



# GRADUATE STUDENT HANDBOOK

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2021 – 2022 ACADEMIC YEAR

SCHOOL OF NURSING  
UNIVERSITY *of* WASHINGTON

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## **1 | ABOUT THE STUDENT HANDBOOK**

The Graduate Student Handbook is designed to help you navigate your graduate degree or certificate from program start to completion. This handbook is a great place to start whenever you have questions about your degree, the School or Nursing, UW policies and procedures, and other student needs. It is a living document and is reviewed annually.

## **2 | MISSION, VISION AND VALUES OF THE SCHOOL OF NURSING**

Our **mission** is to advance nursing science and practice through generating knowledge and preparing future leaders to address health. Our **vision** is to pioneer improvements in health and health care through innovative nursing science, education and practice.

Our **values** include: Collaboration\*, Social responsibility, Integrity\*, Respect\*, Accountability, Diversity\*, Excellence\*

Note: those values with an asterisk are held in common with the overall University of Washington values.

### **3 | CREATING AND MAINTAINING A CLIMATE THAT IS SUPPORTIVE OF DIVERSITY, EQUITY AND INCLUSION**

A fundamental purpose of nursing is the provision of quality and equitable health care to all members, groups, and communities of society. Nursing knowledge and practice must be sufficiently broad in perspective and content to meet the requirements of a diverse, multicultural population. To this end, the University of Washington School of Nursing seeks to attract, admit/hire, and support diverse and racially representative students, staff and faculty members.

A central activity to support this diverse community is adequate preparation to interact with people from all cultures. This focus requires that nursing be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences. This open and flexible approach is based on respect for all cultures and their members, on examination of our own perspectives, biases, and socialization, and on the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to fostering a climate that is inclusive and welcoming of all groups. We recognize that this effort is a multi-dimensional one that includes: recruitment efforts, policies, curriculum, pedagogy, norms, practices, faculty/staff promotions, decision making, and continuing multicultural and anti-oppression education for faculty and staff members. We also recognize that nursing education and practice in the United States occurs within the social, cultural, and historical context of institutionalized racism (among other forms of oppression). Meeting our purpose thus requires a sustained and multi-dimensional effort.

We are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race/ethnicity, sex/gender identity or orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, military status, and others.

[Read the latest draft of our Strategic Action Plan.](#)

#### **UW School of Nursing principles of inclusion**

- We affirm the inherent dignity of each individual and group.
- We affirm that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in the inequitable distribution of resources

among groups. This construction and distribution can be changed and we commit to change it.

- We affirm our commitment to address difference, privilege and power at the School of Nursing. We will address privilege and power using anti-racist and anti-oppression principles of on-going education, open dialogue, skill building, challenging the status quo, and accountability to people of color and other social groups.
- We affirm our commitment to increase the numbers of faculty, students and staff from underrepresented groups, and to support their leadership within the school.
- We affirm our commitment to work toward a climate of inclusiveness on all levels of the School of Nursing.

## **4 | UW SCHOOL OF NURSING PHILOSOPHY OF GRADUATE EDUCATION**

*Initial approval 2009; revised and approved by votes at UW Seattle, Tacoma, and Bothell campuses Autumn 2018*

The School of Nursing faculty believes graduate education denotes the critical appraisal of the concepts and theories that underlie the nature and practice of nursing and the extension of the processes of inquiry (problem solving, critical thinking and research) for the development and testing of knowledge, and for the translation of evidence to practice. The organization of graduate programs recognizes the diverse areas of specialized and advanced practice in nursing, is guided by the current state of knowledge and societal needs, provides a foundation for the continuing evolution of new knowledge both in nursing and in other disciplines, and fosters leadership.

The faculty also believes that the diverse and varying educational, personal, and cultural experiences that students bring to their graduate studies are valuable to the programs and that the strengths of such backgrounds must be fostered and nurtured within educational environments that are characterized by free interchange among scholar/teachers. Furthermore, graduate study requires that scholarly exchange, objectivity, and creativity must prevail in the learning environments of the classroom and the laboratory. The faculty believes that the goals of graduate education require that a high level of inquiry be attained through the development of a collaborative role that involves both faculty and students in the discovery and refinement of knowledge. Further, graduate education requires learning experiences and environments that represent the multicultural composition of the world and reflect the broad range of interests and concerns of faculty and students and the communities they serve.

The faculty recognizes that each student also comes with individual goals and that the attainment of these goals will be achieved in various ways. Scholarly inquiry is a component of all graduate programs in the school.



## **5 | APPROVED LEARNING GOALS FOR UW SCHOOL OF NURSING GRADUATE PROGRAMS**

a. Master of Science (MS) -Clinical Informatics and Patient Centered Technology

1. Create and/or evaluate technology-based tools to improve all aspects of patient care, including safety, management of illness, communication, and efficiency of care delivery.
2. Efficiently use information systems and computing tools and professional practices in the context of health care organizations and services.
3. Design and analyze team leadership strategies for clinical informatics.
4. Design and implement a scholarly project and evaluate findings according to standard research methods.

b. Doctor of Nursing Practice (DNP)

The Doctor of Nursing Practice program has eight goals focused on preparing advanced practice nurses who are able to:

1. Provide advanced nursing care to individuals, families, communities, and/or populations.
2. Create, manage, and evaluate innovative programs and practices of care for diverse populations.
3. Appraise and utilize current technologies to advance the quality and accessibility of care.
4. Demonstrate enhanced clinical and health-related investigative competencies.
5. Critique and selectively translate science to guide clinical decision-making and program development.
6. Evaluate and influence health policy and systems.
7. Provide leadership and inter-professional collaboration in multiple health-related arenas.
8. Evaluate and influence accessibility and quality of care across diverse, underserved and vulnerable populations.

c. Doctor of Philosophy in Nursing Science (PhD)

PhD Nursing Science graduates must meet five expected student outcomes:

1. Generate knowledge that is inventive and rigorously tested within a selected area of nursing science;
2. Have multiple perspectives of knowing and also acknowledge multidisciplinary contributions to knowledge generation;
3. Be informed by social, cultural and political issues related to their area of scholarship;
4. Provide leadership in nursing as well as various professional and public groups;
5. Test, generate and extend knowledge relevant to nursing science and practice.

## 6 | ESSENTIAL BEHAVIORS FOR GRADUATE STUDENTS

### a. Essential Behaviors for Master's, DNP, and Graduate Certificate Students

The following qualifications amplify requirements found in the University of Washington [Student Conduct Code](#). For admission, continuation, and graduation in their programs, students must abide by the following specifications for behaviors and abilities. In this document, "student" pertains to all UW Master's, DNP and Graduate Certificate students.

#### **Communication**

Students must:

- communicate effectively and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study
- express ideas and feelings clearly and appropriately
- demonstrate a willingness and ability to give and receive feedback

#### **Cognitive**

Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the nursing activities of their programs/areas of study.

#### **Behavioral/Emotional**

Students must:

- possess the emotional health required for the full utilization of intellectual abilities and the exercise of sound judgment in their programs of study
- demonstrate behaviors consistent with the timely completion of responsibilities in their programs/areas of study
- be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations
- have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study

- be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy
- acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others
- be able and willing to examine and change behaviors when they interfere with productive individual or team relationships
- demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study

### **Professional Conduct**

Students must:

- possess the ability to reason morally and practice nursing in an ethical manner
- not engage in unprofessional conduct
- be willing to learn and abide by professional standards of practice as well as regulations for professional licensure
- demonstrate the attributes of compassion, integrity, honesty, responsibility, and tolerance

### **Motor and Sensory Skills**

Students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/areas of study.

If and when a student does not meet expectations for the essential behaviors, the following will occur:

**Problematic behavior documented:** Problematic behavior will be documented by faculty in the student's record.

Problematic behavior results in warning letter and contract: If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised that the student's continuation in the program is in jeopardy.

**Composing contract:** The student's faculty adviser in consultation with an official of

the academic program will prepare an individual student contract that must accompany the warning letter identifying what needs to be demonstrated in order to meet the essential behaviors and thus remain in the program.

Master's or DNP Coordinating Committee (MCC/DNPCC) approves contract: The individual student contract is reviewed and approved by MCC/DNPCC. The documentation of the lapses in the essential behaviors must accompany the contract.

Student apprised of warning letter and given contract: An official of the academic program and the chair of the coordinating committee meet with the student to present the warning letter and individual student contract. After the student reads and signs the warning letter (signature indicates that the student has read it), the letter is placed in the student's academic file. Contract monitored quarterly by Coordinating Committee through remainder of the student's matriculation: If the contract is not upheld by the student, the student may be dismissed.

b. Essential Behaviors for PhD Students

In addition to the [University of Washington Student Conduct Code](#), students must abide by the following specifications for academic behaviors and abilities in order to be admitted, to continue, and to graduate from the PhD in Nursing Science program.

**Communication**

Students must communicate effectively and sensitively with other students, staff and faculty members, professionals, and others relevant to their programs of study. Expression of ideas and feelings must be clear and appropriate. Students must demonstrate a willingness and ability to give and receive feedback.

**Cognitive**

Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the activities of their programs of study.

## **Behavioral/Emotional**

Students must:

- possess the emotional health required for the full utilization of intellectual abilities and the exercise of sound judgment in completing programs of study
- demonstrate the timely completion of responsibilities in their programs of study
- be able to maintain mature, sensitive, and effective relationships with study subjects, students, faculty and staff members, and other professionals, under all circumstances including highly stressful situations
- have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs of study
- be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy
- acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others
- be able and willing to examine and change behaviors when they interfere with productive individual or team academic relationships
- demonstrate effective and respectful relationships with the diverse academic, professional, and community environments relevant to their programs of study

## **Professional Conduct**

Students must:

- demonstrate the attributes of compassion, integrity, honesty, responsibility, and tolerance
- possess the ability to reason morally and conduct their discovery of knowledge relevant to nursing science in a manner consistent with [ethical scientific and scholarly conduct](#) and [guidelines for the protection of human subjects](#).

## **Implementation of the Essential Behaviors for PhD Students**

Potential students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application materials, during orientation, and via the School's Web site. If and when an enrolled student does not meet expectations for Essential Behaviors, the following will occur:

- 1. Problematic behavior documented.** Problematic behavior will be identified to the student, communicated as needed to the student's adviser/supervisory committee chair, and may be documented in the student file by the supervising faculty member.
- 2. Problematic behavior results in Warning Card and contract.** If a pattern of problematic behavior or a single, very serious lapse in Essential Behaviors becomes evident:
  - a. Student's adviser/supervisory committee chair is informed.** The faculty member or Student and Academic Services official will inform the student's adviser or supervisory committee chair of the behavior(s) of concern.
  - b. Warning card and student contract are composed.** The faculty member, in consultation with an official of the School of Nursing Office of Student and Academic Services, will [prepare a warning notice](#) and compose an accompanying student contract providing documentation of lapse(s) in the Essential Behaviors and describing what the student needs to demonstrate, within a specified time frame, in order to meet the Essential Behaviors.
  - c. Coordinating Committee (PhDCC) review and approval.** The warning card and individual student contract are reviewed and approved by PhDCC.
  - d. Student receipt of warning card and contract.** An official of Student and Academic Services and the chair of PhDCC meet with the student to present the warning card and individual student contract. After the student reads and signs the documents (signature indicates that the student has read it), they are placed in the student's academic file.

- 3. Contract monitored quarterly by PhDCC.** If the contract is not upheld by the student, the student will be given a second warning. If behaviors are not resolved, student may be dismissed from the program.



## 7 | OFFICE OF STUDENT AND ACADEMIC SERVICES

### a. Front Desk

- Contact the front desk if you would like to:
- Drop off and pick up documents
- Check in for meetings
- Obtain a copy of your clinical evaluations
- Get directions
- Ask general questions

Phone: 206.543.8736

E-mail: [asknursing@uw.edu](mailto:asknursing@uw.edu)

Hours: Monday - Friday 8:00 a.m. – 5:00 p.m.

### b. Program Advising

Our graduate program advisor can help guide you through School of Nursing and UW Graduate School policies as well as documenting your program milestones. Your advisor is a SON staff member whose role is to work directly with students. You also have a faculty advisor (see program specific information modules)

Current MS, DNP, PhD or Graduate Certificate students can schedule an advising appointment with Betsy Mau: [bmau@uw.edu](mailto:bmau@uw.edu)

### c. Student Counseling Services

- i. The SON has a counselor, Resa Regan, who is available to confidentially meet with students about school or personal issues/concerns. She may be contacted for individual appointments via email at [resa@uw.edu](mailto:resa@uw.edu)
- ii. In addition to the SON Counselor, there are many counseling resources available to students through the University of Washington. Students are highly encouraged to take advantage of the [services offered](#) as many of these are provided with no additional fees.

d. Financial Support

i. *Funding and Tuition Billing*

Programs may be either state-tuition based which follows graduate [student tuition rates](#) or [fee-based programs](#) (via Continuum College: Professional and Continuing Education). The MS program (CIPCT) and certain DNP tracks (NM/PNS, AGNP-PC, AGNP-AC, FNP) are fee-based programs, and policies on registration and deadlines may differ.

ii. *Academic Student Employment Opportunities (Research, Teaching and Student Assistantships)*

At the University of Washington, there are three types of graduate student assistantships:

**Teaching Assistant:** work with students in a classroom, lab, or quiz section setting

**Research Assistant:** work on research projects; does not involve teaching

**Staff Assistant:** other types of duties such as, advising or administration

Academic Student Employees (ASEs), which include the above mentioned graduate student assistantship positions, are covered by the UAW/UW Academic Student Employee union contract. The union contract governs policies and procedures for appointments, salary, job definitions and leave time. You are encouraged to familiarize yourself with this contract.

**Finding a position**

At the University of Washington, ASEs are hired directly by the employing department. Each department conducts its own individual hiring process and can let you know what is required to be considered for such positions. Many departments hire their own students. Other departments – particularly those that do not have graduate students or administrative units that hire graduate students – will recruit widely for positions from relevant degree programs across campus.

- iii. You may hear about ASE positions open to all graduate students from the following sources:
- The UW Employment site under the category Academic Student Employee.
  - The Graduate Funding Information Service (GFIS), located in the Allen Library. GFIS maintains a blog for both UW and external funding, including job postings for assistantships.
  - All ASE jobs within the school of nursing are posted for a minimum of 5 business days on the SON website:  
<https://nursing.uw.edu/students/financial/paid-student-opportunities/>

All graduate appointments in the University of Washington must comply with the requirements detailed by the following websites:

Executive Orders 28 and 30: Policy Governing Graduate Student Appointments

Executive Order 28: [Graduate Student Service Appointments is in the University Handbook, Volume IV, Chapter 6.](#)

Executive Order 30: [Graduate Student Fellowship and Traineeship Awards](#) is in the University Handbook, Volume IV, Chapter 8.

Graduate School Memorandum No. 14: [Departmental Responsibilities Regarding Instruction by TAs](#)

Graduate School Memorandum No. 15: [Conditions of Appointment for TAs who are not Native Speakers of English](#)

[UW-UAW Contract](#)

Federal Educational Rights and Privacy ([FERPA](#))

*iii. Supplemental Employment*

Policy on Curricular Practical Training for International Students (F-1 Visa Students)  
This policy applies to undergraduate and graduate international students (F-1 Visa students) enrolled in SoN degree programs (BSN through PhD).

Curricular Practical Training (CPT) is a temporary training authorization for work

directly related to a student's major field of study. CPT is authorized by the UW International Student Services office (ISS) in accordance with F-1 Visa regulations. Training is defined as paid work, internship, practicum, etc.

The School of Nursing does not require paid employment or internships for any of its degree programs. The School of Nursing does not provide internships (paid or unpaid) for undergraduate or graduate students. International students interested in applying to work under the CPT need to meet individually with the ADAA, Dr. Anne Hirsch ([hirsca2@uw.edu](mailto:hirsca2@uw.edu)).

## **8 | ACADEMIC CALENDAR**

- a. Regular Academic Year: The regular academic year is 9 months in duration and runs September through June as per the [Washington Administrative Code](#). Students should be aware that many SON faculty may be on 9 month appointments, and not available between June 16 – September 15.
- b. Summer Session Terms: There are 2 terms in summer session: Term A and Term B. Some courses run full summer session (both A and B term). This information will be noted in the [time schedule](#).
- c. Official University Holidays are posted [online](#).

## 9 | ACADEMICS

### a. Academic Integrity Policies

#### i. Student Academic Responsibility

The following statement was prepared by the Committee on Academic Conduct in the College of Arts and Sciences. It amplifies the Student Conduct Code ([WAC 478-121](#)). Students at the University of Washington are expected to maintain the highest standards of academic conduct. Most UW students conduct themselves with integrity and are disturbed when they observe others cheating. The information on these three pages should help you avoid unintentional misconduct and clarify the consequences of cheating.

Cheating harms the University community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected and therefore unpunished. Students who cheat skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work. Cheaters also cheat themselves of a real education. They rob themselves not only of general knowledge, but also of the experience of learning how to learn, the very experience that makes a university degree so valuable to employers. The reputation of the University and the worth of a UW degree suffer if employers find graduates lacking the abilities their degrees should guarantee. Finally, most professions have codes of ethics, standards to which you will be expected to adhere when you are working. At the University you practice the integrity you must demonstrate later. For all of these reasons, academic misconduct is considered a serious offense at the UW.

#### [WHAT IS ACADEMIC MISCONDUCT?](#)

#### ii. Plagiarism

The University of Washington has delineated what behaviors are considered to be plagiarism:

- Using another writer's words without proper citation
- Using another writer's ideas without proper citation
- Citing your source but reproducing the exact words of a printed source without quotation marks
- Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came
- Borrowing all or part of another student's paper or using someone else's outline to write your own paper
- Using a paper writing "service" or having a friend write the paper for you
- In computer programming classes, borrowing computer code from another student and presenting it as your own

Source:

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

### **Consequences of Suspected or Proven Plagiarism**

Suspected plagiarism should first be addressed by the instructor of the course where the suspected plagiarism has occurred. The instructor will meet with the student to present evidence of suspected plagiarism and to discuss the instructor's concerns. As a result of this conversation, the instructor may:

- Provide a verbal or written warning to the student (with copies or written documentation or written report of verbal warning to student to Student and Academic Services)
- Require the student to repeat the assignment
- Reduce the student's grade for the assignment in accordance with the criteria outlined in the course syllabus
- Give the student a zero for the assignment as specified in the course syllabus

- The instructor may also refer a suspected issue of suspected academic misconduct to the Committee on Academic Conduct. To do so, the faculty should:
- Discuss the issue with the student as specified above.
- Assign an 'X' grade for the course until the matter is resolved.
- Refer the issue to the Dean's Representative for Academic Conduct (generally the Associate Dean for Academic Affairs) to begin an impartial third-party hearing.
- Notify the student that the issue has been referred to the Dean's Representative for further action.

The Dean's Representative will conduct an informal hearing according to the following steps:

- Receive a description and supporting evidence of the issue from the instructor
- Ask the student to meet to discuss the problem
- Determine whether or not a violation of academic conduct occurred
- Specifies the sanction, if appropriate. In general, sanctions may take the form of disciplinary warning; Reprimand; Restitution; Disciplinary Probation; Suspension; Dismissal.

The Dean's Representative then writes a letter to the student summarizing the concerns, findings, and sanctions if applicable (with a copy to the instructor and to the Office of the Vice President for Student Life). The letter includes information for the student regarding their rights to further appeal to the University Disciplinary Committee.

The University Appeals Committee reviews all decisions at the request of the student, after the Dean's Representative has evaluated the case. Refer to <http://depts.washington.edu/grading/conduct/reporting.html> for University appeals process flow.

### **Confidentiality and Recordkeeping**

No record of this process is kept in the student file. The Dean's Representative will keep a copy of any discussion/decision in a confidential



file to provide documentation in the event of repeat incidents of academic misconduct.

This documentation may be purged from the student file upon graduation, at the student's written request.

#### Sources

<http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

<http://depts.washington.edu/grading/conduct/reporting.html>

#### External Resources

[U. Maine Farmington – Plagiarism Tutorial. Why does plagiarism matter?](#)

[Purdue OWL: Avoiding Plagiarism](#)

[How to Avoid Plagiarism – Northwestern University](#)

### iii. Online Testing Procedures

If a course uses online testing it will be in Canvas quizzes and proctored by Proctorio. A verification of the student's identification and recording of the student's exam attempt may be required. Recordings will be used for purposes of verifying the test taker's identity and academic conduct during testing. Students will need access to a webcam with a microphone (USB or internal) and the Chrome browser. Setup information and a practice quiz will be provided prior to taking a proctored quiz. Additional information and 24/7 help will be provided in courses that use Canvas quizzes and Proctorio. For information on Proctorio student costs and other details see [Proctorio-Info-FAQs](#).

### iv. Ethics of Conducting Original Research

Beginning with committees established in the Autumn 2007 quarter, graduate students and chairs of all newly formed committees are [required to sign a form](#) documenting that the student has been advised of human and animal subjects guidelines. This change was prompted by several incidents in which the required human subjects Institutional Review Board (IRB) approval was not obtained, jeopardizing doctoral research and degrees.

For further information, you may go to the following sites:

[Human Subjects Division](#)

[Office of Animal Welfare](#)

v. Fairness of Credit for Authorship

The intent of the policy is to avoid situations in which graduate students or faculty feel that their contribution to published work has not been fairly recognized. Authorship discussions should be a routine part of conversations about intellectual collaboration. The UW SoN endorses [the ICMJE criteria for authorship](#).

Students and faculty should discuss the issue of authorship with their collaborators when beginning a joint project. The faculty member should indicate whether the student is going to share authorship credit, what order of authorship is anticipated, and what division of labor on the project is anticipated. Since the relative contributions of authors often change over the course of a project, the faculty member and student should agree on when these issues will be revisited --i.e., at the end of an independent study, when an abstract is due for a conference, when a draft is ready for submission to a journal. It is recommended that the student or the faculty member draft a brief memo summarizing the agreement regarding authorship and the division of labor.

vi. Student Absence Policy

The student absence policy according to [UW Student Governance and Policies](#) states "A student absent from any examination or class activity through sickness or other cause judged by the instructor to be unavoidable shall be given an opportunity to take a rescheduled examination or perform work judged by the instructor to be the equivalent. If the instructor determines that neither alternative is feasible during the current quarter, the instructor may exempt the student from the requirement. Examples of unavoidable cause include death or serious illness in the immediate family, illness of the student, and, provided previous notification is given, observance of regularly scheduled religious obligations and might possibly

include attendance at academic conferences or field trips, or participation in University-sponsored activities such as debating contests or athletic competition. The regulations for [Incompletes in Scholastic Regulations, Chapter 110, Subsection 1.A.3 shall](#) apply”.

vii. SON Policy on Planned Student Absences

A student who has a justifiable reason for being absent from class will discuss this need with their course instructor and will make any necessary arrangements with the instructor prior to the student’s absence from the class. Thus, leave arrangements will be a primary concern between the student and their instructor. It is hoped, however, that the student will plan ahead for any contemplated leave of absence from classes (either theory or clinical) so that they may make satisfactory arrangements for make-up work (if needed) or to meet any other kind of class requirements which might be due while they are gone.

The instructor of the class is responsible to carefully appraise the request with the student and to give the final approval of the request. They will determine whether or not the student needs to compensate for the work missed and to determine with the student what is needed by the student to meet the objectives of the course.

b. UW Email Account Use

When you enroll at the University of Washington, you are asked to sign up for e-mail service through UW Office 365 or UW G Suite by Google.

As a nursing student, you should choose Office 365 for your email service because you may be communicating sensitive information that cannot be transmitted via Google servers. Office 365 is HIPAA and FERPA compliant while Google is not. For this reason, you must choose Office 365 to meet the UW School of Nursing and UW Medicine Workforce compliance requirements. School of Nursing students are considered as a UW Medicine Workforce Member.

Students are not permitted to set their University of Washington email accounts to forward automatically to non-University of Washington email accounts, i.e., personal

email accounts such as AOL, Comcast, Hotmail, Yahoo, etc. Each student in the School of Nursing must sign and [return a form](#) that reviews email policies to the UW School of Nursing.

c. [UW School of Nursing Social Networking Policy](#)

SUMMARY OF RELEVANT UW AND UW SON POLICIES (for full background and policy see link above)

1. Confidential, proprietary and trade-secret information about UW SON or its affiliates, students, employees, or alumni may not be posted.
2. Patient privacy must be maintained in all communications. Do not disclose information that may be used to identify patients or their health condition<sup>2</sup> and remember that even de-identified information may be recognized by patients, their families, or their employers.
3. Copyright and intellectual property rights must be preserved. For comprehensive guidance, consult the UW Copyright Connection at [http://depts.washington.edu/uwcopy/Copyright\\_Connection/](http://depts.washington.edu/uwcopy/Copyright_Connection/) . This useful site contains links to relevant laws and university policies including the UW Patent, Invention and Copyright Policy at <http://www.washington.edu/faculty/facsenate/handbook/04-05-07.html> and the Digital Millennium Copyright Act information at <http://www.washington.edu/itconnect/policy/dmca.html> . Violations may result in lawsuits, fines, and imprisonment. Copyright content can be very valuable; owners may routinely search to see if their material is being used without permission and may take steps to enforce their rights.
4. The UW owns and controls its name(s) and other marks, logos, insignias, seal, designs, and symbols. Unauthorized use of these trademarks is prohibited by UW trademark and licensing policies (see <http://depts.washington.edu/uwlogos/uw-resources/policies-procedures> ), and is subject to civil and criminal penalties. The UW reserves the right to assess financial penalties, issue cease and desist orders, or take other legal action.
5. Respect university time and property. The use of university computers, internet access, networks, and time on the job is subject to a number of specific rules and policies, including but not limited to the following: a. As employees of Washington state agencies, faculty and staff are subject to State law and UW

policy that prohibits the use of computers and networks for most personal use except under certain circumstances. State resources may not be used to support, promote, or solicit for an outside organization or group unless otherwise provided by law and University policy, to assist an election campaign, promote or oppose a ballot proposition or initiative, or lobby the state legislature. Supervisors are responsible for monitoring the use of state resources, determining whether frequency or volume of use complies with the law, counseling staff as needed, and revoking access privileges, if necessary.

- b. Student use of computers and networks is subject to UW policies, including, but not limited to the following:
  - i. Using Your Computer in Residence Halls
  - ii. [\[https://itconnect.uw.edu/connect/phones/policies-procedures/\]](https://itconnect.uw.edu/connect/phones/policies-procedures/)
  - iii. Chapter 478-120 WAC: UW Student Conduct Code [\[http://apps.leg.wa.gov/WAC/default.aspx?cite=478\]](http://apps.leg.wa.gov/WAC/default.aspx?cite=478).
6. In general, do not use Social Media sites for personal, non-work related purposes when you are supposed to be doing your job (student work). Recognize that other clinical agencies or departments may also set more restrictive or specific policies regarding access to Social Media sites. When in doubt, check with your unit head.
7. Unless you are serving as an approved, official spokesperson for UW SON, online communications are your personal opinions and do not reflect the opinion of UW SON or its affiliated entities. Each workforce member is personally responsible for their posts (written, audio, video or otherwise).
8. There should be no expectation of privacy when using a University account to visit internet websites. Email communications and internet use may be subject to disclosure under the Public Records Act or for audit purposes.
9. Adhere to the rules that apply to all other aspects of your responsibilities as a UW SON workforce member, including professionalism, integrity, confidentiality, and security. Relevant University and UW SON policies include but are not limited to the following:

- a. UW Electronic Information Privacy Policy on Personally Identifiable Information:  
<http://www.washington.edu/itconnect/policy/privacypolicy.html>
  - b. The UW Access and Use Agreement:  
<http://uwnetid.washington.edu/agree/>
  - c. UW Information Security policies:  
<https://itconnect.uw.edu/security/security-and-privacy-policies/>
  - d. UW Minimum Data Security Standards: UW APS 2.10, UW Minimum Data Security Standards
  - e. UW Data Management Policy: <https://ciso.uw.edu/policy/policies-standards-guidelines/>
  - f. UW Guidelines for Electronic Discovery:  
<http://www.washington.edu/admin/ago/ediscovery.pdf>
- d. Husky Card and Health Sciences Building Card Access
- i. Husky Card: [The Husky Card](#) is the official identification card for members of the UW community and is available to students, faculty and permanent staff. Obtaining a Husky Card gives you access to a variety of services. You will need to obtain your Husky Card before coming to orientation. You will need your Husky Card in order to participate in the Color Vision clinic that occurs during orientation.
  - ii. Your Husky Card is your Health Sciences Building access card for building and library access after hours.

e. Enrollment Status

Full-time quarterly enrollment for graduate students is 10 credits during the academic year.

In summer quarter, graduate students are generally considered full time if taking 2 credits; however, this is not universal. Students who are on Visas, working as ASEs or on scholarship may be required to take 10 credits. Students are highly encouraged to verify registration requirements with the Graduate Staff Advisor.

Only courses numbered 400, 500, 600, 700, and 800 can be applied to enrollment or course credit in the major field for advanced degrees (please see the Graduate Courses policy regarding courses numbered 499). Courses numbered 300 are not applicable to enrollment or course credit toward advanced degrees except when applied by permission of the graduate program coordinator or supervisory committee toward the graduate minor or supporting courses. Courses numbered below 300 are not applicable to enrollment or course credit for advanced degrees.

f. Registration

i. Access to Course Materials and Websites

Only registered (audit or for credit) students will be granted access to course materials and Canvas course websites. Students who are planning to use tuition waiver and must delay registration should contact course faculty of record to obtain the materials for the first week of class.

The only expected reason to register for a course late (on or after day 1 of the quarter) is to take advantage of a possible tuition exemption option. Students who are eligible for tuition exemption will not register until day 3 or 4 of the quarter. PCE students are not eligible for tuition exemption, so all PCE students should register before day 1 of the quarter (to avoid late fees). Students registering late for other reasons (e.g., missed deadlines; upper campus "registration holds" on their student account; unpaid fees or tuition in a previous quarter; etc.) will not be given access to course websites by faculty or staff until officially registered. Students may contact course faculty directly via email to be provided with access to week 1 course materials in

order to avoid getting behind in coursework in the case of unavoidable late registration.

ii. Auditing Courses

To audit a course you must first register for the course as per usual methods and then complete a [Registration Transaction Form](#) (Section 2) to change the course to audit. Students must initial on the form that they have received approval to audit the course from the instructor. The audit option can be changed starting once registration has begun through the end of the second week of the quarter. You cannot change a course to audit status on MyUW/MyGrad. A change of registration fee will be charged starting the second week of the quarter.

Attendance in courses as an auditor is based on the consent of the instructor and space availability. You may not audit a course if you have not completed a prerequisite. Permission to audit is ordinarily granted for lecture classes only. You may not participate in class discussion or laboratory work and your registration may be canceled at the discretion of the instructor. Audited courses are not recorded on your permanent record.

Auditors pay standard tuition and fees and must be regularly admitted and registered in the course. Although credits for audited courses are not listed on your transcript, they will be included in the billing on the fee statement. Audit credits count in the calculation of fees. Courses audited may not be changed to credit registrations after Friday of the second week of the quarter.

iii. Independent Study Procedures

Students wishing to complete independent guided study with a faculty member need to meet and develop specific objectives for the quarter in advance of registering. Students and faculty will need to agree upon the specific course (NURS 599 Selected Readings in Nursing Science OR NMETH 600 Independent Study or Research) that is most appropriate to use based on these objectives, deliverables and methods to achieve them. Faculty and



students also need to concur on the number of credits for the independent study, recognizing that 1 credit is approximately 30 hours of work/quarter to meet stated objectives. Once these have been established, the student and faculty complete required form ([NURS 599](#); [NMETH 600](#)). Students should only be provided with a faculty add code to register for the independent study after form is completed and signed off. Please note that in summer quarter, the faculty's chairperson signature is also required prior to registration. A copy of the completed form is provided to the Graduate Program Advisor for student file.

At the end of the quarter, student and faculty evaluate progress towards objectives, and complete part C of the form denoting what grade will be awarded. Following completion, the form is again filed with student and academic services, and the faculty submits student grade to registrar (credit or no credit).

iv. Courses that require permission to register

Certain courses may require either an add code or faculty permission to register. These details and how to obtain permission will be provided in the time schedule.

v. Withdrawal from Courses

1. Withdrawal (W)

Through the 7th week of the quarter in the regular academic year (Autumn, Winter Spring), you must withdraw by dropping all your classes. Beginning the eighth week of the quarter, you must complete a withdrawal form or send an email from your UW email address requesting to be withdrawn that includes your student number to [regoff@uw.edu](mailto:regoff@uw.edu) . Emails and forms will be effective based on the original email or postmark date. No withdrawals are accepted after the last day of instruction. During summer quarter, the last day for withdrawal depends upon if the course is full, term A or term B. (See [link](#) for full policies including International student withdrawal, summer quarter and military withdrawals)

Students who withdraw may be entitled to a refund of all or a portion of the tuition and fees for a given quarter depending on the time of the quarter the withdrawal is completed. If you drop all of your courses, you will be charged a Change of Registration Service fee beginning the eighth calendar day of the term or quarter. Students who withdraw for two consecutive quarters will lose graduate status and be required to request reinstatement.

2. Hardship withdrawal (HW)

Hardship withdrawal [petitions](#) may be submitted for dropping individual courses after the 14th calendar day of the quarter or after the drop deadline for A- or B-terms during summer quarter. You may petition the Registrar for a hardship withdrawal if the following apply: 1) you are unable to complete the course in question because of a physical and/or mental debilitation, or 2) unusual or extenuating circumstances beyond your control prevented you from dropping the course by the drop deadline (the last day to drop an individual course for the quarter).

Hardship Withdrawals will not be granted for course work that has already been applied to a completed degree. Petitions must be filed within one year of the quarter being petitioned. Grades cannot be changed after a degree has been granted.

g. Grading

i. University and SON Graduate Student Grading Policies

1. S/NS Grading

You may elect to take certain courses on a satisfactory/not satisfactory (S/NS) basis up to 20 credits. If you are a graduate student and earn grades of 2.7 or above, you will receive a grade of S while 2.6 or below are recorded as NS.

Students must have the written permission of the Associate Dean for Academic Affairs, Dr. Anne Hirsch ([hirsca2@uw.edu](mailto:hirsca2@uw.edu)), to take a course for S/NS grading unless the student has officially formed their

Supervisory Committee. If the student has an approved Supervisory Committee, then the Chair of that committee should be contacted with a request for approval of S/NS grading in eligible courses. Students are advised to copy themselves and Graduate Program Adviser Betsy Mau on all such emailed requests. (No hard copies will be reviewed.)

If approval is granted, the student must elect the S/NS option either when registering or no later than the end of the seventh week of the quarter.

Note: Core DNP and certificate courses **are not eligible** for S/NS grading.

2. Incompletes in Courses

An Incomplete may be given only when the student has been in attendance and has done satisfactory work to within two weeks of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

To obtain credit for the course, a student must successfully complete the work and the instructor must submit a grade. In no case may an Incomplete be converted into a passing grade after two years or more. An incomplete received by the graduate student does not automatically convert to a grade of 0.0 but the "I" will remain as a permanent part of the student's record.

3. N grade (No grade-in Progress)

An N grade indicates that satisfactory progress is being made, but evaluation depends on completion of the research, thesis, DNP Final Project or dissertation, at which time the grade will be converted to CR (credit).

i. Warning Notices and Learning Contracts

A warning notice is issued for any nursing student who is doing less than satisfactory work in a School of Nursing (theory, seminar, clinical) course. A Warning Notice may be issued at any point in the quarter, but will be issued for ANY student who is not meeting course objectives, is in danger of failing and/or who has less than a 2.7 grade at mid-quarter. The warning notice includes a learning contract which outlines what the student must do for the remainder of the quarter to pass the course.

ii. Course Repeats and Failures

Graduate students may repeat any course. Both the original grade and the second grade are computed in the GPA. Subsequent grades will not be included, but will appear on the permanent record. The number of credits earned in the course will apply toward degree requirements only once. Veterans receiving benefits must receive approval before a course is repeated. See [Registration Restrictions](#) for additional information about repeating courses.

iii. Graduate Student Grading Policy. Please see Memo 19: [Grading System for Graduate School Students](#).

1. **MS Grade Scale and Policies**

The program uses the standard UW grading system.

<b>Numeric Grade</b>	<b>Subjective Description</b>
<b>3.8 - 4.0</b>	Exceptional
<b>3.4 - 3.7</b>	Expected
<b>3.0 - 3.3</b>	Adequate
<b>2.7 - 2.9</b>	Marginal
<b>&lt; 2.7</b>	Fail – below Graduate Division requirements
<b>0</b>	Fail – non-compliant with academic integrity rules

Any single course required for a graduate program degree needs a grade of 2.7 or higher. More information:

<http://www.grad.washington.edu/policies/general/grading.shtml>

## 2. DNP/Graduate Certificate in Advanced Practice Nursing Grade Scale and Policies

The Grading Scale for DNP and GCPAPN courses to convert from percentile to 4.0 scale is as follows:

### *Conversion to 4.0 scale*

<b>4.0</b>	99.0 – 100
<b>3.9</b>	97.0 – 98.9
<b>3.8</b>	95.0 – 96.9
<b>3.7</b>	93.0 – 94.9
<b>3.6</b>	91.0 – 92.9
<b>3.5</b>	90.0 – 90.9
<b>3.4</b>	88.0 – 89.9
<b>3.3</b>	86.0 – 87.9
<b>3.2</b>	84.0 – 85.9
<b>3.1</b>	82.0 – 83.9
<b>3.0</b>	80.0 – 81.9
<b>2.9</b>	78.0 – 79.9
<b>2.8</b>	76.0 – 78.9
<b>2.7</b>	75.0 – 75.9
<b>2.6</b>	73.0 – 74.9
<b>2.3</b>	70.0 – 72.9
<b>2.0</b>	65.0 – 69.9
<b>1.7</b>	60 – 64.9
<b>0.0</b>	< 60

Final grades are not rounded. The use of this scale and rounding rules are standardized and used by all instructors. It is not negotiable. Approved by DNP Coordinating Committee April 2017.

Grades below 1.7 will be recorded as 0.0 by the Registrar and no credit is earned. Courses in which a student received a grade below 2.7 are not able to be applied towards the degree.

### **3. PhD Grade Scale and Policies**

The Grading Scale for PhD courses to convert from percentile to 4.0 scale follows the same conversion as DNP courses (above). Final grades are not rounded. The use of this scale and rounding rules are standardized and used by all instructors. It is not negotiable. Approved by PhD Coordinating Committee June 2017.

Grades below 1.7 will be recorded as 0.0 by the Registrar and no credit is earned. Courses in which a student received a grade below 2.7 are not able to be applied towards the degree.

#### **h. Annual Reporting and Review of Student Progress**

##### **i. Student in Good Standing**

To be considered a graduate student in good standing, the student must be making satisfactory progress, be meeting Essential Behaviors and University and School standards relative to scholarship and performance in pursuit of their degree. This includes the following criteria:

- Meet University requirements for a graduate degree
- Maintain satisfactory performance and progression toward completion of the degree, as outlined in [Graduate School Memorandum No. 16](#)
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in required courses

- In programs of study where course work is sequential, achieve course objectives and earn credit for each course each quarter in order to progress to the next course in the sequence

Review of students who maintain a 3.0 grade point average (GPA) is undertaken at least annually (Spring quarter). Students whose cumulative or quarterly GPA falls below a 3.0 must be reviewed quarterly and be provided with a written explanation of performance expectations and a timetable for correction of deficiencies.

ii. Academic Warn/Probation/Final Probation/Drop

When review of a student's performance and progress result in a determination that it has been unsatisfactory, the name of the student and recommendation for action—i.e. probation, final probation, or drop—are transmitted by the SON to the Dean of the Graduate School. Students must receive written notification of this action which includes information regarding the necessary steps the student must take to maintain good standing in their graduate student status.

**Warn**

This status is initiated and documented by the graduate program, but is not reported to the Graduate School and does not appear on the student's transcript. The graduate program is expected to notify each student in writing and place any documentation in the student's file.

- Recommended for students whose cumulative GPA has dropped slightly below 3.0—i.e. 2.99-2.95.
- Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

**Probation**

A graduate program may recommend no more than three consecutive quarters of probation (each quarter must be recommended separately). All students must be informed of the graduate program's policy regarding the length of probationary periods.

- Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
- Recommended for students who depart suddenly and substantially from scholarly achievement as defined by the graduate program.

### **Final Probation**

After at least one quarter of probation, a graduate program may recommend final probation. Final probation may only be recommended for one quarter, though the Graduate School will consider one additional quarter in extenuating circumstances. A graduate program must recommend one quarter of final probation before recommending a student be dropped from the program. Exceptions to this policy will be considered by the Graduate School in extenuating circumstances.

- Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.
- Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

### **Drop**

A graduate program may recommend a student be dropped from their program after one quarter of final probation. Exceptions to this policy will be considered by the Graduate School only in extenuating circumstances. If the Graduate School accepts a drop recommendation, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program.

This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.



### **Appeals**

Students may appeal these recommendations directly to the Coordinating Committee Chair or Director of the graduate program. Appeals beyond this point must follow the process outlined in Graduate School Memorandum No. 33, Academic Grievance Procedure.

- iii. Essentials Warning and Monitoring. Please see section 6 above on Essential Behaviors.
- i. Leave of Absence Policy

To be eligible for On-Leave Status, a graduate nursing student must comply with the policies and procedures outlined in University of Washington Graduate School Memorandum No. 9 (Revised July 2011), On Leave Policy to Maintain Graduate Student Status. Graduate Certificate Students are not eligible for leave of absence.

#### Steps for Petitioning for On-Leave Status

1. Review policies and procedures outlined in [University of Washington Graduate School Memorandum No. 9, On Leave Procedures to Maintain Graduate Student Status](#).
  2. Log into MyGrad to submit your On-Leave request online. Requests for leave must be submitted quarterly during the regular academic year to maintain graduate student status.
  3. Obtain the written approval of the Associate Dean for Academic Affairs and the student's faculty adviser or doctoral supervisory chair. These approvals may be submitted by e-mail to the Graduate Student Program Advisor (Betsy Mau, [bmau@uw.edu](mailto:bmau@uw.edu)).
  4. Submit fee payment online. Payment must be received by the last day of instruction. This will not be automatically billed to student account.
  5. Upon return to the University from On-Leave status, re-subscription to the appropriate student email list may be required.
- j. Policy and Procedures for Request for Reinstatement  
UW-Seattle School of Nursing (SON) Graduate Program Reinstatement Policy  
Students previously registered as a graduate student at the University of Washington (UW) who have failed to maintain graduate student status (on-leave

status was not secured or registration was not maintained) but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School. The Graduate School procedures and request for reinstatement can be found at <http://grad.uw.edu/policies-procedures/general-graduate-student-policies/reinstatement/> .

NOTE: The UW Graduate School requires that 1) master's degree students complete all degree requirements within six years from the original date of matriculation and 2) doctoral degree students (DNP, PhD) complete all degree requirements within 10 years from the original date of matriculation. This includes quarters spent on-leave or out of status as a graduate student.

Reinstatement decisions are made at the discretion of the degree program and may be based on the applicant's academic status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, as well as any other factors or considerations regarded as relevant by the program.

Eligibility for Consideration (not necessarily approval) of Request for Reinstatement Requests for reinstatement may be considered from students who have been inactive and have completed at least one quarter of graduate study in one of the UW-Seattle SON Graduate Programs. If applicable, the degree and specific track within the degree program must be currently active. Requests for reinstatement must specify the academic quarter for which reinstatement is sought, and must be submitted no less than eight weeks before the start of said quarter.

## **Reinstatement Procedures**

### *School of Nursing*

Graduate students who are not enrolled and who have not maintained "on leave" status are automatically withdrawn from the University. A former student must contact the Graduate Program Director regarding the possibility of re-entry into the Degree Program (MS, DNP or PhD). A formal re-entry request must be sent to the Graduate Program Director and Appropriate Degree Coordinating Committee (MCC, DNPCC or PhDCC) by week 5 of the quarter prior to requesting reinstatement that includes the following:

1. the request for re-entry,
2. the reason for the lapse in on-leave standing,
3. a specific plan for completion of the program (to include a timeline for program milestones for PHD students), and
4. a statement from the Faculty Advisor/Track Lead/Supervisory Committee Chair concurring with the petition and plan and conveying their willingness to work with the student to complete the program.

In the event that the student's faculty advisor/chair is unavailable, the student should identify other faculty members familiar with the student's graduate work to complete this statement (for MS or DNP students is the track lead).

The request must be signed by the student and Faculty Advisor/Supervisory Committee Chair (email approval in lieu of signature is allowed). The degree-specific Coordinating Committee has final authority to re-admit upon the recommendation of the Graduate Program Director. A final decision regarding the student's request will be communicated in writing. Students approved for reinstatement will be provided with a revised program of study that may include additional coursework if curriculum changes have been made since the student last attended.

### *Graduate School*

Students previously registered in the Graduate School who have failed to maintain graduate student status but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School in MyGrad. Requests will first be reviewed and approved by the department (See above process for SON review). Once the department has approved the request and the Graduate School has confirmed the students' eligibility for reinstatement, students will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement. The fee for readmission is subject to change by the Graduate School.

- k. Grievance Procedures
  - i. Grievances

A graduate student enrolled in the School of Nursing who believes they have a grievance involving unfair treatment or an injustice of substantial proportions involving academic affairs with the School of Nursing may initiate action to redress such grievance. If the matter may involve discrimination, refer to the University of Washington Operations Manual, D 46.3.

Steps in the grievance procedure for graduate students are described below. Each step must be completed prior to going to the next step. The University Ombudsman may be consulted at any point in the procedure. This procedure is intended to expedite the handling of grievances that arise within the School of Nursing and is supplementary to [Graduate School Memorandum No. 33](#).

**Student-Instructor Discussion:**

Many problems can be resolved by an open discussion between the student and the faculty member. Thus if a student has a grievance with a faculty member, the student needs to make an appointment with the faculty member and state the purpose of the meeting is to discuss a grievance. Either the student or faculty member may request another faculty member to be present during the student-instructor discussion. The faculty member involved is responsible for preparing a summary of the points discussed and outcome of the meeting to be placed in the student's file. A copy of this summary is also given to the student.

**Department Chairperson meeting with Student and Faculty Member:**

If student-instructor discussion does not resolve the issue, the student may file a written complaint with the department chairperson. If more than one department is involved, the original should be sent to the department chairperson most directly involved. Copies of the complaint should be sent to the chairperson of each department involved and to the Associate Dean for Academic Affairs. The chairperson of the department most directly involved will arrange a meeting with the student and the faculty member together in order to seek a resolution of the problem. Within two weeks of the date that the grievance is filed, the department chairperson will provide a written summary of the meeting including the decision and will send a copy of the decision to the Associate Dean for Academic Affairs. If other departments are

involved, a copy of the decision should be sent to each chairperson involved. The student and involved faculty member also must receive a copy of the written summary.

Meeting with the Associate Dean for Academic Affairs:

Within two weeks from the date the grievance was filed with the Departmental Chairperson, if the problem has not been resolved to the satisfaction of the student the matter may be referred to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will endeavor to determine the basis of the student's continuing dissatisfaction and explore with the student alternatives for further action. The Associate Dean is responsible for writing a summary of the discussion and outcome of the meeting. The original summary goes into the student's file and a copy is given to the student. Upon the request of the student, the Associate Dean will refer the matter to a Grievance Committee within the School of Nursing. For graduate students in the MN, MS, DNP, or PhD degree programs, the faculty and student members of related coordinating committee will serve as the Grievance Committee. If a member of the committee is involved with the student's grievance, a substitute faculty member, with no known bias in the matter, will be appointed for the consideration of the grievance.

Consideration of matter by Grievance Committee:

The Grievance Committee may review the written materials regarding the student's grievance and make its decision based solely on the written material. Alternatively, a hearing about the matter may be requested by the committee, the student, or the faculty member involved. The hearing should be held as soon as those involved may be assembled. A written summary of the hearing (the findings) and the committee's recommendation are to be submitted to the Associate Dean for Academic Affairs within 48 hours of the hearing. The Associate Dean will advise the student, faculty member, and department chairperson(s) of the recommendations.

Associate Dean for Academic Affairs:

Upon receiving a report of the findings and recommendations of the Grievance Committee, the Associate Dean may decide to intervene or not. Within ten days, the Associate Dean will notify the student of this decision

and send a copy of the notification to the Dean of the School of Nursing and to the Dean of Graduate School.

File formal complaint with the Dean of the Graduate School:

If after the Associate Dean within the School of Nursing has arrived at a decision for no further action within the School of Nursing, the student continues to believe further consideration is desirable, the student may file a formal complaint with the Dean of the Graduate School.

ii. Communicating Concerns about Instruction Procedures

If a student has any concerns about a course, course instructor, or course Teaching Assistant (TA), please see the TA or instructor about these concerns directly and as soon as possible. Direct communication with the affected parties is the simplest way to resolve any misunderstandings and miscommunication. If you are not comfortable talking with the TA or instructor, or are not satisfied with the response that you receive, you are encouraged to speak to the [Department Chair](#) of the course faculty.

iii. Grade Disagreement

If a student has a concern about a grade on an assignment or within a course, they should first refer to the course syllabus for specific guidance on rebuttals or grading procedures. In the absence of specific guidance from the course syllabus, students should follow the “Communicating Concerns about Instruction Procedures” above.

iv. Role of the University Ombudsperson

The [Office of the Ombud](#) is a place where all members of the University of Washington community, including students, can seek information, consultation, and assistance. Each year, the Ombud Office collaborates with hundreds of individuals who are facing challenges. They provide a safe environment to voice concerns and develop constructive options to address situations.

## 10 | GRADUATION

### a. Eligibility to participate in Convocation and Commencement

All graduate students who have graduated between the summer quarter and spring quarter prior to Convocation may participate in the School of Nursing Convocation. On a case by case basis, a graduate student who has: 1) a committee-approved defense date (master's students) or final examination date (doctoral students) scheduled during summer quarter, AND 2) has received confirmation in writing from their supervisory committee chair and, if applicable, program adviser, that they have fulfilled all degree requirements such that it is possible to graduate Summer Quarter following Convocation must, NO LATER THAN 14 CALENDAR DAYS prior to Convocation, seek and receive approval from the Associate Dean for Academic Affairs, who will make the final decision about whether or not the student may participate in the Convocation ceremony.

### b. Preparing to Graduate

#### i. Final Quarter Requirements (general)

- [MS student final quarter requirements](#)
- [DNP student final quarter requirements](#)
- [PhD student final quarter requirements](#)
- [GCPAPN student final quarter requirements](#)

### c. Student Awards and Honors

#### i. School of Nursing awards

The School of Nursing honors graduating students from each degree program with awards at the Convocation Ceremony in June. A call for nominations will be sent out electronically in early Spring quarter for the 1) Master's Student Award; 2) DNP Student Award, 3) PhD Dissertation Award and 4) Daisy Foundation Student Award. Students may be nominated by fellow students and/or faculty. No self-nominations are accepted. At the graduate level, there are no departmental honors based on GPA.

ii. Sigma Honor Society for Nursing

Graduate students meeting certain criteria may apply for membership in [Sigma, the honor society for nursing](#). Those students who are members of Sigma Theta Tau are encouraged to wear their honor cords at commencement and convocation.

iii. Teaching Assistant Award

The School of Nursing honors a Teaching Assistant annually for excellent performance with an award at the Convocation Ceremony in June. A call for nominations will be sent out electronically in early Spring quarter for the TA award. Nominations from students are welcomed. There are no self-nominations.



## 11 | STUDENT RESOURCES

### a. Student Space

#### i. Study Spaces

- Eleven study rooms are available on the second and third floors of the Health Sciences Library. <https://hsl.uw.edu/topics/hsl-study-rooms/>
- Suzzallo Library Carrels and Scholar Study Rooms  
<http://www.lib.washington.edu/suzzallo/study/carrels>

#### ii. Student Lounge

The SON student lounge is located on the 4th floor (T441), near the coffee cart. A code is required for access and will be provided to students at orientation. The lounge includes a kitchenette area, a printer for student use and mailboxes.

#### iii. Student Lockers

See also: <https://depts.washington.edu/hsasf/instructional-support/crs/lockers/>

Locker Locations for Nursing Students: T-wing, 4th and 6th floors.

Locker Assignments:

- Students must provide their own locks.
- All lockers are reserved on a first-come, first-served basis.
- To request a locker assignment, visit the Instructional Support office in T-291A (open 8:00 am-5:00 pm, Monday-Friday). Please be prepared to show valid student ID.

Assignment Length: Assignments are valid for one academic year.

Locker Renewals: Returning nursing students who wish to renew their locker assignment may do so prior to the spring clear-out deadline.

Contact: Instructional Support - Classroom Services: [hsbav@uw.edu](mailto:hsbav@uw.edu) ;  
206.543.6729.

iv. Lactation Rooms

Private lactation rooms are available in the Health Sciences Building and the South Campus Center.

- Health Sciences has four secured rooms available for lactating mothers.
- Three rooms are located in the T-wing and one room in South Campus Center.
- There are two stations in each room available on a first-come, first-served basis.
- Please go to T283 with your completed [Lactation Room Agreement Form](#) to check out a code to the rooms for the duration of your need.

b. Transportation

- i. UW Transportation Services: <https://facilities.uw.edu/transportation/>
- ii. ORCA/UPASS: The [U-PASS](#) provides students with a variety of low-cost transportation options. All Students who pay the Service & Activities Fee are automatically U-PASS members and required to pay the U-PASS Fee.
- iii. [Parking](#): Students can purchase daytime or evening parking permits, as well as motorcycle permits from Transportation Services. Parking lot availability changes based on occupancy levels and whether or not the permit is for evening parking (after 4 p.m.) or daytime parking (before 4 p.m.).

c. Student Representation on Graduate Curriculum Coordinating Committees (MCC, DNPCC, PhDCC)

Each of the curricular coordinating committees include and encourage student representation. The student representatives can bring forward items for the agenda and collectively have one vote on motions. Calls for nominees occurs at the

beginning of the academic year.

d. Student Organizations Relevant for Doctoral Students

- i. Nursing Doctoral Students (NeDS): [NeDS](#) was founded to meet the interests of doctoral (DNP and PhD) students and now also welcomes master's students to promote collaborative, supportive relationships and resource sharing opportunities among graduate students.
- ii. Graduate and Professional Student Senate: The [Graduate and Professional Student Senate \(GPSS\)](#) is the official student government for all graduate and professional students at UW-Seattle.
- iii. Office of Student Veteran Life. <http://depts.washington.edu/vetlife/>  
[Veteran's Education Benefits](#): The University of Washington Veterans Education Benefits office serves current service members, veterans and their dependents during their time as students at the UW. The Veterans Education Benefits staff provides students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about financial aid.
- iv. Sigma Honor Society of Nursing Psi-at-Large Chapter:  
<http://thecircle.nursingsociety.org/psychapter/home>
- v. Additional student groups are open to both UG and Graduate students. See list at: <https://nursing.uw.edu/students/clubs/>

e. Disability Resources for Students Services

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The School of Nursing works closely with Disability Resources for Students-DRS in this process. DRS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be

started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the appropriate office given your campus location:

Disability Resources for Students (DRS)  
448 Schmitz Hall, Box 355839, Seattle, WA 98195-5839  
206.543.8924 (V/TTY)  
206.685.8379 (FAX)  
[uwdrs@u.washington.edu](mailto:uwdrs@u.washington.edu)

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note it may not be possible to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

f. Student Parent Resource Center

[Student Parent Resource Center](#) provides resources and financial support to students with children. Student parents at the UW can find the resources they need to support the successful completion of their degree.

g. Methodology and Statistical Support

The [Office of Nursing Research](#) supports the UW School of Nursing's research mission to advance nursing science. The ONR provides consultation services which are available, free-of-charge to students for study design and statistical support. In addition, the ONR supports modeling parties (grant reviews) for student researchers preparing extramural applications.

h. Writing Resources

- i. The School of Nursing has a Student Writing TA available to assist with writing support. The writing TA holds a variety of group courses on writing, as well as 1:1 consultation sessions. To access their services, email [SONWriting@uw.edu](mailto:SONWriting@uw.edu)
  - ii. Allen Library Research Commons is specifically targeted for graduate student writers working on long-term projects. No appointment is needed and sessions can last up to 90 minutes. <http://www.lib.washington.edu/commons/services/writing> [Writing support at Allen Research Commons](#) is staffed by graduate tutors who are trained to support your writing through thoughtful questions and conversational peer-to-peer feedback. In case of simultaneous requests for drop-in sessions, graduate students have priority at this site.
  - iii. The [Odegaard Writing and Research Center](#) provides drop in and by appointment writing support for students. In addition to upper campus office, the OWRC offers writing support to those in the health sciences in the [Health Sciences Library](#)
  - iv. [Health Sciences Librarians](#) are available to assist with research and search support services.
- i. Public Speaking Resource
- UW Speaking Center offers a space for speech practicing. Students need to sign up for a time on the website and then they can practice, record their speech, and receive feedback from a speaking tutor. Learn more at <http://www.com.washington.edu/speaking-center/>

j. Funding Resources

i. Funding your Education

Many funding opportunities are available for nursing students, both within the School and UW and also the community at large. Students, no matter their need level, are encouraged to apply for as many funding sources as possible.

Complete information about the types of student funding available, as well as how to complete the Free Application for Federal Student Aid (FAFSA), can be found on the [UW Office of Student Financial Aid](#) website.

**School of Nursing Financial Support Application**

The School of Nursing has several scholarships to support nursing students enrolled at the Seattle campus during the academic year (autumn through spring). Though some scholarships are limited, we are able to help many of our students who have high unmet need.

Unmet need is determined from the Cost of Attendance (CoA) minus federal loans minus student/parent contribution; what is left is called unmet need. This figure is determined from the student's Free Application for Federal Student Aid (FAFSA) and the UW Office of Student Financial Aid (UW OSFA).

More information on the application can be found here:

<https://nursing.uw.edu/students/financial/application/>

ii. Funding your Scholarship/Research

**Hester McLaws Nursing Dissertation Scholarship**

The Hester McLaws Nursing Dissertation Scholarship provides funding up to \$3,500 for dissertation-related expenses. This is available to any PhD student who has passed their General Exam.

**Scholarship travel awards**

Each Autumn and Spring, travel award announcements are sent out to all graduate students who will be attending and presenting at a national conference to help offset the cost. Awards are up to \$500 per student for those who apply and qualify. The Graduate and Professional Student Senate also has travel awards available.

iii. Training Grants

**1. NIOSH student funding**

PhD nursing students may be eligible for funded traineeships from the National Institute for Occupational Safety and Health (NIOSH) through the Northwest Center for Occupational Health and Safety for 16 quarters. To be eligible, students must be enrolled full time (10 credits or more), take all of the required occupational health and safety courses, and complete their PhD dissertation related to an occupational health and/or safety issue. Depending on availability, the traineeships may cover tuition costs and some stipend. Contact Dr. Jenny Tsai (communityhealthnursing@uw.edu, 206.543.6079) for more information.

**2. Omics and Symptom Science Research Training Grant**

The University of Washington School of Nursing has a T32 training program in Omics and symptom science, funded by the National Institute of Nursing Research (T32NR016913). The grant focuses on training of nursing science doctoral students and postdoctoral

trainees with skills necessary to incorporate and evaluate Omics (genomics, metabolomics, transcriptomics, microbiome, genomics, epigenomics) in health and disease. The grant supports opportunities for pre-and post-doctoral research training of up to 2 years. For more information, please contact the training program directors Dr. Margaret Heitkemper at [heit@uw.edu](mailto:heit@uw.edu) or Dr. Hilaire Thompson at [hilairet@uw.edu](mailto:hilairet@uw.edu) .

**3. Leadership Education in Adolescent Health (LEAH)**

The LEAH program is one of seven interdisciplinary training programs funded by the Maternal Child Health Bureau (MCHB). [UW LEAH](#) is dedicated to training future leaders in adolescent health with the goal of reducing health disparities, as well as improving health equity and services delivery for adolescents. UW LEAH fellows participate in mentored, hands-on, and didactic training in adolescent health, focusing on interdisciplinary practice, leadership skills, research, public health, advocacy, and policy.

**4. The University of Washington Pediatric Pulmonary Center Training Grant**

The UW Pediatric Pulmonary Center Training Grant is funded by HRSA. The mission of the [Pediatric Pulmonary Centers](#) (PPCs) is to develop interdisciplinary leaders who will improve the health of children with respiratory conditions through the provision of family-centered care. These training programs aim to promote comprehensive, coordinated, family centered, and culturally sensitive systems of health care that serve the diverse needs of all families within their communities.

**5. Leadership Education in Neurodevelopment ([UW LEND](#))**

The UW LEND program serves as a center of excellence in leadership training that prepares the next generation of policy makers, faculty, clinicians and researchers to lead the maternal and child health work force.

**6. Northwest Geriatric Workforce Enhancement Center ([NW GWEC](#))**

The NW GWEC program funded by HRSA has goals of developing clinical training environments integrating geriatrics and primary care as well as developing providers who can address the needs of older



adults. To support these goals, they provide training opportunities and traineeships to those interested in care of older adults.

**7. Advanced Nursing Education Workforce (ANEW)**

The goal of the ANEW grant funded by HRSA is to improve clinical and academic preparation of advanced practice registered nursing (APRN) students in the PMHNP and AGNP-PC tracks for work in correctional settings and to improve care provision to persons with chronic pain or substance use disorders. Traineeships are available to DNP students through a competitive application process.

**8. Nurse Faculty Loan Program**

From the Health Resources and Services Administration provided funds to nursing schools to help graduate students who plan to become nursing faculty upon graduation. The loan can be used for tuition, fees, books, and educational supplies, and is not based on need. Funding is up to \$35,500 per year (4 quarters) as determined by the UW OSFA from the FAFSA. To apply, you must be a master's, DNP or PhD student in good standing, a U.S. citizen, and plan to teach in a faculty role upon graduation.

**9. Scholarships to Promote Access to Advanced practice Nursing (SPAAN)**

With funds from HRSA, the SPAAN program seeks to support graduate students in primary care tracks (AGNP-PC, FNP, NM, PNP-PC, PMHNP) to reduce the financial burden associated with graduate studies. Secondary goals include improving workforce diversity and increasing the reach of PCP in medically underserved settings.