room is restricted use for lactation purposes only. The lactation room is located on the plaza level in the locker room alcove. A refrigerator will be available.

Please contact Ms. Arnita Howard in the Office of Enrollment and Student Affairs to access the lactation room and to discuss other available resources for new parents.

Arnita Howard, Director of Student Affairs and Career Services
ahoward@emory.edu
404.712.6826

VERIFICATION OF LICENSURE
Every student pursuing a graduate degree in the School of Nursing and involved in clinical experiences in the state of Georgia must hold a current Georgia RN license. Students pursuing a graduate degree involved in clinical experiences in other states must hold a current RN license in that state. Students must submit a copy of their license and a picture ID via the clinical requirement credentialing system prior to enrolling. Licenses must be resubmitted when renewed.

Graduate students with expired licenses will not be allowed to participate in clinical training or enroll in courses. Students are required to report any change in the status of licensure (any
encumbrances) immediately to the Assistant Director for Nursing Education and Program Directors.

**PARKING**
http://transportation.emory.edu/

Parking on the Emory Campus requires the display of a valid permit. Only permits issued by Emory Transportation and Parking Services are valid. Permits are the property of Emory University. Permits are non-transferrable and are for the use by the permit holder.

Any permit purchased requires submission of vehicle information for all vehicles which will be used with the permit. Vehicle information includes the make, model, color, style and state issued license plate number. Failure to maintain current vehicle information with Parking Services will result in a fine. Permits can be requested in person at the Parking Office or online at http://transportation.emory.edu/.

**TRANSPORTATION**
http://transportation.emory.edu

Emory Transportation Services offer shuttles on campus, for commuters, between major affiliated hospitals and other routes such as Georgia Tech, Oxford, and shopping facilities. The services to hospitals include: Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at http://transportation.emory.edu or by calling 404.727.PARK (7275).

Cliff routes and schedules can be found on the Emory Website at http://transportation.emory.edu/shuttles/index.html.

**SAFERIDE, LATE NIGHT SHUTTLE, AND WALKING ESCORTS**
http://transportation.emory.edu/shuttles/saferide/

The ultimate goal of the SafeRide service is to connect you safely to your final destination on Emory University’s campus. The program provides a safe escort to an employee or student who feels unsafe travelling to areas of campus that are not directly served by shuttle service or for those times when the shuttle service is not in operation.

Use the TransLoc's OnDemand (http://transloc.com/rider-transit-app/) feature for the overnight SafeRide shuttle service or contact dispatch by phone at 404.727.7555 for shuttle service and walking escorts. Download the application at: https://emory.transloc.com/info/mobile for all smart devices.

The system allows you to reserve a ride from the safety of your dorm room, office, library, etc., and will provide real-time vehicle tracking. You'll receive an alert when the bus is 3-5 minutes
away from picking you up. The SafeRide may be a shuttle, golf cart, vehicle or walking escort to your destination. SafeRide operates from 9:00PM – 5:00AM. Late night shuttle Thursday-Sunday from 11:00PM to 3:00AM.

*If you are traveling on campus after dark, you should always do so in groups of two or more people. If you need to walk alone and want an escort, you should call for a SafeRide escort.*
SECURITY ESCORTS TO AND FROM PARKING DECKS

We encourage students to request a security escort to and from the parking decks. Each campus also provides motorist assistance. Contact information for security escorts at each site are:

- Emory Main Campus: 404.727.7555
- Emory Midtown: 404.686.2597
- Grady: 404.616.4025
- Veterans Hospital: 404.728.7641 or 404.321.6111 (ext. 4911)
- Children’s Healthcare of Atlanta, Egleston – Call the Emory Main Campus escort if your car is parked on Emory’s campus or call 404.785.6142 if your car is parked in the ED parking at Egleston
- Children’s Healthcare of Atlanta, Hughes Spalding, Call Grady Escort: 404.616.4025

Emergency "blue light" phones located throughout campus link callers directly to the Emory Police Department in order to report emergencies and request security escorts. Although parking decks have restricted access, the possibility still exists for break-ins. Please remove all valuables from your vehicle and either store them in locked storage spaces provided at each site or leave them at home.

Emory University Office of Critical Event Preparedness and Response (CEPAR) coordinates campus-wide activities related to unusual events. CEPAR uses www.emory.edu website bulletins, cell phone text messages, emails and other means to notify community members about precautions and plans.

EMORY UNIVERSITY-AFFILIATED HOSPITALS PUBLIC SAFETY DEPARTMENTS

Officers are on duty 24 hours each day. Students are encouraged to notify the Public Safety Departments concerning any activity which may compromise an individual student's safety and/or the safety of any other students, physicians, residents, hospital employees, patients, or visitors.

- Emory University Hospital: 404.712.5598
- Emory University Midtown Hospital: 404.686.2597
- Grady Hospital: 404.616.4024
- Veterans Hospital: 404.728.7641 (ext 7641)

Other important numbers to have include the following:

- Emory Police Department: 404.727.6111
- DeKalb County Police: 404.371.2000
In an emergency, call 911!

CAMPUS MAP
http://map.emory.edu/

The Emory University campus map can be viewed on the web at http://map.emory.edu/.
UNIVERSITY RESOURCES

STUDENT HEALTH SERVICES
www.studenthealth.emory.edu

Visit this website for information about the following student resources:
- Student Health Services
- Counseling and Psychological Services (CAPS)
- Office of Health Promotion
- Emergency and After Hours

OFFICE OF EQUITY AND INCLUSION (OEI)
http://equityandinclusion.emory.edu

Emory University’s School of Nursing is committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local laws.

The Office of Equity and Inclusion (OEI) ensures Emory University's compliance with Equal Opportunity/Affirmative Action, Title IX, the Vietnam Era Veterans' Readjustment Assistance Act, and the Americans with Disabilities Act federal regulations. OEI also monitors and executes the University's Equal Opportunity Policy. OEI is committed to promoting a fair and accessible campus environment for the Emory University community through collaboration with our University partners. In this role, they serve as the central clearing house for all accommodations requests from qualified individuals who meet the eligibility requirements and complete the registration process in its entirety.

Students are responsible for initiating the accommodation process by self-disclosing their disability, health, and/or chronic medical condition directly to OEI. All requests and documents are managed and maintained at the highest level of integrity. In addition, OEI may be contacted via phone 404.727.9867 office or via the general email oei@emory.edu or a dedicated/confidential email address at oadisab@emory.edu. The Office is located at 201 Dowman Drive, Administration Building, Suite 305, Atlanta, Georgia 30322.

OFFICE OF ACCESSIBILITY SERVICES
http://www.equityandinclusion.emory.edu/access/index.html

Emory provides all persons an equal opportunity to participate in and benefit from programs and services afforded to others. The Office of Accessibility Services (OAS), part of the Office of Equity and Inclusion, assists qualified students, faculty, and staff with obtaining a variety of
services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. Qualified students must register with OAS and make a request for services. Confidentiality is honored and maintained. The Office is located in the Administration Building, Suite 110. ADSR may be contacted via phone at 404.727.9877 or for student-related emails: adsrstudent@emory.edu, adsrtesting@emory.edu, adsrnotetaking@emory.edu.

COUNSELING AND PSYCHOLOGICAL SERVICES
www.studenthealth.emory.edu/cs

Counseling and Psychological Services (CAPS) provides free, confidential counseling for enrolled undergraduate, graduate, and professional Emory students. CAPS is staffed by licensed professional psychologists and clinical social workers who provide individual, group, and couples counseling to assist Emory students in negotiating emotional and interpersonal difficulties and provide support as they attend Emory University. CAPS is located at 1462 Clifton Road. Students should call 404.727.7450 to schedule an appointment. Urgent care walk-in consultations are available Monday-Friday from 8:30 a.m. to 5 p.m.

EMERGENCY AND CRISIS RESPONSE
http://www.emory.edu/home/emergency/

LIFE THREATENING EMERGENCIES DAY OR NIGHT:
- Call 911 (from on or off campus)
- Emory Police Department: 404.727.6111
- Emory University Hospital Emergency Room:  1364 Clifton Road, 404.712.7100
- Emory Emergency Medical Services (EMS): 404.727.6111

CRISIS SITUATIONS:
- Student Intervention Services (SIS) Team: 404.430.1120
- Counseling & Psychological Services: 404.727.7450
- HelpLine (peer counseling, 8:30 pm-1:00 am) at 404.727.4357 (HELP)
- Student Health Services: 404.727.7551
- Student Health Services' on-call physician: 404.727.7551 and press "0"
- Emory Healthcare psychiatrist-on-call: 404.778.5000 (available after hours or weekends)
- Respect Program (sexual assault/interpersonal violence): 404.727.1514 (press 1) or 404.727.1514
- Georgia Crisis & Access Line: 1.800.715.4225
- Suicide Hotline: 1.800.784.2433
- Crisis Text Line: 741.741

Note: "Emergency/After-Hours" resources can also be accessed from any page on the website -- look for the red print in the top right corner.
STUDENT ORGANIZATIONS

STUDENT REPRESENTATION ON SCHOOL OF NURSING COMMITTEES

STUDENT GOVERNANCE CLASS OFFICERS AND RESPONSIBILITIES
Class officers are nominated and elected by the students of each nursing class. Students must remain in good academic standing to hold office in student nurse organizations or to serve on committees. In addition, the students must adhere to the University Code of Conduct and School of Nursing Honor Code. The primary responsibilities of each office vary and are determined primarily by the situations that arise during the School year and the desires of the students to have class activities.

COMMITTEE MEMBERSHIP
Students representatives have the opportunity to serve on several committees and the Honor Council. Students will be notified of openings on committees in accordance with the School of Nursing Bylaws. Students may also serve on selected University committees, including the University Senate. Student appointments to committees are made by the Dean or the Dean’s designee.

NURSING ALUMNI ASSOCIATION BOARD
The Nurses’ Alumni Association Board (NAA) functions as an advisory board with working committees in matters relating to the activities, services, communication, and policies of the Nurses’ Alumni Association. The mission of the NAA Board is to represent the alumni body, serve as ambassadors, and collaborate with the School to lead efforts through engagement and philanthropy with students and alumni. In addition to alumni members, a faculty representative and two student representatives – undergraduate and graduate serve as ex officio members of the NAA Board to ensure faculty and student representation.

NURSING STUDENT GOVERNMENT
The School of Nursing Student Government advocates for the educational process of all represented members and ensures the highest quality of nursing education, scholarship, leadership, and social responsibility. Student officers are elected.

EMORY STUDENT NURSES’ ASSOCIATION (ESNA)
The Emory Student Nurses’ Association (ESNA) is a professional student nursing organization active in many aspects of professional development, education, community health service, and public awareness in the Emory community. ESNA participates at the state and national levels as the local representative body of the Georgia Association of Nursing Students and the National Student Nurses’ Association. The School of Nursing supports student participation in this professional organization. All undergraduate students are enrolled as members of ENSA.
EMORY GLOBAL HEALTH NURSING ASSOCIATION
The Emory Global Health Nursing Association (formerly EISNA) provides the School of Nursing community with internationally focused service and learning opportunities as well as opportunities to interact with the international community in metro-Atlanta and beyond through ongoing service projects, overseas study, and cross-cultural education.

GRADUATE STUDENT NURSES’ ASSOCIATION
The Graduate Student Nurses’ Association (Graduate Council) provides unity, support, and recreational outlets to graduate nursing students. It serves as a forum to discuss problems, to make recommendations for change, and to inform graduate nursing students of activities and resources available to them on campus. Each graduate program specialty has a representative on the Graduate Council.

MULTICULTURAL NURSING STUDENT ASSOCIATION
The Emory Multicultural Nursing Student Association (EMNSA) was created to strengthen the role and presence of multicultural nursing students at the School of Nursing. Its purpose is to celebrate, support, and represent the unique needs of nursing students from diverse backgrounds through fostering personal, academic, and professional development; encouraging strong leadership; and striving to enhance access to opportunities offered by the School of Nursing, Emory University, and the Atlanta community. The association also focuses on domestic engagement and outreach to young adolescents and high School students from various communities throughout metro-Atlanta, along with other programming designed to attract students to the Emory School of Nursing from all backgrounds and cultures. EMNSA is open to all undergraduate and graduate nursing students.

EMERGENCY PREPAREDNESS STUDENT NURSING ALLIANCE
Emergency Preparedness Student Nursing Alliance (EPSNA) is a student group, equipping nursing students with hands-on experiences in outbreak investigation, emergency preparedness, and specialized training that contributes to improved community health. The organization’s activities are under the umbrella of the Center for Disease Control and Prevention’s Division of Emergency Operation.

EMORY UNIVERSITY ORGANIZATIONS
A complete listing of all Emory University organizations can be found at: https://orgsync.com/home/813.

Sign in using your Emory ID and password. On the horizontal header, select “Organizations” and you will be directed to a full and searchable list of all Emory University organizations. Emory University has over 700 organizations.
BSN HONOR’S PROGRAM

The Nell Hodgson Woodruff School of Nursing Honors Program provides a challenging academic experience for our most intellectually motivated and inquisitive students. Students in the Honors Program have the opportunity to explore issues that are relevant to nursing and society at an in-depth level and to enhance their leadership skills. Honors Program participants build a dynamic network through cohort and mentoring relationships, increased opportunities to explore nursing, and exposure to a diverse range of health professionals. Participants in the Honors Program of the Nell Hodgson Woodruff School of Nursing conduct research or a project, write a thesis, and present their work.

The Honors Program is a four (4) semester sequence that culminates in a thesis. Honor’s students are paired with a faculty mentor from the Honor’s program as well as with an expert nursing faculty in their area of interest.

Honors Seminar (NRSG 331) is taken in the first semester to acclimate the students to the Honor’s program. In the second semester, students take Scholarly Inquiry (NRSG 332). Two, one (1) credit hour thesis advisement courses (NRSG 453 Honors Thesis I; NRSG 454 Honors Thesis II) are taken during the senior year. The thesis may include, but is not limited to, a research project, policy analysis, leadership project, or health promotion/disease prevention project. Monthly seminars in small group settings are offered on a wide range of topics to expose scholars to leaders in the field of nursing and health care. Graduates completing the Honor’s Program are recognized with the distinctions of Honors, High Honors, and Highest Honors. Refer to page 85 for Honors Designation Criteria.

Honor’s course descriptions are found in the Nursing Course Atlas located in the 2017-18 Nursing Catalog and at http://www.nursing.emory.edu/student-life/course-atlas.html.
EDUCATIONAL RESOURCES

NURSING CLASSROOMS
All Nursing School classrooms are smart rooms. Each one has a computer data projector, DVD player, microphone and speakers, cable TV, inputs for laptops, wired and wireless network connections, and a white board with markers. All classrooms have access to Emory Unplugged (secure) and Emory Guest (non-secure) Wi-Fi networks. All classrooms have the Echo 360, the lecture capture and video cameras and microphones for conferencing. A few classrooms have special equipment for lighting and sound control. Some but not all classrooms have document cameras, telephones, and/or assisted-listening devices. Smaller seminar rooms have computers with wireless keyboards and flat panel displays. These seminar spaces are designed for small group work and meetings. Some seminar spaces include webcams for videoconferencing. All classroom computers have a standard software installation that include Microsoft Office, Skype, Firefox, Google Chrome, and McAfee Antivirus. Instructional Technology must install additional software.

Students can access classroom computers using their Emory NetID and password. Guests can use classroom computers by using the Guest account. Guest account information is posted in each classroom on the monitor.

CREATIVE CLINICAL LEARNING
The Creative Clinical Learning Program at the Nell Hodgson Woodruff School of Nursing at Emory University includes the Charles F. and Peggy Evans Center for Caring Skills located within the Nell Hodgson Woodruff School of Nursing at 1520 Clifton Road; and the Wesley Woods Graduate Simulation and Skills Facility located at 1821 Clifton Road. These centers are multifaceted labs that are used to promote learning, quality patient care, and safety. Hours correspond to the class/laboratory schedule each semester. Additional practice hours can be scheduled by appointment with the Creative Clinical Learning Technology Specialist or Administrative Assistant.

CHARLES F. AND PEGGY EVANS CENTER FOR CARING SKILLS
The Evans Center facility consists of dedicated innovative learning space on the plaza level of the Nell Hodgson Woodruff School of Nursing building. Most Center equipment adapts to learning spaces throughout the building. The primary focus of the lab space at the Evans Center is pre-licensure nursing education, which provides a variety of educational experiences for the novice to the expert clinician. This space is also used for interprofessional team training.

WESLEY WOODS GRADUATE SIMULATION AND SKILLS FACILITY
The Wesley Woods facility consists of dedicated innovative learning space in the Wesley Woods Hospital facility. The primary focus of the lab space at Wesley Woods is advanced practice nursing education for the graduate nursing programs. This space is also used for interprofessional team activities.
CREATIVE CLINICAL LEARNING CENTER CONTACTS

- LisaMarie Wands, PhD, RN Director, 404.727.6837, lisa.m.wands@emory.edu
- Destiny Wimbish, Academic Technology Specialist, 404.727.4704, destiny.a.wimbish@emory.edu
- Stella Clarke-Dubose, Administrative Assistant, 404.727.8141, stella.clarke-dubose@emory.edu

LIBRARY SERVICES

http://health.library.emory.edu/

Emory’s Woodruff Health Sciences Center Library (WHSC Library) offers a broad range of services and resources that support nursing education, biomedical research, and clinical care. Comprehensive print and electronic collections of books and journals may be accessed 24/7 via the internet and discoverE, the online University library catalog. The WHSC Library is located at 1462 Clifton Road, NE, Atlanta, GA 30322 on the Emory campus and is open 7 days a week. Branch libraries are located in Emory Hospital, in Emory University Hospital Midtown, in Emory Saint Joseph’s Hospital, and on the Grady campus.

The WHSC Library has computers, wireless internet, comfortable seating areas, and study carrels with power outlets. A quiet study area is located on the upper level. Study rooms for individuals or groups are also available; bring your Emory card to the Information Desk to request a key. Printers, copiers, and scanners are available. Laptops may be checked out for in-house, short-term use.

The library provides access to many biomedical research resources, ejournals, eBooks and clinical point of care tools including PubMed, DynaMed Plus, Joanna Briggs EBP Database, AccessMedicine, CINAHL, and Web of Science. The Specialized Software Lab has computers installed with SPSS, R, ArcGIS, MatLab, NVivo, and MAXQDA for quantitative, qualitative, and mixed methods data analysis.

To access resources from any on or off-campus location always start at the WHSC Library website: http://health.library.emory.edu. When/if prompted, enter your Emory network ID and password. Once in a database, click on this button for full text options. If full text is not immediately available, you can order anything you need (free of charge) through interlibrary loan (ILL) by clicking the link, “Request through ILLiad.” Article ILLs are usually filled within 24-hours as a PDF, and are sent to your Emory email.

The library provides reference services and conducts classes on methods of identifying, locating, and evaluating sources of biomedical information.

Additional services the library provides include:

- Development of literature review strategies for thesis topics or projects,
- Identification of specialized information resources or databases for research, and
- Assistance with bibliographic management software (e.g. EndNote, Zotero, Mendeley).
Contact Information:

- Sharon Leslie, the Nursing Informationist (aka librarian), has office hours at the School of Nursing and is available for one-on-one consultations. Contact her at sharon.leslie@emory.edu or 404.727.0285.
- Use the “Ask a Librarian” online form to contact an informationist and ask a research or resource question: http://health.library.emory.edu/about/contact/ask.html.
- Information Desk: 404.727.8727.

WHSCL Hours:

- Monday through Thursday: 8:00am – midnight (Summer hours until 10:00pm)
- Friday: 8:00am – 7:00pm
- Saturday: 10:00am – 7:00pm
- Sunday: noon – midnight (Summer hours until 10:00pm)

COMPUTER SERVICES AT EMORY

COMPUTER SERVICE DESK—UNIVERSITY TECHNOLOGY SERVICES

Emory employees and students can call the Service Desk to receive technical help on or off campus. There is limited support outside of normal business hours. Call 404.727.7777 for assistance.

COMPUTING CENTER AT COX HALL

http://it.emory.edu/studentdigitallife/spaces/computing-center-at-cox-hall/

This computer lab for students is located on the 2nd floor of Cox Hall. The Computing Center combines flexible space with integrated technologies to encourage collaboration and facilitate faculty/student interactions. Creative lighting, large computer workstations, LED display screens, reservable classrooms, and comfortable seating all combine to form a modern, relaxed atmosphere perfect for group study or just a cup of coffee.

FACULTY AND STUDENT COMPUTING SUPPORT

http://it.emory.edu/catalog/index.html

There are a wide variety of computing services available to School of Nursing faculty and students. Library and Information Technology Support (LITS) is the primary support unit of Emory University for computing services. For a list of resources available to students and faculty, go to http://it.emory.edu/catalog/index.html.

PRINTING & PHOTOCOPYING

http://studentfinancials.emory.edu/
Student printing and photocopying machines are located on the plaza-level, first and second floors of the School of Nursing. Emory University and the School of Nursing use the EmoryCard to pay for printing. Your Emory Student ID card is your EmoryCard. Money can be added to your account by going to the website. [http://studentfinancials.emory.edu/](http://studentfinancials.emory.edu/)

Copy and printing centers are also located in various libraries and computer labs on the campus, including the Woodruff Health Sciences Library. All facilities on campus use the EmoryCard for copy and print charges. Other types of printing and copying, including printing of large format posters, are available at Emory Document Services in the Dobbs University Center [http://www.docservices.emory.edu/index.html](http://www.docservices.emory.edu/index.html).

**SOFTWARE EXPRESS**
[http://software.emory.edu/express](http://software.emory.edu/express)

Software Express is Emory University’s secure delivery system for University-licensed software. It is available to students, faculty, and staff who have University accounts. The main software available for students is McAfee Antivirus and Endnote (bibliographic software).

**OPUS: ONLINE PATHWAY TO UNIVERSITY STUDENTS**
[www.opus.emory.edu](http://www.opus.emory.edu)

OPUS is Emory’s online student information system. Students use OPUS to check their class schedules, access their grades, and review their student financial accounts. All OPUS users must have an Emory NetID and password. Students who have forgotten either a NetID or password may call the Help Desk at 404.727.7777.

**CANVAS**
[https://canvas.emory.edu](https://canvas.emory.edu)

Canvas is Emory’s online course delivery system. Many courses at Emory are set up on Canvas using information from the registrar’s system to enroll the correct students. Faculty control the degree to which they use Canvas in their courses. Canvas may contain basic information about a class, such as the course syllabus, or it may contain all the materials necessary to teach and test students. All users must have both an Emory NetID and password. Students who have forgotten their passwords may contact the Help Desk at 404.727.7777 or classes@emory.edu for assistance.

**FINANCIAL AID**
[http://studentaid.emory.edu/](http://studentaid.emory.edu/)

Students who apply for financial assistance in the School of Nursing at Emory University are considered for various types of financial resources, including grants, scholarships, and low-interest loans. Students must be enrolled for at least six (6) semester hours to be considered for
need-based financial aid. However, undergraduate students must be enrolled for at least twelve (12) semester hours to be considered for School of Nursing merit-based awards and graduate students must be enrolled for at least nine (9) semester hours to be considered full time in the School of Nursing. A student’s merit based aid will be cancelled if the student enrolls for less than twelve (12) semester hours- undergraduate or nine (9) semester hours- graduate.

Each year students must complete a new FAFSA if they wish to be considered for need-based financial aid for the upcoming year. The FAFSA form can be completed online at www.FAFSA.ed.gov. The FAFSA should be submitted by May 1 to the respective processing center to ensure the University receives the results from the processing agency in a timely manner. Financial aid is available for the summer semester. Need-based awards will be determined based on the data for the current academic year, i.e., summer of 2017 will be based on academic year 2017–2018 information.

The Emory University Office of Financial Aid, is located on the third floor of the Boisfeuillet Jones Center. The Emory University Office of Financial Aid is happy to assist both applicants and current students with any questions concerning need-based aid, student loans, and financial aid packages.

Financial aid advisers for the health professions are assigned by the first letter of the student's last name and can be reached by calling 404.727.6039. Visit the website for more information: http://studentaid.emory.edu/

Financial Aid Advisers for Undergraduate Students can be reached by email:

- Students whose last name begins with a letter A–K should contact Nancy Tappin at ntappin@emory.edu
- Students whose last name begins with a letter L–Z should contact Whitney Tucker-Jenkins at wftucke@emory.edu

Financial Aid Advisers for Graduate Students can be reached by email:

- Students whose last name begins with a letter A–G should contact Kymberley Dent at kdent@emory.edu
- Students whose last name begins with a letter H–P should contact Stacy Collier at scoll27@emory.edu
- Students whose last name begins with a letter Q–Z should contact Jennifer Lyles at jlyles@emory.edu
SCHOLARSHIPS
Scholarships are awarded each year by the School of Nursing based on a student’s scholastic achievement. To be considered for scholarships, complete the application before the priority admission deadline.

ROBERT W. WOODRUFF CLINICAL SCHOLARSHIP
The Robert W. Woodruff Clinical Scholarship is awarded to students who have been accepted to the Accelerated BSN or Accelerated MSN programs and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in School or community activities, and a clear potential for enriching the lives of their contemporaries at Emory University.

ROBERT W. WOODRUFF CLINICAL FELLOWSHIP
The Robert W. Woodruff Clinical Fellowship is awarded to BSN-prepared nurses who have been accepted to the Master of Science in Nursing program and who demonstrate strong current or potential commitment to improving the quality of health care. Candidates should have interest in improving health care delivery in areas such as quality and safety, bioethics, health policy, or health care economics/finance. Qualified applicants demonstrate outstanding academic achievement, motivation for the study of nursing, impressive skills in communication, significant leadership and creativity in School or community activities and a clear potential for enriching the lives of their contemporaries at Emory University.

FULD SERVICE LEARNING FELLOWSHIP
The Fuld Service Learning Fellowship provides a full-tuition scholarship to candidates who have been accepted to the Accelerated MSN program and who have a special commitment to leadership and social responsibility as a component of professional nursing practices. Candidates must have a prior history of leadership and social responsibility activities and have definitive plans to work with underserved populations in the US or abroad. Students who apply for the Fuld Fellowship must write an essay and may be interviewed by a selection committee.

FULD PALLIATIVE CARE FELLOWSHIP
The Fuld Palliative Care Fellowship provides a half-tuition scholarship to candidates who have been accepted to the Accelerated MSN program and who have a special commitment to leadership and palliative care as a component of professional nursing practice. Candidates must have a prior history of leadership and palliative care activities and have definitive plans to work in a palliative care environment. Students who apply for the Fuld Palliative Care Fellowship must write an essay and may be interviewed by a selection committee.
OTHER NAMED SCHOLARSHIPS/SPECIAL FUNDS

GRANTS, TRAINEESHIPS, AND LOANS
Many grants, traineeships, and loans are appropriated each year through a variety of government agencies. Students should contact the Office of Enrollment and Student Affairs for applications and eligibility requirements.

LOAN FUNDS
Loan funds are available at low interest rates, from both federal and private sources including Emory University loans. Information is available from the Emory University Office of Financial Aid.

GEORGIA TUITION GRANT
Georgia residents may apply for aid through the Georgia Tuition Equalization Grant Program for Private College Students. Applications are available for undergraduate students after January 1 from the Emory University Office of Financial Aid.

DIRECT STUDENT LOANS
Georgia residents may apply for these loans, the amount of which depends on the student’s field of study and the amount of funds appropriated. A portion of these loans may be payable by approved service in Georgia (one year of service for each year for which the loan was received), or the loans may be repaid by cash with interest.
ADVISING

Academic advising is a process to promote the exchange of information between a student and faculty member and is designed to help students’ reach their educational and career goals. Advising is a shared responsibility between an adviser and the student. Ultimately, the student is responsible for making decisions about his/her life goals by creating a plan to reach those goals. Academic advisers can assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives.

Students are responsible for maintaining regular communication with their advisers to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program. We recommend students schedule an appointment with their adviser(s) every semester.

BSN
On admission, students are assigned to an academic adviser who will advise them throughout the program. Students will meet their advisers during orientation. We also recommend that students meet with advisers on a regular basis each semester to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program.

ABSN
On admission, ABSN students are assigned an undergraduate faculty adviser who will advise them during their program regarding educational and service opportunities, development of their portfolio, clinical placement, preparation for NCLEX, and career planning. Students are responsible for maintaining regular communication with their advisers to ensure they are progressing on track for graduation as well as to discuss any issues or concerns during their program. We recommend students schedule an appointment with their adviser at least once every semester.

AMSN
On admission, AMSN students are assigned an undergraduate faculty adviser who will advise them during the pre-licensure portion of their program. Attention will be given to assigning undergraduate advisers with some similarity to the students’ program specialty interests. Upon entry into the MSN program, students will be assigned a faculty adviser within their program specialty.

MSN
The specialty coordinator will assign a student to a faculty adviser within their specialty area at the beginning of the program. Post-graduate certificate students will be assigned to the specialty coordinator who will conduct a gap-analysis to identify needed courses/experiences. The specialty coordinator will serve as the adviser.
**POST-BSN-DNP**
On admission, post-BSN DNP students are assigned two (2) academic advisers, an MSN faculty adviser within their specialty area and a DNP faculty adviser. For students in the DNP Nurse Anesthesia program, a nurse anesthesia faculty adviser will be assigned in lieu of an MSN adviser.

**POST-MASTER’S DNP**
On admission, post-MSN DNP students will be assigned to a DNP faculty adviser.
REGISTRATION

Undergraduate
Registration is processed by the School of Nursing, Director of Registration for undergraduate students each semester. Students will be enrolled in the prescribed curriculum and may register for additional courses during the registration period. Undergraduate students self-register for electives.

Graduate
The School of Nursing, Director of Registration will enroll all beginning graduate students for their first semester of classes. Subsequently, graduate students will begin the self-registration process after meeting with their faculty advisers. A student experiencing registration issues should contact the appropriate program coordinator.

PhD
PhD students will be registered by the program coordinator.

Registering for Additional Courses
Students wishing to add additional courses may stop by the Office of Enrollment and Student Affairs to obtain an *Add Form*. The form must be signed by the Director of the BSN, AMSN, MSN, or DNP program and returned to the Office of Enrollment and Student Affairs to complete the registration process. An adviser must sign the advisement form for any schedule changes, and the signed forms must be returned to the Office of Enrollment and Student Affairs.

The dates for registration can be found on the academic calendar included in the calendar section of this Student Handbook. The class schedule is available on the School of Nursing website. For enrollment in additional courses, visit the Emory Registrar’s website at [http://www.registrar.emory.edu/class-search](http://www.registrar.emory.edu/class-search).

Registration for AMSN (Post-Licensure)/MSN/Dual Degree/DNP Students
Students will be registered by the School Registrar or Program Coordinator for their first semester of study. Subsequently, to facilitate the self-registration process, approximately one week before the opening of pre-registration, students should make appointments with their adviser/specialty coordinator to discuss their schedule and to have them approved before the upcoming semester. Because faculty have busy schedules, it is important that each student contact his or her adviser/specialty coordinator as soon as possible after receiving pre-registration information.

Students enrolled in a dual degree program such as MSN/MPH or MSN/MAB are required to meet with advisers in both programs before registering for classes.

After meeting with their advisers, students may log onto OPUS ([www.opus.emory.edu](http://www.opus.emory.edu)) and register. Students who experience difficulties with registration should contact the appropriate program coordinator.
OPUS SCHEDULE & BILLING
After registration is complete, students will be able to view their schedule on OPUS. Tuition bills for the upcoming semester can also be viewed on OPUS, and students should review both carefully and report any problems immediately to the Office of Enrollment and Student Affairs.
ACADEMIC EXPECTATIONS

SYLLABUS
The course syllabus is the contract between the course faculty and the student. The student should read the syllabus closely as it may contain more detailed standards than those listed in this Student Handbook. Such variations may including additional requirements for attendance, testing, and other classroom assignments.

CLASS ATTENDANCE
Students are expected to attend all classes, including participation in activities required by the faculty, and to complete all assignments in a timely fashion. All course requirements are to be completed no later than the date of the final examination.

“Absence” is defined as the failure of a student to be present when the class roster is checked by the course faculty. In the event of an absence, students are responsible for course content presented in lecture, textbook, and other specified assignments. Absences may have an adverse effect on grades in a course, up to and including failure. Excess cases of absences that affect the student’s achievement of course objectives may necessitate withdrawal from the School.

Attendance at classes is restricted to those who are officially registered or who are present at the specific invitation of the faculty.

ON CAMPUS AND OFF CAMPUS CLINICAL ATTENDANCE
Regular punctual attendance in laboratory/on campus clinicals and off campus clinical experience is required. Students are expected to communicate with clinical faculty in a timely manner in the event of an illness or emergency.

In the event of absence, it is the student’s responsibility to notify the clinical agency/School and faculty member prior to the beginning of the day’s laboratory or clinical experience. Exceptions to this policy will be considered only in cases of catastrophic events. An excused absence does not negate the obligation to complete the course or clinical work. Absences will result in an evaluation by faculty to determine if the student is able to meet the course/clinical objectives. The course /clinical faculty will determine make-up requirements.

ILLNESS - ABSENCE
Students are responsible to notify their faculty and make appropriate arrangements with the faculty if they are unable to attend classes because of illness. A student absent for several days because of illness should notify the Associate Dean for Undergraduate/Graduate Education. A prolonged absence may necessitate the student’s withdrawal from the University for the semester.
RELIGIOUS REASONS
Students should notify faculty in writing at the beginning of the semester of religious observances that conflict with their classes. Students will remain responsible for all assigned work. Refer to page 31 for Religious and Non-Religious Holidays.

PROFESSIONAL CONDUCT
Professional behavior is required at all time while at Emory University and at clinical agencies. Students enrolled in the School of Nursing are expected to maintain a level of professionalism in their personal appearance, dress, conduct, and speech. Behavior or language, which is offensive, inappropriate, or crude, is considered unprofessional and therefore is considered unbefitting to the status of an Emory student. Students who engage in disruptive behavior may be asked to leave the classroom/clinical setting.

COMPUTER & CELL PHONE POLICY
Technology in the learning environment should be used for learning and not social or work related purposes.

- Computers may be used for note taking purposes in the classroom.
- Cell phones, pagers, and other devices must remain on silent or vibrate when in the classroom or clinical setting.
- Cell phone use is strictly prohibited in the clinical environment for any activities other than to look up information related to patient care management; or for nurse practitioner, nurse midwife, or nurse anesthesia students, to have direct communication with the faculty, preceptor, and/or supervisor.

If you anticipate the need to be contacted via your cell phone during a specific class, please speak with the course faculty prior to the start of class.

CHECKING EMAIL
Communication will be through Emory email. Students are responsible for checking email on a daily basis for updates or changes.

CONTACTING FACULTY FOR APPOINTMENTS
Faculty email addresses can be found on the School of Nursing website under the Faculty & Staff Directory. http://www.nursing.emory.edu/directory/index.html. The syllabi will also provide information on scheduling faculty appointments.
**LINES OF COMMUNICATION**

The School of Nursing is committed to creating an environment that promotes the student learning experience. Open, respectful dialogue between students and faculty is critical to the enrichment of the learning experience. If you believe you are receiving insufficient or unclear feedback you are responsible for discussing the situation with your course faculty.

To facilitate open communication between students and faculty, the School of Nursing has outlined a line of communication to resolve academic issues that may arise in the classroom, laboratory, online, or clinical practicum. Student issues or concerns need to be addressed promptly and according to the established lines of communication outlined below. Dialog with the next person in the line of communication is necessary only after the prior contact does not lead to resolution.

1. Communicate with the course or clinical faculty.
2. Communicate with the course coordinator.
3. Communicate with the academic adviser.
4. Communicate with the specialty coordinator.
5. Communicate with the Program Director (BSN, MSN, AMSN or DNP).
6. Communicate with the Associate Dean for Undergraduate/Graduate Education.
7. Communicate with the Ms. Arnita Howard, Director of Student Affairs and Career Services.
8. Communicate with the Dean of the School of Nursing.

**Ms. Arnita Howard, Director of Student Affairs and Career Services** is available for student consultation in navigating and understanding the line of communication process (ahoward@emory.edu or 404.712.6826).

**CIVILITY POLICY**

To ensure a dynamic and respectful teaching, learning, research, and practice environment that fosters a sense of community, it is expected that every student will demonstrate civil and professional behaviors and forms of communication.

Our community thrives on and is strengthened by respect for all persons and diverse perspectives. Any form of incivility, defined as disruptive, ill-mannered, or offensive behavior contrary to the well-being of our community, is unacceptable. This includes all forms of disrespect or disregard for instruction, the faculty, or a fellow student.

Examples of uncivil behaviors include but are not limited to:
- Use of electronic devices, such as mobile phones, laptop computers, and tablets in clinical or classroom settings for reasons not related to current learning activities.
- Arriving late to classes, clinical rotations, or other agreed upon commitments.
• Use of disrespectful or unprofessional language or behavior when interacting with faculty, staff, peers, patients, or others, including via email. Profanity and other disrespectful language will not be tolerated.
• Participation in distracting private conversations during learning activities.

Faculty have a range of options at their discretion to address cases of incivility, including the deduction of course points and asking an offending student(s) to leave the classroom, laboratory, or clinical site.

RESPONSIBILITY FOR EVALUATION
Your feedback is important to us. To remain an accredited program and to support our efforts to give you and those who come after you the best nursing education possible, we are committed to rapid cycle change for continuous improvement of our programs, faculty, staff, and School.

We recognize you will receive many requests to evaluate our courses, programs, faculty, and School during your time in the School of Nursing. For example, each course will provide an evaluation of the course and the faculty teaching the course; and for clinical courses, you will be asked to evaluate the clinical site and faculty/preceptor (for precepted experiences). You will also have an End of Program Survey to complete and at approximately 1 year, an Alumni Survey.

Please take your responsibility for evaluation to improve our programs seriously. Constructive feedback drives changes. We want to know. As our student, you are in a position to provide informed and useful feedback. If there is a particular issue, please do not hesitate to identify it and pose a possible solution. Evaluations are electronic and we have appropriate safeguards for student confidentiality.

While the faculty are blinded to who has completed the survey, they will monitor the percent completion rate. Our goal is an 80% completion rate on all Faculty, Course, and Clinical Evaluation Surveys. We need your help to reach our goal. We do listen to you!

Data from student evaluations are provided to faculty as aggregate data. Survey data is used to make decisions about courses, faculty teaching in courses, retention and promotion decisions for faculty, and program improvement.
ACADEMICS

CHANGING PRE-LICENSURE PROGRAMS
Students in a particular program who wish to change programs must first speak with the program specialty coordinator for the program in which they are enrolled. The program specialty coordinator will initiate a change in pre-licensure program form, which must be approved by both the new program specialty coordinator and the Associate Dean for Undergraduate Education. A change in the pre-licensure program may delay BSN program competition.

CHANGING SPECIALTIES

AMSN, MSN
Students in an APRN specialty area who wish to change specialty must first inform the specialty coordinator of their current program and then seek approval from the specialty coordinator in the proposed new specialty area. The change will not be official until a Change of Graduate Specialty form is signed by both specialty coordinators, confirmed by the MSN Program Director, and returned to the Office of Enrollment and Student Affairs. The request to Change Graduate Specialty Form is available online at www.nursing.emory.edu. Requests to change specialty must be made prior to pre-registration for the upcoming semester to allow for adjustments in class sizes and clinical schedules. A change in the APRN area may delay MSN program completion.

POST-BSN DNP, POST-MSN DNP
Students in the DNP program who wish to change specialty tracks (Health Systems Leadership, Population Health) must first inform the specialty coordinator of their current program and then seek approval from the specialty coordinator in the proposed new specialty area. Approval to change tracks may be dependent upon course availability and limitations in enrollment in the Rollins School of Public Health courses. The change will not be official until a Change of Graduate Specialty form is signed by the specialty coordinator, confirmed by the DNP Program Director, and returned to the Office of Enrollment and Student Affairs. The request to Change Graduate Specialty Form is available online at www.nursing.emory.edu. Requests to change specialty must be made prior to pre-registration for the upcoming semester to allow for adjustments in class sizes. A change may delay program completion.

MINIMUM ENROLLMENT IN CLASSES
The School of Nursing reserves the right to cancel any course in an area of concentration for which there is insufficient enrollment. “Sufficient enrollment” dependent on the nature of the individual course. Final decisions about course offerings are made by the Associate Dean for Academic Advancement or a designee, in consultation with the appropriate faculty.
DROP/ADD PROCEDURES
Beginning with the first day of class for the semester, students have the opportunity to adjust their schedules using the drop/add procedure. The open window for these changes is approximately five working days. Refer to page 24 for the academic calendar that lists the drop/add dates for the academic year. Students must have the approval of their adviser before making any schedule changes. Dual degree students must have the approval of their advisers from both Schools.

TRANSFER CREDIT
The acceptance of a course(s) by transfer is to allow credit for course(s) completed with a satisfactory grade(s) (B or better) in other accredited universities/colleges. Transfer credit may be approved provided the course(s) corresponds in the content to course(s) offered in the approved Plan of Study by the School of Nursing. Course work transferred from other institutions is subject to a five (5) year time limit based on the point of admission to the program of study. The School reserves the right to test the proficiency of any student in course work transferred from other institutions and to disallow credit in courses in which the student cannot demonstrate acceptable proficiency.

Courses are non-transferable if they cannot be used in the approved Plan of Study or do not meet the standard of a NHWSN transfer course as determined by course faculty. Transfer credit will not be awarded if the course was used to satisfy requirements for a previous degree. The grade(s) earned from transfer credits will not be included in the GPA calculation.

Program maximums for transfer credit are as follows:
- Bachelor’s candidates: 12 semester hours of baccalaureate credit
- Master’s candidates: 9 semester hours of post-baccalaureate credit
- DNP candidates: 9 semester hours of post-baccalaureate credit

TRANSFER CREDIT PROCEDURE
An admitted student requesting transfer credit must make the request prior to beginning the program. The Transfer Credit Request form is found on the website. For a current student requesting transfer credit consideration, the application for transfer credit must be submitted the semester prior to semester the required course is offered, otherwise the student will be subject to the Drop/Add Policy.

Upon receipt of the course syllabus and an official transcript (no need to send a second copy if one is on file in the admission packet), the request will be submitted to the appropriate department for review and equivalency determination. With faculty and administrative approval, credit will be applied toward the degree program. A request for transfer credit requires a $75 non-refundable application fee.
Please contact the Office of Enrollment and Student Affairs at 404-727-3500 for questions related to transfer credit.

COUNTING CREDITS FROM THE EMORY MSN TOWARD THE DNP PROGRAM

Students enrolled in the MSN/AMSN program may choose to alter their Plan of Study and take 700 level courses in lieu of 500 level courses in selected areas, i.e., leadership, business, etc. To promote seamless academic progression toward a terminal doctoral degree (DNP, PhD), the Nell Hodgson Woodruff School of Nursing sets minimum credit hour requirements for a master’s degree. Specialty programs offering a terminal master’s degree require considerably more credit hours than the minimum credit hours noted below. The fulfillment of course work alone does not lead to a master’s degree.

Up to nine (9) credit hours beyond the minimum degree may be used toward the DNP degree at the discretion of the DNP Program Director or designee. A total of nine (9) credit hours may be used from the Emory MSN or approved transfer credit from post-BSN course work toward the DNP program. Refer to the transfer credit policy.

MINIMUM DEGREE REQUIREMENTS FOR MSN PROGRAM

To promote seamless academic progression toward a terminal doctoral degree, the Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master’s degree. Specialty programs offering a terminal master’s degree require considerably more course work than the minimum listed below. The fulfillment of course work alone does not lead to a master’s degree. Satisfactory completion of at least 36 credit hours of MSN work is required as follows:

- At least 17 hours must be in lecture or seminar work
- Course work must be on a 500, 600, or 700 level
- A grade of B- or better must be earned in all clinical course work taken

COURSE WAIVERS

Course waivers are given only when students demonstrate sufficient experience in a subject and are able to justify that the course would not enhance their knowledge. It is the responsibility of the current student to justify their experience in the subject area. Examples of documentation are testing (CLEP), portfolio, certification, and other. The Course Waiver form is available on the School’s website http://www.nursing.emory.edu/audience-guides/students-audience-guide.html.

Note: A course waiver requires a student satisfy waived credits with elective credits to meet degree requirements.
SPECIAL STANDING STUDENTS

Special standing allows students to enroll as “non-degree seeking” in nursing courses for the purpose of personal enrichment or professional development. Generally, core curriculum courses may be taken in special-standing status but no clinical courses may be taken. For MSN and DNP students, no more than nine (9) semester hours may be taken as a special-standing student. These nine (9) semester hours may be transferred into an appropriate program if the student applies for and gains admission to the School of Nursing. A list of courses that are available to special standing students is found on the School’s website. Other courses may be available and the student should contact the course faculty for permission.

Being granted special-standing status does not guarantee full degree-seeking admission to the Emory University School of Nursing. To request approval, a student must submit a Request for Special Standing form (see website) and a non-refundable $75 fee to the Office of Enrollment and Student Affairs. Special Standing Status will be subject to the availability of requested course(s) and approval of the Office of Enrollment and Student Affairs.

CONDITIONS IN WHICH ALL SPECIAL STANDING STUDENTS ATTEND THE SCHOOL OF NURSING

1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.

2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.

3. Acceptance as a student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.

4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

A student, who wishes to continue as a transient student for any subsequent semester, must notify the Office of Admission and Student Services in writing no later than thirty (30) days prior to the beginning of the semester. A Transient Status Application must be completed for each semester a student wishes to enroll. Failure to notify the Office of Admission and Student Services and enrolling through the regular registration process, will result in automatic cancellation of registration, and a delay in enrollment until the next semester.


**TRANSIENT STATUS**

Transient status applies to a student who is regularly enrolled in another college or University yet wants to take courses at the School of Nursing. A transient student must submit a *Transient Status Application* form each semester they choose to enroll (see website), a $75 application fee, and have all course work authorized by the student’s primary institution. Transient status will be subject to the availability of requested course(s) and approval of the Office of Enrollment and Student Affairs.

**CONDITIONS IN WHICH ALL TRANSIENT STUDENTS ATTEND THE SCHOOL OF NURSING**

1. Students may register only for those courses that are not filled by degree candidates and should have alternate course selections as possibilities in case degree candidates fill a specific class.

2. Registration will be restricted to courses approved by the degree granting institution and in accordance with School of Nursing load limitations and prerequisite requirements.

3. Acceptance as a transient student in no way obligates the School of Nursing to accept such a student as a degree candidate. If a transient student applies as a degree candidate at a later date, they must do so through the regular channels by the application date outlined in the catalog, and will not be given any special consideration.

4. Students are subject to the same rules, regulations, practices, and policies of Emory University and the School of Nursing as are degree candidates.

A student, who wished to continue as a transient student for any subsequent semester, must notify the Office of Admission and Student Services in writing no later than thirty (30) days prior to the beginning of the semester. A *Transient Status Application* must be completed for each semester a student wishes to enroll. Failure to notify the Office of Admission and Student Services and enrolling through the regular registration process, will result in automatic cancellation of registration, and a delay in enrollment until the next semester.
ACADEMIC POLICIES

GRADING SCALE

Students enrolled in the PhD program will follow the Laney Graduate School grading scale. The responsibility for assigning grades rests exclusively with the faculty of a course.

ACADEMIC STANDARDS AND POLICIES
Approved by Faculty, May 2006; Revised April 2010; Revised April 2011; Revised August 2017

The Academic Standards and Policies of the Nell Hodgson Woodruff School of Nursing reflect the level of intellectual rigor required by both the University and the profession of nursing. As a professional School, the School of Nursing must maintain the highest standards to ensure that the graduates of the program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

GRADING POLICIES FOR UNDERGRADUATE AND GRADUATE COURSES

<table>
<thead>
<tr>
<th>Quality Points</th>
<th>Letter Grade</th>
<th>Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>3.7</td>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>3.3</td>
<td>B+</td>
<td>87–89</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>2.7</td>
<td>B-</td>
<td>80–82</td>
</tr>
<tr>
<td>2.3</td>
<td>C+</td>
<td>77–79</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>73–76</td>
</tr>
<tr>
<td>1.7</td>
<td>C-</td>
<td>70–72</td>
</tr>
<tr>
<td>1.3</td>
<td>D+</td>
<td>67–69</td>
</tr>
<tr>
<td>1.0</td>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>Below 63</td>
</tr>
</tbody>
</table>

Final grades will be rounded to the nearest whole number if the 10th space number is 5 or higher. Grades are reported to the registrar at the end of each semester.
CALCULATING THE GRADE POINT AVERAGE (GPA)

COURSE GPA = Credit Hours X Grade Numerical Equivalent

SEMESTER (TERM) GPA = (Course 1 GPA + Course 2 GPA + Course 3 GPA) / Total Semester Credit Hours

CUMULATIVE GPA = Total Quality Points / Total Credit Hours

The GPA is calculated by multiplying the course credits for each course by the numerical equivalent for the grade received in the course, adding the total number and dividing by the total number of credits taken. Averages are tabulated for each semester and on a cumulative basis.

DEAN’S LIST

The Dean's List is an academic notation that recognizes the high academic scholarship demonstrated by a student. The Dean’s List citation will appear on the Emory unofficial transcript each semester based on the criteria outlined below, for the fall, spring and summer semesters. The semester GPA will determine eligibility. Student names will be published on the Dean’s List website.

To achieve the Dean’s List designation each semester the following criteria apply:

Undergraduate: Full-time students taking 12 or more credit hours (graded A through F) earning a 3.75 or above GPA.

Graduate: Full-time student taking 9 or more credit hours (graded A through F) earning a GPA greater than 3.75.

DNP: Full or part time student taking 5 or more credit hours (graded A through F) with a GPA greater than 3.75.

Additionally, a student may not receive a grade lower than a C or an unsatisfactory rating (U) during the semester. All course work for the semester must be completed in that term- no grade(s) of “I”- Incomplete.

A student receiving a violation of the Undergraduate Student Conduct Code, the Student Academic Honor Code, or the Emory University Sexual Misconduct Policy (Policy 8.2) (http://www.policies.emory.edu/8.2) is not eligible for the Dean's List in the academic year in which the violation occurred. The Dean's List citation will be removed from the transcript if the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.
EXAMINATIONS
Tests and exam are used to evaluate student learning. Faculty are responsible for choosing the types of questions presented, method of testing, frequency of testing, and the strategies used for test review. Students should consult their course syllabi regarding evaluation methods.

In preparation of students for NCLEX and Board Certification examinations, testing will be progressively more challenging. Test construction may vary by semester with a greater proportion of test items being at the application and analysis level to ready the student for national exams. A student with questions regarding testing processes should consult their course faculty.

Professional conduct is expected during exams. The testing environment will be structured by the course faculty to maintain the integrity of testing. Cheating is a violation of the Honor Code and will be dealt with in a disciplinary manner.

EXAMINATION ABSENCE
Absences must be approved by the course faculty prior to the examination date and time. Leaving a message on voice mail or via email does not constitute pre-approval.

Unauthorized absence from examinations during a course will result in a zero being entered for the examination. The only exception will be extreme cases of personal illness/injury as determined by the course faculty.

At the discretion of the course faculty, make up exams may be in a different format, i.e., short answer or essay. Missed examinations must be made-up within one (1) week or a timeframe specified by the faculty. Exceptions to the make-up policy will be approved in cases of extreme personal illness/injury as determined by the course faculty.

AUDITING A COURSE
Students may audit courses with permission of the faculty course coordinator and their academic adviser. The faculty adviser in collaboration with the program director determines requirements (criteria) for the audit. Full tuition is required, and no academic credit is awarded for audited courses.

DIRECTED STUDY
The School of Nursing offers graduate students the opportunity to pursue study outside regular course offerings by allowing them, along with a faculty member, to design their own directed study courses. Students interested in this option should first discuss the matter with their academic adviser. With the adviser’s assistance, the student must identify a faculty member to supervise the Directed Study and to obtain appropriate approval by using the Approval for Directed Study form available on the nursing website.
This form must be completed and returned to the Office of Enrollment and Student Affairs by the faculty member supervising the Directed Study. This agreement serves as a contract between the faculty member and the student for completion of the course. Once a Directed Study has been approved, the student may self-register for either 695R (Clinical Directed Study) or 697R (Directed Study).

Students may earn up to three (3) semester hours of credit for each Directed Study course in which they enroll. Faculty are responsible for ensuring the Directed Study grade is entered online in OPUS at the end of the semester.

INCOMPLETE GRADES
The option of a grade of incomplete ("I") is available to students who, due to extraordinary personal or professional circumstances, are unable to complete final course requirements within the designated timeframe. This grade must be pre-approved by the faculty course coordinator and Program Director before the date on which grades are due. Arrangements must be made to replace the “I” grade within one calendar year or another time frame agreed upon by both the student and faculty member. Typically, the arrangements to change the incomplete grade should not require the student to attend classes. However, during the time that the student is completing the coursework, they must be enrolled in other courses or registered as “in-residence.” An incomplete grade in a course that is a prerequisite to a course in the next semester may result in a change of progression and delay graduation.

To request consideration for an “I” the student should obtain an Application for Incomplete Grade form on the School’s website and take the completed form to the faculty course coordinator who will obtain approval from the Program Director. The course coordinator will obtain the appropriate signatures, provide a copy of the completed form to the student, and submit the original form to the Office of Enrollment and Student Affairs. Faculty members will not be able to turn in a grade of “I” for a student without having submitted a completed Application for Incomplete Grade form.

An incomplete grade that is carried for more than one (1) calendar year will automatically be changed to an “F”. For example, if the incomplete (I) grade is assigned during fall 2017, then the “I” must be converted to a letter grade by the end of fall 2018 otherwise, it will be recorded as an “IF”.

IN PROGRESS (IP)
In Progress(IP) is transcript notation for a delay in work completion such that multiple steps needs to be completed before a final outcome is achieved. This designation is used for example for the DNP Project courses whereby multiple semesters are taken to complete the project.
CLINICAL GRADING

CLINICAL PERFORMANCE WILL BE RATED AS: S, U, IP:

S: Satisfactory (Pass)
The student meets the performance expectations for level of outcomes and core clinical competencies demonstrating the ability to apply theories and concepts to clinical practice situations with minimal guidance and demonstrating safe competent nursing practice.

U: Unsatisfactory (Fail)
The student has not demonstrated the ability to apply theories and concepts to clinical practice situations commensurate with expected level of function as described by outcome objectives and core clinical competencies. The student fails to demonstrate safe competent nursing practice.

A student who earns a rating of Unsatisfactory (U) is not eligible for remediation. A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments. Refer to the Course Repeat Policy.

IP: In Progress (Need for Remediation)
The student demonstrates sufficient progress towards meeting the expected level of outcomes and core clinical competencies, but requires further opportunity to demonstrate competence. A Goal Setting Plan for Student Improvement will be initiated.

CLINICAL EVALUATION

Clinical performance and professional conduct/competency during each clinical rotation are evaluated on an ongoing and summative basis. The Clinical Performance Evaluation Tool is used to assist the student/faculty in determining the student’s level of achievement in meeting course objectives as well as core clinical competencies.

Competency is defined as: the consistent performance of the desired behaviors and seeking appropriate guidance/assistance as needed. Achievement of behaviors listed will be determined through observation of performance and evaluation of written work by faculty and/or preceptors. The final clinical grade will be determined by the faculty.

THE CLINICAL PERFORMANCE EVALUATION TOOL DESCRIBES:

- Conduct and competencies that must be demonstrated in the clinical course. The competency reflects incorporation of prior learning and self-assessment while performing the desired behaviors.
- Clinical behaviors identified as essential competencies, which must be met and demonstrated consistently throughout future clinical courses.

CLINICAL EVALUATION PROCEDURE:
• The student’s clinical performance, conduct, and competency are evaluated at the end of each clinical rotation by the faculty with input from preceptors and/or nursing staff.

• A midpoint clinical evaluation may occur at the discretion of the faculty or student. A joint conference may be requested by the faculty or student at any time during the rotation.

• Evaluation conferences between the faculty and student will be scheduled at a mutually agreed upon time to review clinical evaluation data.

• The student is expected to complete a clinical self-evaluation prior to the evaluation conference. The faculty acknowledge that other behaviors can be used to show achievement of outcomes.

• All missed and/or make up clinical experiences must be completed and competency evaluated prior to beginning the next clinical rotation.

**CLINICAL PERFORMANCE, WHICH THREATENS PATIENT SAFETY**
If in the judgment of the faculty, the student’s clinical performance constitutes a threat to patient safety, the student will be removed from the clinical area and may be subject to dismissal from the program.

**CLINICAL EVALUATION OUTCOME:**

**S: Satisfactory (Pass)**
The student meets the performance expectations for level outcomes (BSN/MSN/DNP) and core clinical competencies demonstrating the ability to apply theories and concepts to clinical practice situations with minimal guidance, and demonstrating safe competent nursing practice.

- The student will receive a clinical grade of Satisfactory (S) when criteria listed in every competency are met.

**U: Unsatisfactory (Fail)**
The student has not demonstrated the ability to apply theories and concepts to clinical practice situations commensurate with the expected level of function as described by the clinical outcome objectives (BSN/MSN/DNP) and/or core clinical competencies. Clinical failure occurs when the student fails to demonstrate safe competent nursing practice.

- Students earn an Unsatisfactory (U) if, by the terms of a remediation contract for a rating of in progress (IP) on the clinical evaluation tool, a competency remains unmet at the end of the rotation.

- Students may automatically earn an Unsatisfactory (U) for clinical behaviors that compromise the quality and safety of patients or violate professionalism regardless of whether level objectives and/or clinical competencies have been met.

- A failure in any one clinical competency area warrants a failure for the course regardless of other course scores.

Students who earn an Unsatisfactory (U) clinical evaluation may continue to attend classes, but cannot attend clinical. A student who earns a rating of Unsatisfactory (U) is not eligible for an
incomplete or in progress grade. A student eligible to repeat the failed course will develop a Clinical Goal Setting Plan for Student Improvement prior to beginning the rotation.
**IP: In Progress (Need for Remediation)**

The student demonstrates progress towards meeting the expected level outcomes (BSN/MSN/DNP) and core clinical competencies, but requires further opportunity to demonstrate competence.

If the student is not meeting expected competencies at any point during a clinical rotation, the student, clinical instructor, and/or Program Director or designee will meet to review the specified issues/concerns and to develop a written. Refer to page 76 for Goal Setting Plan for Student Improvement

Circumstances surrounding the student's problems will be individually evaluated. The duration of goal setting status will be specified and approved by the Associate Dean for Undergraduate/Graduate Education or their designee. The Goal Setting Plan for Student Improvement will identify criteria to be met and a timeline for meeting the specified criteria. The faculty will be available to assist the student to improve in the identified areas. A signed copy of the Goal Setting Plan for Student Improvement will be given to the student and a copy will be placed in the student’s evaluation folder.

The student must demonstrate an active effort and satisfactory improvement in performance and/or behavior during the goal-setting period. Re-evaluation will based on course/program objectives.

**BSN, ABSN, AMSN (IN PRE-LICENSURE CURRICULUM)**

An “In Progress (IP)” is allowed at the end of a specialty clinical rotation (Pediatrics/Maternity) when the rotation ends partway through the semester, but not at the end of a course/semester. If a student’s Goal Setting Plan is still being fulfilled when the clinical site/rotation is changing, the student will be permitted to continue to the next clinical site while completing the terms of the Plan. The student is responsible for setting an appointment time with the clinical faculty for both rotations and the Program Director to discuss this Plan before the second clinical rotation begins.

By the end of the semester the student (BSN/ABSN/AMSN/MSN/DNP) must successfully fulfill the terms of the Plan in order to earn a Satisfactory (S) grade for the clinical course. The student will not be permitted to progress to the next clinical course if the clinical performance is rated as in progress (IP) or Unsatisfactory (see Course Failure Policy).

IP as it applies to remediation is not a final course grade but a designation during the semester to provide the student with additional time during the semester to demonstrate competence. At the end of the semester, a grade of S or U will be assigned.
TECHNICAL STANDARDS FOR NURSING APPLICANTS AND ENROLLED STUDENTS

When considering nursing studies the student must evaluate their abilities and skills. To succeed in a nursing degree or postgraduate certificate program, a student must possess certain abilities and skills, deemed essential functions for the care of patients. These abilities and skills, as determined by Emory University nursing faculty, are as follows:

OBSERVATION
Applicants and students enrolled in the nursing program must be able to observe demonstrations and simulations required by the nursing curriculum established by the faculty and be able to participate in such activities with adequate vision and other sensory modalities, including the senses of hearing and smell. A student must be able to observe a patient accurately at a distance and close at hand.

COMMUNICATION
Students must be able to speak intelligibly, and to hear sufficiently to affect an adequate exchange of information with patients, family members, and other health professionals. A student must be able to read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.

MOTOR
Nursing students are required to possess motor skills sufficient to elicit independent information from patients by palpation, auscultation, percussion, and other manually based diagnostic procedures. Students should be able to conduct laboratory and diagnostic tests, and carry out physical assessments. Students must possess motor skills required for their scope of practice, as determined by the relevant accrediting organization. The student must also be able to coordinate fine and gross muscular movements to treat patients in emergencies. Emergencies include any circumstance requiring immediate remedy.

INTELLECTUAL-CONCEPTUAL, INTEGRATIVE, AND QUANTITATIVE ABILITIES
These abilities include an aptitude for rapid problem solving, the capability to assess and interpret medical files independently and evaluate physical examinations, and to formulate a logical plan of care. Students must possess good judgment in patient assessment and the abilities to incorporate new information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion. The student must also be prepared to provide in-depth rationale for the plan of care.

BEHAVIORAL AND SOCIAL ATTRIBUTES
Students must possess the physical and emotional health required for the application of his/her intellectual abilities and the use of sound judgment in an appropriate and prompt manner. Students must be able to function effectively under physically taxing workloads, and in times of physical and mental stress. Students must display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.
PROGRAM SPECIFIC REQUIREMENTS
In addition to the areas enumerated above, applicants and students must also possess any abilities and skills deemed essential for their particular program. These areas of enumerated skills and abilities are the minimum attributes required of applicants for admission to the nursing program and of students who are candidates for graduation.

The Emory University Nell Hodgson Woodruff School of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum. For further information, contact the Office of Equity and Inclusion (see The Office of Accessibility Services (OAS)): http://equityandinclusion.emory.edu/.

Address any questions or concerns regarding these technical standards to the Associate Dean for Undergraduate/Graduate Education or the specialty coordinator of the graduate program specialty in which the student is enrolled or seeks to apply.
ACADEMIC PROGRESSION
Progression in each academic program requires meeting all program expectations. Progression policies are unique to programs. Differences in progression policies by program are noted below. If you are unclear of progression within your program of study please contact your specialty coordinator or program director.

GRADE REQUIREMENTS FOR PROGRESSION
INCOMPLETE
A faculty in consultation with the Associate Dean for Undergraduate/Graduate Education* may assign a grade of “Incomplete- I” for a student who demonstrates progress towards meeting the expected level of outcome and core clinical competencies, but requires further opportunity to demonstrate competence. A Goal Setting Plan for Student Improvement will be initiated by the faculty with notification to the Associate Dean for Undergraduate/Graduate Education or their designee. Note an incomplete may not be used for a student failing an academic or clinical course. Refer to the Incomplete Grading Policy.

GPA/SEMESTER & PROGRAM GPA REQUIREMENTS
BSN & ABSN
Students are expected to:
- Maintain a 2.5 GPA each semester.
- Hold a 2.5 GPA to graduate

AMSN
Students are expected to:
- Maintain a 3.0 GPA each semester.
- Hold a 3.0 GPA to graduate

MSN
Students are expected to:
- Maintain a 3.0 GPA each semester.
- Hold a 3.0 GPA to graduate

DNP (POST-DNP & POST-MSN)
Students are expected to:
- Maintain a 3.0 GPA each semester.
- Hold a 3.0 GPA to graduate
**TIME TO DEGREE COMPLETION**
Time to degree completion is defined as the specified period of time from enrollment in the first course of a program to graduation from that program. Time to degree completion for all programs in the School of Nursing is five (5) years. A student may submit a formal petition with supporting documentation to the Dean for a one (1) year extension.

**POLICY FOR GRADE REPETITION**
Students have the opportunity to retake a course they have failed to successfully complete. What constitutes a course failure in a program may be uniquely defined by each program, and the requirements should be reviewed for the program in which the student is enrolled.

All courses repeated, whether passed or not, including the original course, will be calculated in the student’s grade point average.

A student who wishes to re-do a course previously passed and not receive additional degree credit will be permitted to do so if deemed advisable by the faculty adviser, program director and/or Associate Dean for Undergraduate/Graduate Education. When a course that was previously passed is repeated, the new course and grade credits do not count toward the degree.

**COURSE REPEATED**
Nursing courses may be repeated only once. If a student makes below the required grade in the repeated course, the student will be dismissed.

Two (2) course failures within the program of study will result in dismissal from the School of Nursing. This policy does not distinguish between core and clinical course failures. A second course failure within a program will result in dismissal from the School.

**COURSE FAILURE POLICY**

**BSN**
BSN students are required to repeat a course if they earn a grade below a C- (< 70%). A grade below a C- (< 70%) constitutes a course failure. Most required nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum until the course has been successfully completed. Nursing courses may be repeated only once. A second course failure will result in dismissal from the School.

Repeating a course means the student may have to interrupt their program of full-time study and graduation may be delayed. A revised plan of study will be developed jointly by the student and the Associate Dean for BSN Education with space availability a consideration. In addition, a student who fails a clinical nursing course (< 70%) is required to take NRSG 324/424, Case Study Analysis. A clinical nursing course is a course that involves a clinical, didactic, or practicum.
component. For example, 326 Acute and Chronic provides essential adult medical surgical for use in NRSG 327 Clinical Practicum II.

The Case Study Analysis course (NRSG 324/424) is also indicated if a student receives a grade of C or C- in a nursing course or a score of 1 or below on the ATI proctored exam.

A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments.

**ABSN**

ABSN students are required to repeat a course if they earn a grade below a C- (< 70%). A grade below a C- (< 70%) constitutes a course failure. Most required nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum until the course has been successfully completed.

Repeating a course means the student may have to interrupt their program of full-time study and graduation may be delayed. A revised plan of study will be developed jointly by the student and the Associate Dean for BSN Education with space availability a consideration.

A student who fails a pre-licensure accelerated pathway clinical nursing course may choose to:

1. Repeat the failed accelerated pathway course the next semester it is offered; or
2. Petition to enter the traditional baccalaureate program (withdraw from the ABSN program) and on acceptance into the BSN program, take the course(s) that correspond to the failed accelerated pathway course with continuation in the traditional program.

In addition, a student who fails a clinical nursing, theory, or practicum or science course (< 70%) is required to take NRSG 324/424, Case Study Analysis. Nursing courses may be repeated only once. A second course failure will result in dismissal from the School.

The Case Study Analysis course is also indicated if a student receives a grade of C or C- in a nursing course or a score of 1 or below on the ATI proctored exam.

A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments.

**AMSN**

AMSN students in the pre-licensure courses are required to repeat a course if they earn a grade below a C- (< 70%) in a nonclinical course or a grade below a B- (< 80%) in a clinical, didactic or practicum course. Most required nursing courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum until the course has been successfully completed.
Repeating a course means the student may have to interrupt their program of full-time study and graduation may be delayed. A revised Plan of Study will be developed jointly by the student and the AMSN Director with space availability a consideration.

A student who fails a pre-licensure accelerated pathway clinical nursing course may choose to:
   1. Repeat the failed accelerated pathway course the next semester it is offered (BSN, ABSN, course- pending space available);
   2. Petition to enter the traditional or accelerated baccalaureate program (withdraw from the AMSN program) and on acceptance into the BSN/ABSN program, take the course(s) that correspond to the failed accelerated pathway course.

For AMSN students to progress from the pre-licensure level to the MSN specialty area, a student must complete a minimum of 60 hours of the generalist component with:
   - at least a C- in each didactic course,
   - a B- or better in each clinical course, didactic/clinical course, and practicum course, and
   - hold at least a 3.0 cumulative GPA.

Note: AMSN students must hold an active Georgia nursing license to begin a MSN Specialty clinical course.

**MSN**

The following progression requirements apply to post-licensure AMSN, MSN, and Post-graduate Certificate program students. Non-clinical and clinical course progression criteria are as follows.

**Non-clinical Courses**

1. Only one (1) C grade (73-76%) in a non-clinical course will be allowed.
2. A second C (73-76%) in a non-clinical course will constitute repeating the course.
3. In the case of two C grades in non-clinical courses in the same semester, the specialty coordinator in collaboration with the MSN Program Director will determine which course is to be repeated.
4. A student may repeat one non-clinical course, one time due to a C grade. If after repeating a course for a C grade, the student receives below a C grade, it will be deemed a second failure and the student will be dismissed from the School.

**Clinical Courses**

1. A clinical course grade less than a B- (<80%) will require the student repeat the course.
2. The student will not be able to progress in the clinical sequence until at least a grade of B- (80% or >) is earned.
3. A rating of satisfactory is required for progression in the program. A rating of unsatisfactory results in a grade of “F” for the clinical course regardless of achievement on tests, papers, or other written assignments.
**DNP**

Post-BSN DNP students enrolled in a clinical specialty track (nurse practitioner, nurse midwifery) will follow MSN progression/course failure criteria.

For DNP students, both post-BSN DNP & post-MSN DNP, a course grade in a DNP level course (700 level) less than a B (<83%) will require the student repeat the course.

Post-BSN DNP, Nurse Anesthesia track students will follow the DNP course failure policy for DNP courses (700 level). For all other courses in the Nurse Anesthesia program, course failure is defined as a course grade less than a B- (<80%). Progression: A student who fails a course will not automatically be eligible to repeat the course and restart/continue the program. In the case of a course failure, a decision to repeat the course and continue in the program will be made on a case by case basis by the Nurse Anesthesia Program Director or designee. In addition, a student must maintain a GPA at or above a 3.0 each semester. The student may only be on probation one time during the program and is subject to dismissal if placed on probation a second semester for any reason (e.g. didactic or clinical performance).

**GOAL SETTING PLAN FOR STUDENT IMPROVEMENT**

A Goal Setting Plan for Student Improvement may be required for a student at any time during the program to provide additional guidance and support for student success. The Goal Setting Plan will include a description of the performance problem, measurable behaviors to be demonstrated and a plan for re-evaluation of performance. Circumstances surrounding the student's problem(s) will be individually evaluated. The Goal Setting Plan for Student Improvement will be signed and dated by the student, the course faculty, and the Program Director.

The faculty will be available to assist the student to improve in the identified area(s). The student must demonstrate an active effort and satisfactory improvement in performance and/or behavior during the goal-setting period. Re-evaluation will be based on course/program objectives as criteria.

A copy of the written summary at the specified time point(s), signed and dated by the student and faculty, will be given to the student. The original will be attached to the Plan and placed in the student’s file. The duration of goal setting status will be reviewed and approved by the Associate Dean for Undergraduate/Graduate Education or their designee.

The following list describes other situations, which may result in the initiation of an Academic/Clinical Goal Setting Plan for Student Improvement:

- Unexcused or excessive absenteeism from clinical experience or required educational activities.
- Academic or simulation examination failures during the semester.
• Documented unsatisfactory clinical performance with sufficient progress toward meeting competence.
• Documented failure to demonstrate the ability to correlate theory with clinical work with sufficient progress toward meeting competence.
• Documented failure to acquire the technical skills necessary to provide safe patient care with sufficient progress toward meeting competence.
• Poor simulation performance.
• A disinterested or unprofessional attitude in clinical performance or during attendance of program activities.
• Late or incomplete clinical records, including but not limited to: care plans/case management plans, evaluations, weekly tracking records, and clinical assignments.
• GPA below the required semester/program requirements.

Refer to page 72 for the academic progression guidelines for each program.
WITHDRAWAL POLICY

Registration may be cancelled by the student until the last day of the Drop/Add period and no entry for that semester will be made on the student’s transcript. To withdraw from a course or multiple courses after the Drop/Add period a student must submit a Notification of Withdrawal form to the Office of Enrollment and Student Affairs. The Notification of Withdrawal form is found on the website under Student Request forms.

A student who withdraws from a course or multiple courses by the midterm will be assigned a grade of “W” for the course regardless of their academic standing in the course. A student who withdraws from a course after the midterm date will be assigned a grade of “W” if they are in good academic standing in the course or a grade of “WF” if they are in academic jeopardy.

The instructor of the course will determine the grade. Determination of academic standing in a course will be based on the points accumulated at the time of withdrawal. For instance, if a course grade is based on 4 tests worth 25 points each but only 3 tests were available to the student at the point of withdrawal, academic standing will be determined based on the performance of the 3 available tests. For example, in an undergraduate course requiring the student earn a C' or greater (≥ 70%), the calculated average of the three (3) available test scores must be 70% or above to receive a grade of “W” for the course. An average score on the three (3) available tests of less than 70% will result in the assignment of a grade of “WF” for the course. Note: The minimum passing grade for a course is defined by each program.

The earned grade of “WF” factors into a grade point average as an “F” (0 quality points) and will constitute a course failure. Progression policies defining the required GPA requirements by program will apply. For a student who has previously failed a course, a second failure will result in dismissal from the program at the end of the academic semester during which the second failure occurs.

Students may withdraw from multiple courses during the program; however, a student may only withdraw from a specific course once during their tenure at the Nell Hodgson Woodruff School of Nursing. A second withdrawal request from a particular course will result in the inability to meet degree requirements for the program and the student will be withdrawn from the School at the end of the academic semester during which the withdrawal occurs.

INVOLUNTARY WITHDRAWAL

INVOLUNTARY WITHDRAWAL POLICY

Emory University considers the safety and welfare of its students, faculty, and staff a top priority. When a student engages in behavior that violates Emory’s rules of conduct, the behavior will be addressed as a disciplinary matter under the applicable Student Conduct Code. The Student Conduct Code defines prohibited conduct and outlines a process for conducting disciplinary proceedings.
This Involuntary Withdrawal Policy and Procedure is not a disciplinary code, policy, or process. It is not intended to apply to situations in which a student engages in behavior that violates the University’s rules of conduct. It is intended to apply when a student’s observed conduct, actions and/or statements indicate a direct threat to the student’s own health and/or safety, or a direct threat to the health and/or safety of others. There may be situations in which both this Involuntary Withdrawal Policy and the Student Conduct Code may apply. In all cases, the Dean of the School of Nursing shall have final authority regarding the decision, enactment, enforcement, and management of the involuntary withdrawal of a student.

CRITERIA
A student may be withdrawn involuntarily from Emory if the University determines that the student represents a direct threat to the health and safety of himself/herself or others by (1) engaging or threatening to engage in behavior which poses a high probability of substantial harm to himself/herself or others; or (2) engaging or threatening to engage in behavior which would cause significant property damage, would directly and substantially impede the lawful activities of others, or would interfere with the educational process and the orderly operation of the University.

PROCEDURE
When the Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education; based on a student’s conduct, actions or statements; has reasonable cause to believe that the student meets one or more of the criteria for involuntary withdrawal, he or she may initiate an assessment of the student’s ability to safely participate in the University’s program.

The Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education initiates this assessment by first meeting with the student to (1) review available information concerning the behavior and/or incidents which have cause concern, (2) provide the student with a copy of this Involuntary Withdrawal Policy and Procedure and discuss its contents with the student, (3) provide the student an opportunity to explain his/her behavior, and (4) discuss options available to the student, including counseling, voluntary withdrawal and evaluation for involuntary withdrawal. If the student agrees to withdraw voluntarily from the University and waives any right to any further procedures available under this policy, the student will be given a grade of W for all courses, will be advised in writing of any conditions necessary prior to re-enrollment, and will be referred for appropriate health services.

If the student refuses to withdraw voluntarily from the University, and the Assistant Dean for Undergraduate Education or the Associate Dean for Graduate Education continues to have reasonable cause to believe the student meets one or more of the criteria for involuntary withdrawal, the Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education may require the student be evaluated by an appropriate health professional.
EVALUATION
The Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education may refer the student for a mandatory evaluation by an appropriate health professional. The health professional may be selected by the University, as long as there is no cost to the student for the evaluation. A written copy of the involuntary referral shall be provided to the student.

The evaluation must be completed within five (5) business days after the date the referral letter is provided to the student. Prior to the evaluation, the student will be required to sign a written authorization, authorizing the exchange of relevant information among the health professional(s) and the University. Upon completion of the evaluation, copies of the evaluation report will be provided to the Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education and the student.

The health professional making the evaluation shall make an individualized and objective assessment of the student’s ability to safely participate in Emory’s program, based on a reasonable professional judgment relying on the most current medical knowledge and/or the best available objective evidence. This assessment shall include a determination of the nature, duration, and severity of the risk posed by the student to the health or safety of himself/herself or others, the probability that the potentially threatening injury will actually occur, and whether reasonable modifications of policies, practices, or procedures will sufficiently mitigate the risk.

The health professional will, with appropriate authorization, share his/her recommendation with the Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education, who will take this recommendation into consideration in determining whether the student should be involuntarily withdrawn from Emory. A copy of the health professional’s recommendation will be provided to the student, unless, in the opinion of the health professional, it would be damaging to the student to do so. If the evaluation results in a determination by the health professional that the student’s continued attendance presents no significant risk to the health or safety of the student or others, no significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, no further action shall be taken to withdraw the student from the University.

If the evaluation results in a determination that the continued attendance of the student presents a significant risk to the health or safety of the student or others, such that there is a high probability of substantial harm, or a significant threat to property, to the lawful activities of others, or to the educational processes and orderly operations of the University, the student may be involuntarily withdrawn from the University. In such an event, the student shall be informed in writing by the Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education of the involuntary withdrawal, of his/her right to an informal hearing, of his/her right to appeal the decision of the hearing officer, and of any conditions necessary for re-enrollment. In most cases, a student who is involuntarily withdrawn will be given a grade of W in all courses in which the student is currently enrolled.
INFORMAL HEARING
A student who has been involuntarily withdrawn may request an informal hearing before a
hearing board appointed by the Associate Dean for Undergraduate Education or the Associate
Dean for Graduate Education by submitting a written request to be heard within two (2)
business days from receipt of the notice of Involuntary Withdrawal. A hearing will be set as
soon as possible. The student shall remain involuntarily suspended pending completion of the
hearing.

The hearing shall be informal and nonadversarial. During the hearing, the student may present
relevant information and may be advised by a licensed health professional of his/her choice.
The role of the adviser is limited to providing advice to the student.

At the conclusion of the hearing, the hearing officer shall decide whether to uphold the
involuntary withdrawal or whether to reconsider, and the student shall be provided written
notice of the hearing board’s decision.

APPEAL TO THE DEAN
The student may appeal the hearing board’s decision to the Dean, who shall review all
information presented and make a final decision as to whether or not to uphold the involuntary
withdrawal.

EMERGENCY SUSPENSION
The University may take emergency action to suspend a student pending a final decision on
whether the student will be involuntarily withdrawn, in situations in which (a) there is
imminent danger of serious physical harm to the student or others, (b) there is imminent
danger of significant property damage, (c) the student is unable or unwilling to meet with the
Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education, (d)
the student refuses to complete the mandatory evaluation, or (e) the Associate Dean for
Undergraduate Education or the Associate Dean for Graduate Education determines such other
exceptional circumstances exist that suspension is warranted. In the event emergency action is
taken to suspend the student on an interim basis, the student shall be given notice of the
emergency suspension and an initial opportunity to address the circumstances on which the
emergency suspension is based.

CONDITIONS FOR RE-ENROLLMENT
Because the Involuntary Withdrawal Policy applies to cases in which there is a concern about
the safety of the student or others, the Dean or their designee may require a student, who has
been involuntarily withdrawn under this Policy, to be re-evaluated before they are readmitted
in order to assure that they present no direct threat to themselves or others.
SEMESTER REVIEW OF ACADEMIC & PROFESSIONAL PERFORMANCE
Grade point average (GPA), time to degree completion, and course grades will be reviewed by the Associate Dean for Undergraduate/Graduate Education in conjunction with Program Directors at the end of each semester. Grade point average (GPA), time to degree completion, and course grades requirements may vary by program. In addition, students in all programs must adhere to the Student Code of Conduct and Professional Standards, and demonstrate safe clinical practice. A Goal Setting Plan for Student Improvement may be developed for students who do not meet the progression criteria based on grades, overall GPA, and professional behavior.

ACADEMIC DISMISSAL
Dismissal may occur if a student:
- Makes below the required grade in a repeated course, or
- Makes below the required grade in a second course, or
- Demonstrates unsafe clinical practice.

Students may be dismissed from the School with an option to reapply. Students who are dismissed a second time are not readmitted. The Dean of the Nell Hodgson Woodruff School of Nursing makes the final dismissal decision.

DISMISSAL FOR CONDUCT
Students may be dismissed for violation of conduct or professional code violations. The student may file a grievance/appeal. The Dean of the Nell Hodgson Woodruff School of Nursing makes the final dismissal decision. Refer to page 124 for the grievance/appeal procedure.

MEDICAL LEAVE OF ABSENCE
Degree seeking students in the School of Nursing are eligible to take an official medical leave of absence. The student should discuss/notify the appropriate program administrative personnel, which may include the program coordinator, specialty coordinator, and the Associate Dean for Undergraduate/Graduate Education.

To be eligible for a medical leave, students must provide a letter stating the nature of the leave, the anticipated return date, and a note from a health professional documenting the condition that is cause for the leave to the Office of Enrollment and Student Affairs. When the Office of Enrollment and Student Affairs has received all documentation and administrative approval, the student will be withdrawn from all course work, unless the semester is still in the schedule change period, in which case the student will be dropped from classes. The period during this leave will not count against the time limit to complete degree requirements.
RE-ENROLLMENT AFTER ABSENCE

If withdrawal or absence from the School is necessary for any reason for one (1) or more semesters, the student must request permission for readmission through the Office of Enrollment and Student Affairs. For students enrolled in the traditional BSN program summers are not considered an absence.

Requests for readmission must be submitted and approved no later than 60 days prior to the beginning of the semester in which the student wishes to return to the School. Applications should be submitted by June 1 for fall consideration and November 1 for spring consideration.

There is no guarantee that a student will be readmitted. The faculty may require an assessment of a student’s knowledge/skills prior to readmission. Readmission will depend on the faculty’s evaluation of the likelihood of the applicant’s successful performance in succeeding work; the competition of other applicants; and class/clinical space availability. A student readmitted after having been advised to withdraw or after having been suspended, is on probation during the first returning semester.
GRADUATION

All requirements for graduation must be met in order for a student to participate in commencement activities. Dual degree students must complete the requirements for both degrees prior to participating in graduation ceremonies. Degree verification will be completed by the Office of Enrollment and Student Affairs. The student and his/her academic adviser will be contacted in the event a discrepancy occurs in order to verify that all academic requirements have been met.

The University holds a formal graduation ceremony known as commencement annually in May. All August and December graduates of the prior calendar year are invited to participate in the May commencement. All requirements for graduation must be met in order to participate in commencement activities.

Emory University requires students who are completing their course work to apply for graduation. Applications are available early in the semester, and must be turned in to the Office of Enrollment and Student Affairs prior to the deadline. There is no fee for applying before the deadline. Applications turned in after the deadline must be accompanied by a $25 late fee.

In addition to a formal graduation ceremony each May. The School of Nursing hosts a winter and summer Student Recognition event to acknowledge students graduating prior to May (summer and fall graduates). These recognition events include the:

- Distribution of a nursing pin to recognize completion of the BSN requirements for ABSN students.
- Distributions of pins and awards for AMSN students (summer)
- Distribution of nursing pin guards to APRN candidates.
- Honor students who demonstrated excellence in leadership, service, collaboration, innovation and personal character.
- Distribution of Silver Bowl Awards, the highest student honor.
- Distribution of the Heart of the Students Awards which are given to faculty members who go above and beyond in their teaching or mentoring.

DEGREE COMPLETION REQUIREMENTS

BSN

- Completion of 60 semester hours of prescribed bachelor’s-level nursing courses, of which 45 semester hours must be taken at Emory University.
- A minimum of 120 credit hours is required for graduation.
- Cumulative GPA of 2.5.
- Completion of course requirements within five (5) years of entrance to the program.
Latin Designations
Latin designations are awarded to first degree baccalaureate students and are based on the final GPA.

BSN Latin Honors GPA designations are as follows:
- **Summa cum laude**  3.90 - 4.0
- **Magna cum laude**  3.75–3.899
- **Cum laude**  3.60–3.749

Honors designation Criteria
Graduates who successfully complete the Honors Program are recognized with distinction as follows:
- **Honors**: Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing.
- **High Honors**: Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality sufficient for an oral presentation to scholars in the candidate’s field.
- **Highest Honors**: Satisfactory completion of the Honors Program with an overall GPA average of 3.50 in the School of Nursing and a thesis of the quality suitable for a written publication.

ABSN
- Completion of 60 semester hours of prescribed bachelor’s-level nursing courses, of which 45 semester hours must be taken at Emory University.
- Cumulative GPA of 2.5.
- Completion of course requirements within five (5) years of entrance to the program.

AMSN
Pre-licensure:
- Satisfactory completion of 60 semester hours of prescribed bachelor’s-level nursing courses, of which 45 semester hours must be taken at Emory University.
- Cumulative GPA of 3.0.

Post-licensure:
- Satisfactory completion of all MSN program requirements.
  - Minimum requirements for MSN credits counting toward the degree*
    - Satisfactory completion of at least 36 MSN credit hours
    - At least 17 credit hours must be in lecture or seminar work
    - Course work must be on a 500, 600, or 700 level
A grade of B- or better must be earned in all clinical course work taken

- Cumulative GPA of 3.0.
- Completion of course requirements within five (5) years of entrance to the program.

To promote seamless academic progression toward a terminal doctoral degree (DNP, PhD), the Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master’s degree. Specialty programs offering a terminal master’s degree require considerably more credit hours than the minimum credit hours noted above. The fulfillment of course work alone does not lead to a master’s degree. Up to 9 credit hours is transferable. Refer to the transfer credit policy.

**MSN**

- Satisfactory completion of all MSN program requirements.
  - Minimum requirements for MSN credits counting toward the degree
    - Satisfactory completion of at least 36 MSN credit hours
    - At least 17 credit hours must be in lecture or seminar work
    - Course work must be on a 500, 600, or 700 level
    - A grade of B- or better must be earned in all clinical course work taken
  - Cumulative GPA of 3.0.
  - Completion of course requirements within five (5) years of entrance to the program.

To promote seamless academic progression toward a terminal doctoral degree (DNP, PhD), the Nell Hodgson Woodruff School of Nursing sets minimum requirements for a master’s degree. Specialty programs offering a terminal master’s degree require considerably more credit hours than the minimum credit hours noted above. The fulfillment of course work alone does not lead to a master’s degree. Up to 9 credit hours is transferable. Refer to the transfer credit policy.

**POST-BSN DNP**

- Satisfactory completion of all specialty track program requirements.
- Completion of all DNP program and project requirements.
- Cumulative GPA of 3.0.
- Completion of all program requirements within five (5) years of entrance to the program.

**DNP – Post-Master’s**

- Completion of all DNP program and project requirements.
- Cumulative GPA of 3.0.
- Completion of course requirements within five (5) years of entrance to the program.
FINANCIAL REQUIREMENTS FOR GRADUATION
All financial obligations to the University must be satisfied prior to graduation. In the case of outstanding loans not then due and payable, loan documents satisfactory to the University must have been executed and delivered to it, and all payments must be current.

GRADUATION ATTENDANCE
Official University and School commencement exercises are held at the end of the spring semester. All candidates completing degree requirements in the spring are required to be present at commencement events, including University commencement and the School of Nursing commencement. Students must be enrolled in the University for the term in which they wish to graduate. Candidates completing degree requirements in the summer or fall of the preceding year have the option of attending spring commencement activities.

Students who have not met degree requirements because of incomplete course or clinical work may not participate in University or School commencement events.

Dual degree students must complete the requirements for both degrees prior to participating in graduation ceremonies, including commencement.

Students who have an Honor Code violation pending or have not completed the sanctions given by the Honor Council will not be allowed to participate in graduation activities, including commencement.

NATIONAL COUNCIL LICENSURE EXAMINATION (NCLEX) EXAM PREPARATION REQUIREMENTS
All graduates receiving a BSN are eligible to take the NCLEX examination for RN licensure. To assure the highest probability of success in passing this exam, the faculty have integrated study preparation activities throughout the curriculum. Prior to forwarding graduates’ names to the licensing boards, the School requires each student to demonstrate proficiency and high probability of passing the NCLEX examination for RN licensure. Proficiency determination includes but is not limited to predictor exams, review course participation, course exams, etc.

ADVANCED PRACTICE REGULATIONS
The advanced practice regulations of states can be highly variable as are the certification requirements of each nursing specialty. While faculty and staff will gladly provide assistance where possible, students must assume responsibility for meeting certificate requirements and for their own eligibility for practice.

HONORS AND AWARDS
SIGMA THETA TAU INTERNATIONAL
Sigma Theta Tau, founded in 1922, is the International Honor Society of Nursing in the United States. The Emory chapter, Alpha Epsilon, was chartered in 1964. Election to membership constitutes one of the higher honors that may come to a professional nurse. Eligibility for student membership is determined by scholastic achievement, evidence of professional leadership potential, and achievement in the practice of nursing.

**OMICRON DELTA KAPPA (ODK)**
ODK recognizes student, faculty, staff, and alumni leadership. Members—both men and women—are elected from the University community and the Association of Emory Alumni. Membership is based on character, scholarship, participation in student activities, and service to the University.

**WHO’S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES**
Who’s Who honors college and University students who have made significant contributions to their Schools. The selection is made on the basis of leadership, service, and scholarship.

**MORTAR BOARD**
This national honor society was established to recognize outstanding leadership, scholarship, and service to the University. Nursing students are elected and installed in the spring of their junior year.

**100 SENIOR HONORARY**
The 100 Senior Honorary is an award and designation presented by the Emory Alumni Association (EAA) and the Student Alumni Board (SAB). The honor is given to the 100 most outstanding seniors in the undergraduate Schools. Graduates of Oxford, Emory College, Goizueta Business School, and the School of Nursing are represented in the 100 Senior Honorary. Recipients of the 100 Senior Honorary are honored for their accomplishments during their time at Emory and are charged with the responsibility of maintaining strong ties with their classmates and Emory during their many years after graduation.

**NELL HODGSON WOODRUFF AWARD FOR EXCELLENCE IN NURSING**
The Nell Hodgson Woodruff Award for Excellence in Nursing, also known as the Silver Bowl Award, is awarded to a student who has demonstrated outstanding clinical and scholastic abilities while also serving as an inspiration to other students. Honorees demonstrate all of the School’s values of Excellence, Collaboration, Social Responsibility, Innovation, and Leadership. Mrs. Woodruff herself awarded the first silver bowl in 1948. The award is presented by the Nurses Alumni Association to outstanding AMSN students during the School of Nursing’s Pinning Ceremony in August and December’s Winter Awards Ceremony. BSN PhD, DNP, MSN recipients are recognized during the May Awards Ceremony.

**NELL HODGSON WOODRUFF SCHOOL OF NURSING AWARD FOR COMPASSION AND CARING**
Nell Hodgson Woodruff was best known for her compassionate and caring spirit. The Nell Hodgson Woodruff Award for Compassion and Caring honors her legacy by recognizing an Emory nursing student who exhibits excellence in leadership, scholarship, and social
responsibility and demonstrates extraordinary compassion when caring for their patients. BSN, MSN, ABSN, AMSN, DNP, and PhD students are eligible and are recognized during the School of Nursing’s Awards Celebration in May.

**AWARD OF EXCELLENCE**
The Award of Excellence is given to a BSN and MSN student who achieves significant outcomes that demonstrate a sustained commitment to high quality.

**EXCELLENCE IN COLLABORATION AWARD**
The Excellence in Collaboration Award is given to a BSN and MSN student who embraces community, partnerships, mentoring, and diverse perspectives.

**EXCELLENCE IN SOCIAL RESPONSIBILITY AWARD**
The Excellence in Social Responsibility Award is given to a BSN and MSN student who treats all with respect and dignity, and who engages others to positively influence health and social justice.

**EXCELLENCE IN INNOVATION AWARD**
The Excellence in Innovation Award is given to a BSN and MSN student who creates, uses, evaluates, and disseminates cutting-edge approaches to advance our mission and vision.

**EXCELLENCE IN LEADERSHIP AWARD**
The Excellence in Leadership Award is given to a BSN and MSN student who shapes nursing, health care, and the Nell Hodgson Woodruff School of Nursing through vision, courage, and optimism.

**NHWSN ALUMNI ASSOCIATION**

You belong! All current and former students of the School of Nursing who have completed one (1) academic year in good standing are automatically members of the Nurses’ Alumni Association (NAA). The School has approximately 7,800 graduates in 49 states and internationally. The mission of the Nurses’ Alumni Association (NAA) is to advance the School’s mission by promoting lifelong relationships among alumni and strengthening their connection to the School through social, professional, and philanthropic opportunities.

Nursing students should contact the Development and Alumni Relations office to connect with our alumni who have expressed an interested in mentoring, serving as clinical preceptors, and providing career connections and networking opportunities for emerging nurse leaders.

Additionally, the Development and Alumni Relations office seeks philanthropic support from individuals including alumni, faculty/staff, and friends as well as foundation and corporate
support that are aligned with the mission and projects of the School. Our School of Nursing
donors generously support student scholarships, faculty positions, School programming and
centers, simulation, and service learning opportunities. With all of us working together we can
nurture and build the next generation of healthcare innovators and leaders in Nursing.
Sincerely,

Amy Dorrill, MBA, FAHP, CFRE
Associate Dean of Development and Alumni Relations
amy.dorrill@emory.edu
404.727.6264
CLINICAL EXPECTATIONS

TRANSPORTATION
http://transportation.emory.edu

Students are responsible for their transportation to clinical sites. There are free shuttle services that serve the Emory University Hospital, Emory University Hospital–Midtown and Grady Memorial Hospital. The schedule can be found at http://transportation.emory.edu or by calling 404.727.PARK (7275). Shuttle maps are located in TransLOC, GPS tracker. Download the application at http://emory.transloc.com/info/mobile for all smart devices.

PREPARATION

For the pre-licensure student, preparation for each clinical is unique. The course syllabus will define the expectation for clinical preparation for the course. Preparation may involve reading and/or completing assigned documents prior to arrival to visiting the clinical unit the day prior to the assignment to complete care planning documents or other forms.

ATTENDANCE

Full participation in all clinical experiences is essential to becoming prepared as a safe practitioner. Students are to come to all clinicals prepared for the experience as directed by the faculty. Coming unprepared to a clinical experience may result in removal from the clinical area and will require make-up clinical time at the convenience of the faculty.

Any clinical absence must be reported to your faculty, the agency involved and/or your preceptor. For students with excused absences, clinical make up dates will be scheduled as far in advance as possible and the student will be notified via email of the clinical make up date and any preparation required for the experience. Only one (1) make up day will be scheduled.

Should a student have an approved absence with a required make up of greater than one (1) day, an incomplete grade will be assigned for the semester. The student must complete the required additional make up days prior to beginning the next semester.

TARDINESS

Tardiness is defined as arriving to the designated clinical unit or meeting place at a time after the designated start of clinical. If a student anticipates they will be tardy, the faculty must be notified prior to the beginning of the clinical day. Tardiness without prior notification at the beginning of the clinical day may result in a required make-up. Two or more tardy incidences may result in a full clinical make up day and the initiation of Clinical Goals Setting Plan for Student Improvement.
ILLNESS

Nursing students under the care of a health professional should bring a statement from the health professional to the program coordinator. The statement should indicate whether or not the student is able to return to regular clinical assignments. Students should consult their clinical faculty for further direction regarding how to handle the make up for excused clinical illness.

GUIDELINES FOR PROFESSIONAL APPEARANCE AND ATTIRE FOR NURSING STUDENTS

Approved by Faculty: May 2002 Effective August 2002; Revised June 2014; June 2017

Professional Appearance

The nursing student’s professional attire influences the public’s image of Nursing in general and the School specifically. Good hygiene and personal cleanliness are of utmost importance and have a high priority in relation to professional attire. Things that could be offensive to others or that have potential for causing harm to others must be avoided.

The following guidelines are to be followed by students in all programs:

- Students must be neat, clean, well groomed, and appropriately dressed
- Hair
  - Neat, clean, and of natural color. Hair should be styled off the face and out of the eyes. Shoulder length hair should be secured to avoid interference with patients or work duties.
  - Dreadlocks or braids must be clean, well maintained, and, if below the collar, should be secured to avoid interference with patients or work duties.
  - Beards and mustaches must be short, trimmed neatly, and clean*
  - Unless head coverings are required for religious or cultural reasons, hats or other head coverings should be avoided.
- Fingernails
  - No false fingernails of any type, including acrylics, gels, or wraps
  - Nails must be short enough to not be seen over the tips of the fingers
  - No nail polish of any kind or color is permitted
- Jewelry
  - Earrings: only one small earring in each ear lobe is permitted
  - Body Piercing: other than earlobes, may not be visible. Only clear retainers may be used to maintain the piercing while the jewelry is out
• Rings: only plain wedding bands are permitted. No rings with stones are permitted due to the potential for the stone to cause injury to the patient, tear through gloves, or harbor pathogens.
• Bracelets are not permitted.
• Wristwatches may be worn; expansion bands are preferred.

• Tattoos
  o Body art and body piercings, which may be acceptable in some situations, should not be worn or displayed by students in professional settings.
  o Clothing, a large Band-Aid, or make up must cover all tattoos at all times in clinical settings.

• Perfumes and colognes should be avoided.

• Tobacco
  o Third hand smoke also known as residual smoke noted as odors on clothing, breath, skin, or hair may pose health risks to others. Some areas may remove students from the area if odors are detectable.
  o Health care agencies are generally smoke free zones and students are to comply with all University and healthcare institution regulations.

• Chewing gum is not permitted in the clinical setting. Breath mints are permitted.

• Cell phones
  o Students are expected to bring smart phones to clinical for access to references only.
  o Students may not use email, text messaging, or call features in the clinical settings for personal use. Students may use cell phones to contact their clinical supervisors or to communicate with members of the healthcare team as indicated.
  o Should the student need to be contacted, students may give a faculty member’s cell phone number to individuals who may need to contact them in an emergency during clinical hours.

*If the student will potentially be using N95 facemasks, face must be clean and shaven.*
PURCHASING UNIFORMS FOR BSN/ABSN

The student uniform may be purchased from the Emory University Barnes and Noble Bookstore. Students should purchase two complete uniforms at the beginning of the first semester. Bookstore information is as follows:

Emory University Barnes & Noble Bookstore, Oxford Rd Building
1390 Oxford Rd NE
Atlanta, GA 30322
404.727.6222
http://emory.bncollege.com/

DIRECT PATIENT CARE UNIFORM REQUIREMENTS (PRE-LICENSURE)

The uniform for both men and women for on and off campus clinicals consists of:

- Navy blue pants and a navy blue tunic top with the Emory University School of Nursing emblem embroidered on the left upper chest area.
  - Choose between two styles of navy blue uniform pants.
  - Women may choose between a pullover tunic top and a snap front closure tunic top.
  - Students should ensure that the uniform fits properly and that no skin is exposed at the waist and the chest is appropriately covered when the student bends at the waist.
- Optional blue or white cuffed long-sleeved jacket with Emory School of Nursing emblem embroidered on the left upper chest.
- A thin, plain, nude, black or white long sleeve shirt without a collar may be worn under the scrub top to hide tattoos (not a turtleneck).
- A white, professional, mid-thigh length laboratory coat is to be worn when in the clinical setting, but not involved in direct patient care. Laboratory coats do not need the School embroidered emblem.
- Shoes: Only all white or black leather or vinyl shoes with flat rubber or other quiet soles (designed specifically for nurses).
- White socks that cover the ankle must be worn with shoes at all times.
- Photo identification badges are to be worn on the uniform at all times for clinical practice and on the lab coat when students are present in agencies for orientation or assessment prior to clinical practice. The photo identification badges must be purchased from the University during orientation week.
- All items of the uniform must be kept clean and wrinkle free.
• Specific clinical sites may have more stringent uniform requirements that supersede the School policy. These requirements will be discussed prior to beginning the clinical rotation.

INDIRECT PATIENT CARE UNIFORM REQUIREMENTS (PRE-LICENSEURE)
For clinical learning activities that exclude direct patient care, the following guidelines apply:

• Clothing should be clean, professionally styles, and in good repair.

• ‘Business casual’ dress. Women should wear tailored slacks or dresses or skirts of medium length. Men should wear slacks and a dress shirt.

• Shorts, blue jeans, halter or spaghetti straps, T-shirts with logos, capri pants are not appropriate professional dress when in clinical agencies.

• Shoes must be closed-toe, comfortable, clean and in good repair. Sandals are not permitted.

• The clean, white, jacket-length coat over clothing with the Emory University School of Nursing Photo ID badge must be worn at all times.

ATTIRE FOR MENTAL HEALTH, COMMUNITY SETTINGS, AND SOME SPECIALTY AREAS
Faculty will issue guidelines for attire in the clinical setting. A general rule of thumb when in doubt is to wear business casual dress or the student uniform with the Emory School of Nursing Photo ID badge. Students and faculty are required to adhere to the policies and regulations of the clinical institutions with whom we partner. The responsibility for establishing guidelines for the professional attire of nursing students rests with the faculty and administration of the School of Nursing. Exceptions to this policy may be made by the faculty and administration as appropriate. Suggestions for change may be submitted to the Associate Dean for Undergraduate/Graduate Education by any faculty or student. Both students and faculty share the responsibility for adherence to the established guidelines.

STUDENT IDENTIFICATION BADGES
All students in the School of Nursing must wear appropriate identification while in the clinical area. Refer to page 32 for information on how to obtain an Emory ID badge.

A Proximity card (Prox card) is required for access to Emory University Hospital–Midtown. Students should see the appropriate Program Director to determine if they will have a clinical rotation at EUH–Midtown. The student will need to designate to the Emory Card Office if they are a BSN, MSN or DNP student. The fee for the Prox card is $8. Payment can be made by cash or check only.

For a student already working for Emory University Hospital–Midtown, an Emory ID is needed to access the clinical sites as an Emory nursing student. There is no need to request the Prox
card for EUH–Midtown access; since they are already an employee and should have their EUH–Midtown issued ID card.

For a student working at Emory Healthcare, the student does not need a new Emory ID card. However, they must go to the Emory Card Office to request to have their current ID card encoded to student access status.

Students may only use the name that is on record at the Office of the Registrar for their Emory ID. Neither the Emory Card Office nor the School of Nursing has the authority to change the name upon the student’s request. All name changes must be done through the Registrar’s Office with the appropriate documentation.

Students who withdraw from the School of Nursing must turn in the photo ID to the Office of Enrollment and Student Affairs.

PRECEPTOR RELATIONSHIPS
Students are frequently assigned to preceptors for clinical practice. These preceptors agree to work in close collaboration with both the student and specialty coordinator. Students are to maintain professional relationships with preceptors and to maintain close communication with faculty regarding the preceptor experience.

GRADUATE STUDENT EMPLOYMENT
Graduate students employed or volunteering in health care settings, either during their enrollment in the School of Nursing or during the holidays and between semesters shall be employed or volunteering only as registered nurses. They shall not represent themselves as advanced practice registered nurses.

EXPERIENCES SCHEDULED OUTSIDE ACADEMIC CALENDAR
Occasionally, graduate students (non-anesthesia) must complete clinical requirements on a schedule outside the normal academic semester (during holiday breaks, between semesters, etc.). If this is necessary, the specialty coordinator or the program director must approve this clinical arrangement and arrange for faculty supervision during this time. Proper documentation for these exceptions must be submitted to the Office of Enrollment and Student Affairs by the faculty member.
CLINICAL AND SERVICE LEARNING HEALTH REQUIREMENTS

Students and faculty in the School of Nursing must meet clinical agency requirements relative to health and immunization status as well as complete site-specific orientation. Immunization requirements, criminal background investigation, and drug testing are subject to revision. This information is required by clinical agencies and students may be asked to obtain newly updated information during their enrollment.

Students and faculty cannot participate in clinical or service learning experiences without completing all requirements.

All students accepted into the School of Nursing are required to electronically submit three (3) health forms. Access to these electronic forms is available online at Emory University Student Health Service [http://studenthealth.emory.edu/](http://studenthealth.emory.edu/).

1. Emory University Student Health Service (EUSHS) medical history form
2. Physical exam form completed by a physician or nurse practitioner
3. Student immunization record showing:
   - a negative two-step tuberculin skin test (PPD), Quantiferon Gold, or chest x-ray (required annually)
   - documented evidence of immunity for polio,
   - vaccine or titer for varicella (chicken pox),
   - titers or physician’s documentation for each of the following:
     - hepatitis B series and titer;
     - tetanus, diphtheria, pertussis (Tdap);
     - measles, mumps, and rubella; and
     - influenza vaccine (required annually).

In addition to the health forms, students need to complete the Authorization for Use/Disclosure of Protected Health Information test, also known as HIPAA.

Student Health Services maintains student immunization records, health history forms, and physical exam records, but students should keep copies of their records in order to maintain proof of the appropriate requirements. Students are responsible for maintaining compliance with the immunization requirements.

Students are responsible for updating the Program Coordinator immediately of any changes in their health status and to update documentation of certifications.
IMMUNIZATIONS, TB TESTING, BACKGROUND CHECKS, & DRUG SCREENING

Students and faculty in the School of Nursing must meet clinical agency requirements relative to health and immunization status as well as complete the site-specific orientation. If you do not have documentation of any of the required immunizations, you will be required to obtain immunization or a waiver prior to entry into the clinical area. Any student without complete documentation will be excluded from the clinical area. Clinical time missed will be made up at the discretion of the course faculty.

Because clinical agencies change their policies regarding immunizations and background check requirements for personnel working in their facilities, School of Nursing requirements must be adjusted accordingly. Requirements for immunizations, drug screens, and criminal background investigations are subject to revision and students may be asked to obtain newly updated information at their own expense at any time during their enrollment.

TB TESTING

A negative two-step tuberculin skin test (PPD), Quantiferon Gold, or chest x-ray is required annually. Any student who has had a positive tuberculin test is advised to consult a physician regarding appropriate follow-up care.

BACKGROUND CHECKS AND DRUG SCREENING REQUIREMENTS

The faculty and administration of the Nell Hodgson Woodruff School of Nursing of Emory University are strongly committed to following the professional standards of the health care community in order to benefit patients, students, and faculty. Criminal background checks and drug testing for students and faculty with clinical responsibilities are standard requirements for health care and community agencies prior to clinical placement. In order to comply with clinical agency contractual requirements, the School of Nursing requires all admitted students, as those students admitted but who have not matriculated, to consent to a criminal background check and drug screen.

Students may be required to undergo additional drug screening as required by clinical rotation sites, or if required to do so as an evaluation initiated by faculty to evaluate their fitness to participate in their nursing education.

Students are required to submit an original signed copy of the policy and related release forms.

Drug test panels will include:
- Marijuana, Cocaine, Opiates, Phencyclidine, Barbiturates, Benzodiazepines;
- Amphetamines, Propoxyphene, Methadone, Oxycodone, and Meperidine.

The background check will cover:
- The past seven (7) years or the time period since the student’s eighteenth birthday, whichever is less;
• All states of prior residence;
• Social Security Verification, Residency History, Georgia Statewide Criminal Search, Nationwide Sex Offender Search, Nationwide Healthcare Fraud and Abuse Scan, and United States Patriot Act Search; and
• Employment.

Failure to consent to the background check(s) or drug screen(s) may prevent the School of Nursing from securing suitable clinical placement sites, thus rendering the admitted student unable to matriculate or for the enrolled student, unable to complete the nursing degree program at NHWSN. Dismissal from the program is an option.

Adverse results include, but are not limited to: felony convictions, weapons possession, history of Medicaid fraud, terrorist activities, pedophilia, sex offender crimes, assault and battery and patterns of misdemeanors (for example, but not limited to, charges of driving under the influence (DWI, DUI), driving with a suspended license, shoplifting, fraud, or trespassing. In the case of multiple negative-dilute drug screenings, the School may require the student submit to a blood-based drug screening.

Adverse results of the background check(s) and/or drug screen(s) may result in the revocation of admission prior to enrollment. For enrolled students, adverse results of the background check(s) and/or drug screen(s) may prevent the School of Nursing from securing suitable clinical placement for the student, thus rendering the student unable to complete the nursing degree program. Dismissal from the program for enrolled students is an option.

Students must report felony or misdemeanor convictions (excluding minor traffic violations), which occur during enrollment within ten (10) business days of the occurrence to the Assistant Director for Nursing Education. Failure to report requisite information may constitute grounds for immediate dismissal.

Students have the opportunity to investigate and correct adverse findings with certified court documents. Students may appeal administrative actions of revocation of admission or dismissal by submitting a written statement of appeal and supporting documents to the clinical contract and placement coordinator within ten (10) business days of the receipt of the administrative action.

Results of the background check(s) and drug screen(s) will be kept in a separate confidential file. The Office of Education will convey the status of the background check to the health care or community agency per contractual obligations.
RANDOM DRUG TESTING – IMPAIRED STUDENT POLICY

Students in the classroom and/or clinical area suspected of being under the influence of alcohol or other chemical substance that may impair the student’s judgment will be immediately removed from class and/or the clinical area and taken for a drug screen.

If the drug screen is found to be negative, the student will return to classes and the clinical area without penalty but lost clinical time must be made up. If the screen is positive, the student will be referred to the University Counseling Service for the development of a treatment plan, and upon successful completion of the treatment program, a plan for return to class and/or clinical will be developed and approved by the appropriate Program Director and Associate Dean for Education. A student will be dismissed from the nursing program for a second positive drug screen.

EVIDENCE OF CURRENT CERTIFICATION IN BASIC CARDIAC LIFE SUPPORT

Students are also required to provide evidence of current certification in Basic Cardiac Life Support for Healthcare Providers and to maintain certification during the entire time they are students in the School of Nursing. Certification must be obtained through the American Heart Association (AHA) or through a health care provider who is certified as an AHA BLS Instructor. Students will not be allowed to participate in clinical training if their certification has expired. Presentation of an original certification card with the instructors name is required.

REPORTING INCIDENTS

Incidents involving unexpected events in the clinical setting must be reported immediately to the clinical faculty, program director, and to the agency involved. This includes errors/omission in medication administration, injury to patients such as skin tears or falls, chemical or hazardous waste exposure, as a few examples. The *Incident, Injury, and Pathogen Exposure Report form* for reporting incidents to the assistant director for nursing education is found on the website.

BLOODBORNE PATHOGENS AND UNIVERSAL PRECAUTION TRAINING

Universal precautions are infection-control measures that reduce the risk of transmission of bloodborne pathogens through exposure to blood or body fluids among patients and health care workers. It is important that all student nurses are educated about occupational risks and understand the need to use universal precautions with all patients, at all times, regardless of the patient diagnosis. In recognition of these potential hazards, the Occupational Safety and Health Administration (OSHA) implemented a regulation (Bloodborne Pathogens 29 Code of Federal Regulations (CFR) 1910.1030.) to help protect workers from the transmission of bloodborne diseases within potentially exposed workplace occupations. For undergraduate students, this is accomplished through classroom, lab, and clinical setting training and online testing for documentation purposes. For graduate students, online testing is provided for
Documentation purposes and specialty-specific procedures are covered in the classroom and clinical settings. Students also receive site-specific training upon arrival at the clinical site.

Documentation of training in bloodborne pathogen and universal precaution from other institutions or employers cannot be accepted.

**REPORTING & POST-EXPOSURE MANAGEMENT OF EXPOSURE TO BLOOD/BODY FLUIDS AND OTHER INFECTIOUS BODY FLUIDS**

*Adopted, August 25, 1992; Revised, August 30, 1995; March 31, 1997; April 30, 1998; May 30, 1999; August 1, 2005; August 18, 2006; June 2007; August 2008; June 2017*

**INTRODUCTION**

The purpose of the Procedure for Student Exposure to Blood/Body Fluids is to inform students, faculty, clinical agency personnel, and health care providers regarding procedures for management of accidental exposure of students to Hepatitis B, Hepatitis C, HIV, and/or other bloodborne and airborne pathogens.

This protocol applies to all students enrolled in the Nell Hodgson Woodruff School of Nursing who incur, during clinical experience, a percutaneous or permucosal exposure to blood and body fluids, which may expose them to Hepatitis viruses, Human Immunodeficiency Virus (HIV), and/or other bloodborne pathogens. This information can also be found on the School of Nursing website at [www.nursing.emory.edu](http://www.nursing.emory.edu).

To reduce the risk of possible exposures to blood and body fluids, the School of Nursing requires the following:

- Immunization against Hepatitis B prior to matriculation
- Instruction of all enrolled students in the use of Standard Precautions. Supervision of students by qualified faculty during clinical experiences
- Annual training for all students and faculty regarding OSHA Bloodborne Pathogens (Universal Precautions) guidelines
- Training obtained at other institutions or places of employment cannot be a substitute to the annual training requirement for the School of Nursing
- Students and faculty must comply with the communicable/infectious disease policy of the affiliating clinical site/agency/facility, as well as the policies of the School of Nursing.

*Always report any type of Needlestick or blood/body fluid exposure immediately.*

**STUDENT RESPONSIBILITIES**

Effective primary prevention depends upon adequate immunization and the scrupulous, consistent use of standard precautions. Students are responsible for obtaining necessary immunizations and using proper precautions in situations where exposure to blood/body fluids
may occur. Appropriate Personal Protective Equipment (PPE) including, but not limited to gloves, gowns, laboratory coats, face shield or masks and eye protection, should always be worn when performing duties that could cause occupational exposure.

**IMMEDIATE RESPONSE FOR EMERGENCY TREATMENT AFTER EXPOSURE TO BLOOD/ BODY FLUIDS**

Eye Splashes

**Action**
- Remove contact lenses if present
- Immediately flush eyes with cold water for 15 minutes

Splashes to Oral and Nasal Mucosa

**Action**
- Flush vigorously with cold water for 15 minutes

Skin exposure/Needlestick

**Action**
- Immediately wash skin thoroughly with soap and water

**Steps to follow for an exposure:**

1. **IMMEDIATELY** notify your on-site preceptor or charge nurse
2. **GO**
   - Non-hospital setting: GO immediately to an Emergency Department at the nearest hospital
   - Hospital setting: GO to Employee/Occupational Health or the Emergency Department
3. **OBTAIN** the name of the follow-up contact at the site, i.e., Practice Administrator, Employee Health personnel, community site supervisor, or the name of the person who is coordinating assessment of the source patient.*
4. **IDENTIFY** yourself as an Emory Nursing Student who has received a needlestick or exposure to blood/body fluids
5. **NOTIFY** Emergency Center staff of Emory Requirements
   - Rapid HIV Test and Labs within 2 hours of exposure
   - Baseline Labs: HIV Antibody, Hepatitis B Surface Antibody, Hepatitis C Antibody and Pregnancy Test (for women)
   - Baseline labs for Source Patient: Rapid HIV Screen, HIV Antibody, Hepatitis Panel (HCV Antibody, Hepatitis B Surface Antigen, Hepatitis B core IgM Antibody, SGPT (ALT) Serum, GGTP Serum and SGOT (AST). The student should never obtain consent from the source patient for HIV testing; the site should.
• If the Emergency Department has any questions regarding procedure, call the Needlestick Hotline at 404.727.4736, 24-hours a day

6. **STOP** Before you leave the Emergency Department:
   - Obtain a copy of *Facility Incident Report* from the preceptor or charge nurse*
   - Obtain a copy of Lab Results*
   - Obtain a copy of Emergency Department discharge paperwork*
   - Call your Emory faculty clinical instructor and inform him/her of the incident
   - If the clinical instructor/faculty is not available within one (1) hour of the exposure, the student should contact the appropriate BSN/ABSN/AMSN/DNP program director or specialty coordinator as soon as possible after the incident. If these individuals are not available, the student should contact the Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education. Contact numbers can be found on page xx.

7. **FOLLOW UP***

8. **REPORT** a needlestick by calling the operator. The operator will contact appropriate personnel depending upon where the exposure occurred.

   **The Woodruff Health Sciences (WHSC) Operator is 404.727.4736, 24-hours per day.**

   - **COMPLETE** the School of Nursing’s *Incident, Injury, and Pathogen Exposure Report*:
     [http://www.nursing.emory.edu/audience-guides/students-audience-guide.html](http://www.nursing.emory.edu/audience-guides/students-audience-guide.html)*
   - **SUBMIT** an Incident, Injury, and Pathogen Exposure Report along with copies of the documents indicated with the * above to your faculty member.*
   - **FOLLOW UP** – Follow up laboratory procedures will be conducted at the Emory University Student Health Services. If post-exposure prophylaxis is prescribed, medication refills will be coordinated by the Woodruff Health Sciences Needlestick Prevention Center, 404.251.8711.

**OTHER IMPORTANT INFORMATION RELATED TO A NEEDLESTICK OR BLOOD/BODY FLUIDS EXPOSURE**

- The student is responsible for following recommendations for follow-up by the facility, his/her primary care provider and for following up with the Needlestick Prevention Center and with his/her Emory faculty member.
- Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to practice is provided to the student’s clinical instructor. The instructor will provide a copy of this release to Academic Administration prior to allowing the student to return to clinical.
• Emory University Student Health and Counseling Services (EUSHS) does NOT provide emergency treatment or rapid HIV/bloodborne pathogens testing.

• Emory Student Health Service does provide confidential regular HIV testing by appointment and follow up services. Lab tests usually take a week for results.

• Pre- and post-testing counseling sessions are required by Georgia State Law for those receiving HIV tests. Care provided at the Emory University Student Health Service is confidential.

FACULTY RESPONSIBILITIES RELATED TO A NEEDLESTICK OR BLOOD/BODY FLUID EXPOSURE BY A STUDENT

Faculty are expected to reinforce with BSN, MSN, Post-Graduate Certificate, and DNP students the appropriate education and practice related to the use of Standard Precautions and are to review this policy with all students.

When a student reports an exposure:

Refer to the Emergency Response Instructions listed above. Immediately, or as soon as possible, assist in investigating the source (patient or client) status relating to bloodborne pathogens.

1. Determine the source of exposure, including: contact with the source, testing of the source, and notifying the source’s health care provider. This inquiry shall be made in cooperation with the affiliating facility or agency in which the exposure occurred and in compliance with all applicable laws and regulations.

2. Obtain a detailed description of the incident from the student.

3. Review the student’s completed the *Incident, Injury, and Pathogen Exposure Report*.

4. Add supplemental notes to clarify and provide more detailed information as needed.


6. Obtain a copy of the facility’s report (ER Report or Incident Report) from the student or clinical supervisor and attach it to the *Incident, Injury, and Pathogen Exposure Report* along with all other documents regarding the incident. Submit the *Incident, Injury, and Pathogen Exposure Report* to the Assistant Director for Nursing Education within 24-hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day. Review standard precautions with the student as well as procedures for avoiding future exposure prior to the student returning to the clinical setting.

7. Identify any follow-up activities or care, including recommendations relating to counseling, prophylactic treatment, and continued or restricted practice activities made by the student’s health care provider.

8. Follow any health care provider restrictions placed on the student before allowing the student to return to clinical training. A student whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the
release to return to practice is provided to the student’s clinical instructor. The instructor will provide a copy of this release to the Assistant Director for Education (Room 351 - Nell Hodgson Woodruff School of Nursing) prior to allowing the student to return to clinical.

9. Document and maintain all information relating to the exposure incident in a confidential manner and forward all information to the Assistant Director for Nursing Education (Room 351 - Nell Hodgson Woodruff School of Nursing) when complete.

The Infection Control Protocols found in the Doctor of Medicine Student Handbook 2017-2018 provides additional contact information for an exposure by hospitals.
https://med.emory.edu/handbook/student-resources/infection-control-protocols.html

**AFFILIATING AGENCY RESPONSIBILITIES**
Affiliating agency representatives are informed of the School of Nursing’s policies and procedures related to pathogen exposure through routine correspondence from the School.

Affiliating agencies are expected to assist the student and faculty in obtaining information about the communicable disease status of the source patient.

**REPORTING EXPOSURE TO COMMUNICABLE DISEASES**
An exposure is defined as unprotected contact with an individual who has been diagnosed with the communicable disease of who develops the disease within one week after the contact. The exposure is to be reported to the University Health Service and Program Director. As part of the confidential medical record, the circumstances of exposure and a description of the source of the exposure will be recorded by the University Health Service. The University Health Service will assume responsibility for post-exposure management including medical treatment.
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) includes requirements for ensuring the security and privacy of individuals’ medical information. The standards aim to maintain the right of individuals to keep private information about themselves. HIPAA regulations protect medical records and other “individually identifiable health information” (communicated electronically, on paper, or orally) that are created or received by health care entities that transmit information electronically. “Individually identifiable health information” includes any information, including demographic information, collected from an individual and any information that identifies an individual, or could be reasonably believed to identify an individual.

The records and personal information about patients is STRICTLY confidential. The student should never privately or publicly disclose any information about individual patients to anyone including the patient himself. Care must be taken to be on guard as to when and where it is appropriate to discuss questions about individual patients. If the student is questioned about the treatment or condition of a patient, no attempt should be made to answer; but the person requesting the information should be directed to the patient’s physician or hospital personnel. Discussion of patient status, pre and post-operative care, etc., will be limited to conferences, reports, and case presentations assigned. Failure to follow these guidelines may result in disciplinary action which may include dismissal from the program. Clinical requirements for HIPAA training will be identified during orientation to clinical sites. The School of Nursing Conduct Code will be enforced for any HIPAA violations and the student may be subject to University and federal sanctions.
STUDENT RECORDS

Emory University, like other institutions of higher education, accumulates and maintains records concerning the characteristics, activities, and accomplishments of its students. Because the University recognizes the student’s right of privacy, a policy regarding the confidentiality of the information that becomes a part of the student’s permanent records and governing the conditions of its disclosure has been formulated and adopted. The School of Nursing fully endorses the University’s policy and abides by it in all aspects of the confidentiality of and the release of information from a student’s record. The Emory policy: 8.3 Confidentiality and Release of Information about Students is located at http://policies.emory.edu/8.3.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Federal Family Educational Rights and Privacy Act of 1974 (FERPA) pertains to confidential student educational records. This legislation allows students the right to view upon their request their own confidential educational records and defines the use of these records by others. No information will be released to any party regarding students in the program without the student’s prior written permission. This includes names, addresses, telephone numbers, documents, and other data. It must be stressed that absolutely no one (including family members and employers) will have access to the information maintained in the School files. More information here: http://registrar.emory.edu/Students/FERPA/

FERPA Essentials for Students at the Nell Hodgson Woodruff School of Nursing at Emory University is located at: http://www.nursing.emory.edu/_includes/documents/sections/audience-guides/FERPA_for_Students.pdf

Emory University adheres to a policy of compliance with the Family Educational Rights and Privacy Act (FERPA). The policy:

1. permits students to inspect their education records,
2. limits disclosure to others of personally-identifiable information from education records without students’ prior written consent, and
3. provides students the opportunity to seek correction of their education records where appropriate.
STUDENT CONDUCT

STUDENT ACADEMIC HONOR CODE

INTRODUCTION
In accordance with The University's bylaws, the responsibility of designing the academic code for its students rests with each School. The Nell Hodgson Woodruff School of Nursing (NHWSN) has established Student Academic Honor Code to ensure academic standards are consistent with those of the nursing profession and the missions of both Emory University and the School of Nursing. This Student Academic Honor Code addressed herein applies to any student registered in courses at the NHWSN.

STUDENT ACADEMIC HONOR CODE
The Student Academic Honor Code governs the academic conduct of a student enrolled at the NHWSN. Any student who submits an examination or other academic work certifies that the work is their own and that they are unaware of any instance of violation of this code by themselves or others.

Students enrolled at the NHWSN are accountable under the jurisdiction of the Student Academic Honor Code. It is the obligation of every student to know the regulations stated herein regarding academic misconduct. Ignorance of these regulations regarding what constitutes academic misconduct will not be considered a defense. If a student is unclear about what constitutes a violation of the academic integrity of an assignment or course and/or degree requirement, the student should seek clarity with the faculty, Program Director (BSN, ABSN, AMSN, DNP, or PhD), or the Associate Dean for Undergraduate/Graduate Education. In situations outside the classroom, the student should seek clarifications from appropriate NHWSN officials.

Academic misconduct involves a violation of academic principle as viewed by students, faculty, and colleagues. Violations within these areas will be processed by the Honor Council without regard to the sex, race, color, national or ethnic origin, age, veteran status, sexual orientation, or disability of any of the participants.

It is the responsibility of every member of the student body to cooperate in supporting the Student Academic Honor Code. All students are required to sign the Student Academic Honor Code Pledge form upon enrollment at the NHWSN. This document will be valid the entire time the student is enrolled at the NHWSN.

ACADEMIC MISCONDUCT
Academic Misconduct is an offense generally defined as any action or inaction that is offensive to the integrity and honesty of the members of the academic community. This offense includes, but is not limited to, the following:
1. **Cheating.** Seeking, acquiring, receiving, giving, or using information intended to facilitate performance on an exam prior to its authorized release or during its administration, or attempting to do so.

2. **Plagiarism/Self Plagiarism.** This is an act of taking someone else's work or ideas and passing them off as one's own. This includes published or unpublished work without proper acknowledgement. Self-plagiarism is the use of one's own previous work in another context without citing that it was used previously.

3. **Falsifying Data.** Intentionally giving false information to professors or instructors for the purpose of gaining academic advantage. This includes, but is not limited to, creating information not actually collected, altering, or misrepresenting information and/or data. Falsifying data also applies to the clinical setting.

4. **Falsification and Forgery of University Documents.** This includes knowingly making a false statement, concealing material information, or forging a University official’s signature on any University academic document or record. Such academic documents may include transcripts, add or drop forms, requests for advanced standing, requests to register for courses, student recommendation letters, financial aid documents, academic standing letters, or any documents related to the academic record.

5. **Facilitating Academic Dishonesty.** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

6. **Providing False Information.** Intentionally giving false evidence in any Honor Council Hearing or refusing to give evidence when requested by the Honor Council.

**REPORTING AN HONOR CODE VIOLATION**

If a faculty member suspects or has been advised that a nursing student has violated academic integrity standards, the faculty member shall notify the Program Director and/or the Associate Dean for Undergraduate/Graduate Education to consult about the appropriate course of action. If the faculty member, in consultation with the Program Director or Associate Dean, determines the evidence is not adequate to charge the student with a violation, the matter will not move forward. If the evidence is determined sufficient to move the matter forward, the course faculty in consultation with the Associate Dean will decide on a consequence which may include a “0” on the examination/assignment to a recommendation for dismissal. Additionally, the Honor Council will be notified by the Program Director and/or the Associate Dean for Undergraduate/Graduate Education.

Allegations/violations of research misconduct should be brought to the attention of the Associate Deans and will be reported to the Office of Research and to the Associate Dean for Research. The Office of Research will take ownership of the investigation from this point forward.
THE HONOR COUNCIL
Purpose of the Honor Council:
The Honor Council will convene as necessary. Alleged violations of the Student Academic Honor Code are reviewed by the Honor Council, which is comprised of student and faculty members. The Council is responsible for determining the validity of any student allegation of academic misconduct. In addition to its judicial purpose, the Honor Council serves to strengthen the academic ethical orientation of those in the School of Nursing.

THE DUTIES OF THE HONOR COUNCIL INCLUDE:
1. Introducing students to the Student Academic Honor Code during orientation each year.
2. Investigating allegations of academic misconduct and making recommendations for actions to the Dean of the School of Nursing.
3. Working in collaboration with the Dean and other administrators to revise the Student Academic Honor Code as necessary.
4. Hold in strict confidence the Honor Council proceedings.
5. Orienting newly elected/appointed members of the Honor Council to Honor Council procedures and expectations.

HONOR COUNCIL STUDENT REPRESENTATION
Student Honor Council representatives shall be nominated and elected annually by their class members during fall semester. From the BSN program, two (2) representatives and one (1) alternate member will be elected from the junior and senior classes. From all other School of Nursing programs (AMSN, MSN, DNP), two (2) representatives and one (1) alternate member will be elected. Thus, the Honor Council shall consist of six (6) representatives from the BSN class, three (3) representatives from the AMSN class, three (3) representatives from the MSN class, and three (3) representatives from the DNP class. There shall be ten (10) student members on the Honor Council and five (5) alternate student members. A total of 15 student representatives will comprise the pool of students elected to the Honor Council.

Student representatives of the junior class shall be elected to serve for two (2) years and from the senior class to serve for one (1) year. Graduate student representatives shall serve for the length of time they are in their educational programs, not to exceed two (2) years. There will be one senior student adviser to the faculty chair chosen by the members of the Council.

If the existing Honor Council members are not enroll in the summer semester and an academic misconduct hearing occurs, additional students shall be appointed by the Dean to fill the vacancies on a temporary basis.

STUDENT QUALIFICATIONS
To be considered for membership on the Honor Council, a student must be in good academic standing and display qualities of honesty, integrity, and maturity. Selections are made annually in the spring semester. It is recommended that candidates have an interest in dealing with ethical issues, possess an ability to work under pressure, and be willing to commit time as
required by the Council. The duties of the Honor Council should be read by nominated students before the interview/election of Council representatives.

**HONOR COUNCIL FACULTY MEMBERSHIP**
The Honor Council shall also seat four (4) appointed faculty members with one (1) faculty member designated as Chair and two (2) faculty members designated as alternate Chairs. Faculty Honor Council members shall be current, full time faculty in the NHWSN. The Dean of the NHWSN or designee shall appoint four faculty with one (1) faculty having senior faculty status, and shall designate the Chair and Alternates.

Each faculty member shall be appointed to serve a two-calendar year term to begin in August. Faculty appointments shall be staggered on the Honor Council such that two (2) faculty representatives shall begin their term in even years and two faculty representatives will begin their term in odd years. In the event of a vacancy position, another faculty member shall be appointed by the Dean to fill that vacancy until the end of the original term.

**ALTERNATE MEMBER DUTIES**
The designated alternate representatives of the four class divisions and the two alternate faculty members shall have the following obligations:

1. Attend the Honor Council Orientation session at the beginning of the semester appoint
2. Serve to replace his/her representative for a hearing procedure in the event that the representative cannot be present.

**CONVENCING AN HONOR COUNCIL MEETING**
In pursuance of the duty of the Honor Council, the Honor Council faculty Chair shall be notified by the Associate Dean for Undergraduate/Graduate Education of an alleged violation. The Chair will initiate an investigation into the allegation of academic misconduct. Should the allegation be supported by evidence, Honor Council members will be notified by the Chair of an impending hearing. A quorum shall consist of three (3) student and two (2) faculty members. One (1) member of the Honor Council will be designated to act as an official reporter during the hearing. It shall be his/her responsibility to keep an accurate record of the proceedings and draft a summary of the meeting with recommendations for approval by the Chair.

**INVESTIGATION OF AN ALLEGATION**
The Chair of the Honor Council or designee will assign one (1) student member of the Council and one (1) faculty member to investigate the charge. After reviewing the charge, the faculty investigator shall inform the accused in writing of the allegation and supply the accused with a copy of this Student Code of Conduct and Honor Council processes. The investigators shall arrange to meet separately with the accuser, the faculty of record for the course in question, and with the accused. The investigators shall interview other potential witnesses and review any documentary and/or physical evidence. The accused may suggest the names of witnesses to testify and may submit additional documentary or physical evidence not previously brought
to the attention of the investigators. The investigators shall recommend to the Chair whether to refer the accusation for a hearing. The Chair will then notify the accused in writing of their decision.

Two outcomes are possible:

1. To remove the charge from Honor Council consideration with or without recommendations for follow up to the Associate Dean, or
2. Initiate an Honor Council hearing.

**HONOR COUNCIL HEARING**
The Chair shall schedule the hearing as promptly as possible and shall notify the accused of the date and time. During all proceedings of the Honor Council, members shall act in accordance with the strictest neutrality and all deliberations shall be confidential. In the event a member of the Council is biased or has a conflict of interest with the accused, they shall recuse (dismiss) themselves from the proceedings. It is recommended that at least one (1) student and one (1) faculty member be of the class/program of the individual accused, but not be directly involved with the alleged incident. Hearings shall be fair and impartial.

During the Honor Council hearing, additional evidence, beyond the findings from the investigators, shall be elicited by the Honor Council members. The Honor Council shall have the latitude to investigate whether a violation has occurred and shall itself determine the weight and pertinence of the evidence obtained from the investigation. Witnesses called to provide evidence will testify without oath. In the event a witness cannot be present, a signed statement may be submitted to the Honor Council Chair. Only members of the Honor Council, the accused, witnesses, the accused faculty adviser, and the Honor Council faculty adviser may be present during the hearing. The accused shall have the right to testify and to make a closing statement. The student’s faculty adviser may only participate in the hearing as a counselor and support to the student, and may not examine witnesses or respond to Council members.

At the conclusion of the hearing, the Honor Council and faculty adviser to the Honor Council shall excuse all parties to deliberate and vote. Only evidence gathered during the investigation phase and obtained at the hearing will be considered. A majority vote (i.e., 3 of 5) of the Honor Council members shall be required.

A written summary of pertinent evidence and facts, along with the Honor Council recommendation for sanctions, shall be sent the Dean of the School of Nursing. The Dean shall determine the final sanction(s) and the student shall be promptly notified by the Office of the Dean in writing of the decision and of any sanction(s) imposed. The written record of the investigation and decision of the Dean will be placed in the student’s file.

**DISPOSITION OF HEARING MATERIALS**
No materials or records will be retained by any member of the Honor Council. All written statements and materials used during the course of the Honor Council investigation shall
remain confidential and will be filed in the Office of the Dean for a period of five (5) years. Files will be shredded after five (5) years.

Nothing in this document constitutes a contract or creates a contractual obligation on the part of the NHWSN and/or Emory University. The NHWSN reserves the right to interpret and apply its policies and procedures, and to deviate from these guidelines, as appropriate in the particular circumstances and in accordance with the mission and goals of the NHWSN and/or Emory University. The NHWSN further reserves the right to alter or modify any statements.

**NELL HODGSON WOODRUFF STUDENT CONDUCT CODE**
http://conduct.emory.edu/filebin/UNDATED_Undergraduate_Code.pdf

The School of Nursing abides by the University Code of Conduct for Undergraduate and Graduate students.

- The Undergraduate Student Code of Conduct is located at [http://conduct.emory.edu/filebin/UNDATED_Undergraduate_Code.pdf](http://conduct.emory.edu/filebin/UNDATED_Undergraduate_Code.pdf).
- The Graduate School Code of Conduct for PhD students is found in Section 3.2 of the Laney Graduate School Handbook located at [http://www.gs.emory.edu/academics/policies/conduct.html](http://www.gs.emory.edu/academics/policies/conduct.html).

Although each student is bound by the provisions of the Nell Hodgson Woodruff School of Nursing Conduct Code, any investigation and adjudication pursued under University policies shall take precedence over the Nell Hodgson Woodruff School of Nursing’s separate conduct code or honor code provisions.

The Associate Dean for Enrollment and Student Affairs at the Nell Hodgson Woodruff School of Nursing serves as the Student Conduct Code Adviser (CCA). Questions or concerns regarding the University Undergraduate Student Code of Conduct should be referred to the CCA for clarification.

The Office of Student Conduct at Emory University investigates and resolves alleged violations of nonacademic misconduct by students enrolled in Emory College and the Nell Hodgson Woodruff School of Nursing. The University Undergraduate Code of Conduct defines the rights and responsibilities of students with regard to nonacademic conduct. Students are expected to know and abide by the provisions of the code, as well as other applicable University policies. This code can be found at [http://conduct.emory.edu/policies/code/](http://conduct.emory.edu/policies/code/).

The conduct process has a dual purpose—to educate and develop individuals who may have violated the code as well as to protect the safety and interests of the University community. Recognizing that the University is an academic community and educational environment, the Code of Conduct and the conduct process are designed to be educational in nature. Resolution
of conduct issues takes place in a nonadversarial setting with a primary focus on learning outcomes that are individualized for each student who participates in the process.

University Policies can be located at [http://policies.emory.edu/](http://policies.emory.edu/). The following is an overview of some of the key policies governing conduct at Emory University.

**STUDENT RIGHTS AND RESPONSIBILITIES**

**NATIONAL STUDENT NURSES ASSOCIATION BILL OF RIGHTS AND RESPONSIBILITIES**

The NSNA Student Bill of Rights and Responsibilities for undergraduate students was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

We uphold the NSNA bill of rights and responsibilities for Nursing students. They are as follows:

- Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
- The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
- Each institution has a duty to develop policies and procedures, which provide and safeguard the students’ freedom to learn.
- Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards or academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, and political associations that instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy as to the information that should be a part of a student’s permanent educational record and as to the conditions of this disclosure.
- Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
• Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their education.

• The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.

• The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission and its community life.

• Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

• As citizens and members to an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.

• Students have the right to belong or refuse to belong to any organization of their choice.

• Students have the right to personal privacy in their living space to the extent that the welfare of others is respected.

• Adequate safety precautions should be provided by Schools of Nursing, for example, to and from student dorms, adequate street lighting, locks, etc.

• Dress code, if present in School, should be established by student government in conjunction with the School director and faculty, so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.

Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

**PROHIBITED CONDUCT**

Each student may be subject to this Code whether misconduct occurs on University premises, at University or School of Nursing sponsored activities, or at any location off-campus when such conduct is brought to the attention of the University or the School of Nursing.

It is neither possible nor necessary to specify every instance of misconduct that could result in disciplinary action against a student. Violations of the Standards of Professional Conduct as described in Section I of this Student Handbook may also constitute “Prohibited Conduct” that is subject to this Code of Conduct.
THE FOLLOWING LIST INCLUDES, BUT IS NOT LIMITED TO, CONDUCT THAT MAY SUBJECT A
STUDENT TO DISCIPLINARY ACTION:

1. Attempting, assisting, or encouraging any conduct as described below.
2. Causing physical harm to any person or causing reasonable apprehension of such harm.
3. Disorderly or indecent behavior including, but not limited to, destroying or damaging University property or the property of others.
4. Engaging in conduct directed at a specific person or persons that seriously alarms or intimidates such person or persons and that serves no legitimate purpose. Such conduct may include:
   • explicit or implicit threats, including gestures that place a person in reasonable fear of unwelcome physical contact, harm, or death;
   • following a person about in a public place or to or from his or her residence;
   • making remarks in a public place to a specific person that are by common usage lewd, obscene, expose a person to public hatred, or that can reasonably be expected to have a tendency to cause acts of violence by the person to whom the remark is addressed; or
   • communicating anonymously by voice or graphic means or making a telephone call anonymously whether or not a conversation ensues.
5. Violating the University’s Policy on Sexual Misconduct.
6. Violating the University’s Policy on Equal Opportunity and Discriminatory Harassment.
7. Initiating or causing any false report, warning, or threat of fire, explosion, or other emergency.
8. Misrepresenting information or furnishing false information to the University or its representatives.
9. Forgery, alteration, misrepresentation, counterfeiting, or misuse of any University or other document, instrument of identification, or access device.
10. Providing alcoholic beverages to an individual under 21 years of age or to one who is noticeably intoxicated, or possession or use of alcoholic beverages by an individual less than 21 years of age.
11. Unauthorized possession of an open container of an alcoholic beverage.
12. Appearing in a public place manifestly under the influence of alcohol or a controlled or other intoxicating substance, particularly when there is danger to self, others, or property or there is unreasonable annoyance to person(s) in the vicinity.
13. Unauthorized distribution, possession, or use of any controlled substance or distribution, possession, or use of any illegal drug.
14. Unauthorized use, possession, or storage of any weapon.
15. Unauthorized use or possession of fireworks or incendiary, dangerous, or noxious devices or materials.

16. Intentionally or recklessly misusing or damaging fire or other safety equipment.

17. Theft or misuse of property or services.

18. Substantially interfering with the freedom of expression of others.

19. Interfering with normal University or School of Nursing functions, University-sponsored activities, or any function or activity on University premises including but not limited to studying, teaching, public speaking, research, University or School of Nursing administration, or fire, police, or emergency services.

20. Disregarding or failing to comply with the directive of a hearing body or University official including a campus police officer acting in the performance of his or her duties.

21. Disregarding or failing to comply with the directive of an officer of the law acting in the performance of his or her duties.

22. Disrupting University or other computer systems, including:
   - unauthorized alteration, disclosure, gaining or providing unauthorized access;
   - destruction of University or other computer system or material;
   - improper access to University or other computer files and systems;
   - or violation of copyright or proprietary material restrictions connected with University or other computer systems, programs, or materials.

23. The display or distribution of lewd, offensive, threatening or inappropriate material via paper or electronic means. Such material includes pictures, videos, or written content that portray oneself or others in a manner that brings dishonor to the profession of nursing.

24. Violating any government laws or ordinances, or of any University or School of Nursing rules, regulations, or policies. Such rules, regulations, or policies shall include but are not to be limited to the regulations and policies contained in the Undergraduate Code of Conduct.

25. Information Technology Division (ITD) materials, Policy Statement on Discriminatory Harassment, Sexual Assault Policy Statement, School of Nursing Student Handbook; regulations relating to entry (opening and closing hours) and use of University facilities; traffic and parking regulations; regulations and policies on the sale, consumption or misuse of alcoholic beverages; and on the misuse of identification cards.

26. Failure to report any arrests, criminal charges, positive results of drug tests or Criminal Background Checks (CBCs) that occur from the time of acceptance until graduation.

27. Recording any other person without the consent of the person(s) being recorded.
All nursing students must enter into an agreement with Emory University and the Emory School of Nursing to follow all policies and regulations and to abide by the standards of the Code of Conduct and Honor Code. All policies and regulations included in these agreements can be found in the Student Handbook section called Forms.
POLICIES AND GUIDELINES

EMORY UNIVERSITY RESPECT FOR OPEN EXPRESSION POLICY
Open expression is the sharing of thoughts, ideas, beliefs, dissent, and protest through inquiry, speech, activism, and assembly, using displays, flyers, and other forms of communication consistent with University guidelines. Emory University’s educational process requires diverse forms of open expression, including freedom of thought, inquiry, speech, activism, and assembly. Underpinning that process, the University affirms the rights of Emory community members to assemble and demonstrate peaceably within the limits of the institution’s Respect for Open Expression Policy. Simultaneously, the University affirms the right of others to pursue their normal activities and to be protected from injury or property damage, as defined by law. Learn more about Emory University’s commitment to open expression through the Respect for Open Expression Policy, University Senate Committee for Open Expression, and Open Expression Observers Program.

BIAS INCIDENT RESPONSE TEAM (BIRT)
Emory University is a community of respect, openness, understanding, and civility. We continually “practice” community by sharing our experiences, listening carefully to others, and debating ideas in civil, generous, and constructive ways. However, there are times when the actions and behaviors of community members impact others negatively. The Bias Incident Response Team (BIRT) was established to respond to these actions and behaviors with resources, support, and actions. While Emory University values open expression and vigorous debate in the context of civility and mutual respect for diverse individuals and communities, bias incidents directly impact our ability to know, trust, support, and learn from one another. The term 'bias incident’ refers to language and/or actions that demonstrate bias against persons because of, but not limited to, their actual or perceived race, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, or status as a military veteran. Bias incidents include, but are not limited to, name-calling, stereotyping, belittling, or excluding others based on their identity. Some, but not all, bias incidents may rise to the level of discriminatory harassment, sexual misconduct, or other violations of policy or law. Learn more about BIRT and how to report a bias incident.

EMORY UNIVERSITY UNDERGRADUATE CODE OF CONDUCT POLICY 8.1
http://policies.emory.edu/8.1

SEXUAL MISCONDUCT POLICY 8.2
http://policies.emory.edu/8.2

The Sexual Misconduct Policy applies to each of Emory’s Schools, including to the students of the Nell Hodgson Woodruff School of Nursing. Policy 8.2 sets forth a centralized reporting, investigation and grievance/conduct process for allegations of sexual misconduct pursuant to Title IX of the Education Amendments of 1972 (Title IX). Policy 8.2, which is administered
through the office of Emory’s Title IX Coordinator for Students, shall apply in the principal instance to address sexual misconduct allegation(s) in matters where the respondent is a student. Although each student is also bound by the provisions of the Nell Hodgson Woodruff School of Nursing Conduct Code, any investigation and adjudication pursued under Policy 8.2 shall take precedence over the Nell Hodgson Woodruff School of Nursing’s separate Conduct Code or Honor Code provisions.

If there are multiple violations implicated by a reported incident (e.g., a violation of Policy 8.2 in addition to a violation of an individual School policy), the student/respondent may either by subject to multiple conduct proceedings, depending on the particular facts involved, or, upon the student’s request or request by the Title IX Coordinator for Students, consent to a single proceeding under Policy 8.2, wherein all charges are adjudicated in one forum. Moreover, if a student is ultimately found not to have violated Policy 8.2, the student may still be subject to separate disciplinary proceedings under the policies of the Nell Hodgson Woodruff School of Nursing Undergraduate Student Handbook. To the extent that there may be any conflicts between the Nell Hodgson Woodruff School of Nursing policies/Conduct Code/Student Handbook and Policy 8.2, the provisions of Policy 8.2 shall govern allegations of sexual misconduct.

SOCIAL MEDIA GUIDELINES

Social networking sites are an integral part of everyday life. How students and programs of Nursing are represented and viewed through social media has become increasingly important. Students should be cognizant when using blogs and social networking sites such as Facebook, Twitter, etc. of the impact they may have on themselves and the program.

Each student is responsible for his/her postings on the Internet and in all varieties of social media. Inappropriate postings on the Internet or social media will be considered a lapse in the standards of professional conduct expected of School of Nursing students and students may be subject to Code of Conduct policies and may face disciplinary actions including dismissal from the School of Nursing.

The following considerations should be reflected on when social media is used by all students, staff, and faculty.

- **Nothing is private: There is no such thing as an ‘anonymous’ post.** Anything you say online can be misunderstood or misinterpreted. Anyone with access to the web can gain access to your activity on social media regardless of privacy settings and attempts to separate your personal and professional life may be unsuccessful. Making postings “private” does not preclude others copying and pasting comments on public websites. “Private” postings that become public are still subject to sanctions by the School Code of Conduct.

- **Do no harm:** Respect your audience. Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable at Emory University or any of
our many clinical partners. Show proper consideration for others’ privacy and for topics that may be considered objectionable or controversial such as politics and religion.

- **Be Polite**: Realize that social media communities have their own culture, etiquette and norms, and be respectful of them.

- **Uphold patient confidentiality**: Do not share information in a way that may violate any laws or regulations, i.e., HIPAA. Disclosing information about patients without written permission of the patient and School of Nursing, including photographs or potentially identifiable information is strictly prohibited. This rule also applies to deceased patients.

- **Respect copyright, fair use, and financial disclosure laws**: It is critical that you show respect for the laws governing copyright and fair use of copyrighted material owned by others, including copyrights and brands such as Emory University and the Nell Hodgson Woodruff School of Nursing logos. When in doubt, students should seek guidance regarding appropriate use of such materials.

- **Don’t pick fights**: Be the first to correct your own mistakes and don’t alter previous posts without indicating that you have done so.

- **Try to add value and create interest**: Provide worthwhile information and perspective. Use your own voice and bring your own personality to the forefront.

- **Be vigilant**: Be aware of your association with Emory University and the Nell Hodgson Woodruff School of Nursing in online social networks. If you identify yourself as an Emory nursing student, ensure your profile and related content is consistent with how you wish to present yourself with colleagues and patients.

- **Use your personal email address - not your Emory email address** as your primary means of identification. Just as you would not use Emory or School of Nursing letterhead when writing a personal correspondence. Do not use your Emory School of Nursing email address to express your personal views. Any posts or comments submitted for others to read should be posted with full identification of the writer. Where your connection to Emory is apparent, make it clear that you are speaking for yourself and not on behalf of Emory. A disclaimer, such as, “The views expressed on this [blog/website] are my own and do not reflect the views of my University or the School of Nursing”.

- **Use your best judgment**: If you are about to publish something that makes you uncomfortable, review the suggestions above. Internet activities may be permanently linked to the author, such that all future employment may be hampered by inappropriate behavior on the Internet.

*Ultimately you have sole responsibility for what you post to your blog or publish in any form of online social media!*
SEXUAL MISCONDUCT POLICY

Emory University is committed to maintaining an environment that is free of unlawful harassment and discrimination. Sexual misconduct includes unlawful harassment and discrimination, and conduct that can occur in may forms, including but not limited to, domestic violence, dating violence, intimate partner violence, sexual assault, and stalking.

Thus, in accordance with federal law and its commitment to a fair and open campus environment, Emory cannot and will not tolerate discrimination against or harassment of any individual or group based upon race, sex, color, religion, ethnic or national origin, gender, genetic information, age, disability, sexual orientation, gender identity, gender expression, veteran’s status, or any factor that is a prohibited consideration under applicable law.

Emory fosters a safe learning and working environment that supports academic and professional growth of students, staff, and faculty and does not tolerate sexual misconduct in its community and will take prompt action when misconduct occurs. The University will take seriously every allegation or report of sexual misconduct received. Emory University’s response is intended to ensure that all parties involved receive appropriate support and fair treatment, and that allegations of sexual misconduct are handled in a prompt, thorough, and equitable manner. More information about the Emory Policies and Procedures Policy 8.2: Sexual Misconduct can be found here: www.policies.emory.edu.

ALCOHOL AND DRUG ABUSE POLICY

Emory University is committed to the health and well-being of its faculty, staff, and student body. Alcohol and drug misuse and abuse can be detrimental to one’s overall physical and emotional health; academic and/or professional performance; and adversely impact family, friends and co-workers.


- Students are expected to conduct themselves in both the academic and clinical settings in a manner that is befitting a professional a nurse and comply with the Emory University Standards of conduct.
- Absolutely no alcohol is allowed on campus or in the clinical settings. Students are not to drink alcoholic beverages before class or clinical experiences. Any conduct that appears to indicate alcohol consumption, such that the student appears to be exhibiting
behavior of being loud, boisterous, and unruly will be grounds for dismissal from class and from clinical.

- Students that appear under the influence of alcohol or other substances in these learning environments may be subject to disciplinary action up to dismissal from the program.
- University/health care facility police will be notified to escort any student off campus who does not immediately comply with instructions to leave the campus or clinical.

The University sponsors several programs that provide information and professional services for its faculty, staff and students on matters related to the misuse and abuse of alcohol and drugs. These programs provide education, consultation, assessment, counseling and referral in a professional environment that respects individual confidentiality and integrity.

Both the Counseling and Psychological Services (CAPS) (404.727.7450) and the Office of Health Promotion (404.727.7551) are available for students.

TOBACCO FREE ENVIRONMENT

www.policies.emory.edu

Emory University recognizes the serious health implications of both direct use of tobacco products and indirect exposure to the use of tobacco products. In order to create an atmosphere that is consistent with Emory’s mission and commitment to improve the health and wellness of members of the Emory community, Emory University and Emory Healthcare (collectively “Emory”) prohibit the use or sale of tobacco products in or on Emory owned or Emory leased property effective January 1, 2012. Smoking in unauthorized clinical areas is prohibited. More information about the Emory Policies and Procedures Policy: 4.113 Tobacco Free Environment can be found here: www.policies.emory.edu.

ADDITIONAL PROFESSIONAL CODES OF CONDUCT

NATIONAL COUNCIL OF STATE BOARDS OF NURSING GUIDE TO SOCIAL MEDIA

- https://www.ncsbn.org/347.htm
- https://www.ncsbn.org/3739.htm

NATIONAL COUNCIL OF STATE BOARDS OF NURSING GUIDE TO PROFESSIONAL BOUNDARIES

https://www.ncsbn.org/professional-boundaries.htm
STUDENT COMPLAINTS

NELL HODGSON WOODRUFF SCHOOL OF NURSING STUDENT COMPLAINTS
The School of Nursing offers the student an opportunity to file an electronic complaint. The complaint will be reviewed by the Associate Dean for Enrollment and Student Affairs or their designee. To access the login page to file a complaint, go to the School website under Info for Current Students drop down menu. The Student Complaints form is located under Academic Resources. A response will be provided to the student under the Student Complaints Status tab.

EMORY UNIVERSITY STUDENT COMPLAINTS
Emory University is committed to receiving and addressing written student complaints against the University, its faculty, staff, or administrative personnel in a timely manner. Appropriate procedures should be adhered to in response to student complaints. Students should first attempt to resolve their complaints with the office most directly responsible for the action being challenged. Each School at Emory has an office of Student Services that can further assist students and direct them within their specific School if they are uncertain about where to start. In addition, students may use the ombudsperson (http://ombudsperson.emory.edu/index.html) to assist with complaints if they are uncertain or wish to discuss a situation confidentially before taking more formal action.

Federal financial aid laws and regulations require that each state has a process to review and act on complaints concerning educational institutions in the state. You may file a complaint about Emory University with the State of Georgia Office of Inspector General by following the directions at the OIG website. In the event that OIG receives a student complaint relating to financial aid, it will forward it to the Office of Inspector General of the U.S. Department of Education. Refer to Policy 10.12 Student Complaints for complete information.

ACADEMIC GRIEVANCE AND APPEALS PROCEDURE
Approved by faculty May 4, 2009

Applies to all students in the School of Nursing, regardless of program (BSN, ABSN, AMSN, MSN, BSN-DNP, DNP). PhD nursing students should refer to the grievance process outlines by Laney Graduate School at http://www.gs.emory.edu/academics/policies/.

The Nell Hodgson Woodruff School of Nursing encourages all academic concerns to be addressed directly between constituents and settled through appropriate and respectful conversation between the parties involved. Inquiries or concerns related to coursework, grading, or faculty interaction should be first directed to the faculty of the related course and the student’s faculty adviser. Lines of Communication are outlined on page 43 as a guide to resolving a student issue.
At times, when issues cannot be resolved through the recommended communication channels, the student may request an appeal. The Academic Grievance and Appeal Procedure provides a formal avenue for students to address concerns related to faculty performance, assignment of grades, and the administration of academic policy.

If communication with the appropriate individuals does not lead to a resolution that is satisfactory to the student, the student may request in writing a formal review through the Associate Dean for Undergraduate Education/Associate Dean for Graduate Education.

For appeals related to academic dismissal, the student may request in writing a formal review directly to the Associate Dean for Undergraduate Education/Associate Dean for Graduate Education. The appeal must be submitted within five (5) business days from the final day of term.

The written request should describe:

- What is the specific nature of the problem?
- Who is involved in the problem situation?
- What previous attempts have been made to resolve the problem?
- What actions can be proposed to resolve the situation?
- Supply supporting documentation (examples: graded coursework, course syllabus, etc.)

If the grievance is not an academic matter or otherwise does not merit a full review following the Academic Grievance and Appeals process, the Associate Dean for Undergraduate Education/Associate Dean for Graduate Education will notify the student within five (5) business days and provide alternatives where appropriate. If the Associate Dean for Undergraduate Education/Associate Dean for Graduate Education deems the grievance merits a review, an Appeals Committee will be constituted following the process described below.

THE ACADEMIC GRIEVANCE AND APPEALS COMMITTEE
Approved by faculty May 4, 2009

The Academic Grievance and Appeals Committee membership will be composed of:

- The Associate Dean for Undergraduate Education or the Associate Dean for Graduate Education not involved with the student grievance.
- Two faculty members not presently involved with teaching the student.
- A faculty member external to the School of Nursing
- The student’s faculty adviser (non-voting).

The Academic Grievance and Appeals Committee may request information from the faculty member, course instructor or other individuals named or involved in the grievance. The
requested information may be provided in writing or in person at the discretion of the Academic Grievance and Appeals Committee.

The Academic Grievance and Appeals Committee is an ad hoc committee, which will convene to review the written documentation of the student’s appeal, and review appropriate policies and procedures related to the appeal. A committee chair will be selected by the Associate Dean for Undergraduate/Graduate Education prior to convening the Committee. The student will be offered the opportunity to meet with the Academic Grievance and Appeals Committee to present her/his case. The student may decline the request to meet with the Academic Grievance and Appeals Committee and, if so, the Committee will base its decision on the available information. If the student chooses to appear before the Committee, they may be accompanied by their academic adviser or another Emory faculty member for support. No other persons will be allowed to attend the meeting.

The Academic Grievance and Appeals Committee will review the appeal and consider the following questions:

1. Have the appropriate policies and procedures been followed and have they met fair and reasonable standards?
2. Are there mitigating circumstances?
3. What action should be taken?

A summary of findings and recommendation will be sent in a certified letter to the student with a copy to the Dean. The Committee proceedings will remain confidential and only the final Committee decision will be communicated to the Associate Dean for Undergraduate Education/Associate Dean for Graduate Education.
FORMS
Refer to the School of Nursing website for additional forms.

Application for Incomplete Grade Form
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_application_for_incomplete_grade.pdf)

Notification of Withdrawal Form (Student Request Forms)
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_notification_course_withdrawal.pdf)

Application for Transient Status
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_transient_application.pdf)

Approval for Directed Study form
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_approval_directed_study.pdf)

Change Graduate Specialty
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_change_of_graduate_specialty.pdf)

Leave of Absence Request

Request for Course Credit
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_course_credit.pdf)

Request for Special Standing
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_special_standing.pdf)

Request to Graduate in Absentia
(http://www.nursing.emory.edu/_includes/documents/sections/student-life/forms/form_request_grad_abstentia.pdf)

Student health forms
http://studenthealth.emory.edu/hs/new_students/index.html