



2011-2012

# Course Catalog



Thomas Jefferson University, in accordance with local, state and federal law, is committed to providing equal educational and employment opportunities for all persons, without regard to race, color, national and ethnic origin, religion, age, marital status, sex, sexual orientation, disability or veteran's status.

Thomas Jefferson University complies with all relevant local ordinances and state and federal statutes in the administration of its educational and employment policies and is an Affirmative Action Employer.

Inquiries may be directed to the Manager of Employee Relations, Suite 900, 833 Chestnut Street, (215) 503-7758 or to the University Affirmative Action Officer, 109 College Building, (215) 955-0704.

Thomas Jefferson University reserves the right to amend any regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this catalog are not and may not be regarded as a contractual between the School and the students or its employees.

### **Important Notice**

All students who are offered admission to Jefferson are required to have a criminal background check and child abuse clearance. In addition, Nursing students who are offered admission to Jefferson are required to be fingerprinted and undergo a drug test. The Office of Admissions will provide you with the appropriate information to complete this requirement.

Clinical rotation and fieldwork sites that require a criminal background check and/or child abuse clearance may deny a student's participation in the clinical experience, rotation or fieldwork because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences, rotations or fieldwork is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program.

Regardless of whether a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Thomas Jefferson University

Jefferson School of Nursing

2011-2012 Course Catalog

Local: (215) 503- 5090

Web Site: <http://www.jefferson.edu/nursing/>

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# **The University**

## **THOMAS JEFFERSON UNIVERSITY**

Thomas Jefferson University (TJU) is a health-related institution of higher education. It is an independent, non-sectarian, urban university dedicated to the health sciences. On the graduate and undergraduate levels, the University is committed to: educating professionals who will form and lead the integrated healthcare delivery and research teams of tomorrow; discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside and into the community; and setting the standard for quality, compassionate, and efficient patient care for our community and for the nation.

Founded in 1824 as the Jefferson Medical College (JMC) and granted an independent charter with full university rights and privileges in 1838, Thomas Jefferson University was established on July 1, 1969. Today, it encompasses the following: Jefferson Medical College, Jefferson College of Graduate Studies (JCGS), Jefferson School of Health Professions (JSHP), Jefferson School of Nursing (JSN), Jefferson School of Pharmacy (JSP) and Jefferson School of Population Health (JSPH). The University also has a strong collaborative relationship with Thomas Jefferson University Hospital (TJUH), which is part of the Jefferson Health System.

At Thomas Jefferson University, the approach to the art and science of the healing professions is one that recognizes both the importance of tradition and the necessity for exploration and discovery. As a University, it continues to reflect the philosophies of its founders and their renowned followers in its present view of education, research and service. Its faculty is drawn from noted scientific investigators, clinicians and academicians who bring to the University the keenly felt sense of living, studying and working at one of the world's great centers of medical excellence.

In the descriptive reviews that follow, students attending the JSN will find, in the descriptive reviews that follow, a means for understanding the depth and the seriousness of the commitment of this institution, as well as a basis for motivation to continue the quality of excellence expected in this academic health center.

## **THOMAS JEFFERSON UNIVERSITY HOSPITALS AND JEFFERSON HEALTH SYSTEM**

From the earliest days, clinical facilities have been the primary setting for the learning experience of Jefferson students. As an academic medical center, Thomas Jefferson University Hospitals and its ambulatory facilities have traditionally provided this clinical setting. Nursing and health profession students, medical students, technologists, scientists and resident and attending physicians work together as a team to deliver a wide range of quality healthcare services.

Thomas Jefferson University Hospitals, a member of the Jefferson Health System, delivers health services with special expertise in cancer, GI/transplant, heart and vascular, musculoskeletal, and neuroscience at the following locations: in Center City Philadelphia, including Thomas Jefferson University Hospital and the Jefferson Hospital for Neuroscience; at Methodist Hospital in South Philadelphia; at Jefferson at the Navy Yard; at a large multi-specialty ambulatory practice – Jefferson HealthCARE Voorhees

in South Jersey; at Jefferson Radiation Oncology sites and at clinical practices and physician offices throughout the Delaware Valley.

Jefferson is one of only a few hospitals in the United States that is both a Level I Regional Trauma Center and a federally designated regional Spinal Cord Injury Center (together with Magee Rehabilitation). The Jefferson Kimmel Cancer Center is a National Cancer Institute-designated clinical cancer center.

Jefferson has 957 licensed acute care beds. Each year more than 45,000 people are admitted as inpatients, more than 108,000 emergency patients are treated and more than 450,000 outpatients are seen at the various facilities. More than 3,800 physicians, nurses, technologists and supporting staff serve the needs of the people who come to Jefferson University Hospital for their healthcare needs.

Jefferson continues to take pride in the quality and variety of healthcare services provided to citizens of Philadelphia and the Delaware Valley, while offering rich and varied learning experiences for the students of the University. Thomas Jefferson University Hospital is fully accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) and is licensed by the Department of Health of the Commonwealth of Pennsylvania and has been granted MAGNET recognition for nursing excellence from the American Nurses Credentialing Center.

## **CAMPUS FACILITIES**

The University has always been in Center City Philadelphia, having been located at or near the corner of 11th and Walnut Streets since 1828. The Jefferson campus now occupies approximately 12 acres of center city Philadelphia, bounded by Chestnut and Irving Streets to the north and south, and 9th and 11th Streets to the east and west. This address is within walking distance of a multitude of attractions, including historic points, cultural and recreational centers, sporting events, shopping areas and the Pennsylvania Convention Center.

### **Jefferson Alumni Hall**

Jefferson Alumni Hall is the basic medical science/student commons building, which houses the administrative offices of the College of Graduate Studies, the Office of Student Affairs of Jefferson Medical College, basic science departments, a learning resource center, classrooms and research laboratories. In addition, the lower three levels, known as the Jefferson-Independence Blue Cross Wellness Center, include the Activities Office and recreational facilities. These facilities, which support co-curricular and recreational programs, include a fully equipped gymnasium, a weight room, a cardio room, an aerobics room, an indoor swimming pool, a sauna, a squash-racquetball court, a cafeteria, leisure lounges, meeting and conference rooms and The Faculty Club.

### **Academic & Instructional Support & Resources (AISR) includes the Scott Memorial Library, AISR Education Services, AISR Learning Resources, and Medical Media Services**

The Scott Memorial Library is open and staffed 100 hours per week and the first and fourth floors provide 24-hour access to workstations and the Internet. The Library's

collection is considered one of the finest in the region and reflects the University's interests in the life sciences, clinical care, patient education, and the history of the health sciences. The collection includes approximately 80,000 books and bound print journals; over 5,000 electronic journal subscriptions; 700 plus e-books; the University Archives; and significant holdings of rare books dating to the 15<sup>th</sup> century.

AISR Education Services provides faculty support in instructional design and educational technologies. Education Services staff provide workshops and online training materials for Jefferson's academic resources in JEFFLINE, Pulse (the campus installation of the Blackboard learning management system), PowerPoint, and other popular applications. AISR Education Services develops educational software for use in Jefferson's undergraduate, graduate, and CME activities.

The Learning Resources Division of AISR acquires and manages a wide variety of non-bibliographic educational resources. These include anatomical models, videos, human skeletons, etc. LR staff manages all of the computing labs, classrooms, and public access computers on campus. Many of these resources are integrated into the operations of the Scott Library building. In addition, a Learning Resources Center is located within Jefferson Alumni Hall which includes a suite for use of faculty and students to edit digital video and conduct both teleconferencing and webcasting. Laptop computers are also available for individual use, and there is a growing support base for mobile computing. Specialized software available on AISR-managed public computers include: 3D anatomy visualization, SAS/SPSS, GIS applications as well as Microsoft Office Suite. Support staff is available to assist students and faculty in the use of all technologies.

Medical Media Services supports Jefferson's audio and visual communication resources as well as design and production services for professional presentations, publications, and teaching. Specific groups support: scientific photography, graphics and medical illustration, electronic presentations, and audio and video production. Medical Media Services also provides support for audiovisual equipment services including videoconferencing and web conferencing.

### **Edison Building**

The Edison Building contains administrative offices for the Schools of Health Professions, Nursing and Pharmacy and classrooms.

### **Thomas Jefferson University Hospital, Inc.**

The Thomas Jefferson University Hospital, Inc. is a five-building complex comprised of the Thompson Building, Main Building, Foerderer Pavilion, the Gibbon Building and the Jefferson Hospital for Neuroscience, where emergency, in-patient and out-patient ancillary facilities and offices are centered. Thomas Jefferson University Hospital, Inc. is a part of the Jefferson Health System.

### **Jefferson Medical College Building**

The Jefferson Medical College Building houses the administrative offices of Jefferson Medical College, clinical departments, laboratories and lecture rooms.

### **Curtis Building**

The Curtis Building, which is connected to the Jefferson Medical College Building, houses lecture rooms, administrative offices, such as the Registrar and University Financial Aid, and research facilities and Jefferson School of Population Health.

### **Bluemle Life Sciences Building**

The Bluemle Life Sciences Building is an 11-story medical research building at 10th and Locust Streets opened in July 1991. This facility houses the departments of biochemistry/molecular biology and microbiology/immunology. Included also are the Stein Center, Kimmel Cancer Center and Jefferson Institute for Molecular Medicine.

### **Orlowitz Residence**

The Orlowitz Residence is a 20-floor facility containing 238 apartments available to full-time students, interns, residents and fellows. The offices of the Department of Housing and Residence Life are also located here. All apartments have recently been renovated to include sprinkler systems and a new fire alarm system.

### **Barringer Residence**

The Barringer Residence is a 10-story facility with 138 apartments occupied by Jefferson students, residents and fellows. It also has commercial tenants and a day-care center on the first floor. As in Orlowitz, all apartments have recently been renovated to include sprinkler systems and new fire alarm systems.

### **James R. Martin Residence**

The James R. Martin Residence is an eight-story residence hall for students enrolled in all programs of the University. The residence also accommodates short-term guests.

### **Dorrance H. Hamilton Building**

Completed in the fall of 2007, the Dorrance H. Hamilton Building is a state-of-the-art education facility. Located in the center of campus behind the Scott Library, the building contains a 300-seat auditorium, small group classrooms, clinical skills assessment center, and simulation rooms, as well as several specialty and general classrooms. The building is designed to facilitate and allow students from all schools and colleges to learn as interdisciplinary teams simulating the true clinical environment. The building opens onto a beautifully landscaped campus green.

### **COMMUTER SERVICES/MASS TRANSIT/PARKING**

Commuter Services provides mass transit and parking information and savings on these services to eligible Jefferson students and employees. Benefits include maps and schedules of bus and rail line routes; discounts on SEPTA, New Jersey Transit and PATCO products; as well as discounts with selected local parking garages.

Mass transit items, provided at discount prices include:

SEPTA Tokens (5- and 10-packs); Trans/Trail Passes; and 10-Trip Regional Rail Line Tickets

PATCO Freedom Pass

NJ Transit One-way and Monthly Tickets

Discounted Campus Area Parking:

Restricted daily and limited monthly parking is available at several locations on or near campus.

The Commuter Services Office is located in the Jefferson Bookstore at 1009 Chestnut Street. The hours of operation are Monday through Friday from 7:00 a.m. to 5:30 p.m. and from 9:00 a.m. to 1:00 p.m. on Saturday. The store is closed on Sunday and all University holidays. For more information call (215) 955-6417 or visit Commuter Services online at [www.jefferson.edu/cso](http://www.jefferson.edu/cso).

### **LOCATION AND ACCESS**

Local commuter transportation is comprehensive and makes all of Greater Philadelphia easily accessible. The proximity of the New Jersey shore and the Pennsylvania mountains offers year-round recreational opportunities, and New York City and Washington, D.C. are just a few hours away.

### **HISTORICAL BACKGROUND**

Education in the health-related fields has been part of the Jefferson tradition since the founding of Jefferson Medical College in 1824. Most of the early training programs began in response to the physician's requirement for patient-side assistance and evolved from courses provided to trainees who rendered service within departments of the hospital. Specifically, hospital training programs in nursing (established in 1891) and allied health (introduced in 1929) were integrated into a School of Allied Health Sciences in 1967.

In 1969, the College of Allied Health Sciences and the College of Graduate Studies were created and, together with Jefferson Medical College, formed the academic divisions of Thomas Jefferson University, which was established on July 1 of that year. This marked the first time that Jefferson provided undergraduate college education under its charter of 1838, which granted full university rights and privileges. In 1996, the University Board of Trustees approved the renaming of the College to the College of Health Professions and again in 2002 to the Jefferson College of Health Professions (JCHP).

Since 1969, growth and development have been the defining characteristics of the College. Major emphases have been on establishing and modifying degree programs and certificates to respond to changing healthcare requirements of society and advancing research and scholarly activity. In July 2006, the Board approved revisions to the *Bylaws* reorganizing the College into three Schools: the Jefferson School of Health Professions, the Jefferson School of Nursing, and the Jefferson School of Pharmacy, which accepted its first class of students in the 2008 Fall Semester. The University reorganization on July 1, 2009 disbanded the Jefferson College of Health Professions as an organizational

entity, and established the Jefferson Schools of Health Professions, Nursing, and Pharmacy, together with the newly created Jefferson School of Population Health, as freestanding academic units of Thomas Jefferson University.

## **JEFFERSON OFFICE OF INSTITUTIONAL RESEARCH**

The Jefferson Office of Institutional Research, formerly the Center for Collaborative Research, is under the direction of Dr. Kevin Lyons. The Office houses the Longitudinal Study and other data related to the effective functioning of the Schools.

There are three major foci of the JOIR: to conduct research for the advancement of science and the improvement of practice; to conduct institutional research to contribute to the improvement of the Schools of Health Professions, Nursing, Pharmacy and Population Health; and to engage in the training of new researchers. Other activities encompass efforts to improve the visibility of the Schools in the academic community through presentations at scientific meetings, keynote speeches, the publication of articles and books, and serving as consultants. The following sections describe the activities at the JOIR in more depth.

The JOIR has conducted numerous research projects funded by outside agencies. In the past, funding has been received from the U.S. Bureau of Health Professions to provide interdisciplinary training to students to allow them to work in underserved community settings such as homeless shelters and transitional housing sites. It has also been the recipient of federal grants to run research training institutes to help prepare novice allied health investigators from across the country to become more successful in conducting research and acquiring external funds. The Director of the Office also serves as a consultant on federal grants conducted by other universities.

A major data component of the JOIR is the Longitudinal Study, which has been conducted for more than 20 years. The Longitudinal Study consists of seven surveys each year. Students are surveyed upon matriculation, at the end of their first year, and upon graduation. Alumni are surveyed two, five, and 10 years after graduation. Finally, a survey is administered to employers of alumni two years after they have graduated. Data from these surveys are used to provide feedback to the academic and administrative units regarding student perceptions about the strengths and weaknesses of their operations. They are also used by faculty and administrators to conduct educational, market and manpower research. In addition, special addenda have been developed for each school and department for use in accreditation and self-study reports.

The institutional research function is carried out by accessing various data bases containing academic, administrative, alumni and student information. The data are used to prepare necessary reports required by the federal government, accrediting agencies and/or University administration. Data are also collected on faculty satisfaction with various aspects of their experience in the University which helps in the identification of needed resources. Other studies requested by schools, departments and administrative units are conducted as needed.

## **JEFFERSON ELDER CARE**

Jefferson Elder Care (JEC), an innovative program designed to bridge the research-practice gap, offers evidence-based clinical services and professional training, education, and consultation to improve the daily lives of older adults and their families. JEC's occupational therapy clinical services, which are reimbursed by Medicare Part B, and training programs are the product of 20 years of applied gerontological research conducted at the University and funded by the National Institutes of Health, Pennsylvania Department of Health, Alzheimer's Association, Rosalynn Carter Institute/Johnson & Johnson Initiative, and Farber Family Foundation. The Dementia service provides a comprehensive plan of care to improve function and safety in individuals with dementia and helps families manage daily care and the behavioral manifestations of dementia through its Skills2Care™ program. The Aging in Place service is designed to enhance successful aging at home for functionally vulnerable elderly who are cognitively intact. JEC offers certification training to occupational therapist in its evidence-based programs and a specialty certificate for occupational therapists in Innovative Practice with Older Adults in collaboration with the OTD program. Customized consulting services are provided to agencies with a focus on promoting quality dementia care.

## **FACULTY DEVELOPMENT CENTER**

The Faculty Development Center offers a variety of activities and programs designed to improve faculty teaching performance and to enhance the academic environment within higher education. Accordingly, the three primary goals of the Center are the improvement of teaching, the professional growth of faculty and the improvement of the academic climate. Center activities include annual Faculty Development Days, forums, seminars and workshops related to the teaching/learning process, a New Faculty Orientation Program and personalized services that include classroom observation, faculty mentoring, syllabus and test preparation review and individual consultation. Periodic programs are offered directed toward the improvement of both basic and advanced teaching skills in both face-to-face and online offerings. Additionally, formal course work is offered through courses leading to a certificate in Health Care Education, directed toward providers who may be involved in teaching or precepting others. While the Faculty Development Center is organizationally located with the Jefferson School of Health Professions, its programs, services and publications are available to all University faculty.

## **LEARNING RESOURCES CENTERS AND COMPUTERS**

Learning Resources Centers (LRCs), computer classrooms, and public computers are available in the Scott Memorial Library and Jefferson Alumni Hall. Access to a variety of educational resources including videos, specialized software, anatomical models, and human skeletons is available in the LRCs. Scanners, PDA synchronizing workstations, and laptop computers with wireless capabilities are also available in the LRCs. Staff is available to assist students and faculty. The computer classrooms are located in the LRCs, and public computers are available throughout these buildings. For more information about the LRCs, and other academic resources, visit *JEFFLINE* on the web at <http://jeffline.jefferson.edu/>.

## **JEFFERSON SCHOOLS ALUMNI ASSOCIATION**

Recognized as members of the Jefferson Alumni Association, graduates of the Jefferson School of Nursing are entitled to a variety of privileges.

Their alumni card provides entrée to the Scott Memorial Library and permits borrowing. They can access the programs and services of the Career Development Center. They can also purchase a Jefferson Commons membership. Additionally, alumni are eligible for discounts in Jefferson's dining facilities and pharmacy and receive special, discounted rates for select parking facilities with the purchase of the appropriate coupon from the Commuter Services Office.

Alumni are invited to return to campus for alumni-sponsored programs that include alumni meetings, career networking programs and special events. Alumni also receive magazines featuring news and accomplishments of fellow alumni and the University.

To stay connected with former classmates, find details on upcoming events and sign up for permanent e-mail forwarding, alumni can register for the Online Community at [www.alumniconnections.com/olc/pub/JFD](http://www.alumniconnections.com/olc/pub/JFD).

Through these programs and services, alumni can continue to benefit from both their Jefferson education, retain the personal relationships formed during their student days and reconnect with their alma mater.

# **Jefferson School of Nursing**

## **MESSAGE FROM THE DEAN**

Since 1891, graduates of Jefferson nursing programs have been leaders in education, research, healthcare delivery and community service. The faculty and administration of the Jefferson School of Nursing are committed to working with you, our students to continue this rich tradition.

Jefferson continues its commitment to be responsive to the changing needs of the health care system. The School continually makes innovative curricular changes aimed at preparing you to function as an outstanding nurse professional in this dynamic environment. A crucial characteristic of today's healthcare system is the interprofessional nature of practice. As an integral part of a major academic health center, Jefferson School of Nursing affords our students the opportunity to interact with other students in an array of healthcare professions. The entire curriculum is based on a set of core competencies that your faculty and future employers believe are essential to effective practice. You will also find that the faculty is aware of the need to help you develop the skills of modifying your practice according to your experience, often referred to as evidence-based practice.

The Vision statement of the School's Strategic Plan commits to maintaining the Jefferson School of Nursing's status as a premier educational institution in the nation for the education, training and clinical preparation of outstanding nurse leaders and professionals. The Jefferson School of Nursing can make this claim because it draws upon the rich array of resources within Thomas Jefferson University, Thomas Jefferson University Hospital and the Jefferson Health System. Further, it competes successfully at the national level as a research institution. This means that the School's faculty achieves superior quality scholarship in practice, research and teaching, thereby providing the appropriate backdrop for excellent educational experiences for the student body. And for the student it means an educational credential that opens exceptional access to employment in the healthcare practice settings. This fact is attested to by our graduates' success rates on required licensure examinations, consistently among the highest in the state, and registry examinations, consistently above the national average. Jefferson School of Nursing programs are designed not only to assist you in developing the knowledge and skills necessary to enter or advance in the nursing profession but to help you develop confidence in your professional roles, positive attitudes, critical thinking and problem-solving strategies, as well as a strong professional ethic. We expect you to leave Jefferson School of Nursing a proud and confident graduate who will bring credit to our profession and your alma mater.

## **HISTORY**

The roots of nursing education at Jefferson date back to 1891 when the Jefferson Hospital Training School for Nurses was established as a diploma program. Later renamed as the Jefferson Medical College Hospital School of Nursing, the School became a part of the newly organized School of Allied Health Sciences in 1968. On July 1, 1969, Thomas

Jefferson University was established and was comprised of Jefferson Medical College, the College of Graduate Studies, and the College of Allied Health Sciences. The Department of Baccalaureate Nursing was opened in 1972, and the Diploma School of Nursing closed operations in 1982. When graduate degree programs were added in 1986, the name was changed to the Department of Nursing. The College of Allied Health Sciences was renamed the College of Health Professions on December 2, 1996. On February 2, 2002, the College name was changed to the Jefferson College of Health Professions. On July 24, 2006, the College was reorganized to include three schools: the Jefferson School of Health Professions, the Jefferson School of Nursing, and the Jefferson School of Pharmacy. The University reorganization on July 1, 2009 dissolved the Jefferson College of Health Professions resulting in the creation of the Jefferson School of Nursing.

The Jefferson School of Nursing maintains a strong relationship with the Jefferson Medical College, Jefferson College of Graduate Studies, Jefferson School of Population Health, Jefferson School of Health Professions, Jefferson School of Pharmacy, and other units of Thomas Jefferson University, but is distinct from these entities in administration and responsibilities. The School also maintains strong relationships with Thomas Jefferson University Hospital and the Jefferson Health System.

## **MISSION**

As an integral component of Thomas Jefferson University, Jefferson School of Nursing shares the institutional mission and vision of the University:

Thomas Jefferson University is dedicated to the health sciences. We are committed to

- Educating qualified, diverse individuals at the associate, baccalaureate, master and doctoral levels for nursing practice.
- Educating professional nurses who will form and lead the integrated healthcare delivery and research teams of tomorrow;
- Discovering new knowledge that will define the future of clinical care through investigation from the laboratory to the bedside, and into the community
- Setting the standard for quality, compassionate and efficient patient care for our community and for the nation

The Mission is carried out in an atmosphere of teaching excellence, scholarship and community service. The School's mission is supported through collaboration with the Jefferson School of Health Professions, Jefferson School of Pharmacy, Jefferson School of Population Health, Jefferson College of Graduate Studies, Jefferson Medical College, the Jefferson Health System partners and other regional and state affiliates.

## **VISION**

The Jefferson School of Nursing shares the vision of Thomas Jefferson University, which is:

- To be among the premier educators of nurses in the nation
- To be a leading innovator in the provision of quality health care
- To be a contributor to healthcare and educational research

## **ACCREDITATION**

Thomas Jefferson University is fully accredited by the Middle States Association of Colleges and Schools.

Commission on Higher Education  
Middle States Association of Colleges and Schools  
3624 Market Street  
Philadelphia, PA 19104-2680  
215-662-5606

In addition to full accreditation by the Middle States Association of Colleges and Schools, the professional programs of the Jefferson School of Nursing are accredited by the:

Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing  
One DuPont Circle, NW, Suite 530  
Washington, DC 20036-1120  
202-887-6791

Council on Accreditation of Nurse Anesthesia Educational Programs  
222 South Prospect Avenue – Suite 304  
Park Ridge, IL 60068-4010  
847-692-7050

Graduates are eligible to take the licensing examinations of the state and/or national licensing or registry bodies and to become members of the appropriate professional organizations.

Admission  
to the  
Jefferson School of Nursing

The Jefferson School of Nursing is pledged to consider all candidates for admission without regard to race, color, national and ethnic origin, religion, age, marital status, sex, sexual orientation, disability or veteran's status.

### **JEFFERSON SCHOOLS ACADEMIC TRANSFER AGREEMENTS**

Prospective applicants to Jefferson School of Nursing may select any accredited college or university to complete their prerequisite course work. The following colleges have entered into academic transfer agreements with JSN. Each of these institutions has an advisor on its campus who is knowledgeable about Jefferson transfer policies.

Arcadia University  
Atlantic Cape Community College  
Bloomsburg University  
Bucks County Community College  
Burlington County Community College  
Cabrini College  
Camden County College  
Community College of Philadelphia  
Cumberland County College  
Delaware County Community College  
Dixon School of Nursing at Abington Hospital  
Elizabethtown College  
Gloucester County College  
Gordon College  
Gwynedd-Mercy College  
Harcum College  
Immaculata University  
Juniata College  
Keystone College  
LaSalle University  
Lebanon Valley College  
Luzerne Community College  
Manor College  
Mercer Community College  
Messiah College  
Middlesex County College  
Montgomery County Community College  
Moravian College  
Muhlenberg College  
Penn State Abington  
Penn State Delaware County  
Rider University  
Roxborough School of Nursing  
Saint Joseph's University  
Shippensburg University

Susquehanna University  
University of Delaware  
University of the Sciences in Philadelphia  
Valley Forge Military College  
Villanova University

## **AEROSPACE STUDIES**

### **AIR FORCE RESERVE OFFICER TRAINING CORPS (AFROTC)**

**Professor:** Turnbull (Chair)

**Assistant Professors:** Marchesini, Hopkins, Hubler

#### **Objectives**

The AFROTC objectives are to:

- Recruit, select, and retain officer candidates until they are commissioned as second lieutenants in the U.S. Air Force;
- Provide college-level education that qualifies cadets for commissioning in the U.S. Air Force; and
- Develop each cadet's sense of personal integrity, honor, and individual responsibility; enhance knowledge of how the U.S. Air Force serves the national interest; increase understanding of officer professionalism in the U.S. Air Force; and develop potential as a leader and manager.

#### **Program**

The Department of Aerospace Studies through Saint Joseph's University offers Thomas Jefferson University students a three-year and four-year curricula leading to a commission as a Second Lieutenant in the Air Force. In the four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the three-year curriculum, a student completes AER 101, AER 102, AER 201, and AER 202 during the sophomore year, and then enters the POC in the junior year. The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power and its relationship to current events. During the junior and senior years the curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in contemporary American society.

In addition to the academic portion of the curricula, each student participates in a two-hour Leadership Laboratory (AER 251, 252, 351, or 352) each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab utilizes a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers scholarships for two, three, and four years on a competitive basis to qualified applicants. All scholarships are applied to tuition and lab fees, and include a

textbook allowance, plus a tax-free monthly stipend which varies from \$300 to \$500, depending on graduation date.

#### MINOR IN AEROSPACE STUDIES

A minor in Aerospace Studies is available to any student completing the courses of study listed below. Students must receive approval of the Professor of Aerospace Studies. Students desiring a minor in Aerospace Studies must declare this choice no later than the add/drop period of their seventh semester. Students successfully completing the following requirements will have a minor in Aerospace Studies transcribed on their student record:

AER 301-302 Air Force Leadership Studies

AER 401-402 National Security Affairs and Preparation for Active Duty

ENG Composition-oriented course

#### CURRICULUM

##### **Freshmen Year (1 credit each course)**

Foundation US Air Force I - AER 101

Foundation of US Air Force II - AER 102

**Description.** AS100 is a survey course designed to introduce students to the United States Air Force and encourage participation in Air Force Reserve Officer Training Corps. Featured topics include: overview of ROTC, special programs offered through ROTC, mission and organization of the Air Force, brief history of the Air Force, introduction to leadership and leadership related issues, Air Force Core Values, Air Force officer opportunities, and an introduction to communication studies. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with followership experiences.

**Course Objectives:** The AS100 student should know what AFROTC and the Air Force have to offer potential entrants, as well as the expectations the Air Force will set concerning core values and leadership. The student should also have a basic knowledge of what role the Air Force plays and how it is organized to support national objectives. The individual should demonstrate basic communicative skills.

##### **Sophomore Year (1 credit each course)**

Evolution USAF Aerospace Power I - AER 201

Evolution USAF Aerospace Power II - AER 202

**Description.** A course designed to examine general aspects of air and space power from a historical perspective. The course covers the period from the first balloons and dirigibles to the space-age systems of the Global War on Terror. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (functions) to demonstrate the evolution of what has become today's USAF air and space power. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the

students with a knowledge-level understanding for the general employment of air and space power, from an institutional, doctrinal, and historical perspective. In addition, what the students learned about the Air Force Core Values in AS100 will be reinforced through the use of operational examples, and they will complete several writing and briefing assignments to meet Air Force communication skills requirements.

**Course Objectives:** The AS200 student should know the key terms and definitions used to describe air and space power. The individual should know the events, leaders, and technical developments that led to the evolution and employment of USAF air and space power. The individual should demonstrate basic verbal and written communication skills. The individual should know the Air Force Core Values and examples of their use throughout the evolution of USAF air and space power.

**Junior Year (3 credit each course)**

Air Force Leadership Studies I - AER 301

Air Force Leadership Studies II - AER 302

**Description:** AS 300 is a study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course.

**Course Objectives:** The AS 300 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer's responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

*Prerequisite: Successful completion of Air Force Field Training*

**Senior Year (3 credit each course)**

National Security Affairs I - AER 401

National Security Affairs II - AER 402

**Description.** AS 400 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officer ship, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills.

**Course Objectives:** The AS 400 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.  
*Prerequisite: Successful completion of Air Force Field Training*

#### Leadership Lab

#### **All four years (no credit pass/fail courses)**

##### AS100 (Freshmen) Cadets:

Leadership Lab (LLAB) for the Initial Military Training (IMT) cadets is a recruiting and retention tool. It is an informative and motivational experience, one that inspires cadets to continue to pursue the AFROTC program and an Air Force commission. The focus should be on activities that promote the Air Force way of life and help effectively recruit and retain qualified cadets.

The purpose of the IMT LLAB is threefold. First, LLAB provides new cadets with basic skills and knowledge needed to be a functional member of the cadet corps. Second, LLAB provides the IMT cadet with information they can use to determine whether or not they wish to continue with the AFROTC program and subsequently pursue an Air Force commission. Third, LLAB provides IMT cadets with activities designed to build camaraderie and esprit de corps, as well as help them develop leadership, followership and teamwork skills.

##### AS200 (Sophomore) Cadets:

The Field Training Preparation (FTP) program provides training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. In coordination with AFROTC/DOT (Field Training Staff), the FTP curriculum specifies a set of skills all cadets must learn prior to attending field training.

##### AS300 (Junior) Cadets:

LLAB provides intermediate cadet leaders, typically AS300 cadets, the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the intermediate cadet leaders the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment.

##### AS400 (Senior) Cadets:

LLAB for senior cadet leaders (SCL), typically AS400 cadets, provides precommissioning cadets with additional opportunities to develop leadership and supervisory capabilities and prepares them for their first active duty assignment. Like the

ICL development program, there will be ample opportunity to develop and receive feedback on those leadership skills they will be expected to possess when they arrive at their first duty station. The SCL LLAB program is also designed to provide prospective officers with the basic active duty survival skills.

## **ADMISSION REQUIREMENTS**

The Jefferson School of Nursing is a career-oriented, associate, baccalaureate, master's, and doctoral degree institution that offers professional study mainly to students who have completed approximately two to four years of prerequisite coursework elsewhere.\* Students enter after completing prerequisite coursework at an accredited college or university. Unless otherwise noted, specific college credits are required for admission.. Upon approval of the Dean, certain admission prerequisites may be deferred until after matriculation.

Specific programs and the courses required for admission are listed below.

\*Refer to “Transfer of Credits from Other Institutions” later in this section for specific details regarding the Jefferson School of Nursing policy on transfer credits.

### **ASN-BSN PROGRAM**

- Results of the National League for Nursing Pre-Admission Exam for Registered Nursing Programs (NLN PAX-RN). Information regarding this examination is available at [www.jefferson.edu/nursing/](http://www.jefferson.edu/nursing/)
- High school and/or college transcripts
- There are no prerequisite course requirements for the ASN-BSN Program

Jefferson will contact academically eligible applicants via e-mail to schedule a required interview (provided space is still available)

### **TRADITIONAL PRELICENSURE BSN PROGRAM**

- Essay Question
- All official college transcripts
- Two letters of recommendation
- Prerequisite courses

#### ***Course Requirements for Admission - Traditional Pre-Licensure Option***

	<i>Semester Credits</i>
Anatomy and Physiology I & II <sup>1</sup>	8
General Chemistry I <sup>2</sup> ,	4
General Chemistry II or Biochemistry <sup>2</sup>	4
Microbiology <sup>3</sup>	4
Mathematics (College Algebra or higher level) <sup>4</sup>	3
Statistics	3
English Composition <sup>5</sup>	3
English Elective <sup>6</sup>	3

Psychology, General	3
Psychology, Developmental (or Child Psychology)	3
Psychology, Abnormal	3
Sociology	3
Nutrition	3
Logic, Philosophy, Ethics or Critical Thinking <sup>7</sup>	6
Electives <sup>8</sup>	<u>6</u>
	59

<sup>1</sup> 8 credits of A&P I and II or 4 credits of Human Anatomy and Physiology. Labs must be included.

<sup>2</sup> 4 credits of General Chemistry accepted. Need not be courses required for science major..

<sup>3</sup> 4 credits of Microbiology Lecture and Lab is recommended. If not available, 3 credits will be accepted and student must take an extra elective credit..

<sup>4</sup> College Algebra or higher accepted.

<sup>5</sup> Waived if exempt in lower division program. Replaced with equal number of English elective credit.

<sup>6</sup> Composition II, Literature, or Speech Communications accepted.

<sup>7</sup> Includes Logic, American Culture, Ethnic Studies, Ethics, Critical Thinking or Philosophy

<sup>8</sup> May include Arts, Humanities, Social Sciences.

**COURSE CLARIFICATION:** All science courses must be completed within 10 years of application to Jefferson. Courses must be completed with a grade of “C” or above to be eligible for transfer. A grade of “C” or below will not be eligible for transfer.

Students may petition for a waiver of any Lower Division requirement. Any waived requirement must be replaced with an equal number of free elective credits.

Applications for the Prelicensure BSN option are evaluated on a rolling admission, first come, first-served basis. Apply as soon as possible after September 1 for the following Fall. Admission is for the Fall semester. Admission is contingent upon successful completion of all prerequisite coursework prior to beginning the Fall semester.

An admission interview is required for academically eligible candidates

### **ACCELERATED PATHWAY TO THE MSN FOR SECOND-DEGREE PRE-LICENSURE STUDENTS**

- All official college transcripts
- Two letters of recommendation
- Essay Question
- Prerequisite courses
- GRE or MAT scores\*

\*Applicants who have earned a bachelor’s degree with a cumulative GPA of a 3.2 or higher are not required to present GRE or MAT exam results. Applicants who have yet

*to earn their bachelor's degree or have earned a bachelor's degree with a cumulative GPA under a 3.2 must present evidence of competitive scores on the GRE, GRE Writing Examination, or MAT.*

**Course Requirements for Admission**

	<i>Credits</i>
Anatomy and Physiology I and II w/lab <sup>1</sup>	8
Chemistry I	4
Chemistry II or Biochemistry <sup>2</sup> w/lab	4
Microbiology <sup>3</sup>	4
Statistics	3
Nutrition	3
Baccalaureate Degree	<u>39</u>
Total	65

<sup>1</sup> 8 credits of A&P I and II or 4 credits of Human Anatomy and 4 credits of Human Physiology Labs must be included.

<sup>2</sup> 4 credits of General Chemistry II or Biochemistry accepted. Need not be courses required for science major.

<sup>3</sup> 4 credits of Microbiology Lecture and Lab recommended. If not available, 3 credits will be accepted and student must take an extra elective credit.

**COURSE CLARIFICATION:** All science courses must be completed within 10 years of application to Jefferson. Courses must be completed with a grade of “C” or above to be eligible for transfer. A grade of “C” or below will not be eligible for transfer.

Applications for the Nursing programs are evaluated on a rolling admission, first-come, first-served basis. Apply as soon as possible after September 1 for the following Fall. Admission is for the Fall semester. Admission is contingent upon successful completion of all prerequisite coursework prior to beginning the Fall semester.

**FACILITATED ACADEMIC COURSEWORK TRACK (FACT) FOR SECOND DEGREE STUDENTS**

- All official college transcripts
- Two letters of recommendation
- Essay Question
- Prerequisite courses
- GRE or MAT scores\*

*\*Applicants who have earned a bachelor's degree with a cumulative GPA of a 3.2 or higher are not required to present GRE or MAT exam results. Applicants who have yet to earn their bachelor's degree or have earned a bachelor's degree with a cumulative GPA under a 3.2 must present evidence of competitive scores on the GRE, GRE Writing Examination, or MAT.*

**Course Requirements for Admission**

Anatomy and Physiology I and II w/lab <sup>1</sup>	8
Chemistry I	4

Chemistry II or Biochemistry <sup>2</sup> w/lab	4
Microbiology <sup>3</sup>	4
Statistics	3
Nutrition	3
Baccalaureate Elective Courses	<u>39</u>
Total	65

<sup>1</sup> 8 credits of A&P I and II or 4 credits of Human Anatomy and 4 credits of Human Physiology Labs must be included.

<sup>2</sup> 4 credits of General Chemistry II or Biochemistry accepted. Need not be courses required for science major.

<sup>3</sup> 4 credits of Microbiology Lecture and Lab recommended. If not available, 3 credits will be accepted and student must take an extra elective credit.

**COURSE CLARIFICATION:** All science courses must be completed within 10 years of application to Jefferson. Courses must be completed with a grade of “C” or above to be eligible for transfer. A grade of “C” or below will not be eligible for transfer.

An admission interview is required.

Applications for this program are evaluated on a rolling admission, first come, first-served basis. Apply as soon as possible after September 1 for the following Pre-Fall Term. Admission is for the Pre-Fall term. Admission is contingent upon successful completion of all prerequisite course work prior to the Pre-Fall term.

### **RN-BSN PROGRAM**

Admission to the program is competitive, based upon the following criteria:

- Two letters of reference
- Overall grade point average (GPA) of 2.5
- Completion of all prerequisite course requirements
- Submission of all academic transcripts
- Professional registered nurse licensure (maintain licensure while enrolled in the program)
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- Essay between 400-600 words on either
  - a current ethical or moral healthcare issue with explanation as to how it may change or affect the role of healthcare practitioners in your desired profession
  - or
  - a situation you have encountered in the past that required you to use critical-thinking and problem-solving skills. Based on that experience, explain how you might resolve a similar issue in your desired healthcare profession.

### **Course Requirements for Admissions**

	<i>Credits</i>
Anatomy & Physiology I*	4
Anatomy & Physiology II*	4
Microbiology*	4
Statistics	3
English	6
Social Sciences	9
Logic, philosophy, ethics or critical thinking	3
Electives	<u>27</u>
Total	60

*\*Other natural science courses may qualify.*

A grade of C or better is required in each prerequisite course.

Students who have been admitted to the RN-BSN option may be awarded up to 12 credits for previous study or experience that can be validated through Portfolio Assessment. Students may obtain guidelines for preparation of the Portfolio from the School of Nursing. A fee is assessed for evaluating the Portfolio and for posting credit awarded.

An admission interview is not required but may be requested at the discretion of the Office of Admissions and Enrollment Management or School of Nursing.

### **ACCELERATED PATHWAY TO MSN FOR SECOND-DEGREE RN STUDENTS**

Admission to the program is competitive, based upon the following criteria:

- Bachelor's degree from an accredited college or university
- Two letters of reference
- Completion of all prerequisite course requirements
- Submissions of all academic transcripts
- Overall grade point average (GPA) 3.00
- Competitive performance on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT)\*
- Professional registered nurse licensure (maintain licensure while enrolled in the program)
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- One-page written statement of specific reasons for applying to Thomas Jefferson University for the Accelerated Pathway to the MSN for Second Degree RN Students.

*\*Applicants who have earned a bachelor's degree with a cumulative GPA of a 3.2 or higher are not required to present GRE or MAT exam results. Applicants who have yet to earn their bachelor's degree or have earned a bachelor's degree with a cumulative GPA under a 3.2 must present evidence of competitive scores on the GRE, GRE Writing Examination, or MAT.*

### Course Requirements for Admission

	<i>Credits</i>
Anatomy & Physiology I*	4
Anatomy & Physiology II*	4
Microbiology*	4
Statistics	3
Electives	<u>52</u>
Total	67

**\*Other natural science courses may qualify.**

A grade of C or better is required in each prerequisite course.

### RN-BSN/MSN PROGRAM

Admission to the program is competitive, based upon the following criteria:

- Two letters of reference
- Overall grade point average (GPA) of 3.0
- Completion of all prerequisite courses
- Submission of all academic transcripts
- Competitive performance on the Graduate Record Examination (GRE) OR Miller Analogies Test (MAT\*)
- Professional registered nurse licensure (maintain licensure while enrolled in the program)
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- One-page written statement of specific reasons for applying to Thomas Jefferson University for the RN-BSN/MSN for the RN-BSN program

### Course Requirements for Admissions

	<i>Credits</i>
Anatomy & Physiology I*	4
Anatomy & Physiology II*	4
Microbiology*	
Statistics	3
English	6
Social Sciences	9
Logic, philosophy, ethics or critical thinking	3
Electives	<u>27</u>
Total	60

\*Other natural science courses may qualify.

A grade of C or better is required in each prerequisite course..

### MASTER OF SCIENCE DEGREE PROGRAM\*

- Bachelor of Science in Nursing (BSN) or Nurse Doctorate (ND) from an accredited school, or registered nurse graduate of NLN-accredited associate degree or diploma program
- A minimum GPA of 3.00 (on a 4.00 scale) earned at the baccalaureate level
- Competitive performance on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT)
  - Applicants who have earned an undergraduate GPA of 3.2 or better are not required to present GRE or MAT test results.
  - Applicants with an undergraduate GPA below 3.2 must present one of the following:
    1. Competitive scores on the GRE, GRE writing exam, or MAT, or
    2. A grade of B or better in two core graduate nursing courses taken at Thomas Jefferson University as a non-degree student.
- Professional registered nurse licensure (maintain licensure while enrolled in the program)
- Introductory courses in Statistics and Nursing Research
- Computer Literacy, Microsoft Office skills
- A course in basic physical assessment skills. If integrated in the undergraduate course of study, evidence must be submitted for evaluation.
- Two references: one professional and one academic
- A personal interview, when requested
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- An essay addressing professional goals
- A résumé
- A personal statement

*\*The Master of Science Degree Program in Nurse Anesthesia will have admission requirements in addition to those listed above:*

- *Current ACLS, PALS certification (students will be expected to maintain these certifications while enrolled in the program).*
- *A minimum of one year of nursing experience in a critical care practice setting.*

*\*The Master of Science Degree Program in Acute Care Advanced Practice will have a requirement in addition to those listed above:*

- *Current ACLS certification prior to registering for NU 631 (students will be expected to maintain this certification while enrolled in the program).*

*\*The Master of Science Degree Program in Neonatal Nurse Practitioner will have a requirement in addition to those listed above:*

- *Current NRP certification prior to registering for NU 662 (students will be expected to maintain this certification while enrolled in the program).*

*\*The Master of Science Degree Program in all Nurse Practitioner Tracks will have a requirement in addition to those listed above:*

- *Current Pennsylvania RN license and current New Jersey RN license (or Delaware RN license) must be submitted prior to registering for first clinical course (students will be expected to maintain these licenses while enrolled in the program).*

Applications to the MSN Program are accepted and evaluated on an ongoing basis. Full-time students begin the program in the summer semester. Part-time students may begin in fall, spring or summer semester.

### **POST-MASTER'S DEGREE CERTIFICATE IN NURSING EDUCATION**

- Completion of the MSN application.
- Transcript from previously completed MSN program.
- A minimum GPA of 3.5 (on a 4.00 scale) earned in the MSN program.
- An essay stating professional goals.
- Résumé/curriculum vitae.
- A personal interview, when requested.
- Professional registered nurse licensure (maintain licensure while enrolled in the program)
- Two references, one professional and one academic
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- A personal statement

### **POST-MASTER'S DEGREE NURSE PRACTITIONER CERTIFICATE**

- Completion of the MSN application.
- Transcript from previously completed MSN program.
- A minimum GPA of 3.5 (on a 4.00 scale) earned in the MSN program.
- An essay stating professional goals.
- Résumé/curriculum vitae.
- A personal interview, when requested.
- Professional registered nurse licensure (maintain licensure while enrolled in the program)
- Two references, one professional and one academic
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- A personal statement

*\*The Post-Master of Science Degree Program in Acute Care Advanced Practice will have admissions requirements in addition to those listed above:*

- *Current ACLS certification (students will be expected to maintain this certification while enrolled in the program).*

*\*The Master of Science Degree Program in Neonatal Nurse Practitioner will have a requirement in addition to those listed above:*

- *Current PALS certification prior to registering for NU 662 (students will be expected*

*to maintain this certification while enrolled in the program).*

### **DOCTOR OF NURSING PRACTICE DEGREE PROGRAM**

- Master of Science in Nursing (MSN)
- Cumulative GPA of 3.2 on a 4.0 scale in a program resulting in the award of master's degree in nursing from an accredited college or university. Note: For GPA of less than 3.2, submit official Graduate Record Examination (GRE) scores (Verbal, Quantitative, and Analytical Writing)
- Official transcripts for all undergraduate and graduate Study
- Three (3) letters of recommendation and completed attribute forms are required as part of the application process. Two should be from a professional contact, one from an academic contact.
- Essay (not more than 1,000 words) outlining career goals, educational goals and objectives, and area of interest in pursuing the Doctor of Nursing Practice degree
- Portfolio – Hard copy examples of scholarly work
- Letter documenting MSN specialty track and the total number of clinical hours completed during the MSN program (on letterhead from the School, College or University)
- Copy of current RN license, CRNP license (if applicable), and specialty certification (if applicable)(maintain while enrolled in the program)
- Proof of completion of American Red Cross or American Heart Association-sponsored cardiopulmonary resuscitation (CPR) training course (maintain CPR certification while enrolled in the program)
- Copy of curriculum vitae
- Completed Jefferson School of Nursing application
- Applicants may be requested to interview prior to final selection.

Admission is highly competitive. The deadline for applications is April 15<sup>th</sup>.

### **APPLICATION PROCEDURES – ASSOCIATE'S, BACHELOR'S, MASTER'S AND DOCTORAL DEGREE PROGRAMS**

For undergraduate and master's programs, Jefferson practices a rolling admissions policy, which is divided into Admissions Review Periods i.e. as applications are completed, they are processed and candidates are notified of the Committee's decision according to an established timetable. Because priority is given to applications as they are completed, it is advantageous to file the application early. Jefferson uses the Self-Managed Application Process. The application, fee, recommendation letters, transcripts and other documents must be returned to the Office of Admission in a single envelope and at the same time. Instructions on how to submit a Self-Managed Application and details regarding the Admissions Review Periods are available in the admissions application and online. An application is not complete until all required documents are on file; however, it is not necessary to delay an application until all course requirements are completed. Candidates for the BSN programs submit their applications during the first semester of the sophomore year or when at least 75% of the prerequisite requirements have been completed. Candidates for admission to programs for second-degree programs should submit their application in the fall prior to year of admission. ASN-BSN candidates may

submit their applications during the senior year of high school and beyond. Those offered admission will be asked to submit an enrollment deposit of \$200.00. The deposit is not refundable, but it is credited to the first academic term's tuition.

The doctoral program admits students once a year.

An application cannot be processed until all of the following documents are received following the Self-Managed Application Process:

Application for admission with non-refundable fee of \$25 for online applications.

- 1 Official College transcript(s).
- 2 High school transcript (for PACE and some associate's degree applicants).
- 3 Recommendations.
- 4 Graduate Record Examination (GRE), Miller Analogies Test (MAT) or Nurse Entrance Test (NET) scores (if applicable).
- 5 Essay or Personal Statement as applicable.
- 6 Demonstration of English Language Proficiency. Non-resident aliens and U.S. permanent residents see section "Admission of Non- U.S. Citizens."

Certain programs have other, specific application requirements. Please refer to the online application instructions for details.

An updated college transcript of courses and grades must be submitted upon completion of the semester that was in progress when the application for admission was submitted.

Interviews: Interviews are required for admission for academically eligible students. The Admissions Office will initiate the interview appointment after the candidate's credentials have been received and reviewed. Eligible candidates will be contacted by email for an interview.

## **SELECTION**

The responsibility for determining the admission of undergraduate candidates is vested in the Committee on Admissions. Criteria for selection include the strength of the academic record (with particular emphasis on performance in science courses), work and/or volunteer experience, test scores if applicable and recommendations. Personal characteristics are important, particularly the ability to function in a healthcare setting.

## **CRIMINAL BACKGROUND CHECK, CHILD ABUSE CLEARANCE, DRUG TESTING AND FBI FINGERPRINTING FOR THOMAS JEFFERSON UNIVERSITY NURSING STUDENTS**

In response to the national trend requiring criminal background checks, child abuse clearances, drug testing and FBI fingerprinting for students placed in healthcare settings, all nursing students are required to complete this process as part of the admitted student requirements and each year annually while enrolled in coursework in the School of Nursing.

To assist you in completing this requirement, Jefferson School of Nursing has partnered with an agency, American DataBank. This agency has an established record of working

with students, provides an on-line service that allows the process to be completed expeditiously, and works closely with students should follow-up questions arise.

**You must complete the process even if you have previously done a criminal background check, child abuse clearance, drug test or FBI fingerprinting with another agency or for other purposes.**

American DataBank will facilitate each of these requirements with you. They will act as a repository for your results and you should forward results and/or reports directly to American DataBank. ***Do not send any results to Jefferson.*** Once each requirement is fulfilled, American DataBank will notify Jefferson by email that the process has been completed, and whether the result is clear or requires further review. JSN will advise the clinical sites where you are placed of the completion and corresponding designation. You should retain a copy of each of your reports as the clinical site may request that you submit a copy at the time of placement.

An adverse Child Abuse Clearance will result in your inability to be placed at a clinical site and consequently you would be unable to graduate from your program. Thus, if you receive an adverse result on the Child Abuse Clearance, your offer of acceptance to Jefferson will be rescinded.

An adverse Criminal Background Check, Drug Test and/or FBI Fingerprinting report may result in your offer of acceptance to Jefferson being rescinded or your inability to be placed at a clinical site. Clinical rotation and field work placements may be denied by an assigned clinical site due to felony or misdemeanor convictions, a positive drug test and/or other adverse findings, and the inability to be placed at a clinical site will prohibit you from graduating. In these situations your offer of acceptance to Jefferson may be rescinded

If you have questions with the on-line system, or if after the process is complete you have follow-up questions or feel there is a discrepancy in the report, you may contact American DataBank at 1-800-200-0853.

### **ADMISSION OF HIGH SCHOOL STUDENTS (PACE)**

Plan a College Education (PACE) is an advanced, early admission program for academically talented high school seniors who are strongly motivated toward the health professions and attending the Jefferson School of Nursing.

The PACE program is designed to guarantee prospective students admission to the BSN nursing program of their choice. It also eliminates the anxiety about admissibility prior to completion of the required two years of college-level coursework. Students in the PACE program must maintain a specified grade point average while completing the prerequisite courses.

Candidates interested in the PACE program are encouraged to apply early in their senior year. Those students qualified for admission will be accepted into the class entering two years later with full junior status. The guarantee of admission is based on successful completion of a specific number of credits in the liberal arts and sciences to be

completed at any accredited college or university. A list of these courses will be included with the letter of acceptance.

Because the PACE program is competitive and only a select number of applicants will be chosen, those not offered admission are encouraged to apply as transfer students at a later date.

Academic counseling is available for all prospective candidates and may be arranged by contacting the Office of Admissions and Enrollment Management.

To qualify for the PACE program, candidates should adhere to a college preparatory curriculum and should complete a minimum of three years of math and three years of science.

Candidates should have a working knowledge of their proposed profession. They may achieve this by volunteering in or observing a clinical setting. A specific number of hours is not required but is left to the discretion of the student and quality time spent. Some of these requirements may be waived under special conditions or circumstances. Applicants must submit, along with the PACE application, an official copy of their high school transcript, SAT results, two letters of recommendation and a personal essay. Upon receipt of this information, candidates who are competitive for admission will be invited for an interview.

## **NON-MATRICULATED STUDENTS**

Students who have not been admitted to a master's degree or certificate program of the Jefferson School of Nursing may register for courses as non-matriculated students. Should they subsequently wish to pursue a degree, the academic credits they have earned, six credits for graduate courses, will be counted toward their degree requirements, if applicable. Non-matriculated students who wish to be considered as degree candidates in the health professions programs must apply for admission through the Office of Admissions and Enrollment Management. Once a student has matriculated, no courses taken at an institution outside JSN will be counted toward degree requirements. Non-matriculated students are not eligible for financial aid.

## **ADMISSION OF NON-U.S. CITIZENS**

Students from outside the United States are welcome to apply for admission to all Jefferson School of Nursing programs. All academic credentials from foreign universities must be submitted to World Education Services (or comparable agency) for a course-by-course evaluation. The cost of evaluation is the responsibility of the applicant. Three to four weeks should be allowed for processing the evaluation. A 10-day special rush order may be processed for an additional fee. To request an application for the evaluation, students may write to:

World Education Services  
P.O. Box 745 Old Chelsea Station  
New York, NY 10113-0745  
(212) 966-6311  
[www.wes.org](http://www.wes.org)

All international students and U.S. permanent residents must demonstrate English language proficiency as *one* of the conditions for admission to Jefferson School of

Nursing. Jefferson School of Nursing will accept any one of the following items to satisfy the proficiency requirement:

- Internet-based Test of English as a Foreign Language (TOEFL) with an overall score of at least 87 and individual section scores as follows: Writing – 21, Speaking – 23, Reading – 21 and Listening – 22. Do not include the scores in the self-managed application envelope. Request official scores to be sent to Jefferson School of Nursing.
- Baccalaureate degree or higher from an accredited U.S. college or university
- State licensure in nursing
- Score of 508 or higher on the Critical Reading (formerly Verbal) section for the SAT for applicants entering Jefferson School of Nursing directly from high school
- Native English speaker from one of the following countries: Australia, Canada, Ireland, New Zealand, South Africa or United Kingdom

Because the School of Nursing does not have financial aid funds available for non-resident aliens, candidates must file an affidavit of financial support, certifying that they have sufficient funds to cover the costs of attending the School.

Thomas Jefferson University is authorized under Federal law to enroll nonimmigrant alien students.

#### **ADMISSION OF VETERANS**

Veterans are admitted under the same general requirements as non-veterans. Career counseling services are available. Questions regarding the credentials of veterans should be discussed with the Office of Admissions

#### **REAPPLYING TO THE JEFFERSON SCHOOL OF NURSING**

Students who have been denied admission to the Jefferson School of Nursing or who have withdrawn their application may reapply within one year for a new term. Students who wish to reapply must submit a new application and \$25.00 fee. Students must be able to provide additional documentation, which may include new transcripts, recommendation letters and personal statement, in support of their candidacy to the Committee on Admissions.

#### **RE-ADMISSION OF FORMER STUDENTS**

Students withdrawn or dismissed from the Jefferson School of Nursing may, within two (2) years of the dismissal or withdrawal, re-apply directly to the School by submitting a written request directly to the School Dean. All others wishing to continue their studies must reapply through the Office of Admission.

#### **TRANSFER OF CREDIT FROM OTHER INSTITUTIONS**

Transfer credit will be awarded by the Jefferson School of Nursing to undergraduate students for course work taken at a college or university accredited by organizations recognized by the U.S. Department of Education in which a grade of 'B' or better (pass/fail and 'B-' courses are not acceptable) has been achieved and that meets specific program requirements of the School. However, science courses that were completed 10 or more years prior to enrollment in the School will not be accepted for transfer credit without additional validation, which may include work experience in a science-based

field.

The course and credit evaluation is the responsibility of the Office of Admissions and appropriate program heads. Transfer of credit for upper division professional courses requires approval of the appropriate program head. Official transcripts of credits earned at other colleges and universities must be submitted to the Office of Admissions and Enrollment Management. A copy of the evaluation will be issued to the applicant upon acceptance. To maintain full-time status, students who receive transfer credit for required curricular courses must register for at least 12 semester credits per semester for undergraduate students and nine semester credits for graduate students.

To be considered for transfer of credit, course work taken at another institution while a student is enrolled in a program in the School must have prior written approval of the School Dean. Approval forms may be obtained in the University Office of the Registrar.

A student who wishes to transfer credits for a graduate course, with a grade of B or above, earned at another institution, must submit a written request to the Senior Associate Dean for Academic Affairs at JSN, accompanied by a course description and a syllabus. An official transcript from the outside nationally accredited institution must be obtained if not already included in the student's academic file. The Senior Associate Dean for Academic Affairs is responsible for the evaluation and decision for the request. The Senior Associate Dean for Academic Affairs at JSN will notify the student of the decision in writing and, if transfer credit is awarded, will notify the University Office of the Registrar of the action. A maximum of six (6) graduate course credits earned at another college may be transferred to meet, in part, the 36-credit requirement for the MSN degree.

### **CREDIT BY EXAMINATION**

Students who have received college credits at their previous institutions on the basis of the College Board Advanced Placement (AP) Examinations may transfer these credits to the School. Credit will be awarded for acceptable scores on the General and Subject Examinations of the College Level Examination Program (CLEP). Information on acceptable scores may be found in the Academic Regulations chapter of this Catalog. Additional information on CLEP tests can be obtained by contacting the Office of Admissions and Enrollment Management.

Students who have been admitted to the Jefferson School of Nursing may also be awarded credit for previous study or experiences that can be validated through challenge examinations administered through various Colleges and Schools.

### **PHYSICAL EXAMINATION**

All students accepted into the Jefferson School of Nursing programs are required to have the Student Health Service Form completed by their personal physicians. All necessary examinations and reports must be completed and sent to the Director of University Health Services at least one month prior to enrollment. Pre-existent problems are subject to evaluation by the Director of University Health Services, and these must be corrected and/or controlled at the applicant's expense.

## **HOUSING**

The Thomas Jefferson University Housing Office serves students wishing to reside on or off campus. For further information, see the Student Affairs section.

## **VISITS TO THE CAMPUS**

The Office of Admissions and Enrollment Management welcomes visits from interested students and their families. Information sessions are conducted on a regular basis for the nursing programs. In order to provide the services usually requested by visitors, appointments should be made at least one week in advance. Office hours are from 9:00 a.m. to 5:00 p.m., Monday through Friday.

On-campus information sessions regarding the nursing programs are regularly scheduled throughout the year. Dates and times are available from the Office of Admissions and Enrollment Management at [www.jefferson.edu/JCHP/admissions/visit.cfm](http://www.jefferson.edu/JCHP/admissions/visit.cfm).

## **INQUIRIES**

Individuals may receive further information about the programs of the Jefferson School of Nursing by contacting:

Office of Admissions and Enrollment Management  
Jefferson School of Nursing  
Thomas Jefferson University  
130 S. 9th Street, Suite 100  
Philadelphia, PA 19107-5233  
(215) 503-8890 or Toll Free 1-877-JEFF-247

Request information online at:

<http://www.jefferson.edu/jchp/admissions/reqinfo.cfm?program=ALL>

E-mail: [JSNAdmissions@jefferson.edu](mailto:JSNAdmissions@jefferson.edu)

Website: [www.jefferson.edu](http://www.jefferson.edu)

# Financial Aid

## **FINANCIAL AID**

### **GENERAL INFORMATION**

Jefferson recognizes that a major concern of many students is the financing of their education and attempts to help those students with demonstrated financial need to meet the cost of their education.

Although every attempt is made to assist students, it is the School's philosophy that the primary responsibility for the cost of college education rests with students and their families. Because education is an investment that yields lifelong dividends, both students and their families should be prepared to contribute and to provide financial support. Financial aid is intended to supplement the best efforts of the students and their families.

### **FINANCIAL AID PROCESS**

Financial aid is available to qualified students who are matriculated in degree and post-baccalaureate certificate programs. Financial aid awards are based on each student's financial need, enrollment status, housing status, level of program funding and maintenance of satisfactory academic progress. A student's financial need is computed as the cost of education minus the expected family contribution as determined through the Federal Methodology.

The Free Application for Federal Student Aid (FAFSA) is used to determine financial need. These forms are confidential statements of income and assets for both students and families. The information is analyzed to determine the financial strength of the applicant in terms of income, assets, liabilities, size of family, number of family members in post-secondary education, age of parents, etc. The aim is to make the expectations for the family contribution as equitable as possible for each applicant.

JSN assumes that the first financial aid resource that all students should consider is the Federal Stafford Loan. If, after obtaining the Federal Stafford Loan, need still exists, the University Office of Financial Aid will assist the student in determining the appropriate combination of loans, grants and work study to make a Jefferson education possible.

Students will be notified of their specific eligibility for aid through a financial aid award. Notification of aid awards usually begins four to five months prior to the start of the academic term. Awards may not be determined unless a financial aid file is complete and all student and parent information has been verified. All Notifications will be sent to the student's Jefferson email account.

If a student demonstrates financial need, but is ineligible for federal grants or loans due to default on a prior educational loan and/or negative credit rating, Thomas Jefferson University will not commit institutional funds to remedy the default or negative credit status, or to compensate for the ineligibility for federal funds. The student is ultimately responsible for resolving all problems involving loan delinquencies, defaults, and/or any other circumstances that would result in the student being ineligible to borrow through any loan program.

### **STUDENT EXPENSE BUDGET**

A student's budget is divided into two categories – direct and indirect costs. Direct costs are paid directly to Jefferson and are standard for each student. Indirect costs vary from student to student, depending on factors such as academic major, personal life-style and

distance from home to campus.

**JEFFERSON SCHOOL OF NURSING 2011-2012  
DEPENDENT STUDENT EXPENSE BUDGET Full-time – 9 month \*\***

	<b>Resident</b>	<b>Commuter</b>
Tuition/ fees	*	*
Room (Martin Residence)	<u>5,724</u>	0
Total Direct Costs	\$5,724	0
	(plus tuition charge)	(plus tuition charges)

Indirect Cost\*\* (9 Month Budget)

Board	\$3,915	\$3,195
Books and Supplies	1,745	1,495
Transportation	500	1,854
Miscellaneous	1,125	1,125
Total Indirect Costs	<u>\$7,285</u>	<u>\$7,669</u>
Total Direct and Indirect Costs	\$13,009	\$7,669
	(plus tuition charge)	(plus tuition charges)

**INDEPENDENT STUDENT EXPENSE BUDGET  
Full-time Budget— 9-month \*\***

	<b>On/Off campus</b>	<b>Commuter</b>
Tuition/fees	*	*
Room and Board	<u>\$13,320</u>	\$ 3,195
Books and Supplies	1,740	1,740
Transportation	1,719	1,944
Miscellaneous	1,125	1,125
Total Indirect Costs	\$17,904	\$8,004
	(plus tuition charges)	(plus tuition charges)

\* for the most recent tuition/fee information, please visit  
[www.jefferson.edu/registrar/tuition.cfm](http://www.jefferson.edu/registrar/tuition.cfm).

\*\* The indirect costs are prorated according to the period of enrollment.

Part-time students and some graduate students are billed for courses, portfolio assessments and challenge examinations on a per-credit basis. Challenge exams are not considered in the student's expense budget. Neither challenge examinations nor portfolio assessments are considered in determining a student's enrollment status. .

**APPLICATION PROCEDURE**

Any student who is concerned about the ability to meet educational expenses at Thomas Jefferson University should apply for aid. Eligibility for assistance varies from program

to program. Families may be eligible for some sources of aid that they may not have anticipated. To avoid possible delays in receiving an award, students are urged to comply with all application deadlines. Students should adhere to financial aid application deadlines even if an admissions decision has not been made.

The School expects all aid applicants to file the following documents before the financial aid deadline:

- Free Application for Federal Student Aid (FAFSA).
- Institutional Application for Financial Aid.
- Signed copies of the parents', student's and/or spouse's most recent U.S. Income Tax Forms with all accompanying schedules. If tax returns are not filed, a Non-Tax Filing Statement must be filed. This form is available from the Financial Aid Office and online via Banner Web.
- Institutional Verification Worksheet
- Educational Plan (part time students and/or those charged per credit only)

The *Financing Your Education* Financial Aid Guide can be found on the Financial Aid Office webpage at [www.jefferson.edu/financialaid](http://www.jefferson.edu/financialaid). The Guide is accompanied by important information about applying for financial aid. Accepted students will be permitted to apply for financial aid online. An informational email is sent to all accepted students starting in December/January with Banner Web online application instructions. However, students may request that a paper financial aid application be mailed after a designated date. It is important for students to begin and complete the application process in a timely manner. A file may not be reviewed until all information is received.

Students must be matriculated in a degree or eligible post-baccalaureate certificate program on at least a half-time basis to be eligible for financial aid. The amount of aid a student may receive is determined by the number of credits attempted and the tuition costs.

### **Associate, Baccalaureate and Certificate Programs**

Full-time status	12 credits or more per semester
Three-quarter time	9 credits or more per semester
Half-time	6 credits or more per semester

### **Graduate Programs**

Full-time status	9 credits or more per semester
Half-time	5 credits or more per semester

Students seeking to qualify as self-supporting or independent must meet strict Federal requirements. Consult the University Office of Financial Aid before filing as an independent student to ensure proper completion of the forms.

Specific information regarding disbursement of funds and other award-related information is located at the Financial Aid Webpage at [www.jefferson.edu/financialaid](http://www.jefferson.edu/financialaid).

### **RENEWAL OF AID**

Students must apply each year for financial assistance. Renewal of aid is not automatic. Financial need is determined each year based on changes of family circumstances as well

as Jefferson's fees and funding levels. Because federal, state or institutional policies may change each year, students who did not receive aid in previous years are still encouraged to apply for aid the following year. A change in circumstances may enable the returning student to qualify for assistance.

## **FINANCIAL AID DEADLINE**

The priority deadline for completing a financial aid file is April 1 for all new students (except those beginning a program of study in January) and on or about March 15 for all returning students. The deadline for students beginning their program of study in January is August 1. Applications completed after the deadline will be considered if funds are available. Students should complete the necessary forms as soon as they are available in order to meet all deadlines. (Please Note: The needs analysis forms may require two to three weeks for processing by the processor.)

## **AID PROGRAMS**

Financial aid awards usually consist of a "package" of three basic types of financial assistance: non-repayable gift or grant assistance, student loans and student employment.

Financial assistance comes from three major sources: federal, state and Jefferson-administered programs. The major programs are described below:

### **Federal Sources of Aid**

Federal Pell Grant: The Federal Pell Grant program is designed to provide assistance to undergraduate students pursuing their first undergraduate degree. Federal Pell Grants are intended to be the foundation of a financial aid package and may be combined with other forms of aid in order to meet the costs of education. The amount of the Federal Pell Grant is determined on the basis of the financial resources of the student and family, the student's enrollment status and the cost of education. Awards for the 2011-2012 academic year may range up to a maximum of \$5,550 for a 9-month enrollment.

Federal Supplemental Educational Opportunity Grant (SEOG): This program provides grant assistance for Pell-eligible undergraduate student with exceptional financial need. The amount of assistance a student can receive depends on need, the availability of Federal SEOG funds and the amount of other aid a student receives. Recipients are selected by the University Office of Financial Aid in accordance with Department of Education guidelines.

Federal Work Study Program (FWS): This program provides funding for jobs for undergraduate and graduate students who have financial need and want to earn funds to cover a part of their educational expenses. Employment opportunities are provided on campus. Jefferson also offers opportunities in community service as part of the FWS program. The FWS award a student receives depends on need, availability of FWS funds and the amount of aid received from other programs. The administration of this program is in accordance with the guidelines published by the Department of Education.

### Federal Direct Loan Program

- Federal Subsidized Stafford Loan
- Federal Unsubsidized Stafford Loan

- Federal PLUS Loan
- Federal Graduate PLUS Loan

This federal program provides long-term, low-interest student loans available directly through the federal government only. These loans are available to matriculated students enrolled in an institution of higher learning on at least a half-time basis. Students should go to the Financial Aid Office website [www.jefferson.edu/financialaid](http://www.jefferson.edu/financialaid) or through the federal website <http://studentloans.gov> for more information. For loans disbursed on or after July 1, 2010, the interest rate is fixed at 6.8 percent. Repayment of these loans begins six months after the student ceases to be enrolled on at least a half-time basis, graduation, or withdrawal from school. A four-to-six week processing period should be anticipated for all Federal Stafford Loan applications.

Annual Maximum Federal Subsidized Stafford Loan: First year undergraduates may apply for up to \$3,500 per year. Second year undergraduates may apply for up to \$4,500. Third and fourth year undergraduates may apply for a maximum of \$5,500 and graduate students for up to \$8,500. The total Federal Subsidized Stafford Loan aggregate limit for undergraduates is \$23,000 and \$65,500 for graduate or professional students.

Annual Maximum Federal Unsubsidized Stafford Loan: First year independent students can apply for up to \$9,500. At least \$6,000 must be unsubsidized loans. Second year independent students can apply for up to \$10,500 with at least \$6,000 in unsubsidized loans. Third and fourth year independent undergraduates may apply for up to \$12,500 a year with at least \$7,000 from the unsubsidized program. Graduate students may apply for up to \$20,500 a year with at least \$12,000 from the unsubsidized program.

Students must demonstrate financial need to qualify for a Federal Subsidized Stafford Loan. The Federal government pays the interest on a subsidized Federal Stafford Loan while the student is enrolled. However, interest accrues to the student's loan account on an unsubsidized Federal Stafford Loan starting from the date the funds are disbursed. Payment of principal and accrued interest may be postponed until six months after the student ceases to be enrolled on at least a half-time basis, graduation, or other cessation of enrollment.

Federal PLUS Loan Program (Parent Loan): The Federal PLUS loan program makes credit-based loans available to pay for the costs of study at post-secondary schools. Under the Federal PLUS program, parents are eligible to borrow on behalf of dependent undergraduate students. Loan funds may be used only to pay for students' educational costs.

Parents of dependent undergraduate students are eligible to borrow up to the student's annual estimated cost of attendance minus the estimated annual financial assistance.

The interest rate for Federal PLUS loans disbursed on or after July 1, 2010 is 7.9 percent. This is a fixed interest rate.

Federal Graduate PLUS Loan Program (for graduate students only): The Federal Graduate PLUS loan program makes loans available to pay for the costs of study at post-secondary schools. Under the Federal Graduate PLUS program, graduate students are eligible to borrow this credit-based loan on their own merit. Loan funds may be used only to pay for students' educational costs. If eligible, students may borrow up to the student's

annual estimated cost of attendance minus the estimated annual financial assistance.

The interest rate for Federal Graduate PLUS loans disbursed on or after July 1, 2010 is 7.9 percent. This is a fixed interest rate.

Federal Perkins Loan: This program provides a five percent interest loan to undergraduate and graduate students who demonstrate financial need. Depending on when the student applies, the student's level of need and the school's funding level, undergraduates may be awarded up to \$5,500 per year and graduate students may be awarded up to \$8000 per year. The loans are interest-free while the student is enrolled on at least a half-time basis. The maximum repayment period of 10 years, begins nine months after the student ceases to be enrolled on at least a half-time basis. Under certain federally approved circumstances, borrowers may defer loan repayment and/or have a portion of their loans cancelled. Borrowers should note both deferment and cancellation provisions when negotiating the loan. Recipients are selected by the University Office of Financial Aid in accordance with guidelines published by the Department of Education.

Health Professions Nursing Student Loan: The Health Professions Nursing Loan program provides low-cost loans for full and half-time nursing students. The loans have a nine-month grace period and are repayable over a 10-year period following completion of training at an interest rate of five percent per year. Recipients are selected in accordance with guidelines published by the Department of Health and Human Services.

### **State Sources of Aid**

State Grants All students are required to apply to their state grant program to determine any eligibility they may have for state funds. Applications for state grants are made by completing the Free Application for Federal Student Aid (FAFSA) by the deadline specified by their state

Pennsylvania Residents: The Pennsylvania Higher Education Assistance Agency (PHEAA) administers the state sponsored program that provides funds for full-time and some part-time undergraduate students who are Pennsylvania residents and demonstrate financial need as determined by PHEAA. Awards for the 2011-2012 academic year will range up to a maximum of \$4,120. The deadline for filing is May 1.

Pennsylvania residents may obtain additional information about the Pennsylvania state grant by contacting the PHEAA Grant Division at (800) 233-0557 or by accessing their web page at <http://www.pheaa.org/stategrants>.

New Jersey Residents: New Jersey residents may obtain grant funds to attend colleges in Pennsylvania on a very limited basis. New Jersey residents should contact their state agency for further information regarding their eligibility.

Higher Education Student Assistance Authority (HESAA)  
PO Box 545  
Trenton, NJ 08625  
(800) 792-8670 [www.hesaa.org](http://www.hesaa.org)

Other States: Students from other states may obtain state grant assistance to attend a college outside their state of legal residence on a limited basis. Non-Pennsylvania residents should contact their state agency for further information regarding their eligibility.

## **Jefferson Sources of Aid**

Thomas Jefferson University Grants and Loans: Grants and low interest loans are available to students who exhibit financial need and potential for academic achievement. Application for these funds is made by completing the Financial Aid Application process outlined previously in this section. Funding is limited and awarded on a first come- first served basis.

## **Additional Sources of Aid**

The University also administers a variety of private scholarship and loan programs for students who demonstrate financial need and/or meet the guidelines set forth by the benefactor. Students who complete the required TJU financial aid application process will be considered for the programs for which they meet the eligibility criteria. The number of recipients and the amount awarded will be determined by the level of available funding. The list of sources includes:

- Lawrence Abrams Health Professions Scholarship – for full-time nursing and allied health students who show promise of academic excellence and demonstrate financial need.
- Marguerite G. Barnett Memorial Student Loan – provides loan assistance to financially needy nursing students.
- Debra Bloom Lenhart Memorial Scholarship\* – awarded to a nursing student who demonstrates financial need. Preference is given to graduates of Cheltenham High School.
- Revelle Brown Fund – provides scholarship and/or loan assistance to needy students in all programs of study.
- Wilmer Bryer Nursing Scholarship – awarded to nursing students who demonstrate financial need.
- The Mollie M. and Abraham D. Caesar Foundation – awarded to nursing students who exhibit high academic achievement and demonstrate financial need.
- Joseph Carrow Scholarship – provides assistance to a financially needy nursing student.
- Thomas Jefferson University Alumni Scholarship – provides grant assistance to financially needy students in all programs of study.
- Dorothy Wayne Davis Memorial Nursing Scholarship\* – provides scholarship assistance to a nursing student who has demonstrated outstanding scholastic achievement.
- Dean’s Scholarship Program – provides \$5,000 - \$7,500 scholarship assistance for outstanding academic performance and potential for excellence in a health profession. Selection will be made by the Dean’s Scholarship Committee upon admission.
- Development Office Loan – provides loan assistance to financially needy students in all programs of study.
- Friends of West Park Hospital Scholarship - To provide scholarship support for students in Jefferson's graduate nursing program.
- Vera Gitlin Haberer Memorial Scholarship – provides assistance to a financially needy nursing student.

- William Randolph Hearst Scholarship for Minority Students\* – awarded to a minority student who exhibits high academic achievement and demonstrates financial need. Sponsored by the Hearst Foundation.
- Hamilton-New Jersey Student Aid Fund – provides scholarship and/or loan assistance to needy students in all programs of study. Preference is given to New Jersey residents.
- Mrs. Samuel M.V. Hamilton Student Aid Fund – provides scholarship and/or loan assistance to a needy student. A New Jersey resident from any program of study is eligible for consideration.
- James M. Large Fund – Low interest loan support for financially disadvantaged students
- McGovern Fund – provides assistance to financially needy students in all programs of study.
- Stanley & Audrey Merves Scholarship – provides grant assistance to students enrolled in any program. The recipients must be able to demonstrate need and high scholastic ability and be a resident of Philadelphia, Montgomery, Bucks or Chester County.
- Murdoch Family Scholarship – awarded to nursing students with high financial need.
- Mabel C. Prevost Scholarship – awarded to nursing students in the graduate program.
- PNC Bank Loan Fund – provides loan assistance to financially needy students in all programs of study.
- Helyn Long Romberg Scholarship – awarded to nursing students with high financial need and have a unique educational, career or life experience.
- Daniel L. Shaw, Jr., MD '47 and Arlene D. Shaw DN '44 Scholarship Fund – awarded to nursing students who make satisfactory academic progress towards their degree and exhibit the greatest financial need.
- Nora E. Shoemaker Nurses Scholarship – awarded to nursing students who exhibit financial need and have demonstrated outstanding scholastic achievement.
- Nurses Alumni Association Scholarship Fund – provides scholarship assistance to students pursuing nursing as a second career.
- Melba Snyder Student Loan – provides loan assistance to financially needy nursing students.
- Dorothea W. Walton Memorial Fund\* – awarded to a nursing student who demonstrates academic and leadership potential in nursing.
- 100th Anniversary of Nursing Scholarship – provides scholarship assistance to financially needy nursing students.
- Ruby Wilwerth Memorial Nursing Scholarship – provides assistance to financially needy nursing students.
- Samuel and Lois Wolf Scholarship – provides assistance to financially needy students in all programs of study.
- Margaret Fetsko Herbut, RN Nursing Scholarship Fund – provides scholarship assistance to financially needy nursing students who demonstrate academic competence and compassion for others.

- Marian B. Coutts Scholarship – Merit-based scholarships for undergraduate JSN students.
- Mary Ellen Horbacher Oldt Scholarship – provides scholarship assistance to deserving persons from Union Snyder and Northumberland PA counties.
- Carl & Evelyn Ay Sempier Scholarships – Scholarship assistance to nursing students.
- Dorothy Boehret Scholarship Fund – Provides support to nursing students based on both financial need and academic merit.

For information regarding deadlines and eligibility criteria, please visit the Nursing Department website at <http://www.jefferson.edu/jchp/nursing/schol.cfm> or contact the Nursing Department at (215) 503-8103.

\*Denotes that a specific application and/or additional requirements are necessary for those funds. Contact the University Office of Financial Aid for details.

### **Other Possibilities**

In addition to programs of aid previously described, financial assistance may be obtained from a wide variety of sources. Since application procedures and requirements differ greatly, it is not possible to provide specific information. In general, the student seeking potential sources of aid should refer to: 1) the University Office of Financial Aid webpage; 2) library publications; 3) parents' employers or labor unions; 4) fraternal, social, religious or professional organizations; 5) major organizations utilizing the skills of the field for which the student is preparing and 6) the Worldwide Web.

Students should investigate all sources of financial aid for which they may be eligible. The University Office of Financial Aid will provide assistance in completing any of these applications.

The Office of Financial Aid [webpage](#) also includes information on outside scholarship programs. Students may view this information at [www.jefferson.edu/financialaid](http://www.jefferson.edu/financialaid).

### **SATISFACTORY ACADEMIC PROGRESS POLICY FEDERAL TITLE IV PROGRAMS**

The Satisfactory Academic Progress Policy may be found in the 2011-2012 edition of the Jefferson School of Nursing Student Handbook.

### **Financial Aid Refund**

The financial aid refund policy may be found in the 2011-2012 edition of the Jefferson School of Nursing Student Handbook.

### **INQUIRIES**

Students who have additional questions or problems or who wish to schedule an appointment with a financial aid officer can write or call:

University Office of Financial Aid  
 Thomas Jefferson University  
 Room G-1 College Building  
 1025 Walnut Street  
 Philadelphia, PA 19107-5233

(215) 955-2867

E-mail: [Financial.aid@jefferson.edu](mailto:Financial.aid@jefferson.edu)

Website: [www.jefferson.edu/financialaid](http://www.jefferson.edu/financialaid)

Office hours are 8:30 a.m. to 5:00 p.m., Monday , Tuesday, Thursday, Friday;  
Wednesday 8:30 a.m. to Noon.

Thomas Jefferson University reserves the right to amend any information herein without prior notice to persons who might thereby be affected. Financial aid programs described herein are subject to change without notice due to changes in federal, state, local or institutional regulations of funding.

# Tuition and Fees

## **TUITION AND FEES**

2011-12 tuition and fee information for Jefferson School of Nursing programs is available at <http://www.jefferson.edu/registrar/tuition/>.

Fees are reviewed and revised annually; however, the University reserves the right to revise its fee structure at any time.

### **APPLICATION FEES**

The application fee for all undergraduate and graduate Nursing programs is \$25 for online application, which must be submitted with the student's application. The application fee is paid via NursingCAS. Applicants must also complete a Jefferson supplemental application with a corresponding \$25 fee.

### **ENROLLMENT DEPOSIT**

Upon acceptance to an undergraduate or graduate Nursing program, students are required to submit a non-refundable deposit of \$300.00 to reserve a place in the entering class. Deposit payments will be credited to the student's account and will be forfeited in the event of failure to enroll in the School at the scheduled date.

### **PART-TIME STUDENT TUITION AND FEES**

Students enrolled on a part-time basis (fewer than 12 semester credits in undergraduate programs) in special programs or individual courses are billed based on the total credits for which they have registered as specified on the tuition and fee website. All tuition and fees charged are due and payable at the date of registration.

Various services are included in the tuition fee for full-time students; however, for students enrolled on a basis other than full-time, these services are only available upon payment of the appropriate fees. For example, to have access to the Wellness Center, part-time students are required to pay an Activities Membership fee. Family memberships are also available to students' spouses, domestic partners or children. For more information, visit the Activities Office or call (215) 503-7743

### **CHALLENGE EXAMINATION/PORTFOLIO FEE**

Fees for optional challenge examinations that are not a part of the standard curricula will be charged in addition to the prevailing fee. Those that are taken in lieu of completing a prescribed course are not charged in addition to the prevailing fee. Challenge examinations are offered at the rate of \$50.00 per credit.

Students who submit a Portfolio for assessment of previous study or experiences will be charged a fee of \$100. An additional fee of \$100 per credit will be assessed for each credit awarded on the transcript.

### **OTHER EXPENSES**

Students will be advised of requirements for uniforms, equipment and other necessary expenditures for classroom and clinical experiences, as appropriate. Students must pay for other miscellaneous expenses such as bookstore bills, library fines and housing rentals.

Official transcripts are available through the National Student Clearinghouse, <http://www.jefferson.edu/registrar/transcripts.cfm>, at a charge of \$5.00 per copy for currently enrolled students and \$10.00 per copy for alumni and former students.

Lockers are available for student use throughout the academic year. There is a \$10.00 key deposit, which is refunded when the locker is vacated and the key is returned. Lockers are assigned by the Office of Student Life.

The University is not responsible for the loss or damage of personal property. The University reserves the right to deny grades, transcripts, promotions and diplomas to students who have not fully satisfied all financial obligations to the University.

### **JEFFERSON EMPLOYEE TUITION ASSISTANCE**

Through their benefits, full-time Jefferson employees (Thomas Jefferson University, Thomas Jefferson University Hospitals, Inc., and Jefferson University Physicians and Jefferson Health System member institutions (Main Line Health System [Paoli Memorial Hospital, Lankenau Hospital, Bryn Mawr Hospital, Bryn Mawr Rehab], and Frankford Health System) can receive tuition assistance that usually covers 100% of tuition expenses for courses taken through Jeff-at-Night.

#### **Jefferson Employees**

Upon completion of the 60-day waiting period, full-time, non-bargaining Jefferson employees are eligible to receive tuition assistance in the form of internal tuition support. Employees will receive financial support at the rate of 90% of eligible expenses for undergraduate courses up to a maximum of \$5,000 and 90% of expenses for graduate courses up to a maximum of \$7,500.

To qualify for employee tuition assistance, an employee must complete the course and receive a passing grade of C or higher. Employees who fail to do so will be required to reimburse the University. Employees who leave Jefferson employment voluntarily within 12 months of the completion of the course will be required to reimburse the University.

To receive tuition assistance, the employee must submit the appropriate form obtainable from the Human Resources Office and sign an agreement acknowledging that he or she will be fully responsible for these fees if he or she withdraws from the course(s) or does not receive a minimum grade of C.

No tuition assistance will be provided for courses taken on an audit basis. Similarly, fees for other charges, including graduation fees and late registration charges, are the responsibility of the student and will not be included in the Jefferson tuition assistance.

#### **Member Institutions of the Jefferson Health System**

Prospective student-employees of member institutions of the Jefferson Health System should contact the Human Resources Department of their respective institutions to obtain specific details of their tuition reimbursement policies.

#### **District 1199C and Local 830 Employees**

Employees who are members of District 1199C of the National Union of Hospital and Healthcare Employees may also be eligible for tuition assistance through the Union's Training and Upgrading Fund. Employees who are members of Local 830 are eligible for tuition assistance consistent with contract provisions.

### **Part-time Employees**

Depending upon their length of employment, part-time employees of Jefferson and Jefferson Health System member institutions are eligible for a 50-75% discount in tuition fees for most courses taken through Jeff-at-Night.

### **Non-eligible Employees**

Jefferson employees and employees of Jefferson Health System member institutions who are not eligible for tuition assistance may enroll in courses at their own expense.

### **TUITION PAID BY STUDENT'S EMPLOYER OTHER THAN THOMAS JEFFERSON UNIVERSITY**

A student may request deferment if participating in a tuition assistance program offered by an employer other than Thomas Jefferson University. To be eligible a student must complete the Tuition Deferment Form or provide a letter on employer letterhead stating the student's name, the exact amount of the tuition assistance, and a statement that reimbursement will be made directly to Thomas Jefferson University within three weeks of the last day of the term. A sample of the Tuition Deferment Form is included at the end of this section.

Payments may be submitted to the University Tuition Office 521 Scott Building, 1020 Walnut Street, Philadelphia, PA 19107, no later than the due date for the tuition bill.

### **BILLING**

Invoices for tuition and fees are mailed prior to each academic term; subsequent billing information is available on Banner Web. Payment in full (minus all verified financial aid) is due by the date indicated on the invoice. Payment in the form of cash should be made in person to the University Tuition Office. Payment by either check or credit card should be made on Banner Web. Payments sent by mail should be made payable to Thomas Jefferson University and sent to the following address: Thomas Jefferson University, P.O. Box 48226, Newark, NJ 07101-4826.

Balances that remain outstanding beyond the due date are subject to a late payment penalty of \$25.00 per month.

Students who do not satisfy their obligations in full will be refused registration and class attendance.

### **DEFERRED PAYMENT**

Students may enroll with Tuition Management Systems (TMS), the University's tuition payment services partner, to arrange to pay tuition in monthly installments. To participate, a student may contact TMS at 1-800-356-8329 or [www.afford.com](http://www.afford.com), or obtain information about this payment option at the University Tuition Office prior to the beginning of classes.

### **LATE REGISTRATION**

Late registration for classes may be permitted as space and other circumstances warrant. Registration made after the conclusion of the official registration period will require payment of a late registration fee of \$25.00.

## **CHANGES OF SCHEDULE: DROPPING AND ADDING COURSES**

Students who wish to revise their schedules after registration must complete a Drop/Add Form and return it with the appropriate signatures to the University Office of the Registrar by the deadline published in the Academic Calendar. During the fall and spring semesters, the Drop/Add period is two weeks. In accelerated terms like the summer sessions, it is proportionately less.

Prior to changing their schedules, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

Students who are matriculated in a baccalaureate, master's, doctoral or post-baccalaureate certificate program are not permitted to drop all courses in a term without obtaining an approved Leave of Absence or withdrawing from the College, and they will be subject to the refund policy as described below.

Students who stop attending classes without filing the required Course Drop form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course drop.

## **COURSE WITHDRAWAL**

Following the conclusion of the Drop/Add period, a student who wishes to withdraw from a course must obtain the appropriate form from the University Office of the Registrar and secure the appropriate signatures. A student who is authorized to withdraw from a class prior to the date published in the Academic Calendar will receive a grade of W. A student who withdraws from the class after the date published in the Academic Calendar will receive a grade of WP (Withdrew-Passing) or WF (Withdrew-Failing), depending upon the level of work at the time of withdrawal.

Prior to withdrawing from courses and/or the College, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have on their eligibility for aid or deferments on payment of student loans.

Students who stop attending classes without filing the required Course Withdrawal form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course withdrawal.

**REFUND POLICY** (The Refund Policy is under review. Any changes will be posted when confirmed.)

A student who withdraws from or is dismissed from the School for unsatisfactory academic or clinical performance, or who is granted a leave of absence, will be eligible for a refund of tuition paid for the prevailing term in accordance with the following schedule:

Separation Within:	Applicable Refund
First and second week of classes	75%
Third and fourth week of	50%

classes  
Fifth week and thereafter                      0%

A class week is defined as the seven-day period beginning on the first class day of an academic term, not the first day in actual attendance by a student. For summer sessions and other accelerated terms, the percentage of refund is pro-rated proportionately according to the length of the academic term. The effective date of separation shall be the date on which the student files a written request for withdrawal or leave of absence in the University Office of the Registrar. A student who is suspended or dismissed because of violation of School regulations shall receive no refund.

Students who receive Jefferson Employee Tuition Assistance are subject to the terms defined in that policy, which include full payment of tuition fees for any course from which the student withdraws or fails to earn a final grade of C or better.

To be granted a withdrawal or leave of absence, a student must first complete the required procedure as defined in the Academic Regulations section of this Catalog and must have fully satisfied all financial obligations of the University.

# Academic Regulations

## **REGISTRATION POLICIES AND PROCEDURES**

Students are responsible for becoming familiar with and observing the academic regulations and requirements of the School in all matters of course registration, changes in registration (dropping and adding courses), transfer of credit, withdrawal from courses and/or from the School, and other pertinent regulations for individual programs of study that may affect academic progress and eligibility to graduate.

Prior to each registration period, students are provided with detailed instructions and materials for registration. With the assistance and guidance of their faculty advisors, students matriculated in degree or certificate programs must register for classes according to the schedule as published in the Academic Calendar. Any registration made after the conclusion of the official registration period will require payment of a late registration fee of \$25.

Completion of registration in accordance with instructions issued by the University Office of the Registrar is a prerequisite to class attendance. A student is not considered registered for class until all appropriate scheduling processes have been completed, all fees have been paid on or before the payment date for each academic term, and all Jefferson School of Nursing matriculation requirements have been satisfied.

## **ACADEMIC CREDIT**

Academic credits are awarded on the semester-hour basis. The primary School calendar consists of two 15-week semesters, including final examinations, as well as multiple summer sessions of variable length. On this calendar, a lecture course normally meets for the equivalent of one 55-minute class period per credit hour each week. While the distribution of time varies from course to course, a three-credit lecture course typically meets for the equivalent of three 55-minute periods each week. A one-credit laboratory meets for the equivalent of at least two 55-minute periods per week, and a one-credit clinical or practicum course meets for the equivalent of at least three 55-minute periods.

## **CREDIT BY EXAMINATION**

Academic credit may be awarded on the basis of acceptable scores in the following testing programs according to norms established by the University: the Advanced Placement Program (AP) and the College Level Examination Program (CLEP) sponsored by the College Board. Students who have received college credits at their previous institutions on the basis of the College Board AP Examinations may transfer these credits to the School.

Credits will be awarded only for examinations that meet the minimum score requirement and which are applicable to the degree/certificate requirements of the student's program of study. Prior to taking a CLEP Examination, students should consult with the Office of Admissions to confirm applicability of the test to the degree/certificate program requirements. No credit will be awarded for examinations that duplicate content of courses for which credit has already been earned.

### **Credits Awarded for CLEP Examinations**

Computer Based Testing (CBT)\* and Paper and Pencil Testing

Minimum Score	Semester Credits
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**Business**

Accounting, Principles of	50	6
Business Law, Introductory	50	3
Information Systems and Computer Applications	50	3
Management, Principles of	50	3
Marketing, Principles of	50	3

Minimum Semester  
Score Credits

**Composition and Literature**

American Literature	50	6
Analyzing & Interpreting Literature	50	3
English Composition (with or without Essay)	50	6
English Literature	50	6
Freshman College Composition	50	6
Humanities	50	6

Minimum Semester  
Score Credits

**Foreign Languages#**

French Language, Level 1	50	3
French Language, Level 2	62	6
German Language, Level 1	50	3
German Language, Level 2	63	6
Spanish Language, Level 1	50	3
Spanish Language, Level 2	66	6

Minimum Semester  
Score Credits

**History and Social Sciences**

American Government	50	3
Educational Psychology, Introduction to	50	3
History of the United States I: Early Colonization to 1877	50	3
History of the United States II: 1865 to Present	50	3
Human Growth and Development	50	3
Macroeconomics, Principles of	50	3
Microeconomics, Principles of	50	3
Psychology, Introductory	50	3
Social Sciences and History	50	6
Sociology, Introductory	50	3
Western Civilization I: Ancient Near East	50	3

to 1648		
Western Civilization II: 1648 to Present	50	3

Minimum Semester  
Score Credits

**Science and Mathematics**

Biology	50	8
Calculus	50	3
Chemistry	50	8
College Algebra	50	3
College Mathematics**	50	3
Natural Sciences	50	8
Precalculus	50	3

\*CLEP Examinations are offered in computer-based format only.

\*\*May be used to fulfill general School mathematics requirement only. Credit for algebra and trigonometry available only through the subject examinations.

#No credit awarded for native speakers of the Foreign Language.

Applicants may obtain details about CLEP tests by writing:

Office of Admissions  
Thomas Jefferson University  
130 S. 9th Street, Suite 100  
Philadelphia, PA 19107-5233

After matriculation in the School, students may not receive credit for a CLEP test without the advance written approval of the School Dean.

**CHALLENGE EXAMINATIONS/PORTFOLIO ASSESSMENT**

Students may earn academic credit for any undergraduate course for which a challenge examination is available. Each academic department/school determines the courses for which challenge examinations may be made available and schedules the examinations. A challenge examination is equivalent to a comprehensive test of the subject matter covered in a semester-long course.

Eligibility requirements and registration procedures may be found in the Student Handbook.

Students who have been admitted to the RN-BSN option may be awarded credit for previous study or experiences that can be validated through portfolio assessment. Students may prepare portfolio assessments for Community Health Nursing and/or Advanced Concepts of Nursing Leadership. Courses may be submitted for portfolio credit for a total of no more than 12 credits. Guidelines for preparation of the portfolio are available from the Jefferson School of Nursing. A fee is assessed for evaluation of the Portfolio and for posting credit, if awarded.

## **AUDITING**

An undergraduate student may audit a course with the written permission of the instructor. The student must register for the course during the registration period and pay the regular course fee. The registration for any course may not be changed from audit to credit or vice versa after the first week of class.

## **INDEPENDENT STUDY**

Upon completion of one academic term, students in good standing who achieve a minimum grade point average of 2.00 in undergraduate programs or 3.00 in graduate programs may be eligible to enroll in an independent study course (listed under course descriptions as Course Number X99). Independent study provides students with the opportunity to explore under faculty supervision an area or topic not included in the formal curriculum, with emphasis on individual study and research.

Eligible students must obtain faculty sponsorship. Objectives, settings, implementation strategies, preceptor ship and evaluation criteria are the responsibility of the student and School faculty. A course approval form, available in the University Office of the Registrar or School offices, signed by the faculty advisor and the School Dean, must be submitted at the time of registration for the semester in which the independent study course will be taken.

Students may earn a maximum six semester credits through independent study during their entire program. The number of credits that may be earned in a given term is determined by each School but may not exceed four semester credits. The minimum qualifying grade point average and the number of students permitted to enroll in independent study in a given term are subject to School restrictions.

## **REPEATED COURSES**

With the approval of the School Dean, students may repeat a course in which they received a grade lower than C- for undergraduate students, or C+ or lower for graduate students, or courses from which they had withdrawn. When a course is repeated, the initial credits attempted, credits earned and quality points are excluded from the calculation of the grade point average. The initial course grade remains on the transcript in all cases.

Students are unable to repeat NU 209 or NU 414 in accordance with the Plan for NCLEX-RN Success as outlined in the JSN Student Handbook.

Generally, neither employee tuition benefits nor financial aid will cover the cost of a repeated course.

## **CHANGES OF SCHEDULE: DROPPING AND ADDING COURSES**

Students who wish to revise their schedules after registration must complete a Drop/Add Form and return it with the appropriate signatures to the University Office of the Registrar by the deadline published in the Academic Calendar. During the fall and spring semesters, the Drop/Add period is two weeks. In accelerated terms like the summer sessions, it is proportionately less.

Prior to changing their schedules, students receiving financial assistance should consult with the University Office of Financial Aid to determine what effect the change may have

on their eligibility for aid or deferments on payment of student loans.

Students who are matriculated in a baccalaureate, master's, doctoral or post-baccalaureate certificate program are not permitted to drop all courses in a term without obtaining an approved Leave of Absence or withdrawing from the School, and they will be subject to the refund policy as described below.

Students who stop attending classes without filing the required Course Drop form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course drop.

### **COURSE WITHDRAWAL**

A student who wishes to withdraw from a course must obtain the appropriate form from the University Office of the Registrar and secure the appropriate signatures. A student who is authorized to withdraw from a class prior to the date published in the Academic Calendar will receive a grade of W.

A student who withdraws from the class after the date published in the Academic Calendar will receive a grade of WP (Withdrew-Passing) or WF (Withdrew-Failing), depending upon the level of work at the time of withdrawal. No credits or quality points are given for either grade; however, the grade of WF is included in the calculation of the student's grade point average as a course failure. In order to receive credit for a course from which a student has withdrawn the student must re-register for the course in a subsequent term.

Students should also see the Refund Policy governing course withdrawal and/or the Employee Tuition Assistance Policy located in the Tuition and Fees section of this Catalog.

Students who stop attending classes without filing the required Course Withdrawal form will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course withdrawal.

### **ATTENDANCE REGULATIONS**

Attendance is required in all classes for which a student is registered. These requirements and the objectives and the anticipated outcomes of the course shall be clearly outlined by the instructor at the beginning of each course. **STUDENTS WHO HAVE AN OUTSTANDING TUITION BALANCE ARE NOT PERMITTED TO ATTEND CLASSES.**

### **HONOR CODE**

The Thomas Jefferson University Honor Code was implemented in fall 2007. New students are asked to read, sign and return the document to the Office of Student Life.

The complete text of the Thomas Jefferson University Honor Code is available at

<http://www.jefferson.edu/jchp/JCHPHonorCode.cfm>

### **STUDENT CONDUCT**

All students of Thomas Jefferson University are expected to comport themselves with respect for fellow students, faculty and employees of the University. Further, they are expected to uphold the high standards of conduct within the health professions. Specific

policies relating to student conduct may be found in the Jefferson School of Nursing Student Handbook.

### **EXAMINATIONS**

Final examinations are held at the end of each academic term, within a period specified by the Academic Calendar. All students are required to take them. In addition, mid-term examinations, quizzes, special papers and so forth are given at the discretion of the instructor.

The final grade assigned by the instructor at the end of the term will be the grade for the course.

### **GRADING SYSTEM AND GRADE REPORTING**

At the close of an academic term, each instructor assigns a letter grade indicating the quality of a student's work in the course.

Following is a description of the grading system. Note that the minimal grade required for satisfactory performance in a given course is determined by the academic regulations governing the particular program (e.g., undergraduate vs. graduate). Students should consult the appropriate section in this catalog and the JSN Student Handbook for specific criteria and policies governing progression in the program.

#### **Grades included in the Numeric Quality Grade Point Average (GPA) Calculation Range Points**

At the close of an academic term, each instructor assigns a letter grade indicating the quality of a student's work in the course.

Following is a description of the grading system, including the quality points assigned for use in the calculation of the grade point average (GPA). Note that the minimal grade required for satisfactory performance in a given course and for progression in the program are determined by the academic policies governing the particular program. For example, in some programs the minimal passing course grade is a C or C-. Depending on the program, failure to achieve the minimal passing grade may result in dismissal or academic probation with the requirement of repeating the course.

Students should consult the appropriate section in the catalog and the JSN Student Handbook for specific criteria and policies governing progression in the academic program in which they are enrolled. Additionally, some academic units publish detailed special program requirements in a supplemental department/school student handbook. In such cases, provisions of the department/school handbook will govern. A copy of the handbook is posted in the respective academic unit's section on the School's website.

<b>GRADE</b>	<b>Quality Points</b>
A+	4.0
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
WF*	0.0

<b>GRADES NOT CALCULATED IN the GRADE POINT AVERAGE (GPA)</b>		
AU	Audit	Instructor permission required; no credit awarded.
CR	Credit	Awarded for successful completion of a challenge examination.
I	Incomplete	Awarded only when the student has done course work at a satisfactory level. Failure to remove an incomplete grade prior to the end of the 6th week following the conclusion of the final exam (or as determined by the department if the course is a pre-requisite) will result in a grade of F.
IP	In Progress	Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., selected clinical practica). The final course grade and credit are awarded in the term of completion.
N	No Credit	When it is impossible to complete work in a given course, the student may submit a written application for a grade of N, within one academic term, through the instructor to the Dean. If the request is approved, the student will be awarded a grade of N. No credit is awarded.
NC	No Credit	Did not achieve passing score on a challenge examination.
P	Pass	Satisfactory completion of a course graded on a Pass/Fail basis.
T	Transfer Credit	Transfer credit awarded.
UP	Unsatisfactory	Awarded only when a student has done

	Progress	coursework at an unsatisfactory level that requires remediation. Failure to remove a UP grade prior to the designated timeframe determined by the Department or School will result in a grade of F.
W	Withdrawal	Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of <b>W</b> . After the deadline, a student who withdraws receives a grade of <b>WP</b> (Withdrawn Passing) or <b>WF*</b> (Withdrawn Failing), depending upon the level of performance in the course at the time. WF is calculated in the student's GPA.
WP	Withdrawn Passing	

### Grade Point Average Calculation

The grade point average (GPA) is computed in the following manner:

1. Multiply the number of Quality Points (QP) for each grade by the Credit Hour value assigned to each course attempted.
2. Divide the sum of these products by the total number of credits attempted.

The cumulative GPA is based on the grades earned in all courses taken at Jefferson except for the following circumstances:

#### *Repeated Courses*

With the approval of the School Dean, a student may repeat a course and have the initial credits attempted, credits earned, and quality points excluded from the GPA. The original course grade remains on the transcript in all cases.

#### *Admission to a Second Program*

A graduate of one program of the University who is admitted to a second program has a cumulative GPA for the second program computed only on the grades earned in courses taken after the completion of the first program.

### Change of Grade Reporting

To change a grade, the instructor must complete and submit a change of grade report, which may be obtained in the University Office of the Registrar or in the School office. For grade changes other than that of I (Incomplete) or correction of a miscalculated grade, the instructor must submit for the approval by the School Dean the reason for the change together with the signed endorsement of JSN's Senior Associate Dean for Academic Affairs.

### Grade Appeal

Students who have reason to believe that a grade has been inappropriately assigned may request a review of the grade in accordance with the provisions of the Grade Appeal Protocol, which is published in the Jefferson School of Nursing Student Handbook.

Students who plan to appeal a grade are encouraged to contact the Associate Dean for

Student Affairs in the School or the Office of Student Life for assistance and to obtain the required form to file an appeal.

### **Appeal Process for Dismissal Due to Unsafe Clinical Performance**

The process for appealing a departmental decision to dismiss due to unsafe clinical performance may be found in the Jefferson School of Nursing Student Handbook. Students who plan to appeal a dismissal are encouraged to contact the JSN Associate Dean for Student Affairs for assistance and to obtain the required form to file an appeal.

### **ACADEMIC STANDING**

To be considered in good academic standing, the student must maintain a minimum cumulative grade point average of 2.00 in undergraduate programs and 3.00 in graduate programs, and satisfy the special program requirements of the School.

### **HONORS**

#### **Dean's List (Undergraduate Programs)**

At the end of each academic term, recognition on the Dean's List for Distinguished Academic Achievement is awarded to those students matriculated in undergraduate programs with at least 12 credit hours per semester who have achieved a minimum grade point average of at least 3.50 for the term.

#### **Academic Honors at Graduation (Undergraduate Programs)**

To graduate with honors from the School, a student enrolled in undergraduate programs must:

- complete a minimum of 60 credits in a bachelor's degree program or 30 credits in an associate degree program
- earn at least 50% of these credits in graded courses (non-Pass/Fail)
- achieve a cumulative grade point average as follows:
  - Cum Laude 3.50
  - Magna Cum Laude 3.70
  - Summa Cum Laude 3.85

The GPA is calculated on grades earned in Jefferson courses only. Transfer courses are not included.

### **GRADUATION**

A student must complete the specific total credits and course requirements in the major program of study and achieve a cumulative grade point average of at least 2.00 in undergraduate programs or 3.00 in graduate programs on all attempted work to qualify for graduation from the University. Full-time students are required to complete their course of study within three years of the date of matriculation. Part-time students and students enrolled in the RN-BSN program options are required to complete their course of study within five years of the date of matriculation. An extension may be granted in the event of extenuating circumstances, such as a documented serious illness.

#### **Residence Requirements for Graduation**

Except for MSN students with a prior master's degree, a student must earn a minimum of 30 semester credits on campus immediately preceding graduation for a degree to be conferred.

### **Application for Graduation**

Commencement Exercises are held once each year, following the conclusion of the spring semester. Students who expect to meet the requirements for graduation in a given year **must** file an online application as instructed by the University Office of the Registrar no later than the deadline published in the Academic Calendar.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements. Students completing at the end of the prior Fall Semester, end of Spring Semester, or who are expected to complete by the end of the Summer Semester immediately following Commencement, may participate in the current year's graduation ceremony.

A student who does not qualify for graduation in time for Commencement Exercises may participate in the next academic year's graduation program.

### **ACADEMIC PROBATION AND DISMISSAL**

Students who do not maintain a minimum 2.00 cumulative grade point average in undergraduate programs or a 3.00 cumulative grade point average in graduate programs will be placed on School academic probation for one semester. If a student is enrolled in courses totaling fewer than 12 undergraduate credits or nine graduate credits during the subsequent semester, the probationary period will be extended to two semesters.

At the end of the probationary period:

- The student achieves the minimum cumulative grade point average and is reinstated in good standing, or
- The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the School for academic underachievement, or
- In extraordinary cases, where the student has made significant progress toward achieving the minimum grade point average, the Senior Associate Dean for Academic Affairs may recommend granting one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum (2.00 in undergraduate programs, 3.00 in graduate programs), the student is dismissed for academic underachievement.

Actions related to the academic probation and dismissal must be reviewed by both the Student Promotion and Progression Committee and the Office of the Dean before action can be taken.

Students who fail to meet school regulations pertaining to academic standing will be placed on School probation or be dismissed and are subject to the policies regarding progression within the School to regain or retain student status. School actions regarding academic probation and dismissal require the review of the appropriate faculty committee within the School.

Any student dismissed from or required to withdraw from the School because of academic underachievement, and subsequently readmitted to the School, must achieve a semester grade point average of 2.00 in undergraduate programs or 3.00 in graduate programs for the semester in which he or she was readmitted. If the student fails to do so,

he or she will be dismissed. Furthermore, if such a student has a cumulative grade point average of less than the minimum stipulated at the end of the semester in which he or she was readmitted, he or she must raise the cumulative grade point average to the minimum by the end of the following semester or be dismissed. Any student who is readmitted with special student status may be exempted from the guidelines in this paragraph; that student will be held responsible for meeting the criteria of academic performance established by the School.

### **CLINICAL PROBATION AND DISMISSAL**

Because patient well-being is a major concern of the University, it is necessary that certain actions be taken when a student's clinical practice poses a potential threat to patient health, welfare or safety. Therefore, students are subject to the School's specific regulations governing clinical practice and may be placed on probation by the School and/or recommended for dismissal from the School for unsafe clinical behavior as defined by the School. The specific regulations are contained in the Jefferson School of Nursing Student Handbook distributed to students at the beginning of the academic year.

School recommendations for clinical dismissals are subject to the approval of the Student Promotion and Progression Committee within the School.

Students who wish to appeal a decision of clinical dismissal may do so by following the provisions of the Grade Appeal Protocol.

### **SPECIAL STUDENT STATUS**

Students may be accorded special student status under the provisions of the School. This status may be granted only with permission of the School Dean for those students who, due to unusual circumstances, are unable to meet the prescribed requirements of a program. Under these circumstances, a written agreement is developed outlining the provisions of the program. Specific School regulations may be modified or waived to permit these students to achieve the goals of that program, provided that the affected regulations are cited in the agreement.

### **STUDENT STATUS CHANGE FORM**

Students must complete a Student Status Change form for the following: change in status from full-time to part-time or part-time to full-time; change in program track; request for leave of absence; or withdrawal from the School. This form is available from the University Office of the Registrar.

### **LEAVE OF ABSENCE**

When personal circumstances make a temporary absence from the academic program advisable and when an intent to return is evident, a leave of absence may be granted to students matriculated in a degree or post-baccalaureate certificate program who file the Student Status Change Form available in the University Office of the Registrar. Permission of the School Dean or the Associate Dean for Student Affairs is required. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. A student who has been placed on academic probation and is

subsequently granted a leave must satisfy the terms of the probation upon returning.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

Students who fail to return to the program at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the School.

### **WITHDRAWAL FROM THE SCHOOL**

A student may initiate withdrawal from the School by due notice if not subject to dismissal because of failure or disciplinary action. If a withdrawal is initiated, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

In order to withdraw, the student must obtain a Student Status Change Form in the University Office of the Registrar. The date on which the form is filed, and not the date of the last class attendance, is considered the official day of withdrawal.

A student matriculated in a degree or post-baccalaureate certificate program who fails to enroll for more than two consecutive semesters without having been granted a leave of absence will be given an administrative withdrawal.

A student who withdraws voluntarily or who is administratively withdrawn from the School must reapply to the Office of Admissions to re-enroll. If readmitted, the student is subject to the academic and curricular requirements in place at the time of readmission.

### **RE-ADMISSION OF FORMER STUDENTS**

Students withdrawn or dismissed from the School may, within two years of the dismissal or withdrawal, re-apply directly to the School by submitting a written request directly to the School Dean. All others wishing to continue their studies must reapply through the Office of Admissions.

### **TRANSCRIPTS**

Thomas Jefferson University has authorized the National Student clearinghouse to provide transcript ordering privileges via the Web, using any major credit card. To order a transcript, please access: <http://www.jefferson.edu/registrar/transcripts.cfm>.

Official transcript requests carry a processing charge of \$5.00 per copy for currently enrolled students and \$10.00 per copy for alumni and former students. Although transcripts are normally processed within five working days, students should allow for a processing time of 10 working days, particularly during peak periods such as registration, drop-add, grade reporting and commencement. The University reserves the right to deny transcript requests of students who have not fully satisfied all financial obligations to the University.

### **SOCIAL MEDIA POLICY**

Social media websites are used increasingly by University departments, students and employees, and these communications tools have the potential to create a significant

impact on professional and organizational reputations. In light of this, it is important that you are familiar with the University's Social Media Policy, which is printed below:

### **Purpose and Policy**

Thomas Jefferson University and its affiliated entities ("Jefferson") respects the rights of its students, faculty, staff, employees, contractors, consultants, temporary employees, guests, volunteers and other members of the Jefferson community ("Jefferson Users") to use social networking sites (e.g., Face Book, My Space, and You Tube), personal Web sites, Weblogs, and Wikis such as Wikipedia and any other site where text can be posted ("Social Media").

Use of Jefferson owned or provided computer hardware, software and other equipment which support and facilitate voice mail, electronic mail and access to the Internet ("Electronic Communications") are the property of Jefferson. Accordingly, Jefferson Users must adhere to the Electronic Communications and Information Policy, Number 102.27, when using Electronic Communications to post text on social networking sites.

If a Jefferson User chooses to identify himself or herself as an employee/student/faculty/guest/volunteer/temporary employee/or other member of the Jefferson community when using Social Media for personal use, others may view the Jefferson User as a representative or spokesperson of Jefferson. In light of this possibility, Jefferson recommends that Jefferson Users not refer to Jefferson.

If the use of Social Media by a Jefferson User relates to the business/mission of Jefferson, this Policy requires the Jefferson User to observe the following guidelines.

- To create Social Media related to the business/mission of Jefferson, please obtain prior written approval from your Dean, JUP Executive Director, Hospital Senior Vice President, or Kimmel Cancer Center Director. Please be aware that this type of Social Media is not an open forum and postings must be related to Jefferson's mission. Assign one or more administrator(s) who are the only person(s) in charge of reviewing and approving content to be posted to the Social Media. To obtain approval for use of the Jefferson name or logo on Social Media, follow the Trademark Policy and include the name(s) of the administrator(s) for the Social Media on the Trademark Request Form.
- Jefferson Users should be respectful in all communications related to or referencing Jefferson and its community. Be clear in any references to Jefferson that you are speaking for yourself and not on behalf of Jefferson, unless it is Jefferson created Social Media.
- If not otherwise publicly available, obtain the prior written approval of others of whom you wish to cite, reference and/or post a picture.
- Jefferson Users should discuss internal matters directly with a manager, Human Resources, or through other appropriate, internal channels, such as the University Omnibusman, or Office of Student Affairs.
- Remember that all Jefferson Policies apply to the use of Social Media. Jefferson Users should review the appropriate Code of Conduct, Student Handbook, Operating Policy, Hospital Procedure and/or School/College Bylaw to ensure the use of Social Media is compliant.
- Remember that all applicable federal, state or local laws, such as (but not limited to)

patient privacy laws or copyright laws, apply to the use of Social Media.

- Jefferson Users may not post or disclose confidential or other proprietary information of Jefferson.
- Jefferson Users who are contacted by a Social Media page/channel/site for comments or authorization to use Jefferson owned or controlled material, must: (i) contact Public Relations at 5-6300, (ii) follow Public Relations' policies and (iii) secure the necessary approvals for comments and/or authorization to use Jefferson owned or controlled material.

### **Enforcement**

Any Jefferson User found to have violated this Policy may be subject to appropriate disciplinary action, up to and including dismissal.

### **Modification of Policy**

Jefferson reserves the right to revise this Policy at any time.

### **Interpretation and Administration**

The Office of University Counsel shall be responsible for the interpretation of this Policy and the Office of the University President and the Office of the Director of Communications shall be responsible for the administration of this Policy.

### **STUDENT IDENTIFICATION CARDS**

Photo identification cards, which are issued to all students, must be carried at all times on campus and in hospital facilities. Students will be notified of a date and time to have their identification cards made.

The initial ID card is provided at no charge. A replacement fee of \$15 will be charged for any card that replaces the initial card. If a student's identification card is lost or damaged, replacement cards can be obtained from the Photo ID Center located in the Jefferson Bookstore at 1009 Chestnut Street. The Photo ID Center is open during store hours from 7:00 am to 5:30 pm Monday through Friday and from 9:00 am to 1:00 pm on Saturday. For more information call (215) 955-7942.

### **STUDENT DIRECTORY**

For the sole convenience of the University community, a student directory is available on the University website: <http://pulse.jefferson.edu>. The directory includes local and home addresses, telephone numbers and photographs of all students registered as of the fall academic term.

Students wanting directory information withheld should notify the University Office of the Registrar in writing within two weeks of each year's initial academic enrollment.

### **CHANGE OF INFORMATION**

Any change of student information with regard to name, address, marital status, telephone number, etc., should be reported immediately to the University Office of the Registrar. In order for the institution to mail pertinent information to students, the most current address must be available. Other information, such as course schedules and final grades are available on the BANNER Student Website.

Students may update their mailing addresses and telephone numbers directly on the website by visiting <https://banner.jefferson.edu>. To change a name on a student's academic record, the University Office of the Registrar must have proper documentation, such as a copy of a marriage certificate or a court order.

## **CONFIDENTIALITY OF STUDENT RECORDS**

Student records are held by the University in joint agreement with the student and the University for the benefit of the student. In such an agreement, the student's records are the property of the University but may be released upon the written request of the student. The records of the student are held in trust by the University and are maintained in a confidential manner.

## **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

The Family Educational Rights and Privacy Act of 1974 (more commonly known as "FERPA") is a federal law that affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students must submit to the University Director of Student Records a written request that identifies the record(s) they wish to inspect. The University Director of Student Records will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University Director of Student Records to whom the request was submitted, the student shall be advised of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. A written request must be made to the University official responsible for the record; clearly identifying the part of the record they want changed, and specifying why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- 3 The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One of the exceptions that permit disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor or collection or servicing agent); a person serving on the Board of Trustees; or a student

serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University, at its discretion, may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thomas Jefferson University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC, 20202-4605

The University, at its discretion, may provide directory (public) information in accordance with the provisions of the Act to include: the student's name, address, telephone listing, date and place of birth, major field of study, academic schedule, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, identification photo, University e-mail address, campus key and previous educational institutions attended by the student. Students wanting directory information withheld should notify the University Director of Student Records in writing within two weeks of each year's initial academic enrollment.

Revisions and clarifications will be published as experience with the law and the University's policy warrant.

# Student Services

## **STUDENT SERVICES**

Student programs at Jefferson offer a variety of educational, recreational and social experiences to involve the entire student body. Programs during the academic year include events to accommodate diverse student interests through balance and variety, providing opportunities for personally meaningful social learning situations and allowing for flexibility in student programming. The programs are planned and implemented by students, together with administration and faculty. Programs are generated by many sources: student organizations; committees of the college and schools; and students, faculty, administration and alumni.

## **ORIENTATION PROGRAMS AND WELCOME DAY**

The Office of Student Life is responsible for coordinating the orientation of incoming students. Completion of the Orientation program is mandatory. The in-person Orientation program consists of the following elements: academic department/program information, campus safety and security, Jefferson policies and the Honor Code, overview of Jefferson, purchasing of uniforms and required supplies, taking picture for Jefferson ID badge, university services presentation, as well as the opportunity to meet with representatives from various University Offices. In order to better meet the needs of some of our special populations, we have established an online orientation that provides comparable information and training to what students would experience in person.

Welcome Day typically takes place the day before the start of the fall semester. This program is coordinated through the individual academic areas. The presentations given at Welcome Day will build upon the knowledge students have already gained through attending the Orientation program. This second component to students' overall orientation to Thomas Jefferson University is designed to provide the means for a successful start to our students' educational endeavors.

## **COUNSELING AND ADVISING**

The Student Personal Counseling Center (SPCC) offers crisis consultation, individual counseling, couples counseling, group therapy, and psychiatric consultation for students. There are many concerns that may lead a student to seek counseling including stress, anxiety, depressed mood, relationship problems, and academic issues. The SPCC staff encourages students to come in and talk even if they are not sure that counseling is what they need.

All Thomas Jefferson University students are eligible for three visits without charge at the SPCC. Some students may resolve their concerns during the initial three sessions and decide that no further sessions are required. Some students decide to see a SPCC counselor on an ongoing basis. For students who desire or need ongoing support, SPCC counselors are in network with a limited number of insurance providers.

Students interested in making an appointment should call and leave a confidential voicemail with their name and contact number. A SPCC counselor will conduct a brief and confidential telephone screen to gather some basic information that will allow for a timely matching of services, based upon a student's individual needs. All information shared during counseling is confidential. No one outside the SPCC may have access to the specifics of counseling sessions without the prior written permission of the student, except in situations where there is a threat or danger to life.

**Urgent Situations:** SPCC counselors and psychiatrists are available for in-person crisis intervention between 9:00 a.m. and 5:00 p.m.. After hours, all students experiencing an emergency should call 911 or go to the nearest emergency room. On-campus students should go to the Thomas Jefferson University Hospital Emergency Room, located in the Main Hospital Building at 10th and Sansom (215-955-6060) and ask to speak to the Psychiatry Resident On-Call. Dr. Nobleza is also available after hours for urgent phone consultations for students by calling the SPCC phone number at 215-503-2817 and then dialing '1' and then '0.'

**ACADEMIC SUPPORT SERVICES CENTER FOR STUDENT DEVELOPMENT**  
Academic Support Services offers services free of charge to matriculated students of the Jefferson Schools. One-on-one consultations, as well as workshops, are available on such topics as study strategies, test-taking, time management, textbook reading and other academic skills. Academic Support Services houses the Schools' Writing Center, where students can find assistance with any aspect of writing, including APA and AMA formatting.

## **STUDENT HEALTH SERVICES**

### *Location and Hours*

University Health Services (UHS) is open to all students enrolled at Thomas Jefferson University. UHS is located in Suite 205, 833 Chestnut Street. The hours of operation are Monday through Friday 7:30 a.m. until 4:00 p.m. It is closed for a staff meeting on Thursdays only from 12 noon until 1:00 p.m. During evenings and weekends, students should report to the Emergency Department if an urgent medical problem arises. Any charges incurred by such visits will be billed to the student's insurance. The UHS Web site may be accessed at [www.jefferson.edu/uhs](http://www.jefferson.edu/uhs).

### *Staff*

The UHS medical staff consists of two nurse practitioners, a physician and three nurses. The secretarial staff is available to assist with immunization records and health

information. UHS coordinates psychiatric care through the Student Personal Counseling Center. See below for details about psychiatric services.

### *Immunization Requirements*

UHS is required to comply with the infection control policies of the Hospital Infection Control Committee and the Commonwealth of Pennsylvania. UHS has developed a tier system that outlines requirements for each school. Depending on tier placement, students may be required to complete a student health form prior to attending the university. This consists of a medical history and up-to-date immunizations for measles, mumps, rubella, varicella (chicken pox), Tdap (tetanus, diphtheria, acellular pertussis), influenza, and hepatitis B. A physical exam performed by the student's physician no longer than one year prior to enrollment is mandatory for some students. For a list of requirements for your program, please refer to the UHS web site at [www.jefferson.edu/uhs](http://www.jefferson.edu/uhs) and click on Incoming Students.

### *Services and Costs*

#### **Episodic Care**

General medical problems may be addressed at UHS on a walk-in basis. Walk-in hours are Monday through Friday 7:30 a.m. – 11:00 a.m. and 1:00 p.m. – 3:30 p.m.

#### **Evaluation of Potentially Infectious Illnesses**

Students with potentially infectious illnesses should report to UHS for an evaluation prior to reporting to their clinical rotations. Questions regarding any exposures to illnesses, i.e. varicella (chicken pox or shingles), influenza, tuberculosis, viral conjunctivitis, may be addressed by calling (215) 955-6835 or by visiting UHS. Fitness for duty will be determined with the guidance of the Hospital Infection Control Policy.

#### **Annual Tuberculosis Screening**

All students are required under the Hospital Infection Control Policy to undergo annual screening. The PPD may be done in UHS or at an outside physician's office as long as the results are forwarded to UHS. All students with a history of a positive PPD must complete the annual questionnaire regarding the signs and symptoms of tuberculosis. Interferon Gamma Release Assays (IGRA's) are also accepted as a tuberculosis screen.

#### **Hepatitis B Vaccine**

Completion of the three-dose series followed by an antibody titer to document immunity is required.

#### **Flu Vaccination**

Each fall, UHS offers the flu vaccination free of charge to all Jefferson students. Influenza vaccination is mandatory for all students. Further information may be obtained by contacting UHS or visiting the UHS website at [www.jefferson.edu/uhs](http://www.jefferson.edu/uhs).

#### **Occupational Exposure to Blood and Body Fluids**

Students who are exposed to patients' blood or body fluids during the course of their

clinical rotations should report to UHS as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson's Emergency Department. UHS follows the Public Health Service's Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, he/she is advised to contact UHS for direction. Students unable to return to UHS or to Jefferson's Emergency Department should be seen in the closest emergency department. Care for this visit is charged to the student's insurance. Further information regarding Jefferson's exposure protocol may be viewed on the UHS Web site: [www.jefferson.edu/uhs](http://www.jefferson.edu/uhs).

### *Confidentiality of Medical Records*

All health services records, including psychiatric visits, are strictly confidential. They are not available to any person other than the UHS healthcare provider without the student's written permission. For questions or appointments, call (215) 955-6835.

### **STUDENT HEALTH INSURANCE**

Nursing students are required to have health insurance and to complete the enrollment/waiver process for each academic year prior to matriculation. If a student has health insurance through another provider, it must meet minimum requirements listed at [www.jefferson.edu/jchp/studentlife/health.cfm](http://www.jefferson.edu/jchp/studentlife/health.cfm) to qualify for a waiver. If a student does not have coverage through another provider that meets minimum requirement, then he/she must enroll in the Student Health Insurance Plan offered through United Healthcare. Once enrolled, the plan will be in effect for the entire academic year. Coverage may be terminated only if the student has a qualifying life change event. Additional information concerning the plan and qualifying life events is available at the Plan's website ([www.firststudent.com](http://www.firststudent.com)). Students are responsible for all medical and dental costs incurred in the Thomas Jefferson University Hospital. All students who do not have insurance or who have inadequate insurance to pay for their health care will be personally responsible for all charges and are not permitted to attend classes, laboratories or clinicals.

### **THE ACTIVITIES OFFICE**

The Thomas Jefferson University Activities Office coordinates social, cultural and recreational programs for the entire Jefferson community. Students are encouraged to participate in many events occurring regularly throughout the year, including movie nights, entertainment programs, and co-curricular programs and workshops. The Activities Office also offers a variety of ticket sales to professional sporting events, amusement parks, museums, performing arts and cultural attractions, which are available for purchase at the Jefferson Bookstore. The Activities Office is located in Room B-67 Jefferson Alumni Hall.

The Activities Office provides administrative services to student organizations. Staff members assist students in the establishment of a new organization; provide resources and advice regarding event planning and budget management; and maintain files of each student group's bylaws, constitution and contact information. A *Jefferson Student Leadership Manual* is available which provides student groups with basic leadership skills, campus resource information, and University policies. In addition, the Activities Office publishes the annual *Student Organization Directory* which includes descriptions

of more than 100 campus organizations and groups.

### **Jefferson-Independence Blue Cross Wellness Center**

The Activities Office is responsible for managing the Jefferson-Independence Blue Cross Wellness Center, Jefferson's multipurpose fitness and recreation facility and its many programs and services. Located in the lower levels of Jefferson Alumni Hall, the facility offers members the use of cardio and weight training areas, swimming pool, gymnasium, racquetball court, two group exercise studios, massage and Reiki studio, dry heat sauna and men's and women's locker rooms. Recreational programs and services including group exercise classes, fitness testing and exercise prescriptions, personal fitness training, massage therapy, intramural sports leagues, and co-curricular courses such as dance lessons, SCUBA certification, swim lessons, and tennis instruction are also available.

The Jeff-IBC Wellness Center membership fee for all full-time Jefferson students is included in the Comprehensive Student Fee paid at registration. Family memberships are available to students' spouses, domestic partners, and children. For more information, visit the Activities Office located in Room B-67 Jefferson Alumni Hall or call (215) 503-7743.

### **Advisory Committees**

The Jefferson Bookstore Advisory Committee serves to advise the University Bookstore and to foster communication between the bookstore management and the campus community. The Committee meets on a monthly basis to discuss such topics as product mix, marketing/promotion, customer service, policies and procedures, and textbook adoption.

Two Advisory Committees work with the Activities Office and Jeff-IBC Wellness Center staff to recommend program and service offerings and to govern the facility. The Activities Office Advisory Committee serves to recommend and plan events, programs, co-curricular classes and ticket sales for the Jefferson campus community. The Committee also reviews and approves proposals for new students organizations from all Colleges and Schools and provides financial assistance to student organizations through an annual budget process. The Wellness Center Advisory Committee serves to recommend policies for governing the fitness and recreation facility, to recommend recreational and wellness programming, and to recommend fees to support activities and programs that are funded by Wellness Center memberships.

Student representatives from each College and School serve on the Committees. Anyone interested in serving on a Committee or needing additional information may contact the Activities Office.

## **HONORS AND AWARDS**

### **The Achievement Award for Student Life**

This award is made annually to the graduating student who has made an outstanding contribution to a School and University student life.

### **The Alumni Special Achievement Award**

This award recognizes a graduate who has made a significant contribution to his or her

profession in the areas of education, research or community service that reflects favorably on Thomas Jefferson University as that person's alma mater. The award is offered to honor significant professional achievement over time.

### **The Alumni Emerging Leader Award**

This award recognizes a graduate who, early in his or her career but at least five years following graduation, has made significant contributions in research, leadership in professional organizations, community service, or any other significant professional accomplishment.

### **The Alumni Distinguished Service Award**

The Alumni Distinguished Service Award is given to a graduate who has made an exceptional contribution of time, resources and expertise to advance the mission of the Schools.

### **Alpha Eta Society - The National Honor Society for Health Professionals**

The Alpha Eta Society is a nationally recognized honor society for health professionals. The purpose of the Alpha Eta Society is to recognize significant academic achievement, leadership, and contributions to the allied health professions.

Each year, qualified students are invited to submit applications for membership in the Thomas Jefferson University Chapter of the Alpha Eta Society. Eligible students include those who have complied with the following conditions. They shall:

1. be enrolled in their last year of matriculation in a degree or post-baccalaureate or higher certificate program in an allied health field.
2. have achieved a minimum cumulative grade point average of 3.50 in a baccalaureate degree/post-baccalaureate certificate program or 3.80 in a graduate-level program.
3. submit a written statement (or resume) that clearly demonstrates a capacity for leadership and achievement in their chosen allied health field.
4. submit one letter of recommendation from a faculty member in support of their eligibility for membership.

### **Sigma Theta Tau International – International Honor Society for Nursing**

The Delta Rho Chapter of Sigma Theta Tau has existed at Thomas Jefferson University since 1980. As one of over 160 chapters nationally, Delta Rho's activities focus on promoting professionalism and scholarship within the nursing community.

Membership in Sigma Theta Tau is an honor conferred on baccalaureate and graduate students who demonstrate superior academic achievement and leadership abilities. New members are received into the chapter at annual induction ceremonies. The honor society's purposes include fostering high professional standards, creative work, and strengthening commitment to the ideals of the nursing profession.

### **CAREER DEVELOPMENT CENTER**

The Career Development Center assists students and alumni in identifying and preparing for professional opportunities relative to their abilities, interests and goals. By developing solid resumes and cover letters, effective interviewing skills, and job search strategies, students are able to present themselves professionally for positions in their desired fields.

Assistance is offered through one-on-one, group and classroom formats.

The Career Resource Library offers valuable career-related resources. These include employer directories, salary information, literature on graduate school exploration and preparation and books on interviewing, dressing for success, networking, negotiating employment offers, and other topics. There is also an employer database in the Center's on-line career management system, Symplicity. Other services include career planning workshops, career counseling, mock interviews and on-campus job fairs.

The Career Development Center sponsors several events throughout the academic year. The Fall and Spring on-campus job fairs bring local and national employers together with students and alumni to discuss career opportunities. The Etiquette Dinner, presented in collaboration with the Thomas Jefferson University Activities Office, demonstrates proper business etiquette and attire.

All students are encouraged to utilize the job-search assistance provided by the Career Development Center. Alumni use the services of the Center as they continue to develop and redefine their professional goals.

Placement rates for students of the School remain strong, as indicated in the following table:

**PLACEMENT RATES FOR THE JEFFERSON SCHOOL OF NURSING  
CLASSES OF 2007, 2008, AND 2009\***

<u>2007</u>	<u>2008</u>	<u>2009</u>
92%	94%	91%

\*Placement rates are based on those students who responded to Part II of the Center for Collaborative Research Longitudinal Study. Data for the Class of 2010 will be posted when available.

Graduates of most of the School's undergraduate and graduate programs are required to take a national certification or state licensing examination, allowing them to become registered to practice in their specific fields. Jefferson graduates consistently perform well on their licensing examinations as indicated in the following table:

**RESULTS ON REQUIRED NATIONAL CERTIFICATION OR STATE  
LICENSING EXAMINATIONS FOR AY 07-08, 08-09, and 09-10\***

	<b>AY 07-08</b>			<b>AY 08-09</b>			<b>AY 09-10</b>		
	No. Took Exam	No. Passed Exam	% Passed Exam	No. Took Exam	No. Passed Exam	% Passed Exam	No. Took Exam	No. Passed Exam	% Passed Exam
ASN Students	84	74	88%	86	73	85%	89	86	97%
BSN Students	164	158	96%	197	191	97%	197	186	94%
<b>TOTALS</b>	<b>248</b>	<b>232</b>	<b>94%</b>	<b>283</b>	<b>264</b>	<b>93%</b>	<b>286</b>	<b>272</b>	<b>95%</b>

\*Pass rates refer to first-time test takers.

**HOUSING**

The University Department of Housing and Residence Life (DHRL) provides permanent on-campus housing and a welcoming community environment for Thomas Jefferson University students and post-doctoral fellows. Space is also reserved in the Martin Residence Hall for short-term accommodations available to visiting students, residents' and patients' families. The Department of Housing and Residence Life assists interested students with apartments and room assignments. This includes notifying students of housing assignments, assisting throughout the assignment process, and remaining a liaison between the residents and facilities services once students are on campus.

To minimize the time spent finding accommodations in the Philadelphia area, students are encouraged to visit the Housing Office:

Department of Housing and Residence Life  
1000 Walnut Street, Suite 103  
Philadelphia, PA 19107-5518  
Telephone: (215) 955-8913  
Email: [university.housing@jefferson.edu](mailto:university.housing@jefferson.edu)  
<http://www.jefferson.edu/housing>

### **On-Campus Housing**

The on-campus residential facilities are conveniently located within walking distance of Philadelphia's shopping, cultural and recreational activities.

### **Application**

An on-campus housing assignment is guaranteed to eligible first-year students who apply prior to May 31<sup>st</sup>. Students are invited to apply for a residence hall space prior to acceptance to the School. Applications may be obtained by contacting the Housing Office by phone or email. Applications can also be downloaded from the website. Application packets are also mailed to accepted students.

### **Orlowitz Residence**

The Orlowitz Residence is a 20-story apartment facility located on the southwest corner of Tenth and Walnut Streets in the Jefferson complex. The building is adjacent to the Scott Memorial Library and the Sidney and Ethal Lubert Plaza. This facility has 237 apartments, of which 171 have one bedroom, 56 have two bedrooms, and 11 have three bedrooms. Furniture is available for a limited number of Orlowitz Residence apartments for an additional monthly fee.

### **Barringer Residence**

The Barringer Residence is a 10-story apartment facility located on the southeast corner of Tenth and Walnut Streets. This facility has 138 apartments. Twelve are efficiency apartments, 54 have one bedroom, 63 have two bedrooms, and nine have three bedrooms. The Barringer and Orlowitz apartment-style residences are managed by Philadelphia Management Company (PMC). PMC has representatives on site (within DHRL-Orlowitz, Suite 103).

Barringer and Orlowitz Residence Hall apartments include upgraded life-safety systems. All Barringer and Orlowitz apartments have wall-to-wall carpeting, air conditioning, kitchen appliances and cable TV availability. Telephone and cable TV

service can be installed by individual arrangement. Electricity is billed separately. Storage lockers, a vending area and laundry facilities are located in each basement. A social lounge with a large screen cable TV and a small fitness room are available for tenant use. The Orlowitz lounge has an adjoining outdoor courtyard. Both buildings offer 24-hour desk and emergency maintenance coverage.

### **Martin Residence**

The Martin Residence is an eight-story residential building located at 201 South 11th Street. It is adjacent to the Scott Memorial Library, next to the Dorrance H. Hamilton Building and the Sidney and Ethal Lubert Plaza.

The building is a dormitory-style residence hall that includes furnished rooms and can accommodate approximately 150 students. Some floors have been renovated. Depending on occupancy needs, the building may accommodate both co-ed and single-sex floors in double - or single-occupancy rooms. Each furnished, air-conditioned room is equipped with a Microfridge (microwave/refrigerator/freezer). Common bath and shower accommodations are available on each floor. Each floor has a snack kitchen for limited food preparation that contains a stove top, refrigerator, freezer and a microwave.

The Martin Residence provides a study solarium, recreation lounge with a large screen cable TV and vending areas. Like Barringer and Orlowitz, Martin has 24-hour desk coverage and emergency maintenance service.

### **Residence Life Program**

The Residence Life program is available in all three residential facilities. The staff consists of one full-time, live-in professional and 12 student Resident Assistant (RA) advisors. The staff provides social, educational and recreational programming and support services. The RA staff functions as a liaison between students and housing management.

### **Off-Campus Housing Services**

The Housing Office provides an off-campus information service including a list of local apartment facilities. Students should begin the search for off-campus housing in June. This will provide enough time to identify the various accommodations available.

Jefferson students interested in off-campus accommodations can request information by contacting the Housing Coordinator at (215) 955-8913.

### **UNIVERSITY BOOKSTORE**

The Jefferson Medical and Health Science Bookstore, located at 1009 Chestnut Street, is a full service campus bookstore operated for the benefit of students, faculty, and employees. The Bookstore offers a 10% discount off the publisher's list price of all books. Bookstore services include special orders for all books in print as well as specialty merchandise for student organization activities. Commuter Services and the Photo ID Center are also located within the Bookstore.

The Jefferson Medical and Health Science Bookstore offers a wide range of online services at [www.jefferson.edu/bookstore](http://www.jefferson.edu/bookstore). A 10% discount is available off most online

book purchases. The Bookstore website also offers book buyback and textbook rental. Academic supplies, technology products, apparel, and graduation and recognition items are also available for online purchase.

The “Course Book Lookup” option, located under the “Current Students” link, provides information, including ISBN, pricing and availability about required and recommended books at the time of class registration.

Finally, students are encouraged to share their Bookstore experience and suggestions by completing a Customer Survey found on the Bookstore website.

The store is open from 7:00 a.m. to 5:30 p.m. Monday to Friday and from 9:00 a.m. to 1:00 p.m. on Saturday. The store is closed on Sunday and all University holidays. For more information call (215) 955-7922. Visit us at [www.jefferson.edu/bookstore](http://www.jefferson.edu/bookstore).

### **Photo ID Center**

A photo identification card is issued to students in each College and School. Identification cards must be carried at all times on campus. Students will be notified of a date and time to have their identification cards made.

The initial ID card is provided at no charge. A fee of \$15 will be charged to replace a lost or damaged identification card. Replacement ID cards can be obtained from the Photo ID Center located in the Jefferson Bookstore at 1009 Chestnut Street. The Photo ID Center is open during store hours from 7:00 a.m. to 5:30 p.m. Monday through Friday and by appointment on Saturday. For more information call 215-955-7942.

### **FOOD SERVICES**

The Department of Nutrition and Dietetics of Thomas Jefferson University Hospital manages all the food service operations on the University campus. The locations are as follows:

- **The Atrium**, 2nd floor Gibbon building, full service with the EXPRESS open weekday evenings  
Hours of operation: 6:00 a.m. to 7:00 p.m. weekdays  
7:00a.m. to 7:00 p.m. on weekends and University holidays
- **The Food Court**, Jefferson Alumni Hall  
Hours of operation: 7:30 a.m. to 1:30 p.m. weekdays
- **The Corner Café**, Jefferson Hospital for Neuroscience, 1st floor lobby  
Hours of operation: 7:00 a.m. to 2:00 p.m. weekdays

Information on daily specials in The Atrium and the satellite food operations is easy to access:

- Log onto Pulse - click the “Dining Services” link

- Call 215-955-FOOD (215-955-3663)

### **FastPass Program**

The Jefferson FastPass Program is a cashless card system that allows dining around campus without the need to carry cash for food, beverages and snacks. This program makes it easy and convenient to purchase items at all dining locations on campus that are operated by Nutrition & Dietetics by using the Jefferson ID (see locations above). The FastPass program provides access to 24 hour-a-day vending on the 2<sup>nd</sup> and 5<sup>th</sup> floors of the Gibbon Building and the Scott Library Café. In addition to the dining services locations, FastPass Program is accepted at the Gift Shop and The Jefferson Apothecary located in the 11<sup>th</sup> Street lobby of the hospital, Jefferson Medical and Health Science Bookstore and the Jefferson Farmers Market. The program expands to include participating off-campus merchants. The list can be viewed on the Dining Services site by selecting Jefferson FastPass Program-Off Campus Dining.

### **Enrollment**

- pick up a brochure (enrollment form) at The Atrium, The Corner Café, or Jefferson Alumni Hall
- Complete the FastPass enrollment form online. Log onto Pulse or visit the web site: <http://tjuh.jeffersonhospital.org>. Click the “Dining Services” link. Click the tab “FastPass Program” and fill out the online FastPass enrollment form.

### **Catering Services**

Catering services range from lunch working meetings to simple receptions to elaborate banquets. Groups or individuals are not permitted to bring their own food or to hire a private caterer for any event. Room space must be arranged through the Registrars Office prior to menu planning. All details related to menu planning for events can be arranged by calling a representative in the Catering Division of the Department of Nutrition and Dietetics at 215-955-8616. Events should be scheduled two weeks in advance and minimum guarantees or cancellation provided at least two working days in advance.

# Academic Programs

## **JEFFERSON SCHOOL OF NURSING PROGRAMS**

The Jefferson School of Nursing (JSN) offers programs leading to the Associate in Science, Bachelor of Science, Master of Science and Doctor of Nursing Practice degrees in nursing upon satisfactory completion of the prescribed curricula. Post-Master's Degree Certificate programs in Nursing Education and Nurse Practitioner programs are also available. All programs prepare practitioners with the skills necessary to meet the evolving health needs of a complex society.

Admissions requirement for all of the programs noted below are detailed in the "Admissions" section of this document. Descriptions for courses listed above with the prefix NU are found at the end of this chapter.

### **ASN/BSN NURSING DEGREE PROGRAM**

The ASN/BSN program option provides an entry-level option for the student directly out of high school. In the ASN/BSN nursing program students are prepared to assume generalist roles of caregiver, advocate, collaborator and educator in a hospital or inpatient setting during the first two academic years. Students who enter the program with prior college credits may be approved to complete selected upper division baccalaureate courses concurrently during the first two years of the program. Following completion of the associate degree curriculum, students receive the ASN degree and are eligible to take the NCLEX-RN examination required to practice as a registered nurse. Additionally, graduates have the option of continuing their enrollment in the BSN component of the program as either part-time or full-time students. The four-semester ASN component of the program is currently offered at the Geisinger Medical Center in Danville, Pennsylvania.

### **Program Objectives**

Upon completion of this program, the graduate will be able to:

- Synthesize the science and the art of nursing as the basis for associate degree nursing practice.
- Provide nursing care to diverse populations for the purposes of disease prevention, health promotion, maintenance and restoration.
- Use the scientific process, critical thinking and creative problem solving for clinical decision-making.
- Demonstrate responsibility and accountability for nursing practice.
- Collaborate with interdisciplinary healthcare providers in the delivery of health care.
- Incorporate professional values into nursing practice.
- Base clinical practice on evidence-based nursing practice.
- Apply communication and selected information technologies to nursing practice.

## Curriculum-ASN/BSN Program (Full-Time Study)

### *Freshman Year*

#### FALL SEMESTER

	<i>Semester Credits</i>
NU 101 Medication Calculations	1
NU 102 Introduction to Associate Degree Nursing	1
NU 104 Pharmacology I	1
NU 105 Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 106 Clinical Practicum I	5
BIO 110 Anatomy and Physiology I	4
ENG 101 Composition I	<u>3</u>
	18

#### SPRING SEMESTER

NU 111 Pharmacology II	1
NU 113 Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 114 Clinical Practicum II	3
NU 125 Nursing Management of Childbearing Families	1.5
NU 126 Clinical Practicum III	3
BIO 111 Anatomy and Physiology II	4
NUT 301 Current Concepts in Nutrition	<u>3</u>
	17

### *Sophomore Year*

#### FALL SEMESTER

	<i>Semester Credits</i>
NU 203 Pharmacology III	1
NU 204 Nursing Management of Children in Health and Illness	1.5
NU 205 Clinical Practicum IV	3
NU 206 Nursing Management of Adults with Neurologic/ Sensory and Psychosocial Behavioral Disorders	1.5
NU 207 Clinical Practicum V	3
BIO 315 Microbiology	3
BIO 316 Microbiology Laboratory	1
PSY101 Introduction to Psychology	<u>3</u>
	17

#### SPRING SEMESTER

NU 209 Transition to Associate Degree Nursing Practice	1.5
NU 213 Nursing Management of Adults with Complex Health Problems	1.5
NU 214 Clinical Practicum VI	4
SOC 101 Introduction to Sociology	3
PSY 102 Developmental Psychology	3
ENG 102 Composition II	<u>3</u>

**Credit Summary**

General Education Credits	30
Total Nursing Credits	<u>38</u>
Total Program Credits	* 68

\*Following completion of the associate's degree, graduates are eligible to write the NCLEX-RN Examination.

*Junior and Senior Years*

Students may complete the RN-BSN Baccalaureate Program Requirements.

**BACCALAUREATE DEGREE PROGRAM**

Students in the baccalaureate nursing program are prepared as generalists who can provide comprehensive nursing care in a variety of settings by promoting wellness, preventing disease and maintaining or restoring the health status of patients who span the life cycle. The program provides an educational foundation for professional nursing practice and for pursuing graduate study in nursing. By emphasizing the relationship between academic and clinical experience, the program promotes continued intellectual inquiry.

The three purposes of the Baccalaureate Degree Program in the Jefferson School of Nursing are to develop professional practitioners for present and emerging roles, to prepare students to enter graduate study in nursing and to stimulate individual potential for professional and personal growth.

**Program Objectives**

Upon completion of this program, the graduate will be able to:

- a. Synthesize the science and the art of nursing as the basis for professional nursing practice.
- b. Provide nursing care to diverse populations for the purposes of disease prevention, health promotion, maintenance and restoration.
- c. Use the scientific process, critical thinking and creative problem-solving for clinical decision-making.
- d. Demonstrate responsibility and accountability for nursing practice.
- e. Collaborate with inter-professional healthcare providers in the delivery of health care
- f. Base clinical practice on research outcomes.
- g. Apply communication and information technologies to nursing practice.
- h. Incorporate professional values into nursing practice.
- i. Assume nursing roles that are proactive and responsive to patient and environmental concerns.
- j. Assume a leadership role in nursing practice.

**Available Baccalaureate Program Options**

Pre-Licensure Option:

Traditional Pre-Licensure Baccalaureate

Pre-Licensure Options for Second Degree Students:

Accelerated Pathway to the MSN for Second-Degree Pre-Licensure Students\*

Facilitated Academic Coursework Track (FACT)

Registered Nurse Options:

RN-BSN\*

RN-BSN-MSN\*

Accelerated Pathway to the MSN for Second-Degree RN Students\*

*\*Program options are available for full- and part-time study*

### **Eligibility for Licensure**

Graduates of the associate's degree, pre-licensure, accelerated pathway, and FACT baccalaureate programs are eligible to take the NCLEX-RN examination. In accordance with Pennsylvania State Board of Nursing regulations, the School is required to remind applicants that they may be denied a registered nurse license in Pennsylvania if, under some circumstances, they have been convicted of certain felonious acts. Also in accordance with State Board regulations, students who choose to be employed in health agencies are reminded that they may not be employed as registered or practical nurses unless they possess a current license.

### **BACCALAUREATE PROGRAM – TRADITIONAL PRE-LICENSURE OPTION**

This program is designed for the individual who wishes to enter professional nursing practice but has neither prior nursing education nor a baccalaureate degree in another field. Students are admitted to the third college year after completion of at least 59 credits of prerequisite course requirements. These pre-professional requirements may be taken at Thomas Jefferson University, junior colleges, community colleges or four-year colleges and universities. The faculty of the Jefferson School of Nursing teaches all upper division professional nursing courses. Each member of the faculty, experienced and proficient in the scientific foundations and clinical applications of nursing, participates in planning and implementing the curriculum. Specific methods of teaching are varied so that students are able to maximize their learning potentials. Students have experiences in a variety of clinical settings, including acute-care hospitals, community agencies and long-term and ambulatory care facilities.

### **Curriculum – Pre-Licensure Option, Baccalaureate Program**

#### **(Full-Time Study)**

#### *Junior Year*

FALL SEMESTER		<i>Semester Credits</i>
NU 301	Medication Calculations	1
NU 302	Introduction to Professional Nursing	3
NU 303	Pathophysiology I	2
NU 304	Pharmacology I	1
NU 305	Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 306	Clinical Practicum I	5
NU 309	Computers in Nursing	<u>4</u>
		19

SPRING SEMESTER		<i>Semester Credits</i>
NU 310	Health Assessment	2
NU 311	Pharmacology II	1
NU 312	Pathophysiology II	2
NU 313	Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 314	Clinical Practicum II	3
NU 324	Nursing Management of Childbearing Families	1.5
NU 325	Clinical Practicum III	3
NU 427	Development of Nursing Knowledge: Research Perspectives	<u>3</u>
		17

*Senior Year*

FALL SEMESTER

NU 401	Nursing Issues and Trends	2
NU 402	Pathophysiology III	2
NU 403	Pharmacology III	1
NU 404	Nursing Management of Adults with Neurologic/ Sensory and Psychosocial Behavioral Disorders	1.5
NU 405	Clinical Practicum IV	3
NU 406	Nursing Management of Children in Health and Illness	1.5
NU 407	Clinical Practicum V	<u>3</u>
		14

SPRING SEMESTER

NU 409	Transition to Professional Nursing Practice	3
NU 410	Community Health Nursing	1.5
NU 411	Clinical Practicum VI	3
NU 412	Nursing Management of Patients with Complex Health Problems	1.5
NU 413	Clinical Practicum VII	4
NU 414	Senior Seminar	<u>1</u>
		14

**Credit Summary**

Prerequisite Credits	59
Undergraduate Credits	<u>64</u>
Total Credits for Bachelor of Science Degree in Nursing	123

**PRE-LICENSURE OPTIONS FOR SECOND DEGREE STUDENTS**

**Two Options:**

**ACCELERATED PATHWAY TO THE MSN FOR SECOND-DEGREE PRE-LICENSURE STUDENTS**

The Accelerated Pathway is an option designed for students who already hold a

bachelor's degree in a field other than nursing. This option builds on the baccalaureate degree and allows students to complete a BSN and an MSN in a shortened time frame. Pre-licensure students who have a baccalaureate degree in another field may apply for admission to the Accelerated Pathway to the MSN. Students accepted into the Accelerated Pathway are admitted to both baccalaureate and graduate programs. Pre-licensure students are enrolled in the baccalaureate program for their first two years. Following successful completion of the state nursing licensing examination, pre-licensure students progress to the graduate program to complete the required coursework. At that time, students must select the MSN specialty area that they wish to pursue.

All policies in regard to academic achievement, progression in the Nursing major and program completion for the pre-licensure option apply to students in the Accelerated Pathway to the MSN.

### **Curriculum – Accelerated Pathway to the MSN for Second-Degree Pre-Licensure Students**

#### *Junior Year*

FALL SEMESTER	<i>Semester Credits</i>
NU 301 Medical Calculations	1
NU 302 Introduction to Professional Nursing	3
NU 303 Pathophysiology I	2
NU 304 Pharmacology I	1
NU 305 Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 306 Clinical Practicum I	5
NU 625 Epidemiology for the Health Professions	3
BSN Credits	15
MSN Credits	3

#### SPRING SEMESTER

NU 310 Health Assessment	2
NU 311 Pharmacology II	1
NU 312 Pathophysiology II	2
NU 313 Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 314 Clinical Practicum II	3
NU 324 Nursing Management of Childbearing Families	1.5
NU 325 Clinical Practicum III	3
NU 672 Informatics for Advanced Nursing Practice	3
BSN Credits	14
MSN Credits	3

#### *Senior Year*

##### FALL SEMESTER

NU 402 Pathophysiology III	2
NU 403 Pharmacology III	1
NU 404 Nursing Management of Adults with Neurologic/	

	Sensory and Psychosocial Behavioral Disorders	1.5
NU 405	Clinical Practicum IV	3
NU 406	Nursing Management of Children in Health and Illness	1.5
NU 407	Clinical Practicum V	3
NU 603	Research for Advanced Practice Nursing I	3
	BSN Credits	12
	MSN Credits	3

**SPRING SEMESTER**

NU 409	Transition to Professional Nursing Practice	3
NU 410	Community Health Nursing	1.5
NU 411	Clinical Practicum VI	3
NU 412	Nursing Management of Patients with Complex Health Problems	1.5
NU 413	Clinical Practicum VII	4
NU 414	Senior Seminar	1
	BSN Credits	14

Continue with Graduate Curriculum

**FACILITATED ACADEMIC COURSEWORK TRACK (FACT)**

FACT is a program for highly talented individuals who hold a baccalaureate degree in a field other than nursing and wish to enter the nursing profession. This can be accomplished in one calendar year. FACT students enroll on a full-time basis and are dually admitted to the BSN and MSN programs. The curriculum is structured around quarters with twenty-four hours of clinical experience per week. While enrolled in the undergraduate component of the curriculum, students take three graduate level courses. Upon receipt of the undergraduate degree, graduates may proceed directly to the graduate program on a full- or part-time basis. Students who do not proceed directly to the graduate program must complete a Leave of Absence form and matriculate in the MSN program within two years of graduation from the BSN program.

**Curriculum - FACT**

*Year 1*

SUMMER QUARTER		<i>Semester Credits</i>
NU 301	Medication Calculations	1
NU 302	Introduction to Professional Nursing	3
NU 303	Pathophysiology I	2
NU 304	Pharmacology I	1
NU 305	Nursing Management of Adults with Acute and Chronic Disorders I	3
NU 306	Clinical Practicum I	5
NU 310	Health Assessment	<u>2</u>
	BSN Credits	17

FALL QUARTER

NU 311	Pharmacology II	1
NU 312	Pathophysiology II	2
NU 313	Nursing Management of Adults with Acute and Chronic Disorders II	1.5
NU 314	Clinical Practicum II	3
NU 324	Nursing Management of Childbearing Families	1.5
NU 325	Clinical Practicum III	3
NU 672	Informatics for Advanced Nursing Practice	<u>3</u>
	BSN Credits	12
	MSN Credits	3

WINTER QUARTER

*Semester Credits*

NU 402	Pathophysiology III	2
NU 403	Pharmacology III	1
NU 404	Nursing Management of Adults with Neurologic/Sensory and Psychosocial Disorders	1.5
NU 405	Clinical Practicum IV	3
NU 406	Nursing Management of Children in Health and Illness	1.5
NU 407	Clinical Practicum V	3
NU 603	Research for Advanced Practice Nursing I	<u>3</u>
	BSN Credits	12
	MSN Credits	3

SPRING QUARTER

NU 409	Transition to Professional Nursing Practice	3
NU 410	Community Health Nursing	1.5
NU 411	Clinical Practicum VI	3
NU 412	Nursing Management of Patients with Complex Problems	1.5
NU 413	Clinical Practicum VII	4
NU 414	Senior Seminar	1
NU 625	Epidemiology for the Health Professions	<u>3</u>
	BSN Credits	14
	MSN Credits	3

*Year 2 – Continue with Graduate Curriculum*

**Credit Summary**

Transfer Credits	65
BSN Credits	55
MSN Credits	<u>36</u>
Total Credits	156

## **BACCALAUREATE DEGREE PROGRAM FOR RNs**

The School offers a unique opportunity for registered nurses who wish to earn a Bachelor of Science in Nursing degree. This educational plan shares the purposes and objectives of the Baccalaureate Nursing Program previously described, but incorporates prior learning and practice experience of the registered nurse student in achieving program goals.

Students who have been admitted to the RN-BSN option may be awarded credit for previous study or experiences that can be validated through portfolio assessment. Students may prepare portfolio assessments for Community Health Nursing and/or Advanced Concepts of Nursing Leadership. Courses may be submitted for portfolio credit for a total of no more than 12 credits. Guidelines for preparation of the portfolio are available from the Jefferson School of Nursing. A fee is assessed for evaluation of the Portfolio and for posting credit, if awarded.

All policies in regard to academic achievement, progression in the Nursing major and program completion for the pre-licensure student also apply to the registered nurse student. Several options are available for registered nurses to complete the requirements for the degree. Selection of an option is based on the student's individual situation. RN students can complete the program as full-time (12 credits or more per semester) or part-time students (less than 12 credits per semester).

### **Hybrid**

The RN baccalaureate courses are delivered in a hybrid format (either on-line or as an on-line/in-class combination). Clinical experiences are arranged near the student's home through negotiations between the student and faculty member. Plans for clinical must be approved by the course faculty.

### **Curriculum**

There are three options for the registered nurse student: RN-BSN (Option A), RN-MSN for the registered nurse student with a previous degree (Option B), an RN-BSN-MSN (Option C)

### **RN-BSN (Option A)**

The RN-BSN Option is offered on Jefferson's main campus. Several courses are offered at AtlantiCare Regional Medical Center in Atlantic City, NJ, for AtlantiCare employees.

### **RN-BSN Plan of Study**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
NU 300	Transition to Professional Nursing Education	1.5
NU 323	Health Assessment for the RN Student	2
NU 423	Nursing Issues and Trends for the RN Student	3
NU 424	Community Health Nursing for the RN Student**	3
NU 425	Community Clinical for the RN Student**	3
NU 431	Development of Nursing Knowledge:	

	Research Perspectives for the RN Student	3
NU 440	Advanced Concepts of Nursing Leadership**	3
NU 442	Clinical Practicum VIII**	3
NU 445	Contemporary Knowledge and Role Delineation for the RN Student	3
NU 672	Informatics for Advanced Practice Nursing	3

\*\*Portfolio option available

RN's with experience in Community Health may submit a portfolio for NU 424/NU425.

### **Credit Summary**

Prerequisite Credits	60
Professional Credits	35
Undergraduate Credits	24.5
Graduate Credits	<u>3</u>
Total Credits for Bachelor of Science in Nursing Degree	122.5

### **ACCELERATED PATHWAY TO THE MSN FOR SECOND DEGREE RN STUDENTS (Option B)**

The Accelerated Pathway is an option designed for RN's who already hold a bachelor's degree in a field other than nursing. This option builds on the baccalaureate degree and allows students to complete a BSN and an MSN in a shortened time frame. RN students who have a baccalaureate degree in another field may apply for admission to the Accelerated Pathway to the MSN. Students accepted into the Pathway are admitted to both baccalaureate and graduate programs. RN students first enroll in the baccalaureate component of the program. Upon completion of this component, the BSN degree will be awarded and the RN student will progress directly to the graduate program. It is at this time that students must select the MSN specialty area they wish to pursue.

### **RN-MSN For Second Degree RN Students Plan of Study (Option B)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
NU 300	Transition to Professional Nursing Education	1.5
NU 323	Health Assessment for the RN Student	2
NU 424	Community Health Nursing for the RN Student**	3
NU 425	Community Clinical for the RN Student**	3
NU 440	Advanced Concepts of Nursing Leadership**	3
NU 442	Clinical Practicum VIII	3
NU 445	Contemporary Knowledge and Role Delineation for the RN Student	3
NU 603	Research for Advanced Practice Nursing I <i>MSN Graduate Core Course</i>	3

NU 625	Epidemiology for the Health Professions <i>MSN Graduate Core Course</i>	3
NU 672	Informatics for Advanced Practice Nursing <i>MSN Graduate Core Course</i>	3

\*\*Portfolio option available

RN's with experience in Community Health may submit a portfolio for NU 424/425.  
RN's with experience as a nurse leader may submit a portfolio for NU 440/442.

At the completion of the above course work the student will meet with a graduate advisor and map out MSN coursework to be completed.

### **RN-BSN/MSN (OPTION C)**

The RN-BSN/MSN option is designed for Registered Nurse (RN) students who have obtained their basic nursing education at a diploma or associate's degree program. The RN-BSN/MSN option enables RN students to be admitted to the undergraduate and graduate programs at Thomas Jefferson University through a combined BSN/MSN program. The goal of the RN-BSN/MSN option is to provide a mechanism for RN students to earn the BSN and MSN degrees in a seamless, integrated curriculum. Upon completion of this program, the BSN degree will be awarded and the RN student will progress directly to the graduate program. It is at this time that students must select the MSN specialty area they wish to pursue.

### **RN-BSN/MSN Plan of Study (Option C)**

<b>Course</b>	<b>Title</b>	<b>Credits</b>
NU 300	Transition to Professional Nursing Education	1.5
NU 323	Health Assessment for the RN Student	2
NU 423	Nursing Issues and Trends for the RN Student	3
NU 424	Community Health Nursing for the RN Student**	3
NU 425	Community Clinical for the RN Student**	3
NU 431	Development of Nursing Knowledge: Research Perspectives for the RN Student	3
NU 440	Advanced Concepts of Nursing Leadership**	3
NU 442	Clinical Practicum VIII**	3
NU 445	Contemporary Knowledge and Role Delineation for the RN Student	3
NU 672	Informatics for Advanced Practice Nursing	3

\*\*Portfolio option available:

- RN's with experience in Community Health may submit a portfolio for NU 424/NU

- RN's with experience as a nurse leader may submit a portfolio for NU 440/NU 442.

At the completion of the above coursework the student will meet with a graduate advisor and map out MSN coursework to be completed.

Credit Summary	<i>Credits</i>
Prerequisite Credits.....	60
Professional Credits .....	35
BSN Course Credits.....	24.5
Graduate Credits .....	3
Total Undergraduate Credits.....	122.5
MSN Credits .....	33
Total Credits for the Bachelor of Science and Master of Science Degrees in Nursing.....	156.5

### **Program Affiliations**

The School has agreements with a variety of clinical agencies in order to maximize student exposure to multiple settings and provide experience in applying nursing knowledge. Students are responsible for providing their own transportation to clinical agencies. In some situations, a car may be necessary. Classes and clinical experiences may be scheduled for evenings and weekends as well as during the day. The Jefferson School of Nursing uses Jefferson Health System hospitals and more than 200 additional clinical sites to provide a comprehensive clinical experience.

### **Policies on Student Progression in the Undergraduate Programs**

Students must successfully satisfy all prerequisite courses before progressing in the nursing major; any exception to this policy must have the written approval of the JSN Senior Associate Dean for Academic Affairs or Dean. Students must complete all program requirements before graduation.

The minimum passing grade for all nursing courses is a C in letter graded courses or a pass in pass/fail courses.

Any student who receives a grade below C in one nursing course will be placed on school probation and must repeat the course and earn a grade of C or better or a pass, as appropriate. Successful completion of the course will remove the student from school probation. No nursing or general education course may be taken more than two times. Students are unable to repeat NU 209 or NU 414 in accordance with the Plan for NCLEX-RN Success as outlined in the JSN Student Handbook.

A student who earns a grade below C in a second nursing or general education course, or who earns a grade below C twice for the same course, will be dismissed from the nursing major. Progression in the sequence of nursing courses requires successful completion of all prior sequenced coursework. Students must achieve a passing grade in both the theory and clinical practicum courses that are structured as co-requisites in order to progress into the next sequence of nursing courses. In the event that either course is not completed successfully, as defined by Jefferson School of Nursing policy, both courses must be repeated.

Please refer to the JSN Student Handbook for specific policies regarding each

program.

“Nursing courses” in this policy refer to required didactic and clinical nursing courses and required non-clinical and elective courses.

Attendance at class is required. Attendance at clinical and laboratory experiences is required. Students are required to make up missed clinical experiences. Students are responsible for any cost incurred by make-up experiences.

Students who do not demonstrate safe clinical practice in the nursing program are subject to dismissal from the program. Dismissal may be immediate when related to a serious incident at any point in the course of study or may occur at the completion of a clinical experience as a result of a cumulative unsafe performance. Safe clinical practice is defined as follows:

- Performs nursing actions (procedures, medication and other treatments) consistent with ANA Standard of Practice, the State Nurse Practice Acts and when applicable, guidelines defined by specialty bodies.
- Takes nursing actions to correct, minimize and/or prevent risk to the patient.

### **MASTER OF SCIENCE DEGREE PROGRAM**

The purposes of the Master of Science Degree in Nursing Program in the Jefferson School of Nursing are to:

- Prepare advanced practice practitioners who anticipate and respond to changing societal, healthcare and professional needs;
- Develop practitioners who use advanced skills and knowledge in implementing their professional roles; and
- Foster continuing development of nursing science, professional foundations and nursing roles.

The Master of Science Degree Program in Nursing is designed to prepare nurses for advanced and sophisticated clinical practice in roles as clinical nurse specialists, case managers, nurse practitioners, nurse anesthetists, nurse informatics, and nurse administrator. Specialty courses of study are available as follows:

Acute Care Advanced Practice, Adult Advanced Practice, Adult Oncology Advanced Practice, Community Systems Administration, Community Systems Administration/Family Nurse Practitioner (a double major), Community Systems Administration/Nursing Informatics (a double major), Family Nurse Practitioner, Gerontology Nurse Practitioner, MSN/MPH Dual Degree Program, Neonatal Nurse Practitioner, Nursing Informatics, Nurse Anesthesia, Pediatric Advanced Practice, and Women’s Health Nurse Practitioner.

A Post-Master’s Certificate option is available in all advanced practice nursing (APN) specialty areas. A minor or Post-Master’s Certificate is available in Nursing Education.

The curriculum is predicated on the School of Nursing belief that professional nursing is an art and a science incorporating theory, research and clinical practice. The curriculum is organized using a core course concept design. Most specialty areas in the Master of Science Degree Program in Nursing require the completion of 36 credits. The double major Community Systems Administration/Family Nurse Practitioner program and Community Systems Administration/Nursing Informatics program require 48 credits and 45 credits respectively. The Nurse Anesthesia Program requires the completion of 74

credits. The minor in Nursing Education requires 12 credits. Full- and part-time course of study options are available. The MSN/MPH Dual Degree Program requires the completion of 69-to-72 credits depending on whether the student has completed the Community Systems Administration major.

**Program Objectives**

Upon completion of the MSN program, the graduate will be able to:

- a. Synthesize concepts and theories from nursing and related disciplines to form the basis for advanced nursing practice;
- b. Demonstrate proficiency in the management and use of advanced technology related to client care and support systems;
- c. Demonstrate expertise in a defined area of advanced practice;
- d. Utilize research findings to provide high quality health care, initiate change and improve nursing practice;
- e. Analyze political, economic, ethical and socio-cultural dimensions that influence client care and outcomes;
- f. Utilize leadership and management strategies for advanced nursing practice;
- g. Engage in intra and inter-disciplinary collegial relationships in the conduct of advanced nursing practice.

**Core Curriculum**

All students enrolled in the Master of Science Degree Program in Nursing at Thomas Jefferson University share a core curriculum. Courses required in the core curriculum are:

**Core Courses**

	<i>Credits</i>
NU 602 Health Policy, Ethical and Legal Dimensions of Care	3
NU 603 Research for Advanced Practice Nursing I	3
NU 604 Research for Advanced Practice Nursing II	3
NU 605 Role of the Advanced Practice Nurse	3
NU 625 Epidemiology for the Health Professions	3
NU 672 Informatics for Advanced Nursing Practice	3

**PROGRAM SPECIALTY AREAS**

**Community Systems Administration**

The Community Systems Administration specialty is designed to address the evolving healthcare system and marketplace that emphasizes prevention and primary care. The evolving system has generated a demand for visionary leaders in a variety of new and emerging healthcare organizations. This specialty prepares students for advanced practice nursing and healthcare administration roles. The curriculum focuses on the development of skills necessary to plan, design, manage and evaluate healthcare programs in a variety of settings. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration specialty:

	<i>Credits</i>
NU 681 Community Systems Administration I	3
NU 682 Community Systems Administration II	3

NU 683	Community Systems Administration III	3
NU 691	Healthcare Economics and Financial Management for Nurses	3
GC 600	Management Skills	3
	Elective	3

### **Family Nurse Practitioner**

The Family Nurse Practitioner specialty prepares students to deliver comprehensive primary care to individuals from infancy throughout adulthood. The Family Nurse Practitioner curriculum emphasizes collaboration and interdisciplinary strategies for meeting primary care needs of consumers. A strong emphasis is placed on the acquisition of knowledge and skills necessary for a family-centered approach to health promotion and illness intervention. Clinical experiences are available in a wide variety of ambulatory settings with nurse practitioners and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Family Nurse Practitioner track, students are eligible for Family Nurse Practitioner certification through the American Nurses' Credentialing Center (ANCC) and/or the American Academy of Nursing (AANP). In addition to the core curriculum, the following courses are required for students enrolled in the Family Nurse Practitioner specialty:

	<i>Credits</i>	
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 675	Management of Women and Children in Ambulatory Care	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 560	Advanced Pharmacotherapeutics	3

### **Community Systems Administration and Family Nurse Practitioner**

The combined Community Systems Administration and Family Nurse Practitioner track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Family Nurse Practitioner track emphasizes development of the knowledge and expertise to assess the health status and healthcare systems of communities and to design, implement and evaluate needed nursing, health and management interventions. Graduates of the combined Community Systems Administration and Family Nurse Practitioner track have expanded career opportunities in the community-oriented healthcare system where expertise in management of patients,

administration and planning and evaluating health programs for groups or communities is required. The track requires 48 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Family Nurse Practitioner specialty area:

	<i>Credits</i>
NU 570 Pathophysiology of Human Disease	3
NU 673 Comprehensive Assessment for Clinical Decision-Making	3
NU 674 Management of Common Health Problems in Primary Care	3
NU 675 Management of Women and Children in Ambulatory Care	3
NU 676 Management of the Adult and Older Adult in Ambulatory Care	3
NU 681 Community Systems Administration I	3
NU 682 Community Systems Administration II	3
NU 683 Community Systems Administration III	3
NU 560 Advanced Pharmacotherapeutics	3
NU 691 Healthcare Economics and Financial Management for Nurses	3

### **Community Systems Administration and Nursing Informatics**

The combined Community Systems Administration and Nursing Informatics track curriculum is designed to integrate the knowledge and expertise needed to plan, implement and evaluate care for individuals, as well as families, aggregates and communities. With the healthcare movement from hospital-based to community-based settings, nursing leadership is needed to direct and deliver care to individuals within the context of their community. In addition to care management, the combined Community Systems Administration and Nursing Informatics track emphasizes development of the knowledge and expertise to analyze data and manage patient care utilizing a combination of computer science, information science and nursing science. Graduates of the combined Community Systems Administration and Nursing Informatics track have expanded career opportunities in the community-oriented healthcare system where expertise in utilization of nursing informatics to assess, plan and evaluate health programs for groups or communities is required. The track requires 45 credits. In addition to the core curriculum, the following courses are required for students enrolled in the Community Systems Administration and Nursing Informatics specialty area:

	<i>Credits</i>
NU 681 Community Systems Administration I	3
NU 682 Community Systems Administration II	3
NU 683 Community Systems Administration III	3
NU 689 Healthcare Informatics: Ethics, Issues and Trends	3
NU 690 Nursing/Healthcare Informatics: Project Management	3

NU 691	Healthcare Economics and Financial Management for Nurses	3
NU 693	Nursing Informatics Seminar and Practicum I	3
NU 694	Nursing Informatics Seminar and Practicum II	3
NU 695	Nursing Informatics Seminar and Practicum III	3

### **Acute Care Advanced Practice Nurse**

The purpose of the Acute Care Advanced Practice Nurse track is to prepare graduates to assess and manage the full continuum of acute care services required by patients who are acutely and critically ill. The core knowledge provided in the curriculum is based on the full spectrum of high acuity patient care needs. Clinical experiences are available in a wide variety of acute care settings with advanced practice nurses and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Acute Care Advanced Practice Nurse track, students are eligible for Acute Care Nurse Practitioner Certification through the American Nurses' Credentialing Center (ANCC). In addition to the core curriculum, the following courses are required for students enrolled in the Acute Care Advanced Practice Nurse specialty area:

		<i>Credits</i>
NU 570	Pathophysiology of Human Disease	3
NU 631	Diagnostic Reasoning and Clinical Decision-Making For Acute Care Advanced Practice Nurse I	3
NU 632	Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II	3
NU 633	Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 560	Advanced Pharmacotherapeutics	3

### **Adult Advanced Practice Nurse**

The Adult Advanced Practice Nurse track is designed to prepare advanced practice nurses as clinical nurse specialists and adult nurse practitioners. In-depth knowledge enables the advanced practice nurse to manage the care of patients in a variety of healthcare settings. Specialization provides the opportunity to deliver continuity of care through assessment, teaching, case management and evaluation. Clinical experiences are available in a wide variety of ambulatory settings with advanced practice nurses and physicians serving as preceptors. Students complete 672 clinical hours. Upon completion of the Adult Advanced Practice Nurse track, students are eligible for Adult Nurse Practitioner Certification and/or Clinical Nurse Specialist through the American Nurses' Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners (AANP). In addition to the core curriculum, the following courses are required for students enrolled in the Adult Advanced Practice Nurse specialty area:

*Credits*

NU 570	Pathophysiology of Human Disease	3
NU 630	Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse II	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 560	Advanced Pharmacotherapeutics	3

### **Adult Oncology Advanced Practice Nurse**

The Adult Oncology Advanced Practice Nurse track is designed to prepare advanced practice oncology nurses to design, assess and manage the care of patients with cancer and their families across the continuum of illness. In addition to the graduate core and support courses, students take Management of Common Health Problems in Primary Care prior to the two oncology courses. Clinical experiences are available in a wide variety of ambulatory and acute care settings with advanced practice nurses and physicians serving as preceptors. Students complete 672 clinical hours. Graduates are eligible for Adult Nurse Practitioner Certification through the American Nurses' Credentialing Center (ANCC) and/or Advanced Oncology Nurse Certification through the Oncology Nursing Society. In addition to the core curriculum, the following courses are required for students enrolled in the Oncology Advanced Practice Nurse specialty area:

		<i>Credits</i>
NU 570	Pathophysiology of Human Disease	3
NU 634	Diagnostic Reasoning and Clinical Decision-Making for Oncology Advanced Practice Nurse I	3
NU 635	Diagnostic Reasoning and Clinical Decision-Making for Oncology Advanced Practice Nurse II	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 560	Advanced Pharmacotherapeutics	3

### **Gerontology Nurse Practitioner Track**

The Gerontology Nurse Practitioner specialty prepares graduates to manage the direct care of older adults. Students complete 672 clinical hours. Upon completion of the Gerontology Nurse Practitioner track, students are eligible for Gerontology Nurse Practitioner certification examination through the American Nurses Credentialing Center. In addition to the core curriculum, the following courses are required for students enrolled in the Gerontology Nurse Practitioner Program:

## Course

NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 674	Management of Common Health Problems in Primary Care	3
NU 661	Diagnostic Reasoning, Issues in Gerontology	3
NU 676	Management of the Adult and Older Adult in Ambulatory Care	3
NU 560	Advanced Pharmacotherapeutics	3

### **Neonatal Nurse Practitioner**

The purpose of the Neonatal Nurse Practitioner program is to prepare graduates in the care of neonates and their mothers. Neonatal Nurse Practitioners practicing in hospitals, neonatal intensive care units, labor and delivery, outpatient clinics and transport services have been extremely effective in providing health care to critically ill neonates and their families. The program prepares students to manage the direct care of neonates and their mothers, and collaborate with maternal child healthcare disciplines. Students complete 672 clinical hours. Upon completion of the Neonatal Nurse Practitioner program, students are eligible for Neonatal Nurse Practitioner certification through the National Certification Corporation (NCC) for the Obstetric, Gynecologic and Neonatal Specialties. In addition to the core curriculum, the following courses are required for students enrolled in the Neonatal Nurse Practitioner Program:

#### *Semester Credits*

NU 570	Pathophysiology of Human Disease	3
NU 662	Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I	3
NU 663	Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II	3
NU 664	Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III	3
NU 665	Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate	3
NU 667	Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners	3

### **MSN/MPH Dual Degree Program**

The purpose of the MSN/MPH dual degree program is to provide an opportunity for nurses interested in a strong public health background to integrate advanced practice nursing with public health research and practice in order to complement advanced practice nursing concepts with public health theory and skills. Whereas dual/joint degrees often require all coursework for both programs to be completed before awarding the degrees, this dual/joint program allows the student to be awarded one degree if all

coursework for the specialty area is completed. In addition to the core curriculum the following courses are required for **CSA-MSN** students:

	<i>Credits</i>
NU 681 Community Systems Administration I	3
NU 682 Community Systems Administration II	3
NU 683 Community Systems Administration III	3
NU 691 Health Care Economics and Financial Management for Nurses	3
Elective	3
PBH 501 Introduction to Public Health	2
PBH 504 Basic Public Health Statistics	3
HPL 500 US Healthcare Delivery and Organization	3
PBH 507 Fundamentals of Environmental Health	3
PBH 509 Public Health Policy and Advocacy	3
PBH 605*Advanced Public Health Statistics	3
PBH 520 Program Planning and Evaluation	3
PBH 609*GIS Mapping	2
PBH 511*Health Communications	3
PBH 514*Introduction to Global Health	2
PBH 600 Capstone Seminar	2
PBH 601 Capstone Project	4

In addition to the core curriculum, the following courses are required for **non-CSA MSN** students:

	<i>Credits</i>
NU 570 Pathophysiology of Human Disease	
<b>or</b>	3
NU 689 Healthcare Informatics: Ethics, Issues and Trends	
NU 673 Comprehensive Assessment for Clinical Decision-Making	
<b>or</b>	
NU 690 Nursing Informatics: Project Management	3
NU 560 Advanced Pharmacotherapeutics	
<b>or</b>	
NU 691 Health Care Economics and Financial Management for Nurses	3
NP or NI Clinical Course	3
NP or NI Clinical Course	3
NP or NI Clinical Course	3
PBH 501 Introduction to Public Health	2
PBH 502 Behavioral and Social Theories in Public Health	3
PBH 504 Basic Public Health Statistics	3
PBH 507 Fundamentals of Environmental Health	3

PBH 509 Public Health Policy and Advocacy	3
PBH 520 Program Planning and Evaluation	3
PBH 605*Advanced Public Health Statistics	3
PBH 609*GIS Mapping	2
PBH 511*Health Communication	3
PBH 514*Introduction to Global Health	2
PBH 600 Capstone Seminar	2
PBH 650 Clerkship	3
PBH 601 Capstone Project	4

\*Note: MPH elective credits are examples; additional elective courses are available.

### **Nursing Informatics**

The purposes of the Nursing Informatics track are to prepare specialists to develop and implement clinical information systems, to analyze data, manage patient care and provide education and research. The track prepares students to assist in the delivery of health care with a combination of computer science, information science, and nursing science designed to manage and process nursing and medical data to support delivery of care. Nursing Informatics specialists have been extremely effective in collaborating with other health disciplines to utilize computerized systems to analyze patient information and incorporate roles associated with education, project management, product design, consulting, and research and evaluation of healthcare outcomes. Upon completion of the Nursing Informatics track, students are eligible for Nursing Informatics Clinical Nurse Specialist certification through the American Nurses' Association. In addition to the core curriculum, the following courses are required for students enrolled in the Nursing Informatics track:

	<i>Credits</i>
NU 689 Healthcare Informatics: Ethics, Issues and Trends	3
NU 690 Nursing/Healthcare Informatics: Project Management	3
ID 570 Financial Management of Healthcare Organizations	
<i>or</i>	
NU 691 Healthcare Economics and Financial Management for Nurses	3
NU 693 Nursing Informatics Seminar and Practicum I	3
NU 694 Nursing Informatics Seminar and Practicum II	3
NU 695 Nursing Informatics Seminar and Practicum III	3

### **Pediatric Advanced Practice Nurse**

The purpose of the Pediatric Advanced Practice Nurse track is to prepare graduates in the care of children and their families. Pediatric advanced practice nurses in clinical practice, school-based health, home health, public health, acute and long-term care settings have been extremely effective in providing health care to a large segment of the pediatric population. The track prepares students to manage the direct care of infants and children and incorporate the various roles associated with advanced nursing practice in a variety of care settings. Students complete 672 clinical hours. Upon completion of the Pediatric Advanced Practice Nurse track, students are eligible for Pediatric Nurse Practitioner and/or Clinical Nurse Specialist certification through the American Nurses' Credentialing

Center and/or the Pediatric Nursing Certification Board (PNCB). In addition to the core curriculum, the following courses are required for students enrolled in the Pediatric Advanced Practice Nurse specialty area:

	<i>Credits</i>
NU 570 Pathophysiology of Human Disease	3
NU 640 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I	3
NU 641 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II	3
NU 642 Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III	3
NU 673 Comprehensive Assessment for Clinical Decision-Making	3
NU 560 Advanced Pharmacotherapeutics	3

### **Women’s Health Nurse Practitioner**

The purpose of the Women’s Health Nurse Practitioner Program is to prepare graduates in the care of women throughout the lifespan and across the wellness-illness continuum. Women’s Health Nurse Practitioners practicing in hospitals, perinatal units, labor and delivery, and ambulatory care settings have been extremely effective in providing health care to women. The program prepares students to manage the direct care of women and collaborate with women’s healthcare disciplines. Students complete 672 clinical hours. Pending approval from the National Certification Corporation (NCC) for the Obstetric, Gynecologic and Neonatal Specialties, students will be eligible for Women’s Health Care Nurse Practitioner certification. In addition to the core curriculum, the following courses are required for students enrolled in the Women’s Health Nurse Practitioner Program:

	<i>Credits</i>
NU570 Pathophysiology of Human Disease	3
NU 590 Diagnostic Reasoning and Clinical Decision-Making for Women’s Health Nurse Practitioner I	3
NU 591 Diagnostic Reasoning and Clinical Decision-Making for Women’s Health Nurse Practitioner II	3
NU 592 Diagnostic Reasoning and Clinical Decision-Making For Women’s Health Nurse Practitioner III	3
NU 673 Comprehensive Assessment for Clinical Decision-Making	3
NU 560 Advanced Pharmacotherapeutics	

### **Certified Registered Nurse Anesthetist Program**

The purpose of the Certified Registered Nurse Anesthetist (CRNA) program is to prepare graduates who are competent to engage in the practice of nurse anesthesiology. CRNAs practicing in hospitals and outpatient surgical sites have been extremely effective in providing anesthesia care to all ages of patients undergoing a wide variety of diagnostic and/or surgical procedures. Anesthesia care is provided by CRNAs in four general

categories: (1) pre-anesthetic evaluation and preparation; (2) anesthesia induction, maintenance, and emergence; (3) post-anesthesia care; and (4) perianesthetic and clinical support functions. The program prepares students to manage patients through pre-anesthetic assessment, to develop a perioperative care plan, to implement this plan of care, to evaluate patients post-operatively and to collaborate with other anesthesia healthcare disciplines. Upon completion of the CRNA program, students are eligible for CRNA certification through the Council on Certification of Nurse Anesthetists. Students may complete all core curriculum courses prior to enrollment in the CRNA program. In addition to the core curriculum, the following courses are required for students enrolled in the CRNA program:

	<i>Credits</i>
NU 557 Physiology for Advanced Practice Nursing	3
NU 560 Advanced Pharmacotherapeutics	3
NU 568 Basic Principles of Anesthesia	3
NU 569 Basic Principles of Anesthesia Simulation Laboratory	1
NU 570 Pathophysiology of Human Disease	3
NU 575 Pathologic Aspects of Disease II	3
NU 600 Pharmacokinetics & Dynamics of Anesthesia Agents	3
NU 624 Chemistry & Physics Related to Anesthesia	2
NU 650 Orientation to Clinical Practice	NC
NU 651 Clinical Practice I	3
NU 652 Clinical Practice II	3
NU 653 Clinical Practice III	3
NU 654 Clinical Practice IV	3
NU 655 Clinical Practice V	3
NU 656 Clinical Practice VI	3
NU 657 Clinical Practice VII	3
NU 658 Advanced Principles of Anesthesia I	3
NU 659 Advanced Principles of Anesthesia Simulation Laboratory I	1
NU 668 Advanced Principles of Anesthesia II	3
NU 669 Advanced Principles of Anesthesia Simulation Laboratory II	1
NU 670 Senior Seminar I	3
NU 679 Clinical Correlation Conference	3

### **MINOR IN NURSING EDUCATION**

The purpose of a 12-credit minor in Nursing Education is to prepare advance nursing practice students in curriculum development, evaluation measures, teaching strategies and the role of the nurse educator. The minor in Nursing Education will be taken concurrently with the 36-credit MSN curriculum. Students will incorporate the 12 credits into their plan of study to complete the MSN in a specialty track with a Minor in Nursing Education. The following four courses will complete the Minor in Nursing Education in addition to the required 36 credits of MSN curriculum.

*Credits*

NU 678	Role of the Nurse Educator	3
NU 680	Evaluation Measures	3
NU 684	Teaching Strategies	3
NU 688	Curriculum in Nursing Education	3

### **POST-MASTER’S DEGREE CERTIFICATE IN NURSING EDUCATION**

A post-master’s degree certificate program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice as a nurse educator. A total of 12 credits is required for the post-master’s degree certificate in nursing education option.

#### **Curriculum – Post-Master’s Degree Certificate in Nursing Education**

	<i>Credits</i>	
NU 678	Role of the Nurse Educator	3
NU 680	Evaluation Measure	3
NU 684	Teaching Strategies	3
NU 688	Curriculum in Nursing Education	<u>3</u>
		<b>12</b>

### **POST-MASTER’S DEGREE NURSE PRACTITIONER CERTIFICATE**

A post-master’s degree certificate program is available for professional nurses who have earned an MSN degree and wish to continue their education and expand their practice as a nurse practitioner. A total of 18 credits is required for the post-master’s degree certificate option.

#### **Curriculum - Post-Master’s Degree Nurse Practitioner Certificate**

	<i>Credits</i>	
NU 570	Pathophysiology of Human Disease	3
NU 673	Comprehensive Assessment for Clinical Decision-Making	3
NU 6XX	*Specialty Clinical Course I	3
NU 6XX	*Specialty Clinical Course II	3
NU 6XX	*Specialty Clinical Course III	3
NU 560	Advanced Pharmacotherapeutics	<u>3</u>

\*Course number depends on specialty clinical area selected.

### **DOCTOR OF NURSING PRACTICE DEGREE PROGRAM**

The purposes of the Doctoral Program of the School of Nursing of Nursing are to:

- Prepare professional nurses who will practice at the most advanced level of nursing to anticipate and respond to changing societal, technological, healthcare and professional needs;
- Develop advanced knowledge and enhanced leadership skills to strengthen practice and healthcare delivery;

- Foster continuing development of nursing science, professional foundations and nursing roles.

The Doctor of Nursing Practice (DNP) Degree Program is designed to provide academic preparation for professional nurses who will practice at the most advanced level of nursing. Graduates will be able to lead at the highest level of nursing in clinical practice, administration, education and policy. The curriculum is predicated on the School of Nursing belief that professional nursing is an art and a science incorporating theory, research and clinical practice.

The curriculum is organized using a core course and specialty course concept design. The Doctor of Nursing Practice Degree Program requires the completion of 36 credits, a practice inquiry project (PIP) and a minimum of 1,000 hours of practice post-baccalaureate. DNP applicants are required to verify in writing the total number of clinical hours completed during their MSN program. All DNP students will complete a minimum of 672 specialty clinical practice hours. Full- and part-time course of study options are available.

The Jefferson School of Nursing's DNP program is guided by and consistent with the American Association of Colleges of Nursing's (AACN) *Essentials of Doctorial Education for Advanced Nursing Practice* (2006) definition of advanced nursing practice, "any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations and the development and implementation of health policy" (p.4).

DNP graduates prepared for an advanced practice nursing (APN) role focuses their practice on direct care and management of individuals and families. DNP graduates prepared for an advanced nursing practice role in administrative, informatics, and population-based specialties focus their practice on aggregates: populations, systems (including information systems), organizations, and state or national policies.

### **Program Objectives**

Upon completion of the DNP program, the graduate will:

- a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
- b. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
- c. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.

- d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
- e. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes;
- f. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.
- g. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.
- h. Lead at the highest level of clinical practice, administration, education, and policy.

### **Core Curriculum**

All students enrolled in the Doctor of Nursing Practice Degree Program in Nursing at Thomas Jefferson University share a core curriculum. Courses required in the core curriculum are:

#### **Core Courses**

	<i>Credits</i>
NU 701 Scientific Underpinnings for Nursing Practice	3
NU 702 Practice Inquiry: Designs, Methods and Analysis	3
NU 703 Theoretical Foundations for Organizational Change in Health Care Systems	3
NU 704 Philosophy, Foundations and Methods for Evidence-Based Practice	3
NU 705 Advanced Topics in Health Informatics	3
NU 706 Quality Measurement and Outcomes Analysis in Health Care	3
NU 707 Leadership and Inter-Professional Collaboration	3
NU 708 Clinical Prevention and Population Health for Improving the Nation's Health	3
NU 709 Current Issues in Health and Social Policy: Planning, Participating, and Policy Making	<u>3</u>

### **Specialty Curriculum**

In addition to the core curriculum, the following courses are required for students enrolled in the Doctor of Nursing Practice Program.

#### **Specialty Courses**

*Credits*

NU 710	Practicum I	3
NU 711	Practicum II	3
NU 712	Practicum III	<u>3</u>
		9

**Policies on Student Progression in the Master of Science and Doctor of Nursing Practice Programs**

Students accepted to the MSN and DNP programs may pursue a full-time or part-time course of study to complete the program. In the event that a student matriculated in a degree or post-master’s certificate program elects to take a temporary pause from study, a leave of absence may be requested in writing to the JSN Associate Dean for Student Affairs or Dean. If the Associate Dean/Dean grants permission for the leave, the student must file the Student Status Change form available in the University Office of the Registrar. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. Students who fail to return to the School at the end of the approved leave will have their status changed from leave of absence to withdrawal, and they will have to reapply for admission to the School of Nursing. Following enrollment in the MSN nursing courses at the University, all subsequent program courses must be completed at Thomas Jefferson University.

Students must successfully complete *all* graduate nursing courses with a grade of B-(80) or above in order to progress in the curriculum. If a student is unsuccessful in any nursing course, that course must be repeated the next time it is offered and the course must be repeated through the School of Nursing at Thomas Jefferson University. *Progression in the clinical course sequence requires successful completion of both the didactic component and clinical component of the course.* Students who earn a grade of C+ or below in a second nursing course, or who earn C+ or below twice for the same course will be dismissed from the program.

Graduate and doctoral nursing students are required to maintain a cumulative grade point average (GPA) of no less than B (3.0). A student whose cumulative GPA falls below B will be placed on academic probation. Students on academic probation have the following two semesters to make up for the deficiency. Students on academic probation who have not been able to obtain a cumulative GPA of 3.0 or better after two consecutive probationary semesters must petition the Student Promotion and Progression Committee in writing for permission to continue as a student in the Jefferson School of Nursing, or be dismissed from the School.

**TECHNICAL STANDARDS REQUIRED FOR NURSING STUDENTS**

**Competency**

With reasonable accommodation, the student can meet the minimal level of required activity.

**Performance Standards for Admission and Graduation**

The curriculum in the nursing programs requires students to practice essential nursing

skills and functions, as deemed necessary in nursing practice. This includes cognitive, affective, psychomotor, physical and social skills. It is essential that one be able to perform skills in these domains in order to ensure the health and safety of patients, students, faculty and health professionals.

The following skill domains describe the non-academic qualifications that are required in addition to academic qualifications that the Jefferson School of Nursing considers essential for entrance and graduation from the nursing degree programs. Candidates for nursing degrees must be able to meet these minimum standards with or without reasonable accommodation for successful completion of degree requirements.

**Domains:**

1. Ability to see, hear, touch, smell and distinguish colors:

- Ability to gather data independently from written reference materials, oral presentations, demonstrations and observations of a patient in his or her environment.
- Ability to perform health assessments and interventions independently; observe diagnostic specimens; and obtain information from digital and analog representations to determine patient status and condition.

Examples of essential functional ability:

- Visual acuity sufficient to draw up the correct quantity of medication in a syringe and to be able to detect changes in condition, skin color and wound characteristics.
- Auditory ability sufficient to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient status.
- Tactile abilities sufficient to detect unsafe temperature levels in heat-producing devices or detect anatomical abnormalities, such as edema or small lumps.

2. Ability to speak and write with accuracy, clarity and efficiency:

- Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the healthcare team (including spoken and non-verbal communications, such as interpretation of facial expressions, affect and body language).
- Ability to communicate via speech, hearing, reading, writing and electronic modalities.
  - Abilities sufficient to give verbal directions to or follow verbal directions from other members of the healthcare team and to participate in healthcare team discussions of patient care.
  - Ability sufficient to elicit and record information about health history, current health state or responses to treatment from patients and others.
  - Ability sufficient to convey information to patients, members of the healthcare team and others as necessary to teach, direct and counsel individuals.

3. Ability to demonstrate manual dexterity in gross and fine movements:

- Sufficient motor function to execute movements required to provide safe general care and treatment to patients in all healthcare settings.
- Motor functions include gross and fine motor skills, physical endurance, physical strength and mobility to carry out nursing care procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.

Examples of essential functional ability:

- Fine motor skills sufficient to obtain assessment information by palpation, percussion, auscultation and other diagnostic maneuvers.
- Physical endurance sufficient to complete assigned periods of clinical practice.
- Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
- Strength sufficient to carry out patient care procedures such as CPR, and in the turning and lifting of patients.

4. Ability to learn, think critically, analyze, assess, solve problems, reach judgments:

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis of laboratory study results and diagnostic interpretations.
- Ability to gather data, develop a plan of action, establish priorities and monitor treatment plans and modalities.
- Ability to comprehend three-dimensional and spatial relationships.

Examples of essential functional ability:

- Cognitive skills sufficient to calculate appropriate medication dosage given specific patient conditions.
- Conceptual ability sufficient to analyze and synthesize data and develop an appropriate plan of care.
- Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.
- Ability to comprehend spatial relationships adequate to properly administer IM injections or assess wounds of varying depths.

5. Ability to demonstrate emotional stability and to accept responsibility and accountability:

- Ability to relate to colleagues, staff and patients with honesty, integrity and non-discrimination.
- Capacity for the development of a compassionate and effective therapeutic relationship with patients.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.
- Capacity to demonstrate ethical behavior, including adherence to the Nurse Practice Act.

Examples of essential functional ability:

- Emotional skills sufficient to remain calm in an emergency situation.
- Interpersonal skills sufficient to communicate effectively with patients and families of diverse religious, cultural or social backgrounds.

Once admitted to the Jefferson School of Nursing, all students will be measured by the same academic standards. Regardless of disability and reasonable accommodation, a student must pass all courses at an acceptable level and master all essential clinical competencies.

*Sources:*

*AACN Guidelines for Accommodating Students with Disabilities*

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Pamela W. Baker, RN, MSN, Instructor  
Miriam S. Bermudez, RN, MSN, Instructor  
Mary T. Bouchaud, RN, MSN, CNS, CCRN, Instructor  
Gina L. Bross, RN, MSN, Instructor  
Denise R. Brown, RN, MSN, Instructor

Darlene Donnelly, MSN, CRNP, Instructor  
John J. Duffy, MSN, CCRN, Instructor  
DiAnn C. Ecret, RN, MSN, Instructor  
Susan Egger, RN, MSN, Instructor  
Julia R. Feliciano, MSN, CRNA, Program Director, Nurse Anesthesia Program  
and Instructor  
Dorothea Frederick, RN, MSN, Instructor  
Bonnie L. Heintzelman, RN, MSN, Instructor  
Jennifer Herrold, MSN, CRNP, Instructor  
Thomas M. Kelly, CRNA, MSNA, Instructor  
Mariann Kerr, RN, MSN, PCCN, Instructor  
Joseph Lipscomb, MSN, CRNA, Assistant Program Director, Nurse Anesthesia  
Program and Instructor  
Thomas J. Loveless, MSN, CRNP, Instructor  
Katherine G. Lucatorto, DNP, RN, Instructor  
Maria Marinelli, MSN, RNFA, CNOR, Instructor  
Sharon R. Rainer, RN, MSN, APN, CEN, CCRN, Instructor  
Maureen F. Revaitis, MSN, RNC-NIC, Instructor  
Kathleen T. Rine, MSN, RN, Instructor  
Rachel G. Scherzer, RN, MSN, Instructor  
Kathryn M. Shaffer, MSN, RN, Instructor  
Amy E. Szajna, RN, MSN, Instructor  
Kellie H. Smith, MSN, RN, Instructor  
Debra L. Stayer, RN, MSN, CCRN, Instructor  
Geno J. Merli, MD, FACP, Clinical Professor  
Mary Ann McGinley, PhD, RN, Clinical Associate Professor  
Jacqueline Sullivan, PhD, Research Associate Professor  
William Clements, MD, Clinical Assistant Professor  
Margaret Fuhs, DNSc, RN, CS, Clinical Assistant Professor  
Tanya M. Bronzell-Wynder, MSN, CRNP, NP-C, Clinical Instructor  
Linda Davis-Moon, RN, CRNP, Clinical Instructor  
Charlene Deuber, MSN, CRNP, NNP-BC, Clinical Instructor  
Anne O. Delengowski, MSN, RN, Clinical Instructor  
Cynthia Kraft Fine, MSN, RN, Clinical Instructor  
Roslyn Gleeson, RN, MSN, Clinical Instructor  
Valerie Godzieba, RN, MSN, Clinical Instructor  
Peter J. Leporati, RN, MSN, Clinical Instructor  
Carol Mabry, RN, MSN, Clinical Instructor  
Mary Marczyk, RN, MSN, Clinical Instructor  
Sharon Millinghausen, RN, MSN, Clinical Instructor  
Virginia E. Ramsey, CRNA, MSH, BSN, APN, Clinical Instructor  
Barbara A. Reville, MS, APRN-BC, ACHNP, Clinical Instructor  
Patricia K. Sauter, MSN, ACNP, Clinical Instructor  
Mary Vergara, MSN, CRNP, Clinical Instructor

Francis H. Barchi, MS, Adjunct Instructor  
Peter K. Drew, MS, CRNA, Adjunct Instructor  
Rosemary Kates, MSN, CRNP, APRN-BC, Adjunct Instructor  
Thomas Zarra, RN, MSN, Adjunct Instructor

## **NURSING COURSE DESCRIPTIONS**

Courses are described in numerical order. The number within parentheses following the course title indicates the number of semester credits assigned to each course.

### **UNDERGRADUATE PROGRAM**

#### **NURSING 101**

##### **Medication Calculations (1)**

Introduces the process of medication calculations for clinical practice. Drawing on previously learned arithmetic and mathematical skills, students learn to calculate medication dosages accurately for administration via oral and parenteral routes. Includes the safety principles underlying the administration of medications and various routes of medication administration. Students must be successful in this course in order to administer medications in the clinical area. Students who are not able to demonstrate competence in medication calculations are not permitted to progress into the clinical component of the program. The use of a calculator is permitted in this course. Prerequisite: High School Mathematics

Prerequisites or Corequisites: Nursing 102, Nursing 104, Nursing 105, Nursing 106, Biology 110, English 101

#### **NURSING 102**

##### **Introduction to Associate Degree Nursing (1)**

Introduces the philosophy and framework for associate nursing education as well as the concepts fundamental to nursing practice. Presents the multidimensional role of the nurse. Presents concepts including critical thinking, therapeutic communication, patient education and cultural diversity. Examines legal, ethical and professional standards for nursing practice.

Prerequisites or Corequisites: Nursing 101, Nursing 104, Nursing 105, Nursing 106, Biology 110, English 101

#### **NURSING 104**

##### **Pharmacology I (1)**

Focuses upon pharmacotherapeutics for immune, hepatological, gastrointestinal, genitourinary, integumentary and musculoskeletal system disorders. Reviews basic pharmacology, pharmacotherapeutics and nursing implications for each body system discussed. Includes discussion of prototype drugs in each of the categories. Includes medical calculations.

Prerequisites or Corequisites: Nursing 101, Nursing 102, Nursing 105, Nursing 106,

Biology 110, English 101

### **NURSING 105**

#### **Nursing Management of Adults with Acute and Chronic Disorders I (3)**

Introduces the concept of illness and its relationship to the patient experiencing an illness state. Provides theoretical foundations for gathering health data in developing patient plans of care and evaluating patient outcomes. Develops students' ability to perform interdependent and independent clinical decision-making. Focuses on disorders in the immune, hematologic, gastrointestinal, genitourinary, integumentary and musculoskeletal systems. Addresses holistic patient needs within each of these systems.

Prerequisite: Nursing 101

Prerequisites or Corequisites: Nursing 102, Nursing 104, Nursing 106, Biology 110, English 101

### **NURSING 106**

#### **Clinical Practicum I (5)**

Provides guided clinical practice in the school laboratory and in acute/chronic settings. Focuses on the adult population in an acute/chronic setting. Emphasizes health restoration, maintenance, disease prevention and health promotion. Fosters the development of communication, decision-making and critical thinking skills. Beginning nursing students learn to use a scientific approach to plan, provide and evaluate therapeutic nursing interventions. Skill development focuses on the mastery of core scientific principles that underlie all nursing skills. Students learn to perform and teach these skills with safety and competence.

Prerequisite: Nursing 101

Prerequisites or Corequisites: Nursing 102, Nursing 104, Nursing 105, Biology 110, English 101

### **NURSING 111**

#### **Pharmacology II (1)**

Focuses on pharmacotherapeutics for cardiovascular, respiratory, endocrine and reproductive system disorders. Reviews basic pharmacology, pharmacotherapeutics and nursing implications for each body system discussed.

Prerequisite: Completion of First Year, First Term

Prerequisites or Corequisites: Nursing 113, Nursing 114, Nursing 125, Nursing 126, Biology 111, Nutrition 301

### **NURSING 113**

#### **Nursing Management of Adults with Acute & Chronic Disorders II (1.5)**

Fosters the development of assessment, decision-making and critical thinking skills in provision of holistic care. Emphasizes the theoretical basis for providing a safe, effective care environment and maintaining physiological and psychosocial integrity of patients. Focuses on health maintenance, promotion and restoration with patients experiencing cardiovascular, respiratory, endocrine and reproductive illnesses. Further develops

students' ability to work collaboratively and independently.

Prerequisite: Completion of First Year, First Term

Prerequisites or Corequisites: Nursing 111, Nursing 114, Nursing 125, Nursing 126, Biology 111, Nutrition 301

## **NURSING 114**

### **Clinical Practicum II (3)**

Provides guided clinical practice in the laboratory and acute and chronic settings. Addresses the cardiovascular, respiratory, endocrine, and reproductive systems. Focuses on the adult population in an acute/chronic setting. Emphasizes on health restoration, maintenance, disease prevention and health promotion. Fosters the application communication, decision-making, and critical thinking skills. Students incorporate a scientific approach to plan, provide and evaluate therapeutic nursing interventions.

Prerequisite: Completion of First Year, First Term

Prerequisites or Corequisites: Nursing 111, Nursing 113, Biology 111, Nutrition 301

## **NURSING 125**

### **Nursing Management of Childbearing Families (1.5)**

Introduces the concepts of pregnancy and the childbearing experience. Focuses on health promotion, health maintenance and health restoration of childbearing women and their families through all stages of pregnancy and childbirth. Explores the many roles that nurses assume when caring for childbearing women and their families including educator, physical care provider, critical thinker, support person, counselor, case manager or researcher.

Prerequisite: Completion of First Year, First Term

Prerequisites or Corequisites: Nursing 111, Nursing 126, Biology 111, Nutrition 301

## **NURSING 126**

### **Clinical Practicum III (3)**

Provides guided clinical practice in the laboratory and childbearing family settings by working with faculty member. Provides opportunity for students to apply principles of health promotion, prevention and health maintenance interventions with the childbearing family. Emphasizes communication, decision-making and critical thinking skills.

Prerequisite: Completion of First Year, First Term

Prerequisites or Corequisites: Nursing 111, Nursing 125, Biology 111, Nutrition 301

## **NURSING 203**

### **Pharmacology III (1)**

Focuses upon pharmacotherapeutics and complementary therapy for neurologic and sensory system disorders, along with drugs frequently used for clients with psychopathological and complex multi-system disorders. Reviews basic pharmacology, pharmacotherapeutics and nursing implications for each body system discussed. Discusses prototype drugs in each of the categories. Includes medication calculations.

Prerequisite: Completion of First Year, Second Term

Prerequisites or Corequisites: Nursing 204, Nursing 205, Nursing 206, Nursing 207, Biology 315, Biology 316, Psychology 101

### **NURSING 204**

#### **Nursing Management of Children in Health and Illness (1.5)**

Provides the theoretical foundation for nursing care of children. Focuses on principles of health restoration, maintenance, prevention and promotion of children and families within the context of developmental stage and environment. Emphasizes incorporation of principles of growth and development into the nursing management of the child and family.

Prerequisite: Completion of First Year, Second Term

Prerequisites or Corequisites: Nursing 203, Nursing 205, Biology 315, Biology 316, Psychology 101

### **NURSING 205**

#### **Clinical Practicum IV (3)**

Provides the opportunity to practice health restoration, maintenance, and promotion of the child and family in the context of their development stage and the environment. Continues to build on the foundation of nursing knowledge, critical thinking and communication skills as well as knowledge from the biopsychosocial disciplines. Emphasizes the nursing management of the patient and family focusing on the unique needs of children. Provides guided clinical experiences in a variety of pediatric settings.

Prerequisite: Completion of First Year,

Second Term Prerequisites or Corequisites: Nursing 203, Nursing 204, Biology 315, Psychology 101

### **NURSING 206**

#### **Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders (1.5)**

Addresses nursing management of the patient and family experiencing neurophysiological, neuropsychological, biochemical and biological changes. Uses a life span approach with the psychosocial behavioral disorders. Builds on the foundation of nursing knowledge, critical thinking and communication skills as well as knowledge from the biopsychosocial disciplines. Emphasizes developing students' ability to utilize a scientific process in the care of the patient with neurological and/or mental health related disorders.

Prerequisite: Completion of First Year, Second Term

Prerequisites or Corequisites: Nursing 203, Nursing 207, Biology 315, Psychology 101

### **NURSING 207**

#### **Clinical Practicum V (3)**

Provides opportunity for laboratory and clinical practice in the nursing care of individuals with neurological, sensory and psychosocial behavioral disorders. Emphasizes health

restoration, maintenance and promotion to the patient and family experiencing a mental and/or neurological disorder. Focuses on the nursing management of the patient and family and selected accompanying nursing skills and nursing roles that focus on the unique needs of the mental health and/or neurological patient. Provides guided clinical practice in a variety of settings.

Prerequisite: Completion of First Year, Second Term

Prerequisites or Corequisites: Nursing 203, Nursing 206, Biology 316, Psychology 101

Corequisites: Nursing 206

### **NURSING 209**

#### **Transition to Associate Degree Nursing Practice (1.5)**

Presents dimensions essential for effective implementation of the beginning role of the AD graduate by introducing the components of advocacy and patient care. Explores today's evolving health care and its impact on the environment in which health care is delivered. Emphasizes critical thinking and collaboration and responsibilities that contribute to the further development of the discipline of nursing. Emphasizes the value and contribution of life-long learning for the AD graduate. Provides graduating AD nursing students an opportunity to explore test-taking strategies with faculty and to devise a personal plan for preparation that is designed to ensure successful completion of licensure requirements. Emphasizes those activities and exercises that have been documented to contribute to this outcome: test question practice, computer simulation practice, refinement of test-taking skills and assessment/readiness testing.

Prerequisite: Completion of Second Year, First Term

Prerequisites or Corequisites: Nursing 213, Nursing 215, Sociology 101, Psychology 102

### **NURSING 213**

#### **Nursing Management of Adults with Complex Health Problems (1.5)**

Focuses on the integration of knowledge and skills paramount in providing safe and effective nursing care to patients with complex problems. Emphasizes the use of biomedical technology and the planning and management of nursing care for patients with complex care needs. Life-span considerations will be developed where appropriate. This capstone course further refines critical thinking skills and integrates knowledge of all systems in the care of complexly ill patients.

Prerequisite: Completion of Second Year, First Term

Prerequisites or Corequisites: Nursing 214, Sociology 101, Psychology 102

### **NURSING 214**

#### **Clinical Practicum VI (4)**

Provides guided clinical practice in a variety of settings. Emphasizes integration of knowledge and technical skills foundational to the care of patients with complex health problems. Clinical practice is directed toward the care of patients with complex health problems, with a focus on patient assessment, use of biomedical technology and planning of care. Fosters development of high-level decision-making, critical thinking skills and

interdisciplinary collaboration.

Prerequisite: Completion of Second Year, First Term

Prerequisites or Corequisites: Nursing 213, Nursing 209, Sociology 101, Psychology 102

### **NURSING 300**

#### **Transition to Professional Nursing Education (1.5)**

Introduces the registered nurse student to the standards and concepts of professional nursing education, based on the Essentials of Baccalaureate for Professional Nursing Education, according to the American Association of Colleges of Nursing. Orientation to the AACN's components of professional nursing education: professional values, core competencies, core knowledge, and role development. Through seminar activities, students identify skills essential for success in baccalaureate education, including critical thinking, professional writing analysis and skill development, and individual personal and professional values clarification. This course is not open to challenge.

Prerequisite: RN status

### **NURSING 301**

#### **Medication Calculations (1)**

Introduces the process of medication calculations for clinical practice. Drawing on previously learned arithmetic and mathematical skills, students learn to calculate medication dosages accurately for administration via oral and parenteral routes. Includes the safety principles underlying the administration of medications and various routes of medication administration. Students must be successful in this course in order to administer medications in the clinical area. Students who are not able to demonstrate competence in medication calculations are not permitted to progress into the clinical component of the program. The use of a calculator is permitted in this course.

Prerequisite: Algebra

Corequisite: Nursing 306

### **NURSING 302**

#### **Introduction to Professional Nursing (3)**

Introduces the philosophy and framework for nursing education. Provides an introduction to concepts fundamental to professional nursing practice. Presents the multidimensional roles of the nurse. Explores scientific knowledge, theory and research that support nursing practice. Presents concepts including critical thinking, therapeutic communication, patient education and cultural diversity. Examines legal, ethical and professional standards for nursing practice.

### **NURSING 303**

#### **Pathophysiology I (2)**

Provides an overview of pathophysiological concepts across the life span. Addresses basic principles, processes and concepts associated with common pathologies and the pathophysiological alterations related to body systems. Examines the immune, hematologic, gastrointestinal, genitourinary, integumentary and musculoskeletal systems.

Prerequisites: Anatomy and Physiology I, II; General Chemistry I; General Chemistry II or Biochemistry

### **NURSING 304**

#### **Pharmacology I (1)**

Focuses on pharmacotherapeutics for immune, hematological, gastrointestinal, genitourinary, integumentary and musculoskeletal system disorders. Reviews basic pharmacology, pharmacotherapeutics and nursing implications for each body system discussed.

Prerequisites: Anatomy and Physiology; Microbiology; General Chemistry I; General Chemistry II or Biochemistry

### **NURSING 305**

#### **Nursing Management of Adults with Acute and Chronic Disorders I (3)**

Introduces the concept of illness and its relationship to the patient experiencing an illness state. Provides theoretical foundations for gathering health data in developing patient plans of care and evaluating patient outcomes. Develops students' ability to perform interdependent and independent clinical decision-making. Focuses on disorders in the immune, hematologic, gastrointestinal, genitourinary, integumentary and musculoskeletal systems. Addresses holistic patient needs within each of these systems.

Prerequisites/Corequisites: Nursing 302, 303, 304

Corequisites: Nursing 301, 306

### **NURSING 306**

#### **Clinical Practicum I (5)**

Provides guided clinical practice in the school laboratory and in acute/chronic settings. Focuses on the adult population in an acute/chronic setting. Emphasizes health restoration, maintenance, disease prevention and health promotion. Fosters the development of communication, decision-making and critical thinking skills. Beginning nursing students learn to use a scientific approach to plan, provide and evaluate therapeutic nursing interventions. Skill development focuses on the mastery of core scientific principles that underlie all nursing skills. Students learn to perform and teach these skills with safety and competence.

Corequisite: Nursing 305

### **NURSING 309**

#### **Computers in Nursing (4)**

Examines the present and potential impact of computers on the healthcare system. Applies the fundamental concepts of electronic data processing to the areas of patient care, administration of nursing service, nursing education and nursing research. Laboratory experiences provide the opportunity to interact with computers.

### **NURSING 310**

#### **Health Assessment (2)**

Introduces health assessment focusing on skills and techniques necessary for promoting, maintaining or restoring health. Emphasizes normal findings across the life span and highlights common problems. Presents functional, spiritual, psychosocial, cultural and physiological assessment as well as the impact of environment and life style on health status. Includes laboratory practice.

Prerequisite/Corequisite: Nursing 306, RN status or permission of program administrator

### **NURSING 311**

#### **Pharmacology II (1)**

Focuses on pharmacotherapeutics for cardiovascular, respiratory, endocrine and reproductive system disorders. Reviews basic pharmacology, pharmacotherapeutics and nursing implications for each body system discussed.

Prerequisite: Nursing 304

### **NURSING 312**

#### **Pathophysiology II (2)**

Provides an overview of pathophysiological concepts across the life span. Addresses basic principles, processes and concepts associated with common pathologies as well as the pathophysiological alterations related to body systems. Examines the cardiovascular, respiratory, endocrine and reproductive systems.

Prerequisite: Nursing 303

### **NURSING 313**

#### **Nursing Management of Adults with Acute and Chronic Disorders II (1.5)**

Fosters the development of assessment, decision-making and critical thinking skills in provision of holistic care. Emphasizes the theoretical basis for providing a safe, effective care environment and maintaining physiological and psychosocial integrity of patients. Focuses on health maintenance, promotion and restoration with patients experiencing cardiovascular, respiratory, endocrine and reproductive illnesses. Further develops students' ability to work collaboratively and independently.

Prerequisite: Nursing 306

Prerequisites/Corequisites: Nursing 310, 311, 312, 324, 325

Corequisite: Nursing 314

### **NURSING 314**

#### **Clinical Practicum II (3)**

Provides guided clinical practice in the laboratory and acute and chronic settings. Addresses the cardiovascular, respiratory, endocrine and reproductive systems. Focuses on the adult population in an acute/chronic setting. Emphasizes health restoration, maintenance, disease prevention and health promotion. Fosters application, communication, decision-making and critical thinking skills. Students incorporate a scientific approach to plan, provide and evaluate therapeutic nursing interventions.

Corequisite: Nursing 313

### **NURSING 323**

#### **Health Assessment for RN Student (2)**

Introduces the student to health assessment focusing on skills and techniques necessary for promoting, maintaining or restoring health. Emphasizes normal findings across the life span and highlight common variations in health status. Introduces functional and psychosocial assessment and its impact on health. Presents physiological assessment as well as impact on environment and lifestyle in health status, while incorporating the principles of health promotion and related patient educational concepts.

Prerequisite: RN Status

### **NURSING 324**

#### **Nursing Management of Childbearing Families (1.5)**

Introduces the concept of pregnancy and the childbearing experience. Focuses on health promotion, health maintenance and health restoration of the childbearing family. Emphasizes patients during the childbearing experience.

Prerequisites/Corequisites: Nursing 311, 312, 313, 314

Corequisites: Nursing 325

### **NURSING 325**

#### **Clinical Practicum III (3)**

Provides guided clinical practice in the laboratory and childbearing family settings. Also provides opportunity for students to apply principles of health promotion, prevention and health maintenance interventions with the childbearing family. Emphasizes communication, decision-making and critical thinking skills.

Corequisite: Nursing 324

### **NURSING 336**

#### **Health Literacy and Clear Health Communication (3)**

Examines the evidence base related to health literacy and outcomes. Explores populations at increased risk for inadequate health literacy. Exposes students to measures of health literacy as well as measures for assessing the suitability of health education materials. Considers assumptions and literacy demands of health care system navigation. Policy implications of health literacy are analyzed.

Prerequisite: None

### **NURSING 401**

#### **Nursing Issues and Trends (2)**

Provides an opportunity for an in-depth exploration of selected current issues or concepts affecting nurses, nursing and/or health care. Students analyze a selected concept or issue from historical, economic and social perspectives, and make projections about future healthcare trends. Because of the dynamic nature of nursing and health care, the specific concepts and issues explored will vary.

Prerequisite: Completion of junior level, or RN status

**NURSING 402****Pathophysiology III (2)**

Focuses on the integration of physiological principles appropriate to clients across the life span. Integrates content relative to each stage of maturity with each topical area. Correlates physical manifestations with client status, physiological data and pathological inferences. Examines the neurologic, sensory, psychopathology and multisystem interaction states.

Prerequisite: Completion of junior level

**NURSING 403****Pharmacology III (1)**

Focuses on pharmacotherapeutics for neurologic and sensory system disorders, and on drugs frequently used for clients with psychopathological and complex multisystem disorders. Reviews basic pharmacology, pharmacotherapeutics and nursing implications for each body system discussed.

Prerequisite: Completion of junior level

**NURSING 404****Nursing Management of Adults with Neurologic/Sensory and Psychosocial Behavioral Disorders (1.5)**

Addresses the nursing management of the patient and family experiencing neuro-physiological, neuro-psychological, biochemical and biological changes. Uses a life span approach with the psychosocial behavioral disorders. Builds on the foundation of nursing knowledge, critical thinking and communication skills as well as knowledge from the biopsychosocial disciplines. Emphasizes developing students' ability to utilize a scientific process in the care of the patient with neurological and/or mental health-related disorders.

Prerequisites: Completion of junior level

Prerequisites/Corequisites: Nursing 402, 403, 405

**NURSING 405****Clinical Practicum IV (3)**

Provides opportunity for laboratory and clinical practice in the nursing care of individuals with neurological, sensory and psychosocial behavioral disorders. Emphasizes health restoration, maintenance and promotion to the patient and family experiencing a mental and/or neurological disorder. Focuses on nursing management of the patient and family and selected accompanying nursing skills and nursing roles that focus on the unique needs of the mental health and/or neurological patient. Provides guided clinical practice in a variety of acute care settings.

Corequisite: Nursing 404

**NURSING 406****Nursing Management of Children in Health and Illness (1.5)**

Provides the theoretical foundation for nursing care of children. Focuses on principles of health restoration, maintenance, prevention and promotion of children and families within

the context of developmental stage and environment. Emphasizes incorporation of principles of growth and development into the nursing management of the child and family.

Prerequisite: Completion of junior level

Prerequisites/Corequisites: Nursing 402, 403, 407

### **NURSING 407**

#### **Clinical Practicum V (3)**

Provides the opportunity to practice health restoration, maintenance and promotion of the child and family in the context of their development stage and the environment. Continues to build on the foundation of nursing knowledge, critical thinking and communication skills as well as knowledge from the biopsychosocial disciplines. Emphasizes the nursing management of the patient and family focusing on the unique needs of children. Requires guided clinical experiences in a variety of pediatric settings.

Corequisite: Nursing 406

### **NURSING 409**

#### **Transition to Professional Nursing Practice (3)**

Presents the dimensions that are essential for the effective implementation of the beginning professional role. Introduces the components of the patient care manager role. Explores today's evolving health care and its impact on the environment in which health care is delivered. Emphasizes professional values and responsibilities that contribute to the further development of the discipline of nursing.

Prerequisites/Corequisites: Nursing 404, 406

### **NURSING 410**

#### **Community Health Nursing (1.5)**

Prepares the student for the promotion of health in communities through primary, secondary and tertiary prevention. Uses nursing and public health principles to promote and preserve the health of populations.

Prerequisite: Nursing 406, 404 or RN status

Corequisite: Nursing 411

### **NURSING 411**

#### **Clinical Practicum VI (3)**

Provides guided clinical practice in the community setting. Emphasizes health promotion, disease prevention, health restoration and maintenance of the community and its members. Prepares students to synthesize principles of nursing and public health and apply them to communities, families and individuals.

Corequisite: Nursing 410

### **NURSING 412**

#### **Nursing Management of Patients with Complex Health Problems (1.5)**

Focuses on the integration of knowledge and skills paramount in providing safe and

effective nursing care to patients with complex health problems. Emphasizes the use of biomedical technology and the planning and management of nursing care. This capstone course further refines critical thinking skills and integrates knowledge of all systems in the care of these patients.

Prerequisites: Nursing 404, 406

Corequisite: Nursing 413

### **NURSING 413**

#### **Clinical Practicum VII (4)**

Provides guided clinical practice in the tertiary hospital setting. Emphasizes integration of knowledge and technical skills fundamental to the care of critically ill patients. Directs clinical practice toward the care of the critically ill patient with a focus on patient assessment, use of biomedical technology and planning of care for adults with complex health problems. Fosters the development of high-level decision-making, critical thinking skills and interdisciplinary collaboration.

Corequisite: Nursing 412

### **NURSING 414**

#### **Senior Seminar (1)**

Provides senior, generic nursing students with the opportunity to explore test-taking strategies with faculty and to devise a personal plan for preparation that is designed to ensure successful completion of licensure requirements. Emphasizes activities and exercises that have been documented to contribute to this outcome: test question practice, computer simulation practice, refinement of test-taking skills and assessment/readiness testing.

Prerequisites: Nursing 404, 406

Corequisites: Nursing 410, 412

### **NURSING 423**

#### **Nursing Issues and Trends for the RN Student (3)**

Affords the student the opportunity for an in-depth exploration of selected current issues or concepts affecting nurses, nursing and/or health care. Students will analyze a selected concept or issues from historical, economic and social perspectives and make projections about future health care trends.

Prerequisites: RN Status

### **NURSING 424**

#### **Community Health Nursing for the RN Student (3)**

Prepares the student for the promotion of health in communities through primary, secondary and tertiary prevention. Uses nursing and public health principles to promote and preserve the health of populations.

Prerequisite: RN Status

Corequisite: Nursing 425

## **NURSING 425**

### **Clinical Practicum VI (3)**

Community Health Nursing clinical practice experiences are directed toward wellness and health alterations with a primary focus on health promotion and maintenance. Emphasis is on individuals, families and community groups from culturally diverse populations. Selected clinical settings will provide opportunities for students to provide primary, secondary and tertiary nursing care through collaboration with individuals, families, community, community leaders and health professionals.

Prerequisite: RN Status

Corequisite: Nursing 424

## **NURSING 427**

### **Development of Nursing Knowledge: Research Perspectives (3)**

Presents knowledge and skills required of nurses in investigative roles. Emphasizes the nurse as a consumer of research. Introduces the research process and the method of critiquing research literature, the theoretical framework of a research study, quantitative and qualitative methodology to accomplish goals and dissemination of research findings. Focuses on nurses' utilization of research findings in healthcare settings.

Prerequisite: Statistics or RN Status

## **NURSING 431**

### **Development of Nursing Knowledge: Research Perspectives for the RN Student (3)**

Introduces the research process and method of critiquing research literature, theoretical framework of a research study, quantitative and qualitative methodology to accomplish goals and dissemination of research findings. A major theme throughout the course is the nurse's utilization of research findings in health care settings.

Prerequisites: RN Status, Elementary Statistics

## **NURSING 440**

### **Advanced Concepts of Nursing Leadership (3)**

Builds on the foundation gained in delivering nursing care to clients across the life span. Introduces advanced concepts of leadership and management that will be applied in the clinical setting. Provides the opportunity to analyze and synthesize concepts of leadership and management that are relevant to clinical practice. Provides opportunities in problem solving, critical thinking and constructive communication through the use of case studies that emphasize the leadership and management roles of the nurse.

Prerequisite: RN Status

Corequisite: Nursing 442

## **NURSING 442**

### **Clinical Practicum VIII (3)**

Provides the opportunity to apply and evaluate the concepts of leadership and management in relation to clinical practice. Focuses on the nurse's responsibility for

collaboration with members of other disciplines and for delegation of responsibilities to peers and ancillary personnel. Emphasizes the continuum of care from the pre-admission to the post-discharge periods. Clinical experiences are in selected patient settings that facilitate the delivery of care to small groups of patients. Students are paired with staff nurses as preceptors to promote role development.

Corequisite: Nursing 440

### **NURSING 445**

#### **Contemporary Knowledge and Role Delineation for the Registered Nurse Student**

**(3)**

Capstone course designed to assist the registered nurse student to bridge the gap between technical and professional nursing practice. The highly individualized course format allows each student to define and develop a specific skill set to assist in the fulfillment of his/her own professional goals. Includes didactic seminar and a corresponding field experience.

Prerequisite: RN status

### **NURSING 499**

#### **Independent Study in Nursing (1-3)**

Provides an elective option in the nursing major. Presents opportunities for enrichment of learning experiences in nursing. The student must obtain a faculty advisor from the Jefferson School of Nursing and must have the project proposal approved by the faculty advisor prior to the beginning of the semester in which the study is to be done. A maximum of three credits in independent study may be earned per semester, with a maximum of six credits in the program.

Prerequisites: Completion of one semester of study, good standing in the School, a minimum grade point average of 2.00 and approval of faculty advisor.

## **GRADUATE PROGRAM**

### **NURSING 536**

#### **Health Literacy and Clear Health Communication (3)**

Examines the evidence base related to health literacy and outcomes. Explores populations at increased risk for inadequate health literacy. Exposes students to measures of health literacy as well as measures for assessing the suitability of health education materials. Considers assumptions and literacy demands of health care system navigation. Policy implications of health literacy are analyzed.

Prerequisite: None

### **NURSING 557**

#### **Physiology for Advanced Practice Nursing (3)**

Examines those organ systems such as the central nervous system, the cardiovascular system, the respiratory system, the hepatic and gastro-intestinal system and the renal system that are most affected when a patient receives anesthesia. Reviews cell structure

and function as they relate to the uptake and distribution of anesthetic drugs; the physiology of body fluids and the impact that anesthetic drugs have on the relationship between fluid volume and vault space; and the physiology of the five organ systems most affected by anesthetic agents.

### **NURSING 560**

#### **Advanced Pharmacotherapeutics (3)**

A practical examination of select topics in contemporary pharmacotherapeutics. Emphasizes rational decision-making skills in the selection of drug therapy. Considers the social, economic and emotional impact of drug therapy.

### **NURSING 568**

#### **Basic Principles of Anesthesia (3)**

Introduces the basic principles underlying the specialty of anesthesia. Focuses on pre-operative assessment of the patient and includes topics on preoperative evaluation, the anesthetic implications of the presence of co-morbid diseases, anesthesia risk, psychological preparation and the use of preoperative medication. Examines the anesthesia machine, the anesthesia checklist, medical gas systems, electrical safety, ancillary anesthesia equipment, monitoring modalities, temperature and humidity regulation, breathing systems, carbon dioxide and fluid management. Also focuses on patient positioning, patient safety issues and infection control.

### **NURSING 569**

#### **Basic Principles of Anesthesia Simulation Laboratory (1)**

Provides students the opportunity to gain hands-on experiences in the University's simulation laboratory performing preoperative assessment on ASA grade I and II patients, setting up anesthesia equipment for a routine surgical procedure, carrying out a comprehensive machine check and selecting appropriate anesthesia equipment and drugs. Provides experience inserting oro-pharyngeal airways, LMAs, nasogastric and endotracheal tubes in the SIM Man Simulator.

### **NURSING 570**

#### **Pathophysiology of Human Disease (3)**

Covers topics in general and systemic pathology, providing an overview of major aspects of human pathology and the pathophysiology of major diseases.

### **NURSING 575**

#### **Pathologic Aspects of Disease II (3)**

Focuses on the pathology of diseases of the renal, hepatic, electrolyte, neuromuscular, gastrointestinal, hematologic and metabolic systems as well as the pathology that accompanies trauma. Also focuses on the ways in which pathologic changes affect the anesthetic management of patients scheduled for a wide variety of diagnostic and/or surgical procedures who excited these co-morbid diseases. Students select a pathologic condition, develop a comprehensive anesthesia care plan and present the plan in class.

Prerequisite: Nursing 570

**NURSING 590****Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner I (3)**

Introduces the women's health care nurse practitioner student to the conceptual basis for meeting the health promotion and maintenance needs of the well woman, pregnant mother, and the postpartum well woman. Prepares the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group.

**NURSING 591****Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner II (3)**

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the infertile woman and the high risk pregnant woman. Prepares the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group.

**NURSING 592****Diagnostic Reasoning and Clinical Decision-Making for Women's Health Care Nurse Practitioner III (3)**

Addresses the conceptual basis for meeting the health promotion and maintenance needs of women with gynecological disorders. This course will prepare the student to contribute, support and work collaboratively with other health care team members in meeting the health needs of this group.

**NURSING 600****Pharmacokinetics and Dynamics of Anesthesia Agents (3)**

Introduces drugs commonly employed to produce either general or regional anesthesia. Discusses ancillary drugs administered during the perioperative period such as sedatives, opioids, neuromuscular blocking agents, anticholinesterases, anticholinergics and drugs to reverse these effects.

**NURSING 602****Health Policy, Legal and Ethical Dimensions of Practice (3)**

Introduces graduate health profession students to the legislative process at the national, state and local levels. Emphasizes increasing awareness of and examination of the healthcare delivery system. Explores issues and trends associated with healthcare policy development and their implications.

**NURSING 603****Research for Advanced Practice Nursing I (3)**

Prepares advanced practice nurses to be proficient in the utilization of research including the evaluation of research and identification of researchable problems within the clinical practice setting. Examines the theoretical bases and reasoning for advanced practice nursing in order to enhance critical thinking and scientific inquiry. Explores the use of measurement and data collection techniques, statistical techniques and procedures,

analysis of qualitative and quantitative data, and reporting, interpreting and evaluating research outcomes.

Prerequisite/Corequisite: Undergraduate Statistics; computer literacy in word processing

#### **NURSING 604**

##### **Research for Advanced Practice Nursing II (3)**

Prepares advanced practice nurses to be proficient in the utilization of research and evidence-based practice in order to guide clinical and organization decision-making, practice change, and quality care delivery and patient outcomes.

Prerequisite: Nursing 603

#### **NURSING 605**

##### **Role of the Advanced Practice Nurse (3)**

Explores the role and practice of the advanced practice nurse as expert clinician, educator, consultant, researcher and administrator. Examines the historical, social, political, philosophical and economic forces that have influenced the roles and practice of advanced practice nursing. Enables graduate students to become knowledgeable about the role of the advanced practice nurse as a member of the healthcare team.

#### **NURSING 613**

##### **Research Design (4) (3 earned toward MSN)**

Designed to develop skills as a consumer of research and a beginner in the conduct of research. Emphasizes the acquisition of knowledge of the research process and methods and techniques in the conduct of research. Focuses on research studies that address questions on nursing, occupational therapy and physical therapy from an interdisciplinary health perspective. Examines research designs and related statistical analysis in terms of their appropriateness for addressing various nursing problems. By permission only.

#### **NURSING 620**

##### **Health Care: Issues of Access for Underserved Populations**

Explores a number of issues as they relate to healthcare services for underserved populations. Focuses on health policy issues within the context of legal, political, economic, ethical and social developments that influence health care. Includes the role of the health professional in identifying research questions that pertain to underserved populations and in proposing healthcare policy changes that will enhance accessibility and utilization.

#### **NURSING 624**

##### **Chemistry and Physics Related to Anesthesia (2)**

Focuses on topics that impact on cardiovascular and respiratory physiology, the pharmacology of anesthesia agents and the functioning of anesthesia equipment and monitoring devices.

#### **NURSING 625**

##### **Epidemiology for the Health Professions (3)**

Applies the concepts, principles and uses of epidemiology in health care. Emphasizes population-based collection and analysis of health data and its relationship to health services. Analyzes application of epidemiological methods to infectious and chronic diseases.

### **NURSING 630**

#### **Diagnostic Reasoning and Clinical Decision-Making for Adult Care Advanced Practice Nurse (3)**

Focuses on the comprehensive management of acute and chronic complex health problems experienced by adults. Incorporates principles for health promotion, health maintenance and disease prevention into the therapeutic regime. Addresses gynecological care of women. Emphasizes complex illnesses and multi-system illness of the cardiovascular, pulmonary, neurological, renal, gastrointestinal systems, infectious disorders and nutritional disorders. Incorporates concepts of cost effectiveness and efficacy, quality and care management into the plan of care. Requires sixteen hours of clinical practicum per week.

### **NURSING 631**

#### **Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse I (3)**

Introduces students to the care of patients who experience surgical intervention. Focuses on the integration of core and support course content into the assessment, diagnosis and management of health and illness conditions seen in adult patients in the hospital setting. Clinical practicum is required concurrently.

Prerequisites and/or Corequisites: Nursing 570

### **NURSING 632**

#### **Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse II (3)**

Introduces students to the role of the acute care advanced practice nurse in managing the health care of chronically ill patients who are hospitalized. Focuses on the integration of core and support course content into the assessment, diagnosis and management of chronic health problems in adult patients through a conceptual approach. Clinical practicum is required concurrently.

Prerequisite and/or Corequisite: Nursing 631

### **NURSING 633**

#### **Diagnostic Reasoning and Clinical Decision-Making for Acute Care Advanced Practice Nurse III (3)**

Introduces students to the management of patients who are experiencing critical illness or injury. Focuses on the integration of core and support course content into the assessment, diagnosis and management of patients with life threatening illness. Clinical practicum is required concurrently.

Prerequisites and/or Corequisites: Nursing 631, 632

**NURSING 634****Diagnostic Reasoning and Clinical Decision-Making for Oncology Advanced Practice Nurse I (3)**

Presents foundational content essential to the management and care of oncology patients. Develops the advanced practice nurses' role in assessing, diagnosing, and monitoring human responses to cancer and cancer risk, and ongoing assessment and diagnosis of the effects of cancer treatment. Expands and integrates learning related to health assessment and diagnostic reasoning as applicable to the care of individuals experiencing or at risk for cancer. Requires sixteen hours per week of clinical practicum with a preceptor.

Prerequisite and/or Corequisite: Nursing 674

**NURSING 635****Diagnostic Reasoning and Clinical Decision-Making for Oncology Advanced Practice Nurse II (3)**

Using a systems approach, continues the application of underlying principles to the management of patients with malignancies of the gastrointestinal, genitourinary, neurological, gynecologic, endocrine, integumentary, musculoskeletal and hematologic systems, as well as cancers of the head and neck. Expands knowledge base of the cancer continuum focusing on primary prevention, prevention and treatment of oncologic emergencies, co-morbidities, rehabilitation, and end-of-life care. Requires sixteen hours per week of clinical practicum.

Prerequisites and/or Corequisites: Nursing 635, 674

**NURSING 640****Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse I (3)**

Introduces the conceptual basis for meeting the health promotion and maintenance needs of diverse pediatric populations. Prepares the student to assume the role of a care provider and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of children from birth through adolescence. Requires sixteen hours per week of clinical practicum with a preceptor.

Prerequisites: Nursing 570; Nursing 673

**NURSING 641****Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse II (3)**

Introduces the conceptual basis of caring for pediatric populations with acute health problems. Prepares the student to assume the role of care provider and to contribute and support the collaborative responsibility of other healthcare members in meeting the acute care needs of children from birth through adolescence. Requires sixteen hours per week of clinical practicum with a preceptor.

Prerequisite: Nursing 640

**NURSING 642**

**Diagnostic Reasoning and Clinical Decision-Making for Pediatric Advanced Practice Nurse III (3)**

Introduces the conceptual basis in providing care for pediatric populations with common chronic conditions. Prepares the student to assume the role of care provider and to contribute and support the collaborative responsibility of other healthcare members in meeting the care needs of children with chronic conditions from birth through adolescence. Requires sixteen hours per week of clinical practicum with a preceptor.

Prerequisite: Nursing 641

**NURSING 650**

**Orientation to Clinical Practice (NC)**

Introduces the art and science of nurse anesthesia, including discussion of basic anesthesia principles and beginning clinical practicum. Students have the opportunity to prepare anesthesia drugs and equipment and become comfortable in an operating room environment.

**NURSING 651**

**Clinical Practice I (3)**

Provides instruction in the clinical management of relatively young healthy patients undergoing uncomplicated surgery who are receiving various types of general or regional anesthesia. Focuses on preparation and planning of the anesthesia, including actual administration of anesthesia under continual supervision and instruction. Emphasizes technical instruction and experience.

**NURSING 652**

**Clinical Practice II (3)**

Provides one-on-one instruction in the clinical management of patients classified as ASA I or II who may be undergoing more complicated surgical or diagnostic procedures. Students are expected to be self-directed and able to develop comprehensive anesthesia care plans.

**NURSING 653**

**Clinical Practice III (3)**

Provides individual in-depth advanced clinical nurse anesthesia instruction in the neurosurgical, cardiovascular, obstetric and pediatric anesthesia specialty areas. Presents methods to handle more difficult, higher risk patients. Emphasizes more complex management with advanced monitoring techniques, use of a variety of pharmacological agents and managing higher stress situations. Students are expected to begin to articulate a verbal anesthesia care plan to their clinical staff.

**NURSING 654**

**Clinical Practice IV (3)**

Students begin to develop and utilize practical clinical applications of nurse anesthesia theory. Students are individually assigned to specialty areas and are formally evaluated at the end of each rotation.

## **NURSING 655**

### **Clinical Practice V (3)**

A continuation of advanced, independent clinical nurse anesthesia administration. Students will begin to manage higher risk patients with co-morbid disease such as diabetes, renal or heart disease. Students apply the information they acquired during Nursing 658 and Nursing 668 in managing these patients. Students continue rotations in specialty areas within the clinical site.

## **NURSING 656**

### **Clinical Practice VI (3)**

Students complete off-campus pediatric, obstetrical, trauma or neurosurgical rotations and are expected to develop a written anesthesia care plan for each specialty patient.

## **NURSING 657**

### **Clinical Practice VII (3)**

Students administer anesthesia to all types of patients regardless of their health status with two-to-one supervision by clinical faculty. Students are challenged to be very self-directed in managing the patient's perioperative anesthesia care and continue to develop critical thinking and problem-solving skills.

## **NURSING 658**

### **Advanced Principles of Anesthesia I (3)**

Prepares students to administer local, regional and general anesthesia for patients undergoing a wide variety diagnostic and surgical procedures who may also have one or more co-morbid diseases.

Prerequisite: Nursing 568

## **NURSING 659**

### **Advanced Principles of Anesthesia Simulation Laboratory I (1)**

Provides students the opportunity to perform a variety of anesthesia tasks on the Sim Man simulator before they perform them on patients.

Prerequisite: Nursing 569

## **NURSING 661**

### **Diagnostic Reasoning, Issues in Gerontology (3)**

Introduces advanced practice nurse students to concepts, theories, and research on aging, dimensions of wellness promotion, and chronic alterations in older adults treated in primary care settings, including assisted living, long term care, community, in-home settings, and acute care settings. Pathophysiological alterations, genetics, developmental stages, culture family, education, and societal and policy issues will be explored to formulate holistic plans of care. Patient management will include investigation of syndromes affecting the older adult. Opportunities will be provided for the student to utilize diagnostic reasoning, nursing therapeutics, project development, consultation,

research and evidence-based research findings in the management and evaluation of diverse patients experiencing specific illness states.

Prerequisite: Nursing 674

### **NURSING 662**

#### **Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner I (3)**

Introduces the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate and the high risk pregnant mother and the high risk neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of primary healthcare needs. Requires 224 hours of clinical practicum with a preceptor.

### **NURSING 663**

#### **Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner II (3)**

Addresses the conceptual basis for meeting the health promotion and maintenance needs of the normal pregnant mother and the normal neonate and the high risk pregnant mother and high risk neonate. Presents common variations in pregnancy and neonates. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the pregnant mother with prenatal care and neonates at birth. Includes concepts, theories and research related to health promotion, health maintenance, and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills will allow for an in-depth focus on assessment, diagnosis and management of primary healthcare needs. Requires 224 hours of clinical practicum with a preceptor.

### **NURSING 664**

#### **Diagnostic Reasoning and Clinical Decision-Making for Neonatal Nurse Practitioner III (3)**

Focuses on the management of the high-risk neonate. Prepares students to assume the role of a care provider, and to contribute and support the collaborative responsibility of other healthcare members in meeting the health needs of the high-risk neonate and family. Includes concepts, theories and research related to management of care and prevention of complications, as well as health promotion, health maintenance and prevention of illness and injury of epidemiological significant problems. Integrates core and support course content as well as the use of critical thinking and diagnostic reasoning skills to provide an in-depth focus on assessment, diagnosis and management of healthcare needs. Requires 224 hours of clinical practicum with a preceptor.

**NURSING 665****Comprehensive Assessment for Clinical Decision-Making for the Mother and the Neonate (3)**

Refines and expands upon prior health assessment skills including comprehensive history taking, developmental and psychosocial assessment and recognition of pathological changes as well as variations of normal. Stresses the development of clinical decision-making skills, taking into consideration life circumstances, economic, cultural and developmental variations. Emphasizes taking a detailed problem-based history of the mother, physical assessment of the neonate and the development of case presentation skills and charting. Students learn to differentiate, interpret and document normal and abnormal findings.

**NURSING 667****Advanced Pharmacotherapeutics for Neonatal Nurse Practitioners (3)**

Designed to meet the needs of nurses in advanced practice who are eligible for prescriptive privileges. Provides a comprehensive and clinically pertinent analysis of pharmacokinetics and pharmacodynamics of selected agents. Emphasizes the pharmacotherapeutic agents commonly used in the intensive care nursery, delivery room and in high-risk follow-up of the neonate. Discusses medication for the pregnant woman with a preexisting condition prior to pregnancy or during pregnancy. Critically analyses mechanisms of action, bioavailability, adverse effects, toxicities, cultural, social and economic aspects of pharmacodynamics, which are used as a foundation for clinical decision-making.

**NURSING 668****Advanced Principles of Anesthesia II (3)**

Prepares students to administer local, regional and general anesthesia for patients undergoing a wide variety diagnostic and surgical procedures who may also have co-morbid diseases affecting the nervous, endocrine, respiratory and/or the cardiovascular systems. Focuses on topics related to the administration of anesthesia to pediatric, obstetric and trauma patients.

Prerequisite: Nursing 568

**NURSING 669****Advanced Principles of Anesthesia Simulation Laboratory II (1)**

Provides students with the opportunity to perform a variety of anesthesia tasks on the Sim Man simulator before they perform them on patients.

Prerequisite: Nursing 658

**NURSING 670****Senior Seminar I (3)**

This problem-based student-directed course is designed to increase the critical thinking skills of students who have completed the nurse anesthesia didactic core curriculum and 24-months of the clinical curriculum. Students are presented with case studies and are

expected to develop a comprehensive anesthesia care plan based on their didactic knowledge, clinical experience and pertinent patient data provided in sequential format.

Prerequisites: Nursing 557, 560, 575, 600, 624, 668

### **NURSING 672**

#### **Informatics for Advanced Nursing Practice (3)**

Introduces the present and potential impact of information technology on nursing systems and other healthcare systems. Emphasizes the role of the computer in supporting the roles of caregiver, administrative/financial case manager and patient educator in a variety of healthcare settings. Provides both the knowledge base and the skills necessary to utilize this technology effectively.

Prerequisite: Computer Science 101

### **NURSING 673**

#### **Comprehensive Assessment for Clinical Decision-Making (3)**

Prepares students to obtain and interpret data for development of a plan of care for clients throughout the life span. Students demonstrate proficiency performing a physical examination on a healthy individual. Emphasizes taking a comprehensive health history, performing physical assessment, interpreting data to determine differential diagnoses and accurately and concisely recording pertinent data. Introduces the role of the nurse practitioner, family theory principles and cultural beliefs used in clinical decision-making.

### **NURSING 674**

#### **Management of Common Health Problems in Primary Care (3)**

Introduces principles of health promotion and disease treatment and prevention for young and middle age adults. Addresses common alterations in adult health treated in the primary care setting. Students spend 16 hours per week in the clinical setting with a nurse practitioner or physician preceptor.

### **NURSING 675**

#### **Management of Women and Children in Ambulatory Care (3)**

Presents principles of primary care emphasizing health promotion and disease treatment and prevention for the child from birth through adolescence and for women. Explores Family Systems theory and concepts that are pertinent to the practice of the nurse practitioner. Students spend 16 hours per week in the clinical setting with a nurse practitioner or physician preceptor.

Prerequisite: Nursing 674

### **NURSING 676**

#### **Management of the Adult and Older Adult in Ambulatory Care (3)**

Focuses on the complex issues relating to the management of the health status of adults and older adults in primary care settings. Integrates the distinct role of the nurse practitioner as a primary care provider and patient advocate into the client-provider-

family partnership in the management of chronic illness. Students spend 16 hours per week in the clinical setting with a nurse practitioner or physician preceptor.

Prerequisite: Nursing 674

### **NURSING 678**

#### **Role of the Nurse Educator (3)**

Explores the historic and philosophical aspects of the advanced practice nurse, including clinician, consultant, researcher and administrator, with an emphasis on nursing education. Analyzes the impact of relevant legal, ethical, political, social, cultural, organizational, economic and professional factors and role responsibilities of academia. Requires selected fieldwork experience to enhance mastery of the content.

### **NURSING 679**

#### **Clinical Correlation Conference (3)**

This problem-based student-directed course is designed to increase the critical thinking skills of students who have completed the nurse anesthesia didactic core curriculum and 24-months of the clinical curriculum. Students are presented with case studies and are expected to develop a comprehensive anesthesia care plan based on their didactic knowledge, clinical experience and pertinent patient data provided in sequential format.

Prerequisite: Completion of Nurse Anesthesia Didactic Curriculum

### **NURSING 680**

#### **Evaluation Measures (3)**

Provides a comprehensive overview of the issues involved in evaluating nursing students in classroom, clinical simulation laboratory and clinical experiences. Presents specific plans for evaluation such as multiple choice testing, simulation testing and formative and summative evaluative models. The overall instructional design of the class is based in the action research methodology. Students have the opportunity to individualize many aspects of the course to further personal goals. Requires participation in lecture, discussion, case study, cooperative learning and “writing to learn” exercises. Students plan field-work experiences that support the process of understanding and validating this material.

### **NURSING 681**

#### **Community Systems Administration I (3)**

Provides an overview of factors related to advanced population-based nursing with a focus on national health priorities and assessment strategies.

Prerequisite/Corequisite: Nursing 625

### **NURSING 682**

#### **Community Systems Administration II (3)**

Focuses on population-based nursing and public health concepts and theories that assist in providing interventions that improve the health of specific population subgroups.

Prerequisite: Nursing 681

### **NURSING 683**

#### **Community Systems Administration III (3)**

Focuses on theory and skill development for the interdisciplinary leadership/administrative role in population-based nursing practice.

Prerequisite: Nursing 682

### **NURSING 684**

#### **Teaching Strategies (3)**

Traditional and non-traditional settings, diversified student bodies, multiple learning styles and intelligences, and the integration of technology call for versatility and a repertoire of teaching strategies. Explores a variety of teaching strategies and how they can be used within the context of today's classroom. Emphasizes the use of teaching strategies to enrich the learning environment and selecting those strategies that will have meaning for the learner. Requires selected fieldwork experiences to enhance mastery of the content.

### **Nursing 688**

#### **Curriculum in Nursing Education (3)**

Provides an overview of curricular designs commonly encountered in nursing education. Examines general issues and approaches associated with posing and answering questions related to the enactment of plans to educate nurses from a variety of perspectives. Utilizes an action research methodology as the instructional frame for the course. Students individualize the course to master material through carefully constructed fieldwork experiences.

### **NURSING 689**

#### **Healthcare Informatics: Ethics, Issues, and Trends (3)**

Focuses on legal, professional, ethical and moral issues in healthcare informatics. Examines the role of technology and its impact on society centering on privacy, information ownership and information sources. Looks toward the "high reliability" organization. Discusses the future implications related to healthcare technology and learning.

### **NURSING 690**

#### **Nursing/Healthcare Informatics: Project Management (3)**

Explores the tools and resources utilized by the Information Technology Team to track information problems, tasks and a variety of projects. Utilizes selected project management skills and applications to enhance the mastery of content.

### **NURSING**

**691**

#### **Healthcare Economics and Financial Management for Nurses (3)**

Provides an overview of health economics, fundamentals of insurance and managed care. Enables students to build and develop budgeting and financial analysis skills, culminating in the ability to combine budgeting and financial analysis in writing a business plan and

grant proposal.

### **NURSING 693**

#### **Nursing Informatics Seminar and Practicum I (3)**

Provides an overview of information management and technology in a variety of patient care settings. Incorporates concepts of cost effectiveness and efficacy, quality and care management. Students assist in planning fieldwork experiences that support and facilitate the course materials.

### **NURSING 694**

#### **Nursing Informatics Seminar and Practicum II (3)**

Facilitates application of the principles of critical thinking with system(s) thinking across the healthcare organization. Utilizes problem solving associated with the role of nursing informatics and a variety of perspectives. Emphasizes organization systems, clinical systems, fiscal and operational systems, and evaluation. Students assist in planning fieldwork experiences that support and facilitate the course materials.

### **NURSING 695**

#### **Nursing Informatics Seminar and Practicum III (3)**

Focuses on the comprehensive integration of information technology. Emphasizes the role and responsibilities of the clinical nurse informatics specialist, which promote a collaborative interdisciplinary approach, with patient care as the focal point. Students assist in planning fieldwork experiences that support and facilitate the course materials.

### **NURSING 699**

#### **Independent Study (Credits variable; maximum of 6)**

Provides an opportunity for students to investigate, in depth, an area in nursing related to their program goals. May consist of directed study, reading or research under the guidance of a member of the Graduate Faculty. Students desiring to enroll in this course must have a proposal outlining their activities approved by their advisor. The depth and breadth of these proposed activities should be commensurate with the number of credits awarded. Methods of supervision, content and evaluation of the independent study will be determined by the student and the faculty advisor.

### **NURSING 701**

#### **Scientific Underpinnings for Nursing Practice (3)**

Explores the evolution and development of theories relevant to nursing practice, grand and middle-range theories, and their philosophical underpinnings and implications.

### **NURSING 702**

#### **Practice Inquiry: Designs, Methods and Analyses (3)**

Examines the basics of descriptive and inferential statistics. Presents the role of sampling and probability in statistical decisions. Applications include confidence intervals and hypothesis testing about population means, proportions, and variances, as well as selected non-parametric tests. Presents the basics of a software package, SPSS, which they will

apply to health-related data. Focuses on comparing nursing practice and health outcomes to national or self-defined benchmarks. The capstone of the course is a research project that will entail both critical review of a journal article in the student's area of interest and statistical analysis of health-related data provided by the instructor.

### **NURSING 703**

#### **Theoretical Foundations for Organizational Change in Health Care Systems (3)**

Provides a comprehensive exploration of organizational change theories and systems thinking approaches within an ethical context. The goal of this course is to develop and refine the leadership/management change skills of students to transform practice and educational environments in order to enhance the quality of nursing and healthcare delivery systems.

### **NURSING 704**

#### **Philosophy, Foundations, and Methods for Evidence-Based Practice (3)**

Introduces the concepts associated with evidence-based nursing practice models. Explores the steps in implementing evidence-based practice. Introduces issues related to information management technology. Identifies strategies for creating a culture of evidence-based practice both for individual and systems, and barriers to evidence-based practice.

### **NURSING 705**

#### **Advanced Topics in Health Informatics (3)**

Provides an opportunity to examine advanced topics in health informatics including revolutionizing health care through information and computer technology.

### **NURSING 706**

#### **Quality Measurement and Outcomes Analysis in Health Care (3)**

Focuses on quality and patient safety initiatives. Examines strategies for creating a culture of quality and patient safety. The goal of the course is to provide the student with the scientific knowledge base and practical tools necessary for leadership in healthcare quality and patient safety initiatives so that an organizational quality infrastructure can be built.

### **NURSING 707**

#### **Leadership and Inter-Professional Collaboration (3)**

Focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship building and team building. The goal of this course is to enhance the student's leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated healthcare delivery teams.

### **NURSING 708**

#### **Clinical Prevention and Population Health for Improving the Nation's Health (3)**

Examines concepts related to healthcare outcomes identification, health promotion, disease prevention, disease management and the design of innovative healthcare delivery models for vulnerable, underserved, and minority populations.

**NURSING 709**

**Current Issues in Health and Social Policy: Planning, Participating and Policy Making (3)**

Focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. Students conduct health policy analysis, examine stakeholders' perspectives and environmental factors, and develop feasible policy options and recommendations.

**NURSING 710**

**Practicum I (3)**

Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study

**NURSING 711**

**Practicum II (3)**

Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study.

**NURSING 712**

**Practicum III (3)**

Provides the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study.

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# Academic Calendar

**ACADEMIC CALENDAR, 2011-2012 and 2012-2013**

(The Academic Calendar may be electronically accessed via the Pulse Website.)

<b>PRE-FALL SEMESTER (FACT Nursing Students)</b>	<b>2011</b>	<b>2012</b>
Orientation/Registration	5/16, Mon.	TBA
Classes Begin	5/18, Wed.	5/16, Wed.
Classes End	8/12, Fri.	8/10, Fri.
Grades due in Registrar's Office, 9:00 am	8/19, Fri.	8/17, Fri.
<b>FALL SEMESTER</b>	<b>2011</b>	<b>2012</b>
Labor Day Holiday	9/5, Mon.	9/3, Mon.
Classes Begin	9/7, Wed.	9/5, Wed.
Drop/Add Period Ends	9/21, Wed.	9/19, Wed.
Last Date to Remove an "I" Grade from Previous Term	9/27, Tues.	9/25, Tues.
Last Date to Withdraw with a Grade of "W"	10/26, Wed.	10/24, Wed.
On-Line Registration for Spring Semester begins (anticipated)	11/14, Mon.	11/12, Mon.
Thanksgiving Holidays Begin/No Classes Scheduled	11/23, Wed.	11/21, Wed.
Thanksgiving Holidays End/Classes Resume	11/26, Sat.	11/24, Sat.
Classes End	12/16, Fri.	12/14, Fri.
Final Examinations Begin	12/17, Sat.	12/15, Sat.
Final Examinations End	12/22, Thurs.	12/20, Thurs.
Grades Due in Registrar's Office, 9:00 am	12/29, Thurs.	12/27, Thurs.
On-line Registration for Spring Semester Ends	12/30, Fri.	12/31, Mon.
Last Date to File Application for Graduation	12/31, Sat.	12/31, Mon.
<b>SPRING SEMESTER</b>	<b>2012</b>	<b>2013</b>
Classes Begin	1/09, Mon.	1/14, Mon.
Drop/Add Period Ends	1/23, Mon.	1/28, Mon.
Last Date to Remove an "I" Grade from Previous Term	1/27, Fri.	2/1, Fri.
Last Date to Withdraw with a Grade of "W"	2/24, Fri.	3/1, Fri.
Spring Recess Begins/No Classes Scheduled	3/5, Mon.	3/4, Mon.
Spring Recess Ends/Classes Resume	3/12, Mon.	3/11, Mon.
On-line Registration for Summer/Fall Semesters Begins (anticipated)	3/26, Mon.	3/25, Mon.
Classes End	4/27, Fri.	5/3, Fri.
Final Examinations Begin	4/30, Mon.	5/6, Mon.
On-line Registration for Summer Semester Ends	5/8, Tues.	5/7, Tues.
Final Examinations End	5/5, Sat.	5/11, Sat.
Senior Grades Due in Registrar's Office, 9:00 am	5/7, Mon.	5/13, Mon.
All Other Grades Due in Registrar's Office, 9:00 am	5/9, Wed.	5/15, Wed.
Commencement Exercises	5/14, Mon.	TBA
<b>SUMMER SESSION—First Session (5 Weeks)</b>	<b>2012</b>	<b>2013</b>
Classes Begin	5/14, Mon.	5/20, Mon.
Drop/Add Period Ends	5/22, Tues.	5/28, Tues.
Holiday, Memorial Day	5/28, Mon.	5/27, Mon.
Last Date to Withdraw with a Grade of "W"	5/29, Tues.	6/4, Tues.
Last Date to Remove an "I" Grade from Previous Term	6/11, Mon.	6/17, Mon.
Classes End	6/18, Mon.	6/24, Mon.
Final Examinations Begin	6/19, Tues.	6/25, Tues.
Final Examinations End	6/20, Wed.	6/26, Wed.
Grades Due in Registrar's Office, 9:00 am	6/22, Fri.	6/28, Fri.
<b>SUMMER SESSION—Second Session (6 Weeks)</b>	<b>2012</b>	<b>2013</b>
Classes Begin	7/9, Mon.	7/8, Mon.

Drop/Add Period Ends	7/16, Mon.	7/15, Mon.
Last Date to Withdraw with a Grade of “W”	7/30, Mon.	7/29, Mon.
Last Date to Remove an “I” Grade from Previous Term	8/1, Wed.	7/31, Wed.
Classes End	8/17, Fri.	8/16, Fri.
Final Examinations Begin	8/20, Mon.	8/19, Mon.
Final Examinations End	8/21, Tues.	8/20, Tues.
Grades Due in Registrar’s Office, 9:00 am	8/23, Thurs.	8/22, Thurs.
Online Registration for Fall Semester Ends	8/26, Sun.	8/25, Sun.

***The University reserves the right to make changes to the academic calendar as circumstances may require.***