

MASTER OF SCIENCE IN NURSING PROGRAM

STUDENT HANDBOOK
2022 - 2023



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**NOTRE DAME OF MARYLAND UNIVERSITY
SCHOOL OF NURSING
MSN PROGRAM
STUDENT HANDBOOK
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Welcome to the School of Nursing at Notre Dame of Maryland. Extending the mission of the University, the School of Nursing operates within a caring science model. Our way of being together in authentic relationships enacts a 'respect for person,' compassion for each other, and empathic presence with the intention to 'care for,' 'care with', and 'care about' that honors and values each person. Faculty and staff are committed to caring science and the success of each student, I am confident that everyone will create teaching and learning opportunities that are firmly grounded in evidence-based nursing and caring science.

As Dean, I ensure the creation of a learning environment where faculty and staff are supported to offer their creative ideas; collaborate and innovate with colleagues, staff, students, and our clinical practice partners. Within a healthy and caring work environment that incorporates authenticity, transparency, and trust, I assure students they will receive a quality education.

We take great pride in graduating students who are uniquely prepared to transform the world as caring, compassionate, and competent nurses.

Sincerely,
Dean Wisser

Kathleen Z. Wisser, PhD, RN, CNE
Dean, School of Nursing
Notre Dame of Maryland University

I. INTRODUCTION

The Nursing Faculty developed this Student Handbook (Handbook) for the Master of Science in Nursing (MSN) student. The purpose is to provide guidelines, policy and procedural information about the School of Nursing. Information contained in this Student Handbook (*Handbook*) is supplemental to the:

1. Notre Dame of Maryland University Student Handbook
[University Student Handbook](#)
2. Current [Graduate Catalog](#)
3. School of Nursing Course Syllabi

Students are responsible for reviewing the University catalog and Graduate Handbook in addition to this MSN *Handbook* for a comprehensive listing of all Graduate Studies and general Notre Dame policies. The *Graduate Catalog* remains the primary reference for students on University procedures and academic policies.

The contents of this *Handbook* are provided for the information of the student. Contents are accurate at the time of printing and reflect current guidelines, policies, and procedures, but is subject to change from time to time as deemed appropriate by the university and/or School of Nursing in order to fulfill its role and mission or to accommodate circumstances beyond its control. Changes may be implemented without prior notice and without obligation, unless specified otherwise. Changes are effective when made. The School of Nursing may notify students of any changes through announcements distributed in class, NDMU email, the LMS, and/or U.S. Mail. Students are responsible to keep themselves up-to-date with the current information and are accountable to the policies herein.

II. ORGANIZATION

History of the School of Nursing

Overview — The SON is one of four Schools in the University. The SON offers four programs: an Entry-Level BSN program through the Women’s College, an Entry-Level Accelerated Second-Degree BSN program and an accelerated RN to BSN program through the College of Adult Undergraduate Studies (CAUS), and a MSN program through the College of Graduate Studies.

1974 — The Faculty and Administration of the College of Notre Dame of Maryland (now Notre Dame of Maryland University) identified that many adult workers needed more innovative schedules and teaching methods to enable them to pursue baccalaureate education. In response to this need, the Weekend College was initiated. This format, which was the first of its kind in Maryland, combined traditional on-campus classroom experience with guided independent study.

1979 — RN to BSN nursing program began at the College of Notre Dame, now Notre Dame of Maryland University. This program received approval from the Maryland Board of Nursing in 1985 and in the fall of 1986, the program was accredited by NLNAC. The program is offered through the College of Adult Undergraduate Studies and is taught in a variety of locations, including hospitals and educational centers across the state of Maryland.

1979-1981 — The first Registered Nurses enrolled in the program in September 1979 with nursing courses first offered in Summer 1980. By August 1981, 30 of the 47 students who finished the nursing courses had completed all the requirements for the Bachelor of Science Degree and received their degrees. During the first 10 years of the program, approximately 1,000 RNs earned their BSN degrees through the Weekend College.

2003 — Faculty submitted changes to the National League for Nursing Accrediting Commission (NLNAC) and the Maryland Board of Nursing (MBON) for a redesigned curriculum. Both agencies approved the new curriculum and subsequently, the SON admitted its first students.

Summer of 2006 — The curriculum design for a 21- month Master of Science in Nursing was completed. It was designed with two concentrations: Leadership in Nursing Education and Leadership in Nursing Administration. The first cohort of the MSN program entered in 2007 with 17 students enrolled in the education concentration and 15 students in the administration concentration. In the following years, the ongoing success of the MSN program has been realized. Partnerships with Anne Arundel Medical Center (AAMC) and the University Center (formerly HEAT Center) allowed the MSN program to expand to new sites across the state of Maryland.

2007 — MSN program began enrolling students in two concentrations: Leadership in Nursing Administration and Leadership in Nursing Education.

2011— University accepted the first class of pre-nursing students.

2013 — School of Nursing accepted its first students into the Entry-Level nursing major. The Center for Caring with Technology opened to support the curriculum with simulation and other clinical nursing practice opportunities.

2014 — V-Level BSN program received initial accreditation; RN to BSN received continuing accreditation. Accreditation Commission for Education in Nursing (formerly National League for Nursing Accreditation Commission) and the MSN program received full (eight years) accreditation

2015 — Inaugural Entry-Level BSN class graduated 26 students.

2017 — All programs received initial accreditation from the Commission on Collegiate Nursing Education for five years.

2019 — Inaugural Entry-Level Accelerated Second-Degree BSN class enrolled.

2020 — Inaugural Entry-Level Hybrid Accelerated Second-Degree BSN class enrolled.

2022 — Inaugural Family Nurse Practitioner and Adult Gerontology Nurse Practitioner students enrolled.

Master of Science in Nursing Program Development

In summer 2006, planning began for a Master of Science in Nursing (MSN) with two concentrations: Leadership in Nursing Administration and Leadership in Nursing Education. During fall 2006 planning continued with the nursing department (now School of Nursing) Curriculum/Evaluation committee and the program was approved by that body. Also in fall 2006, the MSN program was presented to the Graduate Council for approval and to the Board of Trustees. In February 2007, the new MSN program was submitted to the Maryland Higher Education Commission (MHEC) for initial approval. The inaugural cohort of masters' students began the MSN program in August 2007 and graduated in May 2009.

Candidacy status from the National League for Nursing Accrediting Commission (NLNAC) was obtained in early spring 2008. The MSN program received full initial NLNAC accreditation for five years in July 2009. The MSN program was re-accredited by the Accreditation Commission for Education in Nursing (ACEN) in July 2014 for a full eight years. In 2015, School of Nursing faculty and staff agreed to switch accreditation bodies to the Commission on Collegiate Nursing Education (CCNE)*. It was faculty and staff consensus that CCNE was a better match with the vision and direction of AACN and CCNE. CCNE granted accreditation to the master's degree program in nursing for five years, extending to December 31, 2022.

*Commission of Collegiate Nursing Education
655 K Street, NW, Suite 750
Washington, DC 20001
P: (202) 887-6791
F: (202) 887-8476

Awards

All MSN graduate students in both concentrations are eligible for School of Nursing Graduate Awards.

The Linda K. Diaconis Award for Excellence in the Scholarship of Teaching

The Diaconis Award recognizes a MSN student who exemplifies caring as a way of being in teaching nursing.

Demonstration of Leadership Valued End

This award recognizes the MSN graduate who has demonstrated achievement in leadership in the Practicum experience.

Leadership Transformation

This award recognizes the MSN administrative graduate student who has demonstrated transformation throughout the scholarly experience.

Demonstration of Leadership Valued End—Administration

This award recognizes the MSN graduate who has demonstrated achievement in leadership. Additionally, the SON nominates students for:

Kappa Gamma Pi, National Catholic Graduate Honor Society

To be eligible for membership, a candidate must have demonstrated exceptional scholastic achievement and outstanding leadership ability and be "willing to accept membership, aware of the responsibility for individual leadership in church, civic and Kappa-sponsored activity which membership implies." The recipient does not have to meet Kappa Gamma Pi membership requirements.

St. Catherine's Medal

1. Selected by faculty on the basis of leadership and service to the University.
2. Faculty nominate one graduate student and one Women's College student.

University Mission Statement

Notre Dame of Maryland University educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University provides a liberal arts education in the Catholic tradition. Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility.

School of Nursing Mission Statement

The mission of the School of Nursing is to educate students to transform nursing and healthcare through authentic presence, caring connections with patients, students, colleagues, and the discipline of nursing, and by preserving care and compassion as the ethical foundation of nursing practice and scholarship.

School of Nursing Philosophy Statement

Nursing and the teaching of nursing is a journey through deep caring connections with patients, students, colleagues, and the discipline of nursing. Nursing is imagined and known through caring authentic presence with others and multiple ways of knowing. Nursing is a presence to life lived with those entrusted to our care, a beacon, attentive to the extraordinary in the mundane and boldly entering questions of meaning. All stories of individuals and of the discipline are valued as necessary to the growth and advancement of the profession. Healing practice is possible in partnership relationships; nursing creates safe welcoming places, encouraging growth, seeking to understand, and knowing each other's hearts.

Nurses are called to care through advocacy, action, 'power-with' and trusting relationships with persons and groups in diverse settings. Nursing embraces diversity and commitment to social justice. With perseverance and fortitude, caring and compassion are preserved as the ethical foundation of nursing practice and scholarship.

A nursing way of being requires reflective practice, a listening, that allows for meaning-making in all dimensions of academic and practice endeavors. Nursing practice is characterized by thoughtfulness and necessarily lived out with intention. This way of being a School of Nursing in all aspects allows for possibilities for our mission to be realized—educating nurses to transform the world.

January 2011; Reviewed: 2016 and 2019)

Professional Standards and Guidelines

The MSN program is based on national standards as outlined in the following documents: *The Essentials of Master's Education for Professional Practice* (AACN, 2021); *The Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators* (NLN, 2017); *Institutes of Medicine Health Professions Education: A Bridge to Quality* (IOM, 2003); *The American Organization for Nursing Leadership's Nurse Manager Competencies* (AONE, 2015), *American Nurses Association Code of Ethics* (ANA, 2015); and *The National Organization of Nurse Practitioner (NONPF) Core Competencies Content* (2022).

Code of Ethics and Professional Conduct Standards

The MSN Program adopts the American Nurses Association (ANA, 2015) Code of Ethics and the State of Maryland Code of Ethics for Nurses, which is contained within the Nurse Practice Act, specifically Code of Maryland Regulations (COMAR) 10.27.09.02 as a guide for professional nurse behavior. These standards are based on an understanding that to practice nursing as a RN, the student agrees to uphold the trust with which society has placed in the profession. The statements of the Code and Standards provide guidance for the RN student in the personal development of an ethical foundation. They are not limited strictly to the academic or clinical environment, but can assist in the holistic development of the person.

Nursing Program Valued Ends/Outcomes

Presence

Cultivate a caring environment that reveals authentic nursing presence for the provision of meaning making, cultural understanding and reflective practice in diverse settings.

Praxis

Engage in reflective practice through multiple ways of knowing to assure optimal quality of life for those entrusted to our care.

Advocacy

Respond to the call to be an active voice and collaborate with others in the spirit of the welfare of those persons and entities in our care.

Scholarship

Value critical inquiry to promote and advance evidenced based practice.

Self-care

Create a place for healing, personal and professional growth, and a culture of caring for self and others.

Leadership

Inspire excellence in nursing practice and advancement of the profession through shared leadership practices.

(Updated: May 2016)

MSN Leadership Programs Student Learning Outcomes

Presence

Create a space for leaders in advanced roles for ‘being-with’ students, staff, and other health care colleagues that reveal authentic nursing presence.

Praxis

Demonstrate and cultivate excellence in leadership praxis through the synthesis of research, theory, and reflective practice.

Advocacy

Lead change by serving as an active voice for nurses and nursing with patients, families, communities, and organizations regarding health policy and social justice within an ethical framework.

Scholarship

Create an environment that promotes critical inquiry through multiple ways of knowing

Self-care

Nurture a place for healing, personal and professional growth, and a culture of caring for self and others.

Leadership

Foster an environment of excellence and courage for staff and student colleagues to interpret the evidence through the lens of multiple ways of knowing.

MSN Nurse Practitioner Programs Student Learning Outcomes

Presence

Create a space for clinicians in advanced roles for ‘being-with’ patients, students, staff, and other health care colleagues that reveal authentic nursing presence.

Praxis

Demonstrate and cultivate excellence in clinical praxis through the synthesis of research, theory, and reflective practice.

Advocacy

Lead change by serving as an active voice for nurses and nursing with patients, families, communities, and organizations regarding health policy and social justice within an ethical framework.

Scholarship

Create an environment that promotes critical inquiry through multiple ways of knowing

Self-care

Nurture a place for healing, personal and professional growth, and a culture of caring for self and others.

Leadership

Foster an environment of excellence and courage for staff and student colleagues to interpret the evidence through the lens of multiple ways of knowing for the advancement of clinical practice.

Faculty and Staff

The MSN Nursing program operates through the university's division of the College of Undergraduate Studies (CAUS) and Graduate Studies. Nursing faculty and staff report to the Dean of the School of Nursing; the Dean reports directly to the Provost and Vice President for Academic Affairs. SON faculty and staff collaborate with the staff of CAUS and Graduate Studies for recruitment and enrollment management.

The School of Nursing is located in the University Academic Building (UAB). The administrative office is located in Suite 207 of the UAB.

Dean

Kathleen Z. Wisser, PhD, RN, CNE
410-532-5513; kwisser@ndm.edu; UAB 207-E

Associate Dean, Adult Undergraduate and Graduate Nursing Programs

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*Faculty who teach predominantly in MSN program

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Dean's Assistant and Clinical Placement Coordinator

- Amy Rohrs, Administrative Assistant for the Dean's Office and Clinical Placement Coordinator
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**Sigma
Honor Society of Nursing, Mu Eta Chapter**

Sigma Theta Tau, International Honor Society of Nursing, Mu Eta Chapter, is open to baccalaureate and master nursing students who have demonstrated superior academic achievement and leadership potential. Membership encourages, fosters, and actively supports further professional development, thus promoting nursing scholarship, leadership, creativity and commitment to nursing.

The School of Nursing Honor Society had its first induction ceremony in May 1987. Through the diligent work of two faculty members, Dr. Katharine Cook and Eileen Fox, the honor society was formed; the goal was to evolve into a chapter of Sigma Theta Tau, International Honor Society of Nursing by 1990. In 1989, Sigma Theta Tau conducted a site visit to the College of Notre Dame of Maryland and recommended chapter status. In April 1990, the chartering ceremony was held at the College of Notre Dame of Maryland, and all honor society members were inducted into the newly formed Mu Eta Chapter of Sigma Theta Tau. The Mu Eta Chapter remains in good standing with Sigma Theta Tau International.

MSN Students with a 3.5 GPA or higher are invited to join during the final half of the program. The annual induction ceremony is held in the fall.

III. CURRICULUM

Program Structure
Leadership in Nursing Education Concentration
Leadership in Nursing Administration Concentration
Family Nurse Practitioner and Adult Gerontology Nurse Practitioner Programs

Overview of Program

The MSN program offers two leadership concentrations and two nurse practitioner programs.

The MSN in Nursing Leadership has two concentrations, Administration and Education. Grounded in caring science, the Master of Science in Nursing, Leadership in Nursing Education concentration examines the field of curriculum and pedagogy from a variety of research and curriculum perspectives—technical, interpretive/practical, and critical/emancipatory—through directed readings, critical reflective narrative, and a classroom context for scholarly discourse.

The Leadership in Nursing Administration concentration, also grounded in caring science, encompasses analyzing research, policy, legal, and ethical problems, understanding the dynamics of finance, strategic planning, and marketing while implementing innovations to address quality and safe patient care, change management, decision making, and creating a healthy work environment.

The Clinical MSN has two programs, Family Nurse Practitioner Program and Adult Gerontology Nurse Practitioner Program. The programs prepare advanced practice nurses to manage care for patients in the primary care setting throughout the life cycle depending on the program track completed.

Students are admitted to the program as members of a cohort, progressing together in a supportive environment. The accelerated format of the Nursing Leadership concentrations is designed to meet the needs of busy working nurses who choose part-time study but want to finish in the same amount of time as a full-time student. Classes are taken sequentially, one class at a time, on the same day of the week and the same four-hour period throughout the program. The Nurse Practitioner Programs will meet two evenings a week for didactic classes in the initial year of the program and then students will have practicum experiences several days of the week.

Leadership Concentrations Curriculum (36 Credits)

Concentration in Leadership in Nursing Education

- NUR-500 Introduction to Scholarly Caring Inquiry (3)
- NUR-501 Theoretical Foundations of Nursing (3)
- NUR-502 Technology in Nursing Education: A Caring Presence (3)
- NUR-503 Assessment of Student Learning in Nursing Education (3)
- NUR-504 Holistic Approaches to Direct Care (2)
- NUR-510 Contemporary Leadership in Nursing (2)
- NUR-512 Issues and Trends in Nursing Education (3)
- NUR-513 Curriculum Development and Evaluation in Nursing (4)

NUR-535 Advanced Health Assessment for Nurse Educators (3)
NUR-537 Advanced Pathophysiology and Pharmacology for Nurse Educators (3)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-605 Teaching in Nursing Education Seminar and Practicum (4)

Concentration in Leadership in Nursing Administration

NUR-500 Introduction to Scholarly Caring Inquiry (3)
NUR-501 Theoretical Foundations of Nursing (3)
NUR-510 Contemporary Leadership in Nursing (2)
NUR-515 Issues and Trends in Nursing Administration (3)
NUR-516 Nursing Administrative Theory and Practice (4)
NUR-518 Health Policy (3)
BUS-521 Healthcare Economics (3)
BUS-522 Essentials of Healthcare Finance (3)
BUS-523 The Business of Healthcare (3)
NUR-520 Nursing Informatics (2)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-620 Leadership and Administration in Nursing Seminar and Practicum (4)

*Leadership and Administration in Nursing Seminar and Practicum (4) runs concurrently with Nursing Administrative Theory and Practice the entire last semester of study. These final two courses alternate weeks, so students continue attending class one night a week.

* Teaching in Nursing Education Practicum (4) runs concurrently with Curriculum Development and Evaluation in Nursing the entire last semester of study. These final two courses alternate weeks, so students continue attending class one night week.

Nurse Practitioner Curriculum (47 credits)

Family Nurse Practitioner Track

NUR-500 Introduction to Scholarly Caring Inquiry (3)
NUR-501 Theoretical Foundations of Nursing (3)
NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
NUR-510 Caring Nursing Leadership (2)
NUR-545 Family Theory & Dynamics (2)
NUR-548 Advanced Clinical Pharmacology (3)
NUR-547 Advanced Pathophysiology (3)
NUR-546 Advanced Health Assessment & Diagnostic Reasoning (3)
NUR-549 Population Health for Advanced Nursing Practice (3)
NUR-632 Role Transition for the Advanced Practice Nurse (2)
NUR-630 Primary Care I: Adults in Community I (3)
NUR-635 Primary Care Practicum I (2)
NUR-631 Primary Care II: Adolescents to Adult-Gerontology (3)
NUR-636 Primary Care Practicum II (3)
NUR-633 Advanced Primary Care of Infants and Children (2)
NUR-637 Primary Care Practicum III (3)
NUR-638 Primary Care Practicum IV (4)

Adult Gerontology Nurse Practitioner Track

- NUR-500 Introduction to Scholarly Caring Inquiry (3)
- NUR-501 Theoretical Foundations of Nursing (3)
- NUR-542 Advancing Caring Science through Scholarly Inquiry (3)
- NUR-510 Caring Nursing Leadership (2)
- NUR-545 Family Theory Dynamics
- NUR-548 Advanced Clinical Pharmacology (3)
- NUR-547 Advanced Pathophysiology (3)
- NUR-546 Advanced Health Assessment & Diagnostic Reasoning (3)
- NUR-549 Population Health for Advanced Nursing Practice (3)
- NUR-632 Role Transition for the Advanced Practice Nurse (2)
- NUR-630 Primary Care I: Adults in Community I (3)
- NUR-635 Primary Care Practicum I (2)
- NUR-631 Primary Care II: Adolescents to Adult-Gerontology (3)
- NUR-636 Primary Care Practicum II (3)
- NUR-634 Advanced Primary Care of the Frail Elderly (2)
- NUR-637 Primary Care Practicum III (3)
- NUR-638 Primary Care Practicum IV (4)

Center for Caring with Technology

The Center for Caring with Technology (CCT) is a space for learning and practicing the art and science of nursing using simulation technology that is grounded in caring. It is a place where learning experiences are created that lead students to uncover and respond to that which matters in patient situations, uncovering patterns of meaning for each person or family member, and what Benner (2010) calls the sense of salience. Spaces within the CCT are intentionally designed to support caring, reflection, learning, multiple ways of knowing, and transformation. Learning opportunities using human patient simulators and/or standardized patients will involve simulation scenarios using best practices of simulation learning.

Simulation, whether low or high fidelity (the level of realism), can have a transformative effect on student learning. The creation of simulation learning experiences for all clinical courses will support the achievement of the School of Nursing program outcomes of Presence, Praxis, Advocacy, Leadership, Scholarship, and Self-care. The philosophy of the caring science curriculum is infused into each simulation experience with an emphasis on authentic human caring and presence.

Every attempt will be made to include all experiential factors to make the students' learning experience realistic and authentic. For enhanced learning, all students are expected to come to the CCT prepared. The faculty will provide students with constructive feedback and debriefing of their performance, while students will self-analyze their performance and use critical thinking during the reflection process.

Located on the third floor of the University Academic Building, The Center for Caring with Technology is an 8300 square foot space that includes two health assessment labs, two adult medical-surgical labs, an obstetrical/newborn/pediatric lab with a home health component, and two standardized patient examination rooms.

High fidelity human patient simulators include:

- Two SimMan 3G manikins,
- NOELLE with Newborn HAL,
- SimBaby, and
- 5 year-old HAL.

Other simulators include:

- SimPad capable Nursing Kelly and Nursing Anne,
- Super Chloe,
- Advanced Geri manikin, and
- Mike/Michelle One-year Pediatric Care Simulator.

In addition, the CCT has a variety of task trainers and other equipment for clinical skills training and practice. The center is equipped with a state of the art audio/visual capture system that facilitates design, storage, and management of simulation case scenarios, real-time and archived documentation of participant performance, live streaming capabilities, and other functions such as scheduling, inventory management, and utilization reports.

IV. PROGRAM EVALUATION AND ASSESSMENT OF OUTCOMES

The MSN program evaluation processes are folded into current University-wide School of Nursing evaluation practices. The purposes of the School of Nursing’s program evaluation are to systematically assess curriculum, instruction, student outcomes, identify areas of challenge and opportunities for improvement, and facilitate program improvement. The processes of collecting, analyzing, and providing data for reports to State agencies, accrediting agencies, and governing bodies are essential to program evaluation.

Multiple data sources from students, faculty, and employers are used to assess student learning and evaluate the MSN program. The following table provides a snapshot of these data sources:

Source	Why	Who	When
<i>Assessment of Student Learning Outcomes SmartEvals</i>	Assess student learning	Course faculty	At end of course
<i>Course Reviews</i>	Evaluate faculty’s teaching effectiveness.	Students	At end of course
	Evaluate course and offer suggestions for improvement	Course faculty	At end of course and a full review as designated in the <i>Systematic Plan for Evaluation</i>
<i>Clinical Practice Site and Preceptor Evaluations</i>	Evaluate experience and preparation of student	Associate Dean, Undergraduate and Graduate Nursing Programs	At end of course
<i>Exit Survey</i>	Evaluate student satisfaction with university and department -related services, for example, student support services, physical facilities, and financial aid.	Associate Dean, Undergraduate and Graduate Nursing Programs	Annually
<i>Employment Rates</i>	Determine if MSN graduates are employed as nurse educators, in leadership/administrative positions or as nurse practitioners	Associate Dean, Undergraduate and Graduate Nursing Programs	At time of graduation
<i>Completion Rates</i>	Determine if MSN graduates complete within the specified timeframe and if not, reason(s) for not completing program	Associate Dean, Undergraduate and Graduate Nursing Programs Dean	Annually

<i>NP Certification Pass Rate</i>	NPs need to pass certification to practice	Program Director	Annually
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Data from the above evaluation methods are summarized annually during a nursing faculty meeting and/or SON Annual Progress Report using the *Systematic Evaluation Plan* as a guide. The plan is comprehensive and designed to evaluate all aspects of the program based on CCNE Standards; starting with the mission and philosophy and continuing through with goals and program learning objectives. The Associate Dean, Undergraduate and Graduate Nursing Programs will be responsible for gathering, interpreting and presenting the data to the nursing faculty and the Graduate and Outcomes Circles. Through these mechanisms, the faculty will evaluate the overall curriculum and make appropriate changes.

Students and faculty will be engaged in the on-going process of reflection and self-evaluation to assess their personal and professional development as they develop competencies and apply knowledge. These opportunities for self-evaluation will foster professional independence and critical thinking. Student success will be judged by each student's mastery of the knowledge and competencies, combined with their understanding of the attitudes and values that link their master's education to responsible professional practice as they continue to develop their professional expertise in an increasingly complex health care environment.

V. ADVISEMENT: FACULTY AND PROFESSIONAL ADVISORS

Academic Advisement

Faculty Advisor

Students are assigned a faculty advisor upon admission to the MSN program. Their primary responsibilities include following students' progression in the program, guiding students toward academic success, and facilitating career and professional networking.

Academic advising for the MSN students is distributed among faculty members according to concentration and cohort numbers. In general, faculty advisors are Drs. Mary O'Connor, PhD, RN for Nursing Administration students, Mary Packard, PhD, RN for Nursing Education students, and Jane Balkam, PhD, RN for the NP students. To schedule an appointment, please email the assigned faculty advisor directly. In addition, each Cohen Scholar (Leadership in Nursing Education students only) is assigned a faculty mentor who follows progress in requirements and holds meetings at least one time per semester. Moreover, any full-time faculty member who teaches in the MSN program is available by appointment to discuss curriculum, career, and/or academic or practicum concerns.

For assistance with scholarly writing and related academic activities, students are encouraged to contact the Writing Center for composing and editing papers. In addition, online tutoring resources are available through the links posted in the LMS course sites.

Professional Advisement

Professional Advisor

Students in the MSN program are introduced to the Academic Advisor beginning with the admissions process, and will continue to contact their professional advisor as needed throughout the course of their program. Primary responsibilities of the Advisor are: facilitating the registration process, when applicable, overseeing the graduation application process, advising students who want a leave of absence and/or withdraw, communicating about the Cohen Scholars program, and problem-solving, as applicable. To schedule an appointment, please contact Dr. Jane Balkam, Interim Program Director and/or Maria Marzi, Adult Student Advisor.

VI. PROGRAM PROGRESSION TO GRADUATION

Progression in MSN program

1. Students may transfer up to six (6) credits of equivalent coursework from another master's program. Courses must have been taken within the last 5 academic years. Practicum courses are not eligible for transfer. Courses will be evaluated for equivalency during the admission process by two designated members of the Graduate Circle.
2. Students must maintain a GPA of 3.0 or higher to remain in good academic standing. Students must also receive at least a "B" in the practicum courses. Students whose cumulative grade point average *falls less than or equal to 2.9* will be placed on academic probation status per the Graduate Catalog. A student with a GPA below 3.0 will have two (2) courses or one semester to improve the GPA to 3.0 or better.

*This policy differs from what is published in the *Graduate Catalog*. Related to the accelerated program structure of the MSN program, a student may not have three semesters in which to raise a cumulative grade point average to 3.0, as currently stated in the *Graduate Catalog*. The MSN Handbook takes precedence over the Graduate Catalog concerning this issue.

3. A student may not enter the practicum course with a GPA below 3.0 without permission from the Associate Dean and course faculty.
4. If a student achieves a grade of less than a C in any course, the course must be repeated in order to continue in the program.
5. For a grade of less than a C, no course may be repeated more than once. If a student withdraws from a course that she/he is repeating or if a student earns less than a "C" when repeating a course, the student will be dismissed from the MSN program.
6. A student may not repeat more than one required course due to failure. Any student who fails a second course, after having successfully repeated another course, will not be given an opportunity to repeat the course and will be dismissed from the MSN program.
7. A student must complete a minimum of 1000 hours of direct patient care as a registered nurse prior to beginning the NUR – 635 Primary Care Practicum I (2).

Part-Time Versus Full-Time Status

Part-time graduate students may take up to eight (8) credits in the fall, summer and spring semesters. Full-time graduate students take a minimum of nine (9) credits in the fall, spring, and summer semesters. Exceptions to this policy must be approved by the Dean, School of Nursing. (*Graduate Catalog*: [Academic Policies/Regulations](#))

Academic Appeals Procedure

Students should make every effort to settle academic appeals with the involved faculty member. In the event that a satisfactory solution is not reached with this informal process, the student may initiate the *Appeals Procedure* outlined in the *Graduate Catalog*: [Academic Policies/Regulations](#). The University Appeals Procedure for Graduate students as published in the *Graduate Catalog*: *Graduate Catalog*: [Academic Policies/Regulations](#) is outlined below:

Procedure

Only final course grades may be appealed. Clinical practicum grades may not be appealed. Students and faculty are expected to communicate and to confer during the course concerning student progress, particularly the evaluation of student work assignments, tests, quizzes, papers, exams, and other projects. Every effort should be made to resolve questions regarding grading while the course is still in progress.

A final grade may be appealed if there is evidence that the grade was not given in accordance with the provision set forth in the course syllabus or in the announced course modifications or descriptions for particular projects and assignments.

The principle of seeking a reasonable, fair, and speedy resolution prevails throughout the process described below. All information related to the appeal and the appeals process is expected to remain confidential.

1. When a student wishes to appeal a final grade, the student must write to the faculty member setting forth the basis for the appeal, evidence relevant to the case, and the remedy sought. This appeal must be made within two weeks of the official end of the semester.
2. The faculty member will respond in writing to the student's appeal within two weeks of receiving the written appeal.
3. If not satisfied with the faculty member's response, the student may, within two weeks of the response, appeal to the Dean in the School of Education, Graduate Program Director or Department Chair in the School of Arts, Sciences, and Business, and Associate Dean in the School of Nursing.
4. The student makes the appeal in writing, again setting forth the appeal, the evidence, and the remedy sought in Step One. The Associate Dean in the School of Nursing informs the faculty member of the student's appeal and obtains a copy of the faculty member's written response to the student. The Associate Dean then reviews the written record and may select an alternate mediator agreeable to both parties.
5. The Associate Dean then writes a response including a report on the steps taken in the mediation process. The written response will be sent to the student, the faculty member, and the School's dean within two weeks of the conclusion of the mediation process. If the Appeal originated School of Nursing, there is an additional step in the appeal process.
6. If students are not satisfied with the outcome of the mediation process, the student may appeal in writing within two weeks to the School's Dean. The Dean will then ask for a written statement and a copy of relevant materials from the faculty member. The Dean may seek further information as needed. The Dean forwards a decision in writing to the student

and Associate Dean within six weeks of having received the appeal. The decision of the Dean is final.

7. Situations regarding academic dishonesty are reviewed consistent with the Honor Code procedures and are not handled as regular grade appeals.

Incomplete Grade

A semester officially ends on the date specified in the academic calendar. An Incomplete grade (I) can be granted only for reasons clearly beyond the student's control and under the following circumstances:

- The request must be made by the student to the course faculty. It is the course faculty's decision to accept/deny the request.
- The student request must be based on a serious illness or emergency preventing the student from completing the work for the course.
- The student must have satisfactorily completed at least half the course work at the time the Incomplete is requested.

The final determination of the 'Incomplete' grade is the responsibility of the course faculty. It is the student's responsibility to submit all the required work to the course faculty so that a grade may be substituted by the mid-point of the following semester. Work not submitted to the course faculty on time will result in the grade being converted to an "F" at the mid-point of the following semester. The course faculty will submit the final grade to the registrar. An extension may be granted only by the registrar at the request of the course faculty. Graduate Catalog: [Academic Policies/Regulations](#)

Leave of Absence

Students who are matriculated may request a leave of absence through the Registrar's Office for up to one full academic year. Forms can be found at [Student Forms](#)

A student must be in good academic standing at the time the leave of absence is requested. A student who is on a leave of absence maintains status as a matriculated student and therefore is not eligible to earn credit at another institution during the absence from Notre Dame.

Withdrawal from the University*

The University reserves the right to request at any time the withdrawal of a student for reasons of poor scholarship, attendance policy violations or unsatisfactory conduct. Students who voluntarily withdraw from the University for any reason must file an official withdrawal request form with the Dean of the School of Nursing. The date when the form is submitted will be the one used to determine whether a refund of tuition is applicable. Failure to notify the University of withdrawal will prompt termination of matriculation. A withdrawal is not permitted on the last day of the course.

A student who withdraws from the University or who requests a leave of absence on or before the official withdrawal date forfeits credit for the work done in that semester. A grade of "W" will be recorded in all courses for the semester. A student who withdraws from the University or requests a leave of absence after the official withdrawal will be responsible for all course work and graded accordingly.

Students who officially withdraw receive the grade of "W" which will appear on the student's transcript. Deadlines are published in the University's academic calendar and on the Web site. Students who fail to officially withdraw from a course and stop attending will receive a grade of "F" and be liable for full payment of tuition and fees.

*Please note the SON procedure may differ than published in the *Graduate Catalog* to accurately reflect the SON's organizational structure.

Withdrawal for Medical Reasons

A withdrawal for medical reasons, known as a "resignation," is allowed for medical, mental, or emotional situations. A resignation is helpful for situations that are unplanned and catastrophic to a student. A student seeking to resign from the nursing program must:

- Contact the Associate Dean of Adult Undergraduate and Graduate programs of intent to withdraw.
- Contact the Assistant Dean of Academic Support & Enrichment Programs who will serve as the point of contact for the withdrawal process.
- Provide supporting documentation from the primary care provider to the Director of Accessibility and Health Promotion, who will meet with the student. The Director of Accessibility and Health Promotion collects all supporting documentation, and then forwards to an internal body at NDMU for review.

Students who resign from the nursing program due to non-academic reasons may be reinstated. Students must have resigned in good academic standing with a cumulative GPA of 3.0 or above. University admission policies are followed. Refer to *Graduate Catalog*: [Academic Policies/Regulations](#)

Please note prior to any type of withdrawal, it is the student's responsibility to seek guidance from the Financial Aid Office if receiving financial aid or MHEC funds. Students are ultimately responsible for paying back expenses incurred at NDMU.

Graduation

The University holds its commencement ceremony annually in May. Students who complete their degree requirements the previous August, December and May are invited to participate in this annual event.

All students must file a graduation application to initiate the graduation process. Filing the application will prompt a formal review of credits and requirements by the Registrar's staff. Graduation applications are located at: [Student Forms](#)

Deadlines for submitting this application are as follows:

- May graduation..... October 15
- August graduation..... April 15
- December graduation..... June 15

Failure to submit this application on time may result in postponement of the conferring of the degree until the next graduation period. Participation in commencement exercises requires the fulfillment of all degree requirements. Students with outstanding financial obligations to the University will not receive their diploma until all obligations have been met.

Please note: Graduate students are not eligible to receive Latin honors at graduation.

VII. COMMUNICATION GUIDELINES

Nursing Student-Faculty and Staff Communication

All messages for students in the MSN program are provided through NDMU email including announcements posted on course sites in the LMS. Some communications may also be handled by the U.S. Postal Service.

The primary communication method of Notre Dame and the School of Nursing is through NDMU student email accounts. Students are responsible to check their student email accounts. The IT Help Desk can assist students in linking their NDMU and personal email accounts to facilitate this process. Not attending to NDMU email may result in missed deadlines that may delay program advancement,

Students may send messages to nursing faculty through the University voice mail or email systems. Written messages for nursing faculty may also be left in the nursing administrative office located on the 2nd floor of the UAB.

Cancellation/Rescheduling of Classes

MSN class cancellations and delays will be determined by NDMU. Any MSN class canceled due to inclement weather will be made up by arrangement of the faculty. This may be done by holding a virtual class.

Text-alert message notifications for University closings or delays are available. NDMU offers a mass notification system. The system sends messages instantly and simultaneously to registered text-message-capable cell phones, and email addresses. For information, go to [Emergency Notification Procedures](#) and to sign up for this service go to [e2Campus](#)

Whenever the main campus is closed for inclement weather, generally all locations are canceled, including off-site cohorts. However, check with the assigned faculty member to ascertain if a class is cancelled. Cancellation of classes for reasons other than weather will be communicated to students via an announcement on the course site in the LMS and NDMU email.

Inclement Weather Information

For information about the University closing, call the **NDMU Weather Line at 410-532-5151** or listen to WBAL-AM 1090, WPOC-FM 93.1, WIYY-FM 98, WCAO-AM 600, WQSR-FM 105.7, WLIF-FM Lite 102, WCBM-AM 680, or watch WJZ-TV Channel 13, WBAL-TV Channel 11 or WMAR-TV Channel 2 for announcements regarding the closing of the University. In the Washington D.C. area, listen to WTOP-AM 1500.

Under adverse weather conditions, students are expected to make a reasonable attempt to be on time for class. However, students must exercise their own judgment for safe driving under these conditions.

Formal Complaint Procedure

Overview

The SON defines a formal complaint as a written expression of serious dissatisfaction related to any aspect of NDMU nursing programs. A formal complaint is distinguished from a dispute about a grade in a course or other course evaluation matter, which is handled under the NDMU academic appeal procedures. The SON handles harassment complaints in accord with guidelines and policies set forth in the University Student Handbook. The SON's guiding principle is to settle disputes in a prompt and fair manner. Anonymous complaints are not accepted.

First Level

In general, the operational principal that should be followed is to maintain open communication at the most immediate point of access and to work upwards when appropriate. This means that the student should work with the faculty member with whom she/he has the dispute.

Second Level

The next level would be the Associate Dean. When a NDMU faculty member receives a formal complaint, the Associate Dean is also notified. The Associate Dean initially screens the formal complaint, unless the complaint directly involves the Associate Dean, in which case it is screened by the Dean, School of Nursing.

Third Level

If the complaint involves a complex or multi-department or site issue, the Provost/Vice President of Academic Affairs may get involved. Additionally, the Dean or Provost/Vice President of Academic Affairs may appoint an ad hoc panel to seek resolution of the complaint. Complaints about discrimination/sexual harassment will be directed to the Title IX Coordinator in the Office of the President.

Steps

1. A student having complaints about instruction or grading should attempt to resolve those issues directly with the instructor. The student should send an email to the instructor using his or her official NDM email account within 7 business days.
 - This email should briefly outline the complaint and be copied to the Associate Dean.
 - If the complaint is not resolved with the instructor within 7 business days of sending the email, then the student may reach out to the Associate Dean.
2. The Associate Dean's decision shall be rendered within 7 additional business days.
3. After the Associate Dean's decision, the student may appeal to the School of Nursing Dean's Office. Complaints must be submitted in writing within 7 business days of the Associate Dean's decision.

4. The written statement should describe the complaint, indicate how it affects the individual and include the remedy or outcome sought from the Dean.
5. The decision of the Dean or her designee shall be rendered within 7 business days. The Dean's decision is final.
6. A copy of all written complaints and a written record of all subsequent actions will be filed in a confidential Academic Grievance File in the SON Dean's Office.

VIII. CLASSROOM GUIDELINES

Academic Confidentiality

Faculty will maintain strict confidentiality regarding both personal and academic information about students.

Academic records and transcripts are housed in the Registrar's Office. Notre Dame of Maryland has a commitment to protect the confidentiality of student records. The Family Educational Rights and Privacy Act ([FERPA](#)), as amended, and associated regulations establishes requirements regarding the privacy of student records and provides students with certain rights with respect to their education records.

Additional information about privacy are located at:

[Privacy Policy](#)

[Student Records](#)

Attendance

As per the *Graduate Catalog*, "Class size is limited in order to promote intellectual interchange among students." Because of the importance of student-faculty contact time, attendance is expected at all class meetings. Students should be aware that attendance and participation in class are essential elements of the graduate programs; therefore, absence (whatever the cause) may lead to a lowered grade, including the grade of "F."

Students are expected to notify faculty of an absence(s) from class as soon as possible and to turn in all assignments on time or at a time agreed by the faculty. If the course is six to eight weeks long, a student with three (3) absences may be requested to withdraw from the course. Tardiness and early departure disrupts the educational process. Students are expected to arrive for class on time and to remain until the class has ended. Course faculty may have additional attendance requirements, which will be noted in course syllabus. Refer to Class Attendance and Participation policy in the section "MSN Program Policies."

Caring Science

Human caring science is the study of caring as the grounding and inspiration of the discipline of nursing. Within a caring model, the way of being together in authentic, relationships enact respect for person, loving kindness, and empathic presence, with the intention to care that honors and values each person. Caring science requires full attention to what matters most to persons about their health, caring science calls for courage, humility, technological competence and multiple ways of knowing in order to create a more humane just and compassionate world. All graduate courses are guided through the lens of caring science.

Circle Practice

As a School of Nursing, we believe that having important conversations in circle about issues that matter creates an environmental container that at once is inclusive and protective. A meeting is transformed into a circle, among other ways, through invitation, preparation for the conversation, intention, setting agreements, and reflection. Circle provides a structure by which shared leadership may occur. The components of circle differentiate the structure from the traditional business meeting. These are listed and translated as needed:

- Personal Preparation – each member is prepared to contribute to the discussion/decision
- Invitation – is sent and accepted
- Setting the intention – purpose of the gathering
- Start-point – intention is verbalized and agreed upon. Often a reflection is offered to guide initial deliberations
- Circle Agreements – each circle has a set of norms that members agree and adhere
- Check-in – this important step signifies that everyone present is open to the discussion and brings her/his own perspective. This may open with “what’s new,” or a more intentional question about the work to be done
- Rotating leadership – while there may be a formal leader all participate as leaders
- Sharing responsibility – members speak up to say or do what needs to be said or done – volunteering service
- Reliance on wholeness – we are part of a bigger picture
- Three practices are active listening, intentional speaking, and attending to the well-being of the group
- Recognizing there are members of the group needed for the decision and including these members
- Decisions are made by consensus
- Closing check-out is an affirmation or statement that dialogue must continue.

Cell Phones

Students are asked to keep all cell phones, pagers, and other electronic devices in the silent mode and are expected to return phone calls during the break or after class, unless the call is an emergency. Texting, emailing, or checking email during class is not permitted. Students engaging in these activities may be asked to leave the classroom until they are prepared to fully participate in the class.

Attendance

It is mandatory that students attend and participate in every class; however, faculty understand that extreme circumstances may occur. In these cases, exceptions may be granted and faculty may assign additional assignments/activities to ensure that learning objectives are met. The responsibility for coursework missed due to any type of absence rests with the student. Students are expected to schedule

vacations and other discretionary events outside of the class schedule. Students are also expected to arrive on time and remain in class for the entire period scheduled.

Children in Class

No children are allowed to accompany students inside the classroom or in the hallways. Children are not to be left unattended at any time when visiting the campus.

Course Schedule

The cohort course schedule is developed as a guide only. Course sequence and meetings dates are subject to change. Students will be notified of changes in advance.

Grade Appeal for Assignment(s)

A student has a seven (7) day period of time, beginning with the date a graded assignment, exam, etc. is returned, to question the assigned faculty member about a grade received. After this time period, grades are final.

Grade Reports

Final course grades are posted on WebAdvisor.

Grading Scale

The grading scale in the MSN program is equivalent for all courses. Grades represent the course faculty's evaluation of a student's achievement in the course. Each letter grade in a graduate course is interpreted as follows:

A	95-100	Excellent	4.0
B+	90-94	Very good	3.5
B	84-89	Average	3.0
C+	79-83	Slightly below average	2.5
C	70-78	Below average	2.0
F	< 70	Failure or withdrawal without official permission	0.0
AU		Audit	N/A
W		Withdrawal with official permission	N/A
I		Work incomplete due to emergency/other extenuating circumstances	N/A

Grade points are multiplied by the credit value of the course in calculating the grade point average. Transfer credit is not calculated in the grade point average. A grade point average of 3.0 is required for graduation from any of the graduate degree programs.

Pre-Course Information

Students are responsible for accessing all pre-course information and completing pre-course assignments outlined on the LMS site. Pre-course information will be posted at least one week prior to the start of a course. Students must be registered for the course in order to gain access to the course LMS site. The web address for the Notre Dame LMS is <https://brightspace.ndm.edu/d2l/home>. Students will be directed to login to assigned NDMU account.

Student Access to Academic Records

Refer to the website: [Student Records--Academic Record Policy](#)

Studying in the MSN Program

The weekly class hours are supplemented by guided, independent study in which student are responsible for assuming good study and writing skills needed to facilitate learning. Faculty and students work collaboratively in class as students complete a variety of in-class facilitative learning activities and out-of-class online or group activities designed to enhance critical thinking and communication abilities, build a community of peers, and broaden and elucidate the caring paradigm. MSN courses are held to the same standards as full semester courses and are not abbreviated.

All courses employ collaborative learning methods, requiring students to be active participants in the classroom. A goal of collaborative learning is equalizing the relationship between professor and learner through community interaction within the context of the caring classroom environment. An outcome of this learning process and the cohort delivery model is the creation of a sense of community within the cohort.

Students are expected to spend a significant amount of time outside of the classroom preparing for class and completing assignments. According to the University credit hour policy and federal and state regulations, students should expect to prepare for classes at a rate of 2-3 hours per every one hour of class time. Course syllabi guide students in studying and classroom activities. The syllabus is available to registered students on the course LMS site.

WebAdvisor

WebAdvisor is real-time information for students that provides grades, class schedules, advisor information and email contact, request forms for transcripts and enrollment verifications, and financial aid award information.

Written Requirements in Nursing Courses

In all nursing courses, APA (American Psychological Association) 7th edition format is required for major papers and reference citations. The NDMU/Loyola library website provides tutorials and other supportive materials to enhance student skill development in this area. Graduate students are expected to

be familiar with APA format through their undergraduate programs. While some class time is dedicated to an overview of this format in the first course, students are expected to progress independently in their competency of APA throughout the program. For students who would like assistance with enhancing their writing skills:

The **Writing Center** is located in Caroline Hall, 5th floor, room 504. The NDMU Writing Center offers free tutoring sessions to NDMU undergraduate and graduate students. The Center is open for the spring and fall semesters and the hours vary according to the tutors' availability. In addition, there are some opportunities for virtual sessions.

Phone number: 410-532-5113

To book an appointment: <https://ndmwriting.simplybook.me/scheduler/manage/event/1>

Writing Center Student Manager: Elizabeth (Liz) Chapin Echapin2@live.ndm.edu

Writing Center Director: Sr. Margaret E. Mahoney, SSND mmahoney@ndm.edu

Turnitin

Turnitin is a 'text-matching' software which is designed to assist students regarding appropriate citation and referencing techniques. Turnitin does this by comparing a student submission against an archive of Internet documents, Internet data, a repository of previously submitted papers, and subscription repository of periodicals, journals, and publications. Turnitin then creates an 'Originality Report' that can be viewed by both faculty and student. This report identifies where the text within a student submission has matched another source.

NDMU uses Turnitin both as a tool to educate students regarding appropriate citation and referencing techniques as well as to provide us with confidence in the academic integrity of students work. Turnitin also provides faculty with online grading capabilities and enhances the way in which students receive their grades and feedback on assessment items. It is important to understand that Turnitin is not a punitive tool. The primary purpose of using Turnitin is to provide students with an interactive means of understanding and applying citation and referencing techniques in their work.

After close review of the originality report, faculty may request that a student resubmit an assignment. A similarity index of > 15% will likely need to be revised and resubmitted and will be subject to a 10% deduction in final grade on the assignment. Should course faculty request this, it must be completed within 72 hours of notification. Failure to do so may result in a grade of "0" on the assignment. A similarity index of greater than 50% is subject to an automatic grade of zero and referral to the Honor Board. A description of the Honor Board can be found here: [NDMU Honor Board](#)

IX. PRACTICUM GUIDELINES

Clinical Agency Requirements

Students must abide by policies set by clinical agencies regarding documentation of specific competencies and health data. Students are required to provide health information, licensure documentation and, in some cases, proof of the required background check before the start of their practicum. Students are encouraged to provide this information in advance of the practicum semester using the Castle Branch system. Failure to comply may delay the start of the practicum including requiring the student to delay the practicum until the next semester.

Confidentiality in Outside Settings

The School of Nursing Faculty of Notre Dame of Maryland University believes that information concerning patients is privileged and must remain confidential. Appropriate information regarding patients, students, and organizations' employees, which needs to be shared among classmates or for educational purposes, will only be discussed in a private setting away from patient care areas. Nursing students must abide by state and federal laws and agency regulations to safeguard patient and student information. This means that a student may be held legally responsible for disclosure of information. Faculty believes that confidentiality has ethical dimensions demanding respect for patients as persons and is an important issue in providing patient care.

All curricular standards related to patient confidentiality in the Notre Dame of Maryland University School of Nursing are based on published legal, regulatory, and ethical standards found in the Code of Ethics for Nurses (2015) and the Maryland Nurse Practice Act (2006). The standards and policies in these documents are consistent and congruent with the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

1. "The student has a duty to maintain confidentiality of all patient information" (Code of Ethics, 3.2), "...and safeguard a client's right to privacy by maintaining confidentiality of information" (Maryland Nurse Practice Act (2006), 10.27.09.03-b).
2. "The rights, well-being, and safety of the individual patient should be the primary factors in arriving at any professional judgment concerning the disposition of confidential information received from or about the patient whether oral, written, or electronic." (Code of Ethics, 3.2.)
3. The student should only access patient health information on assigned clients.
4. The student is responsible for communicating to the patient/client the purpose and disposition of all health and other assessment data collected.
5. The student should inform patients of their right to refuse to give health information for academic purposes.

7. All electronic, oral, and written assignments will be shared in such a manner that no specific, identifiable patient information is provided (e.g., full name, social security number, phone number, address, name of employer).
8. Information to the family, significant others and other members of the health care team cannot violate the client's confidentiality. Only information pertinent to a patient's treatment and welfare should be disclosed, and only to those directly involved with the patient's care (Maryland Nurse Practice Act, 10.27.09.02-f).
9. The student is expected to clarify any questions regarding confidentiality with his/her professor or appropriate agency contact person (e.g., questions about mandatory disclosure).
10. All students must sign the School of Nursing confidentiality form.

Any violation of this confidentiality policy is deemed serious and may result in course failure and/or possible dismissal from the Program.

Professional Conduct in Practicum Settings

Any student participating in a practicum is expected to demonstrate behaviors that lead faculty to believe that the student is physically and mentally competent to work with their preceptor and/or others. Examples of behaviors that might be indicative of potential impairment include: slurred speech, uncoordinated movements, ineffective attention, inability to follow simple commands, and/or an odor of alcohol. In addition, aggressive behaviors such as raising one's voice, arguing, and/or infringing on the personal space of others will not be tolerated. Such actions may be considered a violation of the Notre Dame Honor Code. Nursing faculty and preceptors will exercise their right and responsibility to require a student to leave the practicum setting immediately, if the student's behavior is deemed unsafe or disturbing.

A decision to re-enter the practicum setting will be based upon the student's overall performance and the criteria for satisfactory clinical performance. Recommendations from the student's health care provider may be requested and considered in the final decision. See Honor Code, and both the University's and School's Substance Abuse Policy for additional information.

Dress Code for Practicum

Students are expected to maintain a professional appearance when attending practicum experiences. Professional attire is required. Students are to adhere to the dress code followed by the agency.

The SON considers the following clothes options as non-professional attire and unacceptable when representing the SON and/or the nursing profession in public forums, such as Blessing of the Hands, MSN Symposium:

- miniskirts, jeans, shorts, pajama bottoms, sweatpants, jeggings;
- slacks, skirts or pants that expose skin below the waist;
- sweatshirts, tee shirts, tank tops, tube tops, halter tops, spaghetti string or off the shoulder tops;
- and

- clothes that are torn, sheer, low cut, revealing or tops that do not cover to the waist.

No tongue studs or lip studs are allowed. A Notre Dame student ID must be displayed at all times.

Non-Academic Requirements for Practicum Courses

All students *must* comply with the following requirements prior to the start of the program. Students are responsible for any and all fees/payments associated with these requirements.

Background Check

Some clinical and education organizations may require a background check. Students need to meet the agency requirements related to background checks. If the agency approves, background checks may be arranged by the student through Castle Branch. The Administrative Assistant, Deans Office/Clinical Placement Coordinator will send students an email with the applicable information. For more information go to www.castlebranch.com

Confidentially Form

All students must sign a Confidentially Agreement prior to beginning their clinical experience.

Current CPR Certification

Certification must be by the American Heart Association or an approved CPR provider. The course must be *Basic Life Support (BLS) for Healthcare Provider* its equivalent. This course includes the skills of CPR for victims of all ages (including ventilation with a barrier device, a bag-mask device, and oxygen); use of an automated external defibrillator (AED); and relief of foreign body airway obstruction (FBAO). Students must submit a copy of both the front and back of the card verifying this certification; all signatures, including the student's, must be present.

Drug Screening

Some clinical agencies may require a drug screening test be completed prior to clinical. If this requirement is mandated by the clinical agency, students will be notified prior to the start of the experience.

Immunity to Hepatitis B

May either submit evidence of vaccine series with follow-up positive titer, or sign a School of Nursing declination form.

Immunity to Measles, Mumps, Rubella (MMR)

If born after 1957, students must submit proof of both initial MMR vaccine *and* second measles vaccine following second birthday. If born prior to 1957, must provide titer results which show immunity to the three diseases. Any student may provide titer results. If titers do not demonstrate immunity, vaccine is required.

Immunity to Varicella

Students may provide positive titer results or documentation of the dates Varicella vaccine was received. If titer does not demonstrate immunity, vaccine is required.

Influenza Vaccine

Students in practicum experiences during the months of October-March must have verification of receiving the flu vaccine. Students entering practicum in the fall must have verification of vaccine by October 15 that includes name, date of vaccination, and location administered. The actual vaccination slip must be submitted. Students will not be allowed to enter the practicum site without adhering to the requirements of the institution. This may mean wearing a mask while on the premises or not continuing with the experience.

COVID-19 Vaccine and Booster

Students are required to be fully vaccinated and boosted against COVID-19. In addition, some clinical agencies may require mask-wearing and eye protection on premises when contagion levels are high. Students are expected to adhere to the policies of the clinical agency.

Indemnity Agreement

All students must sign a *Nursing Clinical Rotation Release, Waiver and Indemnity Agreement* prior to beginning their clinical experience.

Maryland RN License

Initial licensure information is verified by Enrollment Management staff. Prior to the start of the practicum course, licensure is verified by School of Nursing staff using the Maryland Board of Nursing on-line license verification process. If the RN license is due for renewal during practicum courses, the license will be verified again. Students are responsible for renewing their license *before* the expiration date.

TB Status Report

Students must provide documentation of one of the following:

1. Quantiferon Blood Test (lab report or physician verification of results required)
OR
2. If history of positive results,
3. Provide your history of positive results with a clear Chest X-Ray within the past 5 years (lab report or physician verification of results required). If a positive result for TB has been obtained in the past, then provide a clear chest x-ray taken within the past five years (Report or Employee Health Department documentation is required; and
4. Symptom check sheet within the past year

Tetanus Vaccine

Students must provide documentation that vaccine was received within the last 10 years.

Universal Precautions

All students must sign a form indicating they have received instruction and will use Universal Precautions.

Other

Some clinical agencies may require documentation of additional health-related requirements. Health-related requirements could include, but are not limited to: flu vaccines and mandatory events training (provide written evidence from hospital). Students will be notified of these requirements as soon as possible and will be expected to pay any expenses associated with these requirements.

All documentation of compliance with these requirements must be uploaded to Castle Branch (formerly known as Certified Background) and approved before the start of the practicum. Sign on information and details of required documentation will be sent out the semester before practicum requirements are due.

Students who do not present updated documentation in a timely manner will be unable to attend their practicum until the proper documentation is received by the School of Nursing. Practicum grades will be adversely affected by noncompliance with the policy.

Nurse Practitioner Certification Requirements

The NP program prepares students as primary care providers who are eligible to become certified as adult-gerontology nurse practitioners (A-GNP) and family nurse practitioners (FNP). Two national nursing professional organizations, the American Nurses Credentialing Center (ANCC) (<http://www.nursecredentialing.org/>) and the American Academy of Nurse Practitioners (AANP) (<http://www.aanpcert.org/>) provide the competency-based examinations necessary for certification as an APRN. Certification is necessary in most states to practice at the advanced practice level.

Specific information and applications are available on the organization websites. Through the MSN Program students will achieve the academic and practice requirements necessary to take the A-GNP or FNP certification examination. Students will also need to contact the State Board of Nursing for licensure and certification requirements to be recognized by the State Board of Nursing to practice at the APRN level.

Practicum Experiences

A minimum number of supervised practicum practice hours (by end of semester) are required for successful completion of each practicum course as designated on the course syllabus. Refer to the semester-by-semester schedule. One credit hour equals 65 clinical contact hours in practicum courses. Prior to starting practicum, students must have approval of the site, preceptor, and clinical faculty. The assigned practicum preceptor will supervise the student while at the agency. The clinical faculty member assigned to the course is available for consultation, assistance, and evaluation and will conduct site visits during the semester. If at any time, a student is deemed clinically or ethically unsafe by the preceptor, the preceptor will notify the faculty member. Students must meet all the agency requirements (e.g. orientation, background checks, all required clearances as per the Student Handbook; health data documentation) prior to attending practicum. It is expected that a student will see a minimum of one patient per practicum hour.

A student enrolled in a nurse practitioner practicum course may account for no more than 5% of the total practicum hours for experiences such as orientation, on-site agency educational sessions, and/or shadowing a Nurse Practitioner. For example, for a nursing course that requires a total of 180 practicum

hours, it is acceptable to account for no more than a total of 9 hours (5%) for experiences such as orientation, shadowing a preceptor/NP or MD, or educational "lunch & learn" session(s) at a clinical agency site during a practicum course. If a student experience exceeds 9 hours, a student may not count those hours toward the total required hours for the course. Before a student documents any of the proposed 5% hours as practicum hours in Typhon, the student is required to produce written documentation from a clinical site preceptor to the clinical course faculty. This documentation may be in the form of an email or orientation agenda, etc. sent from a preceptor.

PRACTICUM GUIDELINES FOR NP PROGRAM

Since the goal of practice experiences or “the practicum” is to apply, synthesize and exercise critical thinking and decision-making skills for holistic compassionate care of the patient/family, the practicum site and preceptor are crucial to a successful learning experience.

Practice Sites

The NP Program Director, along with the student, will negotiate a clinical practice site(s) as appropriate for each course. This decision is based on the student’s background, goals for the program, course outcomes and population, area of student interest, site and preceptor availability, and location. The Program Director along with the practicum course coordinator must approve all sites and preceptors prior to the student attending the practicum. Any practicum hours completed in fulfillment of required A-GNP or FNP course work must be done in the state of Maryland or an approved nearby compact state. Washington, DC is not a compact state. A student must secure a RN license by endorsement prior to the start of a practicum experience. Please refer to the map to determine what states are compact states. The site map notes that PA is pending; however, PA received approval in June 2021. <https://nurse.org/articles/enhanced-compact-multi-state-license-eNLC/>

Preceptors

Preceptors should be members of the healthcare community. Preceptors are generally professionals who have at least one year's experience in clinical practice as a nurse practitioner. Preceptor requirements are outlined below:

Clinical Practice Preceptors for A-GNP and FNP Tracks

Nurse Practitioners or Nurse Midwives

- Actively practicing in their field
- Nationally certified as an NP or CNM
- Hold Masters in Nursing or DNP degree with one-year clinical experience

Recognized in the state of their practice as an APRN (or meeting federal guidelines such as Veteran’s Affairs, Military, US Public Health Service)

Physicians

- Actively practicing in their field
- Board certified in specialty

- Licensed in state of practice as a MD or DO

A Physician Associate (formerly known as Physical Assistant) may be considered as a possible preceptor on a case by case basis.

Steps in Choosing a Preceptor

Once a student is cleared through background checks and immunizations, the faculty member and/or program director will establish the clinical partnerships. Students should not make specific plans with any preceptors, sites or personnel at the site until given approval to do so by the course faculty member or NP Program Director.

Practicum Agreement Requirements

Before students participate in a practicum, an education affiliation agreement contract between NDMU SON and the agency must be filed. If a contract is not on file, a student **will not** be able to attend the practicum even if their preceptor agrees. There must also be a signed written agreement among NDMU SON course coordinator, the student and the preceptor. The student may not begin the practicum until this agreement has been signed. Agencies may vary on the type of requirements are mandatory for placement.

Preparing and Attending the Practicum

To prepare for placement, a student should have full knowledge of the agency's requirements for students and have an Agreement in place. The student's schedule should be flexible to meet the needs of the preceptor and agency. **The students' schedule is not the agency's priority.** Once the approval from the course faculty has been obtained to attend the practice site, the following procedures will be completed:

1. Schedule an initial site visit. This may include a mini orientation, safety check, drug screen, documentation review, communication flow; health compliance requirements (PPD, CPR, etc.) based on agency policy.
2. Dress according to the specific agency dress code and wear a NDMU student nametag. Other name tags may also be required by the agency.
3. Negotiate a schedule (notify the preceptor of the total number of hours required) and have the preceptor approve the schedule. The student should then submit a clinical calendar negotiated between the preceptor and student to the course coordinator for approval. This should include agreed upon hours and days of the week, and account for any vacation or away days the preceptor may have.
4. Attendance - It is your responsibility to monitor your practice hours and record them as directed by the course syllabus.

5. Professional Codes (Practice, Ethics, and Confidentiality): As an ambassador of NDMU and a guest at the institution, it is imperative that students conduct themselves according to the highest professional standards, always remain within the scope of practice, maintain a high level of ethical behavior, and protect the patient's right to confidentiality. Violation of any of the professional codes can result in dismissal from the agency and the program.

Documentation of Hours

Various types of documentation may be required throughout practicum experiences. Students will use the Typhon Group Healthcare Solutions, NPST™ for Advance Practice Nursing (Typhon), an electronic student tracking system, to report clinical experiences, patient encounters, access preceptor and clinical site databases, schedule clinical experiences, access clinical and course evaluations, and build a professional portfolio.

Record of Clinical Practicum Hours

Students will be using Typhon Group Healthcare Solutions, NPST™ for Advance Practice Nursing (Typhon) to keep track of hours to assure the student and course faculty that the practice hours required for the course are met. It also aids in the documentation of experiences obtained through the practicum. In this way, faculty, preceptors, and students can see the types of experiences the student has completed and adjust the practice to fill gaps in student learning. The course coordinator will review the number of clinical hours for each student per clinical course in the Typhon system to ensure the student has completed the number of hours required to pass the course. Any student who has not completed the required number of clinical hours to pass the course will be notified, and if unable to complete the requisite number of clinical hours, may not progress to the next clinical course.

Evaluation

Faculty-supervised clinical performance evaluations and site visits will be conducted during each practicum course.

While in the AGNP and FNP tracks, feedback about students' clinical performance will be provided by their assigned preceptor and course faculty. Clinical performance tools will be utilized. To achieve credit for the practicum courses and successfully fulfill the practice component of the NP program, the student must achieve a satisfactory evaluation from the preceptor and the course faculty. All final clinical performance evaluations are the responsibility of the faculty assigned to the course. The faculty member responsible for the final course grade will consider both preceptors' and students' evaluations prior to assigning final grades.

All clinical practicums have similar course outcomes, but they are aligned with expected progression through the program. The final clinical evaluation reflects nurse practitioner national competencies in a population-focused area.

Student Evaluation of Preceptor

Students will have an opportunity to evaluate the clinical experience, specifically the preceptor and course faculty member. These data points provide ongoing information about the quality and effectiveness of the instruction, as well as provide documentation of preceptor expertise for accreditation purposes.

X. BEHAVIOR STANDARDS

Professionalism

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include: knowledge and skills of the profession, commitment to self-improvement of skills and knowledge, service orientation, pride in the profession, covenantal relationship with patient, creativity and innovation, conscience and trustworthiness, accountability for one's work, ethical sound decision making and leadership.

Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School.

Communication and interpersonal interactions encompass the student:

- Using appropriate verbal and non-verbal communication;
- Communicating assertively – actively and appropriately engages in dialogue or discussion;
- Demonstrating an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations;
- Demonstrating regard for self, standardized patients, peers, faculty, staff and University property;
- Appreciating others' positions; attempts to identify with others' perspectives; demonstrates consideration towards others;
- Using diplomacy by showing fairness and tactfulness in all dealings with patients, peers, faculty and staff;
- Acts and communicates in a self-assured manner, yet with modesty and humility;
- Acts cooperatively in a non-argumentative manner; and
- Expresses truthfulness in all interactions by being straightforward.

Work Ethic

- Is punctual, reliable, dependable, accountable for one's actions
- Behaves in an ethical manner
- Produces quality work
- Accepts constructive criticism and modifies behavior if necessary
- Is self-directed in undertaking tasks, self-motivated
- Handles stress – remains calm, levelheaded and composed in critical, stressful or difficult situations
- Is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning
- Follows through with responsibilities – if task is left incomplete or problem is not resolved, student seeks aid

Adapted with permission from the School of Pharmacy, NDM

Honor Code

Introduction

The Honor Code of Notre Dame of Maryland University has been a tradition since 1936. It is founded on a pledge each student takes to act with integrity in academic and personal life. Based on the personal integrity of the individual and an active concern for others, the Honor Code is motivated by personal values, religious conviction, good taste, and the common good. Its purpose is to establish a University community founded on personal honor and mutual trust. This combination of personal commitment and community responsibility helps to strengthen each student as an individual and helps to develop mature powers of judgment and reason, and intellectual and social honesty. The Honor Code signifies the ideal of academic and personal integrity that each student is expected to model. Living the Honor Code strengthens the entire community and cultivates an atmosphere of unity founded on trust.

Belonging to the Notre Dame Community is both a privilege and a responsibility. It is a privilege to those who qualify and carry the responsibility to abide by the Honor Code. Adhering to the Honor Code is a responsibility shared by the entire campus community. Its effectiveness depends upon individual acceptance of responsibility and the reciprocal cooperation of students, faculty, staff and administration. Ultimately, each member of the community is expected to assume responsibility for her/his own conduct and to assume reasonable responsibility for the conduct of others. This results in mutual respect and a commitment of each member of the community toward civility. Within the spirit of the Honor Code, this may mean kind and courteous admonition when one observes another's inappropriate conduct. At other times, it means cooperation when authorities are investigating allegations of violations of academic or behavioral standards or encouraging the violators to report themselves.

Notre Dame of Maryland University School of Nursing students are expected to achieve and display high standards of character. Honesty and ethical behavior are hallmarks of the nursing profession and are essential qualities for any person who aspires to be a professional nurse. The nursing profession requires Registered Nurses and nursing students to be of impeccable character living professional and private lives that exemplify high standards of ethical conduct

Honor Pledge

With a keen sense of responsibility, I accept this symbol of my entrance into the world of scholarship. And I give this pledge of my purpose to wear it worthily. I shall try to follow all truth, I shall try to see all beauty, I shall try to be all goodness, and thus to come to that Eternal Wisdom which is the Word of God.

Honor Commitment

I agree to adhere to academic and social integrity in furthering my education, as well as the welfare of University of Notre Dame, my classmates, and myself. In fulfilling my obligations under the Honor Code, I agree to abide by all academic and social policies and standards at Notre Dame of Maryland University and School of Nursing. Refer to Graduate Catalog: [Academic Policies/Regulations](#)

Social Media Policy

Nursing students are expected to conduct themselves in accordance with standard professional and ethical practices and abide by state and federal laws regarding privacy and confidentiality at all times. Social networking sites can be an effective way to collaborate with colleagues and enhance learning. While this creates new opportunities for communication and collaboration, it also creates vulnerabilities for individuals and institutions. Violations of privacy and confidentiality may occur intentionally or inadvertently and may result not only in dismissal from the nursing program but also possible civil and criminal penalties.

Use of social media is prohibited while performing direct patient care activities unless social media use in these areas has been previously approved by SON faculty. Social media includes, but is not limited to:

- Blogs, and microblogs such as Twitter and Instagram
- Social networks, such as Facebook
- Professional networks, such as LinkedIn
- Video sharing, such as You Tube and vlogs (video weblogs)
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr and Photobucket
- Social bookmarking, such as Digg and Redditt
- Public comment sections on WebPages (such as those for online news sites)
- User created web pages such as Wikis and Wikipedia, and
- Any other internet-based social media application similar in purpose or function to those applications described above.

The following guidelines are intended to assist NDMU nursing students in adhering to professional and ethical standards for social media. Students will first exemplify the following:

- Maintain professional boundaries surrounding the nurse-patient relationship in the online environment in addition to the classroom and testing areas.
- Promptly report any identified breach of confidentiality of privacy to clinical faculty.
- Familiarize themselves with and use conservative privacy settings regardless of the content on their social media profiles.
- Practice restraint when disclosing personal information on social networking sites. Even seemingly innocuous pictures and comments can impact the respect and trust patients and peers have for students, now and in the future.

In accordance with the Nursing Code of Ethics, it would be a violation of human rights if students:

- Take any pictures in any clinical, laboratory, or practice site without approval.
- Share, post, or transmit any personal information, health information, or images of other by way of any electronic media. Sharing this information is a violation of patient rights to confidentiality and privacy.
- Engage in communication with patients and their family members or legally appointed decision makers on social networking sites.
- Post on behalf of NDMU or present as an official representative or spokesperson for the University or School of Nursing.
- Refer to anyone or any group in a disparaging, disrespectful, or threatening way, even if the person or group has not been identified. This includes, but it is not limited to patients, families, faculty and staff.
- Access websites and/or applications in a manner that interferes with or disrupts classroom, clinical, or simulation lab instruction.
- Violate the Information Management policies or clinical agencies.
- For more information, please refer to the National Council of State Boards of Nursing (NCSBN) White Paper: A Nurse's Guide to the Use of Social Media found at the website below:
- The National Council of State Boards of Nursing. (2011). A nurse's guide to the use of social media. Retrieved from https://www.ncsbn.org/Social_Media.pdf

Substance Abuse Policy

The SON adheres to the University's Substance Abuse Policy located at this link: [University Student Handbook: Substance Abuse Policy](#). Additionally, policy about heroin and opioid addiction and prevention is located on the website at this link: [Heroin and Opioid Addiction and Prevention Policy](#)

The SON also functions under the parameters of the Maryland Nurse Practice Act, Annotated Code of Maryland Health Occupations Article, Title 8, and Code of Maryland Regulations, Title 10, Subtitle 27.

In accordance with the Maryland Nurse Practice Act (§8-316, [7]), a nurse is prohibited from providing “professional services while (i) under the influence of alcohol; or (ii) Using any narcotic or controlled dangerous substance, as defined in §5-101 of the Criminal Law Article, or other drug that is in excess of therapeutic amounts or without valid medical indication.”

Students in the Notre Dame of Maryland University's Nursing Program are considered to be providing professional services during all clinical labs and while participating in all aspects of designated clinical experiences.

For health and safety concerns, students, faculty, and staff must conduct health care and educational activities fully in control of their manual dexterity and skills, mental facilities, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes with the judgment or motor coordination of nursing students, faculty, and staff in a health care setting, poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies.

The SON recognizes its responsibility to provide a safe, efficient academic environment for students, faculty, and staff and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities.

Therefore, the following policy has been adopted to:

1. Prevent substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Workplace Policy, state or federal laws or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;
2. Cooperate with affiliating clinical agencies by requiring nursing students, faculty, and staff reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate SON officials; and
3. Require all students enrolled in clinical and practicum courses in the SON to submit to mandatory drug testing based upon reasonable suspicion of substance abuse. Reasonable suspicion testing means that evidence exists which forms a reasonable basis for concluding that it is more likely than not that a student, faculty, or staff has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of

alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

Procedure for Reasonable Suspicion Drug Testing

1. Any student who demonstrates behavioral changes reasonably suspected to be related to substance abuse as defined herein will be subjected to testing. A decision to drug test based on reasonable suspicion of substance abuse may be made by a faculty/staff member and/or the clinical agency. The nursing student request to drug test will be documented and may be based on a variety of factors, including but not limited to:
 - a. observable phenomena such as direct observation of drug use and or physical symptoms or manifestations of being under the influence of a drug;
 - b. erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, or deterioration of work or academic performance;
 - c. information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional; and
 - d. substance abuse-related conviction by a court, or being found guilty of a substance abuse-related offense in another administrative or quasi-legal proceeding.
2. Drug testing for reasonable suspicion will be arranged by the SON, unless done in cooperation with the affiliating clinical agency. The cost of this drug testing will be assumed by the student.
3. Drug testing will be conducted by a certified collector in accordance with established methods and procedures. Confidentiality of the student as well as the validity of the sample will be protected by the testing facility. The procedure for collection as determined by the collection site, will involve a witness to the voiding of the urine sample, securable urine containers, and chain of custody procedures. This procedure ensures that the samples identified to a student, faculty, or staff actually contain materials from that individual, that the samples are protected from tampering, and that the analysis of them is done in accordance with federal guidelines.
4. The test shall screen for the use of drugs whose use is either illegal, or which are prone to abuse (including alcohol), as determined at the discretion of the Medical Review Officer of the testing facility, clinical facility, SON, or for the use of any drugs which are reasonably suspected of being abused or used by the student.
5. Non-negative test results will be confirmed by additional testing. If the test is positive, the entirety of the relevant available evidence, including health history, will be used to determine the presence or absence of substance abuse. Positive test results shall be documented in the student's record in the SON.
6. The Dean of the SON will notify a student who has a positive drug test. If the results of a student tests confirm the presence of a prescribed drug (verified negative) the person may be required to obtain a written statement from the prescribing physician or a Substance Abuse Professional (at the

discretion of the Dean) stating that the drug level is within prescribed limits and that the level does not indicate abuse. The prescribing physician or a Substance Abuse Professional must indicate that the drug will not interfere with safe practice in the clinical area.

7. If the initial screening test is negative, that fact will be noted in the student's record. Unless there is compelling evidence to do otherwise, the preliminary investigation will cease and the student will be released from further action.
8. Failure to submit to drug testing for reasonable suspicion shall result in dismissal from the program or termination from the SON.
9. A positive substance abuse test shall result in dismissal from the program or termination from the SON.

Confidentiality of Drug Testing Results

The SON treats all drug testing results as information that it receives in confidence and shall not be disclosed to third parties unless:

- disclosure is required by law,
- the information is needed by appropriate school officials to perform their job functions,
- disclosure is needed to override public health and safety concerns, or
- student, faculty, or staff has consented in writing to the release of the information.

The SON and the University shall have the right to use and disclose the results of drug testing, required by this policy. In connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a student or by his/her personal representative, in any court of law or with any state or federal administrative agency.

Consequences of Suspected Substance Abuse

Students who are suspected of substance abuse or appears impaired* while providing professional services as a nursing student will be subjected to actions that include, but are not limited to:

- Immediate dismissal from the lab/clinical setting;
- Reporting the incident to the Dean, SON;
- Informing Student Life;
- Initiating drug testing if reasonable suspicion is present; and
- Development and implementation of a course of action in compliance with the NDMU Substance Abuse Policy.

The student will not be permitted to campus and practicum site(s) until a thorough assessment has been completed and an intervention plan has been developed and implemented.

*Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Appeal Process

A student may appeal the SON's decision to dismiss or not re-admit a student through the established Formal Complaint procedure.

Substance Abuse policy adapted with permission:
Christie Shelton, PhD, RN, CNE, NEA-BC
Dean, School of Health Professions & Wellness
Jacksonville State University

XI. REGISTRATION, BILLING, AND PAYMENT INFORMATION

Registration

MSN students must plan their courses and register by consulting with their official plan of study and cohort schedules prior to the beginning of each semester. Currently enrolled cohort students have a registration period toward the close of each semester for the following term. MSN students should adhere to the University's published registration schedules for each semester. It is the responsibility of each MSN student to register for courses directly through Self-Service. Directions for registration are located at: [Registration & Course Schedules](#) Failure to do so may result in substantial late registration fees or having registration denied for that course. No student may not attend a class for the course in which they are not officially registered.

Confirmations of registration are mailed from the Registrar's Office before the start of each semester. A complete bill is sent to each student on the 15th of every month. Payment of fees and tuition or the first FACTS Payment Plan payment is due approximately four weeks before classes begin each term.

Change of Registration (Dropping/Adding/Withdrawing)

Students requesting a change in registration must immediately complete the necessary paperwork to have the change officially recorded by the Registrar's Office. Changes in MSN registration (dropping or adding a course) **MUST** be made prior to the first class meeting. MSN students may withdraw from a course prior to the fourth class meeting. **Note: The withdraw date is based on the date the form is received in Registrar's Office.** Students who stop attending class, and do not officially withdraw, are assigned a grade of F, and are financially responsible for the full tuition charged for the course.

Students should consult the tuition refund policy on the website: [Tuition and Fees--Refund Policy](#) to identify term deadlines for tuition refund eligibility due to a change in registration.

Graduate students receiving Federal Financial Aid must maintain 6 credits per semester to remain eligible for funding. A student, who needs to repeat a course offered one time per year will have a gap in attendance. This gap may trigger loan repayment. The student must consult with the Financial Aid Office prior to dropping a course to determine if the student will maintain financial aid eligibility after dropping or withdrawing from a course. If you have any questions regarding your final grade report, registration, drop/add, or withdrawal forms please contact the Registrar's Office at Registrar@ndm.edu or 410-532-5327.

Billing Information

Tuition is due one month before the start of the term. Statements are mailed to the billing address indicated in WebAdvisor. Failure to pay by the date indicated will result in a monthly late payment fee. Follow-up billings reflecting additional charges or adjustments are emailed to WebAdvisor for students' review.

Students will be able to progress to the next semester only if they have paid their current and/or previous semester tuition in full. However, if a balance remains without a payment plan on file, students' account will be placed on a Business Office hold. Registration will not occur.

The Business Office offers *all* students a payment plan at the start of each semester. It is exceptionally prudent to set up a payment plan at the beginning of the semester to allow enough time to decrease the balance to zero. If a balance exists for the current and/or prior semester(s), then registration cannot occur for the upcoming semester. Payment plans are for 5 months (Fall and Spring semesters), while the summer's payment plan is 3 months. Seek payment plan guidance and direction from the Business and/or Financial Aid Offices to facilitate payment actions.

The Business Office can be reached at: 410-532-5440 or visit this link <https://www.ndm.edu/business-office>

The Financial Aid Office can be reached at: 410-532-5749 or visit this link <https://www.ndm.edu/admissions-aid/financial-aid>

Payment and Tuition Remission Plans

Official Payment Plans

The Official Payment Plan enables students to register and make monthly payments during the year against their outstanding balance. Payments can be made using a credit card or with a direct debit from checking or savings. Please note that students will be charged a 2.5% processing fee if paying by credit card. Online applications and information about the plan are available on the University's website:

[Tuition Payment Plans](#)

Non-Payment

Checks for all expenses are made payable to Notre Dame of Maryland University. Non-payment is not a valid means of withdrawing from classes. If the University exercises its right to drop a student for nonpayment, the student may re-register, with full payment, for a class on a first-come, first-served basis until the first day of class. Space in class will not be reserved. Only those courses still open will be available to students who are re-registering. A new registration form and full tuition are required for re-registration.

There is a penalty for returned checks and for overdue payments. If the tuition payment is not made by the due date, the student's registration could be cancelled. The University reserves the right to drop from classes, without prior notice, any student who does not pay billed tuition by the due date period.

Employer Bill Authorization

Either an employer authorization form or a letter signed by the appropriate official on company letterhead must accompany the registration. Employers must provide detailed information related to their tuition assistance; e.g., total dollars supported, total credits supported, specific courses, etc. Tuition assistance plans that are contingent upon grades will not be administered by the University. Submittal of an employer authorization form is required.

As noted earlier in this handbook, students should consult the tuition refund policy on the website: [Tuition and Fees--Refund Policy](#) to identify term deadlines for tuition refund eligibility due to a change in registration.

Federal Financial Aid

Eligibility Requirements

1. Complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. Notre Dame's federal school code is 002065. Students complete a FAFSA for each academic year, which runs from the beginning of the fall semester through the end of the summer semester.
2. Be accepted as a degree seeking student in Graduate Studies.
3. Be enrolled for at least six credits each fall and spring semester to receive Federal loans.

Types of Federal Financial Aid

1. Federal Pell Grant – Need based grant from the Federal Government. It is prorated based on the number of credits for which the student is enrolled and her/his need level determined by the FAFSA. Only extremely high need students receive this grant.
2. Subsidized Federal Stafford Loan – This is a need-based, low-interest loan guaranteed by the federal government with deferred repayment (up to 10 years after graduation) and subsidized interest payments by the government, while the student is enrolled in six credits in college.
3. Unsubsidized Federal Stafford Loan – This is a non-need-based loan with the same terms as the Subsidized Federal Stafford Loan, except the federal government does not pay the student's interest.
4. The Federal Stafford Loan may be used to purchase textbooks, to purchase a computer and/or software, daycare, transportation, and living expenses. The NDMU Financial Aid office awards enough aid to cover tuition and books automatically. If a student desires funds for other expenses, the students should contact the NDMU Financial Aid office at 410-532-5369.

Tuition Adjustment Policy

Tuition adjustments are based upon the tuition due for all courses in any given semester. They are made on a percentage basis dependent on the date that the written withdrawal request is received in the Registrar's Office. The tuition adjustment schedule, with the appropriate dates and percentages, is published in this handbook.

Telephone messages or emails with faculty members and cohort advisors and/or non-attendance at class are not valid methods of withdrawing from classes and do not obligate the University to refund all or part of the tuition. The fact that a student has not attended a class has no impact on tuition adjustment. Requests for a tuition refund must be made in writing to the Business Office or indicated on the withdrawal form. Forms are available in Registrar's Office or on the web. Registration, admission application fee, and late fees are non-refundable. A student who is receiving financial aid will be subject to the refund policy established by federal guidelines.

Return of Title IV Funds for Federal Financial Aid Recipients

Refer to [Leave of Absence & Return of Title IV Funds](#) on the website.

Veterans Assistance

Refer to [Veterans Services](#) on the website.

XII. RESOURCES, SERVICES AND FACILITIES

Accessibility Support Services

Overview

Learning support services and accommodations are available to students covered under the Americans with Disabilities Act. Academic accommodations are set up on an ongoing basis when students request and submit the necessary documentation.

Students seeking academic accommodation from Accessibility and Health Promotion (AHP) are doing so because they have a documented disability and/ or health condition that impacts learning or suspect they do. Students seeking accommodations should work with a medical professional who can assess the disability/ conditions and identify how it impacts the students learning. Based on what is discovered, the provider will generate a list of recommended accommodation.

Accommodations related to mental health; it is not uncommon for mental health providers to see a client for a minimum of 4 sessions before making any diagnosis and accommodation recommendations.

Setting up accommodations can be a quick process if students have information about their learning style/ challenges/ disability. However, if a student is ‘figuring out’ or investigating their learning style due to challenges/ disability/ chronic health conditions, then the process may take longer as a medical professional can speak best to the diagnosis and its impact on the student’s learning.

Procedure

1. If a student requires accommodations in a course, she/he must contact the Director of Accessibility and Health Promotion at 410-532-5401.
2. When requesting academic accommodations for *the first time*, please prepare a copy of the 504 plan, Psycho-Education evaluation, or the AHP accommodation request form. Direct your questions about acceptable documentation to accessibility@ndm.edu.
3. The Director will schedule a time to meet and review the documentation and discuss the services offered and identify any accommodations required for specific courses.
4. It is extremely important that a student begins this process at the beginning of the semester. Students are encouraged not to wait until the first test or paper.
5. It is the student’s responsibility to share the accommodation plan with course faculty prior to the due date for tests or other assignments.
6. Please note there are times where setting up academic accommodations at the end of the semester or before a final project or exam may not be possible.

Bookstore

Due to recent changes with the operations of the Notre Dame of Maryland University Bookstore the process has been slightly altered in order to provide the most efficient service to students who plan to place an order with B&N. Students will continue to place an order via our website, ndm.bncollege.com Course materials are available for purchase online through Barnes and Noble online at ndm.bncollege.com.

Due to space and time constraints, the bookstore will only offer books in digital format, when available. If a book is not available in digital format, the bookstore will continue to offer a physical copy. This requires a removal of the listing for the physical book from the textbook course list on the website. If a student wishes to receive a physical textbook, they will need obtain that from other sources.

Our website is still being updated, and students may have questions about this process. If you have any questions or concerns, please contact David Sibony at dsibony@ndm.edu

The Gator Gift Shop, formerly the Notre Dame Triangle Bookstore, is located on the lower level of Caroline Hall. Fall semester hours are Monday - Friday, 10:00 a.m. - 3:00 p.m.

Campus Computer Technologies

The networked computer labs feature 70 workstations in the IBM and Mac labs. All PC and Mac workstations support current computer applications including word processing, databases, graphics, multimedia and many specialty applications. Both networks include laser printers, scanners, CD-ROM and ZIP drives. Using the latest web tools, students may browse the Internet and also access the Loyola/Notre Dame electronic library system, as well as send email to and receive email from other users around the world.

From various locations on campus, students have the ability to access the Internet and their personal email accounts. These locations include the campus computer labs located in Technology Hub in UAB, Rice Hall, Doyle and Meletia Lounges, and appropriately configured classrooms.

Campus Ministry

The primary mission of the Office of Campus Ministry at Notre Dame of Maryland University is to strengthen the faith tradition upon which the University is built and to foster the spiritual development of the entire campus community. Campus Ministry provides such opportunities as Eucharistic liturgies, ecumenical and sacramental prayer services, discussion and prayer groups, retreats, counseling and spiritual direction. Community Service is also a vital part of Campus Ministry, providing students with opportunities to volunteer in Baltimore and throughout the mid-Atlantic region. Several student organizations are integral to the office of Campus Ministry: the student Campus Ministry Team, the Community Service Organization, Peer Ministry, and the Liturgical Music Group. Catholic in its truest sense, Campus Ministry welcomes people of all faiths.

Career Center

NDMU's Career Center helps to formalize a career identity for nursing students and alumnae/alumni to support informed career decision making and major selection. The office facilitates a job candidate's language and narrative for their job search communications in order to secure positions in a candidate's targeted employers. Individuals learn to successfully interface with increasingly automated hiring and selection tools. The Career Center uses Handshake to connect with employers and also collaborates with consortiums of other local colleges to maximize the possibilities for internships, experiential learning, and jobs. For additional information, click [Career Center](#)

Counseling Center

The Counseling Center offers confidential services to all full-time students at no cost, and to part-time students for a modest fee. Primary services provided are individual counseling (both brief and long-term) and group counseling (with topics varying depending on client needs). Consultations, referrals, and programs/workshops are offered as well. The Counseling Center is committed to promoting the psychological and emotional wellness of students and, as such, is well utilized throughout the academic year.

Financial Aid Office

The Financial Aid Office is responsible for preparing and communicating information on financial aid. This office assists students apply for and receive student loans, grants, scholarships, and other types of financial aid. The Office is in the best position to facilitate answering students' questions; call or email the Office directly with financial aid questions. For additional information, click on this link [Financial Aid](#)

Food Service

The campus dining hall (main level) and Gator Grind café (lower level) are located in Doyle Hall. Both are open to students, faculty, staff and guests. All students, faculty, staff and guests can use a credit card or [load flex dollars](#) on to their NDMU swipe card to use in the dining hall or at Gator Café. Please visit our [Dining Services webpage](#) for hours, FAQ regarding dining operations and meal plans, and daily menu. A mini-Starbucks (Gator Grind) is located on the bottom level of Doyle Hall.

Help Desk

The Information Technology Help Desk is available to answer campus technology questions regarding campus software, email, LMS, etc. from students, faculty or staff. Other services provided by the Help Desk include production and distribution of the official Notre Dame ID card, distribution of email account information, and assistance with phone mail. For information and hours, call 410-532-5200 or send email to HelpDesk@ndm.edu.

ID/One Card

Each student is entitled to receive a free NDMU picture ID card / One Card. The ID / One-Card is non-transferable and is the property of Notre Dame of Maryland University. ID cards of students who do not register for classes during a specific semester will be disabled for that semester. The ID card will be reactivated once the student registers for classes. The student is responsible for immediately reporting a lost or stolen card to the NDMU Information Technology Help Desk at (410)532-5200 or HELPDESK@ndm.edu and paying a \$15.00 fee for a replacement card.

The ID card / One card provides Notre Dame students door access to some classroom buildings after hours and the resources of the Loyola/Notre Dame Library as well as 200 free print pages per semester in the Rice Hall Computer Labs. The ID card /One card may also be set up to be used as a debit card in the Doyle Hall Dining Room (see *Food Service*).

Students using federal financial aid can also use their ID card /One card as a debit card to pay for NDMU Bookstore purchases if sufficient funds are available. Students should visit Rice Hall room 105 to have the picture ID made as soon as possible. IDs are available approximately one week after a new student has registered for their first semester of courses at Notre Dame. Check with the Adult Advisor, Carol Kurtz-Stack for assistance in obtaining an ID card.

Loyola/Notre Dame Library

In the valley below Knott Science Center is the Loyola/Notre Dame Library, which provides the information services and resources required to support the education programs of the two institutions. The Library's website is the gateway to a wealth of information, including numerous full-text databases, the Library's shared catalog (books from 3 other college/university libraries can be requested online and will be sent within 48 hours), and the full resources of the Internet, it also provides links to many other Internet sites that are particularly useful to students. Databases the Library subscribes to can be accessed from any computer on the campus network and are also available off-campus to current students. The Library's collection consists of 440,000 volumes, 1800 print and 14,000 electronic periodical subscriptions, and 30,000 media items (many of which are videos, DVDs, and CDs). Books or articles not owned by the Library can be acquired through interlibrary loan. Reference librarians are available seven days a week to guide students using the Library and its resources. You can contact the Library at 410-617-6800 or www.lndl.org.

LNDL Login

Notre Dame students login to LNDL resources using their using their email address and Network\Campus password (the same log in used for PCs in campus Labs and WebAdvisor). <http://guides.lndl.org/ezproxy>

If unable to login with Network\Campus credentials, please contact the Notre Dame IT Help Desk at 410-532-5200 to have password reset.

Office of Inclusion and Community Standards

The Office of Inclusion and Community Standards provides leadership, partnership, support and resources for all diversity initiatives in order to foster diversity, inclusion and belonging. The office collaborates with key offices:

- To ensure equal opportunity and compliance with related governmental requirements and anti-discrimination laws
- Works with the Title IX Office to investigate discrimination and harassment
- Address accommodation concerns with the Office of Accessibility and Health Promotion.

In addition, the Office of Inclusion and Community Standards is responsible for administering the student conduct system and ensures that all student conduct proceedings are carried out in accordance with University policies and procedures and provides comprehensive services to maintain the University's standard of conduct and the Honor Code. Some services include, but not limited to:

- Follow-up of behavioral and academic incidents
- Referral and support of students of concern
- Advisement of the University Honor Board
- Educational programmatic initiatives and response to emergency situations in conjunction with Public Safety via the Student Life Duty team

The office overseen by the Associate Dean for Inclusion and Community Standards. Contact information: oics@nmd.edu, office is located in Theresa Hall 116 and more information can be found at: [Inclusion and Community Standards](#)

Parking

Students must register their vehicle with the security office located in the front hallway of Gibbons. Students may park in any area designated for student parking, except those posted as reserved. No parking is allowed in areas designated with white painted curbs or painted in non-traditional parking lanes. Illegally parked or unregistered cars may be ticketed or towed at the owner's risk and expense. A student's grades may be withheld until outstanding parking tickets are paid.

**BE THE BEST YOU AS A NDMU NURSE
CARE. LEAD. SERVE.**