

HANDBOOK FOR MASTERS TO DOCTOR OF NURSING PRACTICE STUDENTS



Academic Year 2023-2024

Rhode Island College

Zvart Onanian School of Nursing

Rhode Island Nursing Education Center (RINEC)

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Zvart Onanian School of Nursing

Welcome, to the Rhode Island College Onanian School of Nursing! We are excited to have you join us on this fulfilling journey toward one of the most rewarding careers. Nurses make a significant impact on health outcomes and shape the future of nursing whether through practice at the bedside or in the community, across every level. Whether you are just beginning your nursing journey or advancing your career with a graduate certificate or degree, each step you take enhances your knowledge, competence and ability to positively impact the lives of those under your care.

EDUCATE. INNOVATE. LEAD.

EDUCATE. Teaching and learning are at the heart of our mission. Our dedicated faculty provide an exceptional learning experience through innovative teaching and learning strategies, simulation, and comprehensive clinical experiences. We believe that education is the foundation upon which you will build a successful and fulfilling future.

You will have access to state-of-the-art facilities, and resources. We partner with all major healthcare organizations in the state offering the best clinical experiences possible. These placements will allow you to apply classroom knowledge in real-world settings, preparing you for the challenges and rewards of patient care.

INNOVATE. Innovation is a driving force in the field of healthcare, and we encourage you to embrace this mindset. As nursing students, you will be at the forefront of groundbreaking advancements in nursing and healthcare. Throughout the program, you will explore innovative approaches to patient care, technology integration, and evidence-based practices. You will learn to think creatively, challenge the status quo, and contribute to the ever-evolving landscape of nursing.

LEAD. Leadership is a quality we cultivate in our nursing students. Nurses play a crucial role in providing direct patient care and leading change within the healthcare system. Develop your leadership skills, whether it be at the bedside, at the system level, or in policy development. We will support you to become confident and compassionate leaders advocating for the well-being of patients and communities.

Throughout your time at Rhode Island College, we will support you every step of the way. Our faculty and staff are here to guide you, and help you realize your full potential. Engage in extracurricular activities and connect with your fellow nursing students to enhance your educational experience and create lasting friendships.

Nursing is a profession that requires compassion, critical thinking, and a commitment to lifelong learning. Your impact on individuals and communities is profound. Your dedication to quality healthcare will shape the future of nursing and touch countless lives. We are immensely proud of each and every one of you for choosing this noble path and dedicating yourselves to the service of others. Your commitment, resilience, and passion exemplify the core values of nursing, we are confident you will continue to shine in your future endeavors.

Once again, welcome to the Rhode Island College Onanian School of Nursing! We are excited to witness your growth, learning, and positive impact in nursing. Congratulations on taking this important step in your career!

Warm Regards,

A handwritten signature in black ink, appearing to read "Justin DiLibero".

Justin DiLibero, DNP, APRN, CCRN-K, ACCNS-AG, FCNS
Interim Dean, Zvart Onanian School of Nursing

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THE SCHOOL OF NURSING GRADUATE NURSING PROGRAM

Introduction

The Department of Nursing was established in 1970 and reorganized as a School of Nursing in 2006. The Nursing Program at Rhode Island College is the largest baccalaureate nursing program in the State of Rhode Island. In 2007, the Master of Science nursing program was established and admitted its first class. In 2016, the Doctor of Nursing Practice program was established and admitted its first class. The Nursing programs at Rhode Island College are highly respected in the State of Rhode Island with the majority of nursing alumni living and working in Rhode Island while serving the health care needs of residents of Rhode Island and beyond.

Accreditation

Rhode Island College is accredited by the New England Commission of Higher Education (NECHE).

The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

The baccalaureate program in Nursing is approved by the Rhode Island State Board of Nursing Registration and Nursing education. The Master's program was awarded full, 10 year accreditation status by CCNE in the spring of 2014. The Doctor of Nursing Practice Program was awarded full accreditation through 2023. The nurse anesthesia program is accredited by the Council on Accreditation and is fully accredited through 2026.

Vision, Mission and Values Statement

Vision:

The Zvart Onanian School of Nursing develops exceptional and diverse professional nurses with the competencies to optimize health and well-being of individuals, families, communities, and populations through advocacy, innovative disruption, and transformation.

Mission:

The Zvart Onanian School of Nursing creates a collaborative environment for teaching and learning where a diverse community of students becomes empowered as leaders who enrich the health and well-being of individuals, families, communities, and populations across Rhode Island as well as regionally, nationally, and globally.

Values:

Resilience – We nurture and support individuals to successfully adapt to change and challenging experiences through self-care, self-efficacy, and self-advocacy.

Inclusivity – We embrace all individuals and promote an accepting, positive, collaborative and respectful culture that is equitable, diverse and socially just.

Innovation – We strive to incorporate new ideas, processes, and approaches to education and practice within evolving healthcare systems.

Caring – We provide a compassionate, empathetic, respectful environment for individuals to work, grow, develop, and learn in a culture of kindness.

Success – We provide support and opportunities for individuals to achieve academic excellence and foster personal, professional, and leadership development.

Rhode Island College Onanian School of Nursing Statement on Diversity, Equity, and Inclusion

The Onanian School of Nursing recognizes diversity, equity, and inclusion as critical to nursing education, professional nursing practice, and the health of populations and communities. We are committed to a learning environment that embraces civility and respect, and values the sharing of differences among all students, faculty, and staff. We seek to prepare nurses who can spur system-level transformation, including addressing structural racism and systemic inequity, to promote improved health outcomes for all people.

THE SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE PROGRAM

Program Option: MSN to DNP Program Description

The Doctor of Nursing Practice degree is the terminal degree in nursing for practice. The Master's degree-to-Doctor of Nursing Practice program is designed for students who hold a BSN in Nursing and an MSN in nursing or a master's degree in a related field (i.e. MPH, MHA, etc.). The program builds on the knowledge, skills and experience of students preparing them at the highest level for practice and graduates are prepared at the highest level of practice and are prepared to serve in advanced clinical and leadership positions. The DNP graduate is specifically prepared to function as a systems level change leader and practice scholar who is able to effectively and efficiently translate research evidence into practice to drive meaningful, sustainable and transferrable change. Further, clinical and administrative leaders with a DNP degree will work to develop new practice knowledge necessary to bridge the gap between available knowledge and current practice, contribute to the scientific knowledge base for practice, and advance the profession. Students in this program will serve across a broad range of advanced nursing practice roles including APRNs, administrative leadership positions, academic and clinical educators, and population/public health nurses for example.

The DNP program at Rhode Island College is aligned with the Doctor of Nursing Practice essentials (AACN, 2006) and The Essentials: Core Competencies for Professional Nursing (AACN, 2021). The Masters to DNP program includes the following program goals and expected outcomes.

Masters to Doctor of Nursing Practice Program

At the completion of the masters to DNP program the student will:

DNP Program Outcomes	Domain	AACN Essentials of Doctoral Education for Nursing (2006)	DNP Course Courses
<p>1. Demonstrate the integration, translation, synthesis, and application of established and evolving knowledge from basic sciences, nursing and other disciplines that results in clinical judgment founded on a broad knowledge base.</p>	<p>Domain 1: Knowledge for Nursing Practice</p>	<p>Essential I: Scientific underpinnings for practice</p> <p>Essential II: Organizational and System leadership for Quality</p> <p>Essential VII: Clinical Prevention for Population Health</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship NURS 702 Systems Leadership/Quality Improvement NURS 703: Advanced Epidemiology and Biostatistics NURS 704: Clinical Research/Analytic Methods NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>
<p>2. Provide person-centered care at the advanced nursing level across the organization/system, provider, patient, and/or population level, that focuses on the individual within multiple complicated contexts, including family and/or important others resulting in the facilitation of shared meaning within the healthcare team, recipient of care, and the health care system, thus creating humanization of wellness and healing.</p>	<p>Domain 2: Person-Centered Care</p>	<p>Essential II: Organizational and System leadership for Quality</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>Essential V: Health Care Policy for Advocacy in Healthcare</p> <p>Essential VII: Clinical Prevention for Population Health</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 702 Systems Leadership/Quality Improvement NURS 705 Healthcare Policy and Advocacy NURS 708: Interprofessional Collaborative Practice NURS 709 Population Health NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>

<p>3. Manage population health that spans the healthcare delivery continuum from public health prevention to disease management of populations. This includes systems-thinking and collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.</p>	<p>Domain 3: Population Health</p>	<p>Essential II: Organizational and System leadership for Quality</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>Essential VII: Clinical Prevention for Population Health</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 702 Systems Leadership/Quality Improvement NURS 708: Interprofessional Collaborative Practice NURS 709 Population Health NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>
<p>4. Generate, synthesize, translate, criticize, apply, and disseminate nursing knowledge that improves health and transforms health care.</p>	<p>Domain 4: Scholarship for Nursing Practice</p>	<p>Essential I: Scientific underpinnings for practice</p> <p>Essential II: Organizational and System leadership for Quality</p> <p>Essential III: Clinical Scholarship and analytic Methods for Evidence-Based Practice</p> <p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship NURS 702 Systems Leadership/Quality Improvement NURS 704: Clinical Research/Analytic Methods NURS 705: Healthcare Policy NURS 706: Economics, Finance, Business Management NURS 707: Information Technology/Decision Support NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>

		<p>Transformation of Healthcare</p> <p>Essential V: Health Care Policy for Advocacy in Healthcare</p> <p>Essential VIII: Advanced Nursing Practice</p>	
<p>5. Optimize quality and safety through the employment of established and emerging principles of health, quality, safety, and improvement science, through both system effectiveness and individual performance.</p>	<p>Domain 5: Quality and Safety</p>	<p>Essential I: Scientific underpinnings for practice</p> <p>Essential II: Organizational and System leadership for Quality</p> <p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare</p> <p>Essential VII: Clinical Prevention for Population Health</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship</p> <p>NURS 702 Systems Leadership/Quality Improvement</p> <p>NURS 704: Clinical Research/Analytic Methods</p> <p>NURS 707: Information Technology/Decision Support</p> <p>NURS 709 Population Health</p> <p>NURS 791 Directed Readings I</p> <p>NURS 792 Directed Readings II</p> <p>NURS 720 DNP Project Planning Seminar</p> <p>NURS 730 DNP Proposal Development</p> <p>NURS 740 DNP Project Implementation</p> <p>NURS 750 DNP Project Evaluation and Dissemination</p>
<p>6. Collaborate with intention within and across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare</p>	<p>Domain 6: Interprofessional Partnerships</p>	<p>Essential V: Health Care Policy for Advocacy in Healthcare</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>	<p>NURS 702 Systems Leadership/Quality Improvement</p> <p>NURS 705: Healthcare Policy</p> <p>NURS 706: Economics, Finance, Business Management</p> <p>NURS 708: Interprofessional Collaborative Practice</p> <p>NURS 709 Population Health</p> <p>NURS 791 Directed Readings I</p> <p>NURS 792 Directed Readings II</p>

<p>experience, and strengthen outcomes.</p>		<p>Essential VII: Clinical Prevention for Population Health</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>
<p>7. Respond to and lead within complex systems of health care through the application of evidence-based methodologies, system-thinking, business, and financial savvy to effectively and proactively coordinate resources to provide safe, quality, evidence-based and equitable care to diverse populations.</p>	<p>Domain 7: Systems-Based Practice</p>	<p>Essential II: Organizational and System leadership for Quality</p> <p>Essential III: Clinical Scholarship and analytic Methods for Evidence-Based Practice</p> <p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare</p> <p>Essential V: Health Care Policy for Advocacy in Healthcare</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>Essential VII: Clinical Prevention for Population Health</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship NURS 702 Systems Leadership/Quality Improvement NURS 704: Clinical Research/Analytic Methods NURS 705: Healthcare Policy NURS 706: Economics, Finance, Business Management NURS 707: Information Technology/Decision Support NURS 708: Interprofessional Collaborative Practice NURS 709 Population Health NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>

		<p>Essential VIII: Advanced Nursing Practice</p>	
<p>8. Utilize information and communication technologies and informatics processes to gather data, support care delivery, and inform decision making, to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.</p>	<p>Domain 8: Information and Healthcare Technologies</p>	<p>Essential II: Organizational and System leadership for Quality</p> <p>Essential III: Clinical Scholarship and analytic Methods for Evidence-Based Practice</p> <p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare</p> <p>Essential V: Health Care Policy for Advocacy in Healthcare</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>Essential VII: Clinical Prevention for Population Health</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship NURS 702 Systems Leadership/Quality Improvement NURS 704: Clinical Research/Analytic Methods NURS 705: Healthcare Policy NURS 706: Economics, Finance, Business Management NURS 707: Information Technology/Decision Support NURS 708: Interprofessional Collaborative Practice NURS 709 Population Health NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>

<p>9. Form and cultivate a sustainable professional nursing identity at an advanced level that includes health care policy advocacy, accountability, perspective, collaborative disposition, and ethical comportment that reflects nursing's characteristics and values.</p>	<p>Domain 9: Professionalism</p>	<p>Essential I: Scientific underpinnings for practice</p> <p>Essential II: Organizational and System leadership for Quality</p> <p>Essential V: Health Care Policy for Advocacy in Healthcare</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship NURS 702 Systems Leadership/Quality Improvement NURS 705: Healthcare Policy NURS 706: Economics, Finance, Business Management NURS 708: Interprofessional Collaborative Practice NURS 709 Population Health NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>
<p>10. Demonstrate a commitment to ongoing personal, professional, and leadership development that includes participation in self-reflection that foster personal health, resilience, well-being; contribution to lifelong learning; expansion of nursing expertise, and the assertion of leadership</p>	<p>Domain 10: Personal, Professional & Leadership Development</p>	<p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 701 Scientific Underpinnings for Clinical Scholarship NURS 702 Systems Leadership/Quality Improvement NURS 708: Interprofessional Collaborative Practice NURS 791 Directed Readings I NURS 792 Directed Readings II NURS 720 DNP Project Planning Seminar NURS 730 DNP Proposal Development NURS 740 DNP Project Implementation NURS 750 DNP Project Evaluation and Dissemination</p>

Admission Requirements for All Master's to DNP Students

Admission to the Doctor of Nursing Practice program is competitive. Ideal candidates demonstrate a history of academic success, strong leadership, and potential for future success in leadership and practice scholarship. Applications are submitted on-line through ApplyWeb/CollegeNET and are available at:

<https://www.applyweb.com/ricg/>.

Specific Requirements for admission include:

1. A completed application accompanied by a fifty-dollar nonrefundable application fee.
2. Current unrestricted Registered Nurse licensure in the state of intended practice.
3. Masters of Science in Nursing (MSN) **or** a Bachelor of Science in Nursing (BSN) **and** master's degree in nursing or a related field.
4. Attainment of a cumulative master's GPA of 3.0 or higher.
5. Transcripts from all post-secondary schools attended.
6. Completion of a graduate level inferential statistics course within the past five years with a minimum grade of C is required prior to matriculation into the MSN-DNP program. Students who have not completed a graduate statistics course may be admitted to the program and may complete this requirement within one year of matriculation. Students may not progress beyond 12 months until this requirement is met.
7. Verification of the number of clinical/experience hours completed at the masters/graduate level. Verification should be provided by the program director or chairperson on school letterhead.
8. A statement of intent which should demonstrate the candidate's leadership and practice experience, reason for pursuing doctoral study, and the student's potential area of focus for the DNP Scholarly Project. This statement should be representative of the applicants writing ability and should be two to four pages, double-spaced and written in 12-point font.
9. Current resume or curriculum Vitae.
10. Three letters of recommendation.
11. Applicants may be asked to participate in an interview prior to admission.

International Applicants

1. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
2. An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.

Accepted Status

1. To be accepted as a DNP degree candidate, applicants are expected to have attained an average of B (3.00 on a 4.00 scale) in their undergraduate and graduate work. However, provisional acceptance may be granted and determined on an individual basis to students with a cumulative grade point average of less than 3.0. Applicants with graduate averages below this level may be admitted to degree candidacy upon the submission of other

evidence of academic potential, i.e., satisfactory performance in post-baccalaureate work, professional experience as evidenced by publications and/or letters of recommendation.

2. Students who are considering admission must also meet program pre-requirements before they are considered matriculated.

Non-Matriculated Status

1. Persons holding a Master's degree who are pending MSN-DNP application may take courses in a non-matriculating status on a space available basis with the approval of the DNP director.
2. Non-matriculating students must contact the graduate office in order to register for classes. If non-matriculating students later wish to be admitted to a degree program, they must complete the regular admission procedure.
3. Credits earned at Rhode Island College by a student in non-matriculating status before admission to a degree program may be used toward degree requirements only upon the recommendation of the student's advisor or SON Graduate Committee, and with the approval of the Academic Dean. **No more than a total of nine credits of work taken at Rhode Island College by a non-matriculating student may be applied towards degree requirements for the DNP program ([Rhode Island College Graduate Studies Manual](#)) and must be previously approved by the program director and academic Dean.**

Retention Requirements for Master's to DNP students

All Master's to DNP students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by DNP program director. **Students who achieve less than a B, including a grade of 'U', in any course will be placed on probationary status.** Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the DNP program director in consult with the dean. Students may be required to repeat a course at the discretion of the DNP program director.

DNP Program Advisor

Upon admission to the DNP program you will be assigned an academic advisor. Your academic advisor will guide you in the development of your program of study, coursework progression, and fostering your development as a practice scholar in your chosen area of interest. You are required to meet with your program advisor at least once per semester. Students are also expected and encouraged to develop strong professional relationships with other faculty, students, and non-faculty mentors in the practice setting. Scholarly endeavor requires the support of a strong and diverse network.

DNP Program Faculty

Faculty within the DNP program bring a wide range of experience and expertise to the program. The majority of program faculty are full-time and all faculty are experts in their areas.

Blackboard

Blackboard is Rhode Island College's Learning Management System, and will be used to organize course material and deliver online content. Students should familiarize themselves with the blackboard platform by reviewing the content at: <https://help.blackboard.com/Learn/Student>

Course Progression: MSN to DNP

The MSN-DNP courses are delivered using a Hyflex format, which may include a combination of online, hybrid, and face-to-face courses. These types of courses will offer students the option to participate in more than 50% of classes remotely and will have the ability to choose how to participate in synchronous sessions of hyflex courses either in-person, virtually through video conferencing, or asynchronously through recorded session in Blackboard. This format allowing for the networking and social interaction that foster strong professional relationships, while affording the flexibility required of adult learners with competing demands and priorities. The hybrid format optimizes the use of both online and face-to-face formats, with a focus on delivering world-class education that is accessible to students within Rhode Island, across the region, and across the country.

The sequence of courses in each program option has been carefully designed to provide students with an optimal experience. Coursework focusing on the essential advanced practice concepts that are integrated throughout the program. Early courses focus on foundational knowledge that is built upon in later more advanced coursework.

The DNP program culminates in 4 DNP scholarly project courses through which students will develop and refine a proposal for their DNP scholarly project, implement their project within a practice setting, and evaluate and disseminate project outcomes. The DNP scholarly project represents the culmination of learning throughout the program and achievement of all of the competencies required for the practice doctorate. The final project includes the development of a DNP scholarly project final paper of publishable quality, delivery of a public presentation on the student's DNP Scholarly Project, and development of a poster for professional presentation in a regional, national, or international conference.

Recommended Plans of Study

Course Requirements – Full Time Students (Two Years; 5 Semesters)

<i>First Semester – Fall</i>		
<u>NURS 701</u>	Scientific Underpinnings for Clinical Scholarship	3
<u>NURS 702</u>	Leadership/Quality Improvement	3
<u>NURS 703</u>	Advanced Epidemiology and Biostatistics	3
<u>NURS 791</u>	Directed Readings I	1
<i>Second Semester – Spring</i>		

<u>NURS 704</u>	Clinical Research/Analytic Methods	3
<u>NURS 708</u>	Interprofessional Collaborative Practice	3
<u>NURS 720</u>	DNP Project Planning Seminar	1
<u>NURS 792</u>	Directed Readings II	1
<i>Third Semester – Summer</i>		
<u>NURS 730</u>	DNP Proposal Development	3
<i>Fourth Semester – Fall</i>		
<u>NURS 707</u>	Information Technology/ Decision Support	3
<u>NURS 709</u>	Population Health	3
<u>NURS 740</u>	DNP Project Implementation	2
<i>Fifth Semester – Spring</i>		
<u>NURS 705</u>	Health Policy and Advocacy	3
<u>NURS 706</u>	Economics, Finance and Business Management	3
<u>NURS 750</u>	DNP Project Evaluation and Dissemination	1
Total Credit Hours		36

Course Requirements – Part Time Students (Three Years; 7 Semesters)

<i>First Semester – Fall</i>		
<u>NURS 702</u>	Leadership/Quality Improvement	3
<u>NURS 701</u>	Scientific Underpinnings for Clinical Scholarship	3
<i>Second Semester – Spring</i>		
<u>NURS 704</u>	Clinical Research/Analytic Methods	3
<u>NURS 791</u>	Directed Readings I	1
<u>NURS 708</u>	Interprofessional Collaborative Practice	3
<i>Third Semester – Fall</i>		
<u>NURS 703</u>	Advanced Epidemiology and Biostatistics	3

<u>NURS 709</u>	Population Health	3
<u>NURS 792</u>	Directed Readings II	1
<i>Fourth Semester – Spring</i>		
<u>NURS 706</u>	Economics, Finance and Business Management	3
<u>NURS 720</u>	DNP Project Planning Seminar	1
<i>Fifth Semester – Summer</i>		
<u>NURS 730</u>	DNP Proposal Development	3
<i>Sixth Semester – Fall</i>		
<u>NURS 707</u>	Information Technology/ Decision Support	3
<u>NURS 740</u>	DNP Project Implementation	2
<i>Seventh Semester – Spring</i>		
<u>NURS 705</u>	Health Policy and Advocacy	3
<u>NURS 750</u>	DNP Project Evaluation and Dissemination	1
Total Credit Hours		36

SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE (DNP)

Post-Master's Program Progression Plan

Student Performance Improvement Plans

If a student is not progressing satisfactorily in a didactic or clinical course, the student will be issued a Performance Improvement Plan identifying area(s) of improvement, a specific plan, and an associated time frame for completion. Copies will be distributed to the student, the faculty member, and the DNP Program Director.

Scholarly Immersion Hours

All DNP students are required to complete a total of 1,000 post baccalaureate practice hours to meet requirements for completion of the Doctor of Nursing Practice Program. Students completing the post-master's DNP program build upon their previous learning at the master's level. These students already have a strong clinical foundation for advanced nursing practice in APRN roles such as nurse practitioners, clinical nurse specialist, nurse midwives or nurse anesthetists, or non-APRN roles such as nurse managers, directors, and senior executives. Students build upon this foundation by developing the doctoral level competencies as outlined in the DNP essentials.

Scholarly immersion hours are incorporated throughout program through course assignments and completion of the DNP scholarly project.

Process for completing immersion hours

Immersion hours are available for each of the courses as follows:

Course	# Hours
NURS 701 Scientific Underpinnings	65
NURS 702 Leadership/Quality Improvement	65
NURS 703 Advanced Epidemiology and Biostatistics	65
NURS 704 Clinical Research/Analytic Methods	65
NURS 705 Health Care Policy and Advocacy	65
NURS 706 Economics, Finance, Business Management	65
NURS 707 Information Technology/Decision Support	65
NURS 708 Interprofessional Collaborative Practice	65
NURS 709 Population Health	65
NURS 791 Directed Readings I	65
NURS 792 Directed Readings II	65
NURS 720 DNP Project Design	75
NURS 730 DNP Proposal Development	75
NURS 740 DNP Project Implementation	75
NURS 750 DNP Project Evaluation and Dissemination	75

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Program Evaluation

Student feedback about every aspect of the program courses and infrastructure will be sought through formal and informal processes including course and program evaluations. Student representation is included on the DNP Advisory Board which meets at least twice per year, as well as the Graduate Faculty Committee Meeting which meets monthly. In addition, alumni will receive an end-of program survey to gather feedback.

Financial Aid, Awards and Scholarship

The Office of Student Financial Aid (Craig Lee 050) at the College administers a program of grants, loans and part-time employment opportunities for students who require financial assistance. They may be reached by phone at 456-8033 or financialaid@ric.edu. For further information visit: [Office of Financial Aid | Rhode Island College \(ric.edu\)](https://www.ric.edu/office-of-financial-aid).

Emergency funds for students are available through the RICochet Emergency Grant and through the School of Nursing.

Caring Award

The Caring Award is given to one graduate student each year. The award recipient will be selected by the Graduate Committee with nominations solicited from faculty teaching master's courses. Requirements of this award include: full or part-time enrollment in the Master of Science in Nursing program or DNP Program. Award recipient will receive an award certificate and a check for \$500.00.

Scholarships

The Program Directors regularly sends notification related to scholarship opportunities via the graduate student listserv.

Rhode Island College School of Nursing Graduate Student Scholarship

This scholarship is offered annually based on available funding. The scholarship is intended to support students in low-enrollment graduate nursing programs, and are based on demonstrated leadership and scholarship potential, credit load, and student need.

Leadership Opportunities

Doctor of Nursing Practice Students at Rhode Island College Serve as leaders within the community and profession. A number of leadership opportunities are available for current students including the opportunity to serve as a representative to the DNP Advisory Committee or Graduate Faculty Committee. In addition, a student has the opportunity to serve as the representative to the American Association of Colleges of Nursing (AACN) Graduate Nursing Student Academy (GNSA). Students also have the opportunity to meet with DNP Program and SON leadership at networking events such as the Graduate Welcome Back Event held each year. Students will be informed of additional leadership opportunities as they become available and are encouraged to participate depending on availability of time and interest.

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Library

Students are encouraged to become familiar with the library resources located at: [Adams Library](#). The Adam's Library phone number for research help is 401-456-8125. Students may also use **google scholar** once signed into our RIC library as a quick way to look up articles, as well as other periodical databases: [Article Searching - Databases - Nursing, Medical and other disciplines](#)

Lib Guides

Helpful library guides are also posted at the RIC library and links may be found on the main library page, or at the following links:

[DNP Scholarly Project Resources](#) (contains information, resources and templates related to completion of the DNP scholarly project).

[NURS: Graduate Nursing Advising & Orientation](#) (DNP Program and advising forms)

[Orientation Links](#) (contains links to various RIC webpages, services and other online sources including general RIC information, academic resources, technology resources, SON social media accounts, MyRIC, and student health & support services).

Guiding Documents

The development of and refinement to the Doctor of Nursing Practice Program is supported by numerous professional standards and guidelines. The major documents used to this program include:

American Association of Nursing. (2021). The Essentials: Core Competencies for Professional Nursing Education. Washington, DC: AACN. Retrieved from: <https://www.aacnnursing.org/AACN-Essentials/Download>

American Association of Colleges of Nursing. (2006). The essentials of Doctoral Education for Advanced Nursing Practice. Washington, DC: AACN. Retrieved from: <https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

American Association of Colleges of Nursing. (2015). The doctor of nursing practice: Current issues and clarifying recommendations: Report from the task force on the implementation of the DNP. Washington, DC: AACN. Retrieved from: <https://www.aacnnursing.org/Portals/42/DNP/DNP-Implementation.pdf>

National Organization of Nurse Practitioner Faculty. (2013). DNP Toolkit: Process and approach to DNP competency based evaluation. Retrieved from: file:///C:/Users/jdilibero_4537/OneDrive%20-%20Rhode%20Island%20College/RIC/DNP%20Program/Resources/dnp_toolkit_2013.pdf

Standards for Quality Nurse Practitioner Education (5th ed.). (2016). Retrieved from: <https://www.nonpf.org/page/15>

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American Association of Critical Care Nurses. (2016). Standards for Evaluating and Sustaining Healthy Work Environments: A Journey to Excellence (2nd ed). Retrieved from: <https://www.aacn.org/nursing-excellence/healthy-work-environments>

[Council on Accreditation. \(2014; rev. 2019\). Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate. Available at: Standards for Accreditation of Nurse Anesthesia Programs - Practice Doctorate, revised October 2019.pdf](#)

[Council on Accreditation. \(2019\). White Paper: Scholarly Work for Practice Doctorate Nurse Anesthesia Programs: Current State and Guidance. Available at: \[White-Paper-on-Scholarly-Work-Final.pdf \\(coacrna.org\\)\]\(#\)](#)

Interprofessional Education Collaborative: 2016 Update. (2016). Core Competencies for Interprofessional Collaboration. <https://nebula.wsimg.com/2f68a39520b03336b41038c370497473?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

Interprofessional Education Collaborative. (2011). Team Based Competencies: Building a Shared Foundation for Education and Practice. Conference Proceedings. <https://nebula.wsimg.com/191adb6df3208c643f339a83d47a3f28?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

Association for Prevention Teaching and Research. (2013). Advancing Interprofessional Clinical Prevention and Population Health Education: Curriculum Development Guide for Health Professions Faculty. <https://nebula.wsimg.com/cc40b1a82d8b79b4ac9413234ca9f84c?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1>

Institute of Medicine. (2000). To Err is Human. Washington (Executive Summary), DC: National Academy Press. Available at: <https://www.nap.edu/read/9728/>

Institute of Medicine. (2001). Crossing the Quality Chasm (Executive Summary). Washington, DC: National Academy Press. Available at: <https://www.nap.edu/download/10027>

Institute of Medicine. (2011). The Future of Nursing: Leading Change, Advancing Health (Executive Summary). Washington DC: National Academy Press. Available at: <https://www.nap.edu/download/12956>

Auerbach, D., Martsof, G., Pearson, M., Taylor, E., Zaydman, M., Muchow, A., Spetz, J., Dower, C. (2015). The DNP by 2015: A study of the institutional, political, and professional issues that facilitate or impede establishing a post-baccalaureate Doctor of Nursing Practice Program. Rand. Retrieved from: https://www.rand.org/content/dam/rand/pubs/research_reports/RR700/RR730/RAND_RR730.pdf

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Resources and Technical Assistance

For help with understanding blackboard visit: <https://help.blackboard.com/Learn/Student>

For technical issues contact the helpdesk at helpdesk@ric.edu or 401-456-8803

For administrative issues Contact Ellen Morais at the Graduate Nursing office: emorais@ric.edu or 401-456-9612

For help with registration visit: [Registration | Rhode Island College \(ric.edu\)](#)

For important dates visit the College Academic Calendar: [Academic Calendar | Rhode Island College \(ric.edu\)](#)

Additional Resources include:

- **School of Nursing Writing Tutor:** There is a graduate assistant assigned to the RI Nursing Education Center specifically to serve as writing tutor to graduate nursing students. You can contact the writing tutor at rinec-writing@ric.edu. Replies are within 48 hours weekdays and 72 hours on weekends.
- **The Writing Center** in the Adams Library Lower Level on the RIC campus. [Writing Center | Rhode Island College \(ric.edu\)](#)
- **The Counseling Center** in Brown Hall; phone number 456-8094 [Counseling Services | Rhode Island College \(ric.edu\)](#)
- **The Office of Academic Support** in Adams Library Lower Level Mall Area; phone number 456-8083 [Office of Academic Support and Information Services \(OASIS\) | Rhode Island College \(ric.edu\)](#)
- **Disability Services** in Fogarty Life Science Room 137; phone number 456-2776 [Disability Services Center | Rhode Island College \(ric.edu\)](#)
- **The Whipple Computer Lab** in Whipple Hall Room 102; phone 456-9113
- **ESL Resources:** Multilingual? Bilingual? Welcome! Project ExCEL is a community for students who are English Language Learners and are looking for language support. In Project ExCEL, you can work with someone one on one to get advice for your assignments. For more information, please contact: Laura Faria-Tancinco lfariatancinco@ric.edu or visit the Project exCEL website: <http://www.ric.edu/project-excel/Pages/default.aspx>

Academic Policies

Liability Insurance

Graduate students should maintain their own malpractice insurance. In addition, students who are actively enrolled as majors in nursing at Rhode Island College are covered by a Medical Malpractice Policy by the Board of Governors for Higher Education.

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Leave of Absence from Nursing Courses

A graduate student who interrupts their nursing program of study for one semester or more, due to military service, prolonged illness or other unusual circumstances, whether before or after they have completed the work prescribed in their Plan of Study, should apply for a Leave of Absence. The request should be made in writing using the [Request for Leave of Absence form](#) (see [appendix](#)), be endorsed by the student's advisor and be sufficiently specific to determine whether the leave is warranted. The decision to grant the leave of absence will be made by the DNP Program Director in consultation with the Dean. A leave of absence has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. Students may apply in writing for a **maximum** of one additional year if circumstances warrant.

A student who interrupts their program for two semesters without notifying the Graduate Nursing office may be eligible to register for course(s) needed to complete the program on a space available basis. If the student interrupts their nursing program for three semesters or longer without having submitted an official leave of absence request, the student must apply for re-admission to the Master's in Nursing program and must meet current admission requirements.

Withdrawal from the DNP Program

Once a student has been admitted and officially matriculated into a DNP program, they must notify the DNP Director **in writing** if they wish to withdraw from the program. This is necessary whether they have been on a leave of absence or active in their courses. A matriculated student who withdraws from a program after having completed any courses will be logged as a *withdrawal from program*. If a student has accepted admission but has not yet completed any courses, the withdrawal will be logged as a *withdrawn application*, whether or not they were matriculated. Students are responsible to return their garage parking pass and building access card upon withdrawal and may be charged a replacement fee if they fail to surrender them.

Grading System:

Cumulative Index Grade Ranges

4.0	A	93-100
3.67	A-	90-92
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69

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1.00	D	63-66
.67	D-	60-62
.00	F	0-60

Petitions

Students seeking appeal of DNP program policies related to academic progression can petition in writing to the Graduate Committee. A description of the petition process is below. The [petition](#) form is available from the [advising and orientation guide](#) and is also included in the [appendix](#) of this handbook. Petitions are due to the Graduate Department Student and Graduate Outcomes Committee by the Monday of the full week prior to the start of classes in the fall and spring semesters.

Process of Submission of Petitions

The following steps outline the process a student will follow to petition a waiver of a School of Nursing Policy* that is affecting the individual student.

1. The student brings the concern to the attention of his/her advisor within 10 working days of becoming aware of the situation.
2. The student completes the [Petition Form](#). The form must be signed by the Advisor, or in the absence of the Advisor, the Program Director.
3. The completed form along with supporting documents is submitted to the Chair of the Graduate Student and Graduate Outcomes Committee within five (5) working days of having met with the Advisor.
4. The Graduate Student and Graduate Outcomes Committee will consider the petition at its next scheduled meeting. The student should contact the graduate chair or program director to determine the date of the next meeting.
5. Within five (5) working days following the Graduate Student and Graduate Outcomes Committee meeting, the Committee's decision is forwarded to the student and his/her advisor.
6. If the decision is unsatisfactory the student has the option to appeal the decision. The Academic Grievance Procedure that outlines this process is available in the [Manual of Academic Policies and Procedures](#) section 11.

*The above process is to be utilized only when the student is appealing a *policy* of the School of Nursing. If appealing a decision made by an individual faculty member (grade dispute) or a College Policy (i.e. disagreement regarding dismissal/probation) the student should follow the Academic Grievance Procedure.

Complaints and Grievances

The [Manual of Academic Policies and Procedures](#) clearly distinguishes between a complaint and a grievance in Section 11

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- (a) A *complaint* may be any point at issue between a faculty member and a student in which a student feels that an abridgement of personal rights or benefits has occurred. A complaint may, but need not, constitute a grievance.
- (b) A *grievance* means a difference, presented in writing that may arise between a faculty member and a student with respect to, but not necessarily limited to:
 - i. violation of established academic policies and regulations (e.g., examination policies, advisement policies, registration procedures);
 - ii. arbitrary and capricious grading practices;
 - iii. violation of the student's academic freedom, defined in the *Student Handbook* as... "the freedom to inquire, to discuss, to seek evidence, to speak, and to exchange ideas";
 - iv. failure to meet obligations to students (adherence to regular class hours, taking timely action, or correcting errors."

As noted in the *Manual of Academic Policies and Procedures* (section 11), the primary purpose of the grievance procedure is to secure, at the lowest level possible, an equitable solution to the problems of students who have disputes with either an academic unit or classroom or grading conduct of faculty.

According to MSN and DNP program policy, student complaints are first discussed with the faculty member involved. If a resolution is not reached, the student may then institute a formal grievance as outlined below.

Grade Grievances. Consistent with the *Manual of Academic Policies and Procedures*, students who believe that they have received a grade in an arbitrary or capricious manner, meaning that the grading was not properly applied, may request that the grade be reconsidered. Students must first discuss the issue with the faculty member. If the issue is not resolved at this level, a formal written grievance may be submitted through the following process:

Step 1. Faculty Level

1. The student should first attempt to resolve any academic issues with the faculty member involved. If this does not lead to a resolution, a written grievance must be presented to the faculty member involved within ten working days following their initial discussion, except in the case of final grades and then no later than the tenth working day of the next full semester. This time limit shall not apply if a purely clerical error is discovered.
 - a. The grievance statement must include a summary of not more than one page stating the specific policy or policies violated or the exact nature of the grievance, the specific actions upon which it is based, and the remedy being sought. Supplementary materials may be presented to support the grievance.
 - b. Within ten working days of the receipt of the grievance, the faculty member shall meet with the grievant to discuss the grievance. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College

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community who is not a family member of either the grievant or the faculty member. Within ten working days of the meeting, the faculty member shall issue a decision, setting forth the reasons therefore in writing to the grievant.

Step 2. Department Chair Level

2. If the grievance is not resolved through Step 1, the grievant may submit the grievance in writing to the appropriate department chair within ten working days of the grievant's receipt of the decision of the faculty member. Within ten working days of the receipt of the grievance, the department chair shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance and may discuss the grievance with the departmental advisory committee.
 - a. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - b. The department chair shall issue a decision, setting forth the reasons therefore in writing to the grievant and the faculty member involved within ten working days of the meeting with the parties involved. In the case of grades, the decision of the department chair shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment. In which case, the grievance may be moved up the chain of command as outlined in the *Manual of Academic Policies and Procedures*.

Step 3. Dean's Level

3. If the grievance is not resolved through Step 2, the grievant may submit the grievance in writing to the appropriate dean within ten working days of the grievant's receipt of the decision of the department chair.
 - a. Within ten working days of the receipt of the grievance, the dean shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
 - iii. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - b. Within ten working days of the meeting with the parties involved, the dean shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, and the department chair.

Step 4. Provost/Vice President Level

4. If the grievance is not resolved through Step 3, the grievant may submit the grievance within ten working days of the grievant's receipt of the decision of the appropriate dean to the Provost/Vice President for Academic Affairs.

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- a. Within ten working days of the receipt of the grievance, the Vice President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
- b. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
- c. Within ten working days of the meeting with the parties involved, the Vice President shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, and the appropriate dean.

Step 5. President's Level

5. If the grievance is not resolved through Step 4, the grievant may submit the grievance within ten working days of the grievant's receipt of the decision of the Provost/Vice President for Academic Affairs to the President.
 - a. Within ten working days of the receipt of the grievance, the President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
 - b. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - c. Within ten working days of the meeting with the parties involved, the President shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, department chair, the appropriate dean, and the Vice President for Academic Affairs.

Registration

General registration procedures are described [online](#). Nursing majors may register online for required nursing courses during the regular registration period. NOTE: each student is assigned a unique enrollment appointment window. **Students must be within their enrollment appointment window to enroll in a course.** Enrollment appointments can be viewed in the MyRIC account. Some courses may require enrollment by the department. Students should contact the Graduate Nursing office or their advisor if they experience any issues with enrollment.

Summer Courses

Selected courses are offered during summer sessions. View the [course bulletin](#) for a list of available courses.

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Code of Academic Honesty

The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the mission of the College and the School of Nursing, and develop the high ethical standards required for nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for maintaining an honest environment and all must work together to ensure the success of the academic honesty policy. All students within the School of Nursing are expected to maintain the code of academic honesty and must have a signed [Academic Honesty Attestation Form](#) on file with the Graduate Nursing office. This means that all academic work is presented without plagiarism, cheating or unauthorized assistance.

The Goals of the Academic Honesty Policy in the School of Nursing are to:

- Promote a culture of academic honesty within the School of Nursing.
- Increase understanding of acts that are designated as academically dishonest behaviors.
- Maintain the academic reputation of the School of Nursing.
- Clearly define the process related to matters of academic dishonesty.

Violation of the Code of Academic Honesty

Incidents of academic dishonesty will be adjudicated through the College's usual disciplinary process. Specifically, when a faculty member suspects a student has committed academic dishonesty, the faculty member will confront the student and may determine the appropriate action to be taken. Penalties could include repercussions on the assignment/test, up through failure for the course. A student who disagrees with the faculty member's decision may appeal to the Board of College Discipline; or a faculty member may elect to send the case immediately to the Board without passing judgment. The Board has a full range of sanctions available to it, from a warning up through suspension or expulsion from the College.

Behaviors that constitute Academic Dishonesty are prohibited. Examples of academic dishonesty include but are not limited to the following:

(Adopted from Academic Honesty policies from West Hills Community College, University of Maryland Baltimore, School of Nursing; University of Rochester, University of Arkansas/Fayetteville, University of Houston/Clear Lake, University of Michigan, and Rhode Island College Handbook of Policies, Practices and Regulations).

- Plagiarism – Any attempt to present someone else's work as one's own, on quizzes, examinations, reports, or term papers, etc., constitutes plagiarism, an act closely analogous to the theft of money or goods to any form of swindling or fraud, and in the academic world, just as deplorable. There are various forms of plagiarism of which the following are most common:
 - **Word-for-word plagiarism.** This includes (a) the submission of another person's work as one's own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of the quotation marks.

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- **Patchwork plagiarism.** This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.
- **Unacknowledged paraphrase.** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.
- Unauthorized assistance:
 - Using books, notes, calculators and technological devices in an unauthorized manner to assist with quizzes, exams or lab work.
 - Copying answers to an exam.
 - Giving or receiving answers to a scheduled exam.
 - Submitting work done by another individual and portraying it as one's own.
- Providing false information:
 - Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses for failure to attend an exam or attend the clinical practicum.
 - Falsifying the results of any laboratory or clinical work or fabricating any data or information, including patient related information.
 - Giving false information or testimony in connection with any investigation or hearing under this policy.
 - Presenting previously submitted academic work and portraying it as new material.
 - Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow reworking or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.
- Theft:
 - Procuring unauthorized materials related to academic work such as exams, grade books, and class files.

Faculty and students share the responsibility for upholding the Academic Honesty Policy. Students are expected to report instances of academic dishonesty to the faculty. A faculty member is responsible for confronting a student who violates the code and determining the appropriate action to be taken with respect to the class. As noted in the [Manual of Academic Policies and Procedures](#) (section 9.1) and the [Graduate Studies Policy and Procedure Manual](#) (VII.1), a faculty member may take action up to and including failing a student accused of academic dishonesty. In all cases, a report describing the nature of the dishonesty and subsequent action taken by the faculty member shall be filled with the Provost/Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Academic

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Integrity Board recommend further action. In the case of graduate students, the faculty member will also inform the Director of the Master's or DNP program of the nature of the dishonesty and the subsequent action taken by the faculty member and may recommend that further action be taken.

As per section 9.1.D.(c), in the case of graduate students, the director of the DNP program may convey the recommendations of a penalty of probation or dismissal from the program to the academic dean of the school in which the student is enrolled (revised by vote of the Council (May 3, 2013), and approved by the President (May 24, 2013).

The School of Nursing reserves the right to impose additional penalties when students have been found in violation of the code of Academic Honesty, including dismissal from the School of Nursing. Such penalties will be imposed by the Dean in consultation with the faculty member. Students have the right to appeal. The appeals procedure is outlined in the [Manual of Academic Policies and Procedures](#), section 9.1.D(e).ii.

All graduate students will be asked to sign an attestation stating they have read the Academic Honesty statement and attest to maintaining academic honesty in all academic assignments, clinical documentation and to maintain professional integrity.

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Social Media Policy

HIPPA – Compliant use of Mobile Devices, Social Media and the Internet

The purpose of this policy is to maintain the protection of sensitive and confidential information related to the School of Nursing and uphold the professional reputation of the School of Nursing and Rhode Island College. This policy applies to the use of mobile devices, social media and internet communications related to confidential information about the School of Nursing (including the faculty, staff, students, classroom and clinical activities), patients, and (SON) clinical affiliates.

SON students, faculty and staff must always protect individuals' rights to privacy and confidentiality, and communicate sensitive and confidential information in accordance with the **Health Insurance Portability and Accountability Act (HIPAA)** and the **Family Educational Rights and Privacy Act (FERPA)**. Social media are web-based or mobile technologies used for interactive communication. RICSON encourages responsible use of Mobile Devices to access electronic information that can be helpful in forming plans of care for patients and for professional communication. Examples of social media include but are not limited to, collaborative projects (e.g. Wikipedia), blogs and microblogs (e.g. Twitter), content communities (e.g. YouTube), social networking sites (Facebook), virtual game worlds, and virtual social worlds (e.g. Second Life).

Members of the SON community are expected to observe the American Nurses Association's (ANA) Principles for Social Networking (American Nurses Association, 2011. Navigating the World of Social Media).

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient – nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

The policy requires that all:

- Be aware of the necessity of maintaining professional boundaries while using electronic media.
- Follow HIPAA guidelines at all times. Identifiable information concerning patients/clinical activities must not be posted in any online forum.
- Protect confidential, sensitive and proprietary information. Do not share or post any information related to nurse-patient contact or about the SON.
- Do not post comments on social media sites about patients, clinical facilities, employees of facilities, faculty or other students as these posts violate the individual's right to privacy and may incur liability – even if the posts do not specifically identify individuals.
- Do not use mobile devices to take photos of patients or patient information.
- Use PDAs and other devices only as authorized by faculty and clinical affiliates.
- Have a responsibility to report any breach of confidentiality or privacy to a School of Nursing administrator or faculty member.

Consequences:

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- Violations of patient privacy will be subject to HIPAA and FERPA procedures/guidelines and consequences.
- Students who share confidential or unprofessional communication may be subject to disciplinary action, up to and including dismissal from the program.

Classroom Etiquette (in-persona and virtual)

Class participation and attendance are expected. Students who are unable to attend class should notify the faculty member in advance. Students should come to class prepared, having completed all assignments so that constructive class participation is likely. Students will be engaged and respectful of others in the classroom; as reflected by not talking while others are speaking, using electronic devices only for class activities, being on time and staying until the class ends. Students who do not conform to expected classroom etiquette may be asked to leave the classroom.

Cancellation of Classes

Students are informed about cancellation of classes or clinical practice, e.g., snow days, by announcements on local radio stations, communications from individual instructors, or by visiting the College website. Calling the School of Nursing office is NOT APPROPRIATE. The current [Student Handbook](#) contains complete information about policies and rules.

HEALTH AND WELLNESS POLICIES

Nursing Health & Immunization Requirements

All nursing students must have the following information on file in RIC HEALTH SERVICES, located in Brown Hall on the RIC campus. Tel (401) 456-8055; FAX: (401) 456-8890.

1. **COVID-19 vaccination** required (1-2 doses based on manufacturer of vaccine) **AND** one Booster (when due)
2. An Admission **Physical Exam**
3. **One** dose of **Tetanus-Diphtheria-Pertussis (Tdap)** if it has been two or more years since the last dose of Td
4. **Two*** **MMR's (Measles, Mumps, Rubella)** **or** blood **titers** confirming immunity.
5. **Three** doses of **Hepatitis B** vaccine. A **Hepatitis B Surface Antibody titer** to confirm sero-conversion is recommended 1-2 months after the final dose.
6. Provider documented proof, including date or age, of **Chicken Pox** disease **or** a **Varicella titer** confirming immunity **or two doses of Varicella vaccine**.
7. Annual **Quantiferon Gold negative blood test or** an initial **2-step PPD**** tuberculin skin test **and yearly** PPD updates (or Chest X-Ray if PPD positive and **yearly TB assessment**, which is completed at Student Health Services).
8. **Flu vaccine** each fall semester.
9. Color Blind Testing

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*Health care workers born on or before December 31, 1956 are only required to have documentation of one dose of measles, mumps and rubella or titers confirming immunity.

****2-Step PPD** – two separate TB tests planted at least one week apart but not more than a year apart prior to entering nursing clinical.

HEALTH REQUIREMENTS

All nursing students must provide RIC Health Services (located in Browne Hall) with documentation of an admission physical exam and immunizations as listed above, and will need to submit their printed report from student health services to the DNP Program Director on admission and at the start of each academic year. Information may be submitted in person, by fax or on-line through the [Medicat Patient Portal](#) which may be accessed through *MyRIC*.

Call RIC Health Services at (401) 456-8055 to review your record.

Physical exams, most vaccines and TB testing (PPD's) are available with an appointment in Health Services. If you are unable to find your vaccine record, blood titers to prove immunity can be ordered by Health Services staff.

INSTRUCTIONS FOR PATIENT PORTAL

RIC [Student Health Services](#) has a secure "Patient Portal" through our Electronic Health Record (EHR) called [Medicat](#). This Portal will allow you to update and print out your immunization record, complete medical history forms, upload personal and insurance information, submit copies of physical exams from your primary care provider and update emergency contact information. You will also be able to receive secure messages from Student Health Services staff.

The Portal can be accessed [here](#) or by a link found on the bottom, right side of **MyRIC** Homepage. First time users will need to register with a username (**no** e-mail addresses) and password. **You must be registered for classes to access the Portal.**

After Registering for the Portal:

1. **Step 1: Enter your immunization dates and click "Submit" at the bottom of the page** (if you are a current student and supplied us with an immunization record in the past, the dates will already be entered).
2. **Step 2:** Upload a **verified** immunization record (must be an official vaccine document or signed by a health care professional). Take a picture of your record with your smartphone or scan to your computer to upload. You may also fax or mail the document to Health Services. *The staff of Health Services will verify your record within the next 1-2 business days.*

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- 3. Step 3:** Complete personal information with emergency contact numbers and health insurance information. Upload a copy of your physical exam from your PCP or schedule an appointment in Health Services if your exam was done more than a year ago. Sample forms can be found on the portal but your provider may use their own forms. If you have any difficulty using the Portal, **please call our office during business hours so we can assist you.**
4. Once your records have been reviewed, they will appear as "verified." A copy of your verified record should be sent to the DNP program director.

RIC Student Health Services

Browne Hall

Tel: (401) 456-8055

Fax: (401) 456-8890

Student Self-Identification of Risk Factors

Students with any condition such as, but not limited to pregnancy, viral infections, allergies, immunosuppression, surgical wounds, or mobility issues that potentially places them and/or patients at risk in the clinical setting are responsible for informing the instructor of their condition. This information should be discussed with each clinical instructor prior to the start of the semester, or as soon as the students become aware of the condition. Students who are unable to work due to medical conditions are not allowed to participate in clinical activities until they have received medical clearance.

Professionalism and Substance Abuse Policy

Philosophy: Nursing students at Rhode Island College are expected to conduct themselves as professionals at all times. This professionalism includes dress, in-class attendance, academic integrity, and the successful completion of course responsibilities as well as behavior in nursing courses on campus and at practicum locations. Adherence to student policies of the College and the Nursing School fosters professionalism. Non-adherence to the professional standards of behavior requires corrective action. Failure by the student to comply with expectations will result in discipline ranging from a written Performance Improvement Plan to dismissal from the Nursing major.

Rhode Island College School of Nursing is committed to health promotion and maintenance of a healthy lifestyle. To fulfill this expectation, nursing students must not misuse substances during their participation in any aspect of the nursing program including classroom, laboratory, and clinical settings. Substance Use Disorder is a major problem that compromises the learning environment and impairs judgment interfering with the ability to provide safe, effective, and supportive care. Appropriate treatment of Substance Use Disorder is critical to nursing education and practice.

Substance Use Disorder is defined as a disease that affects a person's cognitive function and behavior and interferes with one's ability to fulfill role expectations. A student who misuses substances, while in the academic or clinical setting, either separately or in combination, may include substances such as, alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs.

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Procedures: This health problem must be immediately addressed when identified within the nursing student population. Following are the procedures to be followed when a student is suspected of being chemically impaired.

1. Remove the student to a private area. Discuss the sign(s) and/or behavior(s) observed and allow the student to provide an explanation. Question the student regarding the use of any substance and, if used, what, when, and how much was used and by what route it was taken. When impairment signs/behaviors are observed during a clinical practicum session, the student is removed from the area and relieved of further nursing responsibilities for the day. A written warning is issued, a make-up assignment may be given and the student is instructed to arrange for transportation home.
2. A report of observed student behavior is prepared by the involved faculty member in concert with the clinical preceptor when applicable and is submitted to the master's or DNP program director. A copy of the report will be placed in the student's file.
3. A group conference will be convened within one week. The conference group consists of the involved student and faculty member, the DNP program director and the graduate chairperson. The purpose of the group conference will be to convey concern for the student's welfare and to present the student with procedural requirements. If chemical impairment is the problem, these procedures require student agreement to enter into a "Student Wellness Contract" for professional evaluation of chemical dependency status and determination of a treatment plan.
4. During the conference the academic consequences resulting from chemical impairment will be explained. The student will be requested to agree to the contract and to confirm understanding of both the terms and the academic consequences of the contract by signature. Should the student choose not to agree to the contract, he/she will be dismissed from the nursing major.
 - a. Participation in clinical nursing courses will not be permitted until the terms of the contract are fulfilled.
 - b. A semester grade of "I" (Incomplete) or "W" (Withdraw) will be assigned for these courses depending upon the amount of course work completed to date, the time remaining in the semester, the ability of the student to satisfactorily complete the course requirements and the treatment recommendation of the chemical dependence evaluator.
5. Following the initial screening, the evaluator will determine the prescribed treatment. If no treatment is required, the evaluator will prepare a written report to the Master's or DNP program director and chairperson. Upon receipt of the written recommendation of the chemical dependency evaluator that no treatment for chemical impairment is required, the student may return to all courses in progress.
6. When treatment is indicated, completion terms of the contract must be fulfilled. Upon completion of the program, the student may resume participation in clinical nursing courses contingent upon the approval of a written request for reinstatement submitted for the semester he/she desires to return. If additional chemical impairment occurs subsequent to implementation of these procedures, the student will be dismissed from the nursing major. (Sources noted in Policy Manual)

SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE (DNP)

Post-Master's Program Progression Plan

DNP Student Handbook – Appendices

Appendix A: Course Progression Plan

See next page

SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE (DNP)

Post-Master's Program Progression Plan

	Post-Master's DNP Option	Cr	Semester/Year								
			Sem / Year	Sem / Year	Sem / Year	Sem / Year	Sem / Year	Sem / Year	Sem / Year	Sem / Year	Sem / Year
NURS 702	Leadership/Quality Improvement	3									
NURS 701	Scientific Underpinnings for Clinical Scholarship	3									
NURS 704	Clinical Research/Analytic Methods	3									
NURS 791	Directed Readings I	1									
NURS 708	Interprofessional Collaborative Practice	3									
NURS 703	Advanced Epidemiology and Biostatistics	3									
NURS 709	Population Health and	3									
NURS 792	Directed Readings II (w/ 709)	1									
NURS 706	Economics, Finance, Business Management	3									
NURS 707	Information Technology/Decision Support	3									
NURS 705	Health Policy and Advocacy	3									
NURS 720	DNP Project Planning Seminar	1									
NURS 730	DNP Proposal Development	3									
NURS 740	DNP Project Implementation	2									
NURS 750	DNP Project Evaluation & Dissemination	1									
	Total Credits Required	36									

Expected Proposal Date:
 Expected Graduation Date:
 Graduate Statistics:

Student Signature:

Date:

Appendix B: Plan of study Document

See next page

**SCHOOL OF NURSING GRADUATE
PROGRAM**

Name _____ ID# _____ Date _____

Address _____ Phone _____

Department: Nursing

Program: Masters to Doctor of Nursing Practice

Please submit a signed original to the office of the Dean of the School of Nursing. This form is to be completed by the student with the assistance and approval of the Graduate Adviser. Although an applicant may be recommended for acceptance to a graduate program, the applicant cannot be considered as an officially accepted degree candidate until an approved Plan of Study is on file in the office of the Dean of the School of Nursing. **Changes in the Plan of Study can be made with the graduate adviser's approval by completing the Request for Changes in the Plan of Study form.**

PLAN OF STUDY

<u>DEPT.</u>	<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
NURS	701	Scientific Underpinnings for Clinical Scholarship	3
NURS	702	Systems Leadership/Quality Improvement	3
NURS	703	Advanced Epidemiology and Biostatistics	3
NURS	704	Clinical Research and Analytic Methods	3
NURS	791	Directed Readings I	1
NURS	705	Health Care Policy and Advocacy	3
NURS	706	Economics, Finance, Business Management	3
NURS	707	Information Technology/Decision Support	3
NURS	708	Interprofessional Collaborative Practice	3
NURS	709	Population Health	3
NURS	792	Directed Readings II	1
NURS	720	DNP Project Planning Seminar	1
NURS	730	DNP Proposal Development	3
NURS	740	DNP Project Implementation	2
NURS	750	DNP Project Evaluation & Dissemination	1

Credits transferred: _____

TOTAL for Program 36

Student _____ Date _____

Advisor _____ Date _____

DNP Program Director _____ Date _____

Dean, School of Nursing _____ Date _____

Cc: Records Office Student

Appendix C: Forms

[Leave of Absence Request Form](#)

[Graduate Nursing Petition Form](#)

[Academic Honesty Attestation Form](#)

A PDF fillable version of this form is available [here](#)

Request for Leave of Absence

Graduate students who must leave the college for a period of one semester or more, due to military service, prolonged illness or other unusual circumstances, whether before or after they have completed the work prescribed in their Plan of Study, should apply for a Leave of Absence. The request should be made in writing to the appropriate Academic Dean, include an endorsement from the adviser or Program Director, and should be sufficiently specific to enable the Academic Dean to determine whether the leave is warranted. A leave of absence, granted under such unusual circumstances, has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades.

Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. Students may apply in writing for a maximum of one additional year if circumstances warrant.

Name _____ Student ID _____ Date _____

Graduate Program _____ Date of Plan of Study _____

Start Date of LOA _____ End Date of LOA _____

Explanation:

Student

Date

Adviser or Program Director

Date

Academic Dean

Date

Completed original is filed with Academic Dean's office, with a copy sent to Dean of Graduate Studies.

A PDF fillable version of this form is available [here](#)

RHODE ISLAND COLLEGE - SCHOOL OF NURSING

Graduate Nursing Petition

The *Handbook for MSN Graduate Students* includes the policies governing students who are enrolled in the School of Nursing MSN Graduate Program. The policies concern issues such as retention, progression, and dismissal. You may wish to refer to these policies when submitting a petition to the Graduate Student and Graduate Outcomes Committee. Please follow the process outlined below:

1. Confer with Faculty Advisor or Program Director.
2. Complete identification and request sections.
3. Obtain faculty Advisor's/Program Director's signature.
4. Submit completed form to the Chair of the Graduate Student and Graduate Outcomes Committee.
5. Chair of Graduate Student and Graduate Outcomes Committee will notify the student and student's advisor of the decision.

IDENTIFICATION

Date: _____ Student ID# _____

Name (print): _____ Phone #: _____

Address: _____ City/State/Zip: _____

RIC email address: _____

Student Signature: _____

I have discussed this petition with the student:

_____ Date: _____
 (Signature* of Faculty Advisor &/or Program Director)

*Signature does not imply approval or disapproval, although the advisor may provide additional information in support or opposition to the petition.

A PDF fillable version of this form is available [here](#)

**Rhode Island College
School of Nursing
Graduate Department**

Academic Honesty Attestation

The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the mission of the College and the School of Nursing and develop the high ethical standards required for nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for maintaining an honest environment and all must work together to ensure the success of the academic honesty policy. All students within the School of Nursing are expected to maintain the code of academic honesty. This means that all academic work is presented without plagiarism, cheating, unauthorized assistance or falsifying records.

The Goals of the Academic Honesty Policy in the School of Nursing are to:

- Promote a culture of academic honesty within the School of Nursing.
- Increase understanding of acts that are designated as academically dishonest behaviors.
- Maintain the academic reputation of the School of Nursing.
- Clearly define the process related to matters of academic dishonesty.

As cited in the Graduate Studies Manual, Section VII Academic Integrity:

In pursuing graduate study, all students are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research and writing of papers and theses/projects. Academic integrity is the foundation of the academic community. Students who violate college rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the college. Individual schools may have additional standards and policies related to academic honesty.

According to Manual of Academic Policies and Procedures, Adjudicating Alleged Violations of Academic Integrity

In the case of graduate students, the faculty member will also inform the director of the graduate program of the nature of the violation and the subsequent action taken by the faculty member, and may recommend that the director of the graduate program take further action.

Graduate Programs Role. In the case of graduate students, the director of the graduate program may convey the recommendation of a penalty of probation or dismissal from the program to the academic dean of the school in which the student is enrolled. *(Revised by vote of the Council (May 3, 2013, and approval of the President (May 24, 2013))*

Academic Integrity Board Role. The Council of Rhode Island College created the Academic Integrity Board (AIB), composed of students, faculty and administration. The AIB has authority to establish, publish and implement procedures for adjudicating alleged violations of academic integrity by students. It is authorized to hear and adjudicate charges against individual students in cases of violations of academic integrity.

The Academic Integrity Board shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

Appeal. Any student accused of a violation of academic integrity may appeal action taken by the instructor in a case to the Academic Integrity Board.

Appeals Procedure:

- Appeals or referrals to the Board will follow the standard procedure of the Board.
- The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision

I have read this document and attest to maintaining academic honesty in all academic assignments, clinical documentation and to maintain professional integrity.

Student signature: _____

Student printed name: _____

Date: _____

Faculty signature: _____

Date: _____