University of Wisconsin – Madison School of Nursing
Doctor of Nursing Practice Program
Student Handbook | 2016-2017
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Welcome to the University of Wisconsin-Madison School of Nursing (SoN) DNP program! On behalf of our faculty, I want to extend a warm welcome and share our excitement about working with you. We seek to meet the increasingly complex challenges of healthcare by preparing our students for innovative advanced practice and clinical leadership. Soon enough, you will have a hand in helping to improve health and shape the future of the DNP. These are exciting times, and we are so pleased that you made the decision to join us.

We recognize that you are making a significant investment in your nursing career, and are committed to offering coursework and clinical opportunities that will help prepare you to meet your goals. I encourage you to fully immerse yourself in our program and actively engage in the processes of learning. Being a student at UW-Madison has many benefits. Please make the most of the unique opportunities and rich resources available to you throughout the University.

The 2016-2017 DNP Student Handbook will give you an overview of the UW-Madison School of Nursing DNP program, and answer some of the common questions that arise in graduate school. Please familiarize yourself with its contents and use it as a resource. Individual course professors, our DNP Program Coordinator, the School of Nursing Academic Programs staff, and your individual academic advisor are also here to help. Our entire faculty and staff stand ready and willing to teach, support, mentor, and encourage your success.

I wish you great personal and professional growth as you embark on this important journey. May your studies be inspiring, thought-provoking, and boundlessly fruitful. As the DNP Program Director, I’ll be earnestly cheering you on, all ways, forward. Please let me know if I can help in any way.

Highest Regards,

Pamela Ann McGranahan DNP, APHN-BC, PMHNP-BC
UW-Madison DNP Program Director
Assistant Clinical Professor
4131 Signe Scott Cooper Hall

Pamela Ann McGranahan DNP, APHN-BC, PMHNP-BC
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Assistant Clinical Professor
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MISSION STATEMENT AND ACCREDITATION

Mission: To prepare leaders who improve human health through nursing science, education, and practice. The University of Wisconsin–Madison School of Nursing, established in 1924, is the leading nursing research institution in Wisconsin and a crucial part of the state's health care system. As an integral academic partner situated in the health sciences sector of campus with the School of Medicine and Public Health and the School of Pharmacy, the School of Nursing collaborates with scientists and renowned researchers across the UW–Madison campus, the nation, and the world. The school's research is translational in nature and grounded in practical application—the work being done has an immediate impact on Wisconsin's communities, hospitals, clinics, schools, and homes.

The school has an enrollment of more than 500 students, offering the Bachelor of Science in Nursing (BS), Doctor of Nursing Practice (DNP), and Doctor of Philosophy in Nursing (PhD) degrees.

With more than $1 billion in research expenditures in 2009, the University of Wisconsin–Madison is the third largest research university in the country. The campus includes 13 academic schools and colleges and enrolls more than 40,000 students annually. There are 226 centers and institutes recognized and approved within the university that serve to organize activities for groups of people to collaborate.

The Doctor of Nursing Practice program at the University of Wisconsin–Madison is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

The mission of the Academic Programs Student Services Office is to support the student experience from pre-admission through post-graduation and also to assist faculty in curriculum development, implementation, and assessment. Student services include recruitment and admissions, advising and enrollment management, facilitating clinical experiences, coordination of scholarships and career services and credentialing.

The Academic Programs Student Services Offices are located in suite 1100 Cooper Hall, 701 Highland Avenue. Front Office: Signe Skott Cooper Hall, Suite 1100 Office Hours: 8:00am-4:30pm, Monday – Friday Email: acadprogs@son.wisc.edu Phone: (608) 263-5202

Academic Programs Student Services Contact List

School of Nursing Directory

SCHOOL OF NURSING COMMITTEES

There are many committees within the School of Nursing. The following two extend membership opportunities to DNP students.

Graduate Program Committee

The Graduate Programs Committee (GPC) is a standing committee composed of 6 elected faculty members and various ex officio members responsible for curriculum oversight of the DNP and PhD programs. A PhD student is invited to serve as a student representative on the GPC for one year. It is a great opportunity for a student to have a voice in his/her own
educational experience and to share information with peers. This committee is very important in developing and evaluating the graduate curriculum, a place to voice concerns about processes, and generally learn more about the functioning of a graduate program and the governance structure in an academic institution.

Equity and Diversity Committee

The purpose of the committee is to actualize the School’s commitment to diversity by fostering an inclusive environment within the school that values and supports equity and diversity. This committee is composed of two tenured/tenure track faculty members, two instructional academic staff, two non-instructional academic staff, a classified staff member, one undergraduate student and one graduate student. This committee plays an important role in policy review and recommendations for issues related to faculty, staff, and student recruitment, and fostering an inclusive climate in the School of Nursing. Please contact the Chair for more information and how to become involved.

DNP Program Overview

WHY A DNP?

At the turn of the 21rst century, emerging awareness and concern about the importance of quality in healthcare provided much of the impetus for the DNP degree. As health policy and financing, systems of care, and the actual health needs of the U.S. population have become increasingly complex, so too have demands on our nation’s healthcare providers. There has been a call from many national leaders in health and healthcare quality to transform our healthcare systems and our delivery of care. Our future nursing workforce must be educated to use teamwork, critical thinking, current science, and clinical expertise as means to answer that call. They must also innovate, collaborate, and advocate for the best outcomes for their patients.

Many challenges lie in meeting these demands, in clinical practice as well as in nursing education. In 2005, The National Academy of Sciences advocated for the development of a non-research clinical doctorate in nursing that would prepare expert advanced practice nurses and clinical faculty for the future. The practice-focused doctorate prepares students with a blend of clinical expertise and organizational, economic and leadership skills that can positively impact our systems of care and challenging health outcomes. In 2006, the American Association of Colleges of Nursing (AACN) put forth the Essentials of Doctoral Education for Advanced Nursing Practice. The Essentials delineate the key curricular elements and competencies that fulfill the expectations of a practice doctorate in nursing.

The Essentials of Doctoral Education for Advanced Nursing Practice

I. Scientific Underpinnings for Practice
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation’s Health
VIII. Advanced Nursing Practice
In alignment with recommendations from AACN and the National Academy of Sciences, the UW-Madison DNP curriculum is organized around three core components: systematic evaluation of practice, nursing leadership and policy, and advanced nursing practice. Achievement of these core components affords graduates the requisite knowledge and skills to influence health care practice for the future. School of Nursing faculty use the principles and processes of knowledge development, integration and application, as well as professional nursing standards and guidelines in the delivery and conduct of academic programs. The AACN Essentials of Doctoral Education for Advanced Nursing Practice provide a guiding framework for DNP education, and clearly underlie this program’s expected student outcomes:

**UW-Madison School of Nursing DNP Program Student Learning Goals**

**Knowledge and Skills Learning Goals**

1. Integrate nursing science with knowledge from the biophysical, psychosocial, analytical, and organizational sciences as the basis for advanced level nursing practice.
2. Use information systems technology to evaluate outcomes of care, care systems, and quality improvement.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
4. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in complex health care delivery systems.
5. Demonstrate leadership in the development of institutional, local, state, federal, and/or international health policy.
6. Function as a practice specialist in collaborative knowledge—generating research.
7. Develop, implement, and evaluate interventions to improve health status and access patterns, and to address gaps in care of individuals, aggregates, or populations.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
9. Lead the evaluation of evidence to determine and implement best practice.
10. Guide, mentor, and support other nurses to achieve excellence in clinical nursing practice.

**Professional Conduct Learning Goals**

1. Demonstrates knowledge of professional obligations, codes of ethics and institutional policies and procedures that guide nursing scholarship and practice.
2. Design, implement and disseminate results of a scholarly endeavor that uses evidence to improve practice or patient outcomes.
3. Critically evaluate how social determinants of health, cultural background and physical environment impact health outcomes.

**APRN ROLE PREPARATION**

DNP students at the UW-Madison School of Nursing prepare for leadership roles as clinical nurse specialists or nurse practitioners in their selected specialty area. Required coursework for each clinical specialty track correlates to the program learning goals, the DNP Essentials, and specified eligibility criteria for the track’s corresponding advanced practice certification exam. These are designated below.
Population Focus | Role Focus | Professional Advanced Practice Certification
--- | --- | ---
Adult-Gerontology Primary Care | Nurse Practitioner | ANCC Adult-Gerontology Primary Care NP
 | Clinical Nurse Specialist | ANCC Adult-Gerontology Clinical Nurse Specialist
Adult-Gerontology Acute Care | Nurse Practitioner | ANCC Adult-Gerontology Acute Care NP
Pediatric Primary Care | Nurse Practitioner | PCNB Primary Care Pediatric NP –or-
 |  | ANCC Pediatric Primary Care NP
Psychiatric Mental Health | Nurse Practitioner | ANCC Psychiatric-Mental Health NP

PROGRAM PLAN OPTIONS

There are two potential entry points to the DNP program: post-baccalaureate with current RN licensure, or post-master’s with current RN licensure. Depending on the individual student’s entry point and prior educational achievements, course requirements and program length may vary slightly, but a cohort model has been established to encourage group collaboration and shared learning. Thus, students are expected to enter the program and progress along a fairly predictable schedule with their peers. Students admitted to the program will follow a designated course sequence that aligns closely with the published DNP program plan and, with rare exception, should expect to progress through the program as a cohort.

The post-BS option encompasses 68 credit hours, and is designed to be completed in three years of full-time study, or five years on a part-time basis. A 3 credit graduate level statistics course, in which the student earns a B or better, is required within the last 5 years. A minimum of 71 credits is required for the post-BS DNP. The post-MS option is designed for students who are already certified as an APRN, or eligible for advanced practice certification. The post-MS program encompasses a minimum of 32 credits, and may be completed in three years on a part-time basis.

General program schedules

Post-BS full time, admitted prior to 2016
Post-BS part time, admitted prior to 2016
Post-BS full time, admitted 2016 or later
Post-BS part time, admitted 2016 or later
Post-MS admitted after Fall 2014

NURSE EDUCATOR CERTIFICATE

The goal of the Nurse Educator Certificate Program (NECP) and the Nurse Educator Certificate Capstone Program (NECCP) is to prepare nurses in the science of nursing education. Students who complete the certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice.

This program is for nurses interested in the science of nursing education and the nurse educator role in academia and in nursing practice. This program offers two pathways:

1. Nurse Educator Certificate Program; for students currently enrolled in a nursing doctoral program (DNP or PhD)
2. Nurse Educator Capstone Certificate Program: for masters- or doctoral-prepared nurses who are not currently enrolled in a nursing doctoral program

This program offers three courses of graduate-level foundational and practicum work. These courses cover the foundation of teaching/learning and curriculum in nursing education with an emphasis on evidence-based teaching. Practicum course work is arranged and directed in collaboration with expert preceptors. Students are required to complete 250 clock hours of clinical practicum.

**DNP Degree Requirements**

**Curriculum Details**

*Post-Baccalaureate Option*

Following is information on courses required for the Doctor of Nursing Practice organized according to the three curriculum components:

1. Systematic Evaluation of Practice Component
2. Leadership/Policy Component
3. Practice Component

1. **Systematic Evaluation of Practice** - (21 credits required)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Statistics Course (prerequisite)</td>
<td>0</td>
</tr>
<tr>
<td>N706 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>N761 Program Planning, Evaluation and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>N764 Nursing and Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>N806 Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>N906 Scholarly Project (I, II, III)</td>
<td>6</td>
</tr>
</tbody>
</table>

2. **Leadership/Policy Component** - (14 credits required)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>N703 Health Care and Public Policy in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>N704 Leadership in Advanced Practice Nursing I</td>
<td>3</td>
</tr>
<tr>
<td>N708 Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>N772 Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>*Leadership/Policy Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students in consultation with their advisor may select from a variety of courses on campus or off campus.

3. **Practice Component** (36 Credits required)

Within the practice component, students complete coursework in these areas:

1) advanced practice course core
2) population theory course (select appropriate adult/gerontology, pediatrics or psychiatric-mental health course)
3) APN clinical/leadership practicum and role core. Students select appropriate population (adult/gerontology, pediatrics or psychiatric-mental health) and role preparation (CNS or NP).

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) Advanced Practice Course Core (12 credits required)</strong></td>
<td></td>
</tr>
<tr>
<td>N702 - Health Promotion &amp; Illness Prevention in Diverse Populations</td>
<td>3</td>
</tr>
<tr>
<td>N601 - Advanced Assessment</td>
<td>3</td>
</tr>
<tr>
<td>N605 - Pharmacotherapeutics for Advanced Practice Nurses</td>
<td>3</td>
</tr>
<tr>
<td>N811 - Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td><strong>2) Population Theory Core (3 credits required)</strong></td>
<td></td>
</tr>
<tr>
<td>Choose only one population: adult/gerontology, pediatric or psychiatric</td>
<td></td>
</tr>
<tr>
<td>N722 - Advanced Practice Nursing Theory: Adults and Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>N741 - Advanced Practice Nursing Theory: Family Process &amp; Child Development</td>
<td>3</td>
</tr>
<tr>
<td>N751 - Advanced Practice Nursing Theory: Psychiatric Mental Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>3) APN Clinical/Leadership Practicum &amp; Role Core (21 credits required)</strong></td>
<td></td>
</tr>
<tr>
<td>Sections of these courses offered by population/role focus</td>
<td></td>
</tr>
<tr>
<td>N726 - Foundations for APN Clinical Practice I</td>
<td>3</td>
</tr>
<tr>
<td>N727 - Foundations for APN Clinical Practice II</td>
<td>3</td>
</tr>
<tr>
<td>N826 - Foundations for APN Clinical Practice III</td>
<td>3</td>
</tr>
<tr>
<td>N728 - Advanced Practice Clinical Application and Role Development I</td>
<td>3</td>
</tr>
<tr>
<td>N729 - Advanced Practice Clinical Application and Role Development II</td>
<td>3</td>
</tr>
<tr>
<td>N828 - Clinical Leadership III</td>
<td>3*</td>
</tr>
<tr>
<td>N829 - Clinical Leadership IV</td>
<td>3*</td>
</tr>
</tbody>
</table>

*variable 2-4 credits in these semesters; 6 credits total required

**Post-Master’s option**

The post-master’s (post-MS) DNP option is designed to be completed in three years on a part-time basis. Students admitted to the program will follow the course sequence designated in the program plan and progress as a group. A minimum of 32 credits is required for the post-master's DNP program. The program is offered as a combination of online and face-to-face courses.

Minimum credits are indicated and are based on a post-MS student coming into the program as a certified advanced practice nurse. Additional credits are likely to be required for a student who is not certified as an advanced practice nurse.

**Post-MS Curriculum Components and Courses**

1. **Systematic Evaluation of Practice (15 credits required for Post MS)**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Statistics Course (prerequisite)</td>
<td>0</td>
</tr>
<tr>
<td>N761 - Program Planning, Evaluation and Quality Improvement</td>
<td>3</td>
</tr>
<tr>
<td>Course Title</td>
<td>Credits Required</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>N764 - Nursing and Health Informatics</td>
<td>3</td>
</tr>
<tr>
<td>N806 - Evaluation and Application of Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>N906 - Scholarly Project (I, II, III)*</td>
<td>6</td>
</tr>
</tbody>
</table>

*N906 is typically taken for 2 credits per term during a student’s final three terms to earn a total of 6 credits before graduation

2. Leadership/Policy Component (8 credits required for Post-MS)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>N708 - Ethics for Advanced Practice in Health Care</td>
<td>2</td>
</tr>
<tr>
<td>N772 - Leadership and Organizational Decision-Making in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>*Leadership/Policy Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students in consultation with their advisor may select from a variety of courses on campus or off campus.

3. Practice Component (9 credits required for Post-MS)

Within the practice component, students complete coursework in these areas:

1. advanced practice course core – completed in master’s program for advanced practice role.
2. population theory course (select appropriate adult/gerontology, pediatrics or psychiatric-mental health course)
3. APN clinical/leadership practicum and role core. Students select appropriate agencies and preceptors in conjunction with their scholarly project.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>N722 - Advanced Practice Nursing Theory: Adults and Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>N741 - Advanced Practice Nursing Theory: Family Process &amp; Child Development</td>
<td>3</td>
</tr>
<tr>
<td>N751 - Advanced Practice Nursing Theory: Psychiatric Mental Health</td>
<td>3</td>
</tr>
<tr>
<td><strong>APN Clinical/Leadership Practicum &amp; Role Core (6 credits required)</strong></td>
<td></td>
</tr>
<tr>
<td>N828 - Clinical Leadership III</td>
<td>3</td>
</tr>
<tr>
<td>N829 - Clinical Leadership IV</td>
<td>3</td>
</tr>
</tbody>
</table>

**COURSE DESCRIPTIONS**

Please see the Doctor of Nursing Practice [Course Catalog Directory](#).

**CONSIDERATION OF PREVIOUS COURSEWORK**

Students who have taken graduate coursework at another university can request to use this coursework toward the DNP program requirements. Post-BS DNP students are able to waive up to 18 credits of the DNP curriculum based on previous graduate coursework. Post-MS DNP students are able to waive up to 8 credits but must take at least 32 credits in residence as a graduate student at UW-Madison in order to earn the degree.

Please note that previous graduate coursework will not “transfer” and will not appear on your UW-Madison transcript.
Process:

1. Student reviews the Guidelines for Consideration of Previous Coursework (pdf).
2. Student reviews the DNP curriculum and course descriptions to see if any of their previous courses duplicate courses in the DNP curriculum. Courses must be an exact match; students cannot use parts of multiple previous courses to equal one DNP course.
3. Student submits the Request for Consideration of Previous Coursework form (pdf) and syllabus from each previous course to the DNP Program Coordinator.
4. The DNP Program Director and, if necessary, the professor for the DNP course in question, will review the syllabus. The DNP Program Director will decide to approve or reject the request to waive coursework.
5. On rare occasions, the Program Director and the course professor might decide that the previous course matches most, but not all, of the course learning objectives. In this circumstance, the course professor can design a one-credit independent study to supplement the student’s previous coursework.
6. The DNP Program Coordinator will make the student’s advisor aware of the final decision to waive credits or deny the request via email.
7. If the request is approved, the DNP Program Coordinator will work with the student to make any necessary changes to the student’s program of study and will record changes in the student file and in the School’s database.

CLINICAL HOUR COMPLETION POLICY

The post-baccalaureate DNP program requires 750 advanced practice clinical hours plus 250 leadership hours to a total of 1000 hours. If approved by the DNP Program Director and clinical faculty, post-Master’s students who hold APRN certification may have 500 of those required clinical hours waived.

Students must complete half of the required clinical hours by the Friday of the eighth week of class [N728, N729, N828, N829], which corresponds to the university’s drop deadline and is roughly the midway point of the term. If at least half of the required clinical hours are not completed by the Friday of the eighth week of class, the student will receive an F/zero for the clinical component of the course. In extreme situations and at the discretion of the course professor, an extension may be granted to allow a student to complete more than half of the clinical hours during the second half of the term. In such a case, the clinical component of the course will be graded accordingly. A student seeking this exception must submit the DNP Petition for Special Consideration to the course professor prior to the Friday of the eighth week of class.

SATISFACTORY PROGRESS

Criteria and Procedures for Monitoring Satisfactory Academic Progress

Successful completion of courses must be in compliance with guidelines for satisfactory academic progress. In general, PhD students must maintain a minimum GPA of 3.00 in graduate level courses; with a grade of “S” or “P” in all non-graded courses. A student may not receive more than one grade below a “B” in any 12 month period.

Graduate School Progression Criteria:

1. The Graduate School sets minimum standards that all graduate students in the University must meet.
   a. Continuation in the Graduate School is at the discretion of a student’s program, the Graduate School, and a student’s advisor.
   b. The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades.
c. In any course structured to offer the S/U grading option (includes research courses), a grade of S means B or better; S/U courses are not computed into the grade-point average.

d. For an Incomplete (I) grade, graduate students are allowed the subsequent semester of enrollment to complete the course work before the Graduate School will place the student on probation.

e. PhD students who have achieved dissertator status are expected to maintain continuous enrollment until completion of the doctoral degree. In order to maintain this, dissertators must enroll each fall and spring for three graduate level credits directly related to their dissertation research (unless defending and/or filing their dissertation or have a Research Assistantship, fellowship or traineeship that requires summer enrollment.)

2. Departments and programs may impose more stringent rules that exceed the Graduate School’s minimum degree and criteria for satisfactory progress requirements.

School of Nursing Progression Criteria:

1. Grade Criteria
   a. A student may not receive more than one grade below a B (or a “U” grade) in any 12 month period.
   b. If a student receives a grade below a BC in a required nursing course, the student must repeat the course and earn a B or higher.
   c. Failure to meet the Graduate School or School of Nursing academic progression criteria will place a student in a state of unsatisfactory progress. Deficiencies must be resolved by the end of the 12 month period following the student being placed in a state of unsatisfactory progress.

2. Registration Criteria
   a. PhD students must be enrolled for a minimum of 6 credits in the regular semesters (prior to dissertator status).
   b. DNP students are admitted to a part-time or full-time cohort and are expected to progress with their admission cohort.

3. Time to Degree
   a. DNP students must complete the requirements for the Post BS-DNP within 6 years of admission and the Post MS-DNP requirements within 3 years of admission to the program. Upon the advisor’s recommendation, the Associate Dean for Academic Programs may grant a one-year extension.
   b. PhD students have 5 years from the date of passing their preliminary examination to take their final oral examination and deposit their dissertation. Failure to complete their degree within this 5 year period may result in their having to retake the preliminary examination and be re-admitted to candidacy.
   c. Failure to meet this time-to-degree requirement in the specified time criterion may result in the student being dropped from the program.

4. Re-Entry Admission
   a. Students re-entering either doctoral program after an absence are required to meet the program requirements in place at the time of re-entry.
   b. In addition, the student’s program of study will be reviewed by the appropriate APF Subcommittee to determine if any content needs to be repeated.

5. Monitoring Progress
   a. The Academic Programs Office will review students’ records at the end of each semester and notify the student and advisor if a student is not making satisfactory progress.
   b. If a student is not making satisfactory progress, the advisor and the student will establish a plan of study to resolve deficiencies and a plan for completion of the program.
   c. If a student has not returned to satisfactory progress by the determined deadline, a decision about whether the student will be permitted to continue will be made by the Graduate Programs Committee (or appropriate sub-committee) with input from the student’s advisor.
d. Any requests for exceptions to the above listed criteria and requirements should be submitted in writing to the appropriate APF Subcommittee by the advisor.
e. Other concerns about progress on the part of the student or advisor should be brought to the attention of the Associate Dean for Academic Programs.

ELECTIVES

DNP students need three credits of health-related electives, which can be taken at any time. Students can meet the three credit requirement by either taking one course that is three credits, or by taking two or more courses that add to three credits. The credits must be from graduate-level courses (UW-Madison courses numbered 300 and above).

The elective course(s) can be offered by the School of Nursing, another graduate school within UW-Madison, or a graduate program at another university. Each semester a list of courses being offered by UW-Madison that are approved will be distributed by the program coordinator. If you identify a course of interest not on the list provided during the enrollment period each term, please submit the course number and title to Kristi Hammond (kristi.hammond@wisc.edu) for approval.

STATISTICS REQUIREMENT

DNP students can fulfill the graduate statistics course requirement by either selecting a course from our pre-approved list or submitting a different course for approval.

The following graduate level courses have been reviewed and will be accepted to meet the DNP statistics requirement. An original transcript with the final grade must be submitted to the DNP Student Services Coordinator upon completion of the course if not taken at UW-Madison.

- UW Madison: Biostat 511, Introduction to Biostatistical Methods for Public Health
- UW Madison: Biostat 541, Introduction to Biostatistics
- UW Madison: Ed Psych 760, Statistical Methods Applied to Education I
- UW Milwaukee: ED PSYCH 624, Educational Statistical Methods
- UW Milwaukee: NURS 720 Biostatistics and Application for Nursing Practice (two sections: one on campus and one online)
- University of New England: Math 1005, Statistics for the Health Professions (online)

The following courses have been reviewed and will not be accepted to meet the DNP statistics requirement.

UW Stevens Point: Soc 590, Basic Stats Methods

Students need approval prior to enrolling in any other statistics courses. To request approval, submit a Request for Consideration of Coursework form (see related links) along with the course syllabus to the DNP Program Coordinator.

If approval is not requested for any other statistics course, there is no guarantee that it will satisfy the statistics requirement. It is your responsibility to be sure you are enrolling in an appropriate graduate level statistics course.

SCHOLARLY PROJECT

The DNP degree is relatively new to nursing, and its inception arose from the formal recognition that the quality and consistency of our healthcare system have a tremendous impact on health outcomes, healthcare costs, and population health. Sentinel works by the Institute of Medicine, To Err is Human: Building a Safer Health System (IOM, 1999) and
Crossing the Quality Chasm: A New Health System for the 21st Century (IOM, 2001) unflinchingly acknowledged the impact that flawed systems, inconsistent resources, and human mistakes can have, and called for transformation and reform. In 2003, The National Academies Press responded with, Health Professions Education: A Bridge to Quality (Greiner and Knebel); and this key document provided an early outline for what was soon to become part of the expected competencies of the DNP. These include:

- Delivering patient-centered care
- Functioning within an interdisciplinary team
- Providing evidence-based practice
- Engaging in quality improvement
- Proficiency with information technology (Greiner & Knebel, 2003)

The American Association of the Colleges of Nursing (AACN) took note, and their Position Statement on the Practice Doctorate in Nursing was approved in 2004. The Essentials of Doctoral Education for Advanced Nursing Practice were published by AACN in 2006. These specific competencies—which align with key recommendations put forth by the IOM documents—fully underlie the expected learning objectives and outcomes that frame DNP education here at UW-Madison. In no other course is this more evident than N906, the DNP Scholarly Project. This course calls upon you to demonstrate your growth in the areas of nursing leadership, advanced practice, and clinical scholarship; and provides documentation of your progress toward achieving the DNP degree.

The landmark RWJ Report, The Future of Nursing: Leading Change, Advancing Health (RWJ, 2010) expanded and built upon these recommendations by specifically focusing on the potential for nurses to lead the way in improving healthcare. One of the key recommendations from this report was to double the number of doctorally-prepared nurses by 2020. We will soon be able to count you among that number!

The DNP scholarly project is, essentially, translational research. While it is generally the role of the PhD-prepared nurse scholar to discover and generate new nursing knowledge, it is often our role to apply that knowledge within the clinical or community setting. The role of the DNP is to translate evidence (research) into improved clinical practice through quality improvement initiatives, policy work, or advanced leadership. DNPs can also contribute significantly to the quality and relevance of current nursing research by evaluating our efforts and generating data (evidence) from our own practice. This practice-based evidence (PBE) will naturally inform our own work, but can also be shared with nursing researchers, agencies, and other practitioners (disseminated through publication and conferences) to help improve outcomes, care quality, or costs within clinical settings outside our own.

At its best, PBE should help to drive the direction of academic research to some extent by informing researchers about specific problems in practice or unique needs in specific populations. In this way, the evidence you generate in practice should play a role in shaping the questions researchers ask. And you should see this, not as a one-and-done-project-to-get-out-of-school, but as a new way of practice; a learned skill that you will use consistently through your career.

Ultimately then, we work together. The work you do in the clinical arena can inform the work of researchers. Your practice-based evidence gives them the knowledge they need to ask important questions in their research. You will be able to provide access to real and representative patient populations, as well as authentic practice challenges. Their capacity to conduct quality research and generate reliable findings (evidence) will further serve clinical practice. Thus, should be working together improve the quality and effectiveness of nursing care.
Link to the DNP Essentials

DNP practice-scholarship is demonstrated when the principles of nursing scholarship are combined with the eight DNP Essentials to produce a graduate prepared to improve health and care outcomes. The integration of these new or refined skills improves outcomes through organizational/systems leadership, quality improvement processes, and translation of evidence into practice, among other ways.

The elements of the DNP Project should be the same for all students and include planning, implementation, and evaluation components. As an outcome of the program, students must have the opportunity to integrate all DNP Essentials into practice. However, all eight Essentials do not have to be demonstrated in the DNP Project. All DNP Projects should:

a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
b. Have a systems (micro-, meso-, or macro-level) or population/aggregate focus.
c. Demonstrate implementation in the appropriate arena or area of practice.
d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
e. Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
f. Provide a foundation for future practice scholarship.

Scholarly Project Overview

Your individual course professor will help to guide and mentor you through the completion of your own DNP scholarly project. Specific DNP course professors, clinical preceptors, and your academic advisor may also be able to help as you find your focus, establish your goals, and arrive at a plan. Please make use of the many resources available to you, and strive to synthesize and demonstrate all that you’ve learned over the course of your studies. This is your opportunity to shine and show what an advanced practice nurse with a DNP can accomplish. We look forward to working with you!

Identification of Clinical Challenge

The student will describe a problem related to the quality and outcomes of nursing/health care for patients (i.e., individuals, families, communities, populations) that:

a) exists at an agency/site known to student,
b) can realistically be explored through a needs assessment or root cause analysis
c) has bearing on larger population-level health concerns or indicators of healthcare quality
d) has potential solutions to be drawn from evidence and related theory
e) can be approached and analyzed from a systems or population perspective
f) is amenable to advanced nursing knowledge and intervention,
g) could be assessed, evaluated, or improved within the 2-3 semester time frame specified for this project, and
h) is supported by the host organization and N906 course professor.
Proposing an Evidence-based Strategy

The student will develop a specific and feasible written proposal to address and evaluate the identified health-related problem through the following steps:

- conduct a review of current evidence-based literature, and synthesize these findings to support the proposed scholarly project. This synthesis may include formalized nursing approaches and theory if existent, and may also incorporate quality improvement frameworks or other interdisciplinary theory from social or medical science;
- write a scholarly project proposal that includes the following:
  - a summary of national benchmark data or quality indicators providing context for the project, as well as an estimation of the project’s significance to society
  - a needs assessment, including baseline indicator data and a critical review of the systems or population-level factors providing context for the issue
  - a review of literature related to identified problem and in support of plan
  - a theoretical framework to guide the work of the project, whenever applicable
  - an overarching project goal and specific objectives (both formative and summative)
    - DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
  - a plan for sustainability within the given setting (e.g. financial, systems or political realities, not only theoretical abstractions).
  - a description of proposed systematic plan (e.g., intervention), that is aligned with the literature, theoretical framework, and context of the clinical setting
  - delineation of resources needed to implement the plan (e.g., space, staff),
  - evaluation criteria and methods, including measures to collect, safeguard and critically evaluate data
  - identification of potential barriers to executing plan and how to deal with same,
  - discussion of ethical issues throughout the project,
  - a logic model designating the overarching goal as well as specific project inputs, outputs, and short, medium, and long-term outcomes
  - a clear and realistic timeline for implementation
  - a reference list; with appendices as necessary.

The student will develop and deliver an abbreviated project proposal presentation to their student colleagues and course professors. The proposal presentation will highlight key points from the written proposal.

The student will obtain written receipt of the proposed project and approval to proceed from key stakeholders within the proposed project site.

The student will submit the proposed project for a waiver or approval from appropriate Institutional Review Board(s) for the Protection of Human Subjects (IRB). Documentation of site stakeholder approval and IRB exemption / review will be submitted to course professors before the work of the project may begin.

Implementation of the Project

The student will:

a) systematically implement the proposal plan as approved by assigned faculty,

b) document steps of implementation, including barriers encountered and how these were handled,
c) collect project evaluation data (formative and summative, as well as indicators of feasibility and sustainability within the clinical setting),

d) begin data analysis and interpretation, considering both clinical and statistical significance

e) begin to develop an abstract

Dissemination

The student will:

a) develop a poster of their scholarly project for presentation at SoN poster event. Poster may be considered for submission to UW Nursing Poster Fair or other scholarly venue.

a) provide an oral presentation of the scholarly project (Approximately 20 minutes with 5 minutes for questions)
b) prepare a well-written report of the project that may be suitable for publication. At a minimum, the report will include:
   - A clear and detailed introduction to the project, with relevant context and background
   - A description of the systems and population-level factors that are of relevance to the issue
   - A review of the current literature and conceptual models used to guide the project
   - Design and methods of the project
   - Results of the project
   - Discussion of the results including limitations of the project and implications for practice
   - Description of sustainability of the project within the clinical setting
   - References

c) In both the final paper and oral presentation, the student will include a plan for further dissemination or development of their scholarly work in order to demonstrate a foundation for future scholarship

INDEPENDENT STUDY

Independent Study Course Offerings - Students are responsible for identifying their area of interest or question, establishing objectives for the learning experience, and developing a learning contract with the faculty member. Students must complete the appropriate Independent Study Enrollment Authorization Form, which requires a faculty signature and submit the completed form to Academic Programs Student Services Offices, Cooper Hall, Suite 1100 so the student can be authorized to enroll for the course. The student is also required to complete the Summary Form, which provides more details on the agreed-upon experience, and submit this document to the Academic Programs Student Services Offices, Cooper Hall, Suite 1100 for placement in the student’s permanent file.

Descriptions and Forms

- N799 Independent Study (grading convention: satisfactory/unsatisfactory): Provides an opportunity for students to read in a particular area of nursing under the guidance of a faculty member who has expertise in the area. It is appropriate to take this course in the DNP or PhD program for deeper exploration of a nursing population or phenomenon. Students may enroll for 1–6 credits, based on the work to be completed and in consultation with the professor. See Related Links for links to the Enrollment Authorization and Summary Form.
- N999 Advanced Independent Study (grading convention: satisfactory/unsatisfactory): Thesis research experience designed to promote the students’ learning of the research process in nursing through direct experience. Students work with faculty to determine the nature, scope, and design of the research experience. Students may enroll for 1–9 credits, based on the work to be completed and in consultation with the professor. See Related Links for links to the Enrollment Authorization and Summary Form.
• N990 Doctoral Theses Research (grading convention: satisfactory/unsatisfactory): Thesis research to complete the dissertation. Students work with faculty to determine the timeline for data collection, analysis, results, and final written work. Dissertators must enroll in 3 credits to maintain dissertator status. See Related Links for links to the Enrollment Authorization form.

Enrollment Procedures

• Fill out an Enrollment Authorization Form (see Related Links). Select the correct form matching your class and enter the required information. Print the form.
• Acquire the appropriate supervising faculty’s signature on the authorization form and return the form to the Academic Programs Student Services Office, Cooper Hall, suite 1100, to be processed.
• Wait for notification by email for the class number to use in order to enroll in the course. The School of Nursing confirms the student is in compliance with all compliance requirements prior to authorization.

Conclusion of the Course

• At the conclusion of the course, please complete the Summary Form and submit this to Academic Programs Student Services Offices, Cooper Hall, Suite 1100.

Enrollment Authorization Forms

N799
N999
N990

Summary Forms

N799
N999

BREADTH/MINOR REQUIREMENTS AND PROCEDURES

The Doctor of Nursing Practice (DNP) program does not require students to complete a doctoral minor, however the option is available to those who wish to do so.

Breadth Training Requirements and Opportunities

For students who do not complete a minor, breadth requirements are fulfilled within the required curriculum that inherently enforces a breadth of doctoral study. Specifically, breadth appears in the form of three core components: systematic evaluation of practice, leadership/policy, and practice. In addition to the core curriculum course work, all students complete a minimum of 1,000 hours of precepted clinic experiences in a variety of health care settings. Options for additional foci exist in areas such as nursing education, psychiatric/mental health nursing, global health, school nursing, aging, prevention science, and strategic innovation. Students may also choose to complete certificate programs in Psychiatric/Mental Health Nursing and Nursing Education.

To ensure all students are well-informed and advised on their course of study, as well as possible options for additional educational experiences, new DNP students attend a mandatory one-day orientation session. During this program, students are provided detailed information about the required courses, as well as possible certificate programs and additional courses that may be of interest.
Option to Complete a Minor

DNP students are required to meet with their faculty advisor at least once each semester. Students and advisors use this time to create plans of study consistent with their professional goals. Students who wish to add a doctoral minor to their program of study receive guidance and support on how to implement the plan during these advising meetings. Acceptance of the minor requires the approval of the DNP advisor and the respective department in which the minor is administered.

ACADEMIC POLICIES AND PROCEDURES

GRADUATE SCHOOL ACADEMIC POLICIES AND PROCEDURES

Please see the Graduate School’s [webpage](#) for academic policies and procedures.

ACADEMIC INTEGRITY

Academic Integrity is critical to the mission of the University of Wisconsin-Madison, a research one institution with high academic standards and rigor. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one’s purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways. The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.

ACADEMIC MISCONDUCT

Academic misconduct is governed by state law, [UWS Chapter 14 (PDF)](#). Misconduct includes the following, but is not limited to this list:

- Seeks to claim credit for the work or efforts of another without authorization or citation (plagiarism)
- Uses unauthorized materials or fabricated data in any academic exercise (using notes for a closed-book online exam)
- Forges or falsifies academic documents or records (having a friend sign you in for attendance when you’re absent)
- Intentionally impedes or damages the academic work of others (tampering with another student’s experiment)
- Engages in conduct aimed at making false representation of a student’s academic performance (altering test answers and submitting the test for regrading)
- Assists other students in any of these acts

Academic Misconduct Process

The University of Wisconsin-Madison takes academic misconduct allegations very seriously. If an instructor suspects a student has engaged in academic misconduct, then the instructor will contact the student and ask him/her to explain their work. If the instructor still believes academic misconduct occurred after meeting with the student, he/she will determine the consequences, known as sanctions. One or multiple sanctions may be imposed. [Types of sanctions](#)
include an oral reprimand up to expulsion. If the sanction affects any grade, the student will then be notified in writing, typically by email, of the instructor’s decision. The Office of Student Conduct & Community Standards (OSCCS) is also informed and will contact the student about his/her rights and any additional sanctions. In most cases, OSCCS will require a student to complete an online tutorial on academic integrity, known as the RAISE program. Repeated acts of academic misconduct or extreme circumstances may result in more serious actions such as probation, suspension, or expulsion. A detailed flowchart outlining the process can be found here.

HEALTH COMPLIANCE PROGRAM

The School of Nursing is committed to ensuring all nursing students are compliant with national and state guidelines for personnel providing nursing care, as well as additional/specific requirements mandated by the school’s clinical affiliates as set forth in the clinical affiliation agreements. Therefore all nursing students are required to be in full adherence to the school’s compliance program while enrolled in the nursing program.

The school’s compliance program includes immunizations, trainings, and a background check. Students will be held accountable for complying with the clinical eligibility requirements prior to entering the program and throughout their program of study. All students are required to keep their compliance documents up to date as an essential part of their professional responsibility for patient safety.

CastleBranch Compliance Tracking Solution

To better serve our students, the School of Nursing partners with CastleBranch to manage student health compliance documents. This management system allows students to order their own background checks online and store all required documentation. There is a one-time Castle Branch subscription fee that is paid by the student, as well as a cost for the background check.

Consequences of Non-Compliance

Students who are not in compliance as of the first day of the semester, or who fall out of compliance during the semester, are not allowed to participate in classroom or clinical experiences, including practicum or research experiences in a clinical or other care setting.

Out-of-compliance students will receive an email barring them from participating in any/all course work; the relevant course professor(s) will receive a copy of the email. Students may return to classes once they complete the compliance requirement(s) or are able to provide evidence of a future appointment/registration to update the immunization or training requirement (e.g., CPR course registration). Students may return to clinical settings (including practicum or research experiences) only after the appropriate immunization or training has been completed and the documentation submitted.

Students who are out of compliance will have a hold placed on their university record, which will suspend the student’s ability to add or drop courses or enroll for future semesters; the hold will be lifted once the student is in compliance.

Questions on the compliance program should be directed to grad_compliance@son.wisc.edu

HEALTH COMPLIANCE REQUIREMENTS

The School of Nursing requires all nursing students to be compliant with the following requirements. Detailed information about each requirement is available on the Castlebranch web site located under your profile To-Do list. If
you have any questions about what documentation is required, you should contact the Castle Branch Service Desk at (888)-723-4263 or email Servicedesk.cu@castlebranch.com.

Immunizations:

- Tuberculosis (TB) - renew annually
- Hepatitis B series
- Measles, Mumps and Rubella (MMR)
- Varicella (Chicken Pox)
- Tetanus, Diphtheria and Pertussis (Tdap) - Tdap is given one time only as an adult (age 18 and older). After that only TD (tetanus/diphtheria) is given every 10 years
- Seasonal Influenza Vaccine - renew annually during current flu season (October - March)

Training Requirements:

- Cardiopulmonary Resuscitation (CPR) Training - Basic Face-To-Face Class initially - renew every two years
- Bloodborne Pathogen Training (OSHA or Safety and Infection Control training) - renew annually
- Health Insurance Portability & Accountability Act (HIPAA) Training - renew annually
- Social Media - one time training

Background Check

The background check is good for 4-year* and includes the following:

- Wisconsin Department of Justice
- Residency History
- Wisconsin Department of Health and Family Services
- Nationwide Sexual Offender & Predator Registry
- Nationwide Healthcare Fraud & Abuse Scan
- Out of State County Criminal Records

*If there is any change in the individual’s background while enrolled in the program that results in a change of the caregiver report, it is the responsibility of the student to notify the School of Nursing and another full background check is required.

HEALTH COMPLIANCE PROCEDURES

Effective April 1, 2015, the School of Nursing (SoN) has contracted with CastleBranch, Inc. (CB) to maintain compliance records (confidentiality statement, record of HIPAA training, etc) and monitor student compliance. CB provides background screening and immunization record tracking solutions for more than 1,600 schools nationwide.

Student advantages of using CB:

- Student portal-users have unlimited lifetime access to their records
- Electronic access to immunization records (no need to contact the school for copies of documentation)
- Students have the ability to share these documents (example: a clinical agency needs documentation of certain immunizations, create a pdf of what is needed and send the agency a copy...no more handling paper copies)
- CP is more than an immunization tracker. Students can store reference letters, create resume(s) and track where they have applied to name a few additional resources
- Provides a private, secure document center
What does this mean for students newly admitted to the School of Nursing?

1. All new admits will receive information about setting up a Student Profile through CB. Students will be required to pay a one-time set-up fee prior to setting up their account. Students must establish their account by July 1, 2015.
2. If a new admit already has an account with CB, just place an order to be in the School of Nursing SoN program using the code provided by the school. The program will add the account to the student’s current profile previously established as long as the student logs in using their original user name and password. The School of Nursing compliance requirements will be added to the student’s To Do List.

SATISFACTORY ACADEMIC PROGRESS

Criteria and Procedures for Monitoring Satisfactory Academic Progress

Successful completion of courses must be in compliance with guidelines for satisfactory academic progress. In general, PhD students must maintain a minimum GPA of 3.00 in graduate level courses; with a grade of “S” or “P” in all non-graded courses. A student may not receive more than one grade below a “B” in any 12 month period.

Graduate School Progression Criteria:

1. The Graduate School sets minimum standards that all graduate students in the University must meet.
   a. Continuation in the Graduate School is at the discretion of a student’s program, the Graduate School, and a student’s advisor.
   b. The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades.
   c. In any course structured to offer the S/U grading option (includes research courses), a grade of S means B or better; S/U courses are not computed into the grade-point average.
   d. For an Incomplete (I) grade, graduate students are allowed the subsequent semester of enrollment to complete the course work before the Graduate School will place the student on probation.
   e. PhD students who have achieved dissertator status are expected to maintain continuous enrollment until completion of the doctoral degree. In order to maintain this, dissertators must enroll each fall and spring for three graduate level credits directly related to their dissertation research (unless defending and/or filing their dissertation or have a Research Assistantship, fellowship or traineeship that requires summer enrollment.)
2. Departments and programs may impose more stringent rules that exceed the Graduate School’s minimum degree and criteria for satisfactory progress requirements.

School of Nursing Progression Criteria:

1. Grade Criteria
   a. A student may not receive more than one grade below a B (or a “U” grade) in any 12 month period.
   b. If a student receives a grade below a BC in a required nursing course, the student must repeat the course and earn a B or higher.
   c. Failure to meet the Graduate School or School of Nursing academic progression criteria will place a student in a state of unsatisfactory progress. Deficiencies must be resolved by the end of the 12 month period following the student being placed in a state of unsatisfactory progress.
2. Registration Criteria
   a. PhD students must be enrolled for a minimum of 6 credits in the regular semesters (prior to dissertator status).
b. DNP students are admitted to a part-time or full-time cohort and are expected to progress with their admission cohort.

3. Time to Degree
   a. DNP students must complete the requirements for the Post BS-DNP within 6 years of admission and the Post MS-DNP requirements within 3 years of admission to the program. Upon the advisor’s recommendation, the Associate Dean for Academic Programs may grant a one-year extension.
   b. PhD students have 5 years from the date of passing their preliminary examination to take their final oral examination and deposit their dissertation. Failure to complete their degree within this 5 year period may result in their having to retake the preliminary examination and be re-admitted to candidacy.
   c. Failure to meet this time-to-degree requirement in the specified time criterion may result in the student being dropped from the program.

4. Re-Entry Admission
   a. Students re-entering either doctoral program after an absence are required to meet the program requirements in place at the time of re-entry.
   b. In addition, the student’s program of study will be reviewed by the appropriate APF Subcommittee to determine if any content needs to be repeated.

5. Monitoring Progress
   a. The Academic Programs Office will review students’ records at the end of each semester and notify the student and advisor if a student is not making satisfactory progress.
   b. If a student is not making satisfactory progress, the advisor and the student will establish a plan of study to resolve deficiencies and a plan for completion of the program.
   c. If a student has not returned to satisfactory progress by the determined deadline, a decision about whether the student will be permitted to continue will be made by the Graduate Programs Committee (or appropriate sub-committee) with input from the student’s advisor.
   d. PhD students will complete an annual progression review in which an academic CV accompanied by a written review from the advisor is submitted to the PhD Admission, Progression and Funding (APF) Subcommittee of the GPC. APF reviews the student CVs and advisor comments to gain an overall sense of student progression in the program. Comments from the APF regarding progression are then sent to the advisor and student. (refer to the Policy and Procedures for PhD Progression Reviews.doc)
   e. Any requests for exceptions to the above listed criteria and requirements should be submitted in writing to the appropriate APF Subcommittee by the advisor.
   f. Other concerns about progress on the part of the student or advisor should be brought to the attention of the Associate Dean for Academic Programs.

STUDENT APPEALS AND GRIEVANCE PROCEDURES

Students who feel that they have been treated unfairly have the right to question this treatment and receive prompt hearing of the grievance. Before instituting an appeal or grievance, students should discuss their particular situations with an appropriate staff member, e.g., faculty member, assistant dean, associate dean, or adviser.

SECTION ONE: APPEALS

Appeals are limited to requests to continue in the curriculum after being dropped from the program for academic reasons.

PROCEDURE

I. Filing Appeal
Graduate Student: A written appeal must be filed with the Assistant Dean for Academic Programs within 10 working days of the date of the letter notifying the student of the decision to discontinue the student in the program, or the right to appeal is waived. The appellant (student) must submit to the Assistant Dean the following information:

1. A written statement addressed to the Chairperson of the appropriate appeals committee specifying:
   a) Precise grounds on which the appeal is based.
   b) Circumstances associated with the need to appeal.
   c) Arguments supporting the appeal.
   d) Description of proposed remedial actions to be taken to improve the student's academic performance.

2. The appellant may also submit letters of support from persons knowledgeable about the appellant’s current and/or past academic work and/or other matters related to the appellant’s academic performance. Any such letters must be submitted to the Assistant Dean by the same deadline.

II. Appeals Committee

Graduate Student: For the purposes of hearing the appeal, the Assistant Dean will arrange an appeals committee that consists of at least 3 School of Nursing faculty members and that includes at least one member of the Graduate Programs Committee. The Assistant Dean will collect the information relative to the appellant's academic situation and forward the information to the Appeals Committee.

III. Appeals Committee Meeting

1. Within 15 working days of the filing of the appeal, the Appeals Committee will schedule a meeting date for the purposes of hearing the appeal.

2. Appellant must appear before the Appeals Committee to present the appeal. Appellant may have a support person accompany him or her to the meeting with the Appeals Committee. Appellant must address the Appeals Committee under all circumstances. Appellant's chosen support person is limited to providing advice and support to appellant. No fewer than 3 working days prior to the meeting with the Appeals Committee, the appellant shall identify to the Committee the individual’s appellant wishes to be present at the meeting for the purpose of providing the Appeals Committee with information about the appeal.

3. The Appeals Committee is authorized to decide the appeal and is responsible for the following:
   a. Reviewing all data presented by the Appellant and others.
   b. Discussing the argument presented by Appellant and inviting Appellant to contribute to the discussion.
   c. Limiting statements of appellant and other individuals where information being presented is irrelevant, unduly repetitious, or disrespectful.
   d. Deciding the appeal and providing a written decision, including the reasons therefore, to the Appellant and the appropriate Assistant Dean within 15 working days of the Appeals Committee meeting. The written decision shall identify and include where appropriate:
      i. Appellant's stated reason for the appeal
      ii. Action taken by the Appeals Committee
      iii. Stipulations and recommendations for appellant's continuation in program (where appeal granted)
      iv. Rationale for decision
      v. Names of individuals present at the hearing
      vi. Notice of appellant's right to appeal the Appeals Committee decision to the Associate Dean for Academic programs.
e. If the appeal is granted, the Appeals Committee will discuss with the Appellant any stipulations (binding) and recommendations (non-binding) for continuation in the program.

IV. Review of Appeals Committee Decision

1. A written request for review of the Appeals Committee Decision by the Dean of the School of Nursing or the Dean's designee must be submitted to the Associate Dean for Academic Programs within 20 working days of the date of notification of the Committee’s initial decision.

2. The request must state the specific grounds for appeal which are limited to:
   a. School policies were incorrectly applied;
   b. Decision is contrary to state or federal law;
   c. Proper appeal procedures were not followed; or
   d. Unfounded, arbitrary, or irrelevant assumptions of fact regarding the appellant's performance were made by the Appeals Committee. Appellant must also identify the specific aspects of the Committee decision that he or she believes meet the criteria cited as a basis for appeal.

3. The Dean or the Dean's designee may meet with the appellant to discuss the request for review.

4. Copies of the information submitted to the Appeals Committee and the Appeals Committee decision shall be provided to the Dean or the Dean's designee for review. Only facts and information presented to the Appeals Committee may be introduced to and considered by the Dean or the Dean's designee.

5. The burden of proof shall be on the student to demonstrate by a preponderance of the evidence that the Appeals Committee's decision was the result of one or more of the above bases for appeal.

6. The Dean or the Dean's designee shall notify Appellant and the Appeals Committee in writing within 30 working days of receipt of the request for review of the Appeals Committee decision or the appellant's meeting with the Dean's or Dean's designee, whichever is later, stating the action on the appeal and the grounds for the action taken.

7. The decision by the Dean or the Dean's designee on review is final, except as provided in "8" below.

8. Graduate students may seek Graduate School Procedural Review of the decision by the Dean or the Dean's designee. Please contact The Graduate School Office of Academic Services & Fellowship Administration in 217 Bascom Hall or at 608-262-2433 for information regarding this process.

Note: Deadlines referenced herein may only be altered by mutual agreement of the parties. Any such agreement must be in writing.

SECTION TWO: GRIEVANCES

INFORMAL RESOLUTION:

Any student in the School of Nursing who believes that he or she has been treated inequitably is encouraged to resolve the matter informally. The student should first talk with the person or group at whom the grievance is directed in an attempt to resolve the issue informally. The student may contact the Associate Dean for Academic Programs for assistance in resolving the matter informally. The student may also contact the following groups for assistance in reaching an informal resolution and/or information regarding other possible formal procedures to resolve the matter.

1. Contact the UW-Madison Equity and Diversity Resource Center for information and assistance regarding discrimination or disability issues.
2. Contact the Dean of Students for information about resources for addressing student concerns.
School Of Nursing Grievance Procedure:

The grievance procedure is available to resolve student concerns regarding inequitable treatment that have not been satisfactorily resolved through the informal resolution process or where the student believes that informal resolution would not be productive. The grievance procedure is described below. Through the grievance process, the student may be accompanied by a support person. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

1. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Associate Dean for Academic Programs.

2. The written grievance shall include:
   a) a statement that the student wishes a review of the situation by a Grievance Committee;
   b) the identification of the person or group at whom the grievance is directed;
   c) the specifics of the perceived inequitable treatment;
   d) evidence in support of the student’s belief that he or she has been treated inequitably; and
   e) the outcome or resolution desired by the student.

3. A grievance must be initiated no later than 20 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. Initiation of the informal procedure described above within the 20-day period will extend the deadline for initiating the grievance to 40 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance.

4. Within 30 calendar days after receiving the grievance, the Associate Dean for Academic programs shall arrange for a committee meeting. The Committee may request a written response from the person or group at whom the grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the Committee, and/or may take other steps in attempting to resolve the grievance.

5. Within 60 calendar days after receiving the grievance from the Associate Dean for Academic programs, the Committee shall send a written report of the Committee's recommendations to the Associate Dean for Academic Programs. The student will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal the Committee’s recommendation to the Dean of the School of Nursing.

6. A student wishing to appeal the Committee’s recommendation to the Dean of the School of Nursing must submit a written appeal to the Dean within 10 calendar days of the date of the Committee's report. The request must state the specific bases for appeal and identify the specific aspects of the Committee's recommendation that he or she believes are the subject of the bases for appeal. Where an appeal is filed with the Dean, a copy of the Committee’s report shall be provided to the Dean for review. Only facts presented to the Committee may be introduced to and considered by the Dean. The Dean shall notify the appellant and the Committee in writing within 30 calendar days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.

SECTION THREE: COURSE GRADE APPEALS PROCESS

If a student believes s/he has been awarded a grade for a course that does not adequately represent her/his performance in the course, they should speak with the course faculty member in an effort to attempt to resolve the issue informally. This must be done within 10 working days of receipt of the grade. During this informal process both student and faculty may consult with the Associate Dean for Academic Programs to seek resolution of the issue.

If the student remains dissatisfied with the grade, the student has the option to initiate the formal Grievance procedure. To do this, the student must submit the grievance, in writing, to the Associate Dean for Academic Programs within 10 working days. The Associate Dean will appoint a committee to hear the grievance. The decision of the committee is final. There is no further appeal.
POLICY ON EDUCATION VALIDATION FOR ADVANCED PRACTICE CERTIFICATION EXAMS

While the credentialing center may authorize a candidate to sit for an advanced practice certification examination after all coursework is complete and prior to degree conferral, the center will retain the exam results and will not issue certification until two additional documents are submitted. These are the 1) final official transcript with degree-conferral date received directly from the university, and 2) the validation of education form signed by the DNP Program Director.

Upon request, the School of Nursing will complete the validation of education form prior to degree-conferral, thus confirming eligibility to test. This service will be available only for students who have:

1. Successfully completed all advanced nursing coursework and clinical practice hours required for the DNP program,
2. Enrolled in their final semester of the program,
3. Reached the midpoint of that final semester and course professor(s) have verified that they are on track to graduate as anticipated

Once these criteria are met, students may submit their request for education validation via email directly to the DNP Program Coordinator. The coordinator will confirm appropriate course completion and final semester progression and submit the form, as appropriate. The School of Nursing will not validate education for students who have not completed these eligibility requirements.

STUDENT EVALUATION OF INSTRUCTION

Student evaluation of instruction is a very important part of your role as a student. It provides the opportunity to evaluate your instructors and serves as a means to evaluate teaching effectiveness.

Evaluation takes place at the end of a semester with results placed in a faculty member’s record and reviewed by a faculty committee. The information is used as one of the criteria for awarding merit and promoting faculty. Students are urged to complete the evaluation forms carefully and thoughtfully. Responses are anonymous. Results are computerized and are reviewed by instructors after students have completed the course and grades have been submitted.

Student evaluation of instruction is an open system: Students are free to evaluate a course and/or instructor outside of the formal evaluation process. Students who wish to do this are encouraged to talk with the course professor or to come in and discuss evaluation with the Associate Dean for Academic Programs or Dean of the School of Nursing.

DNP PROGRAM PETITION FOR SPECIAL CONSIDERATION

This DNP Program Petition for Special Consideration Form should be submitted when requesting any formal policy change including, but not limited to, the following:

- Requesting to switch program tracks
- Requesting a leave of absence
- Requesting adjusted timeline for clinical hour completion

These requests should be discussed with your instructor and/or advisor and turned into Kristi Hammond. Submission of the form does not guarantee your request will be approved and may require additional communication and/or meetings depending on the situation. If you have any questions about completing this form, please contact Kristi Hammond at kristi.hammond@wisc.edu or 608-263-5258.
LEAVE OF ABSENCE

DNP students who 1) were not enrolled at UW-Madison for a fall or spring term, or 2) were not enrolled in DNP coursework for a fall or spring term, must adhere to the Leave of Absence policy and procedures detailed here. DNP coursework is defined as one of the required DNP courses, an N# course at the 600, 700, or 800-level.

When a student takes a leave of absence (i.e., withdraws from the university or does not enroll in DNP coursework for a fall or spring term), they must inform their faculty advisor and the DNP Program Coordinator of their plans via the DNP Program Petition for Special Consideration Form, understand there is not a guarantee of a future return to the program. The DNP Program Coordinator will create a new potential program plan for the student. The anticipated reentry date will be recorded in the School of Nursing database to ensure accurate course enrollment projections.

When/if the student wishes to return to the DNP program, they must inform the DNP Program Coordinator of their intention in writing (letter or email) in advance of the semester for which they wish to return. If a student wishes to return in a fall or summer semester, they must inform the DNP Program Coordinator by February 1. If a student wishes to return for a spring semester, they must inform the DNP coordinator by September 1.

When a request for return from a leave of absence is received, the DNP Subcommittee will determine if the student will be returned to the program. Considerations may include but are not limited to program capacity, clinical placement opportunities, the student’s academic standing and record, and the length of the absence. The subcommittee may request a meeting with the student or additional information from the student in reaching its decision.

If the student is allowed to return to the DNP program:

1. If they were not enrolled at UW-Madison for a fall or spring term, they must apply for reentry admission to the Graduate School, via the online application, and pay the application fee.
2. If the student was enrolled at UW-Madison but not in DNP coursework for a fall or spring term, a reentry application to the Graduate School is not necessary and the student will be reactivated in the DNP program curriculum.

If the student is not allowed to return to the DNP program for the semester for which they petitioned, they may submit a request for return to the program for a future term. They would need to complete the process and adhere to the deadlines as outlined above.

Students should be advised that because DNP courses are only offered in either the fall, spring, or summer, and because the curriculum follows a sequence where courses build off one another, a student who takes a leave of absence for one term will typically be required to take an entire year away from the program in order to resume the sequential program plan.

WITHDRAWAL FROM THE UNIVERSITY

Withdrawal indicates that a student intends to stop attending all classes for the current semester. Submission of a withdrawal request in MyUW Student Center is required between the first and last day of the semester in which a student wishes to drop all classes.

Student Responsibilities:

1. Students wishing to withdraw should be familiar with the Graduate School’s policies
2. Processes for withdrawing are described on the Office of the Registrar’s webpage
3. Students who plan to return to the DNP program should contact the DNP program coordinator and refer to the Leave of Absence policy

PROCEDURES FOR INJURIES/INCIDENTS OCCURRING DURING CLINICAL ROTATIONS

Students in clinical rotations in health care facilities are at risk for injuries or clinical incidents. When an incident occurs, the student should notify their clinical preceptor and clinical course professor (N728, N729, N828, N829). Students are eligible to use University Health Services (UHS) for consultation and treatment. Students also have the option of contacting their individual health care provider for treatment. Students choosing to be seen at an emergency/urgent care facility rather than at UHS are responsible for all charges incurred. An incident report should be filed with the School of Nursing within 24 hours of the occurrence. For additional information regarding this policy including the Incident Report Form, refer to the Procedure for Handling Clinical Related Injuries to Nursing Students located on the School of Nursing StudentNet. As a reminder, all students are strongly encouraged to have health insurance either through a private insurance company or through the university’s Student Health Insurance Program (www.uhs.wisc.edu/ship).

LAPTOP POLICY

School of Nursing Laptop Policy

The School of Nursing faculty approved the laptop computer policy on January 11, 2013 effective for students admitted beginning fall 2013. Below is the policy and information on minimum recommended specifications for Windows and Apple laptop computers.

**Policy:**

Each student admitted to the UW-Madison School of Nursing programs (*undergraduate and graduate) will be expected to have access to a laptop computer with basic productivity software for their individual use during class. (*Undergraduate does not include BSN@Home students or pre-nursing (PRN) students.)

For computers that do not have a VGA or HDMI output port, students will be asked to bring a video adapter that allows for the laptop’s contents to be displayed on an external monitor or through a room projector.

Does this policy mean that students will be required to purchase laptops? Students will not be required to purchase laptop computers; they will be required to have a computer with standard productivity software available during class. Most UW-Madison students already own laptops. Those who do not, will be able to either purchase one, taking advantage of UW-Madison educational discount, or can lease one from the University on a per-semester-fee basis (http://www.doit.wisc.edu/computerlabs/laptops.aspx).

**Specifications for Windows Laptops**

**Minimum Recommended**

- Processor (CPU) - Intel i3 or similar
- Memory - 4 GB RAM
- Operating System - Windows 7 Home Premium.
- Hard Drive - 120 GB
- Network connectivity - Ethernet and wireless
- Peripheral connectivity - USB 2.0 or better
- Video – VGA or HDMI output or converter to VGA or HDMI

**Windows Software Recommendations**

- Productivity Suites - MS Office 2010 or later, LibreOffice, OpenOffice.org, or comparable software for word processing, spreadsheets and presentations
- Web Browsers - Latest versions of Microsoft Internet Explorer, Google Chrome, Mozilla Firefox or Apple Safari
- Security software including Symantec AntiVirus, MalwareBytes, Windows Firewall (built-in)
Specifications for Apple Macintosh Laptops

Minimum Recommended Hardware

- Processor - Intel i3
- Memory - 4 GB
- Operating System - Mac OS X 10.10 (Yosemite)
- Hard Drive - 120 GB
- Network connectivity - Ethernet and wireless
- Peripheral connectivity - USB 2.0 or better
- VGA or HDMI output or converter to VGA or HDMI

OS X Software Recommendations

- Productivity Suites - MS Office 2013 or newer, Apple iWork, LibreOffice or comparable software for word processing, spreadsheets and presentations
- Web Browsers - Latest versions of Apple Safari, Google Chrome or Mozilla Firefox
- Security software including Symantec AntiVirus and Mac OS X's built-in Firewall

Questions, comments or requests for additional information related to the policy may be directed to George Jura, Director of Academic Technology (jura@wisc.edu) or Karen Mittelstadt, Assistant Dean for Academic Programs (mittelstadt@wisc.edu).

SOCIAL MEDIA POLICY

The School of Nursing supports the University and professional nursing organization guidelines related to the use of social media. Information posted on a social media site (for example, but not limited to: Facebook, Google+, Twitter, YouTube, LinkedIn, Pinterest) may potentially become disclosed to the public at any time, regardless of the privacy settings intended by the user. Consequently, students should not post content that is disrespectful of others, or any patient- or course-related information that is confidential, private, or proprietary.

All students in the School of Nursing academic programs are required to review the content in the links below for important information about the acceptable use of social media:

- UW-Madison Social Media Guidelines and Links: This web-page lists University guidelines for the use of different type of content on social media in various situations, and covers the aspects of federal law regarding dissemination of confidential, private, or proprietary information under FERPA and HIPAA legislation
- American Nurses Association (ANA) “6 Tips for Nurses Using Social Media, Including 6 Broad Principles for Social Networking, and 6 Tips to Avoid Problems” (PDF).
- National Council of State Boards of Nursing “A Nurse’s Guide to the Use of Social Media” (PDF)
- National Council of State Boards of Nursing video overview of inappropriate uses of social media:
- National Council of State Boards of Nursing brochure with “A Nurse’s Guide...” and examples (scenarios) of inappropriate uses of social media: https://www.ncsbn.org/videos.htm

OFFICIAL COMMUNICATION

The University of Wisconsin-Madison mandates that all students activate and use their wisc.edu email accounts. This is the only email address the School of Nursing and university uses to communicate with students.

Students are responsible for the content of any email that is sent via the university as well as the School of Nursing.
Students need to remember to include their student ID number in any correspondence with University faculty or staff.

**School of Nursing Email Accounts**

The School of Nursing has generic email accounts to manage specific communication. When students receive emails from these accounts they should read and respond to the information provided in a timely fashion. The following accounts are used to:

- **Communicate to all Nursing Students**
  - acadprogs@son.wisc.edu – used to send emails to current nursing students about, but not limited to, StudentNet announcements, Student Evaluation of Instruction, and graduation events. Subject line will include: IMPORTANT or URGENT or YOUR ATTENTION REQUIRED.
  - clinicals@son.wisc.edu - used to send emails to current students regarding clinical information. Subject line will include: IMPORTANT or URGENT or YOUR ATTENTION REQUIRED.
  - enrollment@son.wisc.edu – used to send emails to current nursing students regarding upcoming enrollment activities. Subject line will include: IMPORTANT or URGENT or YOUR ATTENTION REQUIRED.
  - scholarship@son.wisc.edu - general scholarship questions should be sent to this email account

- **Communicate to Graduate Students**
  - gradadmit@son.wisc.edu – used to manage general communication with prospective graduate students who have not been admitted to the School of Nursing.
  - gradprogs@son.wisc.edu - used to manage general communication with enrolled graduate students.
  - grad_compliance@son.wisc.edu - used to manage general communication with enrolled graduate students about compliance requirements. Subject line will include: IMPORTANT or URGENT or YOUR ATTENTION REQUIRED.

**Confidentiality and Privacy**

Email, messaging and posting are forms of written record and are just as permanent as a letter or other written document. Be thoughtful about what you choose to put in writing.

Do not publicize others’ personal information online or in email messages (This includes email addresses, phone numbers, last names etc), and be judicious with what you share of your own. *Never, ever share patient information or agency data online or via email.*

Respect copyright laws, and cite any and all of your sources. UW-Madison is a public university. Do not expect that your communications are private; instead assume all communications are public.

**Name Changes**

Students who have changed their name will need to do the following steps:

1. Complete the name change form on the registrar’s website. This will update your name in all university systems. [http://registrar.wisc.edu/documents/name_change_form.pdf](http://registrar.wisc.edu/documents/name_change_form.pdf).
2. Contact Wiscard for a new student ID card. They do not charge for a new card due to a name change. [http://www.wiscard.wisc.edu/](http://www.wiscard.wisc.edu/)
3. If your clinicals will be at UW Health Clinics, you can apply for a new “non-employee card.” You will be responsible for the $12 fee.
   a. Step 1: go to Academic Programs, suite 1100 and request a “UWHC ID Badge Non-Employee New or Replacement Form”
b. Step 2: go to the UW-Hospital cafeteria and ask to pay for a badge replacement at check out

c. Step 3: bring the completed form, receipt from cafeteria showing you paid for the badge, and if possible, the old badge to turn in to G5/146

Questions about non-employee badges may be directed to Elizabeth Radunzel, Department Assistant - UWHC Security; eradunzel@uwhealth.org

**SUPPORT SERVICES FOR STUDENTS**

**COMPUTING**

Information Technology at UW-Madison helps students, faculty, and staff with a variety of services. A complete list of their services can be found on their [website](#). One of their branches is Academic Technology.

The DNP program utilizes the learning platform [Learn@UW](#). Here, your instructors may require discussions, post content, or hold quizzes and tests.

The School of Nursing also has in house technology experts. Feel free to check out their [resources](#).

**ADULT STUDENT SERVICES CENTER**

The Division of Continuing Studies’ Adult Career and Special Student Services team offers information about programs and services for nontraditional and University Special students, as well as local adults considering a career change. Read more about their services on their [website](#).

**LIBRARIES**

University Libraries can be used for a multitude of purposes, from online pubmed searches, a wide variety of nursing journals and articles, as well as providing a student with a quiet place to study with resources at their fingertips such as scanners, copy machines, and knowledgeable librarians.

Ebling Library serves as the health sciences library of the University of Wisconsin-Madison campus. It is a merger of the former Middleton Health Sciences Library, Weston (CSC) Library, and the Power Pharmaceutical Library. It is located on the 2nd and 3rd floors of the Health Sciences Learning Center, 750 Highland Avenue, Madison, Wisconsin 53706.

The Ebling Library Website will conveniently link you to MadCat, the campus online catalog, and major nursing resources. More information about services such as Library Express, Book Retrieval, Distance Services, Pull & Hold Journal Request are also available on this website. Contact information: Phone: 608-262-2020; Email: askebling@library.wisc.edu; Website: [http://ebling.library.wisc.edu](http://ebling.library.wisc.edu).

**MCBURNNEY DISABILITY RESOURCE CENTER**

Resources are available for students on campus with documented disabilities. Common services provided for McBurney clients include testing accommodations, captioning, and note-taking. Other services include advocacy, accessibility, and transportation services. Please read more about how to determine eligibility on their [website](#).
DEAN OF STUDENTS OFFICE

The Dean of Students Office (DoSO) provides assistance, intervention, prevention, and referral services to the university community. DoSO develops students who exercise personal responsibility, practice ethical decision making, and seek social justice.

The staff of the Dean of Students Office unit of the Division of Student Life have two primary responsibilities. First, to provide assistance and support services to students and the University community. The second is to manage the University’s academic and nonacademic misconduct systems.

WRITING CENTER

This service helps undergraduate and graduate students in all disciplines become more effective, more confident writers. More information about how they can help is available on their website.

GRADUATE SCHOOL RESOURCES

The Graduate School at UW-Madison provides a great deal of services and support to students across campus. In particular, their Professional Development office will work with you to plan a successful path during and after graduate school. Their website has more details.

DNP FACULTY ADVISING

Every DNP student is assigned an academic advisor at the time they enter the program. The advisor can serve as an essential advocate and guide as students progress within the program. Faculty advisors serve to help students interpret and align with program requirements and policies. They can assist students in developing their goals for study or practice, link students to resources within the University, and provide guidance to help meet the student’s academic interests or needs. The advisor may also be able to help students formulate their scholarly project focus or identify a scholarly project site. Importantly, academic advisor approval is needed for formal changes to the student’s program plan.

It is the responsibility of the student to initiate and maintain contact with their academic advisor. Students are encouraged to schedule regular meetings with their advisor to address academic progress, professional plans, and individual goals, as well as any concerns.

COURSE ENROLLMENT PROCEDURE

You will enroll for courses based on the program plan you are following. Any changes to your program plan must be discussed with your advisor and/or Kristi Hammond, DNP Program Coordinator. See the DNP Petition for Special Consideration policy for additional details. Dates indicating when you are eligible to enroll in classes are released to your Student Center at roughly the same point each semester. Summer and fall enrollment dates are released in mid-March. Spring enrollment dates are released in mid-October. All graduate students are eligible to enroll on the same day. You may not add courses to your schedule prior to your listed enrollment date or if you have a hold on your account. Holds may be placed for health compliance requirements, overdue library materials, tuition bills, and a variety of other reasons. Holds are listed in your Student Center.
Enrollment timeline information and class meeting dates will be emailed to your wisc.edu account by Kristi Hammond once that information becomes available. Specific instructions for adding courses to your schedule are always available through the Office of the Registrar: https://registrar.wisc.edu/demos.htm

There are deadlines set by the Office of the Registrar for enrollment that must be adhered to. These deadlines for Fall 2016 can be found here.

TEXTBOOKS

Textbooks can be purchased at University Book Store (UBS). There is a store located at the Health Sciences Learning Center (HSLC) on the first floor just off of the atrium. Store hours and additional store locations are listed on the UBS website (http://www.uwbookstore.com/StoreHours.aspx) Textbooks, uniforms, and PDAs can be purchased there as well as online at: http://www.uwbookstore.com

Textbook information is also available on the Office of the Registrar's web site (http://registrar.wisc.edu/textbook_information_students.htm).

HEALTH/WELLBEING SERVICES

- **Counseling Center** - will provide high quality health care, counseling, and prevention services, their goal is to act in ways that are culturally competent and appropriate to the diverse communities at the University of Wisconsin-Madison.

- **Office of Child Care and Family Resources** - promotes the development and implementation of a coordinated child care and family support system on campus. At present, the office coordinates eight early care and education centers that operate to serve campus faculty, staff and students.

- **University Health Services** - is the campus health clinic, open to current UW-Madison students.

DIVERSITY

- **Campus Climate** – The university is committed to creating a community where every person feels welcome, valued, and able to succeed. This is an ongoing and collaborative effort. More information on campus initiatives and resources can be found on the website.

- **Multicultural Student Nursing Group** - The Multicultural Student Nursing Organization is a student organization dedicated to improving the experiences of students and care of culturally diverse population across care settings and discipline.

- **UW Multicultural Student Center** - The primary mission of the Multicultural Student Center is: To collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, are engaged and can realize an authentic Wisconsin Experience.

- **UW Office of Equity and Diversity** - The Office for Equity and Diversity (OED), promotes, integrates, and transfers equity and diversity principles to nurture human resources and advance the mission of the University of Wisconsin-Madison.

- **Wisconsin Black Student Union** - The Wisconsin Black Student Union (WBSU) is designed to foster an environment that better suits the needs of Black students and stands behind the philosophy that through utilizing our talents, we can make our presence felt on UW-Madison's campus.

- **UW LGBT Campus Center** - The mission of the Lesbian, Gay, Bisexual, Transgender (LGBT) Campus Center is to strengthen and sustain an inclusive campus community for LGBTQ and allied students by eliminating
heterosexism, homophobia, and gender identity oppression. Our goal is to provide the services and resources necessary to meet the social, emotional, academic and cultural needs of LGBTQ students.

- **Gender and Women’s Studies Program** - The mission of the Department of Gender and Women’s Studies at the University of Wisconsin-Madison is to expand our understanding and appreciation of women’s lives and experiences both historically and in contemporary societies.

- Additional resources:
  - American Indian Studies Program
  - African Studies Program
  - Department of Afro-American Studies
  - Center for Southeast Asia Studies
  - Chicano and Latinx Studies

**FACILITY INFORMATION**

**Campus Facilities**

- **School of Nursing (SoN)** - The School of Nursing is located on the far west end of campus; Signe Skott Cooper Hall, 701 Highland Avenue.

- **Health Science Learning Center (HSLC)** - is the site of classroom instruction and clinical skills training for the University of Wisconsin School of Medicine and Public Health and University of Wisconsin-Madison School of Nursing.

- **Transportation Services** - Bicycle Paths - The campus bike paths connect the Clinical Science Center (CSC) to other parts of the campus. Bicycle racks are located at the Health Sciences Learning Center (HSLC) and at East and West sides of the CSC. Bicycles are not permitted in the building nor block sidewalks or driveways. Moped parking is available at the Rennebohm Pharmacy Hall. Campus Bus - Campus buses (Madison Metro routes 80, 81, 82 & 85) are free. Patrons do not need to display a bus pass or pay a cash fare to ride. No form of identification is required for boarding. Madison Metro Bus - The Associated Students of Madison (ASM) Bus Pass Program provides access to mass transportation for students of the University of Wisconsin-Madison. Funded by students for students, the program entitles almost all students of the University to a pass valid for unlimited rides on the local bus and paratransit system, Madison Metro. To obtain a student bus pass, visit the ASM web site at: http://www.asm.wisc.edu/buspass.html.

- **Visitor and Information Programs** - is a centralized information and referral program for students, faculty, staff, campus visitors and anyone with a question about UW-Madison services and programs. VIP has information on academic matters, social and recreational events, community resources, visitor attractions, transportation, health, and many other topics.

**School of Nursing Facility Resources**

- **Lockers** - Lockers are available for nursing students; lockers are located in Cooper Hall and HSLC.

- **Lost and Found** - Items lost or found near the vicinity or in Cooper Hall will be taken to Academic Programs Student Services suite.

- **Maps/Directions** - Directions to the School of Nursing and a map of the campus.

- **Room Reservations** - There are conference rooms within the School of Nursing and the Health Sciences Learning Center that can be used for school related-activities. Email: student.room.reservations@son.wisc.edu

- **PhD Student Office Space** - PhD student t are offered office space in the School of Nursing.
• **IT Equipment** - equipment is available for short-term checkout.

**FINANCIAL AID AND SCHOLARSHIPS**

**Tuition & Fees**

DNP Students should refer to the [Office of the Registrar](#) website for current tuition rates and segregated fees information. Post Graduate Psychiatric Nursing Capstone Certificate Students should refer to the [Division of Continuing Studies](#) website for this information.

**Financial Aid**

Students looking for financial assistance to help defer the cost of their tuition and fees are advised to contact the UW-Madison Office of Student Financial Services, or International students looking for financial assistance should contact the International Student Services Office.

- **Office of Student Financial Services** - The Office of Student Financial Services assists students who are U.S. citizens or permanent residents and whose personal and family resources are insufficient to cover the cost of college. Awards through this office include loans (including Nursing Student Loans), grants and work-study assistance.

- **International Student Services Office** - Find easily accessible information regarding awards, scholarships, fellowships, grants, loans, and special programs available to international students.

- **School of Nursing Financial Assistance** - In addition to campus financial aid, the School of Nursing offers some specific financial assistance in the form of traineeships, scholarships and grants administered once a year. The on-line application is available for graduate students April 1st through June 1st. With few exceptions, scholarships are awarded for one academic year and they become part of a student’s total financial aid package. Students must submit a scholarship application each year. In order to receive School of Nursing scholarships or traineeships, students must be citizens or permanent residents of the United States.

- **DNP Program Scholarship Information and Application**