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June 13, 2013

Ms. Carolyn Small
Iowa College Student Aid Commission
603 E. 12th Street, FL 5th
Des Moines, Iowa 50319

Dear Ms. Small,

Simmons College and its School of Nursing and Health Sciences will be offering an online Master of Science in Nursing program and would like to offer this program to residents of Iowa. This package contains Simmons College's Postsecondary Registration Form. The following is the table of contents:

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Please contact me directly at the number or email address below if there are questions or if you need any additional information.

Best Regards,

Graham Tribble

Sr. Compliance Specialist

Direct: 301.892.4397

Email: Tribble@Simmons.edu

Iowa College Student Aid Commission

*Postsecondary Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319
(515) 725-3470*

Postsecondary Registration Iowa Code Chapter 261B

This is the application form for all schools that are required to register under Iowa Code Chapter 261B.

All items must be completed before the registration application or the exemption will be considered received for processing. If there is insufficient space on the form to provide all requested information, use additional pages as required, numbering to correspond to the item. Other documents or materials may be attached to the form in lieu of providing the information on the form. In such cases, the material or document should be referenced on the form and *clearly marked* for ease of identification.

Submit one paper copy and one electronic pdf copy of the application.

The information you provide will be open to public inspection under Iowa Code Chapter 22.11

Iowa College Student Aid Commission

*Postsecondary Approval and Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319
(515) 725-3470*

Application for Approval and Registration of Postsecondary School Iowa Code Chapter 261B

Submit a paper document and a complete duplicate in pdf format on a CD or other electronic media. Applications may be submitted electronically by contacting the Postsecondary Approval Administrator at the Iowa College Student Aid Commission.

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents.

(Registrations must be renewed every two years or upon any substantive change in program offerings, location, or accreditation.)

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:
[(261B.4(2))] and [(261B.4(1))]

Telephone Number (including country or area code): (617)-521-2640

Type of school:

- For-profit
- Non-profit
- Public

Address of this school in all in other states, and in foreign countries:

Not Applicable.

Suite	Street	City	State	Zip	Country	Telephone

Address of all locations in Iowa where instruction is to be provided

Suite	Street	City	State	Zip	Country	Telephone
N/A No Physical Presence						

Total tuition charges, fees and other costs payable to the school by a student. [(261B.4(3))]

Program to be Offered in Iowa	Tuition	Fees	Books and Supplies	Other	Total
Master of Science in Nursing	\$52,800.00				

Refund policy of the school for the return of refundable portions of tuition, fees, or other charges [(261B.4(4))] If the refund policy is attached, please summarize the policy below.

Tuition refunds will be granted only through the first four weeks of the semester. The refund amount is determined by the date that appears on the official add/drop form filed with the registrar. This refund policy applies if a full-time student's course load falls below 12 credits hours per semester. If a student should completely withdraw from all coursework after classes begin in the fall or spring semesters, he/she may still be accountable for a portion of tuition, room, board and other fees. For students receiving federal financial aid who withdraw from some or all classes Simmons College is responsible for adhering to rules established by the federal government that determine the amount of federal financial aid (Stafford, Pell, Perkins, SEOG) a student is allowed to keep toward college charges. Students not receiving financial aid who withdraw from some or all classes are subject to the Simmons tuition general refund policy.

Degrees granted by the school [(261B.4(5))]

Offered in Iowa [(261B.4(11))]

Master of Science in Nursing, MSN@Simmons.

Name, business address and telephone number of the chief executive officer of the school: [(261B.4(7))]

Name: Helen Drinan
 Suite: C202

Street: 300 The Fenway
City: Boston
State: Massachussets
Zip: 02115
Country: USA
Telephone Number (including country or area code): (617) 521-2070

Provide a copy or description of the means by which the school intends to comply with 261B.9 [(261B.4(8))]. Code section 261B.9 is as follows:

261B.9 DISCLOSURE TO STUDENTS.

Prior to the commencement of a course of instruction and prior to the receipt of a tuition charge or fee for a course of instruction, a school shall provide written disclosure to students of the following information accompanied by a statement that the information is being provided in compliance with this section:

1. The name or title of the course.
2. A brief description of the subject matter of the course.
3. The tuition charge or other fees charged for the course. If a student is enrolled in more than one course at the school, the tuition charge or fee for all courses may be stated in one sum.
4. The refund policy of the school for the return of the refundable portion of tuition, fees, or other charges. If refunds are not to be paid, the information shall state that fact.
5. Whether the credential or certificate issued, awarded, or credited to a student upon completion of the course or the fact of completion of the course is applicable toward a degree granted by the school and, if so, under what circumstances the application will be made.
6. The name of the accrediting agency recognized by the United States department of education or its successor agency which has accredited the school.

Response:

Name, address, and telephone number of a contact person in Iowa. [(261B.4(10))]. If the school is applying for distance education and has registered with the Iowa Secretary of State as a for-profit or non-profit corporation transacting business in Iowa, please list the corporation's Iowa registered agent. See attachment # 18 for Iowa Secretary of State information (Iowa's registered agent)

Name: N/A The MSN@Simmons is offered entirely via distance education, thus will not have any employees in Iowa
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____

Telephone Number (including country or area code): _____

Name, address, and title of the other officers and members of the legal governing body of the school:
[(261B.4(6))]

Officer Number 1

Name: Charlena Seymour - Provost
Suite: C219
Street: 300 The Fenway
City: Boston
State: Massachussets
Zip: 02115
Country: USA
Telephone No. (including country or area code): 617-521-2077

For officers 2 or more, add pages as needed: See attachment #1- Governing Body

Owner Number 2

Names and addresses of persons owning more than 10% of the school: [(261B.4(6))]

Name: N/A - Chartered with a Board of Trustees
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

For owners 2 or more, add pages as needed

Name all agencies accrediting the institution. For each agency, include **name, address, telephone number, and whether the agency is recognized by the U.S. Department of Education.** [(261B.4(9))] Attach copies of accreditation certificates of status for each agency. If the Iowa location is not accredited, provide accrediting agency certification that the Iowa location will be granted accreditation upon approval by the College Student Aid Commission. **Provide documentation that every location of applicant school is approved by the accrediting agency and in good standing, for all locations throughout the world.**

Accrediting agency 1

Name: New England Association of Schools and Colleges
Suite: 100
Street: 3 Burlington Woods Drive
City: Boston
State: MA
Zip: 01803
Country: USA
Telephone Number (including country or area code): 855-886-3272
Contact Person: _____

See attachment # 19 [Accreditation]

Is this agency recognized by the U. S. Department of Education? [X] Yes [] No

Accrediting Agency 2

See attachment 19 [Accreditation]

Is this agency recognized by the U. S. Department of Education? [X] Yes [] No

Accrediting Agency 3

Name: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone No. (including country or area code): _____
Contact Person: _____

Is this agency recognized by the U. S. Department of Education? [] Yes [] No

Accrediting Agency 4

Describe the procedures followed by the school for permanent preservation of student records. [(261B.4(12))]

See attachment #2 it describes Simmons' procedures in order to permanently preserve student records.

Provide the contact information to be used by students and graduates who seek to obtain transcript information.

Name: Office of the Registrar
Suite: Room C-116
Street: 300 The Fenway
City: Boston
State: MA
Zip: USA
Country: _____
Telephone Number. (including country or area code): 617 - 521-2111

List the states and approval or registration agencies for all states in which the school operates or maintains a presence.

State	Agency Name	Address	Contact Person	Telephone Number
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Describe the academic and instructional methodologies and delivery systems to be used by the school and the extent to which the school anticipates each methodology and delivery system will be used,, including, but not limited to, classroom instruction, correspondence, internet, electronic telecommunications, independent study, and portfolio experience evaluation. [(261B.4(13))]

Students will master course materials on their own timetables and interact with faculty and classmates in weekly live, online sessions. Self-paced, or asynchronouse course content, will cover material taught in a typical lecture. These sessions will include original, broadcast-quality video segments, self paced lectures, interactive case studies and collaborative activities designed to foster teamwork. Students will have access to this content 24 hours a day, seven days a week. In live, or synchronous class sessions, a professor and a cohort of 10-15 students will collaborate in an online classroom at prearranged dates and times. These sessions, scheduled to accommodate students in multiple time zones, will use live, streaming video to allow students and professors to see and hear each other as they analyze and discuss course topics in real time. The technology also will enable live office hours with professors and student-led study groups, all of which will be recorded so students can revisit them, even after they complete the courses. In addition, faculty and students will be able to interact through the learning management system via discussion boards, groups etc. The MSN also has a physical component in the form of a clinical practicum that the students will complete. Iowa students will complete a 654 hours at a medical facility.

See attachment #3 [Distance Learning]

Provide the name of every other State of Iowa agency required to approve the applicant school in Iowa, the school's contact person at the agency and the current status of that approval. Attach documentation in the form of a letter or certificate for each agency.

Agency Name	Contact Person	Telephone Number	Approval Status
N/A			

Is the school subject to a limitation, suspension or termination (LST) order issued by the U.S. Department of Education?

Yes No

If yes, explain below.

Provide the name and contact information for a U. S. Department of Education official who can verify the LST statement.

Do you:

Enroll students in Iowa? Yes No
Employ Iowa faculty? Yes No Do you intend to:

Enroll students in Iowa? Yes No
Employ Iowa faculty? Yes No

Describe current operations or plans to enroll students in Iowa or employ Iowa faculty.

Name, address, telephone number and resume of employees in Iowa. Please identify which employees are full time. N/A: Simmons will not have any employees in the state of Iowa.

Name: _____ Title: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

* Resumes may be provided as attachments

Will your school comply with Iowa Code section 261B.7, which requires the school to disclose that it is registered by the Commission, including Commission contact information?

(See the Iowa Code for details) "261B.7: Unauthorized Representation - Neither a school nor its officials or employees shall advertise or represent that the school is approved or accredited by the commission or the state of Iowa nor shall it use the registration as a reference in promotional materials."
 Yes No

Will your school comply with the requirements of Iowa Code section 261.9(1)"e" to "h"?

(See the Iowa Code for details.) Yes No

Please provide policies that comply with these requirements as attachments.

Does the school agree to file annual reports that the Commission requires from all Iowa colleges and universities?

Yes No

Attached a copy of the applicant school's most recent audit prepared by a certified public accounting firm no more than 12 months prior to the application and state below where, in the audit report, there is evidence that the auditor is providing an unqualified opinion.

See attachment #4 [Simmons College Financial Statement]

This financial statement was created for June 30 2012 and 2011. Statement of PricewaterhouseCoppers, a certified public accounting firm: "This Financial Statement of financial position and related statements of activities and cash flows present fairly . in all material respects. the financial position of Simmons College at June 30, 2012 and 2011, and the changes in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. The audit was conducted in accordance with auditing standards generally accepted in the United States of America. "

Describe how students will be provided with access to learning resources, including appropriate library and other support services requisite for the schools' degree programs.

The Simmons College library is committed to providing quality service to all users, including those located outside of the Boston metropolitan area. The library's collection includes over 53,000 in print and/or electronic format, over 150 electronic databases, and online text full access to over 25,000 books. All online MSN students will be given access to the Simmons College library databases and journals that are available for online use. Students will be issued a username and password to access all of the electronic and will be able to search the through E-Journals, E-books and other electronic databases. Additinally, MSN online students will have access to electronic sources in the health and sciences page, which include Nursing and Allied Health Source, Access to medicine, Dyna,ed, Evidence Based Medicine Reviews, and Medline. See attachment #5 [Library Access] for more information

Provide evidence that faculty within an appropriate discipline are involved in developing and evaluating curriculum for the program(s) to be registered in Iowa.

Simmons College faculty participate in all aspects of curriculum development including: program vision, mission, core values, philosophy, expected learner outcomes, individual course development, and course and program summative and formative evaluation. There are Nursing Department Curriculum Committees for the undergraduate and graduate programs comprised of faculty representatives who teach in those programs. All curricular decisions are reviewed and approved by the department faculty. The policies and processes for faculty participation are clearly delineated in the Department Faculty Handbook, See attachment #6 Faculty Policy Manual.

If applicable, please provide evidence that the school has adequate physical facilities appropriate for the program(s) to be offered and are located in the state. Include a copy of a signed agreement for a facility purchase or lease or option to purchase or lease. Please include a photograph of the location.

Simmons College's proposed program will be offered entirely through distance education and will not have any physical facilities in Iowa.

Include a statement, signed by the chief executive officer of the applicant school, on school letterhead, demonstrating the school's commitment to the delivery of programs located in Iowa, and agreeing to provide alternatives for students to complete programs at other institutions if the applicant school closes the program before students have completed their courses of study.

Statement may be in an attached document. See attachment #7 [Teach-out Plan Letter]

Provide an organizational plan that shows the location and physical address, telephone number, fax number and contact information for all internet-based and site-based educational locations, administrative, and service centers operated by the applicant and any parent organization.

Simmons College
School of Nursing and Health Sciences
300 The Fenway
Boston, MA 02115

Provide documentation showing the school's policy for the resolution of student and graduate comments and complaints. Provide complete contact information to which complainants may be referred.

Students may file grievances with:
College General Counsel
300 The Fenway
Office C-208
Boston, MA 02115
(617) 521- 2276

See attachment #8 for a copy of the grievance procedure [School of Nursing and Health
Sciences Student Handbook] Pgs. 11-12

If applicable, provide a copy of a current Certificate of Authority provided by the applicant's home state and the Iowa Secretary of State.

See attachment #9 [Simmons College Charter] See attachment #18 [Iowa Secretary of State]

Provide the U.S. Department of Education cohort default rate for each associated organizational entity for which the U.S. Department of Education reports a cohort default rate.

Simmons cohort default reate is based upon the most recent data compiled from Fiscal Year 2009 with the rate being 2.4%. This cohort default information can be found at: <http://nces.ed.gov/collegenavigator/?q=simmons+college&s=all&id=167783> and as Attachment #10 [Cohort Default Rate].

Provide the average debt upon graduation of individuals completing programs at each branch location and the entire organization,

The average indebtedness of a graduate of Simmons College is \$45,237. In 2009, the proportion of graduates with debt was 78%. This and other information regarding Simmons debt is available at Project student Debt online at <http://college-insight.org/#spotlight/go&h=7be0063a1372174416ae0e4042b17d22> and as attachment#12 [Student Indebtedness].

Provide the U. S. Department of Education cohort graduation rate for each branch location and the total organization, showing rates for graduates of diploma, two-year, and four-year, programs if those rates are reported to the U. S. Department of Education National Center for Education Statistics.

Simmons College's current graduation rate is 69%. This Calculation is from the U.S. Department of Education National Center for Education Statistics, and is included as Attachment #11. Further the data is available online at:
<http://nces.ed.gov/collegenavigator/?q=simmons+college&s=all&id=167783#retgrad>

SIGNATURE

Applicant School Chief Executive Officer

Judy A. Beal

Name

Dean, School of Nursing & Health Sciences

Title

Judy Beal

Signature

5.20.13

Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action.

A registration fee of \$2,000 is due and payable to the State of Iowa upon registration approval.

Iowa College Student Aid Commission

Postsecondary Registration Administrator
603 East 12th Street, FL 5th
Des Moines, IA 50319
(515) 725-3470

Exemption Claim for Postsecondary (261B) School Registration

Iowa Code § 261B.11 provides 14 exemptions from the Postsecondary School registration requirements of Chapter 261B. Exemption claims must be approved by the Commission before becoming effective. A school which falsely or erroneously claims an exemption remains subject to the enforcement authority of Chapter 261B.

Applications may be submitted electronically.

Applications are to be sent to:

Postsecondary Registration Administrator
Iowa College Student Aid Commission
603 East 12th Street, FL 5th
Des Moines, IA 20319
carolyn.small@iowa.gov

All items must be completed before the application will be considered as received by the Commission. Attach additional pages as needed to provide the requested information. Other documents or materials may also be attached to support the application. Attachments must be tabbed and clearly marked on both the paper and pdf documents.

Name of school and address of the principal office as defined in Iowa Code Section 490.140 or 510.141:
[(261B.4(2))] and [(261B.4(1))]

Name of School: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

Type of corporation:

- For-profit
- Non-profit
- Public

Address of all locations in Iowa where instruction is to be provided

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Provide the contact address to be used by students and graduates who seek to obtain transcript information.

Name: _____
Suite: _____
Street: _____
City: _____
State: _____
Zip: _____
Country: _____
Telephone Number (including country or area code): _____

Indicate which of the following exemptions is/are claimed.

1. Schools and educational programs conducted by firms, corporations, or persons for the training of their own employees.
2. Apprentice or other training programs provided by labor unions to members or applicants for membership.
3. Courses of instruction of a vocational or recreational nature that do not lead to an occupational objective.
4. Seminars, refresher courses, and programs of instruction sponsored by professional, business, or farming organizations or associations for the members and employees of members of these organizations or associations.
5. Courses of instruction conducted by a public school district or a combination of public school districts.
6. Colleges and universities authorized by the laws of Iowa to grant degrees.
7. Schools or courses of instruction or courses of training that are offered by a vendor solely to the purchaser or prospective purchaser of the vendor's product when the objective of the school or course is to enable the purchaser or the purchaser's employees to gain skills and knowledge to enable the purchaser to use the product.
8. Schools and educational programs conducted by religious organizations solely for the religious instruction of leadership practitioners of that religious organization.
9. Postsecondary educational institutions licensed by the state of Iowa under section 157.8 or 158.7 to operate as schools of cosmetology arts and sciences or as barber schools in the state.
10. Accredited higher education institutions that meet the criteria established under section 261.9, Subsection 1.
11. Postsecondary educational institutions offering programs limited to nondegree specialty vocational training programs.

12. Higher education institutions located in Iowa that are affiliated with health care systems located in Iowa, and which offer health professions programs that are accrediting agency recognized by the United States Department of Education.

13. Higher education institutions located in Iowa whose message therapy curriculum is approved under administrative rules of the professional licensure division of the department of public health and whose instructors are licensed massage therapists under chapter 152C.

14. A postsecondary educational institution established in Bettendorf in 1969 to prepare students for the Federal Communications Commission radio broadcasting examination

Explain in detail why the institution qualifies for the indicated exemption(s). Note the Commission will make a determination, based on this information.

SIGNATURE

Applicant School Chief Executive Officer

Name Title

Signature Date

If any information in this application changes between the time of application Commission action, the school must inform the Commission by filing an Amended Application clearly indicating the information which is being amended. Amendments must be received before the Commission takes action. If the claimed exemption becomes inapplicable, the school must immediately apply for registration with the State of Iowa or cease offering the course(s) of instruction. A school that is approved for exemption must, generally, reapply for the exemption, at minimum, every 2 years.

Attachment 1
Governing Body

PROVOST'S OFFICE

Charlena Seymour

Provost and Chief Academic Officer of Simmons College

Previously, Seymour served as Provost and Senior Vice Chancellor for Academic Affairs at the University of Massachusetts, Amherst. Seymour brings more than thirty years of academic, administrative, and professional accomplishments to Simmons, including a substantial tenure at the University of Massachusetts, where she also served as Director of the Communications Disorder Clinic, Chair of the Department of Communications Disorders, and Dean of the Graduate School.

At Amherst, Seymour established the Office of Faculty Development to assist with programs and resources for the mentoring and retention of faculty and helped to design, execute, and monitor the campus diversity plan that increased the numbers of women and minority faculty and students. Seymour is an expert in speech language pathology, and is published in many journals including *The Journal of Speech and Hearing Disorders*, *The Journal of Learning Disabilities*, *South African Journal of Communications Disorders*, *Journal of Fluency Disorders*, and *the Scandinavian Journal of Logopedics and Phoniatrics*.

She has received numerous awards, including Honors for Outstanding Lifetime Achievement from the American Speech-Language Hearing Association, the Distinguished Alumni Award from the School of Communications at Howard University, and the award for Intercultural and Race Relations from the Harvard Foundation at Harvard University. Seymour earned her Ph.D. and M.A. in speech and hearing science from The Ohio State University, and earned her B.F.A. in theater arts from Howard University.

Attachment 2

Preservation of Student Records

SIMMONS COLLEGE RECORDS RETENTION POLICY STATEMENT:

Simmons College is committed to meeting its administrative, fiscal, legal, and historical obligations through the systematic and consistent management of all records, regardless of medium or format, created and/or maintained by employees of Simmons College in the course of the College's academic and administrative business functions.

The effective management of the College's records will

- meet legal standards for protection, storage, accessibility, and disposition;
- protect the privacy of students, faculty, and staff as required by law;
- ensure optimal and efficient usage of space and other resources;
- promote a culture of clarity and transparency;
- contribute to the documentation of the College's historical records; and
- support the effective governance and management of the College.

This records management policy is designed to ensure compliance with applicable federal and state laws and regulations and industry best practices.

Scope:

This policy applies to College records and information resources in all formats, including but not limited to paper records, electronic records, and information management system data.

This policy applies to all faculty, staff, administrators, and other employees of Simmons College who manage College information resources.

Authority & Responsibilities

The President and senior administrative staff of the College are responsible for communicating this policy to College employees and have general oversight of this policy.

The College Archives is responsible for developing and administering a records management program for the College, and will assist employees in understanding and implementing that program.

The College Archives has the authority and responsibility to determine the appropriate disposition for College records in consultation with necessary faculty, staff, and administrators. The College

Archives has the authority and responsibility to articulate these disposition decisions in records retention schedules.

All employees of Simmons College are responsible for managing and maintaining the records they create and administer in compliance with both this policy and the record management program developed by the College.

Definitions:

Record: Information reflecting College academic, business, and related activities and transactions. Records may exist in any format (paper, electronic, information management system (i.e. Datatel) data, photographic, recordings, etc.). Records are created, received, used, and/or maintained in the course of typical College business operations and may hold operational, legal, fiscal, vital and/or historical value.

Critical / Vital Records: Records determined to contain information essential for the operational continuity of Simmons College following a catastrophic event. The College Archives will work with senior staff and administration at Simmons College to identify vital records and to develop procedures to ensure their accessibility after such an event.

Permanent / Archival Records: Records which are determined to contain historical, administrative, and/or research value to the College and which the College maintains indefinitely. The College Archives is responsible for the identification and transfer of these records, provides for their secure long-term storage, and ensures their accessibility in accordance to established Archives Access Policies.

Active Records: Records that are referred to regularly and/or are needed to support current or ongoing business activities of a department or office. Unless these records have been defined as permanent or archival, they should be destroyed in accordance to the College Records Retention Schedule.

Inactive Records: Records that have not been referenced for at least one year or for which the designated active period has passed. Unless these records have been defined as permanent or archival, they should be destroyed in accordance to the College Records Retention Schedule. If needed, inactive records may be placed in storage with the College Archives until the end of their defined retention period.

Record Copy / Official Copy: The single official copy of a document maintained by an administrative unit. The record copy is usually, but not always, the original and may be held by either the creating office or another office of record. Record Copies are identified in the College Record Retention Schedules, and these materials must be maintained in accordance to existing Record Retention Schedules.

Unofficial Copies: Duplicate copy of an official record created for ease of access and use. Also called “convenience copy” or “working copy,” these materials may be destroyed when no longer needed by the office that holds them.

Non-Records: These informational materials possess a solely operational value for the office which holds them, and should not be maintained by that office after the active use of them has ceased. Such items may be destroyed at any time when no longer needed by the office that holds them. Examples include:

- all duplicate/convenience copies of “Official Records”
- information (whether produced by Simmons College or not) used for reference purposes only
- notes or working drafts of a completed project (unless they provide more complete information than the final report)

Retention Period: Minimum length of time for which a College office or department is responsible for maintaining records. Retention periods are determined through consultation with state and federal law and industry best practices and are to be adhered to by all College employees in the course of their general business activities.

Retention Schedule: An internal document describing categories of records, stating their retention period, and providing instructions for their disposition. The General Records Schedule for Simmons College lists the most common records at the College and provides retention and disposition guidelines.

Disposition of Records: The terminal treatment of records, either through destruction or permanent storage with the College Archives.

Procedures and Guidelines

Records Creation

All College departments and offices must create records that accurately document their core activities and functions.

Records Storage

All College departments and offices must maintain their records in a safe, stable, and secure manner that supports their timely and accurate retrieval and applies appropriate controls on their accessibility. To do this departments and offices should:

- Develop consistent and accurate filing, classification, and/or indexing systems for records—both paper and electronic—that all employees understand and follow. Such systems must enable the efficient finding of appropriate records and need not be complex.
- Store their records in secure and stable environments, including electronic records storage on stable media and in accessible software formats.
- Determine the confidentiality and privacy status of all of their records and ensure that security measures are appropriate to meet the needs of the records.
- Document their records organization system, storage locations, and security procedures in existing policies and procedures.

Records Disposition and Destruction

All departments and offices must know what they need to do with their College records once the records are no longer in active use. Typical disposition of records include:

- confidential destruction;
- transfer to the College Archives for permanent retention;
- transfer to the College Archives Records Management program for short-term storage (in the case of records with a designated retention period, but which are not accessed regularly in on-site offices)

To determine and undertake the appropriate disposition of their records in compliance with the Simmons College Records Policy, departments and offices should:

- Consult the College's records retention schedules to determine the disposition of their records.
- Contact the College Archives (archives@simmons.edu) for assistance in interpreting the records schedules or developing or modifying schedules as needed.

Litigation Hold for College Records

Departments and office must ensure that they *not* destroy College records that are currently part of, or are likely to be part of, any legal action or proceeding, litigation, audit, investigation, or review, even if the records retention schedules or other policies or procedures indicate that the records are eligible for destruction. For more information, contact the Office of General Counsel at kathleen.rogers@simmons.edu.

Electronic Records, E-mail, Web Records, and Datatel Information

Records created, managed, and stored in electronic format constitute the majority of information at Simmons College. While this Records Retention Policy applies to all records, regardless of format, additional detailed information on the management, storage, and disposition of electronic records will be forthcoming.

General Records Retention Schedule

The Simmons College General Records Retention Schedule provides policy statements on the ownership, retention, and disposition of university records, identifying:

- which office or department holds the official copy of records;
- how long such records are to be kept; and
- the ultimate disposition of these records.

This General Records Schedule covers records common to most or several departments and offices at Simmons College. The Records Schedule may be supplemented by department or office-specific records policies as needed.

Translating the schedules into recordkeeping practice may not always be simple. For questions about interpreting or implementing the schedules or creating a department-specific records policy, please contact the College Archives at x2441 or archives@simmons.edu.

Record Types:

The Simmons College General Records Schedule is organized by functional type of record. Not all offices will produce official copies of records in all types.

Many instances of “convenience copies” are noted within the Schedule, but such information is neither exhaustive nor comprehensive.

- **Financial Records:** Investment, budget, and accounting records.
- **Student Records:** Graduate and undergraduate matriculated and non-matriculated student records.
- **Employment Records:** Personnel records, benefits, and payroll records for all employees; includes Faculty Tenure and Promotion records.
- **Academic Program Records:** Records that document teaching and learning, such as course schedules and descriptions, syllabi, reading lists, and courseware objects.
- **Administrative Records:** Includes reports, correspondence, operational records for all offices, departments, units, committees, and working groups, including senior administration.
- **Research Records:** Funded and unfunded grant records and grant and contract accounting records.
- **Advancement Records:** Gift and estate records.
- **Operations Records:** Records concerning building and grounds construction and maintenance.
- **Legal Records:** Contracts and litigation records
- **Marketing and Publicity Records:** Includes photographs, publications, and consent forms.

Attachment 3

Distance Learning

Distance Learning

All courses will be offered online through a distance learning platform using live and self-paced material. Students will meet weekly for a live discussion via videoconferencing with an instructor to discuss readings and assignments completed each week.

Classes will be small, with a ratio of one faculty member to a maximum of 15 students. MSN professors will design every course and collaborate with online curriculum specialists to maximize the impact of the new format. Students will master course materials on their own timetables and interact with faculty and classmates in live, online sessions and face-to-face immersions.

Self-paced or asynchronous course content will cover material taught in a typical lecture. These sessions will include original, broadcast-quality video segments, self-paced lectures, interactive case studies and collaborative activities designed to foster teamwork. Students will have access to this content 24 hours a day, seven days a week. In live or synchronous class sessions, a professor and a cohort of 10 to 15 students will collaborate in an online classroom at prearranged dates and times. These sessions, scheduled to accommodate students in multiple time zones, will use live, streaming video to allow students and professors to see and hear each other as they analyze and discuss course topics in real time. The technology also will enable live office hours with professors and student-led study groups, all of which will be recorded so students can revisit them, even after they complete the courses. In addition, faculty and students will be able to interact through the learning management system (discussion boards, etc.).

Attachment 4
Financial Statement

Simmons College

Financial Statements

June 30, 2012 and 2011

Simmons College
Index
June 30, 2012 and 2011

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Report of Independent Auditors

To the Board of Trustees of Simmons College

In our opinion, the accompanying statements of financial position and the related statements of activities and cash flows present fairly, in all material respects, the financial position of Simmons College (the "College") at June 30, 2012 and 2011, and the changes in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits of these statements in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

PricewaterhouseCoopers LLP

October 17, 2012

Simmons College
Statements of Financial Position
June 30, 2012 and 2011

(in thousands of dollars)

	2012	2011
Assets		
Cash and cash equivalents	\$ 34,939	\$ 31,612
Accounts receivable, net	5,731	5,330
Contributions receivable, net	5,367	3,154
Amounts held under agreement with bond trustee	5,987	8,019
Investments and life income funds	155,214	159,273
Loans to students, net	5,484	5,804
Other assets	2,545	2,118
Deferred charges, net	3,536	3,719
Property, plant, and equipment, net	193,621	197,163
Total assets	<u>\$ 412,424</u>	<u>\$ 416,192</u>
Liabilities and Net Assets		
Accounts payable and accrued liabilities	\$ 11,698	\$ 14,705
Deposits payable and deferred revenues	7,648	7,499
Bonds payable	180,243	183,534
Loan payable	1,185	1,407
U.S. government loan advances	3,246	3,338
Other liabilities	3,472	3,483
Total liabilities	<u>207,492</u>	<u>213,966</u>
Net assets		
Unrestricted	78,049	73,564
Temporarily restricted	63,663	67,894
Permanently restricted	63,220	60,768
Total net assets	<u>204,932</u>	<u>202,226</u>
Total liabilities and net assets	<u>\$ 412,424</u>	<u>\$ 416,192</u>

The accompanying notes are an integral part of these financial statements.

Simmons College
Statements of Activities
Years Ended June 30, 2012 and 2011

(in thousands of dollars)

	Unrestricted		Temporarily Restricted		Permanently Restricted		Total	
	2012	2011	2012	2011	2012	2011	2012	2011
Operating activities								
Operating revenues	\$ 111,013	\$ 112,019	\$ -	\$ -	\$ -	\$ -	\$ 111,013	\$ 112,019
Tuition and fees	(25,703)	(24,052)	-	-	-	-	(25,703)	(24,052)
Less: Student aid	85,310	87,967	-	-	-	-	85,310	87,967
Net tuition and fees	15,634	14,344	-	-	-	-	15,634	14,344
Auxiliary enterprises	6,745	6,576	-	-	-	-	6,745	6,576
Investment return in support of operations	5,026	3,599	-	-	-	-	5,026	3,599
Gifts	3,356	2,989	-	-	-	-	3,356	2,989
Government and private grants	2,946	3,500	-	-	-	-	2,946	3,500
Leases	3,778	3,113	-	-	-	-	3,778	3,113
Other	2,491	1,805	-	-	-	-	2,491	1,805
Net assets released from restrictions	125,286	123,893	-	-	-	-	125,286	123,893
Total operating revenues	55,501	52,402	-	-	-	-	55,501	52,402
Operating expenses	14,461	14,038	-	-	-	-	14,461	14,038
Salaries and wages	29,616	32,590	-	-	-	-	29,616	32,590
Employee benefits	7,613	7,183	-	-	-	-	7,613	7,183
Materials, supplies, and services	107,191	106,213	-	-	-	-	107,191	106,213
Interest expense	18,095	17,680	-	-	-	-	18,095	17,680
Total operating expenses	(12,274)	(12,484)	-	-	-	-	(12,274)	(12,484)
Results from operations before depreciation	5,821	5,196	-	-	-	-	5,821	5,196
Depreciation	-	-	-	-	-	-	-	-
Results from operations after depreciation	-	-	-	-	-	-	-	-
Nonoperating revenues, gains, and losses								
Gifts	17	17	3,855	1,740	3,057	2,824	6,912	4,581
Investment gains (loss)	(660)	7,490	(956)	17,066	(552)	1,151	(2,168)	25,707
Distribution of investment return in support of operations	(6,745)	(6,576)	-	-	-	-	(6,745)	(6,576)
Other income	1,377	20	-	-	-	-	1,377	20
Net assets released from restriction	4,892	4,762	(7,130)	(6,645)	(53)	78	(2,491)	(1,805)
Change from nonoperating activity	(1,336)	5,713	(4,231)	12,161	2,452	4,053	(3,115)	21,927
Change in net assets	4,485	10,909	(4,231)	12,161	2,452	4,053	2,706	27,123
Net assets								
Beginning of year	73,564	62,655	67,894	55,733	60,768	56,715	202,226	175,103
End of year	\$ 78,049	\$ 73,564	\$ 63,663	\$ 67,894	\$ 63,220	\$ 60,768	\$ 204,932	\$ 202,226

The accompanying notes are an integral part of these financial statements.

Simmons College
Statements of Cash Flows
Years Ended June 30, 2012 and 2011

(in thousands of dollars)

	2012	2011
Cash flows from operating activities		
Change in net assets	\$ 2,706	\$ 27,123
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	12,091	12,291
Amortization of bond premium/discount and bond issuance costs	(83)	(525)
Stocks and gifts in kind	(565)	(260)
Net realized and unrealized loss (gains) on investments	3,088	(25,003)
Contributions for long-term investment	(3,223)	(2,830)
Changes in assets and liabilities		
(Decrease) increase in account receivable and other assets	(3,041)	(158)
(Decrease) increase in accounts payable and other accruals	(4,111)	745
Increase (decrease) in deferred revenues and deposits payable	150	(162)
Net cash provided by operating activities	<u>7,012</u>	<u>11,221</u>
Cash flows from investing activities		
Purchases of property, plant, and equipment	(7,193)	(4,679)
Proceeds from the sale and maturities of investments	46,121	144,636
Purchases of investments	(44,586)	(142,946)
Decrease in amounts held under agreement with bond trustee	2,032	651
Student loans advanced	(502)	(564)
Student loans collected	823	684
Net cash used in investing activities	<u>(3,305)</u>	<u>(2,218)</u>
Cash flows from financing activities		
Repayments of long-term debt	(3,247)	(3,017)
Payments to annuity beneficiaries	(356)	(382)
Contributions to be used for long-term investment	3,223	2,830
Net cash used in financing activities	<u>(380)</u>	<u>(569)</u>
Net increase in cash and cash equivalents	3,327	8,434
Cash and cash equivalents		
Beginning of year	<u>31,612</u>	<u>23,178</u>
End of year	<u>\$ 34,939</u>	<u>\$ 31,612</u>
Supplemental data		
Interest paid	\$ 7,436	\$ 7,600

The accompanying notes are an integral part of these financial statements.

Simmons College

Notes to Financial Statements

June 30, 2012 and 2011

1. Accounting Policies

Organization

Simmons College (the "College") is a private, nonsectarian institution located in Boston's Back Bay that currently serves approximately 1,785 undergraduate women and 3,000 men and women in its graduate programs at the master and doctoral levels.

Basis of Presentation

The financial statements of the College have been prepared on the accrual basis of accounting.

Accounting principles generally accepted in the United States of America (GAAP) for private, not-for-profit organizations require classification of net assets, revenues, expenses, gains, and losses into three categories based on the existence or absence of externally imposed restrictions. The categories – unrestricted, temporarily restricted, and permanently restricted net assets – are defined as follows:

Unrestricted Net Assets

Unrestricted net assets are the net assets that are not subject to donor-imposed stipulations. Unrestricted net assets may be designated for specific purposes by action of the College's Board of Trustees (the "Trustees").

All expenses are reported as decreases in unrestricted net assets. Gains and losses on investments and other assets are reported as increases or decreases in unrestricted net assets unless their use is restricted either by donor stipulation or by law.

Temporarily Restricted Net Assets

Temporarily restricted net assets are the net assets subject to donor-imposed stipulations that will be met either by actions of the College or the passage of time as well as unexpended endowment income allocated under the spending formula. When the stipulations have been met (i.e., the time requirement has expired or the restricted purpose is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions.

Permanently Restricted Net Assets

Permanently restricted net assets are the net assets that are subject to donor-imposed stipulations that they be maintained in perpetuity by the College. Generally, the donors of these assets permit the College to use all or part of the income earned and gains, if any, on related investments for general or specific purposes.

Revenues are reported as increases in unrestricted net assets unless their use is subject to donor-imposed restrictions. In those cases, amounts received that are permanently or temporarily restricted by the donor are reported as increases to those net asset classes.

Nonoperating Revenues, Gains and Losses

The nonoperating revenues, gains and losses include investment income, realized and unrealized investment gains and losses net of amounts distributed in support of operations, contributions to temporarily restricted and permanently restricted net assets, realized gains on the sale of property and the nonoperating net assets utilized or released from restriction.

Expenses associated with fund-raising were \$2,860,000 and \$2,627,000 in 2012 and 2011, respectively, and are included in institutional support expenditures disclosed in Note 13,

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

Cash Equivalents

Cash and cash equivalents include highly liquid investments purchased with an initial maturity date of three months or less. For purposes of the statements of financial position and statements of cash flows, cash and cash equivalents exclude such amounts which are included within the investment accounts.

Investments and Life Income Funds

Investments and life income funds are reported at fair value. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Gains or losses on investments are recognized as increases or decreases in unrestricted net assets, unless their use is temporarily or permanently restricted by explicit donor stipulations or by law.

Certain investments are not publicly traded and are referred to as alternative investments. The alternative investments are carried at estimated fair values as provided by the investment managers (Note 4 and Note 5).

The College invests in various securities, including U.S. government securities, corporate debt instruments, hedge funds, private equities, and corporate stocks. Investment securities, in general, are exposed to various risks, such as interest rate, credit, and overall market volatility. Due to the level of risk associated with certain investment securities, it is reasonably possible that changes could occur and materially affect the amounts reported in the financial statements.

Endowment Investment and Spending Policies

On July 2, 2009, The Uniform Prudent Management of Institutional Funds Act (UPMIFA) was signed into law in Massachusetts. UPMIFA provides greater flexibility for organizations that may consider spending from underwater endowment funds. UPMIFA did not impact the College's spending from endowment funds in fiscal year 2012 and 2011.

The Trustees have interpreted state law as requiring realized and unrealized gains of permanently restricted net assets to be retained in a temporarily restricted net asset classification until appropriated by the Trustees and expended.

The College has adopted investment and spending policies for endowment assets to provide long-term capital appreciation to supply funds for the specified purposes for which the original endowed gifts were given (e.g., scholarships, endowed chairs and operations). The time horizon for the endowment is perpetuity. The assets of the College are managed accordingly by external professional investment managers or invested in professionally managed funds, including funds of funds or managers of managers. The appointment of such managers or funds is the responsibility of the Investment Committee, a standing committee of the Board of Trustees. Investment managers have discretion over their investment programs, subject to appropriate constraints reflected in the College's Investment Policy Statement or in the applicable investment management contracts.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

The long-term objective of the College is to achieve a total return equivalent to or greater than the expected return. The expected return is the sum of the annual spending rate, the long-term inflation rate and any growth factor which the Investment Committee may deem appropriate. The spending rate for the years ended June 30, 2012 and June 30, 2011 was 4.5%. For the year ended June 30, 2012, the Board approved a change in the methodology for calculating the annual spending rate from a three-year average of market values as of December 31, to one based on the average of the prior twelve quarter end market values as of December 31. To the extent that current yield is inadequate to meet the spending rate a portion of cumulative realized and unrealized net gains is also available for current use.

Property, Plant, and Equipment

Property, plant, and equipment are recorded at cost or, if acquired by gift, at fair market value on the date of receipt. Depreciation is computed by the straight-line method based on the estimated useful lives of the assets. The College reports gifts of property and equipment as unrestricted net assets, unless explicit donor stipulations specify how the donated assets must be used.

Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as restricted net assets. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the College reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

The estimated useful lives used in computing depreciation are as follows:

Furniture, fixtures and equipment	3–15 years
Land improvements	10 years
Library books	10 years
Building renovations	20 years
Buildings	40 years

Conditional Asset Retirement Obligations

The College has recognized an asset retirement obligation for the future remediation of asbestos in campus facilities. The College recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred. When the liability is initially recorded, the cost of the asset retirement obligation is capitalized by increasing the carrying amount of the related long-lived asset. The liability is accreted to its present value each period, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Upon settlement of the obligation, any difference between the cost to settle the asset retirement obligation and the liability recorded is recognized as a gain or loss in the statements of activities. The accrual balance for this obligation as of June 30, 2012 and 2011 is included in other liabilities in the statements of financial position. Changes in this balance for the years ended June 30 are as follows:

<i>(in thousands of dollars)</i>	2012	2011
Balance at beginning of year	\$ 1,482	\$ 1,428
Accretion expense	56	54
Balance at end of year	<u>\$ 1,538</u>	<u>\$ 1,482</u>

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

Fair Value of Financial Instruments Other Than Investments

The carrying amounts of cash equivalents, accounts receivable, accrued interest receivable, accounts payable, and student deposits approximate fair value because of the short maturities of these financial instruments.

Reasonable estimates of the fair values of the notes receivable from students under government loan programs and advances from the federal government for student loans could not be made because the notes receivable are not saleable and can only be assigned to the U.S. government or its designees.

The fair market value of the College's financial debt instruments based on current borrowing rates for loans with similar maturities and average maturities was estimated to be approximately \$192,719,000 and \$198,557,000 as of June 30, 2012 and 2011, respectively.

Tuition and Fees Revenue

The College recognizes tuition and fees revenue in the period in which the educational instruction is performed. Accordingly, tuition and fees received in advance are deferred until the educational instruction is provided and related expenses incurred.

Contributions

Contributions received, including unconditional promises, are recognized as revenues when the donors' commitments are received. Unconditional promises are recognized at the estimated present value of the future cash flows, net of allowances. Promises of noncash assets are recorded at their fair market values. Conditional promises are recorded at their fair values when donor stipulations are substantially met.

Lease Revenue

The College leases parking garage and office space under operating leases. The operating leases have scheduled annual increases which the College recognizes on a straight-line basis over the lease term beginning with the start of the lease.

Tax Status

The College is a qualified tax-exempt organization under the provisions of Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Noncash Items

Noncash transactions impacting recorded assets and liabilities and therefore not resulting in cash receipts or payments reflected in the statements of cash flows include \$2,131,000 and \$830,000 of accrued liabilities related to plant and equipment purchases at June 30, 2012 and 2011, respectively.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

Funds with Shortfalls

From time to time, the market value of assets associated with permanently restricted funds may fall below the level that the donor requires the College to retain as a fund of perpetual duration. Shortfalls of this nature are reported in unrestricted net assets, and totaled \$382,000 and \$232,000 as of June 30, 2012 and 2011, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred shortly after the investment of new permanently restricted contributions.

Subsequent Events

Subsequent events have been evaluated through October 17, 2012, which is the date when the financial statements were issued.

Revision of Prior Period Statements

In the current fiscal year, the College recognized the tuition and fee revenues and the related expenses of the summer session on a pro-rata basis from the start date of the class through June 30, 2012. Previously, the College recognized all tuition and fee revenues and the related expenses of its summer term for those classes that started on or before June 30. In order to correctly present comparative information with fiscal year 2012 certain amounts as described below have been revised in the reported statements for fiscal year 2011.

The Statement of Financial Position as previously reported for the year ended June 30, 2011 has a cumulative change in opening net assets for prior years of \$3,012,000 and an overall impact to the Statement of Activities for FY 2011 of a \$236,000 decrease in results from operations after depreciation. The College does not believe the revision is material to any prior period.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

The detail of effect of the change on the College financial statements for the year ended June 30, 2011 was as follows:

	6/30/2011 Reported	Adjustment	6/30/2011 Revised
Changes to the Statement of Financial Position			
Accounts receivable, net	\$ 5,010	\$ 320	\$ 5,330
Total assets	415,872	320	416,192
Accounts payable and accrued liabilities	15,378	(673)	14,705
Deposits payable and deferred revenues	3,258	4,241	7,499
Total liabilities	210,398	3,568	213,966
Unrestricted net assets	76,812	(3,248)	73,564
Total net assets	205,474	(3,248)	202,226
Total liabilities and net assets	415,872	320	416,192
Unrestricted net assets beginning balance	65,667	(3,012)	62,655
Total net assets beginning balance	178,115	(3,012)	175,103
Changes to the Statement of Activities			
Tuition and Fees	112,621	(602)	112,019
Less: Student aid	(24,140)	88	(24,052)
Net tuition and fees	88,481	(514)	87,967
Salaries and wages	52,676	(274)	52,402
Employee benefits	14,042	(4)	14,038
Total operating expenses	106,491	(278)	106,213
Results from operations before depreciation	17,916	(236)	17,680
Results from operations after depreciation	5,432	(236)	5,196
Change in net assets	27,359	(236)	27,123
Changes to the Statement of Cash Flows			
Change in net assets	27,359	(236)	27,123
(Decrease) increase in account receivable and other assets	(70)	(88)	(158)
(Decrease) Increase in accounts payable and other accruals	1,023	(278)	745
Increase (decrease) in deferred revenues and deposits payable	(764)	602	(162)
Net cash provided by operating activities	\$ 11,201	\$ -	\$ 11,201

2. Accounts Receivable

At June 30 accounts receivable consisted of the following:

(in thousands of dollars)

	2012	2011
Accounts receivable - student and other	\$ 6,573	\$ 5,974
Accounts receivable for sponsored programs	390	469
Less: Allowance for doubtful accounts	(1,232)	(1,113)
Accounts receivable, net	<u>\$ 5,731</u>	<u>\$ 5,330</u>

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

3. Loans to Students

Loans to students are net of an allowance for uncollectible loans of \$355,000 at both June 30, 2012 and 2011.

The College regularly assesses the adequacy of the allowance for doubtful accounts related to loans to students by performing ongoing evaluations of the student loan portfolio, including such factors as the economic environment in which the borrowers operate and the level of delinquent loans. The College also performs a detailed review of the aging of the student loan receivable balances in comparison to prior years. The level of the allowance is adjusted based on the results of this analysis. The College considers the allowance recorded at June 30, 2012 and June 30, 2011 to be reasonable and adequate to absorb the potential credit losses inherent in the student loan portfolio.

4. Investments

The fair value of investments by type, including investments under split interest agreements and charitable remainder trusts, as of June 30 were as follows:

<i>(in thousands of dollars)</i>	2012	2011
Cash and cash equivalents	\$ 8,178	\$ 11,654
Fixed income	21,493	18,733
Equities	69,374	76,492
Alternative investments	56,138	52,356
Other	31	38
Total investments	<u>\$ 155,214</u>	<u>\$ 159,273</u>

Alternative investments consist primarily of hedge fund and private equity holdings. The fair value of certain private equity, real estate, natural resource and other equity investments represents the College's ownership interest in the capital account of limited partnerships. The value of these investments is determined by the general partner and is based on appraisals or other estimates that require varying degrees of judgment. If no public market exists for the underlying investment, the fair value is determined by the general partner taking into consideration among other things, multiples of comparable companies in the public markets and/or discounted cash flow analyses. The College performs additional procedures with respect to valuation including due diligence reviews on its investments in limited partnerships and including, but not limited to, general partners' compliance with the Fair Value Measurements standard, price transparency and valuation procedures in place.

The College is obligated under certain alternative investment agreements to periodically advance additional funding up to their contractual levels.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

The composition of investment gains (loss) for the years ended June 30 is as follows:

<i>(in thousands of dollars)</i>	2012			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Interest and dividend income	\$ 113	\$ 802	\$ 5	\$ 920
Net realized losses	(529)	(1,166)	(226)	(1,921)
Net change in unrealized gains and losses on investments	<u>(244)</u>	<u>(592)</u>	<u>(331)</u>	<u>(1,167)</u>
Total investment return on long-term investments	<u>\$ (660)</u>	<u>\$ (956)</u>	<u>\$ (552)</u>	<u>\$ (2,168)</u>

<i>(in thousands of dollars)</i>	2011			Total
	Unrestricted	Temporarily Restricted	Permanently Restricted	
Interest and dividend income	\$ 204	\$ 493	\$ 5	\$ 702
Net realized gains	2,659	5,796	59	8,514
Net change in unrealized gains and losses on investments	<u>4,627</u>	<u>10,777</u>	<u>1,087</u>	<u>16,491</u>
Total investment return on long-term investments	<u>\$ 7,490</u>	<u>\$ 17,066</u>	<u>\$ 1,151</u>	<u>\$ 25,707</u>

Internal Borrowing from Endowment

In September 2008, the College's Board of Trustees approved an internal borrowing from the endowment to provide funding for the construction of the School of Management building and garage, and the expansion of the Fens Cafeteria. The loan carries an interest rate of 5% which was approved by the Board of Trustees based on its determination of rates for similar instruments at the time of authorization. The principal amount of the loan outstanding was \$8,371,000 and \$10,371,000 at June 30, 2012, and 2011, respectively. Annual principal payments began in fiscal year 2011 and continue through 2018 or until completely paid.

5. Fair Value Measurements

U.S. GAAP permits, as a practical expedient, an entity holding investments in certain entities that calculate net asset value per share or its equivalent for which the fair value is not readily determinable, to measure the fair value of such investments on the basis of that net asset value per share or its equivalent without adjustment. U.S. GAAP requires enhanced disclosures about the nature and risks of investments within its scope. Such disclosures include the nature of any restrictions on an investor's ability to redeem its investments at the measurement date, any unfunded commitments, and the investment strategies of the investee.

The College establishes the fair value as an exit price, representing the amount that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants. As such, fair value is a market-based measurement that is determined based on assumptions that market participants would use in pricing an asset or liability, including assumptions about risk and the risks inherent in valuation techniques.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

As a basis for considering assumptions, the College uses a three-tier fair value hierarchy based upon whether the value of the asset or liability can be readily determined from publicly available data or not. Valuation techniques used to measure fair value must maximize the use of observable inputs and minimize the use of unobservable inputs. Observable inputs mean that the market data is readily available from independent sources to help quantify the valuations, while unobservable inputs mean that the market data is not readily available, and therefore, the value of the asset or liability in the portfolio must be based on other information including the reporting entity's own assumptions about how market participants would value the asset or liability.

The following describes the hierarchy of inputs used to measure fair value and the primary valuation methodologies used for financial instruments measured at fair value on a recurring basis. The three levels of inputs and a description of the College's valuation methodologies for assets measured at fair value are as follows:

- Level 1 Inputs that are based on unadjusted quoted prices in active markets for identical assets that the College is able to access on the date of valuation. Instruments categorized in Level 1 would be common stocks, bonds held in custody in the College's name and mutual funds with daily NAV that are publicly listed on market exchanges and have daily process and trading activity.
- Level 2 Inputs other than Level 1 that are observable, either directly or indirectly, such as quoted prices for similar assets; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the same term of the assets. Level 2 investments can include thinly traded securities and private investments in publicly traded companies. Commingled funds with documented transactions on the reporting date at an established NAV, and the ability to liquidate at NAV in the near-term (90 days or less) would also be classified as Level 2.
- Level 3 Inputs that are typically unobservable, in illiquid markets and rely on assumptions and estimates about pricing derived available information. Typical Level 3 investments include private equity, private real estate partnerships and other illiquid securities with little or no regular market activity. Typically private equity partnerships can never be redeemed, but rather that the College receives distribution through the liquidation of the partnerships' underlying assets. Investments that are not redeemable at NAV in the near-term (greater than 90 days) are also classified as Level 3.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

The methods described above may produce a fair value that may not be indicative of net realizable value or reflective of future values. In addition, while the College believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different estimate of fair value at the reporting date.

The College's assets measured at fair value are as follows:

<i>(in thousands of dollars)</i>	Assets at Fair Value at June 30, 2012			
	Level 1	Level 2	Level 3	Total
Investments				
Cash and cash equivalents	\$ 7,866	\$ -	\$ -	\$ 7,866
Fixed income securities	18,495	-	-	18,495
Equity securities	32,013	30,995	-	63,008
Alternative investments - hedge funds	-	15,472	10,713	26,185
Alternative investments - private equity	-	-	29,737	29,737
	<u>58,374</u>	<u>46,467</u>	<u>40,450</u>	<u>145,291</u>
Charitable annuities and pooled income funds				
Cash and cash equivalents	42	-	-	42
Fixed income securities	-	1,038	-	1,038
Equity securities	-	1,248	-	1,248
Perpetual trusts held by third parties	-	-	7,595	7,595
	<u>42</u>	<u>2,286</u>	<u>7,595</u>	<u>9,923</u>
	<u>\$ 58,416</u>	<u>\$ 48,753</u>	<u>\$ 48,045</u>	<u>\$ 155,214</u>

<i>(in thousands of dollars)</i>	Assets at Fair Value at June 30, 2011			
	Level 1	Level 2	Level 3	Total
Investments				
Cash and cash equivalents	\$ 11,421	\$ -	\$ -	\$ 11,421
Fixed-income securities	15,513	-	-	15,513
Equity securities	30,557	38,737	-	69,294
Alternative investments - hedge funds	-	15,757	11,332	27,089
Alternative investments - private equity	-	-	25,158	25,158
	<u>57,491</u>	<u>54,494</u>	<u>36,490</u>	<u>148,475</u>
Charitable annuities and pooled income funds				
Cash and cash equivalents	45	-	-	45
Fixed-income securities	-	1,185	-	1,185
Equity securities	-	1,396	-	1,396
Perpetual trusts held by third parties	-	-	8,172	8,172
	<u>45</u>	<u>2,581</u>	<u>8,172</u>	<u>10,798</u>
	<u>\$ 57,536</u>	<u>\$ 57,075</u>	<u>\$ 44,662</u>	<u>\$ 159,273</u>

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

A summary of changes in the fair value of the College's Level 3 assets for the year ended June 30, 2012 is as follows:

<i>(in thousands of dollars)</i>	Private Equity	Hedge Funds	Perpetual Trusts	Total
Balance at beginning of year	\$ 25,158	\$ 11,332	\$ 8,172	\$ 44,662
Realized gains (losses)	382	(517)	-	(135)
Unrealized gains (losses)	1,611	468	(577)	1,502
Purchases and capital calls	4,625	-	-	4,625
Sales and redemptions	(2,039)	(570)	-	(2,609)
Balance at end of year	<u>\$ 29,737</u>	<u>\$ 10,713</u>	<u>\$ 7,595</u>	<u>\$ 48,045</u>

A summary of changes in the fair value of the College's Level 3 assets for the year ended June 30, 2011 is as follows:

<i>(in thousands of dollars)</i>	Private Equity	Hedge Funds	Perpetual Trusts	Total
Balance at beginning of year	\$ 25,858	\$ 7,370	\$ 7,101	\$ 40,329
Reclassified to level 2	-	(3,203)	-	(3,203)
Total realized and unrealized gains (losses), net	2,609	612	1,071	4,292
Purchases	3,343	8,250	-	11,593
Sales	(6,652)	(1,697)	-	(8,349)
Balance at end of year	<u>\$ 25,158</u>	<u>\$ 11,332</u>	<u>\$ 8,172</u>	<u>\$ 44,662</u>

The following table for June 30, 2012, sets forth a summary of the College's investments with a reported NAV:

Fair Value Estimated Using Net Asset Value			
June 30, 2012			
<i>(in thousands of dollars)</i>	Fair Value *	Unfunded Commitments	Redemption Frequency
Investment			
Fixed Income securities ^(a)	\$ 1,038	\$ -	Daily
Equity securities ^(b)	32,243		Varies from 100% daily, less than 30 days, to 30-60 days
Limited partnerships - NAV ^(c)			
Hedge funds	26,185		Varies from quarterly with 30 days notice, semi-annually with 30-180 days notice, to none.
Private equity	<u>29,737</u>	<u>11,629</u>	N/A
	<u>\$ 89,203</u>	<u>\$ 11,629</u>	

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

- a. This category includes investments in funds with the objective to achieve an inflation protected return.
- b. This category includes investments with the objective to achieve long-term growth from a diversified portfolio of equity securities. To achieve this objective the College has selected investment managers that focus on both U.S. and international markets in various business sectors including commodities, industrial material, healthcare, information technology, utilities and others.
- c. This category includes investments with the objective to achieve long-term growth from a diversified portfolio of limited partnerships. The objective is to generate long term returns significantly higher than public equity markets.

6. Donor-Restricted and Board-Designated Funds

Donor-restricted and board-designated net assets by type of fund as of June 30, 2012 are as follows:

<i>(in thousands of dollars)</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets				
Donor restricted	\$ -	\$ 54,932	\$ 55,206	\$ 110,138
Board designated	46,671	-	-	46,671
Total endowment net assets	46,671	54,932	55,206	156,809
Designated for specific purposes				
Perpetual trusts held by third parties	-	-	6,363	6,363
Annuity and life income funds	-	1,796	(169)	1,627
Donor-restricted funds	-	6,935	1,820	8,755
	<u>\$ 46,671</u>	<u>\$ 63,663</u>	<u>\$ 63,220</u>	<u>\$ 173,554</u>

Changes in donor-restricted and board-designated net assets for the fiscal year ended June 30, 2012 are as follows:

<i>(in thousands of dollars)</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted and board-designated funds, beginning of year				
	\$ 48,806	\$ 67,894	\$ 60,768	\$ 177,468
Contributions	-	3,855	3,057	6,912
Investment income	113	802	5	920
Net appreciation	(773)	(1,758)	(557)	(3,088)
Amounts appropriated for expenditure	(1,475)	(7,130)	(53)	(8,658)
Donor-restricted and board-designated funds, end of year	<u>\$ 46,671</u>	<u>\$ 63,663</u>	<u>\$ 63,220</u>	<u>\$ 173,554</u>

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

Donor-restricted and board-designated net assets by type of fund as of June 30, 2011 are as follows:

<i>(in thousands of dollars)</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Endowment net assets				
Donor restricted	\$ -	\$ 61,082	\$ 52,235	\$ 113,317
Board designated	48,806	-	-	48,806
Total endowment net assets	48,806	61,082	52,235	162,123
Designated for specific purposes				
Perpetual trusts held by third parties	-	-	6,888	6,888
Annuity and life income funds	-	2,005	(95)	1,910
Donor-restricted funds	-	4,807	1,740	6,547
	<u>\$ 48,806</u>	<u>\$ 67,894</u>	<u>\$ 60,768</u>	<u>\$ 177,468</u>

Changes in donor-restricted and board-designated net assets for the fiscal year ended June 30, 2011 are as follows:

<i>(in thousands of dollars)</i>	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Donor-restricted and board-designated funds, beginning of year	\$ 43,201	\$ 55,733	\$ 56,715	\$ 155,649
Contributions	-	1,740	2,824	4,564
Investment income	204	493	5	702
Net appreciation	7,286	16,573	1,146	25,005
Amounts appropriated for expenditure	(1,885)	(6,645)	78	(8,452)
Donor-restricted and board-designated funds, end of year	<u>\$ 48,806</u>	<u>\$ 67,894</u>	<u>\$ 60,768</u>	<u>\$ 177,468</u>

Total endowment net assets include the balance of the internal loan which was \$8,371,000 and \$10,371,000 at June 30, 2012 and 2011, respectively.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

7. Contributions Receivable

Contributions receivable as of June 30 consist of the following:

<i>(in thousands of dollars)</i>	2012	2011
Due in one year or less	\$ 1,252	\$ 1,120
Due between one year and five years	3,308	1,527
Beyond five years	1,450	1,075
	<u>6,010</u>	<u>3,722</u>
Less: Allowance for uncollectible contributions	(351)	(279)
Less: Discount to present value (discount rates range from .72%–3.4%)	(292)	(289)
	<u>(643)</u>	<u>(568)</u>
Contributions receivable, net	<u>\$ 5,367</u>	<u>\$ 3,154</u>

The change in contributions receivable, net during the year ended June 30, 2012, is summarized as follows:

<i>(in thousands of dollars)</i>	
Balance at July 1, 2011	\$ 3,154
New pledges	4,126
Collections on pledges	(1,838)
Increase in allowance for uncollectible contributions	(72)
Increase in unamortized discounts	(3)
Balance at June 30, 2012	<u>\$ 5,367</u>

8. Property, Plant, and Equipment

Property, plant, and equipment are stated at cost or fair value at date of gift, less accumulated depreciation, and as of June 30 are summarized as follows:

<i>(in thousands of dollars)</i>	2012	2011
Land and improvements	\$ 815	\$ 815
Buildings and improvements	244,007	239,679
Furniture, fixtures, and equipment	39,568	35,874
Library books	8,946	8,482
	<u>293,336</u>	<u>284,850</u>
Less: Accumulated depreciation	(99,715)	(87,687)
Property, plant, and equipment, net	<u>\$ 193,621</u>	<u>\$ 197,163</u>

The College has contractual obligations outstanding, related to various renovations on campus, of \$2,137,000 and \$1,757,000 at June 30, 2012 and 2011, respectively.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

9. Bonds Payable

Bonds payable as of June 30 consisted of the following:

<i>(in thousands of dollars)</i>	2012	2011
Massachusetts Health and Educational Facilities Authority (MHEFA) Revenue Bonds		
Simmons College Series C, 4%–5.125%, payable through 2028	\$ 9,130	\$ 9,460
Simmons College Series D, 4.6%–6.15%, payable through 2029	-	825
Simmons College Series F, 4%–5%, payable through 2033	2,755	3,590
Simmons College Series I, 6%–8%, payable through 2039	61,055	61,055
Massachusetts Development Finance Agency (MDFA) Revenue Bonds		
Simmons College Series G Variable Rate Demand Variable Mode Revenue Bonds, payable through 2036	49,610	49,610
Simmons College Series H, 4%–5.25%, payable through 2033	39,030	39,280
Simmons College Bonds Series 2008 Taxable, payable through 2022	15,770	16,555
	<u>177,350</u>	<u>180,375</u>
Unamortized bond premium/discount, net	2,893	3,159
Total MHEFA and MDFA Revenue Bonds	<u>\$ 180,243</u>	<u>\$ 183,534</u>

On January 4, 2007, the College issued MDFA Revenue Bonds, Simmons College Series H (the "Series H Bonds") in the amount of \$45,344,000. The primary purpose of this issue was to refinance portions of the Simmons College Series C Bonds, Series D Bonds, and Series F Bonds.

The defeasance was achieved through the deposit of \$44,283,000 of the proceeds of the Series H Bonds in a refunding trust and has been accounted for as legal defeasance. Accordingly, the defeased bonds and the assets in the defeasance trust were removed from the statements of financial position in 2007. At June 30, 2012, the outstanding principal amount of the defeased bonds was \$31,065,000.

Monies in the defeasance trust have been applied to the purchase of noncancelable direct obligations of the U.S. government. The government obligations, together with the interest thereon, will be sufficient in amount and available when necessary to pay the principal and interest on the defeased Series C and F Bonds when due or called.

On April 1, 2008, the College remarketed its Series G Bonds. The purpose of the remarketing was to provide for the cancellation of the bond insurance policy that previously secured the Series G Bonds, due to a downgrade of the bond insurer's credit rating, and to replace the bond insurance with a letter of credit. The interest rate on these bonds is determined weekly based upon the Securities Industry and Financial Market Association Municipal Swap Index (SIFMA). The average interest rate in fiscal year 2012 on these bonds was .13%.

On February 21, 2008, the College issued the Simmons College Series 2008 (Taxable) Bonds in the amount of \$18,730,000. The primary purpose of this issue was to finance the construction of a portion of an approximately 715-car garage located behind the College's Main Academic Building. The interest rate on these bonds is determined weekly based upon the SIFMA. The average interest rate on these bonds in fiscal year 2012 was .18%.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

On January 22, 2009, the College issued MHEFA Revenue Bonds, Simmons College Issue, Series I (the "Series I Bonds") in the face amount of \$61,055,000. The primary purpose of this issue was to retire the Series E Bonds at the par value of \$31,140,000, including the payment due in connection with the termination of the interest rate hedge contract related to the Series E Bonds, and to finance the completion of the School of Management Building and expansion of the Fens Cafeteria.

Collateral

The College has pledged its tuition receipts as collateral for the bonds detailed above. In addition, the College has granted a mortgage on its residence campus in connection with the issuance of the Series I Bonds. The net book value of the property comprising the residence campus is \$22,491,000.

Loan Payable

In July 2008, the College acquired a nine-year \$2,000,000 loan from its cafeteria management vendor to assist with the expansion of the Fens Cafeteria. Principal payments of \$222,000 are due each year. The note carries no stated interest.

Aggregate principal payments related to bonds payable and the notes payable are as follows:

(in thousands of dollars)

Years Ending June 30,	
2013	\$ 3,497
2014	4,702
2015	4,977
2016	5,517
2017	5,782
Thereafter	<u>154,059</u>
	<u>\$ 178,534</u>

Included in the College's debt is \$65,380,000 of variable rate demand bonds ("VRDBs"). In order to secure bond repayment and interest obligations associated with these VRDBs, the College has entered into irrevocable letters of credit ("LOC") with two financial institutions that meet the College's criteria for financial stability and risk diversification.

In fiscal year 2012, the College chose to terminate its existing two letters of credit and substitute them with two new agreements with the same providers that extend the maturity dates while materially reducing the covenants. The new agreements were executed on September 1, 2011. The providers, balances of the new letters of credit as of June 30, 2012 and the respective expiration dates are as follows:

(in thousands of dollars)

Issue	Provider	Balance	Maturity Date
Series G Bonds	JPMorgan Chase	\$ 50,344	September 1, 2016
2008 Taxable	TD Bank	16,003	September 1, 2016

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

To date, the College has never had an instance where its VRDBs failed to be remarketed. However, in the unlikely event that the VRDBs cannot be remarketed successfully, they may be "put" in part or in full to the above LOC provider. Based on the repayment and maturity terms under the LOC, if they failed to remarket in their entirety the aggregate scheduled principal payments would be as follows: \$2,628,000, \$18,321,000, \$19,652,000, \$21,100,000, \$3,154,000 and \$525,000 in 2013, 2014, 2015, 2016, 2017 and 2018, respectively.

Bank Lines

The College maintained a line of credit with a bank in the amount of \$7,500,000. There were no amounts outstanding on the line at June 30, 2012 and 2011.

Loan Covenants

Several of the loan agreements contain covenants and financial ratios which require compliance by the College. Certain of the agreements also provide for restrictions on additional indebtedness.

10. Other Liabilities

Other liabilities as of June 30 consist of the following:

<i>(in thousands of dollars)</i>	2012	2011
Present value of charitable annuities payable	\$ 1,934	\$ 2,001
Asset retirement obligation liability	<u>1,538</u>	<u>1,482</u>
Total other liabilities	<u>\$ 3,472</u>	<u>\$ 3,483</u>

11. Temporarily Restricted Net Assets

Temporarily restricted net assets as of June 30 consist of the following:

<i>(in thousands of dollars)</i>	2012	2011
Educational and general purposes	\$ 7,108	\$ 3,368
Capital needs	356	2,144
Annuity and life income agreements	1,796	2,005
Net appreciation of permanently restricted net assets available for board appropriation	<u>54,403</u>	<u>60,377</u>
Total temporarily restricted net assets	<u>\$ 63,663</u>	<u>\$ 67,894</u>

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

12. Permanently Restricted Net Assets

Permanently restricted net assets are restricted to the following at June 30:

<i>(in thousands of dollars)</i>	2012	2011
True Endowment - general	\$ 55,206	\$ 52,235
True Endowment - student loans	1,820	1,740
Annuity and life income agreements	(169)	(95)
Perpetual trusts held by third parties	6,363	6,888
Total permanently restricted net assets	<u>\$ 63,220</u>	<u>\$ 60,768</u>

13. Functional Classifications of Expenditures

The statements of activities present operating expenditures by natural classification. The operating expenditures on a functional basis as of June 30 are as follows:

<i>(in thousands of dollars)</i>	2012	2011
Instruction and academic support	\$ 70,908	\$ 68,196
Student services	6,348	6,812
Institutional support and advancement	29,917	32,277
Sponsored activities	1,399	1,301
Auxiliary operations and other	10,893	10,111
Total expenses	<u>\$ 119,465</u>	<u>\$ 118,697</u>

14. Retirement Plans

Substantially all employees of the College have individual annuity accounts with the Teachers Insurance and Annuity Association and the College Retirement Equities Fund. Total retirement expense charged to operations was \$3,229,000 and \$3,188,000 for 2012 and 2011, respectively.

At June 30, 2011, \$1,391,000 was outstanding on obligations related to an early retirement program offered to full-time tenured faculty meeting a certain age criteria in 2010 and is reported as a component of accrued liabilities in the statement of financial position.

15. Commitments and Contingencies

In conducting its activities, the College, from time to time, is the subject of various claims and also has claims against others. In management's opinion, the ultimate resolution of such claims at June 30, 2012, would not have a material effect on the financial position of the College.

On January 9, 2009, the College terminated its three interest rate swaps it had previously entered into with Lehman Brothers Special Financing, Inc. (LBSF). These swaps were issued in connection with three variable debt issues: Series E Bonds, Series G Bonds, and the 2008 Taxable Bonds. Pursuant to the swap agreements, the College exercised its right to terminate the swaps due to LBSF's filing for bankruptcy in October 2008, and failure to make payments due under the swaps.

Simmons College
Notes to Financial Statements
June 30, 2012 and 2011

Using the methodology permitted under the agreement, the College computed a settlement amount of \$6,300,000, of which \$5,500,000 was remitted to LBSF on January 22, 2009. As permitted the College, as the nondefaulting party, held back from the settlement amount \$300,000 to cover its out-of-pocket expenses in terminating the swap. The College also held back a reserve of \$500,000 to cover subsequent out-of-pocket expenses. The reserve is included in accrued liabilities as of June 30, 2012 and 2011.

LBSF does not agree with the settlement amount paid by the College and on May 31, 2012, LBSF filed a Derivative ADR Notice with the College as part of a process required by the Lehman bankruptcy proceedings to seek to settle such disputes. Simmons and LBSF are presently engaged in a bankruptcy court sponsored mediation of the dispute required by an order in the LBSF bankruptcy proceedings. Since the proceedings are ongoing and involve multiple parties the College cannot predict the outcome of this matter at this time and no additional accrual has been recorded.

The College continues to believe it has fully performed all of its obligations under the swap agreements and has no further obligations to LBSF with respect to the swaps, provided however, no assurance can be given with respect to the final resolution of this issue or that any additional payment required of the College would not have a material adverse impact on the College.

The College receives funds from the federal government. Entitlements to the resources are generally conditional upon compliance with terms and conditions of the grant agreements and applicable federal regulations, including the expenditure of the resources for eligible purposes. Substantially, all federal financial assistance is subject to financial and compliance audits. Any disallowances become liabilities of the College.

Attachment 5
Library Access

Library Access

The Simmons College library is committed to providing quality service to all users, including those located outside of the Boston metropolitan area.

The Simmons Library collections include over 225,000 books, 53,000 journals in print and/or electronic format, over 150 electronic databases, and online full text access to over 25,000 books. The Library also holds 8,000 videotape, audio, and DVD titles that are available for borrowing or for viewing and listening in the Media Viewing and Listening Room. The College [Library Website](#) provides you with resources designed to support student learning, including access to electronic journals and databases, research assistance guides specific to courses or topics, and accessing course reserve materials.

The Simmons College Archives is located on Level Two of Beatley Library and houses a collection of college records, publications, manuscripts, photographs, and rare books that document the history and development of Simmons College. Additional materials highlight related subject areas, including women's education and social welfare.

All online Master of Science in Nursing students will be given access to the Simmons College library databases and journals that are available for online use. Students will be issued a username and password to access all of the electronic databases and will be able to search through E-Journals, E-Books and other electronic databases. MSN students will have online access to electronic sources in the health and sciences page, which include Nursing and Allied Health Source, Access to medicine, Dynamed, Evidence Based Medicine Reviews, and Medline.

Attachment 6
Faculty Policy Manual



**SIMMONS COLLEGE
FACULTY POLICY MANUAL
2010-2017**

Approved by the Board of Trustees on October 22, 2010

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SECTION 1. GENERAL MATTERS

1.1 DESCRIPTION AND PURPOSE OF *FACULTY POLICY MANUAL*

The Faculty of Simmons College (the “College”) consists of the Faculties of the College of Arts and Sciences, the Graduate School of Library and Information Science, the School for Health Sciences, the School of Management, and the School of Social Work as formally designated by the Simmons College Corporation. This *Faculty Policy Manual* (the “*Manual*”) is mainly a compilation of the principal policies and procedures concerning the relationship between members of the Faculty and the College as well as a statement of underlying principles that shape our work together. The *Manual* represents a collaboration between the Faculty and the Administration of the College supported by the Board of Trustees of the College. The Faculty, the Administration, and the Board believe that establishing agreed upon policies will enhance their joint efforts to advance the mission of the College. They also share a belief that “a college . . . in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems.” (AAUP, *Policy Documents and Reports*, 9 ed., 2001, p. 218)

The *Manual* sets forth general policies for all faculty of the College. As noted elsewhere in the *Manual* (Section 1.5), individual Schools may need to develop specific guidelines to implement certain provisions of the *Manual* (referred to as “implementation guidelines”). In drafting implementation guidelines, Schools shall work within the *Manual’s* framework of shared principles and common standards and balance the need for consistent, college-wide policies with the benefits of guidelines and processes that suit each School’s unique circumstances.

The Faculty of each School and the Board of Trustees have approved and adopted this *Manual* as proof of the College’s commitment to the fundamental principles enumerated below. To the extent that policies have previously been issued concerning the same subject matters addressed in the *Manual*, the *Manual* and the Schools’ implementation guidelines supersede those policies.

As the needs of the College change, the Faculty and the Board may jointly find that this statement of policies should change as well. Therefore, Section 6 of the *Manual* establishes a procedure for amendments, subject to agreement of the Faculty and the Board. To help ensure that the policies contained in the *Manual* remain current, Section 6 also provides for periodic review and consideration of changes.

1.2 FUNDAMENTAL PRINCIPLES

This Manual is grounded in three core principles:

- *a commitment to meaningful participation of faculty in decisions that advance the mission of the College*

Faculty participation promotes and encourages diversity of ideas, a sense of shared responsibility, collegiality, mutual trust and goodwill, and institutional excellence. The foundations of meaningful and effective faculty participation are consultation, collaboration, and communication among faculty and with the administration. Effective consultation, collaboration, and communication require transparency of information and intent, time for informed and thoughtful deliberation and formulation of

recommendations, consideration of historical and present contexts, and opportunities for respectful dialogue and input into strategic planning.

- *a commitment to academic freedom*

Simmons College is committed to principles of academic freedom for all faculty, whether tenured or untenured, and is committed to maintaining a thriving academic community promoting open, civil dialogue on all matters. Academic freedom and, more generally, freedom of expression are of paramount value in an academic community and are essential for the acquisition and transmission of knowledge, cultivation of the creative and critical faculties of the human intellect, expression of ideas and emotions, and for the promotion of responsible teaching as well as for the accomplishment of unfettered individual writing and research, scholarship, and creative works (adapted from Smith College Code of Faculty Legislation and Administrative Practice at <http://www.smith.edu/deanoffaculty/code/codeappa.html>). Tenure is one of the means of helping to ensure the protection of academic freedom.

- *a commitment to the pursuit of collective excellence and social justice through teaching, research, scholarship and creative works, and service.*

From its inception and throughout its history, Simmons College has sought to fulfill its mission and all that it undertakes with high standards and a passion for excellence as well as social justice. The commitment to excellence and equity are embodied in the policies and procedures of the Manual.

1.3 MISSION OF THE COLLEGE

The Simmons College Mission is rooted in the purpose for which the College was founded and is shaped by the College's evolution since then. Simmons College was founded in 1899 as a College to educate women for fulfilling careers and useful, independent lives. Today, the College continues its tradition of excellence through a focus on liberal arts and sciences and professional education in its undergraduate programs for women, and its graduate professional and liberal arts programs for women and men. Faculty and staff in all areas of the College, building upon their own scholarly accomplishment and continuing professional development, provide a student-centered environment and a curriculum that is comprehensive, integrated, and constantly renewed.

1.4 ACADEMIC FREEDOM

"Academic freedom is the indispensable quality of institutions of higher education." (AAUP, at <http://www.aaup.org/AAUP/issues/AF/> , accessed August 20, 2010) This *Manual* endorses the following principles from the classic AAUP Statement of Principles on Academic Freedom, which since 1940 has provided a highly respected statement of the professional ethics and standards that guide the academy. (AAUP, *Policy Documents and Reports*, <http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm#2>, accessed August 13, 2010).

Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom

is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights...

- Teachers are entitled to full freedom in research and in the publication of the results..., but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. ...
- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Regardless of whether course material is germane to the subject, classroom faculty should not engage in classroom speech or conduct that is personally disrespectful, disparaging, harassing, or otherwise contrary to an appropriate learning environment.

Freedom of speech and expression is the right both of members of the Simmons College community and of invited guests. Once the College extends an invitation, then the Simmons community shares the obligation to protect the speakers' freedom of expression even when individual members dislike or oppose the speaker or find her or his ideas noxious. Freedom of speech and expression is the right of opponents of a speaker as well. Opponents may make their views known in a variety of ways so long as they do not thereby interfere with a speaker's ability to make her or his views known, or with the rights of others to listen.

In the College, as in society as a whole, freedom of speech and expression cannot be absolute. For example, speech that is libelous, slanderous, incites to riot or is unlawfully harassing is not protected, nor does it have educational value; in addition, speech directed at persons with clear intent to cause substantial injury is not protected by academic freedom.

1.5 DEVELOPMENT OF IMPLEMENTATION GUIDELINES

Each School shall develop implementation guidelines to supplement particular areas of the *Manual* that require School-specific implementation. Implementation guidelines will be developed through a process of collaboration between Voting Faculty and the Dean of the School. Implementation guidelines will be written and shall not take effect until a School's Voting Faculty and its Dean have approved them. The Voting Faculty of each School may determine the manner by which the Voting Faculty may propose and approve implementation guidelines.

Implementation guidelines may not conflict with any provisions of the *Manual* or any governing documents of the Corporation (e.g., the By-Laws of the Simmons Corporation). Prior to each Faculty's vote, the School's respective implementation guidelines must be reviewed by the Provost for clarity, consistency with best practices, and alignment with the *Manual* and then either approved or returned to the Faculty for revisions and re-submission.

Once the revised *Faculty Policy Manual* is approved by votes of the Faculties and the Board of Trustees, existing implementation guidelines will no longer be in effect as of eight months after the date on which the *Manual* is approved. Therefore, revised implementation guidelines must be developed and approved for each School within that time frame. School-specific implementation guidelines for the following areas will be required:

- Teaching Load
- Assessment of Teaching and Learning
- Career Flexibility Timeline
- Distribution of Professional Development Funding
- Voting Faculty
- Promotion and Tenure
- Standards for Academic Excellence
- Reviews of Faculty
- Mid-point Reviews
- Annual Reviews
- Academic Calendar
- Course Releases

1.6 OTHER POLICIES

There may be other College policies that affect Faculty but that are not within the scope of subjects covered in this *Manual*. The College's Administration generally shall consult with the Faculty Senate when developing policies that could affect either the Faculty or an area for which the Faculty have primary responsibility. The nature of such consultation may vary in different circumstances, based on factors such as timing constraints and the degree to which a policy may affect Faculty. When the Faculty and Administration agree to propose new College-wide policies relevant to this *Manual*, the proposals will be submitted for approval as amendments, as provided in Section 6.

1.7 ROLES AND RESPONSIBILITIES OF TRUSTEES, PRESIDENT, PROVOST, DEANS AND FACULTY

1.7.A The Board of Trustees

The Board of Trustees has overall responsibility for the management of the business, property, and affairs of the College. Between meetings of the Board, the Executive Committee has the full power of the Board, except as may otherwise be provided in the Simmons College By-laws.

Regular communication between the Faculty and the Board is essential to the effective operation of the College. Therefore, representatives of the Faculty Senate meet directly with the Board at least twice a year, upon the initiative of the Faculty Senate or the Board and through the Office of the President. Further communication is fostered by the attendance of the Senate President to the tri-annual meetings of the Board on the same terms and conditions as other members of President's Council, and by attendance of faculty at Board Committee meetings to which they may be invited by the Board.

The Board retains responsibility and discretion to ensure that decisions of the College with respect to the employment of Faculty are consistent with the overall financial, academic, and corporate needs of the College.

1.7.B The President

The President is appointed by the Board of Trustees and serves as the chief executive officer of the College. As such, the President is responsible for the academic and financial administration of the College in accordance with policies established by the Board. The President's authority may be carried out through the Provost and/or Deans of each School, who are the academic leaders of their Faculties, and through Department Chairs, Program Directors or other faculty in leadership roles acting for their Dean. The President with the assistance of the Provost, Deans, and faculty leaders acts as liaison between the Board and the Faculty and seeks advice from and participation of the Faculty in administration of the College.

1.7.C The Provost

The Provost, reporting to the President, is the Chief Academic Officer and the second-highest ranking administrator at Simmons. All Deans and the heads of the Office of Sponsored Research, Academic Technology, the Library, the Registrar's Office, the Career Education Center, the Scott Ross Center, the Study Abroad Office, and other offices as assigned by the President shall report to the Provost. In the President's absence and at the request of the President or the Board of Trustees, the Provost shall serve as the chief executive officer for the College. The Provost provides leadership and advocacy for the College's academic programs and is responsible for maintaining academic quality. The Provost's areas of responsibility include supervision and oversight of all educational affairs and activities, including curricular, instructional, and research affairs and personnel. The Provost coordinates the promotion and tenure and sabbatical application processes; provides leadership for academic programs, research, faculty development, and program evaluation; and advises the President and Board of Trustees on academic matters including faculty hiring, appointments, promotion, tenure, and sabbaticals; and plays a major role in developing the annual budget and in recommending allocation of resources, particularly among academic units. The Provost also receives and reviews proposals for curricular changes including the introduction or elimination of degrees, programs, and majors. The Provost either approves proposals or returns them to the appropriate Faculty body for further consideration.

1.7.D The Deans

The Deans ("Dean" is used interchangeably with "academic dean" in this *Manual*), who report to the Provost, are the academic leaders and chief administrative officers of their

Schools. Deans have responsibility for broad strategic planning, including financial management, enrollment management, curriculum development and revision, accreditation, and staffing. In fulfilling these duties, the Deans build the excellence of their programs by recruiting, evaluating, inspiring, developing and supporting faculty, attracting and retaining students, facilitating research opportunities, supervising department chairs and program directors, hiring and evaluating non-faculty staff, and managing and augmenting resources in their Schools. The Deans advise the Provost on all academic matters, advocate for resources, and collaborate with each other to promote a rich intellectual environment for the College. Deans work with a variety of internal and external constituencies to assure the high visibility of their programs on campus, in the community, and in the professions.

1.7.E The Faculty

Because the central purpose and reputation of an academic enterprise rests in its teaching, research, scholarship, and creative works, the excellence of the Schools which comprise Simmons and the competence and dedication of its Faculty are interconnected. Above all, the Faculty dedicates itself to teaching, learning and advancing knowledge. It is a guardian of academic freedom both within the Faculty and in relation to others. The Faculty is responsible for the conduct and professionalism of its members, regardless of rank or tenure status. The Faculty assures its continued effectiveness through its hiring and promotion recommendations, on-going evaluation and assessment, and maintenance of professional currency.

1.7.E.1 General Principles for Faculty Participation in Institutional Governance

- The Faculty will be consulted and asked to make recommendations on areas that involve academic matters.
- The Faculty has primary responsibility for such fundamental areas as curriculum, subject matter, assessment of learning, methods and evaluation of instruction, faculty status, standards and procedures for admission of students, and those aspects of student life that relate to the educational process.
- The Faculty sets the degree requirements, determines when the requirements have been met, and otherwise qualifies students and recommends them to the President and Board of Trustees to grant the degrees thus achieved.
- Considerations of faculty status and related matters are primarily a responsibility of the Faculty; this area includes matters relating to recommendations about academic titles, appointments, reappointments, promotions, tenure, and dismissal. Policies and procedures shall be developed for the implementation of these Faculty responsibilities. The President, the Provost and Deans shall give serious consideration to such recommendations.
- When decisions are made contrary to the Faculty's recommendations on curricular and educational matters, they shall be communicated, in writing, to the recommending Faculty.
- Faculty shall participate meaningfully in the determination of policies and

procedures governing faculty compensation, as outlined in Section 1.9.F (Compensation Subcommittee).

- Budgetary policies and decisions directly affecting those areas for which the Faculty has primary responsibility—such as, but not limited to, curriculum, subject matter, methods and evaluation of instruction, assessment of learning, research, faculty status, admission of students, and those aspects of student life that relate to the educational process—shall be made in consultation with the Faculty.
- Faculty shall participate meaningfully in institutional and strategic planning that directly affects those areas for which it has primary responsibility.
- Committees and other mechanisms for Faculty participation in governance of the College shall be established at each level (i.e., within a School, among Schools, or College-wide) where faculty responsibility is to be met. The structure and procedures for Faculty participation should be designed and proposed by joint action of the relevant Faculties and Deans, and approved by the voting Faculty of each School. The Faculty shall determine not only the selection of its representation, but also the means of selection.

1.7.E.2 Voting Faculty

Only full-time and proportional faculty as defined in Section 2 of this *Manual* shall be eligible to become voting members within their respective Schools. The Faculty of each School shall determine who shall be voting members of its Faculty. The President and the Provost of the College shall be voting members of each Faculty, and the Dean of each School shall be a voting member of her or his Faculty.

1.7.E.3 Faculty Participation in Searches for the Provost and Academic Deans

Faculty shall play a role in searches for the Provost and academic deans. The Faculty Senate is the representative body that shall be consulted when searches for the Provost and academic deans are required.

Prior to the posting of the position description for the Provost, the President shall meet with the Faculty Senate to discuss the type of involvement that the Faculty Senate and/or the Voting Faculty of the Schools shall have in the interview process and selection of the new Provost.

Prior to the posting of the position description for an academic dean, the Provost shall meet with the Faculty Senate leadership and the Senate representatives from the affected academic unit to discuss the level of involvement that that unit's faculty and the Senate shall have in the interview process and selection of the new academic dean.

The above requirements apply to searches for the Provost and permanent academic deans, not to interim or acting appointments.

1.7.E.4 Faculty Participation in Formal Evaluation of the Performance of the Provost and Academic Deans

A formal performance evaluation process for the Provost and the academic deans will occur near the end of the fourth year of the incumbent's service. The input into the evaluation process will be comprehensive, including feedback from faculty and other appropriate constituencies relevant to the particular academic unit or to the Provost.

Once every four years, the President shall meet with the Faculty Senate to solicit feedback regarding the performance of, strengths of, and areas for improvement for the Provost. During the same time period, the President shall survey the Voting Faculty from all academic units regarding performance, strengths and areas of improvement for the Provost. The President shall solicit input from the Senate on the survey instrument to be used prior to the survey's distribution.

Once every four years, the Office of the Provost shall survey the Voting Faculty of each academic unit regarding performance, strengths, and areas of improvement for their academic dean. The Provost shall solicit input from the Senators of each academic unit on the survey instrument to be used prior to the survey's distribution.

1.8 FACULTY SENATE

1.8.A General

The Faculty Senate (hereafter the "Senate") is the primary governance body for the Simmons College Faculty.

The Senate provides for the Faculty a forum and a voice beyond the individual Schools that allows the Faculty to assert its viewpoint and principles in support of the general welfare of Simmons College. It serves as the primary means of communication from the Board and the Administration to the Faculty and vice versa.

Normally, the President of Simmons College reviews and considers the Senate's recommendations. The President's review ensures procedural integrity, consistency with sound academic principles, the institution's mission, financial conditions, and other institution-wide concerns.

Specific functions of the Senate include:

- (a) Acting as a coordinating committee and deliberating on any matter within the province of the Faculty for the purpose of formulating policy for approval of the Faculty. This includes such issues as faculty workload and proposed changes to the *Faculty Policy Manual*;
- (b) Facilitating communication with Faculty among and between schools and holding all-College Faculty meetings once per semester;
- (c) Seeking to safeguard academic freedom across the entire College by identifying relevant issues in individual units;

- (d) Seeking to safeguard faculty governance rights across the entire College by addressing violations of the *Faculty Policy Manual*;
- (e) Serving to represent the Faculty to College administrators, trustees, staff, and students and those outside of Simmons College;
- (f) Producing consensus statements to advise, recommend, or convey a sense of faculty opinion;
- (g) Discussing and putting before the Faculty any and all proposed modifications and/or amendments to the *Faculty Policy Manual*;
- (h) Providing input on issues that affect all faculty, such as the academic calendar, library policies, and faculty compensation;
- (i) Serving as a body for faculty discussion of both the College mission and Strategic Plan and any proposed modifications to either mission or plan.
- (j) Allowing any faculty member to propose issues for consideration by the Senate, either through a Senator or the Senate President.

1.8.B Membership

The Voting Faculty of each School shall elect Senators via procedures specified in the Senate by-laws. The Voting Faculty of each School is defined in the implementation guidelines of each School.

1.8.C Committees

All committees with faculty representation that represent or serve the College as a whole and that stand in contrast to those convened by and for the individual academic units of the College (such as tenure and promotion) shall normally have their faculty membership's election coordinated by the Senate. When there is a vacancy on either a standing or ad hoc committee, the Senate shall notify the Faculty of the academic unit from which a representative is needed that such a vacancy exists. The Faculties of individual units shall choose their own representatives to all such committees. Normally the Faculty Senate will coordinate and conduct elections by electronic ballot or other means that are reliable and afford reasonable protection of voter's privacy.

The primary means of communication from the Board of Trustees or the Administration to the Faculty will be the Faculty Senate. Whenever there is some doubt concerning the appropriate communication path, the Board of Trustees or the Administration shall first contact the Faculty Senate, which will then decide whether to delegate responsibility for the issue to itself or others.

All Faculty representatives of each of the standing, all-College committees shall report regularly and comprehensively to the Senate as requested during the time they serve on the standing, all-College Committee.

The following committees are faculty committees whose composition is coordinated by the Faculty Senate with appropriate representation from the academic units:

1.8.C.1 Faculty Fiscal Affairs Committee

See Section 1.9 below.

1.8.C.2 Hearing Committee

The purpose of the Hearing Committee is to attempt to resolve problems that arise regarding the implementation or interpretation of the College's policies contained in this *Manual* as they pertain to a faculty member. The Hearing Committee determines initially whether formal proceedings should be commenced. If it decides to commence formal proceedings, it presides over those proceedings. The Hearing Committee consists of one member elected by the Voting Faculty of each School from among the tenured Faculty of that School. (See also Appendix C.2.C.2.)

1.8.C.3 Honor Board

The Honor Board is the judicial board of Simmons College. Cases involving both undergraduate and graduate students are heard by the Honor Board. The Honor Board shall make decisions in the name of the community regarding the disposition of cases of students who fail to meet academic and social standards as prescribed by the Honor System, or for those whose conduct otherwise disrupts the functioning of the College as an open community. It consists of faculty members elected from all professional ranks from the Faculties of all of the Schools for staggered three-year terms; students selected through processes appropriate to each unit; and the Dean for Student Life, or her or his designee, *ex officio* and nonvoting, who serves as the secretary.

1.8.C.4 Review Committee

The Review Committee determines whether adequate consideration was given to the Criteria for Promotion and Tenure and/or to determine whether new information is sufficiently significant in the context of the promotion and/or tenure case to merit reconsideration of the case. The Review Committee makes its determination by reviewing the written reports prepared by the committee on promotion and tenure, by interviewing the members of the committee on promotion and tenure, the appropriate Dean, Provost, and/or the President, and, in the case of new information, by considering that information in the context of the case. The Review Committee consists of five voting members chosen by the Voting Faculty of each School from among the tenured faculty of that School who have previously served on their respective committees on promotion and tenure. (See also Appendix A.)

The following committees will be advisory to the Provost.

1.8.C.5 Assessment of Teaching and Learning

Simmons affirms its commitment to the promotion of excellence in teaching and learning. Central to promoting such commitment is systematically assuring student learning outcomes, teaching efforts, program effectiveness, and the like.

A committee of faculty and administrators shall be formed by the Provost in consultation with the Faculty Senate to develop appropriate procedures and instruments for gathering and analyzing data concerning the above.

1.8.C.6 Academic Technology Committee (ATC)

1.8.C.7 Simmons Fund for Research Committee

The Committee consists of five members, appointed to five-year terms, with one member each year serving her or his final year as chair. At the final Committee meeting of each academic year, members review the current Committee composition, and solicit nominees from the Faculty Senate for the Provost's consideration for a new five-year appointee. Every effort is made to maintain a balance between senior and junior faculty representing undergraduate and graduate areas of the College and professional areas and the liberal arts and sciences. Other criteria include the candidate's experience conducting research and length of service at the College. The Provost in consultation with the Deans appoints the Committee. The Committee Chair communicates with the Provost's Office.

1.8.C.8 Honorary Degrees

The Honorary Degrees Committee (HDC) is an all-college faculty committee charged with collecting, evaluating and recommending candidates for honorary degrees on behalf of the Faculty of Simmons College. The committee is comprised of eight members, at least one from each School. Members serve three-year terms. The Vice President for Advancement and the Vice President for Marketing or their representatives shall be *ex officio*, nonvoting members.

The HDC solicits nominations each fall and conducts research into the nominees before ranking them according to criteria set by the Faculty:

- Degrees should be awarded to both men and women. The controlling justification should be the contribution the individual has made to the objectives to which the College is dedicated.
- Care should be taken to award degrees only to men and women who made outstanding contributions to scholarship, the Simmons community, and/or the wider community.
- Members of the Simmons community who receive honorary degrees, in compliance with the standard set in 1975, must be truly distinguished in their own right and must receive their degree only after they retire or leave Simmons.

Criteria for selection of recipients of honorary degrees, agreed to by the HDC and the President's office, include: a) achievement; b) demonstrated or potential commitment to enhance the mission of the College and/or increase the visibility of the institution; and c) long-term dedication or service to the College. It is not expected that every candidate will fulfill all of the above criteria. All candidates for honorary degrees must undergo the committee's screening, including commencement speakers.

The HDC will report its recommendations directly to the Provost who will convey them to the President. The President will convey recommendations to the Board of Trustees for their approval.

1.8.C.9 Intellectual Property Committee

The Intellectual Property Policy provides for an Intellectual Property Committee on which Faculty representation is at least equal to that of the Administration. The Intellectual Property Committee's responsibilities include identifying areas in which policy development is needed and recommending new or revised institutional standards, policies and guidelines. The College and the Faculty commit to selecting members of the Intellectual Property Committee and convening the Committee for purposes including applying the above stated principles to recommend revisions to the Intellectual Property Policy that they believe to be appropriate, including concerning those provisions intended to apply specifically to the Faculty. The College and the Faculty further agree that the Intellectual Property Policy shall be revised to provide that the Faculty representatives shall be appointed by the Faculty Senate. (See 1.10 below)

1.8.C.10 Institutional Animal Care and Use Committee

The Institutional Animal Care and Use Committee (IACUC) fulfills a federally mandated function. In accordance with federal regulations, all research involving animals conducted at Simmons College or conducted by Simmons College faculty, staff, or students must be reviewed and approved by the College's IACUC.

The IACUC acts in compliance with its Federal Assurance (Public Health Service, Policy on Humane Care and Use of Laboratory Animals) and follows the "Guide for the Care and Use of Laboratory Animals." The committee meets at least once every six months to (a) review all applications for use of animals in teaching and research, (b) review the institution's program for humane care and use of animals, and (c) inspect all of the institution's animal facilities. The Chair of the IACUC provides semiannual reports to the Institutional Official and annual reports to the Public Health Service.

The IACUC consists of at least five members appointed by the Provost for unlimited terms. The composition of the committee meets the requirements of the Public Health Service and includes a veterinarian, an individual appointed from outside the Simmons community, and a nonscientist.

1.8.C.11 Institutional Review Board

The College's Institutional Review Board (IRB) is charged by the College President with the responsibility of reviewing research proposals for the purpose of protecting the rights of individuals who are subjects of any research conducted by faculty, staff, or students of Simmons College. Federal Regulations place responsibility on the College and the Principal Investigator(s) to ensure that high ethical standards are maintained for all research involving human subjects. The Provost will appoint the members of the committee in consultation with the Deans.

1.8.C.12 Radiation Safety Committee

1.8.D Budget

The Senate shall receive an annual budget from the College to conduct its business. Expenditures shall be authorized by vote of the Senate.

1.9 FACULTY FISCAL AFFAIRS COMMITTEE

1.9.A General

The Faculty, a key stakeholder in the long-term financial viability of Simmons College, receives and provides, through the Faculty Fiscal Affairs Committee (FFAC), information, opinions and recommendations concerning the College's general fiscal condition and faculty compensation, both on an ongoing basis and also in a timely manner during the College's annual budget setting process. The FFAC provides an additional perspective and viewpoint regarding financial management of the institution and is an essential vehicle for widespread faculty support of the College and its strategic initiatives. The FFAC, a valuable, informed group, functions as the primary discussion forum to enable a comprehensive and fruitful exchange of ideas on financial matters in the context of the College's strategic objectives and imperatives.

In order for the FFAC to fulfill this role, the College will provide the FFAC with regular and timely financial reports, such as quarterly financial reports based on the quarterly closes and draft budgets for each fiscal year. Information pertaining to the College's benefits policies on sabbatical and special leaves can be found in Section 2.6, and information about other types of benefits or leaves that may be available to Faculty, including family and medical leave, can be found in the *Simmons College Employee Handbook* or in separate pamphlets describing benefits provided to faculty members and other Simmons employees.

1.9.B Faculty Role in Process of Determining Compensation and Budget

The Faculty Fiscal Affairs Committee (FFAC) is the primary vehicle through which the Faculty communicates with the President, Senior Vice President and Chief Financial Officer (CFO), and the Provost on matters relating to financial constraints and objectives, budget priorities and the College's fiscal affairs, including both faculty compensation and benefits. The FFAC is responsible for keeping abreast of the College's financial situation, its limitations and opportunities, and for sharing its knowledge with the Faculty as a whole by means of regular and close communication with the Faculty Senate, as appropriate, recognizing the role of the Senate in providing a forum and voice for faculty. Close communication is defined as regular conversations between FFAC Chair(s) and the Faculty Senate President. The Faculty Senate President will serve as an *ex officio*, nonvoting member of the FFAC, with full access to its minutes, and the FFAC Chair(s) will meet jointly with the Faculty Senate once per semester to report to the Faculty Senate on activities of the FFAC. The Senate President will provide minutes of Senate meetings to the FFAC Chair(s).

The primary means of communication to and from the Board of Trustees, the Administration, and the Faculty on a broad range of issues will be the Faculty Senate. Whenever there is some doubt concerning the best communication path, it is appropriate that the Board or the Administration first contact the Faculty Senate, which will then decide whether to delegate responsibility for the issue to itself or to another Faculty committee or group. Nevertheless, there will also be many issues that are essentially fiscal or budgetary,

including the annual budgeting process for which the FFAC has the primary faculty responsibility. For such essentially fiscal or budgetary issues, it is appropriate that the Board of Trustees or the Administration directly contact the FFAC with the assurance that the Faculty Senate will be kept aware of the issues.

1.9.C Membership

The Committee shall have two representatives from the CAS undergraduate Faculty, two representatives from the CAS graduate Faculty, and two representatives from each of the other Schools, with no fewer than twelve members of FFAC. At least one representative from each School shall be tenured. These faculty representatives, elected by their respective Faculties, shall serve a three-year term, which may be renewed for no more than one additional term. Initial terms will be staggered to ensure continuity on the Committee. The Committee shall elect its own Chair(s) by July 1 each year, and the names of all Committee members and the name(s) of the Chair(s), shall be forwarded to the President of the College and to the Faculty Senate. The Committee may at its discretion establish subcommittees to carry out its charges.

1.9.D Charge

As part of the budget process, the Committee shall provide to the President (and her or his designees) written recommendations regarding (a) proposed budget priorities for the next academic year, (b) other fiscal and budgetary matters, (c) faculty compensation and matters related to compensation, including workload, fringe benefit alternatives and enhancements, (see Section 1.9.F below), and (d) determinations of financial exigency as explained under Section 3.4.C of this *Manual*. These recommendations may include proposals for fiscal or budgetary priorities; the percentage allocated to faculty salary increases, including merit increases, retirement incentives, and the distribution of compensation and benefits among Programs or Schools or ranks. The President shall give serious consideration to the FFAC's proposals as part of the budget process, and shall also provide the Faculty's recommendations to the appropriate Committee of the Board of Trustees.

1.9.E Information In order for the Committee to make informed recommendations, the President and/or the Senior Vice President and CFO (or their designees) shall share with the Committee a College-wide draft budget for the coming academic year. The draft budget shall be shared in a time frame consistent with the FFAC's advisory role, and in any case before the budget is discussed and approved by the Finance Committee of the Board of Trustees. The draft will be submitted in a format and level of detail consistent with enabling the FFAC to provide constructive advice and feedback on the allocation of financial resources. Specifically, the draft budget should contain:

- A College-wide revenue budget by category of revenue (such as graduate tuition, undergraduate tuition, gifts for current use, distribution from endowment, etc.)
- A College-wide expense operating budget by natural category of expense (such as salaries, benefits, materials and supplies, interest expenses, etc.).
- A College-wide operating profit or loss projection.

- A list of the major budget assumptions (such as salary increase pool, undergraduate enrollment projections, etc.) and priorities, as well as an explanation of how they align with the College's main strategic objectives.

From time to time during the Fiscal Year, the Provost and the Senior Vice President, or their designee(s) will also share with the Committee the Profit and Loss analysis by School and area, or, if opportune, by Program. In a timely manner for decision-making, the President (and her or his designees) shall also provide individual salary data by School, rank, and gender, but without names, to a member of the Compensation Subcommittee who shall use the data for committee recommendations. The specific data will remain confidential and only aggregate information will be disclosed to faculty at large.

1.9.F Compensation Subcommittee

There shall be a standing subcommittee of the FFAC called the Compensation Subcommittee, which shall meet at least once yearly with the President. This Committee shall be composed of six members of the tenured faculty chosen as follows: two members of this Subcommittee shall be chosen from the current membership of the FFAC, one member shall be from the current membership of the Senate, and three members shall be chosen at large from the Faculty of the College. Each School shall be represented on the Subcommittee. The Chair of the Compensation Subcommittee, who should be a member of the tenured faculty, should attend all meetings of the FFAC and regularly report to FFAC about the Subcommittee's activities.

The agenda of the Subcommittee should include review of monetary compensation to faculty, review of faculty benefits (including sabbaticals and leaves), and other related compensatory activities prior to their implementation. The subcommittee should annually report on its activities to the Faculty.

1.10 INTELLECTUAL PROPERTY RIGHTS

Simmons reaffirms its traditional and historic commitment to the personal ownership of intellectual property rights in works of the intellect by their individual Faculty creators developed without using resources beyond those normally provided by the College, whether the creators work alone or with others, and whether they work privately or as members of the Simmons community.

Simmons may create or commission works in its own behalf, whether as works-for-hire or otherwise; and Simmons may acquire such works from, or develop them in company with, individual authors on terms that take into account the contributions by Simmons and the author. Those terms should follow consistent standards, with individual agreement to be reached between the College and a faculty member in unique situations.

The College's current Intellectual Property Policy sets forth standards concerning intellectual property rights of the College, Faculty, staff and students.

SECTION 2. APPOINTMENT, RETENTION AND LEAVES

			Time Status		
Appointment Type		Possible Ranks	Full-Time	Proportional	Part-Time
		Tenure-stream	Tenured	Distinguished Professor	✓
Professor					
Associate Professor					
Tenure-stream	Tenure-track	Associate Professor	✓	✓	N/A
		Assistant Professor			
		Instructor			
Contract	Practice-track	Professor of Practice	✓	✓	N/A
		Associate Prof. of Practice			
	Lecturer	Senior Lecturer	✓	✓	N/A
		Lecturer			
Adjunct			N/A	N/A	✓

TABLE: Faculty Appointments, Ranks, and Time Status

2.1 TYPES OF FACULTY APPOINTMENTS

A full-time or proportional faculty member may hold a tenured, tenure-track, or contract appointment. An adjunct faculty member is contracted on a course by course basis.

2.1.A Tenured Appointment

An appointment of a faculty member who has been granted tenure is a tenured appointment. A faculty member may be granted tenure only by the decision of the Board of Trustees following review by the appropriate School’s committee on promotion and tenure, the appropriate Dean, the Provost, and the President in accordance with the Policies Pertaining to Promotion and Tenure (see Section 2.4), following the completion of a probationary period. (See Section 2.4.D.2.)

A tenured appointment carries with it the College’s commitment to offer a faculty member a full-time teaching load and a bona fide salary and benefits. Although a tenured appointment is generally full-time, the Dean, the Provost, and the President may, in certain circumstances and at the request of the faculty member, approve a transfer to proportional status with no loss of tenure for a limited period, which may be extended. The maximum cumulative time for a proportional appointment of a tenured faculty member is five years.

2.1.B Tenure-Track Appointment

A tenure-track appointment is an appointment that is part of a probationary period of a faculty member who has not been granted tenure. (See Section 2.4.D.2.) A tenure-track appointment may be for one year or for any other limited period of time. A tenure-track appointment is granted by the Provost upon the recommendation of the Dean and after consultation with the appropriate Faculty in the School. Tenure-track appointments are

renewed by the Provost upon the recommendation of the Dean. Generally, a tenure-track appointment is a full-time appointment, but the Provost may, in certain circumstances and at the request of the faculty member and upon the recommendation of the Dean, approve a transfer to proportional status for a limited period up to three years. The probationary period for tenure may be adjusted accordingly upon the recommendation of the Dean and with the approval of the Provost. (See Section 2.4.G.3.)

2.1.C Contract Faculty Appointment

A contract appointment is an appointment that is not tenured and is not part of a probationary period. Contract appointments serve in professional practice appointments or non-tenure-stream academic appointments (see Section 2.3). A contract appointment may be full-time or proportional at half-time or greater. A contract appointment may be for any limited period of time up to three years and is renewable by the Provost upon the recommendation of the Dean. Except in unusual circumstances, contract appointments are subject to the hiring procedures outlined in Section 2.1.E. The Provost approves the terms and conditions of the contract appointment upon the recommendation of the appropriate Dean after the Dean's consultation with the appropriate Faculty in the School or College.

As a general matter, a contract appointment is not a substitute for a tenure-track appointment. The College makes contract appointments only for specific reasons, such as to satisfy the need for special expertise; to respond to a special institutional, departmental, or program need; to fulfill a project that is contingent on funding; or to retain a professional who does not otherwise meet the terminal degree requirement criterion for a tenure-track appointment. In some cases, however, the Dean in consultation with the appropriate Faculty, may propose offering a tenure-track position to an incumbent contract or visiting faculty member. In such circumstances, the Provost will generally invite the candidate to participate in an advertised competitive search process. In certain circumstances, the Provost may choose to waive the search requirement and offer the tenure-track position directly to the contract employee or visiting faculty member based on the quality of past performance and the needs of the School and the College. In cases where a contract appointment is converted to a tenure-track appointment, the period under which the faculty member held a contract appointment or visiting professorship normally will not count towards the probationary period for tenure.

2.1.D Adjunct Faculty Appointment

Adjunct faculty are faculty members hired by the Dean of a School to teach specific courses. Adjunct faculty members' primary responsibility is teaching, but, where appropriate and stipulated in their contracts, they may assume other responsibilities. Adjunct faculty are not eligible for tenure, and time spent teaching as an adjunct faculty member will not count towards the probationary period of a tenure-track faculty member. Adjunct faculty are not voting members of the faculty.

As a general matter, an adjunct appointment is not a substitute for a contract appointment. With the exception of lab sections and/or the supervision of off-site work (e.g., internships), adjunct faculty can teach no more than three courses in the 9-month academic year. For the purposes of this Section, multiple sections of the same course are considered multiple courses.

2.1.E Faculty Hiring

Except in rare circumstances and with the approval of the Provost, tenured and tenure-track faculty, as well as contract faculty with multi-year appointments, are hired through an advertised competitive search process. The Provost must approve the search, the position description, composition of the search committee, the search process, the short list, selection of the final candidate and the terms of the offer. Deans are responsible for coordinating the recruitment and hiring process within their School.

Contract faculty members are hired by the Dean with the approval of the Provost, after consultation with appropriate Faculty in the School. Hiring of contract faculty with multi-year, rather than single year, appointments requires the approval of the Provost. If the contract is for a single academic year, approval from the Provost prior to an extension of an offer is not required. If the contract extension is for more than a single academic year, the Dean must seek the approval of the Provost prior to making the offer. When a contract faculty member receives two consecutive annual contracts, renewal for a third year may be reviewed at the discretion of the Provost.

2.1.F Faculty Letters

2.1.F.1 Appointment Letter

An appointment letter sets forth the terms and conditions of a faculty appointment at the time the faculty member is hired. All appointment letters must be approved by the Provost and must state certain standard terms and conditions common to such a letter: base salary, other individualized financial considerations or incentives agreed to between a faculty member and Simmons College (e.g., stipends), rank, appointment status (i.e., full-time or proportional), type of appointment (i.e., tenured, tenure-track, or contract), start date, and the portion of the year during which the faculty member has active responsibilities to the College (e.g., nine months, ten months or twelve months). The appointment letter will also stipulate the time period for which individualized financial considerations or other special terms and conditions will endure and indicate which special terms and conditions may be revised following the expiration of the stipulated time period.

If the initial teaching load differs from the standard set forth in this Manual (see Section 2.2.A), the letter shall also set forth the initial teaching load and any performance expectations (e.g., receipt and/or performance of research grants) that may be established in lieu of standard teaching load obligations.

In the case of a tenure-track appointment, the appointment letter must indicate the Tenure Decision Year, known as the "TDY," the year of midpoint review, if applicable, and the year when the faculty member will be eligible for her or his first sabbatical. Also, the appointment letter for a tenure-track faculty member with service at other institutions must indicate the amount of prior service at other institutions that will be credited toward the probationary period at the College, if any, as well as the TDY and the year of mid-point review, if applicable. When a faculty candidate has held a tenured position in a prior institution, the Provost, in consultation with the Dean and the appropriate committee on promotion and tenure, will determine the number of years, if any, credited toward the probationary period. (See also Section 2.4.D.2 {Probationary

Period}, Section 2.4.G.3 {Suspension of Tenure Clock for Professional Reasons}, and 2.6.E. {Course Reduction Vouchers for Research and Scholarship for Tenure-track Faculty})

2.1.F.2 Renewal Letter for Tenure-track Faculty

After the initial hire, the College shall offer continuing tenure-track faculty members renewal letters each year. A renewal letter specifies the faculty member's base salary and extends the terms and conditions of the appointment letter, unless the renewal letter specifies otherwise. Changes in base salary (other than increases) or other terms and conditions of appointment letters, as modified by previously agreed renewal letters, cannot be made without mutual agreement.

2.1.F.3 Initial Tenure Appointment Letter

Following an award of tenure, the College shall offer a newly tenured faculty member an initial tenure appointment letter. Such an appointment letter shall identify the change in the faculty member's appointment type to tenured. It shall also specify the faculty member's base salary and rank. It shall also extend the terms and conditions (as identified above) of the most recent tenure-track renewal letter, unless the initial tenure appointment letter specifies otherwise. In general, changes in base salary (other than increases) or other terms and conditions set forth in the original tenure-track appointment letter, as modified by previously agreed renewal letters, cannot be made in an initial tenure appointment letter without mutual agreement. The only exception is that the College may change a newly tenured faculty member's teaching load (see Section 2.2.A) to the standard teaching load and standard performance expectations in an initial tenure appointment letter without the faculty member's agreement.

2.1.F.4 Annual Letter for Tenured Faculty

The College shall offer tenured faculty members an annual letter that specifies the faculty member's base salary and extends the terms and conditions of the initial tenure appointment letter, unless the annual letter specifies otherwise. Changes in base salary (other than increases) or other terms and conditions of initial tenure appointment letters, as modified by previously agreed tenured faculty annual letters, cannot be made without mutual agreement.

2.1.F.5 Contract Reappointment Letter

When the term of a contract faculty member's appointment expires, the College may, at its discretion, offer a contract faculty member a letter of reappointment. A letter of reappointment specifies the base salary, other individualized financial considerations or incentives and any other changes in the terms and conditions of the faculty member's reappointment that will occur in the upcoming period of appointment compared to the current or previous appointment. Changes in the terms and conditions of a contract faculty member's reappointment letter cannot be made during the time period stipulated by her or his reappointment letter without mutual agreement.

2.1.F.6 Benefits

The “terms and conditions” referred to in this Section 2.1.F. are those in the categories identified in Section 2.1.F.1. They do not include employee benefits. The College’s benefits plans for all employees of the College are outlined in the Employee Handbook and other booklets and plan documents, copies of which are available from the Department of Human Resources and the Benefits Office. From time to time, the College may change the benefits accorded to all employees, and thus to faculty members. Prior to such changes, the appropriate faculty committees and Deans shall be consulted.

2.1.F.7 Effect of Other Manual Provisions: Sunset Provisions

The requirement for mutual agreement concerning changes in terms and conditions of appointment, renewal and annual letters is not intended to limit the College’s right to take actions in accordance with other provisions of the Manual that may affect terms and conditions. (See, e.g., Section 3.4 {Administrative Termination of Faculty Members}, Section 3.5 {Dismissal of Faculty Members.}) It is also not intended to require the continuation of special terms that an appointment letter or agreed renewal or annual letter states are applicable for only a stipulated time period.

2.2 FACULTY TIME STATUS

2.2.A Full-Time Faculty

Whether serving in tenured, tenure-track, or contract appointments, full-time faculty members have responsibilities that include teaching, supervising, and advising students; reviewing and developing existing and new programs and curricula; participating in College events; participating and assisting in faculty governance and departmental and administrative matters; providing service to the College; and contributing to the College’s pursuit of its mission. (See Section 1.3.) In addition, full-time tenure-stream faculty members shall be involved in scholarly and professional activities, which ordinarily would include research, publications, professional presentations, and/or other appropriate professional activities. (See Section 2.4.C.2.) The workload of contract faculty members may be apportioned differently over the three areas (teaching; research, scholarship, and creative works; and service), as defined in their contracts.

The Provost, working with the Deans and in consultation with appropriate faculty, shall be responsible for establishing and maintaining consistent expectations across academic units for teaching, research, scholarship and creative works, and service workloads, or equivalent responsibilities necessary for a faculty member to have full-time status. The standard teaching load for the College is six courses per full-time tenure-stream faculty member per year. Deans, after consultation with the appropriate Faculty, shall propose to the Provost, for approval, equivalent alternative workload requirements based on the college-wide standards and the particular needs of School or disciplinary area.

Course releases for substantive administrative service or research, scholarship, and creative works may be granted by the Dean in accordance with guidelines established by the Provost in consultation with the Deans and appropriate Faculty in the Schools. Each School’s

implementation guidelines shall specify, as necessary, the process by which such releases may be granted.

Each School may have different requirements concerning when faculty should be available to meet with students and to participate in the academic life of their respective Schools. Once the Provost has established Simmons College's own calendar, then each School may adjust its calendar through its implementation guidelines, adhering to observing Simmons determined holidays and allowing latitude as needed for specific degree programs.

2.2.B Faculty Who Work Less Than Full Time

2.2.B.1 Proportional Faculty

The Provost, working with the Deans and in consultation with appropriate Faculty, shall be responsible for establishing and maintaining consistent workload standards across academic units for teaching, research, scholarship and creative works, and service, or equivalent responsibilities necessary for a faculty member to have proportional status. Faculty with proportional appointments are expected to work at least half-time and carry out the full scope of faculty responsibilities, though at a level consistent with the faculty member's proportional status. Deans, after consultation with the appropriate Faculty, may propose to the Provost equivalent workload requirements based on the particular needs of School or disciplinary area.

2.2.B.2 Adjunct Faculty

Adjunct Faculty are expected to fulfill duties as specified in their appointment letter.

2.2.C Teaching and Professional Activities Outside of Simmons College

While the primary responsibility of any full-time or proportional faculty member is her or his service as a faculty member of the College, there are times when faculty members may engage in external professional activities providing that they do not create a conflict of commitment or a conflict of interest with the faculty members' responsibilities and duties to Simmons College.

A *conflict of commitment* occurs when, in the course of performing external activities, a faculty member's capacity to meet her or his obligations to Simmons College relative to workload, quality norms of teaching and advising, research, ~~and~~ scholarship, and creative works, and/or service is adversely affected. A *conflict of interest* occurs when a faculty member has a personal or professional external interest or obligation that compromises or interferes with her or his faculty duties and responsibilities and/or directly competes with the business of Simmons College or the faculty member's respective School.

2.2.C.1 Teaching

Full-time faculty members may accept part-time teaching appointments at other institutions during the academic year if they obtain the prior written approval of the appropriate Dean. The Dean will assess such requests for conflicts of interest and conflicts of commitment. A faculty member should consult with her or his Department Chair or Program Director before seeking the Dean's and the Provost's approval. Any such approval is limited to a maximum period of one year, subject to renewal.

2.2.C.2 Other Professional Activities

When a faculty member engages in outside non-teaching activities during the academic year (whether remunerated or voluntary) related to the faculty member's area of expertise at Simmons, the faculty member is responsible for informing the Dean in writing. Notification of such activities should occur prior to engaging in the outside activity. The faculty member and the Dean share responsibility to ensure that such external activities do not create conflicts of interest or conflicts of commitment as outlined above.

A faculty member's outside teaching appointment and/or other professional activity may not exceed twenty percent (20%) of the responsibilities of a full-time faculty member.

2.3 APPOINTMENT TO ACADEMIC RANKS

In general and subject to guidelines established by the Schools, a full-time or proportional member of the Faculty may be appointed to one of the tenure-stream academic ranks at the College (Professor, Associate Professor, Assistant Professor, or Instructor); to a practice-track position (Professor of Practice or Associate Professor of Practice); or to a non-tenure-stream academic position (Senior Lecturer or Lecturer). Part-time faculty hired to teach individual courses are considered to be adjunct faculty. Proportional appointments are at least half-time and require full participation in the academic life of the School or College at a level consistent with the faculty member's proportional status.

2.3.A Tenure-Stream Academic Appointments

2.3.A.1 Distinguished Professor

For appointment as a Distinguished Professor, a candidate must have held the rank of Professor for a minimum of six years and completed successfully at least one Periodic Developmental Multi-Year Review (see 2.5.B.3). The candidate must have made outstanding contributions in terms of scholarship within her or his field, or achieved literary or artistic distinction, and earned national and/or international recognition for her or his contributions. However, an outstanding scholarly artistic or literary record is not enough to merit this appointment; outstanding abilities in teaching must always complement scholarship. This is a meritorious appointment which is only awarded to exceptional faculty members. Only 5 individuals may hold the title at any one time, exclusive of retired members who retain Emeriti/ae status for life. The rank of Distinguished Professor is a career appointment and is held for the remainder of the recipient's active service at Simmons College. At the time of promotion, the Distinguished Professors will receive a salary adjustment, a research award, and a medallion to wear with their academic regalia signifying this distinction. Distinguished Professors will also serve as an informal advisory group to the Provost.

A candidate for Distinguished Professor may be nominated by her or his Dean, after consultation with the appropriate Faculty, through a confidential process. Candidates will be asked to compile a portfolio of their contributions to their field and of their success in teaching. The contribution to the field will be determined by soliciting confidential letters from recognized experts in the field who are "arms length" from the

candidate and are in a position to offer an objective assessment of the scholarly contributions of the candidate. The committee to review candidates will be chaired by the Provost, and will be comprised of at least two Deans and at least two other tenured professors at large, preferably other Distinguished Professors. The Committee will recommend candidates to the President, who will then bring the candidates to the Board of Trustees for approval.

2.3.A.2 Professor

For appointment as a Professor, a candidate must have earned an appropriate terminal degree in her or his academic discipline, as determined by the Dean after consultation with the School's appropriate Faculty, and have achieved distinction and continued accomplishment in the full range of her or his professional and academic activities. Promotion to a Professorship is the highest distinction normally awarded at the College. Normally, the recognized terminal degree will be a doctorate. A Professor is tenured.

2.3.A.3 Associate Professor

For appointment as an Associate Professor, a candidate must have earned an appropriate terminal degree in her or his academic discipline, as determined by the Dean after consultation with the School's appropriate Faculty, and have demonstrated a record of excellence in her or his professional and scholarly development and achievements. Normally, the recognized terminal degree is a doctorate.

An Associate Professor may or may not be tenured. Associate professors without tenure are typically those hired in at this rank from other institutions.

Normally, if on a tenure-track line, a candidate shall teach a minimum of three years as an Associate Professor at the College before consideration for promotion to Professor. However, an Associate Professor may be considered for promotion to Professor in any year in which she or he holds the rank of Associate Professor. Before the end of the sixth year of an Associate Professor's appointment as Associate Professor, the appropriate Dean and the faculty member should discuss her or his progress toward promotion to Professor.

2.3.A.4 Assistant Professor

For appointment as an Assistant Professor, a candidate must have earned an appropriate terminal degree in her or his academic discipline, as determined by the Dean after consultation with the School's appropriate Faculty, and have demonstrated the potential for professional and scholarly development and achievements. Normally, the recognized terminal degree is a doctorate. An Assistant Professor is not tenured.

Normally, a candidate shall teach at the College a minimum of five years as an Assistant Professor before consideration for promotion to Associate Professor. However, an Assistant Professor may be considered for promotion to Associate Professor in any year in which she or he holds that rank. An Assistant Professor must be considered for promotion to Associate Professor during the sixth year of her or his appointment as Assistant Professor unless, due to exceptional circumstances, a deferment of consideration is requested by the Assistant Professor and granted by the Provost after

consultation with the appropriate Dean. An Assistant Professor who has not been granted tenure after consideration by the College shall be offered a one-year terminal (non-renewable) contract at her or his current rank, salary, and benefits.

2.3.A.5 Instructor

An Instructor is a full-time or proportional faculty member receiving an academic appointment who is not appointed to the rank of Assistant Professor, Associate Professor, Professor, or Distinguished Professor. Typically, Instructors are in the process of earning the terminal degree appropriate for their academic field or discipline and are beginning a tenure-track appointment. An Instructor may be considered for promotion to Assistant Professor in any year in which she or he holds that rank, once the terminal degree is obtained. An Instructor may not be tenured.

2.3.A.6 Emerita/us Status

A tenured faculty member who leaves Simmons in good standing to retire or to assume a non-teaching position at another institution, or a part-time teaching position at another college or university, may be recommended for Emerita/us status by the Dean of her or his School, who then prepares a recommendation for the Provost. The Provost recommends the candidate to the President and Board of Trustees for approval. The candidate should have an academic career spanning at least 20 years and have been employed by Simmons for no less than ten years. Emeriti faculty are eligible for continuing institutional privileges, library privileges, access to technology workshops, parking privileges, e-mail accounts as consistent with the College's security policies, catalogue and website listings, professional use of title, and the right to march with members of the College's Faculty on ceremonial occasions such as commencement and convocation. Emeriti faculty, at the invitation of the Dean, may also participate more actively in the academic life of the School, including serving as guest lecturers, conducting research, serving on dissertation committees, and advising students.

2.3.B Non-Tenure-Stream Academic Appointments

Senior Lecturer and Lecturer

A Senior Lecturer or Lecturer is a full-time or proportional academic appointment. A Senior Lecturer or Lecturer is not required to hold a terminal degree in her or his field or academic discipline but must have the academic training to be able to teach effectively in her or his field. A Senior Lecturer or Lecturer is not eligible for tenure or for appointment to the academic ranks of Professor, Associate Professor, Assistant Professor, or Instructor. Senior Lecturers and Lecturers provide Schools with curricular stability, fulfill needs for specific areas of expertise and professional engagement, and alleviate an over dependence on part-time faculty. Lecturers and Senior Lecturers are expected to contribute primarily in the domain of teaching and generally have higher teaching commitments than tenure-stream faculty. Senior Lecturers and Lecturers must also meet the standards for scholarship or professional engagement established for this category of appointment in their respective Schools. A Senior Lecturer is distinguished from a Lecturer by her or his significant record of academic and/or professional experience and record of accomplishment in teaching. Based on meritorious

performance, a Lecturer may be promoted to Senior Lecturer by the Dean after consultation with the School's appropriate Faculty.

2.3.C Practice-Track Faculty Appointments

Simmons College recognizes that faculties are enriched by the integration of members with significant professional experience in their respective fields of practice, particularly in the professional schools.

Professor and Associate Professor of Practice

Faculty members on the Practice Track are hired because of their substantial professional reputation and/or achievements. The Professor of Practice designation represents an effective and meaningful way for the Schools to engage accomplished professionals who do not fit the traditional tenure-track academic model. Professors of Practice are faculty members whose expertise, achievements, and reputation developed over a sustained period of time qualify them to be distinguished professionals in an area of practice or discipline. Professors of Practice provide Schools with curricular stability, fulfill needs for specific areas of expertise and professional engagement, and contribute current knowledge and experience in the industry or practice area. Professors of Practice are not tenured and are not eligible for tenure.

Professors of Practice, in general, do not have to hold a terminal degree in their fields but must demonstrate evidence of significant professional accomplishments. Many Professors of Practice also have solid records of applied scholarship and/or practice-related research. Professors of Practice have 20 or more years of experience in their professions and have been distinguished by their accomplishments and recognized contributions to their field. Associate Professors of Practice normally have 10 or more years of experience and have achieved significant accomplishments in their fields. Where relevant, both Professors of Practice and Associate Professors of Practice must have the highest level of professional certification relevant to the discipline.

Professors of Practice are expected to teach, advise, remain current and engaged in their fields, and contribute to the academic life of the School through advising and mentoring students, attendance at department and faculty meetings, and participation in all-College activities as appropriate. School policies relating to consulting and external activities for Professor of Practice are the same as for full-time tenured or tenure-track faculty. Professors of Practice may be appointed by the Dean after consultation with appropriate Faculty and the Provost. Contracts for Professors of Practice are normally for a period of one to three years and are subject to renewal as recommended by the Dean and approved by the Provost.

2.3.D Other Types of Appointments

2.3.D.1 Adjunct Faculty

(See 2.1.D.)

2.3.D.2 Joint Appointments

Faculty may receive joint appointments at more than one School and shall be eligible to qualify as a Voting Faculty member in accordance with each School's implementation guidelines.

2.3.D.3 Visiting Professor

If a person is an experienced professional in her or his field, holds academic rank at another institution of higher education but is absent from that other institution while visiting the College, or retains primary responsibility in some other institution, she or he may be given equivalent rank at the College with the designation of Visiting Professor. An appointment as a Visiting Professor may be full-time, proportional, or part-time. An appointment as a Visiting Professor is for a limited period of time.

2.3.E Faculty Serving as Administrators

A faculty member may serve the College as an administrator. The time during which a faculty member serves the College as a full-time administrator is not part of a probationary period. When time served as an administrator, either full-time or less, shall not be counted as part of a probationary period, the College shall so notify the faculty member. If a faculty member who has already been granted tenure serves the College as an administrator, she or he will retain tenure as a faculty member. Faculty appointed as administrators will remain eligible to serve as voting members of the Faculty within their Schools.

2.4 POLICIES PERTAINING TO PROMOTION AND TENURE

The promotion and tenure process should be thorough, well documented, consistent with applicable policies, objective, and collegial. The committees on promotion and tenure, the Deans, the Provost, and the President shall endeavor to ensure that the process adheres to these principles.

2.4.A Committees on Promotion and Tenure

2.4.A.1 Composition

Each School shall have a committee on promotion and tenure comprised only of tenured faculty members. The Dean of each School acts as an administrative liaison to the committee, but is not a member of the committee.

2.4.A.2 Functions

The general functions of each committee on promotion and tenure (This *Manual* uses "PTC" to indicate committees on promotion and tenure at all the Schools) may include:

- a. Developing and periodically assessing the criteria for promotion and tenure within the various ranks of the Faculty;
- b. Expressing and encouraging genuine regard for reasonable consistency within a School or between and among Schools in the use of these criteria in accordance with all-College standards;

- c. Considering all candidates for tenure and promotion and assessing the qualifications and performance of the candidates in accordance with the criteria for promotion and tenure;
- d. Making recommendations and preparing comprehensive and timely written reports based on its assessments of the candidates in accordance with the criteria for promotion and tenure;
- e. Performing other functions consistent with the policies set forth in this *Manual* as determined by the Voting Faculty of each School.
- f. Assisting in obtaining external letters to aid in the assessment of the candidate's teaching, research, scholarship, or creative work.

2.4.A.3 Confidentiality

The President, the Provost, the Deans, and the members of the PTCs shall keep the deliberations, proceedings, and written reports of the PTCs and any letters obtained from external reviewers concerning tenure and promotion candidates, confidential, except as otherwise provided in this *Manual* or as stipulated by statute and common law.

2.4.B The Dean and the Provost

Each Dean and the Provost assesses candidates in accordance with the Criteria for Promotion and Tenure, giving substantial weight to the reports and recommendations of the appropriate PTC. The Dean of each School makes recommendations regarding candidates for promotion and tenure within that School to the Provost, who in turn makes recommendations to the President, and the President makes recommendations regarding promotion and tenure to the Board of Trustees. In carrying out these responsibilities, the appropriate Dean, the Provost, and the President review the written reports on, and the dossiers of, all individuals who have been evaluated by the committee, prior to the recommendations of such a committee being communicated to the Board, the candidate, or other parties. The appropriate Dean, the Provost and/or the President, will meet directly with each PTC to discuss the process of tenure and/or promotion review and their respective recommendations. When the President transmits her or his recommendation to the Board, the President also conveys to it the recommendations of the Provost, the appropriate Dean and the PTC.

2.4.C Criteria for Promotion and Tenure

The following general Criteria for Promotion and Tenure provide a guide for the evaluation process used by committees on promotion and tenure (PTCs), the Deans, the Provost, the President, and the Board of Trustees. The evaluation of candidates for promotion and tenure at each level of review will focus on Teaching; Scholarship (research, scholarship, and creative activities); and Service to identify three levels of performance: excellent, strong, and not strong. Excellence is desirable in all three categories, and the College's mission requires each candidate to be excellent in teaching. In addition, successful candidates for promotion and tenure must also demonstrate excellence in either Scholarship (research, scholarship, and creative activities) or Service and strength in the third criterion. All

promotion and tenure recommendations must reflect an evaluation of the needs of the College, School, or Department or Program. Thus, a fourth criterion is the needs of the College, School, and Department or Program. These criteria ensure the continued high quality of the Faculty, consistency in promotion and tenure decisions, and the continued vitality of the College and the effective support of its academic mission. These criteria are necessarily general in nature, and their application, including how the terms in the three-point rating scale are defined and applied for each criterion, shall be determined by the various Schools' implementation guidelines and adapted to each individual case.

2.4.C.1 Excellence as a Teacher

Excellence as a teacher is a necessary prerequisite for both promotion and tenure. The evaluation of teaching performance shall include multiple measures. The basis of the evaluation shall be the quality and effectiveness of the teaching. Peer and student evaluations, accompanied by quantitative and qualitative data, are generally an important means of evaluating performance in light of this criterion.

2.4.C.2 Achievement in Research, Scholarship, and Creative Works

Achievement can be demonstrated by a record of professional, scholarly, and/or creative work and involvement in the broader academic and professional community. That record would ordinarily consist of activities that include peer and/or public review. This includes research, publications, creative works, professional presentations, professional consulting activities, journal editorships, and other contributions relevant to the candidate's discipline. For more specific guidelines, see the implementation guidelines of each School.

2.4.C.3 Contributions to Service Related to the Mission of the College

Service related to the mission of the College consists of contributions of time and effort by faculty members that help to advance the College's mission. (See Section 1.3.) Service to the mission of the College can take a number of forms and can include a variety of activities. It can include, for example, community outreach, service on standing or ad hoc committees, participation in governance, service in curriculum or program development, advising students, Department or Program service, various forms of involvement with students beyond the classroom, and other service to the College's mission, within and beyond the College's campus.

2.4.C.4 Needs of the College, School, and Department or Program

Those making tenure recommendations and decisions shall consider the needs of and constraints affecting the College, the applicable School, and the applicable Department or Program. The PTCs shall focus primarily on the needs of and constraints affecting the applicable Department or Program and the applicable School, while the Board of Trustees, the President, the Provost, and the Deans shall consider the needs of and constraints affecting the College, as well as those affecting the applicable School and the applicable Department or Program.

For many years, there has been approximate equilibrium between the College's tenured full-time Faculty and its full-time Faculty without tenure, as measured across the College

as a whole. Maintaining such equilibrium has helped the College to achieve the continuity, stability, and experience provided by an excellent tenured Faculty, while regularly adding vitality and promoting renewal through the addition of new faculty members. Accordingly, the College has a long-term goal of seeking to maintain a balance between the total tenured full-time Faculty and the total full-time Faculty without tenure at the College. Therefore, one of the factors to be considered by the Administration in assessing the needs of the College is the effect of each tenure decision on the College's long-term goal of maintaining a balance between tenured full-time Faculty and the full-time Faculty without tenure.

The College strives to maintain such a balance but rejects the imposition of a tenure quota. Our long-term goal should not be construed as precluding the granting of tenure.

2.4.D Tenure Policies

2.4.D.1 Eligible Faculty

Normally, to be eligible to be considered for tenure, a full-time faculty member will have been appointed to the rank of Assistant Professor and will be in the final year of a probationary period.

2.4.D.2 Probationary Period

2.4.D.2.a General

An appointment of a faculty member who has not been granted tenure is a tenure-track appointment or a contract appointment. The time during which a faculty member serves the College during a tenure-track appointment is part of a probationary period. Any change in the duration of the probationary period must be approved in writing by the Dean and Provost.

Normally, the time during which a faculty member serves the College during a contract appointment is not part of a probationary period. A faculty member with a contract appointment is not eligible to be considered for tenure during the period of the faculty member's contract appointment. However, after an advertised search for a faculty position, the College with the approval of the Provost may consider a contract faculty member for an appointment as a tenure-track appointment rather than as a contract appointment and, after the probationary period, may consider such a faculty member for tenure.

2.4.D.2.b Tenure

The normal probationary period of a faculty member is six years of full-time faculty service. The length of time, however, may be shortened appropriately in the case of a candidate who has had prior years of service in other institutions of higher education, or it may be waived in exceptional circumstances. In addition, the probationary period may be suspended under certain circumstances, after consultation with the appropriate PTC, the Dean, and the Provost. (Section 2.4.D.2.e.) In implementation guidelines, each School may determine, among other subjects, whether, and if so, under what conditions, an individual may return to a

tenure-track appointment at the College after a break in service, other than an approved leave of absence.

2.4.D.2.c Prior Service at Other Institutions

Normally, faculty members who have had full-time teaching experience at other accredited institutions of higher education may have up to a maximum of three years of such service credited toward their probationary period at the College. The Provost, after consultation with the appropriate Dean, the appropriate PTC, and appropriate Faculty, such as the Department Chair, determines the amount of such service credited toward the faculty member's probationary period at the College. In making such a determination, the Provost shall consider the necessity of allowing sufficient time for the faculty member to present a complete dossier. The faculty member's appointment letter will state the amount of such service so credited.

2.4.D.2.d Waiver of Probationary Period

Under exceptional circumstances, a probationary period may be waived and an individual may be hired with tenure. If the College considers such a course of action, the appropriate PTC, the Dean, and the Provost will prepare separate written reports and recommendations based on their assessments of the candidate. Upon consideration of those recommendations, the President may approve waiver of the probationary period. As with all tenure decisions, a faculty member may not receive tenure without a favorable vote of the Board of Trustees. The other Policies Pertaining to Promotion and Tenure need not be followed. An individual will be hired with tenure only if she or he has an especially substantial record of accomplishment.

2.4.D.2.e Suspension of Probationary Period

A probationary period is suspended during a special leave of absence (Section 2.6.C), a family or medical leave of absence (Appendix D and Office of Human Resources) or a period during which the faculty member serves the College as a full-time administrator (Section 2.3.E). A probationary period may also be suspended under exceptional circumstances at the request of the faculty member and in consultation with the relevant PTC and with the approval of the Dean and Provost. Normally, a probationary period may not be suspended for an aggregate of more than two years. (See also Sections 2.4.D.2.b and 2.4.G.3.)

2.4.E Schedule for Faculty Promotion and Tenure Candidate

The normal schedule for promotion and tenure is as follows:

1. Any faculty member who is eligible to be considered for promotion or tenure shall initiate the promotion or tenure consideration process. The faculty member shall compile a dossier containing materials relevant to the four Criteria for Promotion and Tenure (as specified in Section 2.4.F) and submit it to the appropriate Dean by October 15 of the academic year in which the faculty member seeks promotion or tenure consideration, unless an earlier date is set by the faculty member's School. Among other subjects concerning these procedures, each School's implementation guidelines should include specification concerning the

contents of the dossier and supplementing of the dossier by the candidate and others. If October 15 falls on a Saturday, Sunday or holiday, the dossier shall be due on the next business day. A faculty member may introduce additional material into her or his dossier up until the time the dossier is submitted to the Provost's Office.

2. By December 1, each PTC submits written reports on promotion and/or tenure to the appropriate Dean and the Provost. After giving substantial weight to the committee's reports and recommendations, the Dean submits her or his written report and recommendations regarding all of the School's promotion and tenure candidates to the Provost by December 15. The Dean shall notify the PTC of her or his recommendation concerning whether promotion and/or tenure should be granted or denied. If December 1 or 15th falls on a Saturday or Sunday, the report(s) shall be due on the next business day.

3. The President shall transmit her or his recommendations for promotion and tenure to the Board of Trustees for consideration at its next meeting. As early as practicable and not later than March 1, the President, or her or his designee, shall notify in writing the relevant PTC, the appropriate Dean, the Provost, and the faculty member approved for promotion and/or tenure, of the new faculty rank and/or tenure status, to take effect in the next academic year. Even if the President has recommended promotion and/or tenure but the Board of Trustees has not acted on the faculty member's promotion or tenure case, the approval is still subject to the grant of promotion or tenure by vote of the Board and the right of the Board to deny promotion or tenure.

4. As early as practicable and not later than March 1, the President, Provost, or her or his designee, shall notify in writing the relevant PTC, the appropriate Dean, the Provost, and the faculty member who has not been granted promotion and/or tenure status of the decision. If a candidate has not been awarded tenure by June 30 of that year, the College will offer the faculty member a 10- to 12-month terminal appointment beyond the current appointment.

5. Subject to the principles of confidentiality underlying the promotion and tenure procedures, the President, or her or his designee, shall inform the faculty member of the recommendations of the parties concerned (i.e., the PTC, the Dean, the Provost, and the President) and shall explain in general terms reasons for the President's recommendation. A faculty member who is not awarded a promotion or tenure by the Board of Trustees may, within five (5) business days after she or he receives notice, upon written request to the Provost, meet with any or all of the following officials concerning the decision: the President, the Provost, the appropriate Dean, and/or the chair of the PTC at the faculty member's School. The officials so requested will determine whether the meeting(s) will be conducted individually or jointly. A faculty member who is not awarded promotion or tenure may also, in accordance with procedures described in Section 3.3 and Appendix A, petition for a limited review by a Review Committee. This does not apply to faculty members who have withdrawn from the promotion and tenure process.

6. Faculty members, PTCs, Deans, the Provost, and the President should make every reasonable effort to adhere to this timetable. However, as with other time frames and deadlines under this *Manual*, not satisfying time frames or deadlines generally will not be policy violations provided that a party makes good faith efforts to comply with those deadlines and time frames and that any delays are not unreasonable. (See Section 4.) In

promotion and/or tenure matters, the failure to comply with this timetable does not create any right to or expectation of promotion and/or tenure, since a faculty member may be granted tenure or be promoted only by the vote of the Board of Trustees.

2.4.F Dossier Preparation

The chair of the PTC at each School is responsible for working with candidates in preparing dossiers. The candidate has access to all contents of the dossier throughout the review process with the exception of confidential letters.

Every candidate for tenure and promotion to Associate Professor is responsible for including the following in their dossier:

- A CV
- Personal Narrative: This statement, not to exceed ten (10) pages in length, must address all four criteria as stated in Section 2.4.C: excellence as a teacher; achievement in research, scholarship and creative works; service to the mission of the College; and institutional/departmental need. The candidate must assume that the PTC is not familiar with the context of her or his discipline.
- Discussion of their teaching philosophy
- Course Evaluation Summary Sheet(s) and other quantitative and/or qualitative evidence of teaching excellence
- Evidence of achievement in research, scholarship and creative works: Supporting materials appropriate for the discipline should be provided. These could include reviews, cases, articles, books, portfolios, experiments, compact discs, videotapes and/or film. In some cases it may be necessary to provide a brief description of the professional activity being offered for review (e.g., professional consulting within his or her discipline).

The School-specific implementation guidelines should specify:

- Specific organization and flow of the dossier
- Additional supporting documents as required by school, program or department
- Areas to be addressed in the Personal Narrative beyond teaching philosophy
- How and by whom confidential letters will be solicited
- Weighting of tenure criteria

2.4.F.1 Promotion to Associate Professor

Typically the candidate applies for promotion to Associate Professor simultaneously with the application for tenure and evidence of excellence in teaching, achievement in research, scholarship and creative works, service and need are the same for promotion to Associate Professor as they are for tenure.

2.4.F.2 Promotion to Professor

Candidates for promotion to Professor must demonstrate significant accomplishment in teaching; research, scholarship and creative work; and service since promotion to associate professorship. The candidate must demonstrate a record of sustained excellence in at least two of the three categories (one of which must be teaching) and

strength in the third category (achievement in research, scholarship, and creative work; and service). Candidates for promotion to Professor may address the needs of the College, School, and Department or Program. The candidate must assume that the PTC is not familiar with the context of her or his discipline.

2.4.F.3 Letters of Recommendation for Tenure and Promotion

At least three but no more than five external letters must be obtained from experts in the profession/discipline who serve as reviewers of the candidate's credentials. The letters should address the stature and accomplishments of the candidate in the profession/discipline. Experts should include some individuals chosen by the candidates and some individuals chosen by the Dean, Department Chair, or Program Director as stipulated by implementation guidelines. The reviewers should be "arms length" of the candidate and not collaborators, friends, or the like. A brief description and rationale for each reviewer and relationship to the candidate is provided in the dossier. If the external reviewers hold faculty positions, then the external reviewers should be tenured Associate Professors at minimum to review the credentials of Assistant Professors, and tenured Professors at minimum to review dossiers for candidates under consideration for promotion to Professor. The Dean shall determine any exception to these criteria, and the Dean shall finalize the list of names. The candidate does not have access to the final list of reviewers.

The letter to the reviewers shall state that their comments will be held confidential from the candidate. Each reviewer is instructed in writing to mail the comments directly to the Department Chair or Program Director. The reviewers shall be provided in a timely fashion with the candidate's supporting materials (i.e., publications, personal data sheet, personal statement).

Unsolicited letters will not be considered in the tenure or promotion process.

2.4.F.4 Joint Faculty Appointments

If a candidate teaches in more than one department, program or unit, the candidate's dossier must include a letter from the head of each department, program, or unit addressing the relevant criteria. Letters should be written in consultation with other tenured members of that unit.

Note: The recommendation of the appropriate PTC will be based solely on the material presented in the dossier. The candidate must assume that the PTC members are not familiar with the significance and scope of her or his accomplishments in the field.

2.4.G Career Flexibility in Professional Circumstances

At Simmons, tenure-track faculty members typically apply for tenure in the sixth year of their probationary period. However, in some instances, other professional opportunities from within or external to Simmons may preclude a faculty member's productivity in the areas of criteria for tenure within the stipulated probationary period.

In this situation, tenure-track faculty may require another form of career accommodation for professional circumstances that interfere with progress in one or more of the three

tenure criteria areas: (a) teaching, (b) research, scholarship, and creative works, and (c) service.

Some circumstances may involve a leave from Simmons for an external appointment to a prestigious fellowship, or a circumstance may involve an internal appointment, e.g., the undertaking of administrative responsibilities or taking on the role as a Department Chair.

Circumstances requiring a leave for family and/or medical illness are not fully addressed in this Manual (see Appendix D). For information on FMLA leaves for one's own medical conditions or those of a family member, faculty should consult Human Resources.

2.4.G.1 External Appointments

Tenure-track faculty, during their six-year probationary period, may receive the offer of an assignment/position/fellowship external to Simmons that provides her or him with benefits to their professional development and growth. Under these circumstances, the faculty member may follow the process of application for a special leave of absence (2.6 b) that, upon approval, will be granted for the period of one year, with an option to extend to two years with approval from the appropriate Dean and Provost.

2.4.G.2 Internal Appointments

A tenure-track faculty member may be asked to take on an administrative role at Simmons, for example, chairing a department, leading a special administrative project or fulfilling another role at Simmons that requires a significant time commitment. In this type of situation, the faculty member remains at Simmons fulfilling agreed upon responsibilities, however, her or his time for research, scholarship, and creative work may be compromised in light of newly assigned duties. The faculty member may negotiate with the Dean for course release time and/or suspension of the tenure clock (see section 2.4.G.3 below).

2.4.G.3 Suspension of the Tenure Clock for Professional Reasons

In circumstances (2.4.G.1) and (2.4.G.2), a tenure-track faculty member may determine, in consultation with the Dean, that progress in one or more of the tenure criteria areas has been compromised because of one of the above situations. The faculty member may choose to request approval to suspend the tenure clock for up to two years, allowing for additional time to meet requirements for tenure.

When a tenure-track faculty member is appointed a full-time administrator, suspension of the tenure clock is automatically offered. However a faculty member who fulfills a part-time (at least half-time) obligation, should consider the impact of these roles on fulfilling tenure criteria. Under these circumstances, the faculty member may make a written request for a tenure clock suspension.

A request for a limited (up to two years) suspension of the tenure clock shall be made at the time, or within 3 months, after the new duties are assumed or assigned. Suspension of a tenure clock is prospective, not retrospective, and a request for suspension of the tenure clock is never appropriate in the year of a tenure application.

A request to suspend the tenure clock must be in writing to the Dean. The Dean makes a written recommendation to the Provost. Suspension of the tenure clock typically results from opportunities that take the faculty member away from the College or administrative roles that compete with time for research, scholarship, and creative work. However, faculty may also request suspension of the tenure clock for other reasons, including part-time or proportional circumstances that interfere with progress in one or more areas of the tenure criteria. Tenure-track faculty may only suspend the tenure-track clock for a maximum of two years.

2.5 REVIEWS OF FACULTY

Reviews of faculty members are a means of fostering professional growth and development by encouraging self-reflection and by providing an opportunity for advice and assistance from Deans, Department Chairs, and peers. Such reviews shall contribute to decisions about compensation, tenure and promotion, or renewal and reappointment as appropriate.

Each School is responsible for establishing a policy for review of faculty members and a mechanism for implementing that policy consistent with this Section 2.5. Reviews of faculty should comport with the schedules set forth in this policy, except that no review is required for an individual after she or he has resigned or received notice that her or his association with the College will terminate. In addition, this policy does not apply to faculty who serve as full-time administrators. Any period of service as a full-time administrator should not count in determining when a faculty member should receive a review under this policy.

2.5.A Review of Faculty with Tenure-Track Appointments

2.5.A.1 Annual Review

Each faculty member with a tenure-track appointment shall have an annual review according to criteria and procedures jointly developed by the Faculty and Dean of each School. Annual review for the corresponding academic year shall be completed in writing by June 30th. Copies of the annual reviews shall be kept on file in the Dean's Office and in Human Resources. This annual review shall contribute to determining compensation of faculty members. At a minimum, the review shall consider the following: a written self-assessment by the faculty member; quantitative and qualitative measures of teaching performance consistent with the Criteria for Promotion and Tenure as set forth by this *Manual* or any applicable implementation guidelines; and a written assessment by the faculty member's Department Chair, Program Director, committee of the faculty member's peers, or the faculty member's Dean, consistent with the Criteria for Promotion and Tenure as set forth by this *Manual* or any applicable implementation guidelines. Faculty members shall receive a copy of their annual review.

2.5.A.2 Mid-Point Review

Each faculty member with a tenure-track appointment shall receive a comprehensive review after three academic years of probationary status. The review must be completed within two months of the three-year anniversary. Unless the faculty member has submitted a written request to the Dean for a limited extension of time to delay the review, the written report must be completed within 30 days after the review. This "mid-point review" shall serve as an evaluative tool for retention decisions and shall

identify areas needing further development by the faculty member in anticipation of future possible tenure consideration.

The review shall include a written self-assessment. The review shall also include a written departmental evaluation or a written evaluation by a committee of tenured faculty as specified in implementation guidelines of the faculty member's School. This evaluation shall include an assessment of the faculty member in light of the Criteria for Promotion and Tenure as established by the College and the School. It shall also include an assessment of the faculty member's demonstrated capacity to develop and grow sufficiently to satisfy the Criteria for Promotion and Tenure as generally applied to tenure candidates by the School's committee on promotion and tenure.

The Department Chair or faculty committee shall forward the written assessments to the Dean, with a copy to the faculty member and to the Provost. The Dean shall then meet with the faculty member to discuss the results of the review and provide her or his own assessment. The Dean shall notify the relevant PTC of completion of the mid-point review.

While the College intends reviews of faculty members with tenure-track appointments in part to assist potential future candidates for tenure, they do not constitute representations of the likelihood of future reappointment or tenure. The College will make every effort to determine the relevance of institutional need at a candidate's midpoint review, which will be communicated to the candidate by her or his Dean.

2.5.A.3 Review for Promotion and Tenure

By September 30 of each academic year, the Office of the Dean will notify in writing tenure-track faculty who are eligible for tenure and promotion in the next academic year (e.g., faculty member is notified in the fall of 2010 for their consideration in the fall of 2011). A tenure-track faculty member normally shall initiate the process of review for tenure and promotion during the last year of a six-year probationary period. (See 2.4.D-E.)

2.5.B Review of Tenured Faculty

2.5.B.1 Annual Review

Each faculty member with a tenured appointment shall have an annual review according to criteria and procedures jointly developed by the Faculty and Dean of each School. Meetings should occur between May and September 15, and the annual review for the corresponding academic year shall be completed in writing by June 30th. Copies of the annual reviews shall be kept on file in the Dean's Office and in Human Resources. This annual review shall contribute to determining compensation of faculty members. At a minimum, the review shall consist of the following documents prepared in accordance with specifications in each School's implementation guidelines:

A written self-assessment by the faculty member, consistent with the Criteria for Promotion and Tenure as set forth by this *Manual* or any applicable implementation guidelines; and a written assessment by the faculty member's Department Chair, or by a committee of the faculty's member's peers, or by the faculty member's Dean, consistent

with the Criteria for Promotion and Tenure as set forth by this *Manual* or any applicable implementation guidelines. The faculty member will receive a copy of her or his annual assessment.

2.5.B.2 Review for Promotion

An Associate Professor may request consideration for promotion to Professor at any time and shall initiate the process of review for promotion in accordance with Section 2.4.E.

2.5.B.3 Periodic Developmental Multi-Year Review (PDMYR)

2.5.B.3.a Purpose

The periodic developmental multi-year review (referred to hereafter as "PDMYR") is designed to encourage, recognize, reward, and support the continuous development of tenured faculty at Simmons through a process of peer review. It is intended as a good faith commitment by the College to provide appropriate support for faculty development and recognition of tenured faculty members to continue excellence in teaching, research, scholarship and creative work, and service.

PDMYR will neither intrude on an individual faculty member's professional self-direction, impose a reevaluation or revalidation of tenured status, nor imply an obligation that the faculty member demonstrate why she or he should be retained.

2.5.B.3.b Process

By June 15, 2011, each School shall develop a process and plan for peer review of tenured faculty (PDMYR) in that School to be implemented by Spring of 2012. The Dean and appropriate Faculty of each School shall confer and collaborate to develop the required PDMYR process. Typically, the appropriate Faculty to collaborate in the development of the PDMYR process shall be the faculty body responsible for tenure and promotion recommendations in that School.

Each School's PDMYR process shall include, at a minimum:

- Selection of the PDMYR Committee that shall consist only of tenured faculty
- PDMYR Committee procedures and timelines for review during the academic year
- Materials to be used in the review process in addition to those required below
- A mechanism for the faculty member to respond to the PDMYR Committee's report

Each tenured faculty member who shall be reviewed will be advised by her or his Dean of the PDMYR no less than six months before the start of the academic year in which the review will take place. Each faculty member who is to undergo a PDMYR

shall take an active role in the process by assisting with planning, preparing, and collecting materials, and engaging in constructive dialogue with colleagues and the Chair of her or his School's PDMYR Committee.

The number of faculty members to be reviewed in any given year will be approximately one-sixth of the number of tenured faculty in each School. By September 1 each year, the Dean of each School shall provide the Provost with the list of names of those faculty who shall be reviewed in the current academic year in that School. A tenured faculty member may request a PDMYR in any year.

2.5.B.3.c PDMYR and the Promotion Process

The PDMYR recurs at six-year intervals after the award of tenure unless occurring earlier by promotion to Professor. When an evaluation for promotion to Professor occurs, the next PDMYR will be held six years after promotion. The absence of an application to advance in the academic ranks does not change the faculty member's PDMYR schedule.

2.5.B.3.d PDMYR and Notices of Retirement/Resignation

Faculty who have submitted an irrevocable letter of resignation, who have signed a retirement agreement, or who enrolled in any phased retirement program within two years of the academic year of their scheduled review are exempt from PDMYR.

2.5.B.3.e PDMYR and Full-Time Administrative Appointment

Tenured faculty who hold full-time administrative appointments have the option of delaying a PDMYR for up to six academic semesters following her or his return to faculty responsibilities.

2.5.B.3.f Materials Required for the Review

All relevant aspects of a faculty member's professional performance over the previous six years should be considered in a PDMYR. With that in mind, a faculty member being reviewed shall provide information/documentation on the following to the PDMYR Committee:

- A reflection about past performance in teaching; research, scholarship and creative work, and service, and a written statement of plans for the future as related to teaching, research, scholarship and creative work, and service before the next PDMYR.
- List of all courses taught during the last six years
- Peer and student evaluations of teaching from the past six years
- Research, scholarship and creative works that have been evaluated by peers
- Service activities during the last six years
- Annual Performance Reviews for the past six calendar years
- A current faculty curriculum vitae
- A written report of the outcomes of any sabbatical awarded during the pre-review period

- The most recent PDMYR
- Any additional materials the faculty member would like the PDMYR Committee to consider

2.5.B.3.g Criteria

The College recognizes that the balance of faculty members' professional activities may shift over time and consequently, expectations for, and the goals of, individual faculty members may also change. If, for example, it is in the mutual best interest of the faculty member and the Department or School to have a tenured faculty member focus more on teaching and service than on research, then PDMYR for that faculty member should emphasize, acknowledge, and reward demonstrated excellence in teaching and service.

While a PDMYR is not a revalidation of the award of tenure, many characteristics of Simmons's tenure policies remain relevant in the PDMYR process:

- Maintenance of excellence and, where appropriate, innovation in teaching
- Continuing professional growth, scholarly activities, creative and artistic achievement
- Exercise of leadership in academic and administrative service
- Service and activities within Simmons and on behalf of the larger community

2.5.B.3.h Outcomes

The PDMYR Committee shall consider all materials provided by the faculty member being reviewed. Upon completion of its review, the PDMYR Committee shall prepare a written report for the faculty member under review summarizing its views as to whether the faculty member's performance exceeds expectations, meets expectations, or needs improvement.

Exceeds expectations: Sustained excellence in teaching, research, scholarship and creative work, and service that is substantially above expectations and significantly exceeds the performance of most faculty at Simmons. Faculty members deemed to have exhibited such exemplary performance shall receive special acknowledgement from the Board of Trustees that includes a grant of support for professional development such as one or more course releases, a research stipend, and/or other tangible forms of recognition as may be recommended by the Provost in consultation with the Dean.

Meets expectations: Performance in teaching and achievement in research, scholarship and creative work, and service that fully meets expectations of professional competence and conscientious discharge of duties. To support their professional development, faculty members deemed to have met expectations shall receive recommendations and appropriate mentoring from the PDMYR committee, Dean, and/or Provost.

Needs Improvement: Performance in teaching and achievement in research, scholarship and creative work, and service that does not meet expectations of professional competence and conscientious discharge of duties. Faculty members deemed to need improvement shall by the start of the next academic year develop in consultation with the PDMYR Committee with input from the Dean, a professional development plan (PDP) intended to address weaknesses identified in the PDMYR. To this end, the PDP shall specify strategies and actions, and identify performance improvement indicators for assessing progress. The PDMYR Committee, with input from the Dean and Provost, is responsible for approving the faculty member's PDP, monitoring and evaluating improvement during annual reviews, and recommending appropriate resources as the PDP may require to support the faculty member's development before her or his next PDMYR.

2.5.B.3.i Report

By April 1 of each year, each PDMYR Committee shall provide to each reviewed faculty member and his or her Dean a review which sets forth the Committee's conclusions and recommendations.

By May 1 of each year and after giving substantial weight to the PDMYR Committee's report, the Dean shall submit her or his own report and recommendations for resources to the Provost. The Provost shall review the reports from the PDMYR Committee and from the Dean no later than June 1 each year and shall notify the faculty member, the Committee, and the Dean of her or his conclusion(s).

When the performance needs improvement, the report will describe why the performance is unsatisfactory and provide suggestions for improvement.

2.5.B.3.j Faculty Member's Response

All faculty members being reviewed are afforded the opportunity to review the completed report of the PDMYR Committee and to submit a response if they disagree with the Committee's conclusions and recommendations. This response must be submitted within two weeks of issuance of the Committee's report to the faculty member. The Committee shall forward to the Dean the faculty member's response.

2.5.B.3.k Records

As with annual reviews of employees including faculty, all PDMYR reports of faculty shall be maintained in the offices of each School Dean and the Provost.

By June 30 of each year, the Deans of each School shall submit annual reports to the Provost listing the names of faculty members reviewed during the previous year and those for whom a professional development plan was recommended and established, along with a copy of that professional development plan.

Upon completion of the PDMYR, the Committee shall return to the faculty member all copies of the materials submitted to it. Once the review is complete, the Committee shall destroy all written notes, reports, and communications based on those materials, except those reports sent to the Dean and Provost, who maintain confidentiality.

2.5.B.3.l Confidentiality

All matters relating to PDMYR shall be treated as confidential. All those who participate in the PDMYR process or who otherwise advise on individual cases are obligated to honor this commitment to confidentiality.

2.5.B.3.m Periodic Assessment of PDMYR Process

The Deans, the Provost, the PDMYR Committee of each School, and faculty members who have been reviewed pursuant to these processes may periodically meet to assess the PDMYR process and discuss ways it might be improved within Schools and across Schools.

2.5.C Review of Faculty with Contract Appointments

Each faculty member with a contract appointment shall have an annual evaluation conducted by her or his Department, Program, or Dean. This review shall contribute to determining compensation or retention of contract faculty members.

Each School shall develop policy and procedures for written evaluations of faculty members with contract appointments. The faculty member will receive a copy of any such annual assessment. Reviews of contract faculty members do not confer any representations regarding the likelihood of future offers of successive contracts.

2.5.D Faculty Access to Their Personnel Records

Massachusetts state law grants employees access to their personnel records, but that law does not apply to those employed (or formerly employed) by a private university in positions that may lead to tenure, are tenured, or which involve responsibilities similar to those in tenure-track positions.

Although private university faculty do not fall under the Commonwealth of Massachusetts laws regarding access to personnel records, current and former Simmons faculty shall enjoy the same right of access under state law afforded to non-faculty employees at Simmons College, with the following exception: Documents created or acquired by the Trustees, the President, the Provost, the Deans and the members of the committees on promotion and tenure in conjunction with a review for promotion and tenure qualify as confidential both by nature, and by the terms of the *Faculty Policy Manual*, and shall remain confidential. Except for this category of documents, Simmons faculty may have the same access to their personnel records under state law, as do other non-faculty Simmons employees.

2.6 PROFESSIONAL DEVELOPMENT {FOR TENURE-STREAM AND CONTRACT FACULTY}

2.6.A Professional Development

Professional development refers to the acquisition and dissemination of knowledge or the acquisition of information and skill that enable a faculty member to become more proficient in her or his professional endeavors and thus better contribute to the mission of the College and the priorities of the Department, Program, and/or School. Faculty are encouraged to participate in and avail themselves of professional development opportunities, including those that are programmatically sponsored and provided by the College as well as those of outside agencies and organizations.

It is generally expected that the College shall provide faculty with resources for developmental opportunities. Developmental activities include, but are not limited to, travel to meetings and conferences, participation in workshops and short courses, development and incorporation of new teaching styles and methodologies, advanced certification, professional membership dues, disciplinary and interdisciplinary retooling efforts, preparation of manuscripts, access to major scholarly publications and databases, and purchase of research materials that are otherwise unavailable. Each School shall develop implementation guidelines for the criteria and process by which faculty professional development funds shall be awarded.

2.6.B Sabbaticals for Tenured Faculty

2.6.B.1 Purpose

The purpose of the sabbatical program is to aid in the revitalization and intellectual growth of the faculty member and promote the faculty member's academic contribution to the College and to her or his profession. The awarding of sabbatical acknowledges tenured faculty who have demonstrated a consistently high level of performance in teaching and in research, scholarship, and creative work. Sabbatical proposals and activities should align with the mission of the College as an institution of higher learning and result in demonstrable outcomes that contribute to teaching, research, scholarship, and creative work.

2.6.B.2 Eligibility

A faculty member is eligible to request a sabbatical only if she or he has served at least six years on a full-time basis at the College since beginning her or his work at the College or since her or his last sabbatical. The six years of service need not be consecutive.

Sabbaticals are reserved for tenured faculty at Simmons and they are granted only after or in conjunction with the applicant's being awarded tenure. If a sabbatical is delayed at the request of the faculty member or of the School, the period of delay will be included in the calculation of years' service until the affected faculty member is again eligible for a sabbatical. Faculty members should maintain documentation of such requested delays.

2.6.B.3 Types of Sabbaticals

A sabbatical may constitute release from 100% of one academic year's usual teaching and service workload at 50% of base salary or a release from 50% of one academic year's usual teaching and service workload at 100% of base salary. For purposes of sabbatical policy, an academic year is defined as the start of the fall semester to the end of the spring semester, or any other nine- or ten-month equivalent period. Alternatives to these types of sabbaticals must be approved by the appropriate Dean and the Provost. In addition, the manner in which workload adjustments may be implemented for sabbaticals may vary from School to School based on the individual School's implementation guidelines, practices, and needs. Faculty on sabbaticals will be covered by the College's group plan policies (health, long-term disability, and life) (subject to applicable law and the terms of any benefit plans) on the same terms and conditions as if the faculty member had a full workload and were not on sabbatical.

Faculty members may not engage in full-time gainful employment during a sabbatical without prior written permission from the Provost. However, faculty members may continue to receive compensation for activities in which they regularly engage during their active full-time service, e.g., consulting, provided that the level of those activities is not substantially increased during the sabbatical period. When a faculty member receives compensation from other organizations or institutions to support the sabbatical, the College's contribution plus the sum of compensation from other organizations (plus travel and extraordinary living expenses) will not exceed the faculty member's normal College base salary for the period of the sabbatical.

2.6.B.4 Procedures

Ordinarily, a faculty member seeking a sabbatical must submit a written proposal at any time up to October 1 of the year preceding the academic year in which the proposed sabbatical is to be taken. If October 1 falls on a Saturday or Sunday, the deadline for the proposal shall be on the following Monday. A faculty member should submit a proposal for a sabbatical to the appropriate Dean with copies to her or his Department Chair or Program Director and should thereafter within five (5) business days submit information regarding subsequent developments or other changes relevant to the material contained in the proposal to anyone who received the initial proposal. After consultation with the Department Chair or Program Director, the Dean will transmit her or his written recommendation to the Provost by November 1. The Provost, in turn, shall pass along her or his recommendations and those from the Dean and the Department Chair or Program Director, to the Trustees on the schedule set by the President in time for the winter meeting of the Simmons Board of Trustees. The President will make every reasonable effort to announce the decision of the Board of Trustees regarding the application to the applicant before March 1. Except when a sabbatical proposal is grossly inadequate, sabbaticals shall not be denied to those eligible (see Sections 2.6.B.2 and 2.6.B.7).

2.6.B.5 Contents of Proposal

Each proposal should explain how the sabbatical activities support the faculty member's career goals and professional and research agenda. The proposal shall include a

statement indicating how it meets the purpose of sabbaticals, a plan describing in detail the objectives to be achieved, the breadth of activities in which the faculty member is to be engaged, the anticipated location where the work will be carried out, a timetable including the beginning and ending dates of the sabbatical, the potential benefits of the sabbatical to students and the Department, Program, or School, and how the sabbatical contributes to the mission of the College. In cases where external funding is anticipated, the proposal should include a statement identifying anticipated sources of funds. The College is not responsible for expenses such as travel incurred by faculty.

2.6.B.6 Written Report

By March 15 (for those taking a sabbatical in the fall semester) and October 15 (for those taking a sabbatical in the spring semester or a full-year sabbatical), the faculty member must submit a written report of her or his sabbatical activities to the head of her or his Department or Program, with full copies to the appropriate Dean and the Provost. Faculty should retain a copy of this report and be prepared to summarize outcomes of their last sabbatical when applying for the next sabbatical, as prior outcomes will be considered in the review process.

2.6.B.7 Obligations to the College

In recognition of the compensation paid to a faculty member during a sabbatical, a faculty member who takes a sabbatical is expected to resume her or his usual duties at the College for at least one academic year immediately following the completion of her or his sabbatical.

Faculty taking sabbaticals are expected to accomplish the objectives set forth in the sabbatical proposal within the proposed timeframe. If a faculty member determines that unexpected developments or other factors may require changes in an approved proposal, the faculty member and her or his Dean in consultation with the Provost must reach agreement on suitable modifications. Should the Dean or Provost obtain evidence that a sabbatical was not used appropriately, the Hearing Committee shall be convened in accordance with Appendix C to review the facts and to make a recommendation to the Provost about the faculty member's eligibility for further paid sabbaticals.

2.6.B.8 Return Provision

The faculty member is expected to return with the rank and appointment status that she or he had at the commencement of the sabbatical. For the purpose of determining salary adjustments, sabbaticals will be treated as regular faculty employment.

2.6.C Special Leave

2.6.C.1 Purpose

The purpose of the special leave is to provide faculty members with the opportunity for professional development. The special leave is intended to support research activities and scholarly activity or to promote innovation and excellence in teaching. Special leaves supported by external grants, other institutions, or scholarly groups are highly encouraged.

2.6.C.2 Eligibility

A full-time faculty member is eligible for a special leave of absence after three or more years of continuous service.

2.6.C.3 Length of Leave

Granted for one or two semesters, the time spent on special leave does not count toward the probationary period for tenure-track faculty nor is it considered years of credit toward promotion, tenure, or sabbatical.

2.6.C.4 Pay and Benefits

A special leave is not a paid leave. However, during an unpaid special leave, the College continues its contribution to the faculty member's medical insurance coverage, providing the faculty member pays her or his share of such coverage on time, as if she or he is actively employed. Subject to applicable law and the terms of the College's benefit plans, faculty members on an unpaid leave shall continue to be covered under the College's group life and long-term disability plans on the same terms and conditions as if the faculty member remained actively employed. A faculty member on a special leave will also continue to be eligible for tuition benefits as if she or he had remained actively employed. If a special leave exceeds the length of one or two semesters, tuition benefits will not exceed two years.

2.6.C.5 Procedures

A faculty member must submit a proposal for a special leave any time up to October 15 of the year preceding the academic year in which the proposed leave is to be taken. A faculty member should submit a proposal for a special leave to the appropriate Dean with copies to her or his Department Chair or Program Director. After consultation with the Department Chair or Program Director, the Dean will transmit her or his recommendation to the Provost, who will make the decision and inform the Dean and faculty member before March 1.

2.6.C.6 Contents of Proposal

Each proposal should include a statement indicating how the proposed leave meets the purpose of special leaves, including a plan describing in detail the objectives to be achieved, the activities in which the faculty member is to be engaged, the anticipated location where the work will be carried out, expected deliverables, and a timetable including the beginning and ending dates of the leave. The proposal should also include a statement identifying anticipated sources of funds.

2.6.C.7 Written Report

Upon returning to the College after her or his special leave, the faculty member will submit a written report of her or his activities during the leave to the head of her or his Department or Program, the appropriate Dean, and the Provost.

2.6.C.8 Return Provision

The faculty member is expected to return with the rank and appointment status that she or he had at the commencement of the special leave.

2.6.D Contract Faculty Career (Professional) Development Assignments

Simmons College recognizes the importance of a career track for full-time contract faculty.

2.6.D.1 Purpose

The purpose of the professional development assignment program is to aid in the professional growth of contract faculty members and to promote contract faculty members' academic contributions to the College and to their profession. The awarding of professional development assignments recognizes full-time contract faculty who have demonstrated a record of scholarship and a consistently high level of performance in fulfilling their duties to the College. Professional development assignment proposals and activities should enhance the College through contributions to teaching, research, scholarship and creative work, and service.

2.6.D.2 Eligibility

Upon recommendation of the Dean and approval of the Provost, full-time, contract faculty shall be eligible for a professional development assignment for curriculum development, professional service, or research, scholarship and creative work, after nine consecutive contractual years of service. A contract faculty member may request such an assignment to be completed during what would be the tenth year of full-time service at the College or in the tenth year since her or his last professional development leave.

2.6.D.3 Types of Professional Development Assignment

A professional development assignment is normally a release from 50% of one academic year's usual teaching and service workload for up to one semester at 100% of base salary. For purposes of this policy, an academic year is defined as the start of the fall semester to the end of the spring semester, or any other nine- or ten-month equivalent. Alternatives to these types of professional development assignments must be approved by the appropriate Dean and the Provost. In addition, the manner in which workload adjustments may be implemented for professional development assignments may vary from School to School based on the individual School's guidelines, practices, and needs. Faculty on professional development assignment will be covered by the College's group plan policies (health, long-term disability, and life) (subject to applicable law and the terms of any benefit plans) on the same terms and conditions as if the faculty member had a usual workload and were not on professional development assignment.

Faculty members may not engage in full-time gainful employment during a professional development assignment. However, faculty members may continue to receive compensation for activities in which they regularly engage during their active full-time service, e.g. consulting, provided that the level of those activities is not substantially increased during the assignment period. When a faculty member receives compensation

from other organizations or institutions to support the professional development assignment, the College's contribution plus the sum of compensation from other organizations (plus travel and extraordinary living expenses) will not exceed the faculty member's normal College base salary for the period of the assignment.

2.6.D.4 Procedures

Ordinarily, a faculty member seeking a professional development assignment must submit a written proposal at any time up to October 1 of the year preceding the academic year for the proposed assignment. If October 1 falls on a Saturday or Sunday, the deadline for the proposal shall be on Monday. A faculty member should submit a proposal for a professional development assignment to the appropriate Dean with copies to her or his Department Chair or Program Director and should thereafter within five business days submit information regarding subsequent developments or other changes relevant to the material contained in the proposal to anyone who received the initial proposal. After consultation with the Department Chair or Program Director, the Dean will transmit her or his written recommendation to the Provost by November 1. The Provost, in turn, shall pass along her or his recommendations and those from the Dean and the Department Chair or Program Director, to the Trustees on the schedule set by the President in time for the winter meeting of the Simmons Board of Trustees. The President will make every reasonable effort to announce the decision of the Board of Trustees regarding the application to the applicant before March 1.

2.6.D.5 Contents of Proposal

Each proposal should explain how the professional development assignment activities support the faculty member's career goals and professional development. The proposal shall include a statement indicating how it meets the purpose of professional development assignments, a plan describing in detail the objectives to be achieved, the breadth of activities in which the faculty member is to be engaged, the anticipated location where the work will be carried out, a timetable including the beginning and ending dates of the assignment, the potential benefits of the assignment to students and the Department, Program, or School, and how the assignment contributes to the mission of the College. In cases where external funding is anticipated, the proposal should include a statement identifying anticipated sources of funds. The College is not responsible for expenses such as travel incurred by faculty.

2.6.D.6 Written Report

By March 15 (for those on assignment during the fall semester) and October 15 (for those on assignment during the spring semester or the full year), the faculty member must submit a written report of her or his activities during the assignment to the head of her or his Department or Program, with full copies to the appropriate Dean and the Provost. Faculty should retain a copy of this report and be prepared to summarize outcomes of their last professional development assignment when applying for a subsequent one, as prior outcomes will be considered in the review process.

2.6.D.7 Obligations to the College

In recognition of the compensation paid to a faculty member during a professional development assignment, a faculty member who accepts such assignments is expected to resume her or his usual duties at the College for at least one academic year immediately following the completion of her or his professional development assignment.

Faculty taking paid professional development assignments are expected to accomplish the objectives set forth in their proposal within the proposed timeframe. If a faculty member determines that unexpected developments or other factors may require changes in an approved proposal, the faculty member and her or his Dean, in consultation with the Provost, must reach agreement on suitable modifications. Should the Dean or Provost obtain evidence that a professional development assignment was not used appropriately, the Hearing Committee shall be convened in accordance with Appendix C to review the facts and to make a recommendation to the Provost about the faculty member's eligibility for further paid professional development assignments.

2.6.E Course Reduction Vouchers for Research, Scholarship, and Creative Work for Tenure-Track Faculty

The goals of the course reduction vouchers for tenure-track faculty include providing career flexibility for research, scholarship, and creative work; supporting the professional growth and career advancement of tenure-track faculty members; and promoting faculty members' academic contributions to the College and their profession. When a faculty member is hired into a nine- or ten-month, full-time tenure-track position, she or he will become eligible for a total of six course release vouchers for use during her or his probationary period as desired according to the following guidelines. For the purpose of this policy, an academic year is defined as the beginning of the fall semester to the end of the spring semester, or any other nine- or ten-month equivalent.

1. In the first year of her or his tenure-track appointment, the faculty member will be granted two course reductions from the typical six (6) course teaching load. The first course reduction shall be taken in the fall semester and the second reduction shall be taken in the spring semester. The purposes of these initial course reductions are (a) to provide sufficient opportunity for the faculty member to adjust to her or his teaching and advising duties at Simmons generally and to her or his School or Department specifically; and (b) to provide additional opportunity for the faculty member to pursue her or his research, scholarship, and creative work agenda. No more than two course release vouchers may be used during the first year of a tenure-track appointment.
2. Every year thereafter, the tenure-track faculty member whose appointment is renewed for the next academic year, and who is in good standing as evidenced by the faculty member's annual review, shall be eligible to use up to three (3) or her or his four (4) additional course release vouchers which can be "banked" and used at the faculty member's discretion with the prior written approval of the Department Chair and Dean during the remainder of their tenure-track probationary period. These course releases must be used to further her or his research, scholarship, and creative work. Course vouchers may not be used for summer courses.

3. In the second year and any subsequent years of a probationary period, a tenure-track faculty member may use no more than three (3) of her or his course release vouchers in one academic year, and she or he should use them on a schedule that has been mutually agreed upon in advance by the faculty member and Dean. Each unit's Faculty and Dean will determine, in their School implementation guidelines, the lead time required for requested releases, that is, how many months' notice shall be given by the faculty member to the Dean or Department Chair regarding use of a course release voucher. Faculty members are expected to plan their use of vouchers ahead of time so that Deans and Department Chairs can arrange for course coverage.
4. Course release vouchers are only available for purposes of research, scholarship, and creative work, and may not be used in conjunction with FMLA.
5. After each voucher is used, the tenure-track faculty member will complete a report form (available from the Dean or Provost's office) and submit it to the Dean and Department Chair, with a copy to the Provost. The report should describe the accomplishments in research, scholarship, and creative work that resulted from the course release.
6. Vouchers are to be used only during the probationary period.
7. Vouchers not used during the probationary period will be forfeited.

2.6.F Change from Full-time to Proportional Status for Tenure-track Faculty

In *exceptional* circumstances, not covered or governed by federal or state medical leave laws, a tenure-track faculty member may apply for a transfer to proportional status. A transfer to proportional status may be appropriate when the faculty member needs a reduced teaching load for a predetermined period of time not to exceed six semesters or three (3) years. Proportional status results in reduced salary and benefits. Proportional status may be requested by the faculty member to meet the stated criteria for tenure and/or promotion.

Requests for a change to proportional status must be made in writing to the Dean at least three months in advance. The Dean will consider the request and make a recommendation to the Provost in writing. When a faculty member changes from full-time to proportional status, the faculty member is not eligible for course vouchers (see Section 2.6.E) until the faculty member resumes full-time probationary status.

SECTION 3. PROCEDURES FOR RESIGNATION OF FACULTY, NON-RENEWAL OR NON-REAPPOINTMENT OF FACULTY, REVIEW OF PROMOTION AND TENURE RECOMMENDATIONS, ADMINISTRATIVE TERMINATIONS, AND DISMISSALS

3.1 RESIGNATION OF FACULTY MEMBERS

A faculty member may resign from her or his appointment effective at the end of an academic year. For purposes of this policy, a resignation includes a decision to retire. A faculty member who resigns should give notice in writing.

3.2 NON-RENEWAL OR NON-REAPPOINTMENT OF FACULTY MEMBERS

3.2. A Non-Renewal or Non-Reappointment

Subject to the procedures in this *Manual*, after consultation with appropriate Faculty and the Provost, the Dean of a School may determine not to renew or extend a tenure-track appointment, or may determine not to offer a successive contract appointment. Any such determination by a Dean is a non-renewal or non-reappointment. A non-renewal or non-reappointment is not a dismissal. (Section 3.5.)

3.2.B Notice and Reasons for Non-Renewal or Non-Reappointment

3.2.B.1 Notice by the Dean

Before deciding not to renew or extend a tenure-track appointment or not to offer a full-time or proportional faculty member a successive contract appointment, the Dean shall consult with appropriate Faculty and the Provost. When the Dean in consultation with the Provost has determined not to renew or extend a tenure-track appointment or has determined not to offer a full-time or proportional faculty member a successive contract appointment, the Dean will so inform the faculty member in writing.

3.2.B.2 Timely Notice of Non-Renewal or Non-Reappointment

Written notice that a full-time or proportional tenure-track or contract appointment is not to be renewed will be given to the faculty member in advance of the expiration of the appointment, as follows:

- a. If the appointment expires at the end of the academic year (June 30), and if the faculty member is in the first year of employment, the faculty member shall receive written notice of non-renewal no later than March 1.
- b. If the appointment expires on a date other than June 30, and if the faculty member is in the first year of employment, the faculty member shall receive no less than three months written notice of non-renewal.
- c. If a faculty member's initial employment contract is for a period of two years or more, the faculty member shall receive no less than six months notice of non-renewal
- d. If the appointment expires at the end of the academic year (June 30), and if the faculty member is in the second or subsequent year of employment, the faculty member shall receive written notice of non-renewal no later than December 15.
- e. If the appointment expires on a date other than June 30, and if the faculty member is in the second or subsequent year of employment, the faculty member shall receive no less than six months written notice of non-renewal.

As with other time frames set forth in the *Faculty Policy Manual*, the Dean and Provost will make good faith efforts to comply with deadlines for notice. (See Section 4.) However, the failure to give notice in accordance with this provision shall not be construed as a new appointment or a renewal or extension of an appointment.

3.2.B.3 Severance in Lieu of Timely Notice

If the Dean or Provost is unable for any reason to adhere to the applicable notice period set forth above, the faculty member shall receive severance pay for any period notice was absent. For example, if the faculty member was entitled to notice of non-renewal no later than December 15, but instead receives notice of non-renewal on February 15, the faculty member shall receive eight weeks of severance pay to be paid on June 30 or the last day of his/her appointment.

3.2.B.4 Reasons for Non-Renewal or Non-Reappointment

After receipt of notice in writing of non-renewal or non-reappointment, the faculty member may request the Dean to inform her or him concerning the reason(s) for the determination. Upon such request, the Dean will inform the faculty member concerning the reason(s) for the determination.

3.3 REVIEW OF PROMOTION AND TENURE RECOMMENDATIONS

A candidate for promotion and/or tenure may request an inquiry concerning the procedures followed by the applicable committee on promotion and tenure, the appropriate Dean, the Provost, or the President, or may seek reconsideration of the decision based upon the grounds that the decision was based on something other than the prescribed criteria or the existence of new information related to the prescribed criteria in Section 2.4. If an inquiry is requested, the Review Committee shall undertake a review limited to reviewing the process of assessment of the candidate's qualifications and performance by the committee on promotion and tenure, the Dean, the Provost, and/or the President, and/or will review the significance of the new information, in accordance with the procedures described in Appendix A.

The only functions of the Review Committee are to determine whether adequate consideration was given to the procedural aspects for promotion and tenure and/or to determine whether the decision was based on something other than the prescribed criteria: teaching, achievement in research, scholarship and creative work, service, and need; and/or whether the new information is sufficiently significant in the context of the promotion and/or tenure case to merit reconsideration of the case. The Review Committee makes its determination by reviewing the written reports prepared by the committee on promotion and tenure; by interviewing the members of the committee on promotion and tenure, the appropriate Dean, the Provost, and/or the President; and, in the case of new information, by considering that information in the context of the case. The Review Committee does not substitute its own judgment for that of the committee on promotion and tenure, the Dean, the Provost, the President, or the Board of Trustees regarding whether any candidate should be promoted or granted tenure.

3.4 ADMINISTRATIVE TERMINATION OF FACULTY MEMBERS

3.4.A Administrative Termination

An administrative termination means the termination of a tenured faculty member or termination of a non-tenured faculty member prior to the expiration of a tenure-track appointment or a contract appointment because of either (1) closure of a School, Department, or Program; or (2) financial exigency. A non-renewal or non-reappointment (Section 3.2) or a dismissal (Section 3.5) does not constitute an administrative termination.

The decision to close a School, Department of instruction, or Program may be based upon educational or financial considerations or both. Restructuring, relocation, or realignment of a School, Department of instruction, or Program within Simmons is not a closure.

Because the Faculties' responsibilities include participating in the process of developing and organizing the College's academic programs (Section 1.7.E), the President, Provost, and appropriate Dean shall therefore consult extensively with the Faculty Senate concerning any proposal to close a School, Department, or Program. The President and her or his designee shall give substantial weight to the views of the Faculty Senate regarding educational considerations when a School, Department, or Program is closed.

3.4.B Definitions

For purposes of an administrative termination, a financial exigency is a *bona fide* financial extremity that threatens the financial viability of the College as a whole, and that cannot adequately be alleviated by means other than a reduction in faculty employment without causing a deleterious effect on the mission of the College or the School experiencing the financial exigency.

3.4.C Determination of Financial Exigency

If a Dean, the Provost, or the President considers initiating an administrative termination based on financial exigency, the Board of Trustees must first declare that it has determined that a financial exigency exists. Before the Board makes such a determination and declaration, the Dean, Provost, or President shall first consult with and solicit views from the Faculty Senate and the Faculty Fiscal Affairs Committee. After such consultation, the Faculty Senate and the Faculty Fiscal Affairs Committee shall have the opportunity to report their views to the Board before the Board determines whether to declare the existence of a financial exigency. For purposes of this provision, the Executive Committee may exercise all powers of the Board.

3.4.D Preliminary Actions to Attempt to Avoid Administrative Termination

Administrative termination should occur only in unusual circumstances. Although the need to maintain a sound financial foundation to the College may on rare occasions lead the College to consider an administrative termination, the College will not initiate an administrative termination until it has first undertaken extensive efforts to attempt to avoid such a termination. In the event that a proposed administrative termination would be based on financial exigency, the following steps would be undertaken only after a declaration of financial exigency. (See Section 3.4.C.)

If a Dean, the Provost, or the President considers initiating an administrative termination, the Dean of the affected School and the Provost must first consult extensively with the Faculty Senate concerning the possible termination, the reasons for considering administrative termination, and the adequacy of alternatives. After consultation, the Faculty Senate may make a report and/or a recommendation to the Dean, the Provost, and the President. The Dean, the Provost, and the President shall give substantial weight to the views of the Faculty Senate. If after consultation with the Faculty Senate the Dean believes that an administrative termination should proceed, the Dean shall make a report and recommendation to the Provost and the President, and present to the Provost and the

President any report and/or recommendation of the Faculty Senate. If the Faculty Senate disagrees with the recommendation of the Dean, the Provost shall meet with the committee and shall give the Faculty Senate's views substantial weight in determining whether to initiate an administrative termination.

Prior to the termination of a faculty member with a tenured appointment because of closure of a School, Department, or Program or financial exigency, Simmons will make every reasonable effort to offer to her or him, if qualified, an available suitable position. The Dean, the Provost, and the President shall also give serious consideration to proposals to assist a faculty member in becoming qualified to serve the College in an area in which the College has a need. If a tenured appointment is terminated before the end of the period of appointment because of financial exigency or because of the closure of a program of instruction, the College will not hire a full-time equivalent replacement for the released faculty member-within a period of two years, unless the released faculty member has been offered an opportunity to accept reappointment and a reasonable time within which to act on the offer.

Ordinarily, the positions of non-tenured faculty will be eliminated before the positions of tenured faculty.

3.4.E Notice and Review of Administrative Termination Decision

When the President, after the preliminary actions described above, has determined to terminate a faculty member with a tenured appointment or to terminate a tenure-track or contract faculty member, prior to the expiration date of her or his appointment because of closure of a School, Department, or Program or financial exigency, the President shall so inform the faculty member in writing. The President shall give as much advance notice to the affected faculty member as the President reasonably determines to be practicable under the circumstances. If the faculty member seeks more information and/or a review of that decision, the faculty member shall utilize the procedures set forth in Appendix B.

3.4.F Severance Benefits for Faculty Members Subject to Administrative Termination

Except in cases of severe financial exigency concerning the College as a whole, if the College does not offer a terminated tenured faculty member a new appointment, the College shall propose a severance benefit, in exchange for a release of claims, after giving substantial weight in its consideration to the length and nature of the faculty member's service and the scope and extent of the financial constraints, as part of a complete resolution of matters related to the faculty member's service to the College. Such consideration shall also take into account AAUP recommendations that severance benefits in such cases shall be a minimum of one year's base salary.

3.5 DISMISSAL OF FACULTY MEMBERS

3.5.A Dismissal

The term "dismissal" refers to a dismissal for cause of a faculty member with a tenured appointment or prior to the expiration of a tenure-track appointment or a contract appointment. The termination of a faculty member because of closure of a School,

Department or Program or financial exigency, or non-renewal of a contract or non-reappointment does not constitute a dismissal.

3.5.B Definitions

For purposes of a dismissal, “cause” means the substantial and egregious failure to discharge the responsibilities and duties of a faculty member (see Section 2.2) or egregious misconduct, as described generally below. Termination for cause or any other termination of a faculty member must not arise in an attempt to restrict an exercise of academic freedom or any other legitimate conduct of a faculty member.

When a faculty member is suspected of exhibiting behavior warranting dismissal for cause, the Dean shall be responsible for investigating the circumstances and documenting the findings in a written report to the Provost and to the faculty member. Depending upon the circumstances for dismissal, and at the discretion of the Dean, Provost, or President, appropriate faculty may be consulted. The President, in consultation with the Provost and Dean, shall determine whether dismissal or a lesser sanction is in order. The President should give serious consideration to possible lesser sanctions before initiating the dismissal of a faculty member. Normally, the appropriate sanction for a faculty member’s failure to discharge duties and responsibilities would not be dismissal.

We cannot anticipate all possible conduct or conditions that may lead to dismissal for cause in precise terms. However, we anticipate that they will occur only in rare circumstances. The following circumstances may constitute cause:

1. Physical or mental incapacity that is causing a substantial interruption of service to the College when such interruption has not been approved by the Dean, the President or Board of Trustees; or failure to discharge duties in accordance with Section 2.2 of this *Manual* after at least one prior written warning; or
2. Serious violation of a College policy against unlawful discrimination, harassment or retaliation; or
3. Criminal conduct that relates directly and substantially to the fitness of the faculty member in a professional capacity; or
4. Intentional or reckless gross misconduct that seriously and detrimentally affects the College. Such conduct must, at a minimum, either qualify as clearly unacceptable in the context of higher education or seriously deviate from standards or practices commonly accepted in the faculty member’s discipline; or
5. Substantial academic dishonesty in research, scholarship, or creative work; or
6. Abandonment or habitual neglect of assigned faculty responsibilities, including but not limited to failure to hold class; failure to submit grades in a timely manner; and failure to maintain levels of skill, information, professional license, and qualifications sufficient to provide instruction meeting the academic standards of the individual’s discipline or the accreditation standards of the School or degree program.

A physical or mental incapacity, as described in 3.5.B.1, which by its nature may make the faculty member unfit to perform in the classroom, may not prohibit the faculty member from performing in some other position within the institution. The College shall make a reasonable effort to find an available and appropriate position for which the faculty member is qualified before terminating a faculty member for cause.

Termination for cause is subject to review as described in Appendix C, including the right to a hearing before the Hearing Committee and the right to review by the Executive Committee.

3.5.C Notice of Dismissal

When the President, after consultation with the Provost and the appropriate Dean, has determined to terminate a faculty member for cause, the President shall so inform the faculty member in writing and shall set forth the reasons in writing.

If the faculty member believes no cause for dismissal exists, the faculty member may make a request in writing to the President that the President present the matter to the Hearing Committee (Appendix C.2.C, Section 1.8.C.2). The burden of proof that cause for dismissal rests with the College.

3.6 MATTERS IN OTHER FORUMS

A faculty member may believe that actions by the College implicate legal rights that could provide a basis for pursuing an action in an administrative or judicial forum. The faculty member and the College may also believe it is in their mutual best interest to avoid simultaneous proceedings under this *Manual* and in another forum. Therefore, the faculty member and the College may (but are not obligated to) consider entering into an agreement to toll applicable limitations periods pending the completion of all or a portion of the procedures for resolution set forth in this *Manual*.

SECTION 4. PROBLEM RESOLUTION

From time to time, a problem may arise regarding the implementation or interpretation of the policies contained in this *Manual* as they pertain to a faculty member. For purposes of this *Manual*, a “problem” includes any dispute or other issue (that pertains to a faculty member) regarding the implementation or interpretation of policies contained in this *Manual*. The College commits first and foremost to seeking informal resolution of differences. Parties should confer informally to attempt to resolve any differences. For circumstances when an informal resolution of the problem does not occur, this *Manual* sets forth more formal procedures for problem resolution.

Any problem involving the non-renewal of a faculty member will follow the procedures contained in Section 3.2; any problem involving a promotion or tenure recommendation will follow the procedures contained in Appendix A; any problem involving an administrative termination of a faculty member will follow the procedures contained in Appendix B; any problem involving the dismissal of a faculty member will follow the procedures contained in Section 3.5 and Appendix C; and resolution of any problem involving alleged sexual or other

discriminatory harassment will proceed in accordance with the College's standard policies and procedures. The mechanisms for resolution of all other problems regarding implementation or interpretation of the policies contained in this *Manual* are set forth in Appendix C.

These problem resolution procedures constitute the sole and exclusive means of addressing claims that violations of any substantive provisions of this *Faculty Policy Manual* have occurred. They do not preclude a faculty member from pursuing common law claims (other than substantive breach of contract claims) or claims of violations of statutory rights. They also do not preclude an individual from bringing a legal action of breach of contract based on a claim that the College has not complied with procedural requirements set forth in this *Faculty Policy Manual*, such as a claim that the College failed to participate in a hearing that the Hearing Committee determined to hold under the Problem Resolution Procedures set forth in Appendix C.

For example, a faculty member could not pursue a legal action based on a claim that a decision to deny tenure violated a purported contract under this *Manual* to grant tenure when a candidate satisfies the Criteria for Promotion and Tenure. However, this Section 4 would not prevent a faculty member from claiming that a decision to deny tenure constituted a form of unlawful discrimination under federal or state laws concerning employment discrimination.

The Appendices and other portions of this *Manual* set forth time frames and deadlines for actions. Except as specifically noted, time frames refer to calendar days. The College, its representatives, the affected faculty members, and other parties will attempt to comply with such deadlines and time frames as are applicable to them. Provided that a party makes good faith efforts to comply with those deadlines and time frames and that no unreasonable delays occur, the failure to satisfy the terms of applicable deadlines and time frames will not constitute policy violations. In addition, the involved parties may in any circumstance agree to alternative time frames and deadlines.

SECTION 5. NONDISCRIMINATION POLICIES

5.1 POLICY ON SEXUAL AND OTHER FORMS OF DISCRIMINATORY HARASSMENT

The College is committed to maintaining an academic and working environment free from sexual harassment, as well as to maintaining an academic and working environment free from other forms of unlawful discriminatory harassment, whether based upon race, color, religion, gender, ancestry, national origin, sexual orientation, age, or physical or mental disability. The College maintains this commitment because sexual and other discriminatory harassment is unlawful and because it can undermine the College's academic and working environment.

As with other College policies, the College's policy of maintaining an academic and working environment free from sexual harassment and other unlawful discriminatory harassment should be interpreted and applied in a manner consistent with the College's commitment to intellectual and academic freedom as state and federal law may allow.

As required by law, the College has developed policies and procedures to respond to complaints of harassment. At the time this *Manual* went to press, the College's policy and procedures were to be found at <http://www.simmons.edu/offices/counsel/discrimination-harassment.php>. A

complete copy of the College's policy and procedures may also be obtained from the Office of Human Resources or the Office of the College Counsel.

5.2 POLICY ON EQUAL EMPLOYMENT OPPORTUNITY

The College is committed to providing equal employment opportunity for all faculty members and applicants for Faculty positions without regard to race, color, religion, gender, national origin, ancestry, sexual orientation, age, physical or mental disability, or veteran status. The College's policy regarding equal employment opportunity applies to all aspects of employment, including recruitment, hiring, promotion, tenure, loss of employment, working conditions, benefits, salary, and selection for professional development.

The College will not tolerate any form of prohibited discrimination or retaliation. All faculty members are expected to cooperate fully in implementing this policy. Any faculty member who believes that this policy has been violated should report the matter immediately to the President, Dean, Provost, Director of Human Resources, or College Counsel.

SECTION 6. AMENDMENTS TO FACULTY POLICY MANUAL

The policies compiled in this *Manual* may be modified or amended by agreement of the Faculties and the Board of Trustees of the College. When the Board proposes such changes, it will notify the Faculty Senate by delivering a copy of its request to the President. Faculty may propose such changes through the Faculty Senate. Faculty shall request all proposed changes through the President, who will communicate with the Board. This *Manual* may not be modified or amended without the vote of the majority of those voting from among the Voting Faculty of each School and the approval of the Board.

This *Manual* shall remain in effect for seven years to and including June 30, 2017. A new *Manual* may be adopted only by the vote of the majority of those voting from among the Voting Faculty of each School and the approval of the Board. The Faculties and the Administration shall meet and discuss whether to continue this *Manual* in effect thereafter and possible modifications to the *Manual*. During the period of such discussions, the *Manual* may be renewed for one or more periods of up to six months each by the vote of the majority of those voting in both the Faculty Senate and the Executive Committee of the Board of Trustees.

APPENDIX A: PROCEDURES FOR REVIEW OF PROMOTION AND TENURE RECOMMENDATIONS

Appendix A sets forth the procedures to implement Section 3.3 of the *Manual*.

A.1 COMPOSITION OF REVIEW COMMITTEE

The Review Committee consists of five voting members. The voting members shall consist of one person chosen by the Voting Faculty of each School. This person must be from the tenured Faculty of that School and have previously served on their respective committee on promotion and tenure.

Each School shall elect its representative to the Review Committee for the coming year by July 1 and within three (3) business days forward the name of its representative to the Faculty Senate and Provost. Each of these voting members shall serve for a term of five years on a staggered basis (subject to reduced terms when necessary to establish staggered terms). The Review Committee shall select its Chair from among its members at any time when the composition of the Review Committee changes.

A.2 PETITION

Any candidate for promotion and/or tenure who has received written notice of the decision of the Board of Trustees to not award promotion and/or tenure may deliver a written petition to the Provost requesting review of the decision by the Review Committee. The faculty member may request that the Review Committee review either or both:

- I. the process by which her or his qualifications and performance were assessed by the appropriate committee on promotion and tenure, the appropriate Dean, the Provost, and/or the President, and/or
- II. whether new information is sufficiently significant in the context of the promotion or tenure case to merit reconsideration of the case in light of the new information.

A.2.A Candidate Request for Clarification

The faculty member may decide to ask for a meeting to clarify the reasons for the non-award of tenure and/or promotion. The meeting request must be made in writing by the faculty member to the Provost within five (5) business days after she or he receives notice of the Board's decision. The faculty member may request to meet with any or all of the following individuals, individually or jointly: the President, the Provost, the appropriate Dean, and/or the Chair of the committee responsible for tenure and promotion decisions at the faculty member's School. (See Section 2.4.E.5 above.) The date that the Provost receives the petition is the "petition date."

If the faculty member chooses **not** to request a meeting, she or he shall deliver her or his written petition to the Provost within fifteen (15) business days from the date she or he receives written notice of the decision—of the Board. If, however, the faculty member requests a meeting, then the written petition to the Provost must be delivered within ten (10) business days from the date the meeting is held.

A.2.B Contents of the Petition

The written petition shall specify which of the Criteria for Promotion and Tenure are requested to be reviewed and state, in detail, which matters are requested to be reviewed by the Review Committee. If the petition is based in whole or in part on new information, the new information must be appended to the petition.

A.2.C Timeline for the Review

No later than three (3) business days from the receipt of the petition (petition date) the Provost shall deliver to the Review Committee and the appropriate Dean a copy of the written petition and a copy of the written report and accompanying documents prepared by the committee on promotion and tenure concerning the candidate. The Provost shall

convene the first meeting of the Review Committee. From the date of the first meeting, the Review Committee has no more than fifteen (15) business days to complete and deliver the final report to the Provost.

A.3 REVIEW COMMITTEE REPORT

The Review Committee shall review relevant written materials and consult, as needed, with the committee on promotion and tenure, the Dean, the Provost, and the President concerning the reasons for their respective recommendations. Within fifteen (15) business days from the first meeting (excluding the period of spring break), the Review Committee shall report to the Provost in writing. If the petition requested a review of the process, the Review Committee shall report either: (i) that it has determined that the recommendation of the committee on promotion and tenure, the Dean, the Provost, and/or the President was the result of adequate consideration of the criteria for promotion and tenure; or (ii) that it believes that the committee on promotion and tenure, the Dean, the Provost, and/or the President should be requested to consider further her, his, and/or its recommendation based on one or more of the Criteria for Promotion and Tenure. If the petition requested review based on new information, the Review Committee will report either: (i) that the new information is sufficiently significant in the context of the promotion or tenure case to merit reconsideration of the case in light of the new information; or (ii) that it is not sufficiently significant in the context of the case to merit such reconsideration.

If the Review Committee believes that further consideration should be requested, the Review Committee shall state in detail in its written report to the Provost why it believes further consideration should be requested and at what level (committee on promotion and tenure, Dean, Provost, or President) further consideration should begin. The Provost will shall provide copies of Review Committee's report to the committee on promotion and tenure, the Dean, the Provost, and the President. The Provost shall inform the candidate of the Review Committee's findings in writing no later than three (3) business days after the Provost receives the report.

A.4 FURTHER CONSIDERATION

The information that follows describes the process after the Review Committee recommends the review process to begin at one of the following four (4) levels. When the review begins at one of the following levels, the recommendations, at each step, are submitted to the Provost who forwards the recommendation on to the next level of review.

If the reconsideration begins at the level of the Provost, then the President receives the Provost's recommendation and notifies the candidate. If the review begins at the level of the PTC or the Dean, the Provost receives the recommendations and notifies the candidate of the findings of the review.

If reconsideration is at the level of the President, she or he reconsiders and notifies the candidate and other parties of her or his recommendation.

A.4.A Reconsideration by the Committee on Promotion and Tenure

If the Review Committee reports to the Provost that it believes further consideration of a recommendation by the committee on promotion and tenure should be requested, the

Provost shall within five (5) business days request further consideration of a candidate by the committee on promotion and tenure concerning the matters stated in the written report of the Review Committee.

The committee on promotion and tenure shall meet and report to the Dean, the Provost, and the President in writing no later than 10 business days after referral and inform them either: (i) that it affirms its original recommendation; or (ii) that it has determined that its original recommendation should be modified. The report shall also explain the rationale for the committee's determination.

If the committee on promotion and tenure determines that its original recommendation should be modified, it shall state in detail in its written report how it believes its original recommendation should be modified. The Dean shall thereafter make a written recommendation no later than five (5) business days to the Provost and the President concerning the written report of the committee on promotion and tenure, and the President shall notify the candidate in writing of her or his decision no later than five (5) additional business days.

A.4.B Reconsideration by the Dean

If the Review Committee reports to the Provost that it believes further consideration of a recommendation by the Dean should be requested, the Provost shall within five (5) business days request such further consideration by the Dean based on the findings stated in the Review Committee's written report. The Dean shall undertake such reconsideration and shall, after consultation with the committee on promotion and tenure, make a written report to the Provost no later than five (5) business days after receipt of the request for reconsideration.

A.4.C Reconsideration by the Provost

If the Review Committee reports that further consideration of a recommendation by the Provost should be requested, the Review Committee should inform the President who will notify the Provost within five (5) business days, of the request for consideration by the Provost based on the findings stated in the written report. The Provost shall undertake such reconsideration and shall, after consultation with the committee on promotion and tenure and the Dean, submit a written report within five (5) business days to the President. The President shall notify the candidate in writing of her or his decision within five (5) additional business days.

A.4.D Reconsideration by the President

If the Review Committee reports to the President that it believes further consideration of a recommendation by the President should occur, the President shall undertake such reconsideration. The President shall consult with the Dean, the Provost, and the committee on promotion and tenure as part of that reconsideration; and the President shall notify the candidate of her or his decision in writing within five (5) business days.

A.5 REVIEW BY THE BOARD OF TRUSTEES

If the Review Committee recommends reconsideration and the committee on promotion and tenure, the Dean, the Provost, and/or the President modifies her, his, and/or its original recommendation based upon such reconsideration, the President shall submit the Review Committee report and all subsequent reports and recommendations to the Executive Committee of the Board of Trustees within ten (10) business days of such modification. The President shall request the Executive Committee to consider the Board's previous determination in light of the further reports and recommendations, including full consideration of any reports and recommendations supporting the award of promotion or tenure, and make a final determination.

As soon as practicable, the President shall inform in writing both the relevant committee on promotion and tenure, the appropriate Dean, the Provost, and the faculty member of the Executive Committee's determination.

APPENDIX B: PROCEDURES FOR REVIEW OF ADMINISTRATIVE TERMINATION DECISIONS

Appendix B sets forth the procedures to implement Section 3.4 of the Manual. No administrative termination may occur unless the procedures described in Section 3.4 have first been fully followed.

B.1 STATEMENT OF REASONS FOR ADMINISTRATIVE TERMINATION DECISION

After receipt of notice in writing of administrative termination, the faculty member may request the President, the Provost, or the appropriate Dean to inform her or him orally concerning the reason(s) for the determination. Upon such request, the President, the Provost, or the Dean shall inform the faculty member orally concerning the reason(s) for the determination. The faculty member may make a request in writing to the President, the Provost, or the Dean to confirm such reasons in writing. If so requested, the President, the Provost, or the Dean shall confirm such reasons in writing.

B.2 PROCEDURES

If the faculty member believes that the determination of the President was not because of closure of a School, Department, or Program or financial exigency or that the procedures of Section 3.4 were not followed, the faculty member may make a request in writing to the President that the President present the matter to the Hearing Committee (Appendix C.2.C) for its consideration. When such a written request has been filed, the Hearing Committee shall inquire informally into the matter.

The Hearing Committee explores issues arising in administrative terminations through an informal inquiry process rather than a formal hearing because an informal inquiry is more appropriate for such cases. Specifically, administrative termination cases are more likely than other disputes to place two or more faculty members in conflicting positions. Such cases are also more likely to lead to examination of a range of alternatives, which can typically be explored more effectively through a more flexible inquiry format. However, establishing an informal inquiry framework is not intended to preclude the Hearing Committee from

undertaking a careful and complete review, including interviewing fully persons with relevant knowledge. The Hearing Committee also has the authority to conduct a formal inquiry in administrative termination cases that are presented to it.

After such inquiry, the Hearing Committee shall report to the President in writing either: (i) that it believes that the determination was because of closure of a School, Department, or Program or financial exigency and that the procedures of Section 3.4 were followed; or (ii) that it recommends that the President should consider the determination further. If the Hearing Committee recommends that the President should consider the determination further, the Hearing Committee will state in detail in its written report to the President why, in its opinion, the determination should be considered further and supply a copy of the record that it compiles to the President. The President shall supply a copy of the Hearing Committee's report to the faculty member, the Dean, and the Provost.

B.3 FURTHER CONSIDERATION BY THE PRESIDENT

If recommended to do so by the Hearing Committee, the President shall consider the determination further. The President shall give substantial weight to the report and recommendation of the Hearing Committee. After such further consideration, the President shall inform the faculty member, the Dean, the Provost, and the Hearing Committee in writing of the results of the further consideration. If the President disagrees with the recommendation of the Hearing Committee, the President shall explain her or his reasons in writing. If the President agrees with the Hearing Committee, the matter is closed and the President will inform the faculty member, the Dean, and the Provost of her or his decision.

B.4 FURTHER CONSIDERATION BY THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

If the President disagrees with the recommendation of the Hearing Committee, the faculty member may ask the Executive Committee to review the President's determination within five (5) business days of making a request for such a review. In the event of such a request, the President shall deliver to the Executive Committee copies of the Hearing Committee's record and report and the President's determination. Before making any decision, the Executive Committee shall meet with the President and a representative of the Hearing Committee. In its deliberations, the Executive Committee shall consider the entire Hearing Committee record.

The Executive Committee shall make the final determination. In doing so, it shall give substantial weight to the report and recommendation of the Hearing Committee.

As soon as practicable after receiving the Executive Committee's determination, the President shall notify the faculty member, the Hearing Committee, the Provost, and the Dean of the Executive Committee's determination.

APPENDIX C: PROBLEM RESOLUTION PROCEDURES

Appendix C sets forth the procedures to implement Section 4 of the *Manual*. As described in Section 4, these Problem Resolution Procedures are the mechanisms for resolving problems concerning implementation or interpretation of policies contained in the *Manual* or any other Simmons policies or implementation guidelines that are not designated for resolution under

another mechanism. In addition, the Hearing Committee under this Appendix C is available for hearings concerning dismissals.

C.1 DEFINITIONS

C.1.A Person Involved

These Problem Resolution Procedures refer to the resolution of differences between one or more faculty member(s) and any other “person involved.” For purposes of these Problem Resolution Procedures, the “person involved” could be any individual who administers a policy or policies contained in this *Manual* in a manner that the faculty member believes detrimentally affects her or him. Thus, the “person involved” could be one or more Deans, the Provost, the President, or other person. In any circumstance involving a dismissal of a faculty member, the “person involved” is the President.

C.1.B Parties

The “parties” to these Problem Resolution Procedures are the faculty member(s), the person involved, the appropriate Dean, the Provost, and the President.

C.1.C President

References to the “President” refer to the President or any person (such as the Provost) whom the President designates in a particular case to perform some or all of the President’s functions under the Problem Resolution Procedures. When the “person involved” is the Provost, the President must perform those functions.

C.2 INFORMAL PROCEEDINGS

C.2.A Informal Action

When a problem arises regarding the implementation or interpretation of the College’s policies contained in this *Manual* as they pertain to faculty member(s) unless the matter is of a serious nature and personal contact with the person involved would be objectionable to the faculty member, the faculty member(s) should discuss the problem with the person involved in personal conference and attempt to resolve the matter by mutual consent. Any such personal conference between the faculty member(s) and the person involved is confidential.

If the personal conference does not resolve the matter, the faculty member(s) may seek resolution, to the extent practicable, by the Department Chair or Program Director and, if not so resolved, by the appropriate Dean, and then if not so resolved, by the Provost. If the matter remains unresolved, the faculty member(s) may request in writing (“advisory request”) that the Provost attempt to resolve the matter. The faculty member(s) shall deliver the advisory request to the Provost within five (5) business days after it becomes apparent that all other means of resolution have been unsuccessful.

C.2.B Informal Inquiry by the Provost

After the Provost receives an advisory request, the Provost shall informally inquire into the matter and invite the Dean and such other persons as she or he deems appropriate to

participate in the inquiry. The Provost shall issue her or his written recommendation for the resolution of the matter to the faculty member and to the person involved within fourteen (14) days of the date of the filing of the advisory request. If the recommendation of the Provost is accepted by both the faculty member and the person involved, the matter may be resolved by mutual consent. Any such inquiry and resolution shall be confidential.

If the matter is not resolved as a result of the Provost's informal inquiry and recommendation for resolution, any party may commence a Hearing Committee Inquiry by sending written notice of the commencement of a Hearing Committee Inquiry to the Chairperson of the Hearing Committee (the "Chair") and the other parties within fourteen (14) days of the Provost's issuance of a recommendation for resolution of the matter. The party initiating a Hearing Committee Inquiry should also send a copy of the Provost's recommendation for resolution to the Chair.

C.2.C Hearing Committee Inquiry

C.2.C.1 Purpose of the Hearing Committee (See 1.8.C.2)

C.2.C.2 Composition of the Hearing Committee

The Hearing Committee consists of five persons, one elected by the Voting Faculty of each School from among the tenured Faculty of that School. Each School shall elect its representative to the Hearing Committee for the coming year by July 1 and shall within five business days forward the name of its representative to the Faculty Senate, the Provost, and the President. The Hearing Committee shall select its Chair from among its members at any time when the composition of the Hearing Committee changes and at any other time, at their discretion. If one of the Hearing Committee members is unwilling or unable to serve (whether due to a conflict of interest, unavailability, or otherwise), a faculty committee from that faculty member's School shall select a replacement according to procedures specified in that School's implementation guidelines.

C.2.C.3 Statement of Cause

Within five (5) business days after the initiation of a Hearing Committee Inquiry, the Provost shall submit a "statement of cause" to the Chair, with copies to the other parties. A "statement of cause" is a brief and neutral statement of the nature of the problem to be resolved. If any party disagrees with the Provost's statement of cause, she or he may submit an alternative statement of cause within seven (7) days of the Provost's submission.

C.2.C.4 Determination Regarding Holding a Hearing

After the time has passed for submitting all statements of cause, the Hearing Committee shall within five (5) business days determine, based on the significance and gravity of the matter, whether a hearing should be held. In all cases involving dismissal of a faculty member (Section 3.5), the faculty member is entitled to a hearing under these Problem Resolution Procedures.

The Hearing Committee shall notify the parties in writing of its determination within fourteen (14) days of receiving the statement(s) of cause. If a hearing will be held, the Hearing Committee will inform all parties of the hearing date, which will be at least fourteen (14) days but not more than thirty (30) days from the date of notice.

C.3 FORMAL PROCEEDINGS

C.3.A Establishment of Procedures

The Hearing Committee shall establish procedures for hearings consistent with this Appendix C.3, which it may change from time to time and adapt for different types of proceedings. The Chair shall provide the Hearing Committee's written procedures to all parties.

C.3.B Prehearing Conference

At least one week in advance of the hearing the parties shall meet informally to discuss whether there are facts in dispute and such other matters as the Chair deems necessary or appropriate to prepare for the efficient conduct of the hearing. If the parties agree that no facts are in dispute, each will identify and within five (5) business days exchange any documents that she or he intends to present to the Committee at the hearing. If any of the parties believes that there are facts in dispute, that party shall, at least seventy-two (72) hours before the hearing, provide a written statement to the Chair and all other parties identifying the witnesses, if any, that such party intends to request to appear at the hearing and attaching copies of any documents that such party intends to present at the hearing. The Committee reserves the right to call its own witnesses and introduce its own information, and shall notify the parties of such witnesses and/or additional information in a timely manner.

C.3.C Privacy of Hearing

The hearing shall be private: open only to the parties and any other persons whom the Chair deems necessary or appropriate to the fair and efficient conduct of the hearing. The Chair shall notify all parties in advance of any such persons.

C.3.D Record of Hearing

In any case involving a dismissal, the Hearing Committee shall ensure that a stenographic or similar record is made of the hearing. In any other proceeding, the Hearing Committee may determine that a stenographic or similar record should be made. The College shall bear the costs of any stenographic or similar record.

C.3.E Representation of Parties

Because the Faculty and the Administration recognize that legal counsel can disrupt efforts to address differences in a collegial and constructive manner, legal counsel will not be permitted to attend or participate in the hearing on behalf of the person involved, the faculty member, or any other party, including the President. Each party may select a member of the College community to participate in the hearing as an advisor and/or to represent the party. A member of the community is eligible to serve as advisor even if she or

he has legal training, so long as she or he is not a practicing lawyer. This does not limit the rights of any party to seek the advice of legal counsel outside the hearing.

C.3.F Conduct of the Hearing

The Hearing Committee shall determine the order of presentation of the proceedings and shall have the discretion to limit the proceedings based on the interests of fairness, completeness, efficiency, and relevance. The parties, directly or through their representatives, may make opening presentations to the Hearing Committee, examine and cross-examine witnesses, introduce information at the hearing, and make an oral statement prior to the commencement of deliberations by the Hearing Committee.

Aside from limitations on presentation of information at the hearing that may be established by the Hearing Committee in its discretion, the Hearing Committee shall not consider any review of a tenured faculty member that was prepared in accordance with the policy on Review of Tenured Faculty (Section 2.5.B) in any hearing concerning dismissal of a faculty member, except at the faculty member's request.

The Hearing Committee members shall participate in the questioning of witnesses and may, in their discretion, conduct the initial questioning of witnesses. Each party is responsible for arranging the attendance of witnesses whom she or he may seek to call. If any witness cannot or will not appear, the Hearing Committee may receive her or his written statement, which will be accorded such weight as the Hearing Committee may determine to be appropriate, taking into account the lack of an opportunity for questioning.

C.3.G Deliberations and Recommendations

The Hearing Committee shall deliberate in conference and shall consider only the information introduced at the hearing. The Hearing Committee shall make explicit findings with respect to the statement(s) of cause based on the record considered as a whole. In any case involving a dismissal, the burden is on the Provost to prove the existence of cause by a preponderance of the evidence. The Hearing Committee shall submit its findings, recommendations, and reasons for said findings and recommendations in writing to the parties within fourteen days of the conclusion of the hearing.

In the event that the matter concerns the dismissal of a faculty member, the Hearing Committee may recommend that the faculty member be dismissed immediately or at the end of the then current academic year. The Hearing Committee may recommend the imposition of a less severe sanction including, but not limited to: loss of tenure; suspension, with or without pay, for a stated period of time; or reprimand. The Hearing Committee may recommend that no sanction be imposed on the faculty member. The Hearing Committee may also make such other recommendations as it deems just and proper.

C.3.H New Information

Upon the petition of a party, the Hearing Committee, in its sole discretion, may re-open the hearing if new information that by due diligence could not have been discovered in time to be introduced at the hearing is newly discovered. The petition shall be made within five (5) business days after discovery of the new information and, in any event, within four months of the conclusion of the hearing.

C.3.1 Suspension

In the event that the Provost, after consultation with the Dean, has recommended dismissal of the faculty member, the President may suspend the faculty member from her or his teaching and/or other duties, with or without pay, during the formal proceedings. Before taking any such action, the President shall consult with the Hearing Committee members and notify them of such planned suspension. The President shall solicit the views of the Hearing Committee members concerning such action and shall not undertake such action unless she or he has determined that such action is in the best interests of the College, after considering the views of the Provost and Dean and after giving substantial weight to the views of the members of the Hearing Committee. If the faculty member is suspended without pay, and the decision of the Executive Committee (see Appendix C.4) is favorable to the faculty member, the faculty member shall receive retroactive pay for the period of suspension.

C.4 THE EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

C.4.A Executive Committee Role in Non-dismissal Cases

If the matter concerns a subject other than the dismissal, loss of tenure, or suspension of a faculty member, the Provost, after consulting with the Dean, may in her or his discretion issue a determination after giving substantial weight to the recommendation, findings, and reasons of the Hearing Committee. If the Provost's conclusion concerning any action to be taken differs from the recommendation of the Hearing Committee, the Provost shall meet with the Hearing Committee, explain her or his reasons for disagreement, and explore possible means of accommodation. If the Provost and the Hearing Committee continue to disagree after that meeting, the Provost may make a final determination, which shall include a statement of her or his reasons for reaching a different conclusion despite giving substantial weight to the recommendation, findings, and reasons of the Hearing Committee. Alternatively, the Provost may submit any such matter to the Executive Committee for further consideration, accompanied by the recommendation, findings, and reasons of the Hearing Committee, as well as any recommendation, findings, and reasons of the Provost.

C.4.B Executive Committee Role in Dismissal Cases

If the matter concerns dismissal, loss of tenure, or suspension of a faculty member and the Provost disagrees with the recommendation of the Hearing Committee, the Provost shall meet with the Hearing Committee, explain her or his reasons for disagreement, and explore possible means of accommodation. If the Provost and the Hearing Committee continue to disagree after that meeting, the President shall transmit to the Executive Committee the recommendation, findings, and reasons. If the matter concerns dismissal, loss of tenure, or suspension of a faculty member and the Provost agrees with recommendation of the Hearing Committee, such recommendation, findings, and reasons shall be final, unless the President in her or his discretion decides to submit such matter to the Executive Committee for further consideration.

C.4.C Executive Committee Determination

The Executive Committee shall make the final determination concerning any matter submitted to it. Before making any decision, the Executive Committee shall meet with the

President, the Provost, and a representative of the Hearing Committee. In making its decision, the Executive Committee will give substantial weight to the recommendations_of the Hearing Committee.

If the Executive Committee's conclusion concerning any action to be taken differs from the recommendation of the Hearing Committee, the Executive Committee's determination shall include a statement of its reasons for reaching a different conclusion despite giving substantial weight to the recommendation, findings, and reasons of the Hearing Committee. The President shall deliver the final decision (whether by the President or the Executive Committee) to the Hearing Committee, and the other parties in writing.

APPENDIX D: FACULTY LEAVES UNDER FAMILY AND MEDICAL LEAVE ACT

This Appendix outlines current basic features of leave under the Family and Medical Leave Act (FMLA), a federal law that provides eligible employees with up to 12 weeks of unpaid, job-protected leave for certain family and medical reasons and how these features apply to faculty as a consequence of their unique responsibilities and the academic calendar. This outline is subject to the FMLA statute and regulations. Should the FMLA be amended by Congress, or affected by court rulings, the following information may not be wholly correct.

A current version of the complete Family or Medical Leave Policy applicable to all Simmons employees is available from the College's Human Resources Office.

D.1 ELIGIBILITY

A faculty member is eligible to request FMLA leave if she or he has worked for the College for at least twelve months and has averaged at least a two-thirds workload (including administrative duties, if any) during the twelve months before the leave.

Note regarding the Massachusetts Maternity Leave Act (MMLA): Birth and adoptive mothers who do not meet the eligibility requirements for FMLA leave but who are full-time Simmons employees and have worked for Simmons for at least three months, may be eligible for eight (8) weeks of unpaid, job-protected leave under MMLA. Information about the MMLA may be obtained from the College's Department of Human Resources.

D.2 TYPES OF FMLA LEAVE

A faculty member who is eligible for FMLA leave may use her or his 12 weeks of leave for any of a number of purposes. The following identifies various types of FMLA leaves. Each reference to "12 weeks" below is subject to reduction for any FMLA leave used in the same 12-month period for another FMLA purpose.

D.2.A Parental Leave

An eligible faculty member is entitled to up to 12 consecutive weeks of leave under the FMLA in connection with the birth, adoption or foster care placement of a child in the faculty member's home. The leave must be completed within 12 months of the birth, adoption or foster care placement. A portion of this leave is paid. Specifically, all eligible faculty members are entitled to continuation of pay for two weeks during any such leave,

regardless of whether the faculty member is the mother or father and regardless of whether the leave concerns a birth, adoption or foster care placement. In addition, under the College's current short-term disability policy, an eligible faculty member who gives birth will be entitled to continuation of her regular pay for at least six weeks of her leave due to her temporary disability. The two weeks of pay continuation referred to above may be used immediately after the short-term disability pay ends.

D.2.B Leave to Care for a Family Member

A faculty member may take up to 12 weeks of job-protected leave under the FMLA to care for a "spouse," "parent," or "child" with a "serious health condition" as those terms are defined under the FMLA federal regulations. The term "spouse" includes any legally married spouse as recognized by state law. For care of persons with other relationships with a faculty member, including unmarried domestic partners of a faculty member (either same sex or opposite sex), the College may grant such leaves as non-FMLA leaves, as such leaves cannot be counted as FMLA leave. Leave to care for a family member is unpaid leave.

D.2.C Leave for a Faculty Member's Serious Health Condition

A faculty member may take up to 12 weeks job protected leave if a serious health condition (as that term is defined under the FMLA) renders her or him unable to perform her or his job duties. Portions of the leave may be paid to the extent that the faculty member is eligible for salary continuation pursuant to an applicable short-term disability policy.

D.3 CONTINUATION OF BENEFITS ON AN FMLA LEAVE

During an FMLA leave, including all of the options open to faculty, the College continues the faculty member's medical insurance coverage, group life, and long-term disability plans on the same terms and conditions as if the faculty member had remained actively employed, provided that the faculty member pays for her or his share of such coverage on a timely basis as if she or he had continued actively working.

D.4 RETURN FROM LEAVE

The faculty member is expected to return with the rank and appointment status that she or he had at the commencement of the FMLA leave.

D.5 HOW LEAVE MAY BE TAKEN

The manner in which the leave may be taken (i.e., over a single span of time, intermittently, or by implementation of a reduced work schedule) varies with the type of leave and individual circumstances. In addition, in some reduced or intermittent leave circumstances, the College may temporarily reassign a faculty member, such as by reallocating teaching assignments to accommodate better periodic absences. More detailed information concerning these subjects may be found in Section D.5.B below and in the College's Family and Medical Leave Policy.

D.5.A Notice and Scheduling of Leaves

To avoid misunderstanding and miscommunication, faculty members should give advance written notice of the need for a family or medical leave when they are able to do so. When the purpose of the leave is for planned medical treatment of the faculty member or a family

member, the faculty member should give thirty days' advance written notice. When no advance notice is possible, the faculty member should give verbal notice and confirm it reasonably promptly in writing. As with other aspects of family or medical leaves, further details concerning notice and scheduling of leaves and documentation to support leaves are set forth in the College's complete Family and Medical Leave Policy applicable to faculty members, which is available in the Human Resources Office.

D.5.B Options Open to Faculty

Because of the particular issues that arise in covering faculty responsibilities when births or adoptions occur at different times of the academic year, faculty members may explore alternatives to taking twelve consecutive weeks of FMLA leave. Some of these options are identified below; this list is not exclusive and the examples are only illustrative. The availability of any of the options outlined below is subject to the approval of the Dean and the needs of the faculty member's Department, Program, or School. A faculty member seeking leave shall consult with her or his Dean(s) as soon as possible to allow sufficient time to choose the appropriate option and to arrange for replacing the faculty member during the leave.

The overriding goals of this policy are to promote fairness and equity and to balance the desire to accommodate faculty members against the necessity to meet the needs of our students and programs, especially the need for continuity in instruction.

1. A faculty member who gives birth to a child and is eligible for short-term disability payments may take an entire semester of leave at half pay normally in the semester in which the child is born, instead of receiving full pay for eight weeks and having to return at the end of 12 weeks.

Example: A faculty member gives birth in early September. She is entitled to 12 weeks of FMLA leave and the first eight weeks is paid pursuant to the College's short-term disability policy. Under the FMLA, she would be required to return to work in early November. Under this option, she may remain at home the entire fall semester and receive half-pay during the entire semester instead of full pay for eight weeks.

Example: A faculty member gives birth in mid-October. Instead of starting her leave upon the birth of her child, she elects to take the entire Fall semester off. Instead of eight weeks of salary continuation pursuant to the College's short-term disability policy starting at the birth of her child, she begins her leave in early September and elects instead to receive 50% of her salary for the entire semester.

2. A faculty member who adopts a child in the middle of a semester may take the entire semester off unpaid instead of returning to her or his teaching duties after 12 weeks of FMLA leave.

Example: A faculty member adopts a child in January or February. Under FMLA, she or he is entitled to 12 weeks of unpaid leave from the date of placement. Instead of returning after the 12 weeks, the faculty member may continue to remain on unpaid leave for the remainder of the semester.

3. A (male or female) faculty member who is adopting a child, or a faculty member whose spouse or same sex domestic partner is giving birth to a child, may arrange for a reduced teaching load (with corresponding proportional reduction in pay) either during the semester in which the child is born or placed in the faculty member's home for adoption or the semester immediately following the birth or placement for adoption.

Example: A faculty member adopts a child in July. The faculty member does not teach during the summer months but asks for a reduced teaching load (with corresponding reduction in pay) for the fall semester to assist with the care of the newly-adopted child.

4. A faculty member may choose to have an increased workload prior to the birth or legal adoption of a child and bank this time. In such a manner, a faculty member may bank time up to the equivalent of a semester's workload. Depending on the amount of time banked, the faculty member may then take a reduced teaching load or a semester released time.

5. A faculty member may elect a leave option available to non-faculty Simmons employees as may be available pursuant to the College's policies governing FMLA leave or other kinds of leave.

Attachment 7
Teach-out Plan Letter



SIMMONS

300 The Fenway, Boston, Massachusetts 02115-5898

T 617-521-2000

www.simmons.edu

April 30, 2013

Iowa College Student Aid Commission
Postsecondary Registration Administrator
603 East 12th St., 5th Floor
Des Moines, IA 50319

To whom it may concern,

Simmons College is fully committed to offering a high quality online education to students in the state of Iowa. In the unlikely event that the program would close, the web platform, resources, and delivery methods for the program would be available until degree completion so long as the student continues to progress within the University's deadlines for time to degree. Advising, counseling, and student support for the students affected by the close of the program would be conducted by our academic and student support advisors to ensure that each student has an individual degree completion plan and timeline.

Simmons College will follow the policy of the New England Association of Schools and Colleges (NEASC): "Policy on Teach Out Plans and Teach out Agreements." This policy requires Simmons to submit a plan for NEASC approval and meets the following criteria:

1. Is consistent with applicable standards.
2. Provides that the institution will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content, structure, and scheduling to that promised to the students upon enrollment;
3. Demonstrates the institution's stability and the ability to carry out its mission and meet all obligations to existing students; and
4. Offers the program to students without additional charge over the what had been previously in place, when the institution conducts the teach out without involving another entity.

In most cases a teach-out plan will include a teach out agreement. For these purposes, a teach-out agreement is defined as "a written agreement between institutions that are accredited or preaccredited by a nationally recognized accrediting agency that provides for the equitable treatment of students if one of those institutions stops offering an educational program before all students enrolled in that program complete the program." The agreement will be approved if

1. Is consistent with applicable standards
2. Provides for the equitable treatment of students by ensuring that the teach-out is offered by an institution that has the necessary experience, resources, and support services to:
 - Provide, insofar as possible without additional charge to the students, an educational program that is of acceptable quality an reasonably similar content, structure, and



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scheduling to that provided by the institution ceasing operation entirely or of one of its programs or at one of its locations;

- Remain stable, carry out its mission, and meet all its obligations to students.
- Provide students access to programs(s) and services without requiring them to move or travel great distances.

Again, however, in the unlikely event that the program closes, Simmons would make every effort to ensure that enrolled students are supported until degree completion.

Best Regards,

A handwritten signature in black ink that reads "Judy A. Beal".

Judy A. Beal, DNSc, RN, FAAN
Dean, School of Nursing and Health Sciences
Simmons College
Nursing@Simmons
Judy.beal@simmons.edu
Telephone: 617-521-2139

Attachment 8
School of Nursing and Health
Sciences Student Handbook

School of Nursing and Health Sciences (SNHS) Student Handbook, 2011-12¹

This Student Handbook delineates policies and professional standards of conduct for all SNHS students². All SNHS students should also refer to their respective departmental or program student handbooks for department- or program-specific policies and professional standards.³ Policies within categories one (I.) and two (II.) below are listed alphabetically.

I. Academic Policies Pertaining to all SNHS Students⁴

Academic and Educational Records

Contact Information for Learners

All students are responsible for information sent to them using their simmons.edu address. Information about how to forward the Simmons email to another email account is available through the Help Desk at 617-521-2222 or helpdesk@simmons.edu.

Family Educational Rights and Privacy Act of 1974

The College's practice in regard to student record-keeping is based on the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment), and is intended to be a safeguard against the unauthorized release of information. This act applies to all enrolled students, former students, and alumni. It does not apply to applicants seeking admission into an institution.

¹ Students are referred to their individual departments or programs for new, revised, or additional policies or information that may not be included in this Handbook, included at the time it was posted online, or may have changed since posted. Please refer to the SNHS Department Directory for departmental/program contact information. The next, annual revision of this Handbook is scheduled for 2012-13.

² Includes all SNHS graduate, undergraduate nursing and nutrition students, and physical therapy senior/first-year graduate students—to include all on-campus, on-line, off-site, and blended-learning students.

³ Undergraduate nursing and nutrition students and physical therapy seniors/first-year graduate students should also consult the College of Arts and Sciences (CAS) Undergraduate Programs Student Handbook for additional information (<http://my.simmons.edu/life/handbook/schools/undergraduate/index.shtml>). Doctoral students in health professions education should also consult the CAS Graduate Programs Student Handbook for additional information (<http://my.simmons.edu/life/handbook/schools/graduate/index.shtml>).

⁴ Includes all SNHS graduate, undergraduate nursing and nutrition, and physical therapy senior/first-year graduate students—to include all on-campus, on-line, off-site, and blended-learning students.

Under the provisions of the act, it is the right of the student to view her/his official educational records. Educational records are defined as records regarding a student that are maintained by an educational institution. Such records are kept in the SNHS Office of Admission, Office of the Dean for Student Life, the Office of the Registrar, department, program, and/or faculty advisers' offices, and the Center for Academic Achievement. Not included in this category of records are the following:

- records containing confidential information written before January 1, 1975
- financial records submitted to the College by the parents of a student
- medical and counseling records
- records containing information on more than one student
- private records intended for use of an individual
- law enforcement records
- student employment records
- records to which a student has waived her/his right of access as required by a judicial order or a lawful subpoena

To view her/his record, a student must make a request in writing to the appropriate office. The office has 45 days in which to fulfill the request. If requested, copies of a student's record are available to the student for a slight charge to cover the cost of duplicating. Under the provisions of the act, any information in a student's record found to be "inaccurate, misleading, or [that] violates the privacy or other rights of the student" may be challenged by the student. Only the accuracy of the information may be challenged.

To contest the information in her/his record, the student must submit a written statement to the person responsible for the content of the record and request that she/he receive a written response. If no written response is forthcoming or if an unsatisfactory response is received by a student, she/he may appeal to the department chairperson, program director, or appropriate supervisory person. In the event that no resolution is made, it is the student's right to request a hearing, to be presided over by the Dean for Student Life or a designee.

The College has the right to publish a directory listing all enrolled students and containing the following information:

- student's name
- address
- telephone number
- place and date of birth
- concentration
- digital photo
- year of graduation and dates of attendance
- awards and degrees received

- membership in organizations
- educational institution most recently attended

A student who wishes to be omitted from the directory must so indicate by writing to the Office of the Registrar.

A student's record is not accessible to anyone outside the College without written authorization from the student.

Exceptions to this regulation are as follows:

- officials at an institution where the student is applying for admission
- officials disbursing financial aid
- parents of a dependent student (for tax purposes)
- accrediting and educational testing organizations
- federal officials
- officials complying with a judicial order
- appropriate officials in the event of an emergency (only if necessary to safeguard the health or well-being of the student or other individuals)
- the alleged victim of a crime of violence may receive results of any disciplinary proceedings conducted by the College against the alleged perpetrator of that crime in reference to that crime. Student records are available to the above with the stipulation that this information is only for the use of the above unless written consent is secured from the student

Student records may not be distributed to other parties. It is the responsibility of each office maintaining records to keep a log that verifies the name and date of each person who has viewed the record and for what reason. Students have the right to see this log.

A student may sign a waiver of access to confidential recommendations for graduate school or for employment purposes. However, the student must be kept informed of those people providing recommendations.

The College does not ordinarily notify a student's parents or guardians of academic and social problems she/he encounters as a Simmons student without her/his consent. However, if a student's behavior places her/his continuance at Simmons or in residence in jeopardy, or if the student's behavior indicates she/he may be harmful to herself/himself or others, the College may deem it to be in her/his best interest to notify, without consent, her/his parents, guardians, or other appropriate persons.

Depending upon the nature and seriousness of the student's behavior she/he may be asked to leave the Residence Campus and/or the College immediately.

Prior to asking a student to leave residence and/or school, the College may deem it necessary to enter into a contractual agreement with a student around the student's behavior in residence and/or the College community, particularly in situations where the student's behavior has become an issue for the larger community. Should a contractual agreement be entered into between a student and the College, the College maintains the right to handle any violations of the contractual agreement administratively rather than through the student judicial process. A student may appeal administrative decisions about violations of her/his contractual agreement to the Dean for Student Life within seven business days of the decision that has been communicated to her/him. The appeal must be made in writing.

Further questions about the Buckley Amendment should be directed to the Office of the Dean for Student Life (<http://my.simmons.edu/life/dean/>).

Intellectual Property⁵

Statement on Simmons College Intellectual Property Ownership:

Whereas Simmons College is a community of learning dedicated to teaching, research, and scholarship; and

Whereas Simmons College strongly encourages the creation and dissemination of learned and aesthetic accomplishments, including copyright-protected works; and

Whereas, the evolution of technology, pedagogy, curricular development and higher education practice requires that the College examine the issue of copyright ownership in the academic community; and

Whereas, technology instructional research and new curricula are evolving at too rapid a pace to permit full anticipation and articulation of policy which can be mechanically and unambiguously applied to every situation;

This Statement is intended to articulate both a framework for understanding ownership of intellectual property rights at Simmons and the principles that shall guide those charged with evaluating ownership issues as they arise.

The framework and principles are:

⁵ The following information is excerpted from the Simmons College policy on "Statement on Intellectual Property Ownership." For complete, current, and more detailed information, go to <http://my.simmons.edu/policies/ipo.shtml>.

- First, that the traditional rights of scholars to the fruits of their labors should be respected.
- Second, that works produced at the College should be used and made available for the greatest possible benefit, within the Simmons community and beyond it.
- Third, that U.S. federal copyright law grants copyright ownership of employment-related works to the College.
- Fourth, that it is reasonable for the College to have greater rights to the use and commercialization of a project when [the] College contributes exceptional resources to the project.
- Fifth, that the College must protect the use of the Simmons College name.

Scope and Coverage

This Policy applies to the faculty, staff, and students of the College. This Policy is supplemental to the Simmons College Patent Policy and is subject to any applicable laws and regulations or to specific provisions in grants or contracts that govern rights in copyrighted works created in connection with sponsored research.

Student Works

1. Definition: Student Works are papers, computer programs, dissertations, theses, artistic and musical works, and other creative works made by Simmons students in the pursuit of her/his academic coursework while enrolled as a student.
2. Ownership and Use: Students shall own copyright in Student Works except in the following cases:
 - a. Copyright to Traditional Works authored by faculty with assistance from a student shall be owned by faculty or the College in accordance with the terms of this policy.
 - b. The College shall own a Student Work that is a Sponsored or Externally Contracted Work as set forth in this Policy.
 - c. Student Works created in the course of the student's employment by the College shall be considered Works Made for Hire, and the College shall retain ownership and use of such works.
 - d. Works created by students for third parties as part of an internship or experiential learning program are not subject to this policy.

Copyright Information⁶

As a community of scholars, Simmons College subscribes to the belief that intellectual property rights should be respected and honored, and that fair and

⁶ For more information, go to <http://my.simmons.edu/services/technology/policies/copyright.shtml>.

appropriate use of published materials is both a legal and an ethical obligation that all members of the Simmons community should observe.

It is the policy of the College that all members abide by the relevant copyright laws. These laws include:

- The Copyright Law of the United States of America
- Title 17, U.S. Code, Sect. 101, et. seq.
- General Revisions of the Copyright Law
- Public Law 94-553 (effective January 1, 1978)
- 1998 Digital Millennium Copyright Act
- Public Law 105-304
- 1998 Sonny Bono Term Extension Act
- Public Law 105-298

The intent of the Simmons College Copyright Policy is to encourage scholarship conducted in the spirit of honest inquiry. Using the works of others obligates scholars to acknowledge such use whose works are protected by the law.

Employees [and students] who willfully disregard this policy or the law do so at their own risk and assume all liability for their actions.

The information appearing below is intended to assist members of the Simmons College community as they use materials that others have produced for teaching and research. The copyright laws cited in the Simmons College Copyright Policy are comprehensive, and they can be challenging to interpret and understand. The changing environment in electronic technologies makes compliance with copyright law in this area a particular challenge.

Copyright is a complex issue and the following information is intended as a guideline only. If you need advice regarding copyright, several staff on campus may be helpful. Please feel free to contact: the Director of Libraries, the Director of Media Services, the Director of Administrative Computing, and/or the Webmaster.

One word of caution with regard to copyright — if you are unsure if the material is in the public domain or available for use, you should ask the copyright holder for permission to use the material. Infringement penalties and remedies can be significant.

Terms and Definitions

- Compliance

- It is the individual user's responsibility to comply with copyright law. You should permanently keep a copy in your files of any permission-to-use that you obtain.
- Definitions
 - A copyright grants to its owner the right to control an intellectual or artistic creation, to prohibit others from using the work in specific ways without permission, and to profit from the sale and performance of the work. Under current statutes, copyright protection extends to not only copies of the written word and recordings of sound, but visual images such as photographs or illustration or animated images such as motion pictures or videotapes. It also extends to live performances that are taped as they are broadcast. No protection is available for an idea/procedure, process, system, method of operation, concept, principle, or discovery, no matter how unique. Copyright protection is available only for an expression of the idea.

The owner of the copyright is granted five exclusive rights to ensure the opportunity to exploit the work for profit. These rights are: reproduction, distribution, adaptation, performance, and display.

- What is copyright protected?
 - Copyright protects "original works of authorship" that are fixed in a tangible form of expression. The works need not be directly perceptible, so long as they may be communicated directly or with the aid of a machine or device. Copyrightable works include the following categories*:
 1. literary works;
 2. musical works, including any accompanying words;
 3. dramatic works, including any accompanying music;
 4. pantomimes and choreographic works;
 5. pictorial, graphic, and sculptural works;
 6. motion pictures and other audiovisual works, including the individual images of the work;
 7. sound recordings; and
 8. architectural works

* These categories should be viewed quite broadly: for example, computer programs and most "anthologies" are covered as "literary works"; maps and architectural plans are covered as "pictorial, graphic, and sculptural works."

A work is assumed to be copyrighted unless you can demonstrate that it is not.

Materials may be copyrighted even if published without a copyright notice.

- Fair Use
 - Fair use is a legal principle that provides certain limitations on the exclusive right of copyright owners. There is no simple test to determine what fair use is. Section 107 of the Copyright Law of the United States of America sets forth the four fair use factors which should be assessed in each instance, based on the particular facts of a given case to determine whether a use is fair use. All four factors must be weighted equally:
 1. What is the character of the use?
 2. What is the nature of the work to be used?
 3. How much of the work will you use?
 4. What effect would this use have on the market for the original or for permissions if the use were widespread?

Use Guidelines

- Copying Guidelines
 - Ordinarily, copying copyrighted material without the permission of the copyright owner is a violation of the exclusive rights of the copyright owner. The copyright act balances user rights by creating limited exemptions from these exclusive rights, such as allowing copying for face-to-face teaching or fair use. Under fair use, a teacher or researcher is allowed a rather limited amount of copying without the copyright owner's permission for purposes such as criticism, comment, news reporting, or teaching. Furthermore, there are some works of which copying is completely unrestricted, and other types of materials of which unauthorized copying is always forbidden.
- Unrestricted Copying
 - Anyone may copy, without restriction, works published prior to 1989 which do not have a copyright notice. Anyone may copy, without restriction, published works on which the copyright term and any renewals have expired. U.S. government publications may be copied without constraint, except to the extent that they contain copyrighted

work from other sources. C-SPAN grants educators and degree granting educational institutions the right to tape any C-SPAN programs without receiving prior permission from the network, as long as taping is for school use and not for commercial sale or political purposes. This liberal copyright policy allows teachers to air C-SPAN live, record programs (at school or at home) for later use, assign students to watch a program, or to create their own videotapes for classroom use. Taped C-SPAN programs may be retained in perpetuity for future school use.

Academic Honesty

All academic work submitted is expected to be the original work of the author. Proper citation of another's ideas or work is required. Copying documentation from any source is a form of academic dishonesty. Students are expected to acknowledge any collaboration in all work, and are referred to the publication manuals of the American Medical Association (*American Medical Association Manual of Style: A Guide for Authors and Editors* <http://www.amamanualofstyle.com/oso/public/index.html>) or the American Psychological Association (<http://apastyle.apa.org/>) for assistance in proper citation.⁷

Consequences of academic dishonesty, including plagiarism, may include non-acceptance of the work submitted, written reprimand, or a failing grade in the course.

Access to Online Learning Resources

For regulatory, accreditation, and other business purposes the online learning management system (Simmons eLearning) may be accessed and observed by persons other than Simmons students, faculty, and staff. Access to eLearning may be granted by the department chair only after review of the request and determination that access is necessary and appropriate, does not infringe on the activities of learners and faculty, and does not threaten the academic integrity of the online course. Although the learning management system is not open to public access, it is not a private or confidential domain; neither students nor faculty should assume privacy within an online course.

Adding Courses

Generally, a student may add courses after the official registration deadline, until the end of the second class meeting. Exceptions may be made under unusual

⁷ For more detailed information about appropriate collaboration, citation, etc., go to <http://my.simmons.edu/life/policies/using-sources.pdf>

circumstances with written permission from the instructor, department chair, and dean. To add a course, the student must complete the add/drop form, which is available in the Office of the Registrar, and pay the appropriate fees to student accounts. Adding courses after the official registration deadline may affect a student's financial aid, and will require the permission of the dean of the SNHS. The student must contact the Office of Student Financial Services (sfs@simmons.edu or 617-521-2001) to obtain information regarding the impact on any financial aid awards.

Audit Policy - Formal

Undergraduate students may register to formally audit a course by completing the Undergraduate Registration for Formal Audit form (<http://my.simmons.edu/services/registrar/forms.shtml>). There will be a formal contract between the instructor and the student, and the student will submit work for evaluation in accordance with the contract. Graduate students are referred to their individual departments or programs for more information about formal audits. Generally, formal audits of SNHS courses are not available to non-SNHS students or alumni. If you are a recipient of financial aid (loans), you must contact the Office of Student Financial Services (sfs@simmons.edu or 617-521-2001) to obtain information regarding the impact of auditing on financial aid awards.

Audit Policy - Informal

SNHS alumni or matriculated students in the department or program in which the course is to be audited may informally audit courses. No record of an "informal audit" is indicated on the student's transcript, and the student does not submit work for evaluation. Informal audits are available on a space available basis with permission from the instructor. SNHS alumni are charged a fee per course and should contact the Office of Alumnae/i Relations (alumnet@simmons.edu or 800-831-4284).

Dropping Courses

Generally, from week one through week two of the semester (12 percent) students may drop a course by completing an add/drop form, which is available in the Office of the Registrar (<http://my.simmons.edu/services/registrar/docs/add-drop-form.pdf> or 617-521-2111). From week three through week four of the semester (12-25 percent) students dropping a course must obtain the signature of the course instructor on the add/drop form. From week five through week eight of the semester (25-50 percent) students dropping a course must obtain the signature of the course instructor on the add/drop form, but a grade of "W" will appear on the permanent transcript. From week nine through the end of the semester (>50 percent) students may drop a course only through special petition to the dean of the SNHS. Only petitions that outline unusual circumstances beyond the student's control will be approved, and a

grade of "W" will appear on the permanent transcript. A student who drops a course after 50% of the course is completed, and is not able to demonstrate unusual circumstances, will receive the grade she/he earned in the course at the date of dropping the course. A student, who fails to attend a course and does not formally withdraw from the course, normally receives a grade of "F" at the end of the semester.

For courses that are shorter than a full semester in length, the add/drop descriptions outlined above will vary proportionally. Students are urged to review the College's refund policy before making a final decision. Dropping a course may affect a student's financial aid (loans) and merit funds (scholarships and assistantships) status. U.S. students must be enrolled at least halftime to receive federal loans and usually fulltime for scholarships and assistantships. International students (non U.S. citizens) must maintain fulltime enrollment to remain in status for immigration purposes. Before dropping any course, international students must consult with the international student adviser in the Office of the Dean for Student Life (<http://my.simmons.edu/life/dean/>).

Email Policy

All students are responsible for information sent to them using their simmons.edu address. Information about how to forward the Simmons email to another email account is available through the Help Desk at 617-521-2222 or helpdesk@simmons.edu.

Extension of Time for Degree Completion

Each department has established time limitations for degree completion. Students may petition the department chair or program director for an extension of up to one year. Extensions beyond one year must be approved by the dean. Students seeking an extension should also consult the Office of Student Financial Services (sfs@simmons.edu or 617-521-2001) to determine the effect of lengthening the duration of a program in relation to aid eligibility. Additionally, any student who has received merit funds (scholarships and assistantships) from the SNHS will not be awarded these monies for the extension period. International students (those in possession of an F-1 visa) must consult with the Dean for Student Life (<http://my.simmons.edu/life/dean/>) to determine if an extension of time for degree completion is allowed. If the extension is in compliance with U.S. immigration policy, the student may then petition the department chair.

Grievance, Appeal, and Complaints

A student with a grievance regarding a grade should discuss the grievance with the course instructor and, if not resolved, with the instructor's department chair or program director. The department chair/program director may consult with the

instructor, but the final decision regarding a grade rests with the instructor. If the instructor is the department chair/program director, the student may discuss the grievance with the dean. Grade changes are given only if a clerical error was made in the calculation of the grade.

The faculty of the department/program in which the student is enrolled monitors each student's academic progress. A student has the right to appeal a faculty decision regarding academic progress. The student's department chair or program director should be consulted concerning the appropriate procedures for appeal of any decisions related to unsatisfactory academic progress. If issues of academic progress are not resolved at the department/program level, the student may appeal to the SNHS Committee on Policy through the dean.

A student with a grievance or complaint regarding other aspects of her/his academic program should discuss the grievance/complaint with her/his department chair or program director and, if not resolved, with the dean.

For additional information, refer to the sections below on Unsatisfactory Student Progress for graduate students. Undergraduate students should refer to their department- or program-specific policies.

Netiquette

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The SNHS follows the standard rules of netiquette, as outlined below.

Netiquette refers to the rules/guidelines of etiquette that govern online conversation. Following these rules/guidelines will help a student communicate in a clear, polite, and succinct manner with her/his classmates on the eLearning Discussion Board, and should be applied to email as well:

- Do not use all capital letters. Occasionally a student may do so for emphasis, but, in general, all caps are seen as "yelling" in the online environment.
- Be brief and to the point. Often students will skip over long postings because they are difficult to read on the computer screen.
- Use specific and detailed subject lines that refer to the content of the posting or email.
- Minimize the use of sarcasm in correspondence. A person's tone, attitude, or intention can easily be misinterpreted in the online environment.

Repeating Courses

Generally, a matriculated student will be allowed to repeat a course once if her/his department or program has stipulated a grade requirement for the course and the student has not met the requirement. If credit has been earned, the credit earned in the repetition of the course will not be counted toward the degree requirements. A student's transcript will show the course twice and both grades will be used in calculating the total grade point average. Students must pay for the repetition of the course at the full tuition rate. Students are referred to their individual departments or programs for more information.

Transfer of Credit

Under special circumstances, a currently enrolled student may receive credit for graduate work completed at another accredited institution. The SNHS will allow transfer of credit for up to two courses not to exceed eight (8) credits.⁸ Students must complete the transfer of credit form, obtained from the department or program office, and submit it to the department chair or program director for approval and processing. The guidelines are as follows:

- Credit is not granted for more than the face-value credit assigned by the host institution.
- The lowest grade normally accepted for transfer credit is B.
- Quarter-hour credits transfer at two-thirds of a semester hour.
- An official college/university transcript must accompany the transfer of credit form.
- A copy of the catalog course description or syllabus must accompany the transfer credit form.
- No credit is given for courses completed toward another degree.
- No credit is given for courses taken more than five years before the date of the application for transfer of credit.

For courses completed before admission to a SNHS program, transfer petitions will be considered only within six months of acceptance to the program. After admission to an SNHS program has been granted, a transfer credit form must be completed and approved prior to enrolling in courses at other institutions. The transfer of credit form can be obtained from the department or program office and should be submitted to the department chair or program director for approval and processing.

Waiving of Credits

Based on prior academic course work or other experience, a student may submit a written request to the department chair or program director for a waiver of a required course. If a required course is waived, a student must register for an

⁸ This transfer of credits policy does not apply to all programs in the SNHS. Students are referred to their individual departments or programs for department- or program-specific policies.

elective course to complete the total number of credits required by the department or program for graduation. Courses taken for a previous degree are not accepted as transfer credits.

II. Academic Policies Pertaining to Graduate SNHS Students⁹

Extension of Time to Complete a Course (Incomplete)

A graduate student who would like to request an extension of time to complete a course ("incomplete") must provide persuasive reasons for the delay. An extension of time shall normally not extend beyond February 1 for fall semester, July 1 for spring semester, and September 1 for the summer semester(s). Additional time may be granted for the completion of research projects and internships. Extension of time forms are available from the department or program office, and must be signed by the instructor, department chair or program director, and the dean of the SNHS, and submitted to the Office of the Registrar on or before the date grades are due each semester. Failure to file for an extension of time or to submit work by the approved "incomplete" extension date may result in a grade of "F." International students must meet with the International Student Adviser in the Office of the Dean for Student Life (<http://my.simmons.edu/life/dean/>) to determine if such extensions will affect their visa status. A student who received merit funds (scholarship or assistantship) from the SNHS must contact the SNHS Office of Admission (SNHS@simmons.edu or 617-521-2605) since "incomplete" courses will impact merit funding.

Grading

Please refer to department- or program-specific policies regarding grading.

Grade changes are given only if a clerical error was made in the calculation of the grade. For more information about the grading policy, refer to Grievance, Appeal and Complaints in section one above, Academic Policies Pertaining to all SNHS Students (pages 10-11).

Graduating with Distinction

The Office of the Registrar provides each department chair with the names of students who achieved an overall GPA average of at least 3.80. After departmental review, the department chair confirms the names with the registrar's office and nominates the students for distinction. A notation of distinction will appear upon the student's degree. Students who are graduating in May with distinction will receive a new diploma with the notation of distinction. Students in blended or fully online programs are also referred to online student policies available through

⁹ Includes senior/first-year graduate physical therapy students.

Blended Student Orientation or Online Student Orientation, through AARC (Academic and Administrative Resource Center, <https://aarc.simmons.edu/>).

Leave of Absence

An officially registered and matriculated student may apply for a leave of absence.¹⁰ Leaves, when granted, are for professional, academic, or personal circumstances, and are subject to approval by the department chair or program director and the dean of the SNHS. Normally, no more than a one-year leave of absence is granted. A student who successfully petitions for a leave of absence is expected by the College to understand the relationship between her/his leave of absence and the requirements of her/his program of study. Therefore, a petition for a leave is sought only by a student who has carefully planned a sequence of courses, understands when particular courses are normally offered, and knows the date by which degree requirements must be completed.

During the leave, if a student wishes to take courses at another institution and transfer the credit to Simmons, she/he must obtain approval from her/his SNHS department chair or program director prior to taking the course. An official transcript must be submitted to the department chair or program director upon the student's return to Simmons.

A student who received a loan from the College must meet with a counselor in the Office of Student Financial Services (sfs@simmons.edu or 617-521-2001) before taking leave. A student who received merit funds (assistantship or scholarship) from the SNHS is not eligible for such funds upon return from leave. An international student (non U.S. citizen with an F-1 visa) must meet with the International Student Adviser in the Office of the Dean for Student Life (<http://my.simmons.edu/life/dean/>) before requesting leave.

When a student plans to return to the College, she/he must notify the Office of the Registrar (registrar@simmons.edu or 617-521-2111) and her/his SNHS department chair or program director in writing one month prior to her/his scheduled date of return. A petition for a leave of absence is available from the department/program office.

Participation in Commencement

In certain circumstances a student who has not completed all the requirements toward her/his degree may be able to participate (“walk”) in the May

¹⁰ Leave of absence is different from deferral. A student may request a deferral upon admission and deposit to a program, but before enrolling in any program/course. A request for deferral is made to the SNHS Office of Admission (SNHS@simmons.edu or 617-521-2605), and not to the program of study.

Commencement ceremony. Generally, the student is able to participate if she/he is within one course of completion and the course is taken/completed during the summer session(s) immediately following May Commencement. To participate, the student must seek written approval from the department chair or program director and the dean of the SNHS.

Participation in Online Courses

Students taking online courses must demonstrate significant participation in the course within the first three weeks of the course. If significant participation is not recorded by the instructor during that time, the student will be required to withdraw from the course and begin the course again when next offered. Due to U.S. immigration policies, an international student who holds an F-1 Visa must check with the International Student Adviser in the Office of the Dean for Student Life (<http://my.simmons.edu/life/dean/>).

Unsatisfactory Student Progress¹¹

Probation

At the end of each semester, when applicable, each department chair or program director will provide written notification of probationary status to the student who has been placed on probation, as well as to the dean of the SNHS, Office of the Registrar, Office of Student Financial Services, and the SNHS director of admission (and to the International Student Adviser for non U.S. students, if applicable).

A student is placed on probation if one of the following applies:

- A student will be automatically placed on probation for the following semester if her/his grade point average (GPA) falls below a 3.0.
- A student will be placed on probation for the following semester if she/he receives a grade below a B (or an F in a P/F course) in any course designated by the student's department or program as requiring a grade of B or better.
- A student will be placed on probation for demonstrating behavior inconsistent with the ethical, legal, or professional standards as determined by each department's or program's faculty.

Probationary status will be noted on the student's transcript during the probation period and removed when the student is officially removed from probation.

A student receiving a grade below B- in any course designated by the student's department or program as requiring a grade of B or better must repeat the course

¹¹ Please also refer to department- or program-specific policies regarding unsatisfactory student progress.

for credit. Grades for the initial and repeated course will appear on the student's transcript and both will be used in calculating the cumulative GPA. A student may repeat a course only once. Repetition of the course may affect a student's ability to progress with her/his class and/or her/his expected date of graduation.

A student placed on probation who was a recipient of a scholarship or assistantship will not be granted these funds during or after probation.

Removal from Probation

A student will be removed from probation if she/he receives a grade of B or better in all courses during the semester in which she/he is on probation, has a cumulative GPA greater than 3.0 at the end of that semester, and adheres to the ethical, legal, and professional standards of behavior as determined by each department's or program's faculty.

At the end of each semester, when applicable, each department chair or program director will provide written notification of removal from probationary status to the student to be removed from probation, as well as to the dean of the SNHS, Office of the Registrar, Office of Student Financial Services, and the SNHS director of admission (and to the International Student Adviser for non- U.S. citizens, if applicable).

Exclusion

- A student will be excluded if she/he receives grades below B in more than two courses designated by the student's department or program as requiring a grade of B or better.
- Normally, a student will be excluded if she/he is on probation more than two semesters over the course of obtaining the degree. Please refer to department- or program-specific policies.
- A student will be excluded if she/he fails to obtain a grade of B or better in a repeated course.
- A student will be excluded for demonstrating behavior that is grossly or consistently illegal, unethical, or unprofessional as determined by each department's or program's faculty.
- A student will be excluded if she/he verbally or physically threatens anyone within the College setting or within the practice setting.

Exclusion status will be noted on the student's transcript.

Readmission of Excluded Students

A student who has been excluded shall be considered for readmission only when she/he submits substantial evidence of an ability to successfully complete the

academic program. Department or program faculty will determine the conditions of readmission and continuance. An excluded student wishing to return must formally reapply through the SNHS Office of Admission by the appropriate department or program admission deadline date. If readmitted, an excluded student may be required to meet new department or program expectations and requirements, and must have satisfied all previous financial obligations to the College.

Withdrawal from the College

A student may officially withdraw from the College by submitting a letter to the appropriate department chair or program director, with a copy to the Office of the Registrar, indicating her/his intent to withdraw and the reason for withdrawing. A student who fails to register for any courses by the end of the second week of classes of a semester subsequent to the one for which she/he has been registered, is considered to have withdrawn from the College. A withdrawn student must pay all expenses that she/he incurred while a student at the College before an official transcript is released. A student is urged to review the College's refund policy before making a final decision about withdrawing.

A student who received a loan from the College must meet with a counselor in the Office of Student Financial Services (sfs@simmons.edu or 617-521-2001) before withdrawing. A student who received merit funds (assistantship or scholarship) from the SNHS cannot retain such funding if/when she/he should return to the College.

An international student (non U.S. citizen with an F-1 visa) must meet with the International Student Adviser in the Office of the Dean for Student Life (<http://my.simmons.edu/life/dean/>) before withdrawing.

Readmission of Withdrawn Students

A request for readmission should be submitted, in writing, to the department chair or program director, with a copy to the Office of the Registrar, at least one month before classes begin for the semester in which the student wishes to register. The department chair or program director will notify the student, in writing, of her/his approval of the student's request. A returning student may be required to meet new department or program expectations and requirements, and must have satisfied all previous financial obligations to the College. It is the responsibility of an international student to meet all immigration policy requirements as specified by the Simmons international adviser (<http://my.simmons.edu/life/dean/>).

III. Academic Policies Pertaining to Undergraduate SNHS Students

Undergraduate nursing and nutrition students should refer to department-specific policies and professional standards.

IV. Human Participants in Research Policy for all SNHS Students¹²

Simmons College has established policies on the use of human participants in all research projects initiated at the College, and the College's Institutional Review Board (IRB) monitors the use of humans as research participants. Students undertaking research projects that propose to study humans must submit a proposal to the IRB after consultation with a faculty advisor. The contact for the IRB is the Office of Sponsored Programs in the Main College Building, 617-521-2415.

A copy of the Simmons College human subjects research policy and IRB forms may be found on the Office of Sponsored Programs Web page at <http://www.simmons.edu/offices/sponsored-programs/irb/index.php>. It is expected that all members of the Simmons community will fulfill their legal and ethical responsibilities to ensure that the rights and safety of human participants in research are protected.

V. Professional Standards of Conduct for all SNHS Students¹³

The School of Nursing and Health Sciences (SNHS) is a learning community that values the academic, personal, and professional development of the individual. Students and faculty should model professional behaviors that enhance the educational environment. All members of the SNHS community adhere to their individual discipline's professional codes and, as such, are bound to conduct themselves as individuals committed to providing compassionate and equitable health care. Adherence to the professional standards of behavior outlined below will assure an optimal learning experience for students.

Students are expected to engage in the educational process with openness and honesty in their self-assessment. Students cooperate with each other in creating an environment conducive to learning and professional growth, and are expected to be respectful of each other's learning styles. They participate with faculty in the learning process and seek appropriate feedback in meeting course objectives and individual learning goals. Students are expected to adhere to course policies as stated in the syllabus and should seek the timely assistance and advice of appropriate faculty when there are concerns regarding the evaluative process.

¹² Includes all SNHS graduate, undergraduate nursing and nutrition students, and physical therapy senior/first-year graduate students—to include all on-campus, on-line, off-site, and blended-learning students.

¹³ Includes all SNHS graduate, undergraduate nursing and nutrition students, and physical therapy senior/first-year graduate students—to include all on-campus, on-line, off-site, and blended-learning students.

Faculty and student privacy, professional reputation, and academic freedom are to be respected when disagreements arise in the evaluative process.

All students in the SNHS are expected to provide client-centered care and to be advocates for such care in the health care environments in which they practice, and all clients are to be cared for with respect for their dignity. Students are expected to provide access to health care for clients without regard to the setting in which the client resides, or to their age, ethnicity, financial status, gender, religion, or sexual preference.

In addition to the standards outlined above, all students in the SNHS are expected to read, understand, and uphold the College's Standards of Conduct. For detailed information about these standards, please refer to the [Standards of Conduct](#) section.

Attachment 9
Charter

SIMMONS COLLEGE LIBRARY

SIMMONS COLLEGE



Charter and Statutes

Revised Oct. 10, 1938



SIMMONS COLLEGE

Charter and Statutes



BOSTON
PUBLISHED BY THE COLLEGE
1933

FOUNDATION AND CHARTER

SIMMONS COLLEGE was established by the will of the late John Simmons of Boston, as an institution in which instruction might be given to women in such branches of art, science, and industry as would best enable the scholars to acquire an independent livelihood. In 1899 the Legislature of Massachusetts granted the College the following charter:

CHAPTER 395, ACTS OF 1899

An Act to incorporate Simmons Female College

“Section 1. Joseph Sawyer, Henry G. Nichols, Fanny B. Ames, Edward H. Bradford, Heman M. Burr, Augustus Hemenway, Marian C. Jackson, Frances R. Morse, Edgar H. Nichols, William T. Sedgwick, and Joseph B. Warner, their associates and successors, are hereby constituted a body corporate by the name of Simmons Female College, for the purposes hereinafter named; and they, and such persons as shall become members of such corporation, shall be and remain a body corporate by that name forever.

“Section 2. The purpose of such corporation shall be to furnish to women instruction and training in such branches of art, science, and industry as may be serviceable in enabling them to acquire a livelihood; to receive, hold, and manage for that object the property and funds devised or bequeathed by the will of John Simmons, late of Boston, deceased, for the founding and endowing of an institution to be called Simmons Female College; and generally to conduct the affairs of such college.

“Section 3. Said corporation is authorized to receive from the trustees under the said will, and subject to the terms thereof, the property and funds devised or bequeathed thereby for

“the founding and endowing of the Simmons Female College; to hold and manage such property and funds in accordance with the provisions of said will; and to acquire, hold, and manage other property for the purpose of instructing and training women as above provided; the entire property and assets of the corporation, however, not to exceed in value the sum of four millions of dollars.

“Section 4. The number of members of said corporation, its governing, teaching, and advisory officers and boards, and their titles, powers, and terms of office, together with the methods of choice or appointment to membership or office, and in general the form of organization and the methods of government and administration of said corporation, shall be such as it may at any time adopt.”

The corporation was organized, by the adoption of by-laws and the election of officers, November 2, 1899. The College opened for instruction in October, 1902.

In 1905 the powers of the College were enlarged by the following act:

CHAPTER 168, ACTS OF 1905

“An Act to authorize Simmons Female College to confer Degrees

“Simmons Female College is hereby authorized to confer degrees appropriate to the courses of study offered in accordance with the provisions of its charter.”

In 1915 the name of the Corporation was changed and the property restriction was removed by the following act:

CHAPTER 145, SPECIAL ACTS OF 1915

“An act to change the name of Simmons Female College and to authorize the Corporation to hold additional property

“Section 1. The name of Simmons Female College, a corporation established by chapter three hundred and ninety-five of

“the acts of the year eighteen hundred and ninety-nine, is hereby changed to Simmons College.

“Section 2. Section three of said chapter is hereby amended by inserting after the word ‘property,’ in the eighth line, the words:—in any amount,—and by striking out all after the word ‘provided,’ in the ninth line,—so as to read as follows:—

“Section 3. Said Corporation is authorized to receive from the trustees under the said will, and subject to the terms thereof, the property and funds devised or bequeathed thereby for the founding and endowing of the Simmons Female College; to hold and manage such property and funds in accordance with the provisions of said will; and to acquire, hold, and manage other property in any amount for the purpose of instructing and training women as above provided.”

STATUTES

ARTICLE I

MEMBERS

Section 1. The number of members of the Corporation shall be limited to twenty-four in addition to the President of the College. Four of these members shall be chosen upon the nomination of the Alumnae Association and serve for a term of four years from the Commencement following their election. The traveling expenses of these members, incurred in attendance upon the meetings of the Corporation, shall be paid by the College but not in excess of two hundred dollars a year for each member.

Section 2. The election of members other than the alumnae members shall be by ballot and the assent of three-fourths of all the members of the Corporation shall be required. No action shall be taken except upon a report of the standing Committee on Membership, to whom the nomination has been referred.

ARTICLE II

OFFICERS

The executive officers of the Corporation shall be a chairman, a treasurer, and a clerk.

ARTICLE III

CHAIRMAN

The Chairman shall be elected by ballot and shall hold office at the pleasure of the Corporation. He shall preside when present at the meetings of the Corporation, and shall nominate the membership of all standing and special committees.

ARTICLE IV

TREASURER

Section 1. The Treasurer shall be chosen by ballot and shall hold office without express limit of time at the pleasure of the Corporation. He shall collect, keep, manage and disburse under the direction of the Corporation the revenues and funds of the College, shall keep full books of account and vouchers of his transactions, and shall give such bonds for the faithful performance of his duties as the Corporation shall require. He shall present to the Corporation at its annual meeting a report of the financial condition of the College after having

had his accounts examined and audited by some accountant to be appointed by the Committee on Finance and Property.

Section 2. The Corporation may appoint an Assistant Treasurer or Bursar to assist the Treasurer in the performance of his duties and he shall furnish such a bond as the Committee on Finance and Property may require.

ARTICLE V

CLERK

The Clerk shall be chosen at the annual meeting and shall serve for one year or until his successor is chosen. He shall have the usual duties of the clerk of a corporation. The Corporation may appoint an Assistant Clerk to assist the Clerk in the performance of his duties and to have the custody of the college seal.

ARTICLE VI

PRESIDENT OF THE COLLEGE

The President of the College shall be elected by ballot and shall hold office without express limit of time at the pleasure of the Corporation. He shall be ex officio a member of the Corporation. It shall be his duty to exercise a general supervision over the affairs of the College, to preside when present at meetings of the Faculty, to nominate to the Executive Committee the officers of instruction and administration, to prepare the estimates for the appropriations for each fiscal year, to be responsible for the audit and approval of all bills against the College, and to submit to the Corporation at its annual meeting a report of the condition of the College.

ARTICLE VII

STANDING COMMITTEES

Section 1. There shall be four standing committees, namely, the Executive Committee, the Committee on Finance and Property, the Committee on Student Welfare, and the Committee on Membership. These committees shall be appointed at the annual meeting. Each committee shall consist of not more than eight members in addition to the President of the College, who shall be a member ex officio.

Section 2. The Executive Committee shall have charge of all matters pertaining to the admission, instruction, and graduation of students, the assembly services, Commencement exercises, and official publications of the College, and such other matters of administration as may be presented by the President of the College. This committee shall have full power upon nomination of the President of the College to make all appointments of officers of instruction and administration, except the appointment of the President of the College, the

ARTICLE XII
AMENDMENTS

These statutes shall be the by-laws of the Corporation. They may be amended by a vote of two-thirds of the members present at any meeting, provided notice of the proposed amendments has been sent to each member at least seven days before the time of the meeting at which they are to be adopted.

Acts - 1899
Chap. 395

Act to Incorporate
Simmons Female College.

Approved May 24, 1899.

[Originals at Mass state Archives]

SENATE
MAR 14 1899
RECEIVED
Henry D. ...

SENATE
EXACT
JAMES M. RULER

... 11 am & 47, 1899
A ... concerning with
... in the ... of the
... rule ...
...
Rec'd.
James ...
...
...

Mr. March 17, 1899.
The House concerning with
...
James ...
...

MAR 01 99 81 25R
PETITION. — HOUSE.

Mr. *Wegman*
of *Cambridge*
presents the petition of *J. D. Warner*
attorney for *Joseph D. Warner*
and *Henry B. Nichols*, for
legislation to incorporate
the *Guinnore Female*
College
Ellsworth 7109321

HOUSE OF REPS, *March 10, 1899.*
Resolution to Supp. 12th joint rule
Referred to the Committee on
Rules

Sent up for concurrences
James ...
CLERK.

IN SENATE, 1899.
Concurred.

CLERK.

Mr. March 12, 1899
12th joint rule reported.
Referred to the joint com-
mittee on the Judiciary.
Sent up for concurrence.
James ...
CLERK.

March 15, 1899
Senate ... in the
... of the 12th
joint rule

9th joint rule ...
petition referred, in con-
currence to the joint
committee on the
Judiciary - with instructions

to have the parties after
such action has been
taken as the committee
dealt with.
will pass for concurrence
in the ... of the
12th joint rule & in the
instructions.



Commonwealth of Massachusetts.

IN THE YEAR ONE THOUSAND EIGHT HUNDRED AND NINETY-*nine*

AN ACT To incorporate ~~the~~ Simmons Female College

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:—

SECTION 1. Joseph Sawyer, Henry G. Nichols, Fanny B. Ames, Edward H. Bradford, Heman M. Burr, Augustus Hemenway, Marian C. Jackson, Frances R. Morse, Edgar H. Nichols, William T. Sedgwick and Joseph B. Warner, their associates and successors, are hereby constituted a body corporate by the name of Simmons Female College, for the purposes hereinafter named; and they, and such persons as shall become ~~members of such corporation,~~ shall be and remain a body corporate by that name forever.

Section 2. The purposes of such corporation shall be to furnish to women instruction and training in such branches of art, science and industry as may be serviceable in enabling them to acquire a livelihood; to receive, hold and manage for that object the property and funds devised or bequeathed by the will of John Simmons, late of Boston, deceased, for the founding and endowing of an institution

to be called Simmons Female College; and generally to conduct the affairs of such College.

Section 3. ~~The~~ ^Said corporation is authorized to receive from the trustees under the said will, and subject to the terms thereof, the property and funds devised or bequeathed thereby for the founding and endowing of the Simmons Female College; to hold and manage such property and funds in accordance with the provisions of said will; and to acquire, hold and manage other property for the purpose of instructing and training women as above provided; the entire property and assets of the corporation however ^{in value the sum of} not to exceed four millions of dollars.

Section 4. The number of members of said corporation, its governing, teaching and advisory officers and boards, and their titles, powers and terms of office, together with the methods of choice or appointment to membership or office, and in general the form of organization and the methods of government and administration of said corporation, shall be such as it may at any time adopt.

~~Section 5. This act shall take effect on its passage.~~

HOUSE OF REPRESENTATIVES.

MAY 15 1899

Passed to be engrossed.
Sent up for concurrence.

James W. Kimball, Clerk.

SENATE.

MAY 17 1899

Passed to be engrossed
in concurrence.

*William H. Sanger, Asst. Clerk.
Acting Clerk.*

Section 3. The said corporation is authorized to receive from the trustees under the will of John Simmons late of Boston, deceased, the property and funds devised or bequeathed by said will for the founding and endowing of an institution to be called the Simmons Female College, and is authorized to hold and manage such property and funds in accordance with the provisions of said will, and to acquire and hold other property, the entire property and assets of the corporation however not to exceed four millions of dollars.

Section 4. The number of members of said corporation, its governing, teaching and advisory officers and boards, and their titles, powers and terms of office, together with the methods of choice or appointment to membership or office, and in general the form of organization and the methods of government and administration of said corporation shall be such as it may at any time adopt.

~~Section 5. This act shall take effect on its passage.~~

REPORT, with BILL. — House.

Report of ^{the} Committee on the

ON

Provisionary
Seminars To-
wards College

H 1171

Commonwealth of Massachusetts.

House of Representatives, May 4 5, 1899.
The Committee on the Judiciary, to whom
was referred the petition (with accompanying Bill, House, No. 932)
of J. B. Warner, ~~et al~~ for legislation
to incorporate the Simmons
Female College,

attorney for Joseph Sawyer
and Henry B. Nichols, for

REPORT

The accompanying Bill

Geo. S. Seligman
For the Committee.

1909 8118

House, No. 932

BILL

To incorporate

Simmons Female

College -

Bill accompanying the petition of J. B. Warner Joint
Judiciary March 1899

Commonwealth of Massachusetts.



IN THE YEAR ONE THOUSAND EIGHT HUNDRED AND NINETY-nine.

AN ACT to incorporate the "Simmons
Female College".

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:—

SECTION 1. Joseph Sawyer and

Harry G. Nichols

their associates and successors are hereby constituted a body corporate by the name of Simmons Female College, for the purposes hereinafter named, and they and such persons as shall become members of such corporation, shall be and remain a body corporate by that name forever.

Section 2. The purposes of such corporation shall be to furnish to women instruction in such branches of art, science and industry as may be best calculated to enable women to acquire an independent livelihood.

REPORT. — HOUSE.

REPORT of Committee on Rules on
question of suspending the rules on

the petition of J. B. Warner,
attorney for Joseph Sawyer and
Henry G. Nichols, for legislation
to incorporate the Simmons Female
College.

Introducer notified to appear before
Committee on Rules on Nov.
the 13 day of Nov.
at 1 o'clock.

W. H. W. 11

Commonwealth of Massachusetts.

House of Representatives, *March 17*, 1899.

~~The~~ *The* Committee on Rules, to whom was referred ~~the motion to suspend the~~
~~joint rule, [or]~~ *the* question on concurring with the Senate in the suspension
of the ~~joint~~ *joint* rule, on the accompanying petition, J. B. Warner,
attorney for Joseph Sawyer and Henry G. Nichols, for legislation
to incorporate the Simmons Femal College.

REPORT recommending that ~~said rule be~~ *suspended.* ~~[or] that~~ the
House should *concur with the Senate in the suspension of said rule*

J. B. Warner
For the Committee.

REPORT, — HOUSE,

REPORT of Committee on Rules on

question of suspending the rules on

the petition of J. B. Warner,
attorney for Joseph Sawyer and
Henry G. Nichols, for legislation
to incorporate the Simmons Female
College.

*Introduced notified to appear before
Committee on Rules on* March
the 13 *day of* March
at 1 *o'clock*

1871

Commonwealth of Massachusetts.

House of Representatives, *March 13*, 1899.

The Committee on Rules, to whom was referred the motion to suspend the 12th joint rule, ~~[or] the question on concurring with the Senate in the suspension of the 12th joint rule,~~ on the accompanying petition, of J. B. Warner, attorney for Joseph Sawyer and Henry G. Nichols, for legislation to incorporate the Simmons Female College,

REPORT recommending that said rule be suspended, ~~[or] that the House should ----- concur with the Senate in the suspension of said rule~~

J. P. Meyer
For the Committee.

RECEIVED IN

MAY 24 1899

SECRETARY'S OFFICE.

An Act to Incorporate Simons Female College.

House of Representatives, May 19th 1899.

Rightly and Truly Engrossed.

For Committee, *W. A. S. Wood*

In Senate, May 22nd 1899.

Rightly and Truly Engrossed.

For Committee, *W. A. S. Wood*

This Act originated in the *House*

James W. Kimball, Clerk.

Be it enacted, etc., as follows:

tax, excepting a poll tax. created, including assessment purposes, has been, or shall be, or town for collection, person assessed for such. If, may tender to such collection twenty-five per cent of the amount may be received and payment of such tax.

Proceeding shall be pending of the just amount of the amount thereof, and amount due, including the amount so paid, judgment on the amount thereof on the amount paid to such costs, if any, as may rendered.

due from a city or town treasurer of such city or that a certain designated a part of the sum so due, in to an officer named in all accrue on the amount day of giving the same, used on such application. under this section shall for to recover any excess

ter, and no lien or other y of any such tax, or fine from a city or town, ch tax or debt, shall be aining due by such part yment shall exceed the due, the excess, without erson who paid it, or to

effect upon its passage. Approved May 23, 1899.

SECTION 1. Joseph Sawyer, Henry G. Nichols, Fanny Simmons Female College
B. Ames, Edward H. Bradford, Herman M. Burr, Augustus
lus Hemenway, Marian C. Jackson, Frances R. Morse,
Edgar H. Nichols, William T. Sedgwick and Joseph B.
Warner, their associates and successors, are hereby con-
stituted a body corporate by the name of Simmons Female
College, for the purposes hereinafter named: and they,
and such persons as shall become members of such cor-
poration, shall be and remain a body corporate by that
name forever.

SECTION 2. The purposes of such corporation shall be to furnish to women instruction and training in such branches of art, science and industry as may be serviceable in enabling them to acquire a livelihood; to receive, hold and manage for that object the property and funds devised or bequeathed by the will of John Simmons, late of Boston, deceased, for the founding and endowing of an institution to be called Simmons Female College; and generally to conduct the affairs of such college.

SECTION 3. Said corporation is authorized to receive from the trustees under the said will, and subject to the terms thereof, the property and funds devised or bequeathed thereby for the founding and endowing of the Simmons Female College; to hold and manage such property and funds in accordance with the provisions of said will; and to acquire, hold and manage other property for the purpose of instructing and training women as above provided; the entire property and assets of the corporation however not to exceed in value the sum of four millions of dollars.

SECTION 4. The number of members of said corporation, its governing, teaching and advisory officers and boards, and their titles, powers and terms of office, together with the methods of choice or appointment to membership or office, and in general the form of organization and the methods of government and administration of said corporation, shall be such as it may at any time adopt.

From Acts and Resolves of Massachusetts, 1899, page 387.

Attachment 32
Cqj qtvF ghcwnvTcvg

THREE-YEAR OFFICIAL COHORT DEFAULT RATES

FISCAL YEAR	2009
DEFAULT RATE	2.4%
NUMBER IN DEFAULT	28
NUMBER IN REPAYMENT	1,141

▪ FOR FURTHER INFORMATION ON DEFAULT RATES PLEASE VISIT THE [COHORT DEFAULT RATE HOME PAGE](#). THIS SCHOOL'S SIX-DIGIT OPE ID IS 002208.

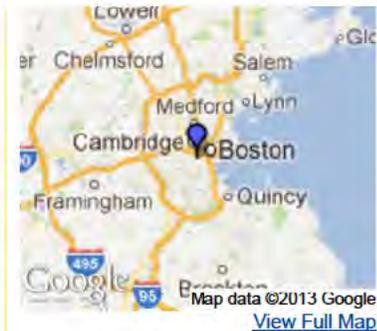
Attachment 11

Graduation Rate

Simmons College

300 The Fenway, Boston, Massachusetts 02115-5898

General information: (617) 521-2000
Website: www.simmons.edu
Type: 4-year, Private not-for-profit
Awards offered: Bachelor's degree
 Postbaccalaureate certificate
 Master's degree
 Post-master's certificate
 Doctor's degree - research/scholarship
 Doctor's degree - professional practice
Campus setting: City: Large
Campus housing: Yes
Student population: 4,829 (1,829 undergraduate)
Student-to-faculty ratio: 13 to 1



IPEDS ID: 167783
 OPE ID: 00220800

GENERAL INFORMATION

TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

FINANCIAL AID

NET PRICE

ENROLLMENT

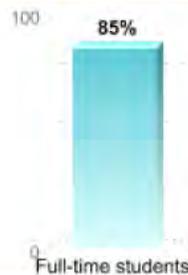
ADMISSIONS

RETENTION AND GRADUATION RATES

FIRST-TO-SECOND YEAR RETENTION RATES

Retention rates measure the percentage of first-time students who are seeking bachelor's degrees who return to the institution to continue their studies the following fall.

RETENTION RATES FOR FIRST-TIME STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Students Who Began Their Studies in Fall 2010 and Returned in Fall 2011

OVERALL GRADUATION RATE AND TRANSFER-OUT RATE

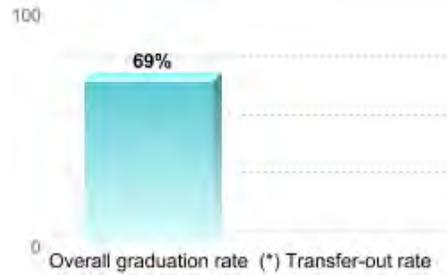
The overall graduation rate is also known as the "Student Right to Know" or IPEDS graduation rate. It tracks the progress of students who began their studies as **full-time, first-time degree- or certificate-seeking students** to see if they complete a degree or other award such as a certificate within 150% of "normal time" for completing the program in which they are enrolled.

Some institutions also report a transfer-out rate, which is the percentage of the full-time, first-time students who transferred to another institution.

Note that not all students at the institution are tracked for these rates. Students who have already attended another postsecondary institution, or who began their studies on a part-time basis, are not tracked for this rate. **At this institution, 86 percent of entering students were counted as "full-time, first-time" in 2011.**

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2005

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS WHO BEGAN THEIR STUDIES IN FALL 2005



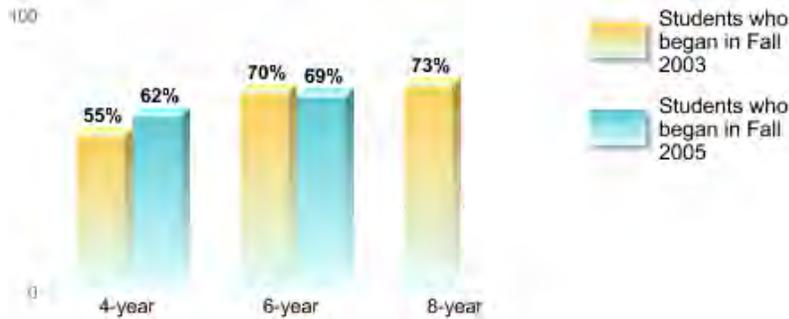
Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

■ (*) Not all institutions report transfer-out rates.

BACHELOR'S DEGREE GRADUATION RATES

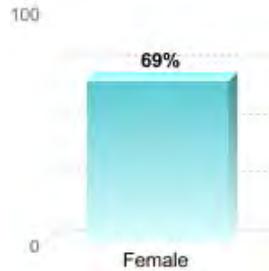
Bachelor's degree graduation rates measure the percentage of entering students beginning their studies full-time and are planning to get a bachelor's degree and who complete their degree program within a specified amount of time.

GRADUATION RATES FOR STUDENTS PURSUING BACHELOR'S DEGREES



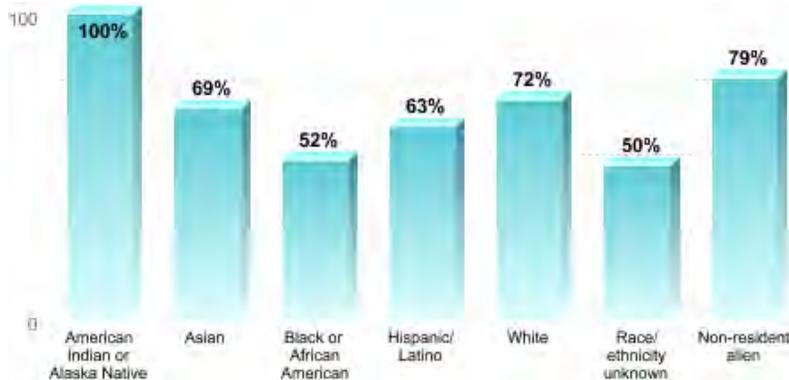
Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time

6-YEAR GRADUATION RATE BY GENDER FOR STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2005 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program

6-YEAR GRADUATION RATE BY RACE/ETHNICITY FOR STUDENTS PURSUING BACHELOR'S DEGREES



Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2005 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program

 PROGRAMS/MAJORS
COMPLETIONS (NUMBER OF AWARDS CONFERRED) 2011-2012

Completions are the number of awards conferred by program and award level.

▼ PROGRAM	<u>BACHELOR</u>	<u>MASTER</u>	<u>DOCTOR</u>	<u>POSTGRADUATE CERTIFICATE</u>
Area, Ethnic, Cultural, Gender and Group Studies				
African Studies	0	-	-	-
East Asian Studies	0	-	-	-
Ethnic, Cultural Minority, Gender, and Group Studies, Other	-	16	-	-
Women's Studies	5	0	-	-
Category total	5	16	-	-
Biological And Biomedical Sciences				
Biochemistry and Molecular Biology	10	-	-	-
Biology/Biological Sciences, General	17	-	-	-
Biostatistics	3	-	-	-
Genetics, Other	-	-	-	0
Category total	30	-	-	0
Business, Management, Marketing, and Related Support Services				
Business Administration and Management, General	16	67	-	1
Entrepreneurial and Small Business Operations, Other	-	-	-	0
Finance and Financial Management Services, Other	1	-	-	-
Finance, General	9	-	-	-
Management Information Systems, General	0	-	-	-
Marketing/Marketing Management, General	6	-	-	-
Category total	32	67	-	1
Communication, Journalism, and Related Programs				
Speech Communication and Rhetoric	34	32	-	-
Category total	34	32	-	-
Computer and Information Sciences and Support Services				
Computer and Information Sciences, General	0	-	-	-
Information Science/Studies	-	-	2	-
Information Technology	0	-	-	-
Category total	0	-	2	-
Education				
Administration of Special Education	-	-	-	0
Early Childhood Education and Teaching	0	-	-	-
Education, General	0	34	2	11
Educational Leadership and Administration, General	-	7	-	4
Elementary Education and Teaching	1	40	-	-
School Librarian/School Library Media Specialist	-	0	-	-
Secondary Education and Teaching	0	59	-	-
Special Education and Teaching, General	-	146	-	0
Teaching English as a Second or Foreign Language/ESL Language Instructor	-	13	-	0
Urban Education and Leadership	-	1	-	1

- Data shown are for first majors.
- (-) Program is not offered at this award level.
- ^d identifies programs and award levels that are offered as a distance education program. For program category totals, ^d is shown if one or more programs in the category are offered as a distance education program.

▼ PROGRAM	BACHELOR	MASTER	DOCTOR	POSTGRADUATE CERTIFICATE
Category total	1	300	2	16
English Language and Literature/Letters				
English Language and Literature, General	14	27	-	-
Category total	14	27	-	-
Family and Consumer Sciences/Human Sciences				
Consumer Merchandising/Retailing Management	2	-	-	-
Foods, Nutrition, and Wellness Studies, General	-	9 ^d	-	11 ^d
Foodservice Systems Administration/Management	3	-	-	-
Category total	5	9^d	-	11^d
Foreign Languages, Literatures, and Linguistics				
French Language and Literature	0	-	-	-
Spanish Language and Literature	0	2	-	-
Category total	0	2	-	-
Health Professions and Related Programs				
Dietetics/Dietitian	10	-	-	23
Health/Health Care Administration/Management	-	28	-	-
Nursing Administration	-	0	-	-
Nursing Practice	-	-	5	-
Physical Therapy/Therapist	3 ^d	-	69 ^d	-
Public Health Education and Promotion	12	-	-	-
Registered Nursing/Registered Nurse	196	39	-	1
Category total	221^d	67	74^d	24
History				
History, General	10	3	-	-
Public/Applied History	-	89 ^d	-	1 ^d
Category total	10	92^d	-	1^d
Library Science				
Library and Information Science	-	250 ^d	1 ^d	0 ^d
Library Science, Other	-	-	0	-
Category total	-	250^d	1^d	0^d
Mathematics and Statistics				
Mathematics, General	7	-	-	-
Category total	7	-	-	-
Multi/Interdisciplinary Studies				
Biopsychology	10	-	-	-
Multi-/Interdisciplinary Studies, Other	1	-	-	-
Category total	11	-	-	-
Natural Resources and Conservation				
Environmental Science	3	-	-	-
Category total	3	-	-	-
Parks, Recreation, Leisure, and Fitness Studies				
Kinesiology and Exercise Science	23	-	-	-
<ul style="list-style-type: none"> ■ Data shown are for first majors. ■ (-) Program is not offered at this award level. ■ ^d identifies programs and award levels that are offered as a distance education program. For program category totals, ^d is shown if one or more programs in the category are offered as a distance education program. 				

▼ PROGRAM	BACHELOR	MASTER	DOCTOR	POSTGRADUATE CERTIFICATE
Category total	23	-	-	-
Philosophy and Religious Studies				
Philosophy	0	-	-	-
Category total	0	-	-	-
Physical Sciences				
Chemistry, General	4	-	-	-
Physics, General	1	-	-	-
Category total	5	-	-	-
Psychology				
Applied Behavior Analysis	-	28	4	0
Physiological Psychology/Psychobiology	0	-	-	-
Psychology, General	31	-	-	-
Category total	31	28	4	0
Public Administration and Social Service Professions				
Social Work	-	183	7	-
Category total	-	183	7	-
Social Sciences				
Economics, General	11	-	-	-
International Relations and Affairs	13	-	-	-
Political Science and Government, General	22	-	-	-
Sociology	8	-	-	-
Category total	54	-	-	-
Visual and Performing Arts				
Art/Art Studies, General	3	-	-	-
Fine and Studio Arts Management	9	-	-	-
Music, General	1	-	-	-
Category total	13	-	-	-
Grand total	499	1,073	90	53
<ul style="list-style-type: none"> ■ Data shown are for first majors. ■ (-) Program is not offered at this award level. ■ ^d identifies programs and award levels that are offered as a distance education program. For program category totals, ^d is shown if one or more programs in the category are offered as a distance education program. 				
+ VARSITY ATHLETIC TEAMS				
+ ACCREDITATION				
+ CAMPUS SECURITY				
+ COHORT DEFAULT RATES				

Attachment 12
Average Indebtedness



FOCUS:

Simmons College

Boston, MA

www.simmons.edu

Simmons College is a private nonprofit, 4-year or above institution located in Boston, MA. This institution is in the Carnegie category "Masters Colleges and Universities (larger programs)".

COMPARISON:

Massachusetts - Private nonprofit, 4-year or above

MA

All private nonprofit, 4-year or above institutions in MA.

Note: Aggregate figures for states, sectors, or other groupings of colleges were calculated from college-level data, as described under "About the Data."

Affordability[expand all charts in this section](#)

Student Debt of Graduating Seniors	Simmons College	Massachusetts - Private nonprofit, 4-year or above	YEAR: 2008-09
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Average debt of graduates	\$45,237	\$26,305
Percent of graduates with debt	78%	59%
Average debt of graduates in federal loans	\$19,334	\$17,098
Percent of graduates borrowing federal loans	77%	56%

Note

Financial Aid - Undergraduates	Simmons College	Massachusetts - Private nonprofit, 4-year or above	YEAR: 2010-11
--------------------------------	-----------------	--	---------------

% of undergraduates who applied for financial aid	69%	59%
% of full-time undergraduates with financial need	74%	59%
% of full-time undergraduates whose need was fully met	6%	27%
Average percentage of need met of full-time undergraduates	64%	81%
Percent of institutional grants that are need-based	86%	86%
Average need-based grant received by full-time undergraduate financial aid recipients	\$16,075	\$24,140
% of 12-month enrollment (FISAP) receiving Pell Grants	22%	20%
Average Pell Grant amount per recipient	\$3,956	\$3,980
Average Federal Work-Study awarded per recipient	\$2,333	\$2,000
Total federal work-study awarded	\$2,425,855	N/A
Total state and other work-study awarded (\$)	N/A	N/A

Financial Aid - Full-time Freshmen	Simmons College	Massachusetts - Private nonprofit, 4-year or above	YEAR: 2010-11
Full-time freshmen - % of all undergraduates	20%	22%	
% of full-time freshmen who received any grants	91%	74%	
Average amount of grants received by full-time freshmen grant recipients	\$16,054	\$22,257	
% of full-time freshmen who received federal grants	28%	25%	
Average amount of federal grants received by full-time freshmen federal grant recipients	\$5,630	\$5,848	
% of full-time freshmen who received state/local grants	20%	15%	
Average amount of state/local grants received by full-time freshmen state/local grant recipients	\$1,883	\$1,636	
% of full-time freshmen who received institutional grants	91%	73%	
Average amount of institutional grants received by full-time freshmen institutional grant recipients	\$13,905	\$20,476	
% of full-time freshmen who received any student loans	77%	59%	
Average amount of student loans received by full-time freshmen who borrowed	\$9,969	\$7,387	
% of full-time freshmen who received federal student loans	76%	58%	
Average amount of federal student loans received by full-time freshmen who borrowed federal loans	\$5,517	\$5,588	
% of full-time freshmen who received nonfederal student loans	20%	10%	
Average amount of nonfederal student loans received by full-time freshmen who borrowed nonfederal loans	\$16,895	\$12,221	
Cost of Attendance	Simmons College	Massachusetts - Private nonprofit, 4-year or above	YEAR: 2010-11
Tuition and fees (in-district/in-state)	\$32,230	\$34,717	
Books and supplies	\$1,280	\$960	
Room and board (adjusted to sector)	\$12,470	\$11,863	
Personal and transportation (adjusted to sector)	\$4,140	\$1,782	
Total cost of attendance (adjusted to sector)	\$50,120	\$49,423	
CIP code of largest program	N/A	N/A	
Economic Diversity			expand all charts in this section
Student Success			expand all charts in this section
Racial and Ethnic Diversity			expand all charts in this section
Enrollment			expand all charts in this section

Data Notes / Source Citations

NOTE: Some colleges have updated their student debt figures since submitting them to Peterson's. These changes are noted on the Updates to Student Debt Data page (<http://college-insight.org/content/load/id/18>) and are reflected in the data for individual colleges. However, data for groups of colleges (e.g., state, national, or sector data) will not reflect these updates until we receive and process updated data from Peterson's in fall 2013.

Citation: The Institute for College Access & Success. College InSight, <http://www.college-insight.org>.

Most college-level data are taken directly from U.S. Department of Education sources and the Common Data Set (CDS). Derived variables and aggregate figures for states, sectors, and other groupings of colleges were calculated as described under "About the Data." Student debt and undergraduate financial aid data are licensed from Peterson's Undergraduate Financial Aid and Undergraduate Databases, © 2012 Peterson's, a Nelnet company, all rights reserved. All data may be reproduced, with attribution, subject to restrictions under the [Creative Commons](#) license.

Attachment 13
Course Catalog Nursing

Course Catalog Graduate Program in Nursing 2011 - 2012

School of Nursing and Health Sciences

The School of Nursing and Health Sciences (SNHS) was established in July 1989, underscoring Simmons's commitment to the preparation of students for positions of leadership in health care. The School brings together the College's health-related programs in nutrition, physical therapy, and primary health care nursing. In 2001, the School was realigned to include the undergraduate programs in nursing, physical therapy and nutrition. In 2008, the name was changed to the School of Health Sciences and in January 2011 the name was changed again to the School of Nursing and Health Sciences (SNHS) to reflect the growth and expansion in the Nursing program.

The School's goal is to prepare individuals for clinical and administrative leadership positions in a rapidly changing health care environment. Its programs are committed to educating students to be sensitive to human needs in terms of access and quality of health care, and to also understand the organizational, institutional, and policy constraints that dominate the health care system. Because it incorporates both clinical and administrative preparation in one organization, the School is uniquely positioned to respond to the critical need for well-prepared health care professionals, to enhance the opportunities for interdisciplinary and interprofessional cooperation, and to expand the resources available to faculty, graduate students, and the health care community.

SNHS students benefit from the College's location in Boston. The city has one of the world's largest medical centers, with more than seventy hospitals, dozens of health centers and clinics, and hundreds of other health care-related organizations. These countless resources, combined with Boston's equally distinguished high technology and research institutions, provide excellent learning experiences and career opportunities for students in health-related programs. At 300 The Fenway, Simmons is located in the heart of the Longwood Medical Area, neighbor to the Harvard medical, dental, and public health schools and in close proximity to noted medical institutions such as Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, and Children's Hospital.

The Nursing Department at Simmons College

Simmons College has provided higher education programs for nurses since its beginning in 1902 and for nurse practitioners since 1978. In 2007 the Department celebrated the 100th anniversary of the first graduating nursing class at Simmons. In response to a growing interest in nursing and the development of a direct entry program and accelerated baccalaureate program, enrollments in nursing have increased significantly, reflecting the commitment of the faculty and administration to the advancement of professional education. Continued feedback from graduates and employers speaks to the rigor and success of the program. The Nursing Department consists of baccalaureate (generalist/pre-licensure), master's (specialist) degree granting curricula, and several post-masters certificate programs including a Doctorate of Nursing Practice

The graduate programs focus on preparing nurses for the advanced practice role as Family Nurse Practitioners. Upon certification as a Family Nurse Practitioner, graduates are prepared to deliver primary health care to clients and families across the life span.

Pre-licensure programs include the following:

- The traditional baccalaureate program for women 18-22 years of age(admission via the Office of Undergraduate Admission)
- Dix Scholars programs: an 18- month program for individuals with a previous BA/BS who wish to follow an accelerated pace, and a two or three year option for those without a baccalaureate degree or those desiring a part-time program(admission via the Office of Undergraduate Admission)
- The RN-MS program for Registered Nurses(R.N. s) nurses without a baccalaureate degree
- The 5 Year BS- MS program: pre-licensure curriculum
- The Direct Entry Program: pre-licensure curriculum for individuals with a BA/BS in a discipline other than nursing

The master's programs include the following:

- The traditional master's program for nurses with a baccalaureate in nursing (BSN)or related field
- The RN-MS program for registered nurses(R.N.s) without a baccalaureate degree
- The Direct Entry Program for individuals with a bachelor's degree in another discipline other than nursing
- The 5 Year BS- MS program
- Certificate of Advanced Graduate Study in Family Health, Oncology, and Health Profession Educations for nurses with a master's degree in nursing
- MS completion program for nurse practitioners without a master's degree in nursing
- Dual degree program in maternal-child health with the Harvard School of Public Health.
- Post-Master's Doctorate in Nursing Practice

Nursing at Simmons has consistently been proactive in its curriculum development and has sought partnerships with other health care and higher education institutions to provide the highest quality nursing education.

Highlights of the history of nursing at Simmons College

1902 Developed articulation agreements with Children's Hospital and Massachusetts General Hospital to provide college level science courses for their diploma students.

1906 Established a Public Health Nursing Program in collaboration with the Boston Instructive District Nursing Association (later to become the Boston Visiting Nurse Association).

1915 Established a Department of Public Health Nursing.

1933 Implemented a five- year baccalaureate program in nursing, and became a charter member of the National League for Nursing.

1952 In collaboration with the Harvard School of Public Health, established a master' program in Public Health Nursing. The Rockefeller Foundation supported this program.

1978 Developed the graduate program in Adult Primary Health Care Nursing in collaboration with the Peter Bent Brigham Hospital, funded by the Division of Nursing.

1983 Expanded the Primary Care graduate program to include Occupational Health.

1989 Initiated the RN-MS program. Development of the 2nd baccalaureate degree program for individuals seeking a career in nursing (Dix Scholars Program).

1990 Expanded the Primary Care Core to include Parent-Child Health and Geriatric Health. Developed dual degree program in Maternal-Child Health with Harvard School of Public Health.

1993 Established the undergraduate evening/weekend program for Dix Scholars. Initiated the School Health and Women's Health concentrations in the graduate Nursing Department. Developed dual degree program in Occupational Health with Harvard School of Public Health funded by NIOSH.

1994 Established the Simmons/Westbrook Partnership in Primary Health Care Nursing, an off-site weekend program for graduate nursing in cooperation with Westbrook College, Portland, Maine.

2000 Established the five- year BS to MS Program and Direct Entry Program for non-RN college graduates.

2003 Established an 18-month accelerated BS in Nursing for non-RN college graduates

2003 Established collaboratively with the School of Education and other programs in SHS a CAGS in Health Professions Education and a PhD in Health Professions Education. Developing collaboratively with the SHS Health Care Administration Program a post-baccalaureate certificate program to develop nurse managers.

2006 Established an off-site RN-BS program at Winchester Hospital for nurses with an Associate's degree.

2007 Established off-site RN-MS and BS-MS programs in Nursing Administration at Winchester

2007 Established an off-site RN-BS program at South Shore Hospital for nurses with an Associate's degree.

2008 Established an off-site RN-BS program at Faulkner Hospital for nurses with an Associate's degree.

2008 Admitted first cohort of Post-Master's Doctorate of Nursing Practice students on the Boston Campus.

2009 admitted first cohort of Longwood Area Hospital students to MS in Nursing Administration Program

2011 School for Health Sciences re named The School of Nursing and Health Sciences

The reputation of the Nursing Department and of its graduates is exceptionally strong. Graduates are well known for their clinical expertise and knowledge. This is a result of not only a rigorous curriculum but also the fact that all nursing faculty practice at least one day per week. Additionally, since our last accreditation site-visit in 2003 the number of faculty who has completed their doctoral degrees has increased from 8 to 11 and the number enrolled in doctoral programs from 2 to 12. Scholarly presentations and publications have also doubled.

The Department has been recognized by donors for its ongoing excellence. In 2007 it received an anonymous \$1M gift for the development of a Faculty Scholars Legacy Fund. In 2008 we received a \$2M gift from an alumna of the class of 1962 for the development of a bridge and tutoring program for academically at risk students and also for simulation lab upgrades. Total recent programmatic funding well exceeds \$4M.

Philosophy of Nursing

The faculty of the Nursing Program believes that a liberal education is essential for the development of professional nursing practice in a culturally, racially and ethnically diverse community. The quality of this practice is enhanced by, and dependent on, knowledge acquired from the liberal arts and sciences. The process, as well as the content of liberal education, is fundamental to the development of critical thinking, decision-making and communication skills, as well as facilitating the individual student's development of an appreciation of the global society. The faculty believes that learning is a unique, life-long process, moving from the simple to the more complex, and encompassing the domains of personal, empirical, aesthetic and ethical knowledge (Carper, 1975). The science of nursing requires the acquisition of knowledge in each of these domains that the learner integrates and utilizes in her/his growth as a professional nurse. Growth is evidenced as the learner gains an understanding of the profession of nursing by acquiring knowledge in each of these domains.

The Simmons College Nursing Faculty believes that professional nursing is practiced according to the nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each **person** is unique. Human beings are holistic in nature, yet they have interacting biophysical, cognitive, social, spiritual and developmental dimensions. Persons have their own perceptions, values, beliefs and goals. Individuals have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives.

Health may include states of wellness and illness. It has subjective and objective perspectives viewed from both the standpoint of the client and the health care system. Wellness is a dynamic state of integrity whereby the person repatterns life toward optimal functioning. *Health* is recognized as a multidimensional and dynamic state of wellness and illness, and is defined as "the actualization of inherent and acquired human potential through goal-directed behavior, competent self-care, and satisfying relationships with others while adjustments are made as needed to maintain structure, integrity and harmony with the environment." (Pender, 1987, cited in ANA Social Policy statement, 1995). The faculty believes that the professional nurse assists persons in identifying health needs, utilizing a holistic framework that recognizes the uniqueness and complexity of each individual.

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. It involves an interaction between the client and nurse, which is designed to promote, restore, and maintain health or support a peaceful death. The nurse uses knowledge from the natural and behavioral sciences, aesthetics including caring and empathy, and ethics, which involve making moral choices. Nurses are ethically and legally accountable for their actions. The **Environment** includes biophysical, psychosocial, cultural and spiritual dimensions that interact and influence health. Each person lives and interacts within an ever-changing environment. The environment can be modified to have a positive impact on health.

The nurse independently utilizes the nursing process in the practice of professional nursing in accordance with the standards of nursing practice and the ANA Code of Ethics. The nurse collaborates with clients, families and other health care professionals who are members of an interdisciplinary team in assessing, planning, delivering and evaluating health care. The professional nurse functions as an advocate for person and focuses nursing practice on person within the context of family and community. The professional nurse is an active participant in the social and political processes that influence the health care delivery system. The nurse utilizes critical thinking and clinical judgment to analyze the client needs, determine and implement appropriate, therapeutic nursing interventions, and coordinate the activities of other health care providers involved in the care of the client.

The graduate program in Nursing at Simmons College is designed to prepare professional nurses for careers in advanced clinical practice, academics and administrative leadership. Students in the program are mentored in a variety of clinical settings which range from primary health care to diverse specialty and acute settings. Knowledge acquired in their undergraduate education is applied and synthesized to the advanced study of natural, behavioral and applied health sciences. Advanced practice nursing in the graduate program means specialization, expansion and advancement in the professional role of the nurse practitioner, nurse scientist and nurse executive. Excellence in scholarship, clinical practice and service spans the curriculum.

The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional nurse and the patient, community or system at large. An inter-disciplinary practitioner-mentoring model is applied to guide students in the personalized development of clinical practice which both improves systems of care and ultimately influences patient outcomes. The program emphasizes the development of excellent skills and acquisition of tools necessary to integrate evidence, including safety quality care measures, into practice across the lifespan.

The advanced practice nurse builds on an in-depth knowledge of the individual, family and the community as a complex system and begins to expand interventions to include not only a response to immediate health care needs, but the promotion of health and prevention of illness in these aggregates. Our students value the patient and the system from which these arise. The quality of the therapeutic relationship between nurse and patient reflects collective competencies in clinical assessment, intervention and innovative strategies for care. The foundation of practice expands across diverse political, ethical and cultural populations, establishing opportunity to respond to the health care needs of our community.

Professional Standards that guide the programs include:

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement

Nursing Program Mission

The Simmons College Nursing Department supports the college mission by educating professional nurses to assume roles in clinical practice, leadership, advocacy, scholarship and health care policy. Simmons College graduate nurses provide expert and compassionate care, adhering to the highest ethical and professional standards, to client populations in all health care settings.

Nursing Program Values

Support those of the college and include:

- Community
- Excellence
- Diversity (cultural competence)
- Scholarship
- Leadership
- Professionalism
- Compassionate caregiving (humanism)
- Respect for others
- Evidence based practice
- Ethical practice
- Life-long learning

Nursing Program Vision

- To expand clinical academic partnerships locally, regionally, nationally, globally
- To expand program offering
 - a. to respond to the shortage of nursing and nursing educators
 - b. To respond to continuing education needs of practicing nurses.
 - c. To respond to the explosion of nursing knowledge.
 - d. To respond to service partner's needs for new advanced practice options.

To academically support all learners with varied needs and learning style

The Graduate Programs in Nursing

Program Overview

Simmons' graduate nursing program offers students the opportunity to be active participants in a nationally accredited educational program with an established history of academic and clinical excellence. The program provides students with specialized education in primary health care nursing focusing on scholarship, practice as family nurse practitioners. Graduates are prepared for leadership positions, research initiatives, and doctoral study. Several off-site programs prepare graduates for the roles in executive nursing.

The educational program combines classroom and clinical experiences that are responsive to student needs and interests as well as to program goals. Varied experiences and knowledge are integrated into the educational process through the faculty's use of interactive teaching, web-enhanced learning, seminars, tutorials, and the case-study method. Students gain clinical experience in major health care settings within the metropolitan Boston community. Students are precepted by certified advanced practice nurses and mentored by nursing faculty who are themselves certified advanced practice nurses and active in practice.

Objectives

The graduate program in Nursing at Simmons College is designed to prepare professional nurses for careers in advanced clinical practice, academics and administrative leadership. Students in the program are mentored in a variety of clinical settings which range from primary health care to diverse specialty and acute settings. Knowledge acquired in their undergraduate education is applied and synthesized to the advanced study of natural, behavioral and applied health sciences. Advanced practice nursing in the graduate program means specialization, expansion and advancement in the professional role of the nurse practitioner, nurse scientist and nurse executive. Excellence in scholarship, clinical practice and service spans the curriculum. The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional nurse and the patient, community or system at large. An interdisciplinary practitioner-mentoring model is applied to guide students in the personalized development of clinical practice which both improves systems of care and ultimately influences patient outcomes.

Outcome Objectives for the Master's Curriculum

Critique, evaluate, synthesize and utilize theoretical, scientific and clinical knowledge as applied to the assessment and management of primary and acute health and illness states.

Demonstrate a personal, collegial and collaborative approach as an advanced practice nurse while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the lifespan.

Develop an understanding and appreciation of human diversity as an advanced practice professional to assure the delivery of appropriate and individualized health care across the curriculum.

Demonstrate sound critical thinking and clinical decision making reflected in effective written and verbal communication skills utilized by the advanced practice nurse in a complex delivery system.

Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for on-going change and leadership within nursing and in the health care system.

Apply critical thinking skills within a multidisciplinary approach to care which fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.

Demonstrate nursing judgments and interventions which provide culturally sensitive care for diverse populations.

Demonstrate nursing practices which address human differences.

Design and implement evidence-based primary health care practices in varied health care systems.

Assume a leadership role in the management of patients, communities and larger systems. Initiate changes in patient care and in the health care system through negotiation with other health care professionals.

Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and politics.

Conduct clinical nursing research designed to advance the science of nursing.

Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community consultation and collaboration, continuing education, certification, and lifelong learning.

Professional Standards that guide the specialist programs include:

The American Nurses Association Standards of Clinical Practice
The American Nurses Association Nursing Code of Ethics
The American Nurses Association Social Policy Statement
The American Association of Colleges of Nursing Essentials of Master's Education for Advanced Practice Nursing
The American Association of Colleges of Nursing Essentials of Doctoral Nursing Education
The National Organization of Nurse Practitioner Faculties Domains and Competencies of Nurse Practitioner Practice
Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality NP Education).

Program of Study: Primary Health Care Nursing

The Graduate Program in Primary Health Care Nursing prepares students as Family Nurse Practitioners:

- Family Nurse Practitioner Primary Care (MS)
- The clinical focus is on preparing graduates to deliver primary health care across the life span. During the last semester, the student may elect to spend clinical time in a specialty area including Pediatrics, Women's Health, Gerontology and Vulnerable Populations. Once certified the graduate is prepared to work either with special populations or in family settings and with clients and families across the life span.
- Nursing Administration(at select Boston hospitals)
- Doctor of Nursing Practice (post-MS)

DEGREE OPTIONS

Master's Degree Program for Nurses with a B.S.N. or B.A. /B.S. in a Related Field

This program is designed for registered nurses who have a baccalaureate degree in nursing or a related field who wish to obtain a graduate degree in nursing within a family nurse practitioner specialty concentration. This program can be completed either full time in two years or part time in either three to four years. The Simmons College graduate program is one of the oldest nurse practitioner programs in the country.

Master's Degree Program for Diploma or Associate Degree Nurses

The RN-M.S. in Nursing Program is a unique curriculum designed for diploma and associate degree registered nurses who wish to obtain a graduate degree in nursing within a family nurse practitioner specialty concentration. The program is individually designed and paced to allow the student to complete the program in three to four years once the prerequisite courses are met. There is no time limit on undergraduate courses accepted for transfer. These features, among many others, position the program among the best in the country. Specifics will vary depending upon experience, previous education, and selection of part-time or full-time study. See the curriculum for more information.

Master's Degree Program for Non-Nurses with a B.A. /B.S.

The Direct Entry Program in Advanced Practice Nursing is designed to prepare individuals without nursing backgrounds for the advanced practice nursing role. The program is a three-year, full-time program. Students in the Direct Entry program are eligible to take the RN nursing licensure examination at the end of the second fall term. They must pass the exam before beginning the graduate primary care clinical sequence, though they will participate in campus laboratory experiences beginning in the summer of the first year of the program. Students who complete the pre-licensure portion are strongly encouraged to work as an RN prior while to completing the graduate portion of the program.

Master's Degree Program for Practicing Nurse Practitioners

This program is designed for nurses currently practicing as nurse practitioners who wish to expand their nursing skills through graduate education. Critical-thinking skills and a strong knowledge base in primary care are required. Candidates are encouraged to meet with the Course Coordinator to discuss their individual experience and goals for the program. Three courses can be challenged: NUR 404, Advanced Pathophysiology, and NUR 422 and 423, Advanced Pharmacology across the Life span. Primary care courses may be waived at the discretion of the Department Chair. Candidates must present evidence of licensure in the advanced practice role of nurse practitioner and documentation of current certification as a nurse practitioner. If the primary care sequence is waived, the program of study consists of eighteen to twenty-five credits. The program can be completed either full time or part time. Upon successful completion, the student will be awarded a Master of Science degree in Nursing.

Dual-Degree Master's Program in Maternal-Child Health

Simmons College and the Harvard School of Public Health offer a two-year, full-time, dual-degree option offering a Master of Science in Primary Health Care Nursing from Simmons College and a Master of Science in Society, Human Development, and Health from the Harvard School of Public Health. Students must apply separately to each institution and be accepted individually by each institution for enrollment in this dual degree option. The dual-degree program allows preparation as a Family Nurse Practitioner and additionally prepares the graduate to deliver care to aggregate populations of women and/or children at a public health level and to develop health programs in the community. Graduates of the program are eligible to sit for the appropriate certification exam administered by the professional nursing organization.

Students admitted to the dual-degree program enroll in half-time study at both Simmons College and the Harvard School of Public Health for two academic years plus one summer session at Simmons College. The program is eighty semester hours. Applicants to the dual-degree program must apply to both institutions and meet admission requirements for both institutions. Check with each institution about application deadline dates which differ. Applications for the Harvard School of Public Health can be obtained from the School's admissions office at 677 Huntington Avenue, Boston, MA 02115.

Post-Master's Programs (C.A.G.S.: Certificate of Advanced Graduate Study)

Post-Master's Nurse Practitioner Certificate of Advanced Graduate Studies (C.A.G.S.) in Oncology for Master's prepared Adult Nurse Practitioners

The Post Master's Oncology Nurse (AOCNP) C.A.G.S. option is designed to prepare the advanced practice oncology nurse for a challenging role in providing innovative care to oncology patients across the health care continuum. The program blends the education philosophies of the clinical nurse specialist and the oncology nurse practitioner. This fusion of nursing philosophy prepares the graduate to expertly care for individuals and their families across the lifespan and the illness trajectory.

A comprehensive and culturally sensitive philosophy of patient care is emphasized so that faculty and students integrate biophysical, psychological, cognitive and spiritual needs of cancer patients and their families. The theoretical coursework and clinical preceptorships focus on prevention, early detection, active treatment, palliation and survivorship across the illness continuum.

Clinical experience involves working with oncology nurse practitioners in general and specialty settings. The students are exposed to innovations in treatment modalities, various community linkages and dynamic, multifaceted role of the advanced practice oncology nurse. This 19 credit certificate option allows students to prepare to meet the challenges of a rapidly changing and complex healthcare environment which influences clinical decision-making and the application of fiscally responsible care.

Post-Master's Certificate of Advanced Graduate Studies (C.A.G.S) in Health Professions Education

This is interdisciplinary certificate of advanced graduate study in health professions education prepares graduates for positions as university faculty and other teaching roles. This program provides students with an opportunity to continue doctoral studies in our Ph.D. in Health Professions Education, offered through the College of Arts and Sciences.

Doctorate of Nursing Practice

The DNP will prepare doctoral-level nursing clinicians for expert practice and leadership in clinical settings. The DNP is a practice-focused degree analogous to professional doctoral degrees in other disciplines, including Pharmacy, Physical Therapy, Dentistry and Clinical Psychology. The DNP differs from the Ph.D. in its emphasis on practice and practice-related research.

The DNP is designed for:

Experienced advanced practice nurses (Nurse Practitioners, Certified Nurse Midwives, Clinical Nurse Specialists and Certified Nurse Anesthetists) who have had at least two years (approximately 5000 hours) of advanced practice experience (Post-Master's DNP in Practice Leadership)

Experienced Nurse Managers who have a minimum of two years (approximately 5000 hours) in a managerial or executive role (Post-Master's DNP in Practice Leadership).

Requirements for Program Completion for All Nursing Candidates*

Prerequisite for the Research Sequence (SNHS 410: Research Methods

For all Master's Candidates:

Statistics

An undergraduate-level statistics course must be completed before taking Research Methods (SNHS 410). The course should include the following:

1. Descriptive statistics: mean, median, mode, percent, distribution, normal curve, confidence levels, variance, standard deviation
2. Correlation: chi square, pearson r
3. Inference: t-test, ANOVA
4. Levels of significance
5. Probability
6. Parametric vs. non-parametric tests
7. Hypothesis testing
8. Types of error

If an applicant's course was taken more than ten years before the application deadline, the applicant should take the Simmons College Self-study Assessment Test (available from the Nursing Department) to assess competency. If the assessment result is poor, the student should retake Statistics prior to taking SNHS 410.

**Prerequisite for the Primary Care Clinical Sequence
(NUR 560 or 580: Primary Health Care Nursing I)**

Health Assessment

A graduate health assessment course is required prior to entering Primary Health Care Nursing I (NUR 500 and NUR 500 A). This Health Assessment course can be completed after acceptance to either the Direct Entry Nursing or regular B.S.N.-M.S. in nursing program. Since the graduate nurse program prepares students to become Family Nurse Practitioners, it is recommended that students have beginning knowledge in health assessment across the life span. Students who have health assessment preparation in only one area (adult or pediatrics) are advised to obtain further preparation. Simmons nursing program offers a health assessment course with a life span approach during the January intersession. It is non-credit course but can be taken for Continuing Education Credits.

*Students must have taken a current statistics and health assessment course within five years of the admission application deadline at a regionally accredited U.S. college or university before beginning SNHS 410 and NUR 500 and NUR 500 A. However, the timing of when to take these prerequisite courses will depend on your chosen curriculum. Please refer to the sample program curricula to determine if statistics and health assessment should be completed before application or post-admission.

**B.S.N.-M.S. in Nursing Curriculum for Family Nurse Practitioner Program
Two-Year Full-Time Schedule**

YEAR 1

FALL

SNHS 570	Health Promotion: A Global Perspective	2
NUR 404	Advanced Pathophysiology	4
SHS 410	Research Methods	3
	Total credits.....	9

SPRING

SNHS 450	Health Care System: Interdisciplinary Perspectives	3
NUR 507	Scholarly Inquiry I.....	2
NUR 500	Advanced Health Assessment Across the Lifespan	2
NUR 500A	FNP I: Clinical Decision Making.....	1
	Total credits.....	8

SUMMER

NUR 501	FNP II: Primary Care Nursing of the Childbearing Family	4
NUR 501A	FNP II: Clinical Decision Making.....	1
NUR 508	Scholarly Inquiry II	2
NUR 504	Family Theory: Health and Illness.....	3
	Total credits.....	10

YEAR 2

FALL

NUR 422	Advanced Pharmacology Across the Life Span	3
NUR 502	FNP III: Primary Care Nursing I.....	4
NUR 502A	FNP III: Clinical Decision Making	2
	Total credits.....	

SPRING

NUR 503	FNP IV: Primary Care Nursing	4
NUR 503A	FNP IV: Clinical Decision Making	3
NUR 589	Informatics.....	3
NUR 423	Advanced Pharmacology II.....	2
	Total credits.....	12

Elective *		3
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Total credits for program	48
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**B.S.N.-M.S. in Nursing Curriculum for Family Nurse Practitioner Program
Three-Year Part-Time Schedule**

**YEAR 1
FALL**

NUR 404	Advanced Pathophysiology	4
Total credits.....		4

SPRING

SNHS 450	Health Care System: Interdisciplinary Perspectives	3
NUR 507	Scholarly Inquiry I.....	2
Total credits.....		5

SUMMER

NUR 504	Family Theory: Health and Illness.....	3
NUR 508	Scholarly Inquiry II.....	2
Total credits.....		5

**YEAR 2
FALL**

SNHS 570	Health Promotion: A Global Perspective	2
SNHS 410	Research Methods.....	3
Total credits.....		5

SPRING

NUR 500	Advanced Health Assessment Across the Lifespan	2
NUR 589	Informatics.....	3
NUR 500A	FNP I: Clinical Decision Making.....	1
Total credits		6

SUMMER

NUR 501	FNP II: Primary Care Nursing of the Childbearing Family	4
NUR 501A	FNP II: Clinical Decision Making	1
Total credits.....		5

**YEAR 3
FALL**

NUR 422	Advanced Pharmacology Across the Life Span.....	3
NUR 502	FNP III: Primary Care Nursing	4
NUR 502A	FNP III: Clinical Decision Making	2
Total credits.....		9

SPRING

NUR 503	FNP IV: Primary Care Nursing	4
NUR 503A	FNP IV: Clinical Decision Making	3
NUR 423	Advanced Pharmacology...II.....	2
Total credits		9

Total credits for program48

RN-M.S. in Nursing General Curriculum

For RNs with Diplomas or Associate Degrees

Students are admitted directly into the graduate nursing program and work closely with an advisor. Students do not receive an undergraduate degree as they are considered graduate students and therefore, are not required to meet all the undergraduate requirements for a Bachelor of Science degree. Applicants must be licensed to practice nursing in Massachusetts. Simmons College maintains articulation agreements with Laboure' and Roxbury Community Colleges for the RN-M.S. program. Graduates of these schools should contact the Simmons Nursing Department at 617-521-2141.

Phase I-Senior Sequence

The nursing sequence begins in May. It is expected that students maintain a minimum cumulative average of 2.67 (B-) in the undergraduate courses and 3.0 (B) average in the graduate-level courses.

Phase II-Graduate Sequence

Upon successful completion of the first year of the RN-M.S. program (see below), students enter the core primary care courses and specialty courses for their nurse practitioner program of study. See the two-year, full-time or three-year, part-time B.S.N.-M.S. sample curricula for more information.

Portfolio documentation of senior year equivalent clinical experience in Community Health (NUR 337) and Leadership and Management (NUR 454) affords the applicant the opportunity for an individualized and alternative senior year clinical practicum. Course work in these two courses is still required of all students. Students are guided in the portfolio development and review process by their faculty advisor. Upon successful completion of the first year of the RN-M.S. program, students select the core primary care courses and specialty courses for their nurse practitioner program of study. Prior to starting the graduate research sequence (SNHS 410) students are required to take a basic statistics course.

RN-MS PROGRAM

Full-Time Curriculum

<u>SUMMER</u>	<u>FALL</u>	<u>SPRING</u>
<u>Year 1</u>		
NUR 390 Integrative Seminar (4 credits)	NUR 235 Integration of Pharmacology/ Pathophysiology (4 credits)	NUR 292 Health Assessment (4 credits)
Math 118 Statistics (4 credits)	NUR 337 Nursing Care of Individuals, Families, Communities (4 credits)	NUR 350 Independent Study (4 credits)
	NUR 404 Advanced Pathophysiology (4 credits)	NUR 454 Leadership/Management in the Clinical Setting (4 credits)
		SNHS 450 Health Care Systems: Interdisciplinary Perspectives (3 credits)
<u>Year 2</u>		
NUR 504 Family Theory: Health and Illness (3 credits)	SNHS 410 Research Methods (3 credits)	NUR 500 Advanced Health Assessment Across the Lifespan (2 credits)
	SNHS 570 Health Promotion: A Global Perspective (2 credits)	NUR 500A FNPI Clinical Decision Making (1 credit)
		NUR 507 Scholarly Inquiry I (2 credits)
<u>Year 3</u>		
NUR 501 FNP II Primary Care Nursing of the Childbearing Family (4 credits)	NUR 422 Advanced Pharmacology Across the Life Span (3 credits)	NUR 503 FNP IV Primary Care Nursing (4 credits)
NUR 501A FNP II Clinical Decision Making (1 credit)	NURS 502 FNP III Primary Care Nursing (4 credits)	NUR 503A FNP IV Clinical Decision Making (3 credits)
NUR 508 Scholarly Inquiry II (2 credits)	NUR 502A FNP III Clinical Decision Making (2 credits)	NUR 423 Advanced Pharmacology Across the Life Span (2 credits)
		NUR 589 Informatics (3 credits)

TOTAL CREDITS: 76

Direct Entry Curriculum in Advanced Practice Nursing

YEAR 1

SUMMER (6 weeks) NUR 425.....Nursing Process and Skills (required of all students)
Total credits.....4

FALL

NUR 404 Advanced Pathophysiology 4
 NUR 426 Variances in Health Patterns of Adults and Elders I 4
 NUR 435 Integration of Pharmacology and Pathology 4
 NUR 492 Health Assessment..... 4
Total credits..... 16

SPRING

NUR 448 Variances in Health Patterns of the Client with
 Psychiatric and Mental Illness..... 4
 NUR 438 Variances in Health Patterns of Adults and Elders II 8
 SNHS 450 Health Care System: Interdisciplinary Perspectives 3
Total Credits.....15

SUMMER (12 weeks)

NUR 447 Variances of Health Patterns of Childbearing Families 4
 NUR 449 Variances of Health Patterns of Childrearing Families 4
 NUR 437 Nursing Care of Individuals, Families, and Communities 4
Total credits..... 12

YEAR 2

FALL

SNHS 410 Research Methods 3
 NUR 454 Leadership and Management in the Clinical Setting..... 4
 NUR 455 Clinical Decision Making 4
Total credits..... 11

NCLEX (RN) Examination taken at this time.

SPRING

SNHS 570 Health Promotion: A Global Perspective..... 2
 NUR 458 RN Internship (24 hours/week)1
 NUR 507 Scholarly Inquiry I..... 2
 NUR 500 Advanced Health Assessment Across the Lifespan 2
 NUR 500A FNP I: Clinical Decision Making.....1
Total credits.....8

SUMMER	
NUR 459	RN Internship- 12 weeks (32 hours/week).....1
NUR 501	FNP II: Primary Care Nursing of the Childbearing Family 4
NUR 501A	FNP II: Clinical Decision Making1
NUR 508	Scholarly Inquiry II 2
NUR 504	Family Theory: Health and Illness.....3
Electives*	
	Total credits..... 11

YEAR 3

FALL	
NUR 422	Advanced Pharmacology Across the Life Span 3
NUR 502	FNP III: Primary Care Nursing I.....4
NUR 502A	FNP III: Clinical Decision Making 2
	Total credits..... 8

SPRING

NUR 503	FNP IV: Primary Care Nursing 4
NUR 503A	FNP IV: Clinical Decision Making 3
NUR 589	Informatics..... 3
NUR 423	Advanced Pharmacology II..... 2
	Total credits..... 10

Total credits for the program..... 98

**Dual-Degree Curriculum in Maternal-Child Health
at the Harvard School of Public Health**

Master of Science (S.M.) in Society, Human Development, and Health

YEAR 1
FALL

BIO 201	Biostatistics	5
EPI 201	Epidemiology	2.5
MCH 200	Growth and Development.....	2.5
	Total credits.....	10

SPRING

MCH 207	Nutrition in Child Growth and Development	2.5
MCH	Elective	5
	Free Elective.....	2.5
	Total credits.....	10

YEAR 2
FALL

MCH 204	Content of MCH Programs	5
	Free Electives	5
	Total credits.....	10

SPRING

MCH 205	Implementation and Evaluation.....	2.5
MCH	Tutorial Consultation and Technical Assistance - Case Studies.....	2.5
	Free Electives	5
	Total credits.....	10

Total credits HSPH program.....40*

*Including 17.5 elective credits (see Simmons program plan for Family Nurse Practitioner)

Master of Science in Nursing in the Family Practitioner Program with a Concentration in Occupational Health

YEAR 1
FALL

NUR 404	Advanced Pathophysiology	4
SNHS 570	Health Promotion: A Global Perspective	2
SNHS 410	Research Methods	3
NUR 575	Ergonomic/Human Factors.....	2
	Total credits.....	11

SPRING

NUR 507	Scholarly Inquiry I.....	2
NUR 500	Advanced Health Assessment across the Lifespan	2
NUR 500A	FNP I: Clinical Decision Making.....	1
NUR 572	Occupational Health Policy and Administration.....	2
NUR 571	Practice of Occupational Health.....	4
	Total credits.....	11

SUMMER

NUR 508	Scholarly Inquiry II	2
NUR 501	FNP II: Primary Care Nursing of the Childbearing Family	4
NUR 501A	FNP II: Clinical Decision Making.....	1
	Total credits.....	7

YEAR 2
FALL

NUR 422	Advanced Pharmacology Across the Life Span	3
NUR 502	FNP III: Primary Care Nursing I.....	4
NUR 502A	FNP III: Clinical Decision Making	2
NUR 573	Tutorial in Toxicology.....	2
	Total credits.....	10

SPRING

NUR 503	FNP IV: Primary Care Nursing	4
NUR 503A	FNP IV: Clinical Decision Making	3
NUR 574	Occupational and Environmental Medicine	2
	Total credits.....	9

Total program credits48

Certificate in Advanced Graduate Study in Oncology Nursing

Fall (September) Courses		Credits
NUR 591	Cancer Pathobiology	2
NUR 591A	Clinical Decision Making and Diagnostic Reasoning I	2
	Total Credits	4
 Spring (January) Courses		 Credits
NUR 592	Cancer Therapies and Comprehensive Management I	3
NUR 592A	Clinical Decision Making and Diagnostic Reasoning II	2
NUR 593	Advanced Cancer Pharmacology and Therapies	2
	Total Credits	7
 Summer (May) Courses		 Credits
NUR 594	Cancer Therapies and Comprehensive Management II	3
NUR 594A	Clinical Decision Making and Diagnostic Reasoning III	2
SNHS 459	Caring at the End of Life	3
	Total Credits	8
	 Total Credits for the Certificate	 19

**Doctor of Nursing Practice
Full –time Curriculum**

Year I

	Credits
Fall	
NUR 620 Ethical/Legal Issues in Advanced Practice-.....	3
NUR 640 Advanced Research Methods -.....	3
NUR 655 Biostatistics.....	3
NUR 750A Capstone Seminar I	2

Year I

Spring	
NUR 630 Professional Leadership and Practice Change	3
NUR 650 Epidemiology.....	3
NUR 750B Capstone Seminar II-----	2
NUR 670 Health Policy	3

Year 2

Fall	
Elective	3
Elective.....	3
NUR 750C Capstone Seminar and Practicum III	1

Spring

NUR 660: Informatics	3
NUR 750D Capstone Seminar and Practicum IV	1
NUR 675 Quality Improvement in Health Care.....	3

Total Credits: 36

**Doctor of Nursing Practice
Part-time Curriculum**

	Credits
Year I	
Fall	
NUR 620: Ethical/Legal Issues in Advanced Practice-----	3
NUR 640: Advanced Research Methods-----	3
Spring	
NUR 650 Epidemiology.....	3
NUR 670 Health Policy.....	3
Elective.....	3
Year 2	
Fall	
NUR 655: Biostatistics-----	3
Elective-----	3
Spring	
NUR 670: Health Policy.....	3
NUR 660: Informatics.....	3
Year 3	
Fall	
NUR 750A Capstone Seminar and Practicum I-----	1
Elective -----	3
Spring	
NUR 630: Professional Leadership and Practice Change-----	3
NUR 750B: Capstone Seminar II -----	2
Year 4	
Fall	
NUR 750C: Capstone Seminar III-----	1
Spring	
NUR 750D: Capstone Seminar IV-----	1
Total Credits	36

Core Course Descriptions

NUR 404

Advanced Pathophysiology

This course in organ systems physiology is designed to teach the fundamentals of normal function that are essential to understanding clinical problems. Examples from pathophysiology are used to illustrate physiological concepts. This course includes all major organ systems. It assumes previous academic preparation in anatomy and physiology and an understanding of basic algebra and simple physiology. Discussion sessions and problem sets provide opportunities to synthesize content and discuss clinical problems. This course is only offered in the September semester and can be completed by non-degree students (excluding Direct Entry candidates and non U.S. citizens who must enroll full-time) to waive the GRE requirement for application if a grade of "B" or better is earned. (4 credits)

NUR 422

Advanced Pharmacology Across the Life Span I

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parametrics are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems. (3 credits)

NUR 423

Advanced Pharmacology II

This course is designed to meet the needs Family Nurse Practitioner (FNP) prescribing for clients across the life span in the primary care setting. It builds on previously and /or concurrently acquired knowledge from nursing, pharmacology and advanced pathophysiology. The course will focus on clinical decision-making in prescribing pharmacologic interventions for pediatric health problems. Lectures, class discussion and case studies will be used to clarify and reinforce cost-effective and clinically appropriate choices of pharmacotherapeutics. Online quizzes and discussion boards will be used to promote continuous learning and active participation in reading. (2 credits)

NUR 507

Scholarly Inquiry I

This course provides the philosophical and historical basis for the development of nursing science and the relationship of among nursing theory, science, practice, and research. Students analyze theories, concepts, and research methodologies within the perceived worldview. (2 credits)

NUR 508

Scholarly Inquiry II

This course explores the development of nursing science and the relationship of nursing theory, science, practice, and research from both the quantitative and qualitative methodology. Several research methodologies are explored including Quality Improvement, Evidence Based Research and Evaluation Research. Students identify and implement a scholarly project during the course. (2 Credits)

NUR 504

Family Theory: Health and Illness This course will assist the students in expanding, synthesizing and utilizing current theoretical and research based frameworks regarding family systems. Assessment and care of families at all developmental stages will be highlighted throughout the course with the use of case studies and discussion forums. In addition to the research and theoretical emphasis, the use of current lay literature, theatrical and film productions about relevant topics related to family functioning will be utilized to enhance perspectives and understanding of contemporary family issues. (3 Credits)

SNHS 410

Research Methods

This course, taught across the School of Health Sciences programs, focuses on preparing students to critically analyze research literature. Emphasis is placed on critically reading and interpreting published research in terms of applicability to the practice of health care professionals. Taught using small groups, discussions and lecture, this course provides a foundation for subsequent participation in research. (3 credits)

SNHS 450

The Health Care System: Interdisciplinary Perspectives

The course includes basic epidemiology, determinants of health, an overview of the health system, health providers, financing, and interdisciplinary practice models. It also includes issues of quality, technology, aging and long-term care, ethical analysis, and alternative (complementary) healing modalities. The course is taught in a lecture/seminar format and is open to matriculated graduate students in Health Care Administration, Nutrition, Primary Health Care Nursing, and Physical Therapy. Required of all Masters' students except occupational health (3 credits)

SNHS 570

Health Promotion: A Global Perspective

SNHS 570 is an interdisciplinary, problem based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a global perspective and investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to allow the practitioner to design interventions which promote health and behavior change in the individual client within the community setting. (2 credits)

Family Nurse Practitioner Primary Care Core Courses

NUR 500

Advanced Health Assessment

This course introduces the student to the essential competencies necessary to provide primary health care to patients and families of diverse populations. Students engage in study that will assist them in understanding the developmental and cultural needs of patients across the life span as they relate to delivery of primary health care nursing. Family frameworks that reflect a developmental, systems approach are presented to guide the student in understanding the primary health care needs of patients, families and systems in this context.

NUR 500 A

Clinical Decision-Making

In the clinical decision making course the cognitive processes underlying diagnostic and clinical decision-making are presented as knowledge is applied in the delivery of primary care to volunteer patients. This is a companion course to NUR 500 and **each** of these courses complements the other to assist the beginning advanced practice nursing student to gain a knowledge base of common patient issues as an advanced primary care nurse. In addition, the clinical decision making skills that the nurse is refining in order to utilize his/her competencies in the delivery of primary health care nursing are reinforced in both components of the course.

NUR 501

FNP I: Primary care of the Childbearing and Childrearing Family

The focus of this course is on the care of the low risk childbearing woman and her newborn applying a developmental theoretical perspective in the family practice setting. The clinical component provides the opportunity to integrate the theoretical content from prior courses and apply it to clinical obstetrical and gynecologic family practice. Throughout the weekly clinical conferences and clinical practice preceptorship experience, the student nurse practitioner (SNP) will achieve the skills needed for holistic, primary care of the well woman obstetrical client in family practice in ambulatory care.

NUR501 A

FNP I: Clinical Decision-Making

The clinical component provides the opportunity to integrate the theoretical content from prior courses and apply it to clinical obstetrical, gynecologic and family practice. Throughout the weekly clinical conferences and clinical practice preceptorship experience, the student nurse practitioner (SNP) will achieve the skills needed for holistic, primary care of the well woman obstetrical client in family practice in ambulatory care.

NUR 502

FNP Theory and Practice II: Primary Care Across the Life Span

This course will continue to highlight the common health issues faced by individuals and families and will build on the Advanced Health Assessment course and FNP Two, Primary Care of the Child bearing family and infant. Continued emphasis on thorough assessment, PE, contributing to the differential diagnosis and plan of care for patients and families will be highlighted in all classes. In addition to considering the developmental context for overall assessment, a systems approach will also be integrated to highlight the common health problems encountered by the FNP in primary care.

NUR 502 A

FNP II: Clinical Decision-Making

This clinical course provides 16 hours of clinical each week under the preceptorship of a certified Nurse Practitioner. The student has the opportunity to refine clinical skills in assessment and management of acute and chronic illness in the delivery of care to a variety of clients across the life span

NUR 503

FNP Theory and Practice III: Primary Care

This is the final course in the primary health care core sequence. The course content will focus on the unique needs of vulnerable populations across the life span.

NUR 503 A

FNP III: Clinical Decision-Making

In this clinical component the student will have a 3 day clinical placement under the preceptorship of a Nurse Practitioner. During this clinical the student will have the opportunity to practice in an increasingly independent role as a Family Nurse Practitioner.

NUR 504

Family Theory Course

This course will assist the students in expanding, synthesizing and utilizing current theoretical and research based frameworks regarding family systems. Assessment and care of families at all developmental stages will be highlighted throughout the course with the use of case studies and discussion forums. In addition to the research and theoretical emphasis, the use of current lay literature, theatrical and film productions about relevant topics related to family functioning will be utilized to enhance perspectives and understanding of contemporary family issues.

NUR 589

Informatics

The focus of this course is on essential core concepts, skills, and tools that capture evidence based practice for the FNP and define the health care informatics field. Students examine a variety of current and emerging health information technologies to promote safe patient care, improve health care quality and efficiency and foster consumer-centric care to advance nursing practice.

Core Courses in Simmons Occupational Health Concentration

NUR 571: Practice of Occupational Health

This course focuses on the assessment of the workplace hazards, the physiology and biomechanical aspects of work; and a practical problem-solving approach to health problems in various work settings. It also emphasizes the relationship between working conditions and health, with special reference to the recognition, measurement and control of occupational hazards. Course Activities: Oral and written projects, class discussions, walk through field trips to local industries (field trips may take up to 4 hours). Prerequisite: Permission of Instructor (4 credits)

NUR 572: Occupational Health Policy and Administration

The course examines the legal and economic, and political foundations of occupational health activities in the United States; and discusses the roles of government, unions, and research organizations. Helps students acquire and understanding of management functions in corporations. Course Activities: Students develop the necessary knowledge and skills in the above areas to apply medico-legal and risk management principles to achieve a healthful workplace. Prerequisite: Permission of the Instructor (2 credits)

NUR 573: Principles of Toxicology

The course is designed to expose students to the principles and methods that should be used to determine whether a causal relationship exists between specific doses of an agent and an alleged adverse effect, observed primarily in humans. Integration of principles and methods of toxicology is extremely important since the primary purpose of toxicology is to predict human toxicity. Toxicological data obtained in animal studies must be placed in proper relationship to the exposure observed in human population. The course deals with organ systems and whole target organs, selected classes of toxic agents and the application of toxicological principles are covered. Students are assigned a topic for a short presentation.

Course notes: Prerequisites: NUR 404, and organic Chemistry. Nur 422 must be taking prior or concurrent to this course. (2 credits)

NUR 574: Introduction to Occupational and Environmental Medicine.

Overview of Occupational and Environmental Medicine including: the diagnosis and management of illness following exposure to specific workplace substances, environmental and community hazards, such as asbestos, lead, organic solvents, and vibration; methods of diagnosis of early organ system effects of chemicals and techniques for assessing impairment and disability; as well as, medicolegal aspects of occupational health.

Course Activities:

Mid-term exam

Final exam

One case based, written project

Prerequisite: NUR 582 and NUR 582A; may take concurrent with NUR 584 and NUR 584B (2 credits)

NUR 575: Ergonomics/Human Factors

Emphasizes the design of the job “to fit the worker” in terms of both productivity and prevention of injuries. Specific problems are investigated which result from the nature of the job itself, e.g., musculoskeletal disorders including low back pain and repetitive stress injuries of the upper extremity and human error. Fundamental ergonomic topics, such as human physiology, occupational biomechanics, epidemiology, and work place design, are considered in the development of good job design principles.

Course Activities: Lecturers and group discussions, and term project analyzing a real world job.

NUR 500

Advanced Health Assessment

NUR 500A

Clinical Decision-making

NUR 501

FNP II Primary care Nursing of Childbearing and Child rearing Family

NUR 501A Clinical Practicum

NUR 502

FNP III Primary Care

NUR 502A
Clinical Decision-making

NUR 503
FNP 1V Primary Care

NUR 584B

Clinical Decision-making and Analysis in Primary Health Care Nursing in the Workplace

This course builds upon the principles of primary health care nursing in the workplace and includes the two components of a clinical practicum and a clinical decision-making seminar. It is expected that students will become increasingly independent in the delivery of health care services, and will consult with preceptors and members of the interdisciplinary health care team as appropriate. In the clinical component, students are responsible for the delivery of primary health care to workers and for the evaluation of a specific occupational hazard or group. Faculty meets regularly with students and preceptors for the purpose of evaluating student performance and successful attainment of course objectives. Written feedback on student clinical summaries and conferences facilitate this final component of the transition to the Master's-prepared nurse practitioner role. Course prerequisite: NUR 564 (4 credits)

Master's Degree Program for Non-Nurses with a B.A. /B.S. (Direct Entry)

The Direct Entry Program in Advanced Practice Nursing is designed to prepare individuals without nursing backgrounds for the advanced practice nursing role. The program is a three-year, full-time program. Direct Entry students will be expected to maintain a working relationship with a nurse mentor during the program. This individual will be selected by the student during the first nursing course and will guide the student through the role socialization process. Students are eligible to take the nursing licensure examination at the end of the second fall. They must pass the exam before beginning the graduate primary care clinical sequence.

Courses in the Direct Entry Program

NUR 404
Advanced Pathophysiology

NUR 422
Advanced Pharmacology Across the Life Span I

NUR 423
Advanced Pharmacology II

This course is designed to meet the needs of the Family Nurse Practitioner (FNP) prescribing for clients of all ages in the primary care setting. It builds on previously and/or concurrently acquired knowledge from nursing, pharmacology and advanced pathophysiology. The course will focus on clinical decision-making in prescribing pharmacologic interventions for pediatric health problems. Lectures, class discussion and case studies will be used to clarify and reinforce cost-effective and clinically appropriate choices of pharmacotherapeutics.

NUR 425**Nursing Process and Skills**

This course introduces the student to the art and science of nursing. The nursing process provides the organizing framework for professional practice. Fundamental nursing concepts, skills, and techniques introduced in this course provide students with the foundations of nursing. Simulated clinical experience in the Learning Resource Center enables students to gain mastery of content. (4 credits)

NUR 426**Variations of Health Patterns of Adults and Elders I**

This course introduces the concepts of functional health patterns that optimize the health of individuals, families, and communities across the life span. The student integrates knowledge from the sciences, liberal arts, and nursing science into nursing practice with a major emphasis on functional health patterns. This nursing approach is holistic, with consideration given to physiological, psychological, socio-cultural development, and spiritual needs of the individual, family, and aggregate. The nursing process is utilized in the identification of all functional health patterns of clients who as individuals and aggregates are vulnerable and at risk for variance. Opportunities are provided to implement fundamental nursing care in the sub-acute care and community settings. (4 credits)

NUR 435**Integration of Pharmacology and Pathophysiology: Perspectives for Nurses**

This course focuses on the pharmacological and pathophysiological applications necessary for individual patient needs using a systems approach. Topics include specific drugs, classifications, side effects, and interactions with other therapies. (4 credits)

NUR 437**Nursing Care of Individuals, Families and the Community**

This course provides an overview of theoretical concepts related to community-based health care and family health. Concepts of health, health assessment, and therapeutic communication and interviewing are applied within the context of the family and community. The focus of this course is on assisting the student in the development of nursing skills necessary to promote health of families and communities. Attention is given to awareness of diversity, cultural sensitivity and knowledge to enable the students to provide culturally competent nursing care. Listed as NUR 437 for Direct Entry students (4 credits)

NUR 438**Variations of Health Patterns of Adults and Elders II**

In this course, which builds on Variations of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the adult and geriatric client experiencing variations in functional health patterns. There is a special emphasis on health management and metabolic patterns. Within a systems framework, opportunities are provided to deliver nursing care with increased depth, complexity, and independence to adult and elderly clients in acute care and community settings. (8 credits)

NUR 447

Variations in Health Patterns of Childbearing Families

In this course, which builds on Variations of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the child-bearing and child-rearing family experiencing variations in functional health patterns. There is a special emphasis on health management and sexuality/reproduction. Clinical experiences encompass care of the high risk and chronically ill young family in both acute and community settings. (4 credits)

NUR 448

Variations of Health Patterns of Clients with Psychiatric and Mental Illness

In this course, which builds on Variations of Health Patterns of Adults and Elders I, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the client experiencing psychiatric and mental illness. Students apply knowledge of functional health patterns that form the basis for the delivery of care to these clients across the life span. Clinical experiences will be offered in inpatient and community psychiatric/mental health settings where students have the opportunity to care for clients and participate in creating the therapeutic milieu. (4 credits)

NUR 449

Variations in Health Patterns of Childrearing Families

In this course, which builds on Variations in Health Patterns of Childbearing Families, students apply the concepts of the bio-psycho-social-cultural-developmental-spiritual sciences in developing, implementing, and evaluating nursing interventions for the child-bearing and child-rearing family experiencing variations in functional health patterns. There is a special emphasis on health management and sexuality/reproduction. Clinical experiences encompass care of the high-risk and chronically-ill young family in both acute and community settings. (4 credits)

NUR 454

Leadership and Management in the Clinical Setting

As a capstone nursing class, this course focuses on the leadership and management role of the nurse in a precepted, direct clinical experience. The course assists students to become effective organizational members as they assume responsibility in a professional role in a field-based internship. Weekly seminars offer self-actualization, independent learning, self-direction and understanding of group interaction in the teaching-learning process. Students are expected to evolve as nursing professionals as they begin their transition to future employees and future managers. The course explores leadership and management theory, critical thinking, nursing concepts, and personal/professional development within the clinical experience and a written project. Clinical Seminars are designed to increase knowledge and understanding of visionary leadership, management, communication, strategies for delegation, conflict resolution, and quality control while in direct clinical practice. Application of this content should be reflective of previous and current clinical and classroom experiences. (4 credits)

NURS455**Clinical Decision Making**

As a final nursing class, this course will focus on the synthesis of nursing knowledge required to care for the patient and family with complex nursing needs. The course focuses on nursing care of patients across the life-span, but will have a particular emphasis on the adult and geriatric patient. New knowledge will be assimilated with previously learned knowledge to add depth and breadth to the synthesis of knowledge necessary to provide holistic care for patients and families in challenging health care circumstances. The independent preparation and critical thinking required for the synthesis and acquisition of new understandings for this course will serve as a model for the ongoing professional development of the nurse as a lifelong learner. Students will be expected to prepare for each class by responding to NCLEX-type quizzes each week prior to class. Students will come to class prepared to apply integrated knowledge to case study situations developed by the faculty. (4 credits)

NUR 458/459**RN Internship**

This internship offers the newly-licensed registered nurse the opportunity to practice as a registered nurse in a precepted clinical generalist setting. It is required of all students in the spring semester of the second year for 24 hours a week, and in the summer semester of the second year for 32 hours a week. This experience provides the clinical foundation upon which to build advanced practice knowledge and clinical experience. Prerequisite: Massachusetts nursing licensure. (1 credit each semester) The requirements for this course depend in part on job availability. Students are strongly encouraged to work as an RN while enrolled in the Graduate Program

NUR 492**Concepts and Skills in Health Assessment**

This course develops the student's skills in the collection of a systematic health history and performance of a physical examination of the adult and pediatric client. Emphasis is on the attainment of motor and perceptual skills at the level of the beginning nurse practitioner. The student also learns how to record findings according to the Problem-Oriented Record System. Listed as NUR 492 for Direct Entry students. (4 credits)

NUR 507**Scholarly Inquiry I****NUR 508****Scholarly Inquiry II****NUR 500****Advanced Health Assessment****NUR 500 A****Clinical Decision-making****NUR 501****Theory and Practice: Primary Health Care Nursing I****NUR 501 A**

A Clinical Practicum

NUR 502
Theory and Practice: Primary Health Care Nursing II

NUR 502 A
Clinical Decision-making and Analysis II

NUR 503
Theory and Practice: Primary Health Care Nursing

NUR 503 A
Clinical Decision-making and Analysis III

SNHS 410
Research Methods

SNHS 570
Health Promotion

MASTER OF SCIENCE IN NURSING ADMINISTRATION OFF –SITE PROGRAMS

The goal of the Master of Science in Nursing Administration program is to prepare nurse leaders who wish to become effective and proficient in administrative and managerial roles within health care. The program is broad in scope, emphasizing nursing administration in diverse health care settings. The program builds upon students' prior experiences in staff nursing and nursing management, providing the knowledge base needed to further develop the complex skill set required to function at higher levels of management and administration.

The curriculum integrates knowledge from and is co-taught by the disciplines of nursing and health care administration. Program content focuses on nursing and leadership theories, organizational and change theories, ethical and legal issues, health care delivery systems and health care policy, human resource management, health care economics, and information systems. The program includes two leadership practicum experiences, as well as a "capstone" project. Students are expected to design and conduct a practice related research project.

The program is intended for experienced nurses who have had some experience in leadership roles, either as nurse managers, charge nurses, or other informal leadership roles. The course work for the MS in Nursing Administration is interdisciplinary and intended to meet the needs of a diverse student population. Successful completion of the program qualifies the graduates to apply for national certification in Nursing Administration from the American Nurses Credentialing Center (AACN).

The program is currently open only to registered nurses with or without a baccalaureate degree at Beth Israel Deaconess, Brigham and Women's Hospital, Children's Hospital, and Dana Farber Cancer Institute for those nurses with a baccalaureate degree in nursing or a related field; they would complete 49 credits of study in nursing administration. For those nurses without a baccalaureate degree, the program will model our current RN-MS programs and can be completed with 64 credits. Nursing and Health Care Administration faculty will co-teach all courses. There are nine courses that currently exist in the Simmons HCA program, six that currently exist in the Nursing RN-MS program, and six new nursing administration master's level courses proposed.

Professional Standards that guide the nursing administration program includes:

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement
- The American Association of Colleges of Nursing Essentials of Master's Education for Advanced Practice Nursing
- The American Association of Nurse Executives
- Quality and Safety Education in Nursing
- The National Health Leadership Competency Model

Program of Study in Health Professions Education

Post-Master's Certificate of Advanced Graduate Study (C.A.G.S.) in Health Professions Education for M.S.-prepared health care professionals.

This post-masters specialty program is designed to meet the national need for health professions educators. Advanced practice health care clinicians (nurses, nutritionists, physical therapists); will acquire core knowledge and skills to teach at the higher education level or as health educators in other settings. This 16 credit, online program can be completed in one year. The program will allow the student to apply theories of education, design lesson plans, create and evaluate health professions curricula and programs, develop skills in grant writing, and utilize various educational modalities. Upon successful completion of this program, students may apply to the Ph.D. in Education program offered by the Simmons College of Arts and Sciences.

Core Courses in Health Professions Education

HPED 501-Issues in Health Professions Education

The course explores and defines current issues in the educational process of health professionals. Issues of credentialing, accreditation, entry into practice, degree requirements, and faculty needs and responsibilities are highlighted. Focus is on theory development, evidence based practice and clinical expertise as they relate to the educational requirements of the health professional. The process of intraprofessional decision making is explored.

This course integrates the concepts of professional education and faculty roles and responsibilities. Discussions will focus on the role of faculty in curriculum design, policy setting, the evolution of theory and the integration of research, theory and practice in the academic and clinical area. (2 credits)

HPED 503-Principles of Assessment & Teaching

The course introduces the student to formal and informal methods of assessing individual learner academic strengths and weaknesses. Students will explore teaching methodologies and have the opportunity to plan and evaluate different teaching strategies. Test development and evaluation are discussed. The development of the clinical practicum as a unique learning environment is explored. (2 credits)

HPED 505-Curriculum Development and Evaluation

Curriculum development will be studied extensively, the utilization of theoretical frameworks, development of behavioral objectives, and evaluation methodologies are analyzed. Curriculum issues related to the practice environment are identified. The course provides students with the opportunity to acquire skill in the development, selection, implementation and evaluation of evaluation instruments that measure learning outcomes. (2 credits)

HPED 506-Organization, Leadership, and Change

The course examines principles of effective leadership, organizational structure of the academic and health care environment. Techniques for facilitating and responding to institutional change are explored. The impact of demographic changes on the health care and academic arena is discussed. Contemporary operational and administrative challenges and trends in health professions education are analyzed. (2 credits)

HPED 507-Teaching Methodologies and Classroom Design

This course explores the knowledge and competencies required to develop and implement teaching learning strategies in the classroom, laboratory, and cyberspace environment. Students will participate in various teaching/learning methodologies including problem based learning, multimedia resources, interactive classrooms, web courses and other innovative teaching tools.(2 credits)

HPED 508-Theories and Practice of Adult Education

The specific characteristics of the adult learner and common theories of adult learning are explored. Strategies for effective instructional design for adult learners are addressed. The concepts of education and training are operationalized. (2 credits)

HPED 510-Education Practicum/Preceptorship

This course is a guided practicum and requires the student to develop and implement curriculum materials, demonstrate teaching skills and evaluate the outcome. Students will develop and carry out a learning plan to meet their unique needs within their own professional environment... Each student will have an individual faculty member as a mentor to guide the experience. The practice setting will include higher degree programs, clinical settings and /or institutional staff development departments. A weekly web-based seminar focusing on practice issues, professional skill development, and issues related to theory, practice and research in health professions education is required. Learning activities include 16 hours per week in the precepted practicum and the interactive web-based seminar discussion. (4 credits)

Program of Study: Doctorate of Nursing Practice

The DNP will prepare doctoral-level nursing clinicians for expert practice and leadership in clinical settings. The DNP is a practice-focused degree analogous to professional doctoral degrees in other disciplines, including Pharmacy, Physical Therapy, Dentistry and Clinical Psychology. The DNP differs from the Ph.D. in its emphasis on practice and practice-related research.

Graduates will have the clinical, organizational and leadership skills to meet the changing demands of the present and future health care system. The DNP was developed in full compliance with professional standards for the practice doctorate (“Doctoral Essentials”) developed by the American Association of Colleges of Nursing (AACN).

Objectives of the Doctorate of Nursing Practice Program

The Post-Master’s DNP program builds on students’ clinical experience and educational preparation by enabling graduates to assume leadership roles in professional practice. Specifically, the DNP will prepare students to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences.
2. Demonstrate leadership in organizations and health care systems to promote safe and efficient care delivery to both individuals and populations.
3. Conduct practice-based research.
4. Utilize technology and informatics to improve health care and to implement change in health care systems.
5. Design, influence and implement health care policies that affect health care financing, practice regulation, access to care, safety, quality, and efficacy of care.
6. Collaborate with interdisciplinary professionals and teams to improve patient and population health outcomes.
7. Assume a leadership role in the design of evidence-based interventions that enhance clinical prevention and population health.

The DNP is designed for

Experienced advanced practice nurses (Nurse Practitioners, Certified Nurse Midwives, Clinical Nurse Specialists and Certified Nurse Anesthetists) who have had at least two years (approximately 5000 hours) of advanced practice experience (Post-Master’s DNP in Practice Leadership)
Experienced Nurse Managers who have a minimum of two years (approximately 5000 hours) in a managerial or executive role (Post-Master’s DNP in Practice Leadership) .

This program is offered in a “blended” format. Classes are taught online and students are required to attend two on-campus residences per semester. Courses are designed to expand practice and to prepare students as leaders in nursing and the health care system. Students are required to complete a practice-based Capstone Project, as well as document DNP-related practice and policy experience in a comprehensive DNP portfolio.

As with the Simmons College Baccalaureate and Master’s degree nursing programs, the DNP is accredited by the Commission on Collegiate Nursing Education (CCNE).

DNP Core Course Descriptions

NUR 670: Health Policy (3 credits)

The primary objective of this course is to empower the DNP student with the tools to influence health policy. The course will analyze the legal, ethical and social issues inherent in policy development. Students will consider the many dimensions of the present health care crisis such as cost, access, equity, quality, globalization and provision of care to an aging population. Students will also learn the presentation of policy analyses in written, graphic and oral forms.

NUR 660: Evidence-based Practice/Nursing Informatics (3 credits)

This course will provide the student with the skills to evaluate and apply the best available evidence-based knowledge and technology in solving clinical practice problems. The student will learn critical appraisal skills to determine the quality and applicability of information for practice. The use of electronic medical records, including implementation and implications for practice, will be considered.

NUR 620: Ethical and Legal Issues for Advanced Practice (3 credits)

This course will address the underlying historical, philosophical and theoretical perspectives in ethics from a biomedical and nursing perspective. Ethical issues will be addressed in a case-based approach. Students will attend ethics rounds and participate in ethics advisory boards at health care facilities. The course will also explore legal issues in advanced practice and in the health care system.

Topics will include scope of practice, state and federal practice regulations, risk management/malpractice, and legal issues in practice ownership/management.

NUR 630: Professional Leadership and Practice Change (3 credits)

This course is designed to advance the student's ability to use leadership and management theory in nursing practice within current and emerging organizational systems. The course will provide students with an introduction to the theories and experience in practice of a key role of leadership: *transforming culture by means of effective implementation of change*. This course will interface with the students' Capstone Project, assisting students in the process of institutional change.

NUR 640: Advanced Research Methods (3 credits)

This course will enable students to achieve skills required for conducting and evaluating practice-based research. Topics will include the following: needs assessment; program planning and evaluation; the application of quantitative/qualitative methods in the study of practice-related phenomena; grant-writing and funding for practice-based research. Students will begin their clinical project, considering the problem, research question (s) and appropriate research design.

NUR 650: Epidemiology (23credits)

This course will enable the student to gain perspective about the context in which health problems occur and care is delivered. The course will consider the impact of environmental factors, including occupational exposures, living conditions, education, and financial resources on the health of populations. The relationship between these environmental factors, as well as social, cultural, and genetic influences on health will be evaluated, as will the role of the clinician in addressing these issues.

NUR 655: Biostatistics (3 credits)

This course will enable students to apply statistical methods in research and program planning for advanced nursing practice. The student will acquire skills in design and implementation of epidemiological studies and health programs. The course will introduce students involved in clinical research to the practical application of regression analysis. Linear regression, logistic regression and proportional hazards survival models will be covered, as well as general concepts in model selection, goodness-of-fit and testing procedures.

NUR 675: Quality Improvement in Health Care (3 credits)

This course focuses on the knowledge, skills and attitudes which will assure a high quality and safe patient and family healthcare experience in a variety of practice settings. The importance of setting aims, applying statistical methods to measure variation hypothesis identification and planning change using PDCA(plan,do,check,and act) cycle form the basis of the course. Current health policy issues related to assuring safe, high quality, effective, equitable, timely patient-centered and efficient care will be addressed.

Capstone Seminar Descriptions

NUR 750 A- Capstone Seminar I (2 credits)

This is the first in a series of four seminars that will guide the student in the completion of the DNP Capstone Project. Capstone I will focus on development of the problem statement and the research questions that will be answered in the Capstone. Emphasis will be placed on development of a sound rationale for the project, justified by a thorough review of the context in which the project will take place and a synthesis of relevant literature on the topic. Pre-requisite: NUR 675: Quality Improvement in Health Care. Co-requisite: NUR 640: Advanced Research Methods.

NUR 750 B: Capstone Seminar II (2 credits)

This is the second in a series of four seminars focused on development and implementation of the DNP Capstone Project. During Capstone II, students will develop the proposal for the Capstone Project, including project design, methods, procedures for data collection, sources of funding, and IRB applications. At the conclusion of Capstone Seminar II, students will submit their proposals to their Capstone Committee for approval. Pre-requisites: Capstone Seminar I; NUR 640: Advanced Research Methods; NUR 675 Quality Improvement in Health Care; Co-requisite: NUR 630: Professional Leadership and Practice Change.

NUR 750 C: Capstone Seminar and Practicum III (1 credit)

This is the third in a series of four seminars focused on the development and implementation of the DNP Capstone Project. During this course, students will work with their Capstone Committees to conduct their project. The Capstone Seminar will focus on data analysis, including analysis of qualitative and quantitative data, measures to assure reliability and validity of data, and the scholarly write-up of project results. Prerequisites: Capstone I and II; NUR 630: Professional Leadership and Practice Change; NUR 640: Advanced Research Methods, NUR 675: Quality Improvement in Health Care

NUR 750 D: Capstone Seminar and Practicum IV (1 credit)

This is the final course in a series of four courses in which students develop and implement their DNP Capstone Project. During this course, students will work with their Capstone Committee, completing the project and preparing a written manuscript and oral presentation of the Capstone. The course will culminate in an oral defense of the Capstone. Prerequisites: Capstone Seminars I-III; NUR 640: Advanced Research Methods; NUR 630: Professional Leadership and Practice Change; NUR 675: Quality Improvement in Health Care.

The DNP program culminates in the successful completion of a Capstone Project. This scholarly project will be practice-focused, and will be completed in collaboration with the student's practice site—clinical, educational or managerial. The project should make a significant contribution to practice in the student's area of interest.

The Capstone Project will be completed over four semesters. Each student will have two-three mentors who will advise, facilitate, and approve the project. Students will complete a scholarly, publishable paper related to the project, as well as present and defend the project orally in a scholarly presentation.

Suggestions for projects could include program development (needs assessment, program plan and implementation); program evaluation; development of a patient-focused health improvement (e.g., tuberculosis prevention for immigrant populations) or education program (e.g., weight management, tobacco cessation); systems innovations/improvements; cost/benefit analyses of program models; epidemiological studies; or other scholarly project consistent with the student's interest.

Academic Program Information

Advising

Each student is assigned a faculty advisor with whom s/he will work during the program.

Awards

The Pauline Wheble Tripp Award is an award given each year to a graduating student for outstanding academic achievement and perceived potential for contribution to the profession of nursing. The Pauline Wheble Tripp Fund was created in memory of Pauline Wheble Tripp, a former alumna of Simmons College and a school nurse for the City of Boston for fifteen years. Mrs. Tripp also served on the faculty of the undergraduate nursing program. The Excellence in Practice Award is given to those students who have achieved the goals of the academic year and have demonstrated expertise in clinical practice. The Faculty Achievement Award recognizes a graduate student who has demonstrated outstanding progress in the advanced practice role. The Graduate Research Award acknowledges that student who has exemplified expertise in the research process.

Degree Requirements

All candidates for the Master of Science degree in Primary Health Care Nursing must complete the required number of credits with a B (3.0) average or above.

Graduation Honors

Any student completing the program course work with a grade point average of at least 3.80 will be awarded the Master of Science degree with Distinction.

Elective Courses

Graduate nursing students can choose from a wide variety of elective opportunities. Electives may be chosen from the graduate nursing curriculum or from electives offered by the Graduate Programs in Communications Management, Education, and Library and Information Science. In addition to semester-long elective courses, the School of Health Sciences has developed an annual conference featuring well known speakers in various academic disciplines. Continuing education units (CEUs) are offered for professional development.

Orientation

An orientation for new students is held at the beginning of the September semester for M.S.N. students with a nursing background and in May for Direct Entry students. Direct Entry students are notified after admission about the specifics of this orientation program. Since important information about the School, the program, and the College is provided at that time, it is expected that all new students will attend.

Non-Degree Students (U.S. Citizens Only)

A potential applicant to the nursing program (not Direct Entry or C.A.G.S.) may take up to two non-clinical courses as a non-matriculated student (non-degree) before applying to the program. Permission is granted on a space-available basis and must be approved in advance of registration by the Associate Dean of Nursing; such approval must be received in writing by the Office of Admission of the School of Health Sciences. Taking courses as non-degree is not available for the Direct Entry nursing program. Registration for non-degree courses is available only through the Office of Admission of the School of Health Sciences. Call 617-521-2605 for further details.

Student Handbook

A SNHS Student Handbook and Nursing Student Handbook are distributed to students before the start of the academic year. The College graduate Student Handbook is available online <http://my.simmons.edu/life/handbook/> These handbooks detail student rights and responsibilities, SHS and nursing-specific academic regulations, tuition and fees, financial aid, college facilities, student services, and other useful general information for graduate students.

Student Records

Simmons College, in accordance with the Educational Privacy Act of 1974 (the Buckley Amendment), provides for the privacy and accessibility of certain student records. Students are permitted to review and inspect their own Simmons academic records and to challenge specific parts of them thought to be inaccurate. This must be done under the supervision of the Department Chair.

Nursing Faculty

Judy Beal, D.N.Sc., R.N.

Dean, School of Nursing and Health Sciences, Professor of Nursing

B.S.N. Skidmore College

M.S.N. Yale University

D.N.Sc. Boston University

Judy A. Beal, D.N.Sc., R.N. In her role as chief academic officer Dr. Beal is responsible for undergraduate, graduate, and doctoral programs, four off-site BSN and MSN programs, 28 full time faculty, 75 adjunct faculty, 5 staff members, and more than 650 students. She has been at Simmons for 25 years and in her current position since 2000. For the first seventeen years of her tenure at Simmons College, she was the Director of Research in the Graduate Program. She coordinated the Research-Theory core and has advised over 650 master's research projects. Dr. Beal has a well-funded program of research focused on nurse practitioner role identity and outcomes as well as more recent work on the hallmarks of scholarly nursing practice. She serves as a collateral research reviewer for the Eastern Nursing Research Society and Sigma Theta Tau International, and is on the editorial boards of The Journal of Pediatric Nursing, the American Journal of Maternal-Child Nursing, and the Journal of Nursing Education. With more than 40 referred publications and 100 presentations, she is sought after nationally and regionally as a speaker. Dr. Beal received The Mary Ann Garrigan Award for Excellence in Leadership from Sigma Theta Tau and has been a Sigma Theta Tau Distinguished Lecturer since 1997. She is the recipient of the Yale School of Nursing Distinguished Alumni Award and the President-Elect of the YSN Alumni Association. Dr. Beal is actively involved in leadership activities of the American Association of Colleges of Nursing and Sigma Theta Tau International. During her tenure as Chairperson of the Nursing Department and Associate Dean of the School for Health Sciences, she has been successfully funded in programmatic support of over 4 million dollars. Recent awards have included a \$1M gift to establish a Faculty Scholar Legacy Fund and a \$2M gift from an alumna for a Bridge and Tutoring Program for At-Risk Students. Dr. Beal is a Robert Wood Johnson Executive Nurse Fellow.

Josephine Atinaja-Faller, M.S.N., R.N.

Associate Professor of Practice, Nursing (Undergraduate Nursing)

B.S. Rutgers University College of Nursing

M.S.N. Northeastern University

Ms. Faller joined the faculty full-time in 2004 after having taught clinically at Simmons for more than 10 years. Ms. Faller teaches medical surgical nursing, pediatric nursing, obstetrical nursing, and fundamentals of nursing. She maintains an active clinical practice at BWH in postpartum and the neonatal intensive care unit and works at Children's Hospital in staff development.

Anne-Marie Barron, Ph.D., A.P.R.N., BC.
Chair of Undergraduate Nursing, Associate Professor of Nursing (Undergraduate Nursing)
B.S.N. Boston College
M.S. University of Massachusetts at Amherst
Ph.D. Boston College

Dr. Barron is the Associate Chair for Baccalaureate Nursing at Simmons College. She is a Clinical Nurse Specialist in Psychiatric and Mental Health. Her clinical work has included psychiatric liaison nursing, psychiatric emergency nursing and staff nursing. She currently practices part-time as a Clinical Nurse Specialist on the Oncology and Bone Marrow Transplant Inpatient Unit at Massachusetts General Hospital where she consults with the staff on the psychosocial dimension of oncology care.

Dr. Barron coordinates the clinical nursing course in Psychiatric and Mental Health Nursing and integrates psychosocial nursing concepts throughout the curriculum. She is particularly interested in the psychosocial and spiritual aspects of nursing practice. Her doctoral dissertation, *“Life Meanings and the Experience of Cancer”*, focused on the patterns of meaning and lived experiences of persons with cancer. It is her clear belief that nurses encounter patients and families at profound moments in their lives and offer compassion, caring, and transformational possibility. Dr. Barron’s teaching, practice, and research interests are focused on meaning and illness and the understanding and alleviation of suffering. Her central goal in nursing education is to guide and support students as they develop perspectives and skills that enable them to offer healing presence in the lives of their patients.

Charlene J. Berube, M.S.N., A.R.N.P., BC. (Undergraduate Nursing)
Associate Professor of Practice, Nursing
B.S. St Anselm’s College
M.S.N. Boston University

Ms. Berube has been a faculty member at Simmons College since 1993. Her background and clinical expertise in both Maternal-Child Health and Adult Health and their related issues have provided the foundation for her teaching. Ms. Berube has taught courses across the undergraduate curriculum. She maintains a clinical practice as an Adult Health Nurse Practitioner in Southern New Hampshire. Ms. Berube is actively involved in professional organizations including Sigma Theta Tau International and the American Academy of Nurse Practitioners. Ms. Berube has spoken to various organizations and schools concerning adolescent pregnancy and children’s response to loss.

Terry Mahan Buttaro, P.h.D., M.S., A.P.R.N., B.C.
Associate Professor of Practice, Nursing
M.S. Simmons College
Ph.D. Simmons College

Ms. Buttaro is an adult and gerontologic nurse practitioner with certification in emergency room and critical care nursing. In addition to teaching at Simmons College, she is a BCLS and ACLS instructor for the Merrimack Valley Critical Care Consortium. She currently practices as a nurse practitioner caring for adult and elderly clients at home and in subacute and long-term care facilities at Beth Israel Deaconess Medical Center, Lahey Amesbury, and Seacoast Medical Associates. A member of the Massachusetts Coalition of Nurse Practitioners and Sigma Theta Tau, she is an author/editor of *Primary Care: A Collaborative Practice* and *A Guidebook for Practitioners in Rehabilitation and Long-Term Care*.

LaDonna Christian, M.S.N., A.P.R.N., B.C.
Associate Professor of Practice, Nursing
Director of Dotson Bridge and Mentoring Program
B.S.N. University of Michigan
M.S.N. University of Massachusetts, Dartmouth

Ms. Christian's background and clinical expertise is in public health nursing and environmental health with a focus on policy and the underserved and minority population. Her medical surgical experience has been in the areas of stroke, ears, nose, and throat oncology and respiratory. She began teaching at Brockton Hospital School of Nursing, but has also taught at South Shore Regional Technical, and Coppin State University School of Nursing in Baltimore MD. LaDonna is a member of Sigma Theta Tau International, Mary Mahoney Nursing Honor Society, Massachusetts Public Health Nurses Association, and Chi Eta Phi Black Nurses Association. She has presented at ACHNE, SOPHE, and The M. Elizabeth Carnegie Research Conference at Howard University. She is the faculty adviser for ALANA students in the Department of Nursing, and is pursuing a doctorate in health education.

Jean Christoffersen, M.S., A.P.R.N., B.C.
Associate Professor of Practice, Nursing
B.S.N. S.U.N.Y Health Science Center at Brooklyn
M.S.N. Boston College

Ms. Christoffersen has been a full-time faculty member at Simmons College since 2004. Currently, she is the course coordinator for the Psychiatric and Mental Health nursing course. Previously, she was a part-time clinical instructor at Simmons since 1997. Ms. Christoffersen's clinical areas of interest have been working with chronically mentally ill. She has worked with anxiety-disordered and phobia patients as well. Presently, she practices as a Psychiatric Clinical Nurse Specialist at Beth Israel Deaconess Medical Center in the emergency department.

Margaret Costello, M.S.N., R.N.
Associate Professor of Practice, Nursing
B.S.N. Salve Regina College
M.S. in Health Care Administration, Simmons College
M.S.N. Massachusetts College of Pharmacy
P.h.D., Simmons College

Ms. Costello joined the faculty full-time in 2004 after having taught in the clinical area since 2001. Ms. Costello maintains an active role as the nurse in charge at BWH on a surgical floor. At Simmons she teaches medical surgical nursing. Margaret has been a nurse since 1983 and continues to practice nursing in an acute medical center in Boston. She is also a certified family nurse practitioner. Her area of expertise is adult medical surgical nursing.

Terry Anne Davies, M.S.N., R.N., B.C. (Undergraduate Nursing)
Associate Professor of Practice, Nursing
A.S.N. Miami Dade Junior College
M.S. Simmons College

Ms. Davies joined the faculty in 2004 to teach medical surgical nursing. She practices as a nurse practitioner in the Emergency Room of Boston Medical Center. An expert clinician, she taught part-time in the undergraduate nursing program for many years before joining the faculty full-time.

Sarah Cass Desmond, M.S., SM., A.P.R.N., B.C. Associate Professor of Practice, Nursing
B.S.N. Northeastern University
M.S. Simmons College
S.M. Harvard School for Public Health

Ms. Cass joined the faculty in 2006 as adjunct in the undergraduate program and in 2007 to teach in the Pediatric Primary Care track. MS Desmond has a Pediatric and Adolescent Primary Care practice at Harvard Street Neighborhood Health Center in Dorchester, Massachusetts and has a special interest in research related to increasing access to and quality of health care services for women, children and adolescents in urban underserved populations, and improving the bond between mother/infant dyads at risk. Prior to her NP experience, MS Desmond worked as a Visiting Nurse on the South Shore, and as a Pediatric and NICU nurse, then as a Clinical Instructor at Boston Medical Center.

Collette Dieujuste, M.S.N., R.N.
Associate Professor of Practice, Nursing (Undergraduate Nursing)
B.S.N. Columbia Union College
M.S.N. Boston College

Ms. Dieujuste has taught at Atlantic Union College, Bunker Hill Community College and University of Massachusetts. Her clinical expertise is in the area of perinatal and obstetrical nursing and she has recently been the Perinatal/Child Clinical Nurse Specialist at Winchester Hospital.

Susan M Duty, Sc.D., A.P.R.N., B.C.
Associate Professor of Nursing
B.S.N. University of Massachusetts, Boston
M.S. Simmons College
S.M., Sc.D., Harvard School of Public Health

Dr. Duty is certified as an Adult Nurse Practitioner with specialization in occupational health and prior to becoming a nurse practitioner was certified in critical care nursing. She continues her research at the Harvard School for Public Health about the relationship between environmental exposures to phthalates and male reproductive outcomes and occupational exposures to phthalates among manicurists. Dr. Duty has presented her research both nationally and internationally and published one of the first studies on the human health effects of phthalates. She is the nurse research scientist at South Shore Hospital in South Weymouth, a member of the Massachusetts Coalition of Nurse Practitioners, and is the Simmons College Vice President to Sigma Theta Tau-Theta at Large Chapter.

Priscilla Gazarian, Ph.D., M.S.N., R.N. (Undergraduate Nursing)

Assistant Professor of Nursing

B.S.N. University of Massachusetts, Dartmouth

M.S.N. University of Massachusetts, Boston

Ph.D. University of Massachusetts, Amherst

Ms. Gazarian has been on the faculty since 2002. She was the recipient of the Academic Excellence Award for graduate nursing in 1999 at Simmons College. She was the recipient of the Goodman and Alexander Fellowship in 2005.

She teaches Medical-Surgical Nursing, Nursing Process and Skills, Nursing Research Seminar and The Health Care System an Interdisciplinary Perspective. She has presented on the use of clinical narratives in nursing education and continues to collaborate with teaching projects using clinical narratives. Ms. Gazarian was the recipient of the Early Career Teaching Award in 2005 presented by the Massachusetts Association of Colleges of Nursing. She was recently inducted as Faculty Councilor for the Theta at Large chapter of Sigma Theta Tau.

Ms. Gazarian is developing a program of research on nurse decision making and the prevention of adverse events. She has an appointment as a Nurse Scientist at the Center for Nursing Excellence at the Brigham and Women's Hospital. She has received funding from the Association of Critical Care Nurses/Medtronic to investigate nurse decision making in preventing in-hospital cardio-pulmonary arrests.

She has practiced as a Clinical Nurse Specialist at Massachusetts General Hospital and currently holds a staff nurse position at Newton Wellesley Hospital. She is a member of the American Association of Critical Care Nurses, Eastern Nursing Research Society and Sigma Theta Tau Theta Alpha and Theta at Large chapters.

Makeda Kamara, M.P.H., M.Ed., B.S.N., R.N.

Associate Professor of Practice, Nursing (Undergraduate Nursing)

B.A. Brandeis University

B.S.N. University of Massachusetts, Boston

M.Ed. Harvard University

M.P.H. University of Michigan

Makeda Kamara joined the faculty in 2010 in the Dotson Bridge and Mentoring Program. In the summer of 2011 she was appointed as a faculty member for the Robert Woods Johnson New Careers in Nursing Program for students with a previous degree. Ms. Kamara is a licensed Certified Nurse Midwife and Women's Health Specialist with 30 years of experience. Her specialty area is Black Women's Health and Wellness, midwifery in low resource settings and humanized birth. Her global work includes HIV and Reproduction Program Development in Zambia, midwifery and women's wellness training in Senegal, Gambia, Benin, Colombia, Bermuda, Mexico and Trinidad and presenter on physiological birth and human development.

She has delivered over 1000 babies in the US and around the world and was one of the founding Mothers of the Cambridge Birth Center of The Cambridge Hospital. She also works as a consultant on reproductive justice, birth and women's wellness with NGOs locally and internationally.

Some of the groups she's currently working with are ASOPARUPA, an association for equity for indigenous and African descendant midwives in Colombia; BAFROW, an NGO in Gambia working on developing well woman gynecology, safe motherhood and ending female circumcision as well as the Bermuda Integrative Health Coop. Locally she works with MANA, ICTC, and ACNM in promoting safer birth practices in the US, reproductive justice and eliminating health care disparities (especially infant and maternal mortality).

Ms. Kamara is featured in the new book "Into these Hands: The Wisdom of Midwives" which chronicles the stories of 25 midwives who have impacted the midwifery movement in the US. She is a Wisdom Circle advisor for the International Center for Traditional Childbearing (ICTC) and a speaker on physiological birth and complementary/integrative wellness for women and families. She currently practices Holistic Midwifery and Women's Health thru her group The Imani Family Life Center.

Rebecca Koeniger-Donohue, Ph.D., A.P.R.N., BC.

Professor of Practice, Nursing

B.S.N., St Anselm's College

M.S.N. Boston University Ph.D. University of Rhode Island

Dr. Donohue is recognized widely for her breadth and depth of knowledge in the primary care of women. She published her master's thesis work, Patient Care Classification Systems in the *Journal of Home Care*. She has served on the editorial board of the *Journal of Clinical Nursing*, an international journal based in the United Kingdom.

Dr. Donohue's textbook, Women's Health Case Studies, is used extensively in the United States and Canada to prepare women's health nurse practitioners for the National Certification Exam. Dr. Donohue has worked as an advanced practice nurse while pursuing ongoing educational and research opportunities for over 25 years. She taught undergraduate students at Boston University prior to joining the faculty at Simmons College where she teaches at all levels of the program, though primarily at the graduate level. Her NP clinical practice for the last several at the Simmons College Health Center resulted in her writing and editing a new textbook for advanced practice nurses in college health. Dr. Donohue has also investigating the use of personal digital assistants at Simmons College nursing programs, specifically (Palm pilots and Pocket PCs), as a resource tool for bringing evidenced based practice to enhance client encounters.

Jocelyn Loftus, M.S., A.P.R.N., BC. (Undergraduate Nursing)

Professor of Practice, Nursing

B.S.N. University of Massachusetts

M.S. Simmons College

Ms. Loftus is the coordinator of the first clinical experience for nursing students. She is also actively involved in the Dix Scholar's Program designed for adult learners to join the nursing program. Ms. Loftus has a clinical practice in adult primary care at Neponset Health Center in Dorchester, MA and has facilitated a collaborative research project between Simmons College and Neponset Health Center to study hypertension in Vietnamese clients.

Arlene Lowenstein, Ph.D., R.N.
Professor of Practice, Nursing
Director, Health Professions Education Program
B.S.N., Fairleigh Dickinson University
M.A., New York University
P.h.D., University of Pittsburgh

Dr. Lowenstein has been teaching in the online health professions education program since its inception in 2007. She has extensive experience in clinical and educational settings. She has served in upper levels of administration and educational positions as Vice President for Nursing and Director and Chairperson for nursing graduate programs in Massachusetts, Kentucky and Georgia. Her clinical background is in community health, parent child nursing and geriatrics.

Dr. Lowenstein's research includes racial and class conflict in the healthcare workplace, women with HIV/AIDS and historical studies in educational administration and racial segregation in nursing education. She is the author of two books on innovative teaching strategies.

Marla Lynch, M.S., A.P.R.N., BC.
Associate Professor of Practice, Nursing
B.S.N. Boston University
M.S.N. Boston College

Ms. Lynch is joined the Simmons full time faculty in the fall of 2007. Prior to this, she taught part time at Simmons since 1993 and at Quincy College. After many years as a clinical specialist in mental health nursing she is focusing on teaching in mental health. She co-teaches the mental health nursing course and coordinates the consultation/liaison project. She also teaches a graduate course on advanced counseling skills.

Eileen M. McGee, Ph.D., R.N.
Associate Professor of Practice, Nursing
A.S.N. Laboure College
B.S.N. and M.S.N. University of Massachusetts, Boston
Ph.D. Boston College

MS. McGee has previously taught at Laboure College. She has many years of clinical practice in community health nursing, specializing in health care for homeless populations. Her research interests include nursing clinics as models for health care delivery, spirituality in nursing and substance abuse recovery strategies with homeless populations. Dr. McGee is involved in professional organizations including Sigma Theta Tau and Eastern Nursing Research Society.

Linda Moniz, M.S.N., R.N., CRRN. (Undergraduate Nursing)
Associate Professor of Practice, Nursing
B.S. Boston State College
B.S.N. and M.S.N. Salem State College

Ms. Moniz teaches medical surgical nursing. Her areas of clinical interest are in rehabilitation nursing and long term care. She also works at the North End Rehab and Nursing Center as an educator for the facility. She is a certified rehab nurse through the American Nurses Credentialing Center. She is a member of Sigma Theta Tau, Theta at large and Eta Tau chapters, the Association of Rehabilitation Nurses (ARN) and the Massachusetts Association of Registered Nurses (MARN).

Susan Neary, Ph.D., A.P.R.N., BC.

Director of Doctor of Nursing Practice Program, Professor of Practice, Nursing

B.A. Emmanuel College

B.S.N. Saint Louis University

M.S. Simmons College

Ph.D. Boston College

Dr. Neary has been a member of the Simmons faculty since 1989, and is also the Associate Chair for Graduate Nursing. She maintains a clinical practice in Primary Care at the Neponset Health Center in Dorchester, MA. She is a member of Sigma Theta Tau, the American Academy of Nurse Practitioners, the Eastern Nursing Research Society, and the Massachusetts Coalition of Nurse Practitioners.

Janet Sweeney Rico, M.S.N., MBA, A.P.R.N., BC.

Director of Family Nurse Practitioner Program, Professor of Practice, Nursing

B.S.N. St Anselm's College

M.S.N. University of North Carolina

MBA Boston University

Ms. Rico is the coordinator for the direct entry nursing program and is certified as a family and geriatric nurse practitioner. She holds appointments with Simmons College and a lectureship at Harvard School of Public Health. Ms. Rico's expertise in nursing and management brings unique contributions to the department. Presently, Ms. Rico practices in the emergency department at Boston Medical Center and in a homecare primary care practice for the elderly and disabled. She has presented numerous continuing education programs and has prior clinical experience in occupational health, geriatrics, emergency/critical care and subacute care. Her interests are health policy, geriatrics, and developmental disabilities. She is the Vice Chair for the Massachusetts Board of Registration in Nursing and serves on the Board of Directors for the Massachusetts ARC.

Patricia Rissmiller, D.N.Sc., A.P.R.N., BC.

Chair Graduate Nursing, Associate Professor of Nursing

B.S.N. Catholic University

M.S.N. and D.N.Sc., Boston University

Dr. Rissmiller is the coordinator of the Parent-Child concentration. She has focused many of her energies over the past year in the area of interdisciplinary collaboration within the health care community. She is currently a director for the U-Mass Simmons School Health Institute which is a funded project implementing regional continuing education for school nurses. She is also actively involved on a collaborative project with the Brazelton Group at Children's Hospital to develop an assessment tool based on the Brazelton Scale. She also has a joint appointment at Children's in the Institute for Community Inclusion as a director for training for nurses working with developmentally disabled children and families. Research interests include high risk children and families and school health. Dr. Rissmiller practices in the Maternal-Child Health Department at Cambridge Visiting Nurses Association.

Nathan Samuels, D.N.P., A.P.R.N., B.C.
Associate Professor of Practice, Nursing
B.S., Brandeis University
M.S., Simmons College
D.N.P., Simmons College

Dr. Samuels has held a clinical position as a cardiology-specialized nurse practitioner. He has been teaching in the Nursing Department since 2005, and currently works primarily with Direct Entry students.

Shelley Strowman, P.h.D.
Associate Professor of Practice, Statistics
B.A., Bates College
M.A., University of New Hampshire
Ph.D., University of New Hampshire

Dr. Strowman teaches Biostatistics in the Doctor of Nursing Practice program and provides statistical and methodological consultation on graduate research. She also lectures on survey design and multivariate statistics in the Nursing, Nutrition, and Physical Therapy departments. Dr. Strowman joined the School of Nursing and Health Sciences faculty in 2008 after working for several years in Academic Technology as a Statistical Software Consultant.

Dr. Strowman brings to the classroom over 20 years of experience in research, including several years as a consultant in public health. She has provided statistical and survey consultation in a variety of areas including cardiovascular health promotion, tobacco control, the relation between stress and hospitalization, and health risk behavior. Dr. Strowman's professional experience is integrated into her teaching through an emphasis on real-world examples and applications.

Professor Strowman has also taught Statistics and provided research consultation in the Schools of Social Work, Management, and Library Science.

Olga Sullivan, M.S., R.N.
Associate Professor of Practice, Nursing (Undergraduate Nursing)
Bachelor of Education , State Pedagogical University, Ukraine
A.S. in Nursing , Bunker Hill Community College
B.S.N. University of Massachusetts Boston
M.S.N. University of Massachusetts Boston

Olga Sullivan joined the Dotson Bridge and Mentoring Program at the Simmons College in 2010. Ms. Sullivan is also an Associate Professor at the Bunker Hill Community College where she teaches medical surgical nursing. Prior she was teaching medical surgical nursing and fundamentals of nursing at the Laboure College as well as clinical practice with students.

Karen Harvey Teeley, M.S., R.N., AHN-C
Associate Professor of Practice, Nursing (Undergraduate Nursing)
B.S.N. Fairfield University
M.S. Boston University

Ms. Teeley is the coordinator for community health in the nursing program. She has practiced in the community setting for over twenty years in home care, public health and occupational health. She has taught at Emmanuel College and University of Rhode Island and has been on the Simmons faculty since 2002. Ms. Teeley's research interests are in holistic nursing and she has presented numerous workshops on alternative healing interventions. She is also ELNEC trained (End-of-life Nursing Education Consortium) and co-teaches Care at the End of Life: Interdisciplinary Perspectives (SHS 459). Ms. Teeley serves on the Professional Advisory Committee for Caritas Home Care and is a founding member of the Faith/Health Connection Parish Nurses Association in southeastern Massachusetts

Victor Tsveybel, S.N., R.N.
Associate Professor of Practice, Nursing (Undergraduate Nursing)
B.S.N. Northeastern University
M.S.N. Massachusetts General Hospital Institute of Health Professions

Mr. Bell joined the faculty in 2004 to teach medical surgical nursing. Prior to joining the faculty at Simmons, he worked at Regis College and Laboure College while always maintaining his clinical practice in acute care. He co-authored an article on the effects of reducing interns' work hours on serious medical errors in ICUs in the New England Journal of Medicine. He was a primary data collector for that study. Mr. Bell is fluent in Russian and is ACLS certified, ANCC Board certified in Medical Surgical Nursing, and certified in Trauma Nursing.

Sarah Volkman, Sc.D.
Professor of Nursing
B.A., University of California, San Diego
Sc.D., Harvard University

Dr. Volkman has been involved in preparing nursing students in the basic science content since 1989; teaches Normal and Abnormal Physiology as well as the Integrative Sciences Curriculum for the Direct Entry Program including Biochemistry, Microbiology and Anatomy and Physiology. She holds a joint appointment at the Harvard School of Public Health, in Immunology and Infectious Diseases. In addition to her teaching at Simmons, she continues to teach Infectious Diseases and the Human Organism at Harvard University, where her scientific research interests involve understanding the mechanisms of drug resistance in the human pathogen, *Plasmodium falciparum*.

Besides her teaching and research interests, Dr. Volkman is currently writing a textbook on Human Pathophysiology, which uses clinical case scenarios to examine the mechanisms of human disease. She has received several awards including the Young Investigator Award by the American Society of Tropical Medicine and Hygiene, and was a Senior Teaching Fellow and a Christensen Fellow at Harvard University.

Julie Vosit- Steller, D.N.P., M.S.N., A.P.R.N., BC, F.N.P., A.O.C.N.

Associate Professor of Practice, Nursing

B.S.N. College of Our Lady of the Elms

M.S.N. University of Massachusetts

C.A.G.S in Family Nurse Practitioner/Adolescent Health, University of Rhode Island

Ms. Steller is a women's health expert with a particular interest in Gynecologic Oncology. Prior to teaching at Simmons, she held faculty positions at both Georgetown University and University of Rhode Island. Since 1991, she has practiced as women's health and family nurse practitioner. In her current clinical role, she spearheads the integration of a nurse practitioner model into a multi-centered gynecologic oncology practice in the Boston area. In addition to her lectures at Simmons, she frequently presents for continuing education programs on the role of the advanced practice nurse in the care of women with gynecologic malignancies.

Her professional background includes consultation at the National Institute of Child Health and Human Development. As well, Ms. Vosit-Steller has served as study coordinator for several phase three clinical trials focused on cancer treatment. Her post-graduate thesis, *Promoting Cervical Cancer Screening in Hispanic Women in Rhode Island*, focused on the current trends of health screening and maintenance behaviors in the female Hispanic population of the state. This research motivated her to lead the development of a women's healthcare program for the uninsured in Rhode Island. Ms. Vosit-Steller remains an active member of Sigma Theta Tau, the American Academy of Nurse Practitioners, the Massachusetts and Rhode Island Coalition of Nurse Practitioner's and the Society of Oncology Nurses.

Patricia White, Ph.D., A.P.R.N., B.C., Associate Professor of Practice, Nursing

B.S.N. Boston University

M.S.N. Boston College

Ph.D. University of Rhode Island

Dr. White has been teaching at Simmons College in the Nursing Programs since 1987. She is the Co-coordinator of the Adult and Geriatric Nurse Practitioner Programs and is also involved in teaching in the undergraduate research and community health courses. She maintains a clinical practice at Compass Medical Associates in Brockton, Mass where she provides primary care to adults and also provides care to elders in long term care and in the home. She has previously practiced in Weymouth, Mass and in Norwood, MA and at the Home Care Program at Beth Israel, Hospital in Boston, MA.

During her doctoral study at University of Rhode Island, she conducted a study on the practice of nurse practitioners caring for clients who were grieving. She has been involved in presenting on the clinical topics of polypharmacy, ethics and bereavement to her colleagues at many NP conferences and has also been working with faculty at Simmons in presenting departmental research on the Direct Entry Experience to NONPF and AACN. She is a member of a new learning collaborative for accelerated models of nursing education (LCANE) with her colleague Janet Rico and a number of nursing faculty from around the country and recently presented to NONPF about the activities of this group. She is active in NONPF on the faculty practice committee and is a member of the MCNP, Sigma Theta Tau and ENRS.

Clinical Affiliations

The program maintains teaching and clinical relationships with internationally recognized health care organizations including Beth Israel Deaconess Medical Center, Brigham and Women's Hospital, and Harvard Pilgrim Health Plan. Clinics, neighborhood health centers, hospitals, and private practices provide additional clinical experience to meet individual student needs and interest. The following is a list of affiliations as of January 2011. It is subject to change; is a small sample of the 200 clinical site locations. For more information about clinical sites, call 617 521-2130.

Beth Israel Deaconess Medical Center
Boston, MA

Boston Center for Rehabilitation Boston, MA

Boston Health Care for the Homeless
Boston, MA

Boston Medical Center
Boston, MA

Brigham & Women's Hospital
Boston, MA

Chad Brown Health Center
Providence, R.I.

Children's hospital
Boston, MA

Dedham Medical Associates, Inc.
Norwood, MA

Downtown Oakland Clinic
Oakland, CA.
Fall River Heart Associates
Fall River, MA

East Boston Neighborhood Health Center
East Boston, MA

Family Practice Associates
Weymouth, MA

Harvard Vanguard Medical Associates
Boston, MA

Lahey Clinic Hospital, Inc.
Burlington, MA

Massachusetts General Hospital
Boston, MA

MIT Health Center
Cambridge, MA

Newton-Wellesley Hospital
Wellesley, MA

Pembroke Primary Care
Pembroke, MA

Westwood Pediatrics
Westwood, MA

APPLICATION AND ADMISSION INFORMATION

For more information about admission, please see our Frequently Asked Questions page on our web site, and for questions about the program. Applicants to all nursing programs are required to submit all application materials in one packet. Officially signed/sealed transcripts and recommendations should not be opened as this will render these documents as unofficial. They should be included in your application packet along with the other required materials. Photocopies, faxes, or student copies of original transcripts and recommendations are not acceptable. Please note complete applications must be received by the stated deadlines; dates are not the post mark date, rather, the date when all materials need to be received in the Office of Admission. No application can be acted upon unless all materials are received. There is no guarantee that late applications will be considered; late applicants are not eligible for consideration of merit scholarship[s] or graduate assistantships. Be certain to mail all materials to the following address; do not address any materials to "Admission Office, Simmons College," as there are six admission offices at Simmons.

*Office of Admission
School of Nursing and Health Sciences
Simmons College
300 The Fenway
Boston, MA 02115*

Application Procedure

Applicants are responsible for mailing the application materials to the Office of Admission at the School of Nursing and Health Sciences. All documents submitted become the property of Simmons College and cannot be returned to the applicant. All applicants must submit all materials (except TOEFL scores) in one envelope.

Application materials include:

1. A completed application form, including personal statement, resume, checklist, and Certification of Finances Form (for non-U.S. citizens only). Students interested in ultimately completing both the M.S. program and the C.A.G.S. family health concentration program **must clearly indicate both programs** on the application for admission at the time of submission.
2. A non-refundable application fee, made payable to Simmons College.
3. For RNs, notarized copy of licensure and at least one year of clinical experience.
- 4
4. Official academic transcripts from all undergraduate and graduate academic institutions attended whether or not a degree was awarded, and whenever courses were completed or if courses are not specific to the program for which you are applying or whether courses appear on another transcript. Applicants who are completing an undergraduate degree in the year of application must submit grades from the most recently completed academic term. Photocopies, faxes, or student copies are not acceptable.
5. Applicants who have studied abroad must submit academic documents in the native language as well as official English translations. Additionally, academic records may need to be evaluated by an agency as specified by the School of Nursing and Health Sciences.

6. Three professional or academic recommendations (each in sealed, signed envelopes included in your packet). Recommendations provide the Admissions Committee with valuable information regarding the applicant's potential as a nurse and a candidate for graduate study. The School of Nursing and Health Sciences is a professional school so references should be selected carefully. Recommendations should come from individuals who know the applicant well enough to comment on her or his ability to engage in graduate study, and ultimately, in advanced nursing practice. At least one recommendation should be from the applicant's most recent employer. Photocopies, faxes, or student copies are not acceptable.

No application can be acted upon unless all items under the general admission requirements, as well as those listed for each of the various concentrations, are received.

The following should be sent directly to the School of Nursing and Health Sciences by the testing agency for all nursing applicants:

TOEFL (Test of English as a Foreign Language) Applicants whose first language is not English must submit official TOEFL scores taken within two years prior to the application deadline. The TOEFL requirement is based on native language, not citizenship. No other English proficiency exam will be accepted. The TOEFL is waived for applicants who have graduated at the bachelor's or master's level from a regionally accredited U.S. institution or a post-secondary institution abroad that is recognized by the Ministry of Education in the host country in English-speaking countries **only**. Official scores from ETS are required; copies of student score reports are not acceptable. SNHS is unable at this time to accept electronic scores. The School of health Sciences TOEFL code is 3761.

A minimum score of 570 (paper-based), 230 (computer-based,) or 88 (internet-based) is required.

Application Deadlines

Application deadlines vary by program. Carefully check SNHS Degrees at a G on our web site,

Enrollment Deposit

Accepted students who wish to enroll must submit a non-refundable enrollment deposit. This deposit is applied to the first term bill.

Deferred Entrance

An accepted student may request in writing to the Assistant Dean/Director of Admission of the School of Nursing and Health Sciences a deferral of the entrance date for a maximum of one year. The student must indicate what he/she will do in the interim. If granted a deferral, the non-refundable deposit is due on the date stated in the original letter of admission to ensure enrollment. This fee is applied to the first term bill. International students will be considered on an individual basis for deferred entry due to immigration policies.

If a student takes a class, then decides that he/she would like to take some time off, a Leave of Absence (LOA) request must be submitted /approved by the Department Chair and Dean.

Reapplication Procedure

An applicant who wishes to have a previous application reactivated should submit her or his request in writing to the Assistant Dean/Director of Admission of the School of Nursing and Health Sciences. Individuals should call the Office of Admission to learn what materials are needed since each applicant's situation is different. Official academic transcripts for courses completed since the initial application **must** be submitted. A reapplication fee is required and should be submitted with the written request.

Transfer Credit

Applicants to the program may petition to transfer a maximum of two courses into the program provided the credits were not used for a previously conferred degree and were completed within five years of the petition. This petition must be approved by the Chair of the Graduate Nursing Program and the Dean of the School of Nursing and Health Sciences. The student must have earned a grade of B or better.

Waivers

Students who enter the Program with a strong background in a particular content area may petition for a course waiver. Such waivers require demonstration of mastery of course content. Students receiving course waivers must still complete the required number of credit hours, accomplishing this by taking additional electives to replace the waived credits. Request for such waivers must be approved by the chair of the Graduate Nursing Program.

College Registration

Contact the Nursing Department directly about course registration for newly-accepted and enrolled or non-degree (special) students.

Courses are billed by credit hour; visit the Tuition and Fees page on the SNHS website for the current cost per credit hour. The registration bulletin will also contain the number of credit hours and schedule for the courses.

If you need to complete prerequisite courses, you may register through the Dorothea Dix Scholar's Program (undergraduate adult continuing education department) as a non-degree student, since most prerequisites are considered undergraduate courses. You would need to complete and submit their non-degree student application which you can obtain from that office. If you have any questions regarding this process, the Dix Office can be reached at 617.521.2500 and dix@simmons.edu.

For more information about Admissions, please visit our Frequently Asked Questions page on our web site. Financial Information

For information about the current tuition and fees, please see our website.

FINANCIAL AID FOR U.S. CITIZENS

While the responsibility for educational financing belongs with the student, Simmons College administers low-interest loan programs that assist U.S. and permanent resident alien students in financing their education. At Simmons, financial aid is based on financial need.

Potential first year graduate students must submit a FAFSA (Free Application for Federal Student Aid) form and the Simmons College Supplemental Form to the Office of Student Financial Services by the March 1 deadline for summer or fall entry or October 1 for spring entry for federal financial aid (**low-interest loans**). Students must be enrolled at least half time (defined as at least 5 graduate credits each semester) to be eligible for federal financial aid. Check with the specific program you are interested in to determine the minimum number of credits considered to be half time. The Simmons FAFSA code is 002208.

All Simmons financial aid decisions are made on an academic year basis. In order to receive aid in subsequent years, you must reapply each year, and for priority consideration, meet established deadlines. Renewal of financial aid is contingent upon meeting satisfactory academic progress as well as all other eligibility criteria. Students interested in further information about financial aid at Simmons can find comprehensive information on the financial aid web site at <http://my.simmons.edu/services/sfs/> or by calling the Office of Student Financial Services at 617.521.2001.

The Office of Admission of the School of Nursing and Health Sciences offers assistance in the form of scholarships and assistantships. These limited merit awards or assistantships for teaching and research are competitive and are based on merit. **It is important to understand that no merit award will fully cover tuition.** Applicants to the Direct Entry, RN-MS and BSN-MS programs who must be enrolled full time are automatically considered for these merit awards at the time of application. There is no separate, special application for merit awards. Assistantships are determined and awarded after admission.

EXPENSES

Information on policies, procedures, charges, registration, and other financial matters is provided by the Office of Student Financial Services (617.521.2001). All students are responsible for becoming familiar with these regulations of the College.

College charges for tuition, fees, and residence must be paid according to the scheduled payment dates. Please note that no student is allowed to complete registration and attend classes without account approval from the Office of Finance. The College reserves the right to withhold all of its services to students who have not met their financial obligations to the College. Such services include mailing transcripts, grades, references, placement materials, and using various offices and facilities.

The Commonwealth of Massachusetts mandates proof of medical insurance for students who are at least three-quarters time (nine credits). You may be required to purchase this insurance if you are not already covered by your personal health plan. Simmons College will accept American Express, Master Card, Visa and Discover Card payments for graduate tuition. Students may present their cards in person to the Student Accounts Office, or by fax, 671.521.3195. The College regrets it cannot accept credit card information over the telephone.

REFUND POLICY

The College's general policy regarding refunds to students is stated on a separate flyer titled Financial Information. Questions regarding refunds should be directed to Student Accounts personnel in the Office of Student Financial Services at 617.521.2009.

Information for International Applicants

The School of Nursing Health Sciences (SNHS) welcomes applications from international students (U.S. citizens living and studying abroad, non-U.S. citizens and permanent resident aliens) because the campus community is made richer by the presence of individuals with different perspectives from other countries. To assist applicants in understanding the nature of the application and admission process, this section highlights important information to make the transition easier. Due to immigration stipulations, international students requiring a student visa to study in the U.S. must be enrolled full time in an academic program. Carefully review the individual program descriptions in this catalog since not all programs are full time. Additionally, if you are currently in the U.S. and have any visa other than an F-1, you must check with the Bureau of Citizenship and Immigration Services regarding procedures for changing your visa status.

APPLICATION DEADLINES

Application deadline dates differ for nursing programs. Check the first page of the application for specific dates. These dates are when all materials must be received, not the postmark date. It is imperative that students who have or are studying abroad commence the application process at least six months prior to the deadline for the September or late June/early July (for Direct Entry applicants only) term. Please allow ample time for the pace of international postal systems, obtaining visa documents, arrival in the U.S. and transitioning to a new environment. International students will not be allowed to enroll if they arrive after the official start of the term.

REQUIRED ACADEMIC RECORDS

In the U.S. academic records or mark sheets are called “transcripts” (this is the term used throughout this catalog). All applicants who have studied abroad must submit official (signed in original ink and stamped with a seal) academic records for study completed at all universities (including schools where no degree or certificate was earned by the student). These documents should include end-of-year result sheets **for each year** attended, national exam results and a copy of degrees or certificates, both in the native language and English translations. Photocopies or facsimiles are not acceptable. Additionally, the academic records *may need* to be evaluated by an agency specified by the School of Nursing and Health Sciences.

A “college” abroad usually means a secondary institution whereas in the U.S., a college is an institution providing higher education. A college can be part of a larger university or represent a singular institution such as Simmons College. Academic records from overseas colleges which are actually secondary schools (high schools in the U.S.) are not required as part of the application process. Courses taken at the secondary level do not fulfill the prerequisite requirements for application and admission to a graduate program. A baccalaureate in the U.S. is a first university degree. Many overseas systems award baccalaureates which represent the completion of secondary education or a year beyond.

REQUIRED STANDARDIZED TEST RESULTS

TOEFL (Test of English as a Foreign Language) Applicants whose first language is not English must submit official TOEFL scores taken within two years prior to the application deadline. The TOEFL requirement is based on native language, not citizenship. No other English proficiency exam will be accepted. The TOEFL is waived for applicants who have graduated at the bachelor's or master's level from a regionally accredited U.S. institution or a post-secondary institution abroad that is recognized by the Ministry of Education in the host country in English-speaking countries **only**. Official scores from ETS are required; copies of student score reports are not acceptable. SNHS is unable to accept electronic score reports at this time. The School of Nursing and Health Sciences TOEFL code is 3761. A minimum score of 570 (paper-based), 230 (computer-based,) or 88 (internet-based) is required.

Further information about this exam can be obtained by directly contacting: TOEFL, Educational Testing Service, P.O. Box 6151, Princeton, New Jersey 08541-6151, telephone: 215.750.8050 or www.toefl.org.

Applications **cannot be reviewed without the receipt of these test scores**. It is very important that applicants register for these exams well in advance of applying for admission. **Candidates should take TOEFL two months in advance of the application deadline for the official score reports to arrive in time.**

REQUIRED FINANCIAL DOCUMENTATION

All non-U.S. citizens who will require a student visa for study in the U.S. must provide accurate and current (within six months prior to applying) evidence of ability to pay for the cost of a Simmons education. These costs are variable (but include fixed and living costs beyond tuition) and outlined on the "Certification of Finances Form" enclosed in the application. This form must be completed and returned directly to the SNHS Office of Admission. Additionally, an original statement from the applicant's sponsor indicating a willingness to provide financial support and a statement from the sponsor's bank verifying the availability of sufficient funds must be received.

All documents must be signed in original ink, written in English and funds must be shown in U.S. dollars (\$). Certain countries limit the amount of money which may be sent abroad. Thus, it is very important for the applicant to inquire about the regulations in the home country concerning transfer of funds. Applications cannot be reviewed without certification and documentation of financial resources. This information is required in order to process an I-20 to obtain an F-1 student visa.

The School of Nursing and Health Sciences offers limited merit awards. These small awards are very competitive. Students must be enrolled full-time for consideration. **Applicants should understand that stipends would not cover the entire cost of tuition.** All applicants are considered for merit awards during the application review process; no separate application is required. Simmons College does not offer state or federal financial aid to non-U.S. citizens. Because Simmons College and SHS are unable to provide extensive funding to non-U.S. citizens, please carefully consider the ability to meet the financial obligations before submitting an application. Please see our website at for a partial listing of private loan sources.

ACADEMIC YEAR

For each academic semester, students receive grades for each subject (course) taken. The first (fall) semester generally begins in early September and ends in mid- December. The second (spring) semester begins in mid- January and ends in mid -May. Additionally, there are summer sessions lasting from May to August. Most programs begin in the September semester.

GRADING AND CREDIT HOURS

The School of Health Sciences at Simmons College awards letter grades for all completed courses: A=Excellent, B=Good, C=Fair, D=Poor, F=Fail and P=Pass. Each letter grade is assigned a value: A=4.00, B=3.00, C=2.00, D=1 and F=0. Each course carries a certain number of credit hours, where, usually, one credit is equal to one hour of classroom instruction. Graduate courses are usually worth three credits although some are worth four, two or one. The total number of credit hours required to obtain a specific degree will determine the number of courses a student needs to complete the program.

ARRIVAL AT SIMMONS COLLEGE

It is important that international students plan properly to arrive at the required time to commence their studies. Allow ample time for obtaining immigration documents, shipping personal items and adjustment due to time and climactic changes. Students will NOT be allowed to enroll in classes if they arrive after classes have officially started. It is imperative that students allow adequate time for moving, student orientation and establishing contacts. Students who choose to live in campus housing are allowed to use those facilities during official school breaks in December/January and May to August.

Notice of Non-Discrimination

Statements in the Simmons College catalogs should be taken as the College's current determination of courses, programs, tuition, and fees as currently established. Admission to specific courses and programs will be dependent upon qualifications of students and availability of instruction, Simmons College reserves the right to change its courses, programs, tuition, and fees subsequent to the publication of this catalog.

Simmons College is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general college community.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons College supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the College administers its employment and personnel policies without regard to race, color, religion, ancestry, national origin, age, sex, sexual orientation, legally-recognized disability, or veteran status.

Simmons College admission and financial aid policies are administered in accordance with the Education Acts of 1965, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. The College is committed to admitting students of any race, color, or national origin to all the programs and activities generally made available to students at the College, including scholarship and loan programs, athletic programs, and other College-administered social, educational, and recreational programs, and student services.

Simmons College strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, sex, sexual orientation, religion, age, national origin, handicap, or veteran status.

Furthermore, Simmons College is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The College does not tolerate sexual harassment of employees or students.

Complaints of discrimination or harassment should be addressed to Director of Human Resources, or the applicable dean for appropriate action.

**SCHOOL OF NURSING and HEALTH SCIENCES (SNHS)
SIMMONS COLLEGE**

Thank you for your interest in the nursing profession and **graduate** nursing programs at Simmons College. This document has **two purposes**: 1. to provide a general overview of the nursing profession, trends, types of nursing credentials and educational pathways, and which nursing degree might be appropriate for you. 2. to provide specific highlights about the Simmons graduate nursing programs.

Carefully review this information and our website (www.simmons.edu/snhs) before seeking further details. Since SNHS offers many programs, and each has different application deadline dates, be certain to read SNHS Degrees at a Glance located on our web site to determine the program for you and when you must submit materials.

Information about the Bachelor's of Science in Nursing (BSN) or options for adult students (24 years or older) at the undergraduate level (Dorothea Dix Scholars-for women seeking a first or second bachelor's degree via the 18 month option) or the two or three year bachelor's degree options at Simmons, is available through the Office of Undergraduate Admission at 617-521-2051 or ugadm@simmons.edu. **Simmons College is an all-female institution at the undergraduate level. The Office of Admission for the School of Nursing and Health Sciences (SNHS) administers the application process for graduate programs. (M.S., Doctorate). SHS is coeducational.**

HIGHLIGHTS OF THE SIMMONS GRADUATE NURSING PROGRAM

- Simmons has offered professional preparation in the nursing profession for over 100 years; the first nursing student graduated in 1907.
- Nursing faculty are teachers, practitioners, mentors, advisors, and researchers.
- Graduate students complete clinical rotations in a variety of settings (over 200 sites available) affording great opportunities to learn about the range of health care specialties. Students are prepared in a strong generalist manner and will be prepared to provide care as family nurse practitioners after graduation. Students can opt for specialty rotations with advisement and support of faculty.
- **The ratio of student/clinical instructor is 6:1.** The Massachusetts Board of Registration in Nursing mandates a maximum ratio of 1 faculty to 10 students
- First-time pass rate for the NCLEX¹ (national licensing exam to be qualified as a R.N., registered nurse) is nearly 100% -undoubtedly due to the quality of clinical rotations, close faculty mentoring, and a timely review course just before the NCLEX is taken.
- Graduate students complete research projects which can be used as a transition to future work. The research portion will enable a student to more seamlessly move to the DNP (see below).
- First-time pass rate on N.P. exam (Nurse Practitioner) is 100%.
- The nursing role is broad and the possibilities boundless with a Simmons M.S.

¹ This NCLEX examination, and another one for Practical Nurses, were both developed by the National Council of State Boards of Nursing (NCSBN).

LEVELS/TYPES OF NURSING CREDENTIALS

Licensed Practical Nurses (LPNs) – Academic preparation and clinical experience last about one year. Applicants can enter from high school, and can take courses at technical or vocational schools, or in community colleges. Most LPNs provide basic bedside care. They administer prescribed medications and therapies. They are entry level direct care nurses who practice under a registered nurse. See U.S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, at <http://www.bls.gov/oco/ocos102.htm> LPNs are required to take the NCLEX examination for Practical Nurses. That examination is then used by state boards of nursing to assist in making licensure decisions. This credential only allows for very basic responsibilities. **Simmons College does not offer this credential.**

Registered Nurses (R.N.s) – To become RNs, high school graduates can earn associate degrees in two-year nursing programs in community colleges; or they can earn diplomas in three-year programs offered by hospitals. The availability of such programs varies by regions of the country. Additionally, individuals can earn a bachelor of science in nursing degree (B.S.N.). B.S.N. programs usually take four years to complete and combine liberal arts courses with a scientific and technical track. All programs include patient care experience. The B.S.N. incorporates the foundation of liberal arts into the curriculum. Students are required to solve problems, to think creativity about the issues facing their patients. The BSN nurse needs to understand the system within which he/she provides care to be certain the patient receives high quality care. Those who have completed an approved program are eligible to take the national written licensing exam, which is administered by each state. All states require licensing. See <http://careers.stateuniversity.com/pages/496/Registered-Nurse.html>. Simmons College offers an 18 month program for individuals with a prior degree after completing pre-requisites, as well as 2 and 3 yr part-time options. We also have a traditional undergraduate BSN program. **Simmons College offers a B.S.N. program via the College of Arts and Sciences (CAS); application and information can be obtained by contacting the Office of Undergraduate Admission at 617-521-2051 or ugadm@simmons.edu.**

Advanced Practice Nurses – Some R.N.s choose to become Advanced Practice Nurses. There are four categories of such nurses: nurse-practitioners, clinical nurse specialists, Certified Nurse Midwives, and Certified Registered Nurse-Anesthetists. See <http://careers.stateuniversity.com/pages/496/Registered-Nurse.html> **Simmons College through the School of Nursing and Health Sciences (SNHS) offers a program leading to nurse practitioner, with a Family focus See details below.**

Nurse Practitioners (N.P.s) – Nurse Practitioners hold a master's degree in advanced practice nursing. They have earned N.P. status by successfully passing the national N.P. exam. The N.P. provides extensive patient care based on his/her specialty area of practice. N.P.s assess patients by completing a history and physical exam and by ordering appropriate diagnostic tests. After assessing this data, N.P.s can prescribe medications and other interventions such as physical therapy or a referral to a specialist. If you have wondered about how the role of the physician assistant differs from the N.P., there are a few notable considerations.

The primary difference between the role of the N.P. and the P.A. is one of independence and autonomy: the P.A. works under a physician's license whereas N.P.s have their own license. The scope of practice is regulated by each state's Board of Nursing. Many states permit autonomous practice while some require collaboration with M.D.s.

SNHS offers a M.S. program with a foundation to become a Family Nurse Practitioner (FNP).

EDUCATIONAL PREPARATION FOR NURSING

Bachelor's Degree Programs (including Simmons)

Educational preparation for nursing varies by the type of position desired, the nature of the specialty, and the health care setting. Nurse training (the former accepted term used in hospitals) was initially provided in hospitals, which awarded diplomas or certificates before the profession transitioned to an educational pathway in colleges and universities.

While hospitals still offer short-term seminars in certain areas specific to their setting, the most common pathway now for nurse preparation is the completion of a formal degree-granting program.

The educational path to become a registered nurse (R.N.) is via an associate's or bachelor's degree and the successful passing of an examination developed by the National Council of Licensure Examination (NCLEX) – the NCLEX examination for Registered Nurses (R.N.).

Individuals interested in earning a B.S.N. (which provides the foundation for students to take the R.N.-registered nurse-licensing exam) would apply either to an undergraduate program from high school or as a transfer student from one college/university to another. At Simmons, there are various options (mentioned above) to do this. **Information about the B.S.N. is available at the Office of Undergraduate Admission (617-521-2051) or at ugadm@simmons.edu** Simmons does not offer associate degrees.

For individuals who already have a bachelor's degree in a discipline other than nursing, some institutions now offer such candidates the option of a second bachelor's degree, which is a "fast-tracked" or "accelerated" degree after 12-18 months of study depending on the individual's prior degree of preparation AND the institution's general academic requirements – (for example, a required liberal arts core). Such "fast-tracked" second-degree students can then become R.N.s if they pass the NCLEX-RN exam. As indicated above, at the undergraduate level, **Simmons offers a few of these options; information can be obtained by contacting the Office of Undergraduate Admission at 617-521-2051 or ugadm@simmons.edu**.

Master's Degrees Programs (including Simmons)

At the graduate level in nursing (master's degrees, post-master's certificates and doctoral degrees) there are several pathways, depending on a student's prior educational background; every college or university offers different programs and tracks (concentrations). Nearly all graduate nursing programs require a research project as part of the graduate curriculum which demonstrates the student's ability to complete scholarly work of publishable quality.

This fact sheet addresses these programs, but not specific tracks, which are numerous, and include adult primary health care (with additional focus on gerontology or occupational health), parent-child primary health care (with further concentrations such as special needs, school health) or family primary health care.

Common MS Pathways and Application Criteria (including Simmons)

R.N. to M.S. – For individuals who have diplomas or certificates from the former hospital system, or an associate’s degree and a R.N. license. Candidates for this entryway must possess a current R.N. license in the state of the institution to which they wish to apply, and work experience in a health care setting. Some universities and colleges require a certain number of years of work experience in order to apply to a master’s program. Recent completion of courses in statistics and health assessment and standardized test scores usually are required.

At Simmons, the GRE is not required but statistics and a health assessment course are required (within 10 years prior to the application deadline) to apply to the MS graduate nursing program; TOEFL is required for non-native speakers of English, who did not earn a bachelor’s or master’s degree at a regionally accredited U.S. post-secondary institution or at a post-secondary institution abroad which is recognized by the Ministry of Education in the home country of English-speaking countries only. Moreover, if the candidate earned an associate’s degree in the U.S., the institution must have been accredited by an agency recognized by the U.S. Department of Education.

Since most applicants to this pathway have been working as R.N.s, the most important factors considered for admission are the candidate’s prior academic preparation, work experience, and the quality of the recommendations. However, the emphasis can vary by program and institution; some institutions place more emphasis on test scores and prior academic performance. A common expectation is that applicants have a 3.0 G.P.A. in prior nursing courses as well as in the overall undergraduate record. In addition, institutions look for indications that the candidate can write and communicate clearly – including in shorthand due to the pace of work environments! **At Simmons, a 3.0 G.P.A. in nursing courses and the overall G.P.A. is required; work experience and relevant references are very important.**

B.S.N. to M.S. – For individuals with bachelor’s degrees in nursing and a R.N. license. Applicants must hold a bachelor’s degree in nursing from a regionally accredited U.S. college or university, and a current R.N. license in the state of the institution to which they wish to apply. **As is true for the R.N. to M.S. route indicated above, a recent course in statistics (within 10 years prior to the application deadline) is required at Simmons. At Simmons, GRE is not required and TOEFL is only required for non-native speakers of English, who did not earn a bachelor’s or master’s degree from a regionally accredited U.S. post-secondary institution or a post-secondary institution abroad which is recognized by the Ministry of Education in the home country of English-speaking countries only. The application and admission criteria are the same as indicated above for the R.N. to M.S. route.**

B.S. /B.A. to M.S. (DIRECT ENTRY) -- For individuals with a bachelor's degree in a discipline other than nursing. This is the most popular and fastest growing program to prepare for masters degreed nursing. This program has no common name; indeed, each university or college refers to it differently: **direct entry nursing, accelerated nursing, or generic master's nursing.** The first portion of such a master's program prepares the student in basic nursing knowledge and skills in order to take the NCLEX (R.N.) exam.

The DE (Direct Entry) program at Simmons is offered through SNHS; upon successful completion of the program, students “directly enter” the nursing profession. It is important to note that some institutions offer both the B.S.N. and M.S. degrees upon completion of the requisite curriculum, while others only offer the M.S. This variation in practice is determined by institutional policy. **Simmons College offers a M.S. not a B.S.N. upon completion of the Direct Entry(DE) nursing program since Simmons is an all-female institution at the undergraduate level (and thus, males cannot be awarded a BS degree) but SNHS is coeducational at the graduate nursing level.**

The key difference in the second bachelor's in nursing or accelerated bachelor's degree and the direct entry master's degree is that while both degree programs provide a path to the R.N., only the master's program provides the foundation/qualifications for N.P. (Nurse Practitioner) status. Students accepted to either the accelerated B.S.N. or to the Direct Entry Nursing program CANNOT switch between programs during enrollment.

Official re-application to either the Undergraduate College or SNHS is required and only with Nursing Department approval. It is important to know that if a student enrolls in the DE program, then, applies to and enrolls in the B.S.N. program, she cannot return to SNHS and simply continue taking master's levels classes. She must re-apply to the DE program by the designated application deadline date.

Nationwide, admission has become very competitive for Direct Entry type graduate nursing program due to limitations in faculty size and clinical rotation sites. Boston area nursing programs have experienced a significant increase in applications over the past four years – in some cases, 400 applications for 30 places.

Typically, such nursing programs require 2-3 years of full-time study, and longer if the student decides to reduce enrollment to part-time after taking the R.N. exam. Essentially, this type of program condenses the theoretical foundation and clinical experience achieved by individuals who followed a nursing curriculum (four years for a B.S.N. and two years for the M.S.) into three years for someone with no prior nursing focus.

The Direct Entry (DE) program at Simmons always begins each year in late June/early July and not in September or January. The first 18 months of the DE program requires full-time enrollment; the program can be completed on a full-time basis in 3 years (98 credit hours). After the first 18 months, students will take the R.N. exam, if successful (we have had a 100% first-time pass rate) will then be able to work. Some students choose to work and finish the program on a part-time basis, after earning the R.N., which lengthens the duration of the program but provides invaluable practical experience.

Applicants must hold a bachelor's degree in any academic discipline other than nursing from a regionally accredited U.S. institution or postsecondary institution abroad which is recognized by the Ministry of Education in the home country. No specific undergraduate major is required. The beauty of this type of program is that students bring a wide variety of prior academic foundations, skill sets, and experiences: ranging from undergraduate degrees in business administration to theater, Peace Corp experience, or working as a research technician.

Most, but not all institutions require certain prerequisite courses in order to apply to this program. Again, each institution has different requirements; there is no single set of required courses for all colleges offering this op

VERY IMPORTANT: SNHS requires a series of prerequisite courses (which must be completed within ten years prior to the application deadline-except in the case of the DNP which requires statistics to have been taken within 5 years prior to the application deadline) at a regionally accredited U.S. college/university; audit/pass/fail grades, IB, AP or CLEP scores/courses do not fulfill these requirements. It is also important to know that if courses were offered on a quarter system, two quarters of any one course may be needed to equate to a semester system. SNHS cannot review individual transcripts to determine if the appropriate courses have been completed due to the difficulty in determining equivalencies based only on course titles. If you have concerns about a particular course that you have taken or wish to take at another institution, you must submit a course syllabus (course content, textbook used, assignments, course duration; please do not send a description which only provides a general overview of the course). Allow at least 15 business days for this evaluation. Requests for an evaluation for a course you wish to enroll in within a few days cannot be honored.

SNHS does not evaluate prerequisite courses for admission to any undergraduate nursing programs, specifically the accelerated 18 month or B.S.N. programs. To determine if your courses fulfill our graduate requirements, contact the SNHS Office of Admission at 617-521-2605, Monday to Friday 8:30 a.m. to 4:30 p.m., Eastern Standard Time.

GRE is not required as part of the application process. TOEFL is required for applicants whose first language is not English and who did not graduate at the bachelor's or master's level from a regionally accredited U.S. college or university or a post-secondary institution abroad which is recognized by the Ministry of Education in the host country in English-speaking countries only. TOEFL scores must be within 2 years prior to the application deadline. The Simmons TOEFL code is 3761. Official paper scores from ETS are required since SNHS is unable at this time to accept electronic scores. Allow 4- 6 weeks for SNHS to receive these scores.

Prerequisite courses for the DE program and the undergraduate nursing programs are not the same—the undergraduate nursing requirements also include certain “core” courses as part of the undergraduate “modes,” necessary for the receipt of all bachelor's degrees at Simmons College. In other words, at the undergraduate level, other courses may be required before taking the prerequisites. Contact the Office of Undergraduate Admission concerning this issue at 617-521-2051 or ugadm@simmons.edu.

Direct Entry (DE) prerequisites:

- One year of human anatomy and physiology with labs (equal to 2 semesters)
- One half-year of organic chemistry with a lab (equal to one semester)
- One half-year of inorganic chemistry with a lab (equal to one semester)
- One half-year of microbiology with a lab (equal to one semester)
- One half-year of statistics (equal to one semester)
- One half-year of developmental psychology: birth to death content (equal to one semester)

An individual may apply to the Simmons DE program having completed all prerequisite courses, is in the process of taking such courses or plans to take them in the summer prior to the first graduate nursing course in late June/early July. Final grades for all summer course **must** be received in the SNHS Office of Admission no later August 1, if not taken at Simmons through SNHS.

IMPORTANT: applicants are highly encouraged to take as many prerequisites before applying so that the Admission Committee can determine their foundation in science courses. Individuals may complete these courses at other regionally accredited post-secondary institutions. Before registering for such classes, it is important that students confirm with the SNHS Office of Admission (617-521-2605, snhs@simmons.edu) that course content meets our requirements. Course syllabi (not just descriptions) may be needed; 15 business days are needed to evaluate such courses.

Individuals may also take the prerequisites courses at Simmons in the College of Arts & Sciences (CAS). Such courses are offered during the day during the academic year. Interested individuals should contact the Office of Undergraduate Admission at 617-521-2052 or ugadm@simmons.edu about such courses.

Alternatively, students can apply to the DE program; receive provisional admission and take missing prerequisite courses in the summer via the intensive summer science cluster offered by SNHS. **NOTE:** these are NOT the same undergraduate course offered through the undergraduate College of Arts & Sciences during the academic year, rather, specific courses designed for DE students.

Under provisional admission, grades of “B” or better in r courses in progress at the time of application are required in each course in order to proceed in the DE program. If not, offers of admission will be withdrawn, although students might already be enrolled in the first graduate nursing course in the summer. It is due to this timing that SNHS recommends that students complete as many prerequisites before applying for admission.

The DE program is the most competitive of all SNHS programs. Applications are closely reviewed for a variety of factors. The expected prerequisite GPA and the overall GPA (for all colleges attended, including failed or repeated courses) is 3.0. See the SNHS Admission Profile on the web site for information about the most recently accepted DE class. h

The DE nursing pathway is a professional program, so, it is important that recommenders are carefully selected. References should speak to the candidate’s ability to handle rigorous graduate work and have the stamina/caring needed to assist individuals in medical need.

The academic quality and rigor of the institution(s) the applicant previously attended can also be a factor. Since leadership, critical thinking and problem-solving skills are important elements in becoming an effective advanced primary care nurse, there should be evidence of such attributes in the application. While paid or volunteer experience in a health care setting is not required at SNHS, students who have these would have an advantage in the admission process.

Finally, while some programs require an interview before or during the application process, **SNHS does not require an interview and unfortunately cannot accommodate requests for an individual informational interview with the one faculty member who is available to meet with students** (since interviews are not required, they would not be evaluative and will have no bearing on the admission decision). Students who do schedule an interview are strongly encouraged to review the SNHS website before the interview. **Please call if it is impossible to keep the appointment. Due to the time required to schedule such interviews, if an individual does not appear for the appointed time or does not call in advance to cancel the interview, this will be noted in the student's application.**

Attendance at one of SNHS campus information sessions is highly recommended. Register online on our web site.

More information about the Direct Entry program and curriculum can be found on our web site.

The application deadline for the Direct Entry nursing program is February 1, for entry in the summer. All admission decisions will be sent as a group after the deadline date. There is no Early Decision or rolling decision option at SNHS. **All application materials must be received in one envelope.**

The DE application can be found on our web site.

Post-master's Degree Programs (including Simmons)

C.A.G.S. (Certificate of Advanced Graduate Study) – This is a highly recognized educational credential for individuals who hold a master's degree in nursing. This program provides advanced course work and a practicum or internship in various specialty areas. **At Simmons, depending upon the applicant's certification and experience, the program credit hour requirement ranges from 18 to 31 credit hours; the program can be completed in 3 academic semesters on a part-time basis. Applicants must have a 3.0 G.P.A. in nursing courses and an overall G.P.A. of 3.0. GRE is not required. Interested individuals should apply to SNHS for this program.**

Doctor of Nursing Practice (DNP) - Major professional nursing associations - the National League for Nursing, the American Association of Colleges of Nursing, and the American Nurses Association – have expressed great concern about the lack of support for graduate-level nursing education. This failure to invest in Master's and doctoral education for nurses has created a shortage of qualified nurse-educators to carry on nursing education at a high level for the next generation.

In 2004, the American Association of Colleges of Nursing (AACN) presented a Roadmap for a new degree – a Doctor of Nursing Practice, or DNP. The AACN adopted a goal that such a program should be in place by 2015. This new degree, the DNP, is designed for people in clinical practice who will eventually transition to administration, organizational management and policy development. The program will prepare students with a blend of clinical, organizational, economic, and leadership skills.

While the Ph.D. and Doctor of Nursing Science (DNSc) are research-intensive, the DNP degree is practice-focused. The DNP graduate will seek leadership roles in health care organizations, legislative staff, and policy institutes. The DNP degree, in short, is intended to have a focus all its own; it will not replace the Ph.D., Ed.D. DNSc or the Master's in nursing degree.

Rather, the DNP embodies a vision for the future of specialty nurse education; it represents a practice-focused doctoral education. The M.S. in nursing will probably transition to a degree for advanced generalists. The DNP is similar to the Pharm.D. and DPT (Doctor of Physical Therapy) which are professional level clinical degrees.

There are different entry points for the DNP. Candidates holding master's degrees, follow individualized curriculums based on education, experience, and choice of specialization. A candidate who enters the program with a baccalaureate degree in nursing or another field will require a more comprehensive and longer program of study, including more clinical experiences.

The long-term benefits of acquiring specialized expertise and advanced skill sets via the DNP provide an advantage both to the student (who gains a wider range of opportunities for employment), and society (which gains a corps of nurses with a better understanding of our health care system, and how nursing can contribute to it).

At Simmons, the DNP is a post-master's program and is offered in hybrid format-online and campus attendance two week-ends each semester. Applicants should submit all application materials to SNHS.

The focus of the Simmons DNP is professional practice leadership. The program will develop nursing leaders who will improve health care outcomes in clinical practice, research and management. **Applicants must have a M.S. in nursing or a related field with a 3.5 overall G.P.A. from a regionally accredited U.S. post-secondary institution. Applicants must have completed a statistics course with a grade of "B" or better. within 5 years prior to the application deadline. Additionally, applicants must have a current nursing license. A minimum of two years fulltime professional practice is required for applicants desiring advanced standing status.**

FUTURE EMPLOYMENT TRENDS IN NURSING

According to the U.S. Department of Labor, <http://www.bls.gov/> nurses represent the largest segment of workers in the health care field. Employment in nursing is projected to grow "much faster than average," i.e., by 27%, between 2004 and 2014. Indeed, "registered nurses are expected to create the second largest number of new jobs, in all occupations," through 2014.

This trend reflects changes in the population (aging); changes in technology (more advances which allow more illnesses to be treated); and, imminently, an anticipated number of retirements in both the clinical and educational settings. None of these trends is expected to change any time soon.

EMPLOYMENT OPTIONS IN NURSING

Employment options for all nursing specialties vary by employment setting, but in hospitals a significant need exists in oncology, geriatrics, rehabilitation and outpatient surgery. To fill the large number of nursing vacancies, some hospitals (depending upon region) are offering signing bonuses, flexible work schedules, child care, and tuition reimbursement for further education. Additionally, many healthcare facilities offer online bidding to fill open shifts allowing nurses to fill open slots at premium wages. While the current economic turndown has negatively impacted employment in some hospitals, in particular, some Boston research hospitals, data from the Bureau of Labor Statistics indicates that the need for nurses will continue well into this century, due to the retirement of clinical and teaching nurses.

Other employment sites for nursing include hospices, community clinics, physician offices, public health departments, government agencies, the military and acute care centers. Two other healthcare settings will share in the increase in employment opportunities: nursing care facilities and home health care.

A substantial increase is expected in employment in nursing homes, since an increasing number of elderly will require long-term care. Hospitals discharge patients as soon as possible because of financial or business constraints thus generating more admissions to nursing facilities. In particular, job growth is expected in units offering rehabilitation for patients with Alzheimer's, stroke, and heart problems. Nursing jobs in home health care will also increase rapidly in response to consumer and health provider preference for care in the home, and advances that make it possible to implement and monitor more sophisticated treatments in the home.

Attachment 14

Tuition

NURSING@SIMMONS

1-855-461-7466

Home > Admissions > Tuition and Fees

Overview

Applying to Nursing@Simmons

Admissions Requirements

Financing Your Degree

Tuition and Fees

Tuition and Fees

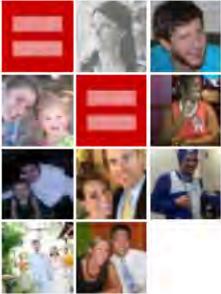
Nursing@Simmons tuition is \$1,198 per credit hour for students starting in the 2013–2014 academic year (July 2013–June 2014). Students will complete a total of 48 credit hours. A moderate increase in tuition should be expected each academic year. Tuition includes student fees, simulations, assessments, technology platform licensing and support. Tuition does not include the cost of books and a \$100 student fee per term.

Request more information about Nursing@Simmons, or speak with an Admissions Counselor at 855-461-SIMM (855-461-7466).



Nursing at Simmons

48 people like Nursing at Simmons.





REQUEST INFO

48

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+1

Attachment 15

Refund Policy

- FINANCIAL AID
- TUITION & FEES
- STUDENT ACCOUNTS
- STUDENT JOBS
- HELP
- Payment Methods
- Payment Policies
- Course Refunds**
- Medical Insurance



Course Refunds

Refund Schedule - Tuition

Fall 2012 Undergraduate Students
(standard period of enrollment 9/6/12 - 12/22/12)

Course dropped on or before	% of tuition charges cancelled
September 14	100%
September 21	80%
September 28	60%
October 5	40%
October 12	20%
On or after October 13	0%

Fall 2012 Graduate Students (except GSLIS)

Course dropped on or before	% of tuition charges cancelled
7 days after first class	100%
8 - 14 days after first class	80%
15 - 21 days after first class	60%
22 - 28 days after first class	40%
29 - 35 days after first class	20%
36 days after first class	0%

Fall 2012 Graduate Students (GSLIS)

Course dropped on or before	% of tuition charges cancelled
September 13	100%
September 20	80%

Questions?

Have questions about Form 1098T, billing or financial aid? We have answers to these and other common questions »

Need Help?

See our help section, where you'll find contact info for our entire department, FAQs, links and other useful information.

Hours of Operation

General Office

- Mon—Tue: 8:30 a.m. - 4:30 p.m.
- Wed—Thu: 8:30 a.m. - 6:00 p.m.
- Fri: 8:30 a.m. - 4:30 p.m.

Cashier's Window

- Mon—Fri: 9:00 AM - 4:00 PM

September 27	60%
October 4	40%
October 11	20%
On or after October 12	0%

Fall 2012 (week-long course)

Course dropped on or before	% of tuition charges cancelled
Prior to the first day of class	100%
Day of first meeting	80%
After first meeting	0%

Fall 2012 (weekend course)

Course dropped on or before	% of tuition charges cancelled
Prior to the first day of class	100%
Day of first meeting	80%
After first meeting	0%

Spring 2013 Undergraduate Students

(standard period of enrollment 1/16/13 - 5/5/13)

Course dropped on or before	% of tuition charges cancelled
January 21	100%
January 28	80%
February 4	60%
February 11	40%
February 18	20%
On or after February 19	0%

Spring 2013 Graduate Students

Course dropped on or before	% of tuition charges cancelled
7 days after first class	100%
8 - 14 days after first class	80%
15 - 21 days after first class	60%
22 - 28 days after first class	40%
29 - 35 days after first class	20%
36 days after first class	0%

Spring 2013 (week-long course)

Course dropped on or before	% of tuition charges cancelled
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Prior to the first day of class	100%
Day of first meeting	80%
After first meeting	0%

Spring 2013 (weekend course)

Course dropped on or before	% of tuition charges cancelled
Prior to the first day of class	100%
Day of first meeting	80%
After first meeting	0%

Spring 2013 (online courses)

Course dropped on or before	% of tuition charges cancelled
Prior or day of first class start	100%
7 days from class start	80%
14 days from class start	60%
15 days or longer	0%

Summer 2013 (week-long course)

Course dropped on or before	% of tuition charges cancelled
Prior to the first day of class	100%
Day of first meeting	80%
After first meeting	0%

Summer 2013 (weekend course)

Course dropped on or before	% of tuition charges cancelled
Prior to the first day of class	100%
Day of first meeting	80%
After first meeting	0%

Summer 2013 (standard 6- or 9-week course)

Course dropped on or before	% of tuition charges cancelled
Prior to the first day of class	100%
Day of first meeting	100%
Prior to the second day of class	80%
After the second day of class	0%

Refund Schedule - Residence Fee

Fall 2012

Withdraw from on-campus housing on or before	% of Residence Fee cancelled
September 7	100%
September 16	80%
September 23	60%
September 30	40%
October 7	20%
On or after October 8	0%

Spring 2013

Withdraw from on-campus housing on or before	% of Residence Fee cancelled
January 19	100%
January 27	80%
February 3	60%
February 10	40%
February 17	20%
On or after February 18	0%

Tuition Refund Plan by A.W.G. Dewar, Inc.

Many parents and students have requested an option to protect their educational investment at the College from an accident, illness, injury, or mental health disorder. Simmons is pleased to offer such a program through A.W.G. Dewar, Inc. For information about this plan, please write directly to:

A.W.G. Dewar, Inc.
50 Braintree Hill Office Park
Braintree, MA 02184

You can also find out more information at the Tuition Refund Plan website. Please note that applications must be made prior to opening day at the College.

Residence Fee Refunds

Withdrawal from housing is a process that has many steps and requires approval from the Office of Residence Life. Please refer to the College's license agreement for more information, or contact the Office of Residence Life (reslife@simmons.edu or 617-521-1096).

Refund of Excess Funds

Students will automatically receive a refund for any excess funds (credit balance) on their student account each semester. Refunds are not available during the first few weeks of each academic semester. Refunds will be available from the Office of Student Financial Services 7-10 days after the completion of the add/drop period each semester (approximately four weeks into the semester), following verification of student enrollment. Refunds resulting from Federal Pell grants or State scholarships or grants will be available later in the semester.

Because refunds are not immediately available at the beginning of each semester, students must ensure they have sufficient funds to meet living expenses, including rent (for students living off-campus), books, supplies, and personal items until refunds become available.

All refunds, regardless of the source, are first applied to any credit cards that were used for payments made to the student's account during the current fiscal year (July 1—June 30). A refund check will only be issued after the full amount of any credit card payments has been credited to the card. Refund checks will be mailed to the students' permanent address unless other arrangements are made in writing with the Office of Student Financial Services. Students wishing to carry a credit balance on their student account must notify the Office of Student Financial Services in writing in advance.

Tuition Refunds

Tuition refunds will be granted only through the first four weeks of a semester. The refund amount is determined by the date that appears on the official add/drop form filed with the Registrar. (*Non-attendance in a class does not constitute withdrawal from that class*). This refund policy applies if a full-time student's course load falls below 12 credits hours per semester, and for all Dix Scholars.

If a student should completely withdraw from all coursework after classes begin in the fall or spring semesters, he/she may still be accountable for a portion of tuition, room, board, and other fees.

For students receiving federal financial aid who withdraw from some or all classes, Simmons College is responsible for adhering to rules established by the federal government that determine the amount of federal financial aid (Stafford, Pell, Perkins, SEOG) a student is allowed to keep toward college charges. Federal regulations assume that a student earns his/her aid based on the length of time he/she remains enrolled. If a student is considering withdrawal, he/she should meet with a financial aid counselor to discuss the financial implications.

Students not receiving financial aid who withdraw from some or all classes are subject to the Simmons tuition general refund policy (not the federal refund policy).

Once any financial aid adjustments have been applied to the account of a student who has withdrawn, the student is responsible for paying the balance.

Return of Title IV Aid

When federal Title IV grant or loan assistance is disbursed, but the recipient does not complete the enrollment period, the law requires that Simmons College calculate the amount that must be returned by the school and/or student to Title IV program accounts.

The date the student initiates the withdrawal is used for calculating the percentage used in the formula for Return of Title IV funds. The number of days from the 1st class day to the withdrawal date divided by the number of days in the payment period (semester) equals the percentage of Title IV funds earned. If the withdrawal date is after the 60% point of the semester, the student has earned 100% of the Title IV funds.

If the total amount of Title IV grant and/or loan assistance that the student earned is less than the amount disbursed to or on behalf of the student, the difference between these amounts must be returned to the Title IV programs in the following order of priority (not to exceed the amount originally disbursed):

1. Unsubsidized Stafford Loans
2. Subsidized Stafford Loans
3. PLUS FFEL LOans
4. Federal Pell Grant
5. Federal SEOG Grant
6. Other Title IV assistance (excluding Federal Work-Study)
7. Academic Competitive Grant
8. National Smart Grant

The school and the student share the responsibility for returning Title IV aid. The school returns "unearned" Title IV funds that have been paid to the school to cover the student's institutional charges received from Title IV grant and/or loan programs.

The school must return Title IV funds due to the federal programs no later than 30 days after the date the school determines the student withdrew.

If the student owes funds back to the Title IV programs, the institution will advise the student within 45 days of determining that the student withdrew. The student has 45 days from the date of notification from the institution to take action on the overpayment. If the student's portion of unearned Title IV funds included a federal grant, the student has to pay no more than 50% of the initial amount that the student is responsible for returning. Immediate repayment of the unearned loan amount is not required because the student repays the loan to the lender according to the terms or conditions in the promissory note. The institution will advise the lender of the student's withdrawal within 45 days of determining the student withdrew.

No additional disbursements may be made to the student for the enrollment period. If the student does not repay the amount owed to the Title IV programs or does not make satisfactory payment arrangements with the U.S. Department of Education, Simmons College will report to the National Student Loan Data System (NSLDS) that the student received an overpayment. The student loses eligibility for further Title IV aid until resolved.

Example

NOTE: Dollar amounts are for example only and are not true current costs.

Rachel has been awarded the following package for Fall 2007:

- ✦ Federal Pell Grant - \$1200
- ✦ Federal Work-Study - \$1250
- ✦ Simmons Grant - \$1590
- ✦ Federal Subsidized Stafford Loan - \$1750
- ✦ Federal Unsubsidized Stafford Loan - \$2000

Rachel withdraws from all of her classes on October 5, 2007. The total amount of Title IV Aid that is subject to the Return of Title IV Calculation is \$4950. (The Federal Work-Study and Simmons Grant are not included). The percentage of Title IV aid Rachel has earned is 31.1%. The total amount of Title IV aid that was earned by the student is \$1539.45.

The total amount of Title IV aid to be returned is $\$4950 - \$1539.45 = \$3410.55$

Total charges for Fall 2007 semester is \$8420 tuition and fees. The amount of Title IV aid unearned is 68.9%. The charges times the amount of unearned aid is $\$8420 \times 68.9\% = \5801.38

The amount of Title IV aid to be returned by the school is the lesser of the two, or \$3410.55. Therefore, Simmons College would return \$2000 Federal Unsubsidized Stafford Loan and \$1410.55 Federal Subsidized Stafford Loan to the lender and notify the lender that the student withdrew on October 5, 2007.

The student in this example would not need to return any additional funds since the amount to be returned by the school was the same amount to be returned.

Attachment 16
Nursing Student Handbook

SIMMONS COLLEGE

**NURSING
PROGRAMS**

**STUDENT
HANDBOOK**

Revised October 2012

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Overview

School of Nursing and Health Sciences

The School of Nursing and Health Sciences is an inter-professional school that prepares future leaders in nursing, nutrition, and physical therapy. The School of Nursing and Health Sciences is distinguished in many ways: a health care pioneer; nationally acclaimed faculty; alumni recognized as leaders in their fields; and an ideal Boston location in the Longwood Medical Area. We uphold our educational promise to students by making sure that you have direct and frequent access to faculty who know your name and understand your goals. Small classes and group tutorials, case study analysis, seminars, team research, and intensive clinical fieldwork contribute to the personal learning experience at Simmons. We also offer a caring community and a highly collaborative academic environment one rarely finds at larger universities.

The Nursing Department

Simmons College has provided higher education programs for Nurses since its beginning in 1902 and for the Nurse practitioners since 1978. In 2007 the Department celebrated the 100th anniversary of the first graduating class of Simmons Nurses. In response to a growing interest in Nursing and the development of a direct entry program and accelerated baccalaureate program, enrollments in the Nursing Programs have increased significantly, reflecting the commitment of the faculty and administration to the advancement of professional education. Continued feedback from graduates and employers speaks to the rigor and success of the program.

The reputation of the Department and of its graduates is exceptionally strong. Graduates are well known for their clinical expertise and knowledge. This is a result of not only a rigorous curriculum but also the fact that all Nursing faculty practice at least one day per week. The Department has received full accreditation through the Commission on Collegiate Nursing Education through 2019.

Vision

The nursing program at Simmons College is a premier school of nursing known for preparing the nurse of the future. The nurse of the future will be an innovative clinician, leader and scholar and will be a full partner in the redesign of health care to address the changing needs of humankind worldwide.

Mission

The Nursing Department within the School of Nursing and Health Sciences offers student-centered transformative programs preparing students to become compassionate patient and family centered clinicians and exceptional leaders to care for diverse populations. Our graduates engage in nursing practice that is exemplified by scholarship, leadership, advocacy, and public policy.

Core Values

- ❖ Integrity
- ❖ Caring
- ❖ Innovation
- ❖ Inclusion
- ❖ Scholarship
- ❖ Excellence

Programs of Study

The Nursing Department consists of baccalaureate (generalist/pre-licensure), master's (specialist) degree granting curricula, and several post-masters certificate programs including a Doctorate of Nursing Practice.

Pre-licensure programs:

- The traditional baccalaureate program for women 18-23 years of age
- Dix Scholars programs: an 18-month program for individuals with a previous BA/BS who wish to earn a BSN; a 2 or 3 year option for those without a baccalaureate degree or those desiring a part-time program
- The Dotson Bridge and Mentoring Program
- The 5 Year BS- MS program
- The Direct Entry Program: pre-licensure curriculum

The graduate programs prepare nurses for the advanced practice role as Primary Care Family Nurse Practitioners. Several flexible learning options are available, including full and part time study and Web-based course.

Master's degree programs:

- The traditional master's program for Nurses with a baccalaureate in Nursing or related field
- The RN-MS program for Nurses without a baccalaureate degree
- The Direct Entry Program: post RN licensure curriculum
- The 5 Year BS-MS program: post RN licensure curriculum
- MS completion program for Nurse practitioners without a master's degree in Nursing
- Dual degree programs offered in occupational health and maternal-child health with the Harvard School of Public Health

Certificate programs:

- Certificates of Advanced Graduate Study for Nurses with a master's degree in Nursing including Family and Occupational Health
- Certificate of Health Professions Education

Doctoral degree programs

- Post-Master's Doctorate in Nursing Practice
- PhD in Health Professions Education

Philosophy of Nursing

The faculty of the Nursing Program believes that a liberal education is essential for the development of professional nursing practice in a culturally, racially and ethnically diverse

community. The quality of this practice is enhanced by, and dependent on, knowledge acquired from the liberal arts and sciences. The process, as well as the content of the liberal education, is fundamental to the development of critical thinking, decision-making and communication skills, as well as facilitating the individual student's development of an appreciation of the global society. The faculty believe that learning is a unique, life long process, moving from the simple to the more complex, and encompassing the domains of personal, empirical, aesthetic and ethical knowledge (Carper, 1975). The science of nursing requires the acquisition of knowledge in each of these domains that the learner integrates and utilizes in her/his growth as a professional Nurse.

The Simmons College Nursing faculty believes that professional nursing is practiced according to the Nursing metaparadigm, which includes beliefs about person, health, nursing, and environment. Each *person* is unique. Human beings are holistic in nature, yet they have interacting biophysical, cognitive, social, spiritual and developmental dimensions. Persons have their own perceptions, values, beliefs and goals. Individuals have the ability to be self-directive, to adapt to change, to achieve their potential, and to ascribe personal meaning in their lives.

Health may include states of wellness and illness. It has subjective and objective perspectives viewed from both the standpoint of the client and the health care system. Wellness is a dynamic state of integrity whereby the person repatterns life toward optimal functioning. *Health* is recognized as a multidimensional and dynamic state of wellness and illness, and is defined as "the actualization of inherent and acquired human potential through goal-directed behavior, competent self-care, and satisfying relationships with others while adjustments are made as needed to maintain structure, integrity and harmony with the environment." (Pender, 1987, cited in ANA Social Policy statement, 1995). The faculty believes that the professional Nurse assists persons in identifying health needs, utilizing a holistic framework that recognizes the uniqueness and complexity of each individual.

Nursing is the diagnosis and treatment of human responses to actual or potential health problems. It involves an interaction between the client and nurse, which is designed to promote, restore, and maintain health or support a peaceful death. The nurse uses knowledge from the natural and behavioral sciences, aesthetics including caring and empathy, and ethics, which involve making moral choices. Nurses are ethically and legally accountable for their actions. The *Environment* includes biophysical, psychosocial, cultural and spiritual dimensions that interact and influence health. Each person lives and interacts within an ever-changing environment. The environment can be modified to have a positive impact on health.

The nurse independently utilizes the nursing process in the practice of professional Nursing in accordance with the standards of nursing practice and the ANA Code of Ethics. The Nurse collaborates with clients, families and other health care professionals who are members of an interdisciplinary team in assessing, planning, delivering and evaluating health care. The professional Nurse functions as an advocate for person and focuses nursing practice on person within the context of family and community. The professional nurse is an active participant in the social and political processes that influence the health care delivery system. The nurse utilizes critical thinking and clinical judgment to analyze the client needs, determine and implement

appropriate, therapeutic nursing interventions, and coordinate the activities of other health care providers involved in the care of the client.

Graduates of the Undergraduate Nursing Program are prepared as generalists who are able to incorporate professional Nursing standards and research in their practice, collaborate as members of an interdisciplinary health care team, apply the concepts of diversity and community service in their practice and utilize leadership skills to influence change in the health care delivery system. The program provides the prerequisite knowledge base essential for graduate study.

The Graduate program in Nursing at Simmons College is designed to prepare professional Nurses for careers in advanced clinical practice, academics and administrative leadership. Students in the program are mentored in a variety of clinical settings which range from primary health care to diverse specialty and acute settings. Knowledge acquired in their undergraduate education is applied and synthesized to the advanced study of natural behavioral and applied health sciences. Advanced practice nursing in the graduate program means specialization, expansion and advancement in the professional role of the nurse practitioner, nurse scientist and nurse executive. Excellence in scholarship, clinical practice and service spans the curriculum. The essence of advanced practice nursing consists of the purposeful relationship created between the individual professional Nurse and the patient, community or system at large. A multidisciplinary practitioner-mentoring model is applied to guide students in the personalized development of clinical practice which both improves systems of care and ultimately influences patient outcomes. The program emphasizes the development of excellent skills and acquisition of tools necessary to integrate evidence, including safety quality care measures, into practice across the lifespan. The advanced practice nurse builds on an in-depth knowledge of the individual, family and the community as a complex system and begins to expand interventions to include not only a response to immediate health care needs, but the promotion of health and prevention of illness in these aggregates. Our students value the patient and the system from which these arise. The quality of the therapeutic relationship between Nurse and patient reflects collective competencies in clinical assessment, intervention and innovative strategies for care. The foundation of practice expands across diverse political, ethical and cultural populations, establishing opportunity to respond to the health care needs of our community.

Outcome Objectives for the Baccalaureate (Pre-Licensure) Curriculum

- To evaluate the use of the Nursing process to assess and interpret client needs in the prioritization of Nursing intervention and evaluation of client outcomes.
- To evaluate the effectiveness of the communication process in the promotion of health of diverse clients within the existing socio-cultural, political, and health care delivery systems.
- To synthesize the Nursing, biological, behavioral, and social sciences and humanities as a basis for developing assessments and making therapeutic clinical decisions.
- To evaluate the effectiveness of collaboration with diverse client systems and members of the health care delivery team in the promotion of client health.

- To evaluate the cultural competence of nursing care with peoples of a multi-cultural world.
- To synthesize empirical and theoretical evidence into the practice of Nursing.
- To evaluate the effectiveness of the leadership and management process in the coordination and promotion of quality health care.
- To evaluate the effectiveness of the role of caregiver, advocate, and teacher in the delivery of Nursing care.
- To support principles of accountability through adherence to professional standards of practice, and ethical decision making.
- To support the values of continuing education and professional and community activities.
- To evaluate how changes in historical, social, political, economic, and scientific systems have impacted the profession of Nursing.
- To evaluate the use of technology and information systems in managing client care.

Professional Standards that guide the pre-licensure programs include:

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement
- The American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice

Outcome Objectives for the Master's (Specialist) Curriculum:

- Critique, evaluate, synthesize and utilize theoretical, scientific and clinical knowledge as applied to the assessment and management of both primary and acute health and illness states.
- Demonstrate a personal, collegial, and collaborative approach as an advanced practice Nurse while emphasizing health promotion, disease prevention and identification of environmental factors that impact health status across the lifespan.
- Develop an understanding and appreciation of human diversity as an advanced practice professional to assure the delivery of appropriate and individualized health care across the curriculum.
- Demonstrate sound critical thinking and clinical decision making reflected in effective written and verbal communications skills, utilized by the advanced practice Nurse in a complex delivery system.
- Demonstrate personal qualities and professional behaviors which are assertive and engage in advanced practice activities that advocate for on-going change and leadership within Nursing and in the health care system.

- Apply critical thinking skills within a multidisciplinary approach to care which fosters strategies and assembles multifaceted resources to empower patients, families and communities to attain and maintain maximal functional wellness.
- Demonstrate Nursing judgments and interventions which provide culturally sensitive care for diverse populations.
- Demonstrate Nursing practices which address human differences.
- Design and implement evidence-based primary health care practices in varied health care systems
- Assume a leadership role in the management of patients, communities and larger systems.
- Initiate changes in patient care and in the health care system through negotiations with other health care professionals.
- Evaluate the efficacy of health promotion, health protection, disease prevention, and treatment interventions through the application of knowledge of health care systems, economics, policy, ethics and politics.
- Conduct clinical Nursing research designed to advance the science of Nursing.
- Advance professional growth through continued acquisition of theoretical knowledge and clinical experience, and through participation and/or leadership in professional and community consultation and collaboration, continuing education, certification, and lifelong learning.

Professional Standards that guide the specialist programs include:

- The American Nurses Association Standards of Clinical Practice
- The American Nurses Association Nursing Code of Ethics
- The American Nurses Association Social Policy Statement
- The American Association of Colleges of Nursing Essentials of Master's Education for Advanced Practice Nursing
- The National Organization of Nurse Practitioner Faculties Domains and Competencies of Nurse Practitioner Practice
- Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality NP Education)

Program and Leadership Opportunities for Nursing Students

Nursing students are given the opportunity to contribute to the planning, implementation, and evaluation of programs activities and committees. It is highly recommended that students participate.

Dotson Bridge and Mentoring Program

The Dotson Bridge and Mentoring Program is designed to enhance the educational experience and success of ALANA students enrolled in the nursing program. The Dotson Bridge and Mentoring

Program is the shared vision of Dr. Judy Beal, Interim Dean of the School of Health Sciences and Chair of the Department of Nursing at Simmons College, and the Dotson Family. Phyllis Nickerson Dotson '62 is an alumna of the Nursing Department at Simmons College. She and her husband George S. Dotson made the program possible through a generous gift.

Student Nurses Association

The Simmons Student Nurses Association (SNA) is open to any and all Nursing students who wish to participate. The organization functions to bridge the gap between Nursing students, faculty, and administration, in the interest of stronger communication and understanding.

Throughout the fall and spring semesters, the SNA meets regularly to plan events, outreach, and fundraising, and discuss Nursing-related topics as they arise. Meetings are led by the elected board, but all Nursing students are open and encouraged to attend and participate.

Examples of SNA activities include: holding a fall and spring tea for all Nursing students; introducing Nursing to Boston Girl Scouts; representing Simmons by attending the National Students Nurses' Association Annual convention; holding a CPR course for Nursing students to become certified; selling Nursing clothing and accessories; a discounted stethoscope drive; informing students about Nursing scholarship opportunities; and co-sponsoring the semi-annual blood drive with CAB and the PT-Liaison.

The president and treasurer are elected from the senior class and the vice president from the junior class in the spring, for the following year. The secretary is elected in September from the sophomore class.

SNA meetings are open to all who wish to attend and officers are available to speak with students on an individual basis. It is a great way to meet fellow students and become involved in the Simmons community and the nursing programs. To get involved in SNA, email SimmonsSNA1@gmail.com.

Evaluation Committee

Involves activities related to the evaluation process. Issues of concern are: student evaluation, faculty evaluation, and course evaluation. The committee works with faculty and students at defining the need for evaluation.

Faculty Committee

Meets monthly to discuss: a) program teaching, policy, evaluation, b) faculty roles, responsibilities, scholarship, c) student satisfaction and issues, d) committee work, e) SNHS and college issues, f) professional issues. Students who attend are excused for discussions related to any individual student issue.

Curriculum Committee

Involves the discussion and evaluation of curricular issues, and makes changes necessary for short-term and long-term development. The committee engages in periodic review and evaluation of

curriculum and makes recommendations to the faculty concerning ongoing changes in curriculum. Faculty who develop new courses seek review from this committee.

National Student Nurses Association (NSNA)

The purposes of the National Student Nurses Association (NSNA) are: to assume responsibility for contribution to Nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. Membership and activities vary from year to year.

ALANA

The African Latino Asian Native American (ALANA) Student Nurses Association is a multicultural umbrella student organization which seeks to improve the success of Students of Color at Simmons by providing support and promoting an inclusive environment where diversity is celebrated and respected.

Policies

General Nursing Policies

Code of Conduct and Discipline

The faculty of the Nursing Programs adheres to the standards and codes developed by the American Nurses Association. It is expected that all students will adhere to this professional code in all of their Nursing activities. The faculty reserves the right to recommend the withdrawal of a student at any time without prejudice, who does not maintain an acceptable level of behavior as defined in the ANA Code of Ethics (2002).

1. The Nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The Nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The Nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The Nurse is responsible and accountable for individual Nursing practice and determines the appropriate delegation of tasks consistent with the Nurse's obligation to provide optimum patient care.
5. The Nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The Nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The Nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The Nurse collaborates with other health care professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of Nursing, as represented by associations and their members, is responsible for articulating Nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Professional Behaviors

The classroom is similar to any and all professional settings. As in all professional environments, the following behaviors demonstrate commitment to professional standards of conduct:

- Attending each class and clinical experience
- Arriving on time and being well-prepared for class and clinical
- Staying in the classroom for the entire class period
- Turning off all pagers and cell phones
- Refraining from side conversations with classmates
- Being attentive to and respectful of the faculty presenting the class
- Being attentive to and respectful of classmates discussing questions, cases or issues raised during class
- Notifying the professor or clinical instructor well in advance in the unusual circumstance that the student will be late, unable to attend class, or unable to meet class requirements
- Adhering to the Simmons College Honor code at all times in clinical and classroom situations
- Being respectful of all department staff

The student must demonstrate good judgment, complete all responsibilities related to the clinical care of his/her patients and their families. She/he must be able to maintain professional relationships that are mature, sensitive, and effective under highly stressful circumstances in environments that can change rapidly in unpredictable and significant ways. The student must be able to demonstrate empathy and caring for others and act with integrity in all situations (adapted from the University of Arizona College of Nursing, Essential Qualifications).

Professional Communication

The student must be respectful in all communications with faculty, staff, peers, and clinical staff. She/he must be open to feedback and demonstrate a willingness to incorporate feedback into her/his academic and clinical work.

A student must be able to communicate and exchange clinical information effectively, accurately, and in a timely manner with faculty, staff, and colleagues. The student must be able to describe the health history, patient problems, and the interventions to address clinical concerns. The student

must be able to offer care and communicate effectively in diverse settings and with all patient populations (adapted from the University of Arizona College of Nursing, Essential Qualifications).

Social Media Use

Professional values, ethical standards, and adherence to HIPAA requirements extend to all forms of social media. Violations in relation to these professional standards and behaviors may result in exclusion from the nursing program.

Students should be aware of, and consider and comply with the he Massachusetts Board of Registration in Nursing’s regulations whenever using social and electronic media. Visit <http://www.mass.gov/eohhs/docs/dph/quality/boards/nursing-news-july12.pdf> for more information.

Additionally, The National Council of State Boards of Nursing, in its White Paper: A Nurse’s Guide to the Use of Social Media (https://www.ncsbn.org/Social_Media.pdf), has identified guidelines that students should adhere to.

Summary of Expected Behaviors

Classroom	Clinical
Is on time for class	On time for clinical
Completes assignments on time, typed	Sets goals for clinical experiences
Actively seeks feedback and help	Actively seeks feedback and help
Receptive to feedback	Receptive to feedback without becoming defensive
Incorporates feedback into work	Incorporates feedback into work
Communicates with faculty in respectful manner	Communicates with faculty, agency staff, patients and families in respectful manner
Identifies learning needs, educates self	Identifies learning needs around client issues, educates self, uses professional literature, electronic sources, self evaluates with weekly journals
Listens actively, is courteous	Listens actively, is courteous
Is culturally sensitive	Self aware re: cultural differences. Demonstrates respect for/is nonjudgmental about cultural, ethnic and personal differences in patients and health care team members

Collaborates with and respects the work of classmates	Collaborates with and respects the work of classmates
Maintains confidentiality of clinical information	<p>Maintains confidentiality of clinical information</p> <p>Researches policies and procedures relevant to the clinical setting</p> <p>Nursing care and documentation meet legal requirements</p> <p>Identifies steps around processing an ethical issue</p>
Is accountable for own learning	Organizes work. Completes assignments and documentation in a timely manner

Honor Board: Professionalism and Integrity Issues

When a nursing student is referred to the Simmons College Honor Board for violations of professionalism or academic integrity, the Chair and Associate Dean may be notified. After the Simmons College Honor Board process is complete, the student may be required to meet with the Nursing Academic Review Board to consider violation(s) and implement further departmental sanctions within 2-3 weeks. The student may meet with the Chair of the Nursing department and the Chair of the Nursing Academic Review Board to further discuss and prepare for this process. Subsequent to the ARB interview, the student will be notified by the ARB chair of the outcomes and appropriate sanctions, generally within 5 business days.

Health Policies

The College adheres to the philosophy and the standards of the American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (PL 93-112) as amended (PL 92-156). All educational programs at Simmons College are dedicated to the principle of nondiscrimination. This includes a commitment not to discriminate against students with disabilities whom are otherwise qualified to be enrolled as nursing students. As part of its effort to ensure that all students are given the opportunity to participate fully in the Nursing program, the faculty has outlined essential functions of students in the program. See Addendum II for a list of the essential functions. The Nursing program requires cognitive, affective, communications and psychomotor functions. The nature of the Nursing profession requires students to participate in clinical and laboratory course work that is at times physically demanding and requires certain physical strength, agility, endurance, perceptual skills and other attributes.

Specific Health Policies

1. Students with disabilities: The College subscribes to Section 504 of the Rehabilitation Act of 1973 (PL 93-112) as amended (PL 92-156) and the American with Disabilities Act (ADA),

which mandates equal opportunity for qualified persons with disabilities in educational programs.

2. Pregnancy is recognized as a special health need. Early notification of the faculty is recommended so that consideration for appropriate clinical rotation can be planned. The department is guided by the student's physician and the policies of the agency in which she is working.
3. Any nursing student who believes his/her health impairment will impact his/her ability to complete the Essential Functions of the Nursing program as outlined in Addendum II should follow the procedure listed below to request accommodations and seek clearance (please note that any student who is hospitalized or experiences a surgical procedure must engage in this process).
4. Changes in health status may occur over the course of the nursing program. Health issues that have the potential to impact the student's ability to perform the Essential Functions should follow the procedure listed below to request medical clearance and/or accommodations.
 - a. The student should contact the Disability Services Office for an intake appointment to discuss the need for accommodations in relation to the Essential Functions.
 - b. If accommodations are required, the student should submit documentation to the Disability Services Office from the appropriate licensed professional specifically addressing the limitations in relation to the Essential Functions and the recommended accommodations.
 - c. The Disability Services staff will work in collaboration with the nursing department to determine whether the student is eligible to return to clinical with or without accommodations.

Board of Registration Policy on Good Moral Character and Licensure Requirements

The Commonwealth of Massachusetts Board of Registration in Nursing Licensure Policy 00-011 Determination of Good Moral Character identifies specific criminal Convictions which will permanently exclude an individual from initial Nurse licensure in Massachusetts due to the egregious nature of the crime. The policy also requires initial Nurse licensure applicants to be conviction-free for minimum of five years before the submission of an application for initial Nurse licensure. In addition, the disposition of any criminal conviction must be closed for a minimum of one year before the submission of a Nurse licensure application; any other criminal case must also be closed at the time of application. Please refer to the most current policy online at <http://www.mass.gov/eohhs/provider/licensing/occupational/nursing/licensing/good-moral-character-requirements-for-licensure.html>.

If you have any questions about this policy and how it may affect your ability to become licensed as a registered Nurse in Massachusetts, please contact the Dean immediately.

Student Concerns

An individual or group of students who have concerns related to the clinical or classroom components of the course, are expected to follow these steps:

1. **Student-Faculty Level:**

An individual student or group of students should directly discuss with the faculty members involved any misunderstanding or grievance related to the faculty member's performance or expectations. If a satisfactory resolution is not achieved, the student has the prerogative of informing the faculty member of the intention of bringing the situation to the course coordinator. This process should be initiated within two weeks.

2. **Undergraduate or Graduate Chair of Nursing:**

A problem which is not satisfactorily resolved at the team level may be taken to the Undergraduate or Graduate Chair for Nursing. The Chairs will review the data and act as an arbitrator of the grievance.

3. **School of Nursing and Health Sciences:**

For a problem that remains unresolved, an undergraduate student may take concerns to the Associate Dean who will review the issue and act as an arbitrator of the grievance, and then the Dean for the School of Nursing and Health Sciences. Graduate students may take concerns the Dean for the School of Nursing and Health Sciences.

4. **College:**

Any college-related concerns, students are to refer to the Simmons College Student Handbook: <http://www.simmons.edu/handbook/index.php>.

Student-On-Student Sexual Harassment and Grievance Procedures

Simmons College strives to maintain an academic and social environment for students that are free from sexual harassment. Under Title IX of the Education Amendments of 1972, sexual harassment is considered a form of sex discrimination and prohibited on all academic, residential, and other college-related settings and activities, whether on or off-campus.

Simmons College has designated a Deputy Title IX Coordinator for overseeing all investigations regarding student-on-student sexual harassment:

Raymond Ou, Assistant Dean for Student Life
C211-MCB, 617-521-2125, Raymond.Ou@Simmons.edu
300 The Fenway
Boston, MA 02115

The Deputy Title IX Coordinator will work closely with student affairs deans and directors of the schools in overseeing all investigations. Concerns should be reported to the following individuals:

College of Arts and Sciences	Raymond Ou	X2125 Raymond.Ou@Simmons.edu
Graduate School of Library Sciences	Em Claire Knowles	x2798 emclaire.knowles@simmons.edu
School of Nursing and Health Sciences	Anne-Marie Barron	x2121 Annemarie.barron@simmons.edu
School of Management	Mary Dutkiewicz	x3813 mary.dutkiewicz@simmons.edu
School of Social Work	Suzanne Sankar	x3946 Suzanne.sankar@simmons.edu

Policy against sexual harassment

The College’s policy against sexual harassment prohibits unwelcome verbal or nonverbal sexual advances or requests for sexual favors or other conduct of a sexual nature that creates a hostile and intimidating environment that interferes with a student’s performance in academic or non-academic settings. Sexual harassment may involve behavior of a person of either sex against a person of the opposite or same sex.

- The following are examples that may constitute sexual harassment between students:
- Use of sexual epithets, jokes, written or oral references to sexual conduct, or gossip regarding one’s sex life
- Sexually oriented comments about an individual’s body, sexual activity, deficiencies, or prowess
- Displaying sexually suggestive objects, pictures, or cartoons
- Unwelcome leering, whistling, deliberate brushing against the body in a suggestive manner, sexual gestures, and suggestive or insulting comments
- Inquiries in one’s sexual experiences
- Discussion of one’s sexual activities
- Unauthorized video or audio taping of sexual activity

Sexual Harassment Grievance Procedures

Simmons students who believe that they are victims of sexual harassment by another student have the following options in filing a grievance:

Informal Resolution

Informal resolutions are NOT an appropriate form of intervention for sexual misconduct or assault, which includes unwelcomed and inappropriate touching.

1. Student reports the alleged sexual harassment to the appropriate student affairs director or dean and commits to writing the desire to pursue an informal resolution process. The administrator will consult closely with the Deputy Title IX Coordinator throughout the informal process.
2. If complainant is satisfied with the resolution, a written summary of the resolution will be filed with the Deputy Title IX Coordinator.

3. If the matter is not resolved, the student may choose to initiate a formal resolution process.

Formal Resolution

1. Student submits a written request for formal resolution to the appropriate student affairs director or dean in order to initiate an investigation. Simmons College encourages the reporting individual to submit the complaint within 30 business days of the alleged sexual harassment conduct.
2. The student affairs administrator, in consultation with the Deputy Title IX Coordinator, will investigate the allegations, which may include interviewing the complainant, the respondent, witnesses, and other relevant parties; thoroughly review all relevant facts and institutional policies; provide documentation of all steps taken to conduct a comprehensive investigation of allegations.
3. The investigation is typically completed under **60 calendar days**. If extenuating circumstances warrant additional time, the student affairs administrator must communicate to the complainant any changes to the expected timeline for concluding the investigation.
4. At the conclusion of the investigation, the student affairs administrator consults with the Deputy Title IX Coordinator, who may refer the matter to the Simmons College Honor Board for a formal hearing.

Student-on-Student Sexual Misconduct

Sexual misconduct violations are criminal actions defined by lack of consent. These acts can be perpetrated by someone known or unknown, including an acquaintance, spouse, partner, date, relative, friend, or stranger. It can be perpetrated by individuals of any gender, gender identify and expression, and sexual orientation.

Giving **consent** means freely communicating, through words or actions, your agreement to engage in sexual activity. Silence, a past sexual relationship, a current relationship, or the use of alcohol and/or other drugs by the perpetrator are not excuses for rape or sexual assault and do not imply consent.

Non-consensual sexual contact includes, but is not limited to, actual or attempted nonconsensual or forcible sexual *touching*, including fondling, kissing, groping, attempted sexual intercourse, digital penetration, and/or penetration with an object.

Non-consensual sexual intercourse (sexual assault) is characterized by *penetration*, which may be oral, vaginal, or anal, by either a body part or object. It may include an implicit or explicit threat and/or use of force. It can also include circumstances in which an individual is not capable of giving consent because she/he is intoxicated, unconscious, physically incapacitated, mentally impaired, or under the age of 16.

Confidential Resources

Students that wish to keep the details of an incident of sexual misconduct *strictly confidential* may utilize the following resources:

Simmons Health Center	94 Pilgrim Road	617-521-1020 (ask to speak with a nurse)
Simmons Counseling Center	Palace Road 305	617-521-2455
Simmons Health Education Betsy's Friends/Sexual Assault Peer Educators	94 Pilgrim Road	617-521-1001

Limits on Confidentiality

While Simmons College remains committed to protecting the privacy of all individuals involved in a sexual misconduct or sexual assault incident, campus officials that receive notice, whether directly from the student or a third party, are obligated under federal law to initiate an administrative investigation. Immediate steps must be taken to eliminate the sexual misconduct, prevent its recurrence, and respond to the incident's effect on the community, which may include issuing timely campus warnings, coordinating support resources, and initiating educational efforts.

Reporting Sexual Misconduct

Reporting sexual misconduct does NOT mean that the student has made a commitment to pursue criminal proceedings.

Public Safety is available (space here) 24 hours a day 7 days a week at 617-521-1111

During business hours, you may also contact the **Deputy Student Life Title IX Coordinator:**

Raymond Ou, Assistant Dean for Student Life C211-MCB, 617-521-2125,
Raymond.Ou@Simmons.edu
300 The Fenway
Boston, MA 02115

The Deputy Title IX Coordinator will work closely with student affairs deans and directors of the schools in overseeing all investigations. Concerns should be reported to the following individuals:

College of Arts and Sciences	Raymond Ou	x2125 Raymond.ou@simmons.edu
Graduate School of Library Sciences	Em Claire Knowles	x2798 emclaire.knowles@simmons.edu
School of Nursing and Health Sciences	Anne-Marie Barron	x2121 Annemarie.barron@simmons.edu
School of Management	Mary Dutkiewicz	x3813 mary.dutkiewicz@simmons.edu
School of Social Work	Suzanne Sankar	x3946 Suzanne.sankar@simmons.edu

College Response to Complaint of Sexual Misconduct

1. The complainant will be assigned a resource coordinator, who will offer guidance on reporting options and available resources.
2. Interim measures, such as rearranging class schedules, extracurricular activities, dining, and housing options may be taken.
3. No contact orders may be issued to the complainant and the respondent.

Non-Retaliation Policy

Simmons College is committed to responding to reports of sexual misconduct and encourages members of the community to report such incidents without fear of retaliation or intimidation. Threats, acts of retaliation, or any act of intimidation that discourages reporting or participating in the investigative and/or disciplinary process will result in ***immediate disciplinary action***. Any individual who is threatened should immediately report the concerns to Campus Safety at

617-521-1111 or the Student Life Deputy Title IX Coordinator, Raymond Ou, at 617-521-2125, or e-mail Raymond.Ou@Simmons.edu.

Reporting Options

Option 1: Formal Criminal Complaint

Students have the option of filing a formal complaint through Simmons Public Safety. A Public Safety Officer will document the incident in an official report and arrange a meeting for you with a Rape Investigator from the Boston Police Department. In addition, the Deputy Title IX Coordinator or designee will be notified and follow up with the student as appropriate.

Option 2: Simmons College Disciplinary Process

Students have the option of initiating disciplinary proceedings by filing an official report with the Secretary of the Honor Board, Raymond Ou, 617-521-2125, Raymond.Ou@Simmons.edu. A thorough investigation process will be conducted which may lead to a hearing with the Honor Board, consisting of representatives from faculty, staff, and students across the college.

The investigation is typically completed under 60 calendar days. If extenuating circumstances warrant additional time, the student affairs administrator must communicate to the complainant any changes to the expected timeline for concluding the investigation.

Option 3: Utilizing both options 1 and 2

Students may choose to utilize both options 1 and 2. A student has the option of pursuing both a criminal investigation and the college's disciplinary process simultaneously.

On-Campus Resources

The College has established a multidisciplinary committee, the Sexual Assault Response Team (SART), with representatives from Student Life, Residence Life, the College Health and Counseling Centers, Health Education, and Public Safety. These individuals have undergone training to prepare them to be identified specifically as resources within the community for students. The team has also

developed a resource booklet for the Simmons community, develops educational programs, and sponsors training opportunities for staff and students to ensure maximum support for our students. For more information regarding these individuals you can speak with confidentially during business hours, or the work of the Sexual Assault Response Team, you may visit the following website: <http://my.simmons.edu/services/assault-resources/sart.shtml>

Additional On-Campus Resources

Public Safety	E-008	617-521-1112 (non-emergency) 617-521-1111 (emergency)
Student Life	MCB, C-211	617-521-2124
Residence Life	94 Pilgrim Road	617-521-1096
Health Center	94 Pilgrim Road	617-521-1020 (ask to speak with a nurse)
Counseling Center	Palace Road 305	617-521-2455
Health Education Betsy's Friends/Sexual Assault Peer Educators	94 Pilgrim Road	617-521-1001
After Hours/On-call residence staff access through Public Safety		617-521-1111 (ask to speak with RD on call)

Off-Campus Resources

Center for Violence Prevention and Recovery, Beth Israel Deaconess Medical Center	617-667-8141
Boston Area Rape Crisis Center	617-492-RAPE
Boston Police Department, Sexual Assault Division	911 or 617-343-4400
Fenway Community Health Center's Violence Recovery Center	617-927-6250
Casa Myrna Vasquez, Inc.	800-992-2600

Clinical Education Policies

Registration for Clinical Nursing Courses

Students must register for clinical nursing courses at the time of the all-College registration period for the following semester in order to secure clinical placement for the following semester. The all-College registration determines the number of clinical placements that are secured. Planning for clinical courses is very complex and time sensitive. Students who register late for clinical courses (that is, following the initial all-College registration period) will not be guaranteed a space in the course for the following semester and will be admitted to the course on a clinical space available basis *only*. Any student who has an extenuating circumstance in relation to the all-College registration must discuss her/his situation with the Director of Clinical Coordination PRIOR to the all-College registration period.

Clinical Placements

For students taking clinical in the undergraduate and pre-licensure sequence, all clinical placements will be made by the Clinical Coordination office staff in consultation with the faculty. When assigning students to clinical, staff and faculty consider student learning needs, affiliating health care agency requirements, and making sure each student has the opportunity to complete rotations in a variety of health care agencies. Due to the high volume of nursing students enrolled in area programs, student requests cannot be accommodated. Students can expect to be informed of clinical placements approximately four weeks in advance of the clinical session.

For graduate students, all clinical placements will be made by the Clinical Coordination office staff in consultation with the faculty. The Clinical Coordinator submits requests to the healthcare agencies and is notified about preceptor availability. Students cannot directly request a clinical experience through the hospital/practice's administration. If a student has a preceptor with whom they would like to complete a clinical experience, h/she should notify the clinical coordinator. When assigning students to clinical sites, staff and faculty consider student learning needs, affiliating health care agency requirements, and making sure each student has the opportunity to complete rotations in a variety of health care agencies. Students are required to work with their preceptor's schedule. Due to the high volume of nursing students enrolled in area programs, student requests cannot be accommodated. Students can expect to be informed of clinical placements approximately three weeks or less in advance of the clinical session.

If requested by the affiliating agency, personal information including immunization status and demographic information will be released to health care agencies.

Clinical Attendance Policy

Clinical is a required component for each nursing course and offer invaluable learning each semester. Clinical experiences cannot be separated from coursework and must take place within the semester the specific course is offered.

Clinical Absences

Each student is reminded to use her/his best judgment in the event of illness or an unusual situation where the student may be absent. Professional communication is valued and required.

- Clinical Absence: The student must **call** (not email) the clinical adjunct faculty and the course coordinator before the start of the clinical day. The clinical adjunct faculty will advise students about contacting their agency/hospital unit.
- If a student misses clinical, and in the opinion of the course coordinator, is not meeting the clinical objectives for the course, the student may be required to make up clinical at her/his own expense and on her/his own time. Any arrangement regarding clinical make up must be discussed and approved by the course coordinator, as these arrangements may involve credentialing with agencies and clinical supervision.
Or a student may be allowed to make up clinical practice if, in the opinion of the teaching team, those absences interfere with meeting the clinical objectives. The team will present its recommendation for student make-up time to the Chairperson for approval.
- Multiple absences will jeopardize the student's ability to meet the clinical objectives of the course and could result in a clinical failure.
- Repeated absences or unreported absences may constitute unprofessional behavior and are considered a very serious violation of school policy. An academic warning may result for absences that are considered unprofessional.
- As nursing students completing clinical rotations in area hospitals, students should consider the health and well-being of patients as well as the health of students, faculty and staff in the Simmons community. In the case of illness, it is important that students not compromise the health of their patients. If there is any doubt about whether or not to attend clinical, the student should consult with his/her clinical instructor. Conditions that may warrant a clinical absence include:
 - Skin lesions and/or rash, especially if lesions are weeping or fever is present
 - Non-intact skin or dermatitis
 - Conjunctivitis or "pink eye"
 - Diarrheal illness
 - Cough of more than two weeks (unless explained by a non-infectious disease). Prolonged cough may be a symptom of tuberculosis or Pertussis.
 - New onset of jaundice
 - Exposure to TB or other contagious condition
 - Diagnosis of a communicable disease by the employee's primary care provider. These conditions include but are not limited to measles, chickenpox, scabies, lice, TB, impetigo, mumps, streptococcal pharyngitis, staphylococcal skin infections, and influenza.

Clinical Safety and Performance

The student may be dismissed or sent home from the clinical, lab or simulation experience for being unprepared, unprofessional or unsafe. This is considered an unexcused absence and the student will receive an academic warning.

Students must attend clinical well-rested and ready to assume clinical responsibilities for their patients; therefore, students may not work in the overnight hours (e.g. 11:00 pm – 7:00 am) on the night prior to a morning clinical experience.

Students may not exceed 12 hours in a clinical practice setting in the same day.

Students may not participate in clinical learning experiences if they have taken prescription narcotic medication less than eight hours prior to the start time of their clinical experience.

Students who have a significant illness, injury, hospitalization, or surgery during the time they are in clinical learning experiences must be cleared to return to clinical by their physician or health care provider and these essential functions must be reviewed by the health care provider. Please contact the Director of Clinical Coordination for information about the medical clearance requirements and process.

Student Health Insurance and Clinical Injury

In accordance with Simmons College policy and Massachusetts state law, all students are required to have health insurance. The Nursing Program encourages students to have insurance that is sufficient to cover all medical expenses related to injuries incurred while in clinical.

Students who experience a health incident/occupational accident such as a needlestick or splash injury or fall should follow all affiliating agency specific policies and procedures.

Students injured in the clinical setting will be responsible for expenses incurred while receiving treatment. Students are viewed as guests, not hospital employees in the clinical setting therefore affiliating agencies are not responsible for injuries occurring in the clinical setting. Students are generally evaluated in the agency's emergency room, because students are not employees they are not seen by occupational health services and the student's personal health insurance that would provide coverage. In the event of a clinical incident or injury, students should notify their clinical instructor immediately, so the instructor can inform appropriate Simmons and agency staff.

Compulsory Professional Liability Insurance

All student providing direct patient care as part of their clinical education must be covered by a professional liability policy. Simmons College holds a blanket professional liability policy that covers all students enrolled in clinical courses. The policy only covers students while in their capacity as Simmons nursing students.

Dress Code

Professional appearance is required in all health care settings. Pre-licensure nursing students are required to wear the Simmons College student uniform. In agencies not requiring the school uniform and in graduate nursing placements, students must adhere to the dress code of the agency.

Uniform: The undergraduate uniform consists of indigo blue scrub pants or skirt and top and a white scrub jacket. The school emblem is placed on the left sleeve of the scrub top and jacket. Tightly knit white cotton T shirts with short or long sleeves may be worn under the scrub top.

Name Pins: Must include full name, status (student nurse) and the name of the college.

Sweaters: Because of their tendency to retain pathogens, sweaters are not allowed in the clinical agency.

Shoes: Clean and in good condition. Shoes (white, black or brown) must have closed front and backs; all white sneakers are acceptable. Knee high hose are to be worn only with pants; full length stockings or pantyhose are to be worn with skirts. Ankle socks are unacceptable. Platform shoes are unacceptable but clogs with closed fronts and backs are acceptable.

Piercings: For safety and professional appearance purposes, all piercings should be earring studs only.

Nails: Artificial/Acrylic Nails are not allowed as research has shown them to harbor increased bacteria.

Transportation

Students are responsible for all transportation costs related to clinical experience. Costs will vary with the clinical placement. Students need to plan for costs ranging from less than \$100 to \$300 per year.

Graduate nursing students are expected to travel to clinical sites up to two hours each way, and may not turn down placements due to transportation.

Use of Handheld Devices in Clinical

1. There is no personal use of devices while in clinical.
2. Devices (iPhone, iTouch, iPad, blackberry, droid etc.) must be turned to "airplane" mode so that it does not receive any signal while you are at a clinical site.
3. When accessing information on your device you must step away from public view. Patients and visitors do not know if you are using the device for work or personal business and, to avoid any misunderstandings, keep your device out of sight in general areas on the unit.
4. Take no photographs of any kind anywhere in the clinical area.

Clinical Requirements

The agencies and hospitals Simmons College uses for clinical education have strict policies about what is required of students prior to being placed. Please note that **students are responsible** for keeping track of his/her clinical compliance throughout their time in Simmons Nursing program. Students are expected to submit documentation of expired clinical requirements in a timely manner. Failure to do so could result in being removed from clinical.

The clinical clearance requirements for undergraduate, pre-licensure direct entry nursing students include the following:

- Demonstration of Medication Calculation and Administration Safety Competency (for undergraduate and pre-licensure students only)
- Health Clearance
- Compulsory Cardiopulmonary Resuscitation Certification
- Mandatory Clinical Orientation and Agency-specific Pre-clinical Requirements
- Background and criminal history Checks

In addition to the requirements listed above, graduate nursing students must submit:

- A photocopy of current Massachusetts Nursing license and photocopies of Nursing license from any other state in which you are licensed.
- Copy of updated resume or biosketch

Change in the Status of the Student's RN License

Students with past or pending disciplinary action against a professional license are advised that such actions may affect student's participation in the graduate program. Such actions include, but are not limited to, suspension, probation or revocation, by the licensing body. A past or pending disciplinary action against a professional license will not automatically disqualify a graduate nursing student. Rather, determinations of suitability based on licensure status will be made by the Dean of the School for Nursing and Health Sciences. Students have an obligation to notify the Dean of the School for Nursing and Health Sciences if any new complaints occur or if there is an incidence which changes licensure status while a student at Simmons College. Failure to report a change in licensure status is considered a serious violation and could result in exclusion from Simmons School of Nursing and Health Sciences.

Demonstration of Medication Calculation and Administration Safety Competency

Administering medications safely is a critical aspect of nursing practice; therefore, undergraduate and pre-licensure direct entry and 5-year nursing students must demonstrate their basic competency to calculate accurate medication dosages in every clinical Nursing course.

In Nursing 225/425, students will have three opportunities to pass the medication calculation and administration safety test given during the course. Students, who do not achieve an 85% with three opportunities to take the competency exam, will be withdrawn from the course and will retake the course in subsequent semesters.

In every subsequent clinical Nursing course plus the pharmacology course, NURS 235, the test will be given at the beginning of the semester in which they are taking any clinical course and the student will have two opportunities to pass the competency exam with a grade of 90%. Students, who do not achieve a 90% with two opportunities to take the competency exam will be withdrawn from the clinical course for which they are registered and will retake the clinical course in subsequent semesters.

Practice modules have been provided for each of the 10 competency groups and can be found in Moodle under Medication Safety Competency. Students must complete all required module quizzes or the competency quiz with a 90% to register for the medication calculation and administration safety competency exam. The 10 module quizzes or competency quiz must be completed before the first week of class. Upon successful completion of either the 10 module quizzes or competency quiz, the student will be allowed to take the competency exam.

The medication calculation and administration competency exam must be completed within the first week of the semester for all clinical courses. If a second attempt is needed, the student must complete the second test before the start of clinical.

Health Clearance

Prior to entering the first clinical course (NURS 226/426; NURS 500), the student must receive health clearance. Please see Addendum I at the end of this handbook for detailed information regarding immunizations and health clearance. All Students must have appropriate immunization and health clearance by the deadline set by Director of Clinical Coordination. Without such evidence and clearance by Simmons College, students will not be allowed to engage in clinical practice. Obtaining health clearance is the responsibility of the student.

Following initial health clearance, it is the students' responsibility to remain in compliance with clinical requirements. Certain agencies may require specific health requirements in addition to Simmons College requires. Such requirements will be communicated to students at the time of clinical assignment.

Compulsory Cardiopulmonary Resuscitation Certification (CPR)

All Nursing students are required to have current certification of Cardiopulmonary Resuscitation and AED training for Adults, Infants and Children prior to clinical courses. The American Heart Association BLS for Healthcare Providers or the American Red Cross equivalent CPR for Professional Rescuers are the **only** acceptable CPR certifications.

Mandatory Clinical Orientation and Agency-specific Pre-clinical Requirements

Prior to the beginning of each new academic year, all students who are in clinical courses are required to complete an online orientation through the Massachusetts Centralized Nursing Clinical Placement System (MCNCPS), a collaborative project of the Board of Higher Education (BHE) and the Massachusetts Center for Nursing (MCN). The orientation covers topics such as patient privacy and infection control and prevention, which affiliating health care agencies have deemed important

for students engaged in clinical. The orientation is valid for the entire academic year and can be found online at (<http://www.mass.edu/mcncps/orientation/welcome.asp>).

Depending on specific agency regulations, students may be required to complete additional orientation and/or training online or on-site at the agency. In addition to meeting all Simmons College clinical clearance requirements, students must also meet all the requirements of the health care facilities where they are in clinical. Students must complete facility-specific paperwork before deadlines set by the clinical coordination office.

Criminal Offender Record Inquiry (CORI) Policy

Where Criminal Offender Record Information (CORI) checks are part of a general background check for placement in clinical rotations and for independent preceptorships by the Nursing Programs of Simmons College the following practices and procedures will generally be followed.

1. CORI checks will only be conducted as authorized by as part of the Massachusetts Criminal History Systems Board (CHSB). All students will be notified that a CORI check will be conducted. All students will be provided with a copy of the Simmons College Nursing Programs CORI Policy.
2. An informed review of a criminal record requires adequate training. Accordingly, all Simmons College Nursing Programs faculty and staff authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the CHSB.
3. Prior to the beginning of clinical nursing coursework, each student will be required to request a CORI check by the CHSB. For undergraduate students, the CORI is run prior to the beginning of the sophomore year and again before senior independent preceptorships. For graduate students CORI is run at the beginning of the primary care sequence.
4. If a criminal record is received from CHSB, the authorized Nursing Programs faculty or staff will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
5. Unless otherwise provided by law, a criminal record will not automatically disqualify a nursing student. Rather, determinations of suitability based on CORI checks will be made by the Dean of the School for Nursing and Health Sciences. A student with any criminal convictions, or past court appearances for any reason, or pending criminal cases (including misdemeanors) or past or pending disciplinary action against a professional license is advised that the Simmons College Nursing Program may not be able to secure a clinical placement. Students have an obligation to notify the Dean of the School for Nursing and Health Sciences if any new complaints occur after the initial CORI is obtained or if there is an incidence which changes CORI status while a student.

- a. Some clinical agencies will require the actual data obtained from a CORI. In this case, the agency will require a CORI performed by the CHSB of students placed in their agency. Students will be informed before the CORI is done and will be asked to sign a CORI release form. All student clinical placements are at the discretion of the agency; therefore, agencies do not have to accept students with CORI issues. The Nursing Department at Simmons cannot be responsible for alternate clinical placements for students who are withdrawn from a clinical placement or who cannot be placed in an agency because of background checks.
6. A student challenging the accuracy of the policy shall be provided a copy of CHSB's ***Information Concerning the Process in Correcting a Criminal Record***. If the CORI record provided does not exactly match the identification information provided by the student, Simmons College Nursing Programs will make a determination based on a comparison of the CORI record and documents provided by the student. Simmons College Nursing Programs may contact CHSB and request a detailed search consistent with CHSB policy.
7. If Simmons College Nursing Programs is inclined to make an adverse decision based on the results of the CORI check, the student will be notified immediately. The student shall be provided with a copy of the criminal record, a copy of the Simmons Nursing Program's CORI policy, advised of the part(s) of the record that make the student unsuitable for the position of student nurse, and given an opportunity to dispute the accuracy and relevance of the CORI record.
8. If Simmons College Nursing Programs reasonably believes the record belongs to the student and is accurate, based on the information as provided in section IV on this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:
 - a. Relevance of the crime to the proposed clinical practicum;
 - b. Nature of the proposed clinical practicum;
 - c. Time since the conviction;
 - d. Age of the student at the time of the offense;
 - e. Seriousness and specific circumstances of the offense;
 - f. The number of offenses;
 - g. Whether the student has pending charges;
 - h. Any relevant evidence of rehabilitation or lack thereof;
 - i. Any other relevant information, including information submitted by the student or requested by Simmons College Nursing Programs.
9. Simmons College Nursing Programs will notify the student of the decision and the basis of the decision in a timely manner.

Nursing Lab Policies

The laboratory environment serves to simulate the clinical setting, and it should be managed in a professional manner. The bed, patient, and bedside should look neat, clean, respectful and professional. The intent is to help you establish very good habits that will carry over as you care for your patients in your clinical settings.

Please bear in mind the following key points:

1. Laboratory and Simulation Attendance Policy

- a. Laboratory and simulation attendance is mandatory. Each student is reminded to use her best judgment in the event of illness or an unusual situation where the student may be absent. Professional communication is valued and required. Please follow these guidelines.
 - i. Laboratory Absence: The student must call the laboratory faculty and contact the course tutor to practice missed skills.
 - ii. Simulation Lab Tardiness: The door will be closed five minutes after the session starts; if you are more than five minutes late, you will not be allowed to attend
 - iii. Simulation Lab Absence: Missing a simulation counts as a clinical miss. If you are sick or have other extenuating circumstances, you must contact Josephine Faller to schedule a make-up.

2. Basic rules of lab usage

- a. Please keep the labs neat. This is your workspace, and it will be most useful to you if it is kept tidy and well-organized.
- b. Lab equipment is for use **ONLY** in the lab. Anything removed from the lab will be considered stolen equipment and will be dealt with as such.
- c. Food and drinks (except water) are **NOT** permitted in the lab.
- d. Bring all materials as directed by your Instructor (e.g., nursing supply kit, stethoscope, writing materials, textbooks, etc.). **If you do not have all of your materials, you will not be allowed to participate.**
- e. Appropriate dress is required. This includes closed-toed shoes (no sandals, flip-flops, or other open-toed shoes, even in summer), your nursing uniform, and any other protective clothing as directed by your Instructor.
- f. Clean up after yourself: Put all equipment and furniture away where you found it; place all trash in appropriate receptacles; and turn off all electrical equipment.

- g. Report any damaged or non-working equipment to your Instructor or the Simulation Lab Coordinator.

3. Mannequins

a. Types of mannequins

- i. SimMen (solid blue gowns): most advanced; used with laptops for scenarios
- ii. VitalSims (solid yellow gowns): have vital signs and sounds for auscultation
- iii. Basic mannequins (printed white gowns): have no simulation capabilities

b. Moving mannequins

- i. Always use two people when lifting the models and use good body mechanics (lift with your legs, etc.)
- ii. If moving a SimMan or VitalSim, be sure to move all associated equipment carefully and appropriately. Do not let anything drag or fall on the floor.

c. Storage of mannequins

- i. Mannequins in use should be in beds. Mannequins not in use should be placed on the mannequin rack or on a stretcher. **Do NOT put the mannequins in chairs, on the floor, or anywhere else, as this will damage them.** There is ample rack space for all mannequins.
- ii. Mannequins in beds should be left with all anatomical parts in place and be covered with a sheet as you would leave your patient in a hospital setting. Place a pillow under the mannequin and leave the HOB elevated to about 30 degrees.

d. Use of mannequins

- i. **Use only TegaDerm or paper tape on the mannequins.** Other tape damages them.
- ii. **Do not use iodine or Betadine on the mannequins.** It stains them.

4. Care and usage of other lab equipment

- a. Reuse/recycle supplies and equipment whenever possible. This includes bedding, which should only be changed if stained or soiled. Do not use new supplies unless specifically directed to do so.
- b. Please discard all single-use equipment, such as specula for the otoscope, tongue blades, cotton swabs, gauze, etc., and place stained or soiled linens in the hamper bags provided.

- c. Turn off all lights, Welch-Allyn wall units, any portable equipment, VitalSims, and SimMen.
- d. If using the examination tables, place unused paper over the table after each use.
- e. When working with IV fluids, use proper containers (e.g., bucket, trash bin) to prevent fluid from running onto the floor.

Academic Policies for All Nursing Students

Student Advisement

Each student in the Nursing Programs is assigned an advisor at the beginning of his/her academic program. Faculty members and students should meet to discuss course selection and workload. The student may meet with his/her advisor at any time. Students should meet with advisors at least once a semester prior to registration. It is the student's responsibility to set meetings with her advisor. If a student completes registration without his/her advisor's consultation, the student assumes full responsibility for all academic consequences.

Prerequisites/Corequisites to Nursing Courses

	4-year program and 2-3 year Dix program	18-month Dix program
NURS 225	C+ in BIOL 113 or BIOL 123 CHEM 111 (or CHEM 113) AND CHEM 112 (or CHEM 114) OR CHEM 110 BIOL 231 OR BIOL 232 ¹ C in NURS 100 AND NURS 102 as pre-req or co-req Successful completion of Math Competency or MATH 101 OR MATH 102	C+ in CHEM 111 AND CHEM 112 OR CHEM 110 (OR NURS 439) BIOL 231 AND BIOL 232 (or NURS 431) BIOL 221 (or NURS 421) OR BIOL 123 PSYCH 101 AND PSYCH 237 (or PSYCH 235) Successful completion of Math Competency or MATH 101 OR MATH 102
NURS 226	C+ in BIOL 221 (OR BIOL 123) as pre-req or co-req C in NURS 225 BIOL 231 AND BIOL 232	C in NURS 225 NURS 404 as co-req

¹ Unless NURS 390 was completed

	4-year program and 2-3 year Dix program	18-month Dix program
NURS 235	C+ in CHEM 111 AND CHEM 112 OR CHEM 110 BIOL 231 and BIOL 232 NURS 225 as pre-req	NURS 225 as pre-req C+ in BIOL 221 (or BIOL 123) as pre-req or co-req
NURS 238	C in NURS 225, NURS 226, NURS 235, AND NURS 292	C in NURS 225, NURS 226, NURS 235, AND NURS 292
NURS 247	Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req C in NURS 225, NURS 226, NURS 235, AND NURS 292	C in NURS 225, NURS 226, NURS 235, AND NURS 292
NURS 249	Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req C in NURS 225, NURS 226, NURS 235, AND NURS 292	Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req C in NURS 225, NURS 226, NURS 235, AND NURS 292
NURS 292	NURS 225 as prereq or co-req	NURS 225 as prereq or co-req
NURS 348	C in NURS 225, NURS 226, NURS 235, AND NURS 292 Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req	C in NURS 225, NURS 226, NURS 235, AND NURS 292 Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req
NURS 387	C in NURS 225, NURS 226, NURS 235, AND NURS 292 NURS 238, NURS 249, and NURS 348 as pre-req or co-req	C in NURS 225, NURS 226, NURS 235, AND NURS 292 NURS 238, NURS 249, and NURS 348 as pre-req or co-req
NURS 454 AND 455	C in NURS 225, NURS 226, NURS 235, NURS 292, NURS 238, NURS 247, NURS 249, NURS 387, NURS 348	C in NURS 225, NURS 226, NURS 235, NURS 292, NURS 238, NURS 247, NURS 249, NURS 387, NURS 348, NURS 390, NURS 404

	Pre-licensure Direct Entry
NURS 425	All science pre-requisites
NURS 426	C in NURS 425
NURS 435	NURS 425 as pre-req
NURS 438	C in NURS 425, NURS 426, NURS 435, AND NURS 492
NURS 447	C in NURS 425, NURS 426, NURS 435, AND NURS 492
NURS 449	C in NURS 425, NURS 426, NURS 435, AND NURS 492
NURS 492	NURS 425 as prereq or co-req
NURS 448	C in NURS 425, NURS 426, NURS 435, AND NURS 492
NURS 487	C in NURS 425, NURS 426, NURS 435, AND NURS 492 NURS 438, NURS 449, and NURS 448 as pre-req or co-req
NURS 454GR & 455GR	C in NURS 425, NURS 426, NURS 435, NURS 492, NURS 438, NURS 447, NURS 449, NURS 487, NURS 448

	Pre-Licensure 5 year BS-MS
NURS 225	C+ in CHEM 111 AND CHEM 112 OR CHEM 110 (OR NURS 439)BIOL 231 AND BIOL 232 (or NURS 431)BIOL 221 (or NURS 421) OR BIOL 123 PSYCH 101 AND PSYCH 237 (or PSYCH 235) Successful completion of Math Competency or MATH 101 OR MATH 102
NURS 226	C in NURS 225 NURS 404 as co-req
NURS 292	NURS 225 as prereq or co-req
NURS 348	C in NURS 225, NURS 226, NURS 235, AND NURS 292 Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req
NURS 235	C+ in CHEM 111 AND CHEM 112 OR CHEM 110 BIOL 231 and BIOL 232 NURS 225 as pre-req
NURS 438	C in NURS 225, NURS 226, NURS 235, AND NURS 292
NURS 447	C in NURS 225, NURS 226, NURS 235, AND NURS 292
NURS 449	Pass PSYCH 101 PSYCH 237 (OR PSYCH 235) as co-req C in NURS 225, NURS 226, NURS 235, AND NURS 292
NURS 487	C in NURS 225, NURS 226, NURS 235, AND NURS 292 NURS 438, NURS 449, and NURS 348 as pre-req or co-req
NURS 454 AND 455	C in NURS 225, NURS 226, NURS 235, NURS 292, NURS 238, NURS 247, NURS 249, NURS 387, NURS 348, NURS 390, NURS 404

Graduate Program Sequencing and Prerequisites/Corequisites

Several courses in the Graduate program need to be taken in a specific sequence. SNHS 410 is a prerequisite for NURS 507 and NURS 508

NURS 422 must be taken before NURS 423. Students must receive a Grade of B or better in NURS 422 before enrolling in NURS 423.

The Primary Care Courses must be taken in sequence. NURS 500 and 500A followed by NURS 501 and 501A, NURS 502 and 502A and NURS 503 and 503A.

These courses are only offered once each year; therefore, if the student does not successfully complete the didactic and clinical component of the course, they must wait until the course is offered the following year to return.

Grading Policies

Grades and their Values

A	95	-	100	4.0
A-	90	-	94	3.67
B+	87	-	89	3.33
B	83	-	86	3.0
B-	80	-	82	2.67
C+	77	-	79	2.33
C	73	-	76	2.0
C-	70	-	72	1.67
D+	67	-	69	1.33
D	63	-	66	1.00
D-	60	-	62	.67

Undergraduate Grading Policies

- Undergraduate/Dix Scholars must receive a C (73) or above overall average in the course exams in order to progress to the next Nursing course. Once the student has achieved a C or above average, all other course assignments will be factored into the final grade. If the exam average is less than C, the student will receive the grade that is equivalent to the overall average of the exam grades only.
- If students don't meet the exam grade requirement to pass a class (currently 73 for Undergraduate) they receive the earned exam grade average as their course grade.

Graduate Grading Policies

- Graduate students, including post licensure, must maintain an 83 weighted average on their exams- exclusive of their graded assignments to pass the course. In addition, if the 83 cut point is not met, the grade recorded on the transcript will be the earned exam grade. Students must earn a grade of B or better in all of the core courses and in all of the primary care courses. The primary care component, both the class and the clinical, must

be passed with a satisfactory grade (B). If a student fails one component of the course, s/he fails the entire course and must re-take both components of the course.

- All graduate students must maintain a 3.0 GPA while in the Graduate Nursing Program. If a student's average falls below the required 3.0, or s/he demonstrates unsatisfactory clinical performance, s/he may, at the discretion of the faculty, be put on probation. If probation occurs the Chairperson of Nursing will notify the student of the probationary status. This notification will delineate the specific goals the student must meet in order to continue in the program.
- Students in the RN-MS, Direct Entry and 5 year BS-MS programs must maintain a 3.0 GPA in the undergraduate courses in order to progress to the graduate program.

Students without an overall GPA of **3.0** in Nursing will be considered on an individual basis on faculty advisement for admission into the graduate sequence. For the 5-year BS-MS students, GPA will be calculated at the end of year 3. For the Direct Entry students, GPA will be calculated at the end of the generalist curriculum.

- 5-year BS-MS students and pre-licensure direct entry students must maintain a 73 weighted exam grade average to pass their exams exclusive of other graded assignments for the pre-licensure curriculum. In addition, the grade recorded on the transcript will be the earned grade.
- The two course nursing failure rule for the direct entry program starts at the beginning of the pre-licensure phase.

Grade Appeal Process

The process of appealing a grade is available to students to ensure that the evaluation processes for academic courses and clinical experiences were fairly applied. Students who wish to appeal a grade will first meet with the clinical faculty (if applicable) and the course coordinator to discuss her concerns about the grading process. If the student wishes to pursue the appeal further, she/he will submit her request and the rationale for the request in writing to the Chair of Undergraduate Nursing or Graduate Nursing within one week of receiving the grade. The Chair and student will then set a time to meet.

The Chair will then review the student's concerns with her, discuss her/his concerns with the course coordinator and review all written documentation of academic and/or clinical concerns. The process of fair evaluation includes:

1. Clearly stated course and clinical objectives
2. Timely identification of concerns by the faculty member with the student regarding her lack of successful achievement of course or clinical objectives
3. Clear communication of the plan to remediate the identified concerns related to knowledge, skills or behaviors that must be improved in order to achieve course or clinical objectives

4. Clear communication of the outcomes required for successful completion of the course or clinical experience
5. Final evaluation of the student's course or clinical experience in relation to the course and clinical objectives

Upon evaluation of the processes described above, the Chair will determine whether fair processes for evaluation were applied in the evaluation of the student.

Should the student wish to pursue the appeal further, the undergraduate student would then appeal to the SNHS Undergraduate Associate Dean for Curriculum and Student Affairs. The final appeal, should the student wish to continue the appeal process, would be to the SNHS Dean.

Graduate students would appeal first to the course coordinator, then the Graduate Chair. Should the student wish to appeal further, then she/he would appeal to the SNHS Policy Committee. The final appeal would be considered by the SNHS Dean.

Progression and Retention

- Students must pass both the clinical and didactic components of a Nursing course in order to pass the course. If the student fails one component and passes the other, she will fail the course. If the student fails the clinical component of the course, he/she will receive a grade of F in the course. Student must re-take both components of the course in which he/she receive an F.
- All students will adhere to the Simmons College Honor Code and the ANA Code of Ethics. We expect full concordance by every Nursing student with the Simmons College Honor code.
- Students are allowed to repeat a failed Nursing course only once.
- If a student is unable to complete the course work by the end of the semester, the student and faculty may request an incomplete grade from the Administrative Board.
- Undergraduate students who wish to withdraw past the Simmons deadline must petition the Simmons College Administrative Board. Graduate students must submit a written petition to the Chair of Graduate Nursing.
- The Nursing Programs can submit an academic/clinical warning when the students' performance is considered to be marginal and/or unsafe. The justification for a warning includes but is not limited to the following:
 - Quizzes or exams with a grade of C or below (UG); B or below (graduate)
 - Overdue assignments
 - Poor attendance
 - Poor or unsafe clinical practice (see course and/or clinical objectives)
 - Violation of the Honor Code

- Violation of the Professional Code of Ethics
- A student can be dismissed from a course in the Nursing program at anytime, with cause. Evidence of unsafe practice, failing work, or violation of the Professional Code of Ethics are grounds for failure.
- All Undergraduate and pre-licensed Direct Entry students are required take a NCLEX review course following graduation/licensure.

Classroom Policies

- Tape recording of lectures can be done only with the permission of the faculty/lecturer. This permission must be obtained prior to class.
- Written assignments are to be handed in prior to class on the date specified. Please see the individual course syllabus for the policy. It is suggested that a photocopy of all assignments be made and retained by the student.
- All written assignments in the Nursing major require American Psychological Association Publication format. (APA)
- During a nursing exam, any discussion among students or sharing of any information once the exam begins will be considered an infraction of the honor code.
- During examinations students must leave all materials (notebooks, cell phones, pagers, water bottles, etc.) at the front of the classroom. Any student suspected of giving or receiving information during an examination will be asked to leave the examination. Students who leave the examination will not be allowed to finish the exam at a later date.
- Once a student begins an exam, she must complete the exam during the examination period. If a student leaves the exam before completing the exam, the faculty member will grade the student on the work completed during that exam period only. The only exception would be a medical emergency that occurs during the exam. The situation would be considered emergent only if the student requires immediate emergency medical attention in the emergency room. Documentation from the emergency room physician would be required.
- Students who observe cheating by other students are bound by the Honor Code to report such behavior to the faculty.
- According to policy, a student may be excluded from the Nursing Program for cheating or failure to report cheating of others.
- Only under extenuating circumstances and with prior permission of the faculty are children allowed to attend classroom lectures. Children are not allowed in the Nursing Laboratory at any time.

Unsatisfactory Student Progress

1. A student whose grade point average (GPA) falls below what is required for the student's program (C for undergraduate, B for graduate students) in any semester will be automatically placed on probation for the following semester.
2. A student will be placed on nursing probation for the following semester if s/he receives a grade below a C (or an F in a P/F course) in any course designated by the student's program as requiring a grade of C or better, and for graduate students, a grade below a B. A student on nursing probation will plan remediation and coursework for the following semester in collaboration with nursing faculty. Nursing faculty will make the final determination of the student's coursework for the probationary semester.
3. A student will be placed on nursing probation for demonstrating behavior inconsistent with ethical, legal, or professional standards as determined by each program faculty.
4. If a student takes a leave of absence after being placed on probation, s/he will be on probation for the semester s/he returns to the program.
5. A student receiving a grade below C in any course designated by the student's program as requiring a grade of C or better must repeat the course for credit. Grades for the initial and repeated course will appear on the student's transcript and both will be used in calculating the cumulative GPA. Students may repeat a given course only once.
6. A student who fails a Nursing course may proceed into another Nursing course only if the subsequent course does not require prior successful completion of the failed course.
7. Repetition of the course may affect a student's ability to progress with her/his class and/or her/his expected date of graduation.
8. Traditional, 2-year, or 3-year Dix students who fail a nursing course may not retake that course in the accelerated sequence. They must retake that course when it is offered in their original track. In some circumstances, accelerated students may apply to a different program (please see Admissions Policies for Transferring Academic Tracks).
9. An undergraduate student will be removed from probation if s/he receives a grade of C or better in all courses during the semester s/he is on probation, has a cumulative GPA greater than 2.0 at the end of that semester, and adheres to ethical, legal, and professional standards of behavior.
10. A Nursing student who withdraws from a Nursing course or begins an approved leave of absence from the College after the eighth (8) week of the term shall be considered to have failed any Nursing course in which he/she has a failing grade at the time he/she begins his/her leave of absence [and her transcript shall reflect a failing grade].

Exclusion

1. A Nursing student who has failing grades (less than a C for undergraduates; less than a B for graduates) in any two (2) Nursing courses, under any circumstances shall be dismissed from the Nursing Programs. This includes if a student withdrew after the eighth week of the term and had a failing grade at the time he/she begins his/her leave of absence.
2. A student may be excluded from the program if s/he is on probation during more than two semesters over the course of obtaining the degree.
3. An undergraduate/pre-licensure student will be excluded from the program if s/he fails to obtain a grade of C or better in a repeated course. A graduate student will be excluded from the program if she fails to obtain a grade of B or better in a repeated course.
4. A student may be excluded from the program for demonstrating behavior that is illegal, unethical, or unprofessional as determined by each program faculty.
5. A student will be excluded from the program if s/he verbally or physically threatens members of the College administration, faculty, staff, students, or clients in the practice setting.
6. A student will be excluded from the program if she is "Removed from Degree Candidacy" by the College Administrative Board.

Appeal

A student has the right to appeal the faculty's decision regarding academic standing by petitioning the Nursing Academic Review Board (ARB). The Chair should be consulted concerning the appropriate procedures for appeal. Please refer to the policy and procedures for grievance in this Handbook and in the College Student Handbook.

A student may appeal the ARB decision if there was a procedural error that if not corrected would significantly impact the outcome; if new information not available during the time of the hearing may affect the outcome, is not introduced; or if the sanctions determined were outside of established parameters. The appeal must be in writing and submitted to the Chairs of Nursing, within 5 business days, who will determine if the appeal will be considered. If unsatisfied, an undergraduate student may submit written appeal to the Associate Dean; graduate students may submit written appeal to the Dean.

Withdrawal from Nursing in Good Standing

In order to withdraw from either a Nursing course or the Nursing major in good standing, a student must be passing and meeting all requirements for the Nursing major. Any student who withdraws from the major after having been excluded for any reasons will not be considered in good standing.

Readmission of Excluded Students

All applications for readmission from students who are excluded from the program are referred to

the Nursing Academic Review Board. Upon recommendation of the Nursing Academic Review Board, the dean will review the case and take appropriate action.

Baccalaureate Degree: Specific Academic Policies

Study Abroad

If a traditional 4-year nursing student wants to spend a semester abroad, the ideal opportunity is the fall semester of the junior year. The student would then take NURS 238 during the summer between the junior and senior year. This would not alter the expected date of graduation. Students must apply by March 15 of sophomore year. Please contact the Simmons Study Abroad Office at <http://www.simmons.edu/offices/provost/study-abroad/options.php> to learn about how a semester abroad will affect your course of study.

Baccalaureate Degree Requirements

Competency in Mathematics

The Nursing Programs requires all students to demonstrate competency in basic mathematics for the purpose of calculating medication dosages. Competency in Mathematics is fulfilled by passing the Math Competency Exam or taking an approved Math course. Undergraduate Nursing students must pass the Simmons mathematics competency exam prior to taking NURS 225.

Students who fail to demonstrate the College requirements mathematics competency PRIOR to NURS 225 will be excluded and de-registered from NURS 225.

Information Technology and Literacy Requirement

Students must satisfy the information technology and literacy requirement by the end of their third semester at Simmons. Students can do so by either passing a competency exam, iComps (technology/resources test administered by the Center for Academic Achievement), **or taking an approved course currently IT 101 Living in a Digital Society.**

Financial Empowerment Seminar

All Simmons potential graduates (seniors) are expected to attend a Financial Empowerment Seminar hosted by the Dean of the College and taught by a School of Management Professor. The seminar is offered the Wednesday before the fall semester and the Wednesday before the spring semester. The exact time and format will be sent to students a month prior to the event.

Science Requirements Prior to NURS 225

Nursing students are required to obtain a minimum of a C+ in each required science course that is taken prior to NURS 225. These pre-requisite courses to NURS 225 may be taken either as a four course sequence or a six course sequence.

Traditional 4-year and 2-year Dix students may not take the accelerated science courses in the summer with Dr. Volkman unless they have a previous bachelor's degree. If they take Anatomy and Physiology I, they will also be required to take NURS 404 to count as their second required semester of Anatomy and Physiology with Dr. Volkman.

A traditional transfer student who has completed science pre-requisites and most of the all-college requirements, may accelerate her program of Nursing courses via the 2 Year Dix Sequence.

Chemistry: This requirement can either be fulfilled by taking...

CHEM 110 General Organic Biochemistry (4) (combination of Inorganic & Organic Chemistry)
CHEM 110L One semester of lab

OR

CHEM 111 Introduction to Chemistry: Inorganic (4)
CHEM 111L One semester of lab

AND

CHEM 112N Introduction to Chemistry: Organic (4) – *CHEM 111 is prerequisite to this course*
CHEM 112L One semester of lab

Biology: This requirement can either be fulfilled by taking...

BIOL 123 Principles of Microbiology (4) (combination of Biology & Microbiology)
BIOL 123L One semester including lab

OR

BIOL 113 General Biology (4)
BIOL 113 One semester of lab

AND

* BIOL 221 Microbiology (4) – *Prerequisite to this course is General Biology*
BIOL 221L One semester of lab

*If you take this course you may take it prior to **OR** concurrently with NUR 226

Anatomy & Physiology: This requirement is fulfilled by taking...

BIOL 231 Anatomy & Physiology I (4)
BIOL 231L One semester of lab

AND

* BIOL 232 Anatomy & Physiology II (4)
BIOL 232L One semester of lab

*If you take this course you may take it prior to **OR** concurrently with NUR 225; must be completed prior to NUR 226 in nursing course sequence

Retaking of Science Courses

Students who do not achieve a grade of C+ in a science prerequisite course may retake that specific course only once. The total number of science courses that may be retaken ever is two. Students who do not meet the science prerequisite policies will be excluded from the Nursing Program. If the course is taken outside of Simmons College, the student must also petition for prior approval of the course by submitting course syllabus to the registrar at transfercredit@simmons.edu. The student must also submit a petition for transfer of credit to the registrar.

Deadline for Taking or Retaking Science Prerequisite Courses

Science prerequisite courses for Nursing 225 in the fall semester must be completed by the end of the first summer session prior to Nursing 225. Grades for those courses must be submitted to the Nursing Department by July 10th as the final deadline. There will be no exceptions to this deadline.

Students needing to take or retake the science courses noted above, must fill out a “Plan for Summer Science Prerequisite” form with information about where and when the course will be taken by May 30th submitted to administrator Shana Jarvis. If the course is to be taken outside of Simmons College, the student must also submit a petition for prior approval of the course to the registrar’s office.

Students retaking science courses or taking pre-requisites will be excluded and de-registered from Nursing courses if they fail to submit a plan for completion of summer science courses by May 30th and a transcript indicating successful completion of summer science course work (C+) by July 10th.

Students who fail to demonstrate the College requirements Mathematics Competency PRIOR to NURS 225 will be excluded and de-registered from NURS 225.

Accelerated Programs: Specific Policies

1. Direct Entry and Dix Scholars are admitted to the accelerated track only if they have a previous baccalaureate degree. Other admission criteria are detailed in the application materials.
2. Simmons Nursing majors are eligible for the 5 year BS-MS at the end of their sophomore year. They must formally declare their intention at this time and must have a cumulative GPA of 3.33 in their Nursing courses to enter this track. Any failure in a Nursing course and/or a GPA less than 3.0 will preclude the student’s ability to fast track.
3. This fast track is accelerated and the schedules of class and clinical experiences are not flexible. Most classes and clinical experiences are during the day and students should expect to be in school or clinical a minimum of 4 days per week.
4. All accelerated track students must take NURS 404/Normal and Abnormal Physiology prior to or concurrently with NURS 238/438.
5. Completion of the pre-licensure curriculum is equivalent to graduation as defined by the Board of Registration in Nursing.

Graduate Program: Specific Academic Policies

1. Students may transfer a maximum of eight credits in the program provided these credits were not used for a degree that was previously conferred. Any such courses must have been taken within the last five years and the student must have achieved a B or better. Approval of the Chairperson of the Nursing Department and the Dean of the School of Health Sciences is required.
2. All graduate students must comply with policies delineated for SNHS students in the College Student Handbook
3. Students must comply with the Simmons College Honor Code, the ANA Standard of Professional Practice, the ANA Code of Ethics, the International Nursing Code of Ethics, and the SNHS Statement on Professional Behavior.
4. Any violation of the Simmons College Honor Code, the SNHS Statement of Professional Behavior, the ANA Standards, or the standards of ethical behavior may be grounds for dismissal. Students may appeal such a decision through the SNHS grievance process.
5. Students who fail more than one Nursing course will be excluded from the program. If this occurs students may follow the grievance process identified in the SNHS Student Handbook. Grading Policy
6. Students in the graduate Nursing program must receive a cumulative average of 80 at the end of each semester and a grade of 80 in core courses. A C+ must be achieved in supporting courses. Courses with a clinical component must be passed in both the theoretical and clinical components.
7. The graduate course sequence is specific to each concentration. Students should refer to their course booklets and catalogue for requirements of each program. Degree requirements include core courses, support course and elective credits.
8. Policy on Remediation in Primary Care: Students enrolled in the graduate programs are expected to make progress towards all course objectives throughout the semester. If in the opinion of the faculty, clinical preceptor and/or student, such objectives are not being met, the student may be required to do additional course work in order for objectives to be attained. Students will be required to pay for volunteer patients if they are required to assist in meeting objectives. Otherwise no additional fees will be required for this tutorial. Faculty will evaluate and monitor student progress and determine how long tutoring will be required.

Policies Specific to the Direct Entry Program

1. While in the pre-licensure curriculum, students will follow the Course and Student Progress Policies detailed in the Undergraduate Program Section of this Handbook.

2. While students are in the pre-licensure curriculum, they will follow all other non-course related policies detailed in the SNHS Student Handbook.
3. A Generalist precepted experience is recommended for all students in NURS 454GR.
4. All direct entry students, upon completion of the pre-licensure curriculum, will receive a certificate of completion of the RN Program and will be eligible to sit for licensure as a registered Nurse. Female students who choose not to continue in the Master's degree program may receive a BS in Nursing, provided they formally withdraw from the Direct Entry Program and the School of Nursing and Health Sciences and follow the policy guidelines listed under Admissions Policies for Transferring Academic Tracks.
5. Completion of the pre-licensure curriculum is equivalent to graduation as defined by the Massachusetts Board of Registration in Nursing. Students are eligible to sit for the licensure exam at the end of the second fall. Students must pass the NCLEX in order to continue to the graduate sequence.
6. Students in the graduate program must complete a total of 600 hours (an average of 24 hours/week) of RN employment in their related area of future specialization between February 1 and September 1 of their first year following RN licensure. Failure to comply with this policy may result in a student studying on a part-time versus full-time basis in the Master's sequence.
7. Once in the specialist curriculum, students will follow all SNHS and Graduate Nursing Policies detailed in this Handbook.
8. Students must earn a grade of B or better in NURS 404 even if the course is completed in pre-licensure sequence.

Admissions Policies for Transferring Academic Tracks

Transferring from the Dix Program (BSN) to Direct Entry Nursing Program (RN/MSN)

Students enrolled in the Dix program who wish to change to the Direct Entry Master's program, **MUST** first consult with the Chair of the Graduate Nursing program. Since each student's curricular status will be different based on length of time in the Dix program, such a transition **may or may not be** possible. Additionally, application to the Direct Entry program via the School of Nursing and Health Sciences (SNHS) is required. Students must apply by the designated Direct Entry application deadline.

Transferring from the Direct Entry Nursing Program (RN/MSN) to Undergraduate (BSN) Program

It is important to **FIRST** speak with your faculty advisor and Undergraduate Associate Dean if you are considering a transfer between the Direct Entry nursing program offered through the graduate School of Nursing and Health Sciences (SNHS) and the BSN program for adult women that is offered through the undergraduate College of Arts and Sciences (CAS). Students must also follow the policies, application process and deadlines outlined below.

- You must apply, be accepted and enroll as an undergraduate adult student (Dix Scholar).
- The student must complete Senior Audit and Declaration of Major forms that are signed by the Registrar or Associate Registrar and Chair for Undergraduate Nursing. Submit the original, signed forms to The Registrar's Office and a photocopy of the signed senior audit form to the Office of Undergraduate Admission. The forms are available through the following links:

<http://my.simmons.edu/services/registrar/docs/OfficialSeniorAudit.pdf>

<http://my.simmons.edu/services/registrar/docs/declare-major.pdf>

- The student's admission to degree candidacy must occur at least six months prior to the anticipated degree deferral date (January 1st for May graduation or August 1st for a January graduation).
- You must satisfy the All-College Graduation Requirements for Undergraduates:
 - Math competency
 - iComps (technology/resources test administered by the Center for Academic Achievement)
 - Financial Empowerment Seminar
 - At least one course in each of six "Modes of Inquiry" which represent the College's liberal arts distribution requirements
 - A "Transfer Credit Evaluation" (TCE) of your transcripts from all post-secondary institutions you have attended will provide you with a report of what, if any, of these requirements remain outstanding at the time you enroll as an undergraduate.
- A student who has completed, or is completing in the current semester, coursework equivalent to the BSN nursing sequence is not eligible to receive a bachelor's degree in nursing from Simmons without fulfilling the requirements listed above.
- **Direct Entry to BSN program transfer becomes effective in the semester following admission to the BSN program.** Please note application deadlines listed below.
- **Financial aid may change.** Guidelines for awarding federal aid are different between graduate and undergraduate study.
 - Students transferring from the Direct Entry program are not eligible to receive the Dix Scholarship.
 - Dean's Scholarships received from the Direct Entry program are not eligible to be transferred to the Dix program.
- **If accepted into the BSN program, you must formally withdraw from the Direct Entry Program and SNHS.** You must submit written notification to the Chair of Graduate Nursing with copies to The Registrar, Office of Undergraduate Admission and Office of SNHS Admission.

Dix Scholar Application Requirements and Deadlines for Direct Entry to BSN Transfer

- Submit a Dix Scholars application (online or hardcopy) and required credentials to the Simmons College Office of Undergraduate Admission.
- Submit a written personal statement explaining reason for transferring from the Direct Entry to BSN program. This can be included with your application or submitted separately. Be sure to include your full name on this document. (If emailed separately as a WORD attachment, please send to dix@simmons.edu)
- Submit a written request to the School of Nursing and Health Sciences Office of Admission for a copy of your official transcripts to be forwarded to the Simmons Office of Undergraduate Admission.
- Recommendation letters: normally two are required, but we will waive one recommendation if you arrange for a letter of recommendation from a Simmons faculty member. The Simmons faculty member may email the letter to dix@simmons.edu.
- APPLICATION DEADLINES:
 - For transfer effective in Fall Semester: June 1st
 - For transfer effective in Spring Semester: October 1st
 - For transfer effective in the Summer Semester: February 1st
- PLEASE NOTE: The Admissions letter or acceptance will not be generated without a photocopy of the completed Senior Audit form
- If admitted to the undergraduate BSN program, students must formally accept the offer of admission. The tuition deposit is waived.
- Interview is optional.
- OFFICE OF UNDERGRADUATE ADMISSION CONTACT PERSON: Laura Quinlan, Associate Director (laura.quinlan@simmons.edu; 617-521-2052)

Nursing Course Sequences

Four-Year Program Combined Science Sequence: Accepted Nursing Students

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Comments</u>
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Year One

Fall

FYS 101	Simmons 101	4	
For Lang 100	Foreign Language	4	
BIOL 123	Principles of Microbiology	4	
CHEM 110	General Organic Biochemistry	4	

Spring

MCC 102	Culture Matters	4	
For Lang 102	Foreign Language	4	
BIOL 231	Anatomy & Physiology I	4	
NURS 100	Professional Issues	2	
NURS 102	Scholarly Inquiry	2	

*** Pass Math Competency OR take Math course (Must be completed before NURS 225)***

Year Two

Fall

For Lang 200	Foreign Language	4	
BIOL 232	Anatomy & Physiology II	4	
NURS 225	Nursing Process and Skills	4	Includes lab hours
PSYCH 101	Introduction to Psychology	4	Mode 6

Spring

NURS 292	Health Assessment	4	Includes lab hours
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
Elective(s) or Mode 1, 2, 3, 5		4	

Year Three

Fall

PSYCH 237N	Life Span Psychology	4	
OR			
PSYCH 235	Developmental Psychology	4	

NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
Elective(s) or Mode 1, 2, 3, 5		4	

Spring

NURS 247	Variances in Health Patterns of the OR Childbearing Family	4	Includes 8 hours/week of clinical
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NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
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NURS 249	Variances in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
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Elective(s) or Mode 1, 2, 3, 5		4	
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Year Four

Fall

NURS 247	Variances in Health Patterns of the OR Childbearing Family	4	Includes 8 hours/week of clinical
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NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
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NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical
Elective(s) or Mode		4	

Spring

NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours
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NURS 455	Clinical Decision Making	4	
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Elective(s) or Mode 1, 2, 3, 5		4	
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Elective(s) or Mode 1, 2, 3, 5		4	
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Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective

- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Four-Year Program Six Science Curriculum: Accepted Nursing Students

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Comments</u>
Year One			
<i>Fall</i>			
FYS 101	Simmons 101	4	
For Lang 100	Foreign Language	4	
BIOL 113	General Biology	4	Mode 4
CHEM 111	Introduction to Chemistry: Inorganic	4	Mode 4
<i>Spring</i>			
MCC 102	Culture Matters	4	
For Lang 100	Foreign Language	4	
BIOL 231	Anatomy & Physiology I	4	Mode 4
CHEM 112N	Introduction to Chemistry: Organic	4	Mode 4
NURS 100	Professional Issues	2	
NURS 102	Scholarly Inquiry	2	
*** Pass Math Competency OR take Math course		(Must be completed before NURS 225)***	
Year Two			
<i>Fall</i>			
For Lang 200	Foreign Language	4	
BIOL 232	Anatomy & Physiology II	4	Mode 4
NURS 225	Nursing Process and Skills	4	Includes lab hours
PSYCH 101	Intro. to Psych	4	Mode 6
<i>Spring</i>			
BIOL 221	Microbiology	4	Mode 4
NURS 292	Health Assessment	4	Includes lab hours
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
Year Three			
<i>Fall</i>			
PSYCH 237N	Life Span Psychology	4	
<i>OR</i>			
PSYCH 235	Developmental Psychology	4	
NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical

Spring

NURS 247 OR	Variations in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 249	Variations in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
Elective(s) or Mode 1, 2, 3, 5		4	

Year Four

Fall

NURS 247 OR	Variations in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 348	Variations in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical
Elective(s) or Mode		4	
Elective(s) or Mode		4	

Spring

NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours
NURS 455	Clinical Decision Making	4	
Elective(s) or Mode 1, 2, 3, 5		4	
Elective(s) or Mode 1, 2, 3, 5		4	

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111

- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Four-Year Program: Students Not Accepted To Nursing

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Comments</u>
Year One			
<i>Fall</i>			
FYS 101	Simmons 101	4	
For Lang 100	Foreign Language	4	
BIOL 113	General Biology w/lab	4	Mode 4
CHEM 110	General Organic Biochemistry w/lab	4	
<i>Spring</i>			
MCC 102	Culture Matters	4	
For Lang 102	Foreign Language	4	
BIOL 231	Anatomy & Physiology I w/lab	4	
*** Pass Math Competency OR take Math course			(Must be completed before NURS 225)***
Year Two			
<i>Fall</i>			
For Lang 200	Foreign Language	4	
BIOL 232	Anatomy & Physiology II w/lab	4	
NURS 225	Nursing Process and Skills	4	Includes lab hours
PSYCH 101	Introduction to Psych	4	Mode 6
<i>Spring</i>			
BIOL 221	Microbiology w/lab	4	Mode 4
NURS 292	Health Assessment	4	Includes lab hours
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
Year Three			
<i>Fall</i>			
PSYCH 237N	Life Span Psychology	4	
<i>OR</i>			
PSYCH 235	Developmental Psychology	4	
NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
NURS 100	Professional Issues	2	
NURS 102	Scholarly Inquiry	2	

Spring

NURS 247	Variances in Health Patterns of the		
OR	Childbearing Family	4	Includes 8 hours/week of clinical
NURS 387	Nursing Care of Individuals, Families		
	& Communities	4	Includes 6 hours/week of clinical
NURS 249	Variances in Health Patterns of the		
	Childrearing Family	4	Includes 8 hours/week of clinical
Elective(s) or Mode 1, 2, 3, 5		4	

Year Four:

Fall

NURS 247	Variances in Health Patterns of the		
OR	Childbearing Family	4	Includes 8 hours/week of clinical
NURS 387	Nursing Care of Individuals, Families		
	& Communities		Includes 6 hours/week of clinical
NURS 348	Variances in Health Patterns of the		
	Client with Psychiatric and Mental		
	Illness	4	Includes 8 hours/week of clinical
Elective(s) or Mode		4	
Elective(s) or Mode		4	

Spring

NURS 454	Leadership & Management in the		
	Clinical Setting	4	Includes 168 precepted clinical hours
NURS 455	Clinical Decision Making	4	
Elective(s) or Mode 1, 2, 3, 5		4	
Elective(s) or Mode 1, 2, 3, 5		4	

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101

- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Three-Year Dix Scholars/Transfer Program

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Comments</u>
Year One			
<i>Fall</i>			
NURS 225	Nursing Process and Skills	4	
NURS 225L	Nursing Process and Skills Lab	0	
NURS 292	Health Assessment	4	
NURS 292L	Health Assessment Lab	0	
NURS 100	Professional Issues	2	
NURS 102	Scholarly Inquiry	2	
<i>Spring</i>			
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
Year Two			
<i>Fall</i>			
NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
<i>Spring</i>			
NURS 247 OR	Variances in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 249	Variances in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
Year Three:			
<i>Fall</i>			
NURS 247 OR	Variances in Health Patterns of the Childbearing Family		Includes 8 hours/week of clinical
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical

Elective(s) or Mode		4	
Elective(s) or Mode		4	
Spring:			
NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours
NURS 455	Clinical Decision Making	4	

This option is available for students without a previous baccalaureate degree who cannot do an accelerated program of study.

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Two-Year Dix Scholars/Transfer Program

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

Course No.	Course Name	Credits	Comments
Year One			
<i>Fall</i>			
NURS 225	Nursing Process and Skills	4	
NURS 225L	Nursing Process and Skills Lab	0	
NURS 292	Health Assessment	4	
NURS 292L	Health Assessment Lab	0	
NURS 100	Professional Issues	2	
NURS 102	Scholarly Inquiry	2	
<i>Spring</i>			
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
<i>Summer</i>			
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical
NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
Year Two			
<i>Fall</i>			
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 247	Variances in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 249	Variances in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
<i>Spring</i>			
NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours
NURS 455	Clinical Decision Making	4	

This option is available for students with or without a previous baccalaureate degree who cannot do an accelerated program of study.

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Two-Year Dix Scholars/Transfer Program for Students Still Needing A&P II Prerequisite

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

Course No.	Course Name	Credits	Comments
Year One			
Fall			
NURS 225	Nursing Process and Skills	4	
NURS 225L	Nursing Process and Skills Lab	0	
BIOL 232	Anatomy & Physiology II	4	
BIOL 232L	Anatomy & Physiology II Lab	0	
NURS 100	Professional Issues	2	
NURS 102	Scholarly Inquiry	2	
Spring			
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
NURS 292	Health Assessment	4	
NURS 292L	Health Assessment Lab	0	
Summer			
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical
NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
Year Two			
Fall			
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 247	Variances in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 249	Variances in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
Spring			
NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours
NURS 455	Clinical Decision Making	4	

This option is available for students with or without a previous baccalaureate degree who cannot do an accelerated program of study.

See Full List of Prerequisites on page 41

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

18 Month Dix Scholars Program

See pg. 38-39 for science pre- and co-requisites and pg. 29-30 for nursing pre- and co-requisites.

Course No.	Course Name	Credits	Comments
Year One			
<i>*Math Competency must be passed & completed*</i>			
Summer			
NURS 431	Anatomy and Physiology (prereq)	3	
NURS 421	Microbiology (prereq)	4	
NURS 439	Biochemistry (prereq)	3	
PSYCH 237N	Life Span Psychology (prereq)	4	
NURS 225	Nursing Process and Skills	4	Includes lab hours
NURS 292	Health Assessment	4	Includes lab hours
Fall			
NURS 404	Advanced Pathophysiology	4	
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
Spring			
NURS 238	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical
Year Two			
Summer			
NURS 387	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical
NURS 247	Variances in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 249	Variances in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
Fall			
NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours

NURS 455	Clinical Decision Making	4
NURS 390	Integrative Seminar	4

NCLEX

Students with a previous baccalaureate degree are eligible to enter an 18 month track. All pre-requisites must be completed prior to or concurrently with the first summer session. The pre-requisites include: 2 semesters of A+P with labs, inorganic chemistry with lab, organic chemistry with lab, microbiology with lab, life span psychology or developmental psychology. A+P, chemistries, and microbiology are taught in the first summer in an accelerated fashion. These courses offered by SNHS may be taken as pre-requisites for the nursing program but will not count as undergraduate credits or as modes for the undergraduate degree.

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

The 5 Year BS-MS Program

Please note: The 5 year program requires a separate application at the end of sophomore year.
See pg. 38-39 for science pre- and co-requisites and pg. 31 for nursing pre- and co-requisites.

<u>Course No.</u>	<u>Course Name</u>	<u>Credits</u>	<u>Comments</u>
Year One			
Fall			
FYS 101	Simmons 101	4	
For Lang 100	Foreign Language	4	
BIOL 113	General Biology w/lab	4	
	OR		
BIOL 123	Principles of Microbiology w/lab	4	
CHEM 111	Intro to Chemistry: Inorganic	4	
	OR		
CHEM 110	General Organic Biochemistry	4	
Spring			
MCC 102	Culture Matters	4	
For Lang 102	Foreign Language	4	
BIOL 231	Anatomy & Physiology I w/lab	4	Mode 4
CHEM 112	Intro to Chemistry: organic	4	If student took CHEM 111
*** Pass Math Competency OR take Math course			(Must be completed before NURS 225)***
Year Two			
Fall			
For Lang 200	Foreign Language	4	
BIOL 232	Anatomy & Physiology II w/lab	4	
NURS 225	Nursing Process and Skills	4	Includes lab hours
PSYCH 101	Introduction to Psychology	4	Mode 6
Elective		4	
Spring			
BIOL 221	Microbiology w/lab	4	If student took BIOL 113; Mode 4
NURS 292	Health Assessment	4	Includes lab hours
NURS 226	Variances in Health Patterns of Adults and Elders I	4	Includes 8 hours/week of clinical
NURS 235	Integration of Pharmacology and Pathophysiology	4	
Summer			
MATH 118	Introductory Statistics	4	

PSYCH 237N	Life Span Psychology	4
<i>OR</i>		
PSYCH 235	Developmental Psychology	4
Elective		4

Year Three

Fall

NURS 348	Variances in Health Patterns of the Client with Psychiatric and Mental Illness	4	Includes 8 hours/week of clinical
NURS 404	Advanced Pathophysiology	4	
Elective		4	

Spring

NURS 438	Variances in Health Patterns of Adults and Elders II	8	Includes 8-14 hours/week of clinical
SNHS 450	The Health Care System	3	
Elective		4	

Summer

NURS 447	Variances in Health Patterns of the Childbearing Family	4	Includes 8 hours/week of clinical
NURS 449	Variances in Health Patterns of the Childrearing Family	4	Includes 8 hours/week of clinical
NURS 487	Nursing Care of Individuals, Families & Communities	4	Includes 6 hours/week of clinical

Year Four

Fall

NURS 454	Leadership & Management in the Clinical Setting	4	Includes 168 precepted clinical hours
NURS 455	Clinical Decision Making	4	
SNHS 410	Research Methods	3	

NCLEX

Spring

NURS 422	Advanced Pharmacology	3
NURS 507	Scholarly Inquiry I	2
NURS 500	Advanced Health Assessment	2
NURS 500A	FNP I Clinical Decision Making I	1

Summer

NURS 508	Scholarly Inquiry II	2
NURS 501	FNP II Primary Care Nursing of the	

	Childbearing Family	4
NURS 501A	FNP II Clinical Decision Making	1
NURS 504	Family Theory: Health and Illness	3

Year 5

Fall

NURS 423	Advanced Pediatric Pharmacology	2
NURS 502	FNP III Primary Care Nursing	4
NUR 502A	FNP III Clinical Decision Making II	2

Spring

NUR 503	FNP IV Primary Care Nursing	4
NUR 503A	FNP IV Clinical Decision Making III	3
SNHS 570	Health Promotion: A Global Perspective	2
NURS 589	Informatics	3

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Bachelor of Science Program for RNs

The RN-BS Program is designed to build upon the RN's previous education and experience. Simmons College supports and encourages continuing education. Because adult learners and in particular RN's have different experiences and different specialties, Simmons College accepts RN licensure as demonstration of basic Nursing knowledge. Therefore, applicants are not required to take NLN or CLEP examinations. The program is paced to allow students to complete the Nursing sequence in one calendar year, once all the prerequisites or undergraduate degree requirements are met.

Admission

Students are admitted through the Dorothea Lynde Dix Scholars Program (617-521-2500). Graduates of an associate degree program in Nursing can transfer up to 80 credits. A minimum of 48 credits must be completed at Simmons College. A total of 128 credits are required for the Bachelor of Science Degree.

Credits for previous Nursing education are awarded by transfer credit or portfolio development.

Undergraduate Requirements

Number of credits required for graduation: 128

Non-nursing course requirements for graduation:

- Foreign language requirement
- Math competency
- Writing requirement
- Information Technology And Literacy Requirement (iComps exam)
- Financial Empowerment Seminar
- Mode 1 - may be met by elective
- Mode 2 - may be met by elective
- Mode 3 - may be met by elective (MATH 118 or Nursing Informatics strongly recommended)
- Mode 4 - met by BIOL 123, CHEM 111
- Mode 5 - may be met by elective
- Mode 6 - is met by psych 101
- Independent study – 8 credits met by NURS 387 and NURS 454

Science requirements:

- All courses must be completed with a minimum grade of C+
- Students who do not achieve the minimum grade of C+ in a science prerequisite may retake that course only once. The total number of science courses that may be retaken is two.
- CHEM 110 and BIO 123 do not serve as foundational science courses beyond the nursing major.

Sample Schedule for RN/BS

	<u>Course Name</u>	<u>Credits</u>
Summer I:	Elective/Mode	4
	Elective/Mode	4
Summer II:	Elective/Mode	4
	Elective/Mode	4
Fall:	NURSS 292 Health Assessment	4
	NURSS 404 Advanced Pathophysiology	4
	NURSS 387 Nursing Care of Individuals, Families, Communities	4
	NURS 100 Professional Issues	2
	NURS 102 Scholarly Inquiry	2
Spring:	NURSS 454 Leadership/Management in the Clinical Setting	4
	SNHS 450 Health Care System: Interdisciplinary Perspective	3
	Elective/Mode	4

Master's Degree Program for Diploma or Associate Degree Nurses (RN-MS)

The RN-MS Program is a unique curriculum designed for diploma and associate degree registered Nurses who wish to obtain a graduate degree in Nursing within a Nurse practitioner specialty concentration. The program is individually designed and paced to allow the student to complete the program in three to four years once the prerequisite courses are met. There is no time limit on undergraduate courses accepted for transfer credit. These features, among many others, position the program among the best in the country. Specifics will vary depending upon experience, previous education, and selection of part-time or full time study.

Admission

Students are admitted directly into the graduate Nursing program and work closely with the RN-MS Program Coordinator. Students do not receive an undergraduate degree as they are considered graduate students and therefore, are not required to meet all the undergraduate requirements for a bachelor of science degree. Applicants must be licensed to practice Nursing in Massachusetts.

Phase I – Senior Sequence

The Nursing sequence begins in May. It is expected that students maintain a minimum cumulative average of 2.67 (B-) in the undergraduate courses and 3.0 (B) average in the graduate level sequence.

Phase II – Graduate Sequence

Upon successful completion of the first year of the RN-MS program, students enter the core primary care courses and specialty courses for their Nurse practitioner program of study. Please refer to the Simmons College School of Health Sciences, Graduate Nursing catalog or the Web page for further course descriptions.

Sample Sequence of Phase I Courses for RN-MS Program

	Course Name		Credits
Year One			
Summer:	NURS 487	Nursing Care of Individuals, Families, Communities	4
	MATH 118	Statistics	4
Fall:	NURS 390	Nursing Research	4
	NURS 235	Integration of Pharmacology Pathophysiology	4
	NURS 404	Advanced Pathophysiology	4
Spring:	NURS 454	Leadership/Management in the Clinical Setting	4
	SNHS 450	Health Care System: Interdisciplinary Perspective	3
	NURS 350	Independent Study	4
	NURS 292	Health Assessment	4

For Sample Sequence of Phase II Courses for RN-MS Program, see BSN-MSN Sample FNP Program (Full Time Schedule - 2 Years) or BSN-MSN Sample FNP Program (Part Time Schedule - 3 Years)

Total Credits: 76

The Direct Entry Program in Advanced Nursing Practice

Pre-Requisites to the Program:

Anatomy and Physiology (2 semesters with lab)
Microbiology (1 semester with lab)
Chemistry (Inorganic and Organic with labs)
Developmental Psychology (Birth to Death focus, 1 semester)
Statistics (1 semester)

See pg. 31 for nursing pre- and co-requisites.

Year One

Summer:

Integrated Sciences (var. credit to be taken as needed to meet prerequisites)
NURS 421 Microbiology (4 credits)
NURS 431 Anatomy and Physiology (4 credits)
NURS 439 Biochemistry (4 credits)

Required Course

NURS 425 Nursing Process and Skills (4 credits)

Fall:

NURS 404 Advanced Pathophysiology (4 credits)
NURS 426 Variances in Health Patterns of Adults and Elders I (4 credits)
NURS 435 Integration of Pharmacology and Pathology (4 credits)
NURS 492 Health Assessment (4 credits)

Spring:

NURS 438 Variances in Health Patterns of Adults and Elders II (8 credits)
NURS 448 Variances in Health Patterns of the Client with Psychiatric and
Mental Illness (4 credits)
SNHS 450 The Health Care System (3 credits)

Summer:

NURS 487 Nursing Care of Individuals, Families, Communities (4 credits)
NURS 447 Variances in Health Patterns of Childbearing Families (4 credits)
NURS 449 Variances in Health Patterns of Childrearing Families (4 credits)

Year Two

Fall:

NURS 454 Leadership and Management in the Clinical Setting (4 credits)
NURS 455 Clinical Decision Making (4 credits)
SNHS 410 Research Methods (3 credits)

NCLEX

Spring:

NURS 422 Advanced Pharmacology (3 credits)
NURS 507 Scholarly Inquiry I (2 credits)

NURS 500 Advanced Health Assessment (2 credits)
NURS 500A FNP I Clinical Decision Making I (1 credit)

Summer: NURS 508 Scholarly Inquiry II (2 credits)
 NURS 501 FNP II Primary Care Nursing of the Childbearing Family (4 credits)
 NURS 501A FNP II Clinical Decision Making (1 credit)
 NURS 504 Family Theory: Health and Illness (3 credits)

Year Three

Fall: NURS 423 Advanced Pediatric Pharmacology (2 credits)
 NURS 502 FNP III Primary Care Nursing (4 credits)
 NURS 502A FNP III Clinical Decision Making II (2 credits)

Spring: NURS 503 FNP IV Primary Care Nursing (4 credits)
 NURS 503A FNP IV Clinical Decision Making III (3 credits)
 SNHS 570 Health Promotion: A Global Perspective (2 credits)
 NURS 589 Informatics (3 credits)

Total Credits – 96 (Excluding pre-requisite science courses)

BSN-MSN Sample FNP Program (Full Time Schedule - 2 Years)

Below is a sample course sequence; please consult with your academic advisor.

	<u>Course Name</u>	<u>Credits</u>
Year One		
Fall:	NURS 404 Advanced Pathophysiology	4
	SNHS 410 Research Methods	3
	SNHS 570 Health Promotion: A Global Perspective	2
Spring:	NURS 422 Advanced Pharmacology	3
	NURS 500 Advanced Health Assessment across the Lifespan	2
	NURS 500A FNP I Clinical Decision Making	1
	NURS 507 Scholarly Inquiry I	2
Summer:	NURS 501 FNP II Primary Care Nursing of Childbearing Family	4
	NURS 501A FNP II Clinical Decision Making	1
	NURS 504 Family Theory: Health and Illness	3
	NURS 508 Scholarly Inquiry II	2
Year Two		
Fall:	NURS 423 Advanced Pharmacology across the Life Span	2
	NURS 502 FNP III Primary Care Nursing	4
	NURS 502A FNP III Clinical Decision Making II	2
Spring:	NURS 503 FNP IV Primary Care Nursing	4
	NURS 503A FNP IV Clinical Decision Making III	3
	NURS 589 Informatics	3
	SNHS 450 Health Care System: Interdisciplinary Perspectives	3

TOTAL CREDITS: 48

BSN-MSN Sample FNP Program (Part Time Schedule - 3 Years)

Below are sample course sequences; please consult with your academic advisor.

	Course Name	Credits
Year One		
Fall:	NURS 404 Advanced Pathophysiology	4
Spring:	NURS 422 Advanced Pharmacology Across the Life Span I	3
	NURS 507 Scholarly Inquiry I	2
Summer:	NURS 504 Family Theory: Health and Illness	3
	NURS 508 Scholarly Inquiry II	2
Year Two		
Fall:	SNHS 410 Research Methods	3
	NURS 423 Advanced Pharmacology across the Life Span II	2
Spring:	NURS 500 Advanced Health Care Assessment across the Lifespan	2
	NURS 500A Clinical Decision Making	1
	NURS 589 Informatics	3
Summer:	NURS 501 FNP II Primary Care Nursing of the Childbearing Family	4
	NURS 501A FNP II Clinical Decision Making	1
Year Three		
Fall:	SNHS 570 Health Promotion: A Global Perspective	2
	NURS 502 FNP III Primary Care Nursing I	4
	NURS 502A FNP III Clinical Decision Making	2
Spring:	NURS 503 FNP IV Primary Care Nursing	4
	NURS 503A FNP IV Clinical Decision Making	3
	SNHS 450 Health Care System: Interdisciplinary Perspectives	3
TOTAL CREDITS: 48		

Post-Master's DNP Program

The focus of the Simmons College Doctor of Nursing Practice (DNP) Program is Professional Practice Leadership. The program will develop nursing leaders who will improve health care outcomes in clinical practice, research and management. Graduates will have the clinical, organizational and leadership skills to meet the changing demands of the present and future health care system. The DNP is a practice-focused degree analogous to professional doctoral degrees in other disciplines, including Pharmacy, Physical Therapy, Medicine, Dentistry and Clinical Psychology. The DNP differs from the PhD in its emphasis on practice and practice-related research.

The Simmons DNP was developed in full compliance with professional standards for the practice doctorate ("Doctoral Essentials") developed by the American Association of Colleges of Nursing (AACN).

The Simmons DNP is designed for:

1. Experienced advanced practice nurses (Nurse Practitioners, Certified Nurse Midwives, Clinical Nurse Specialists and Certified Registered Nurse Anesthetists) who have had at least two years (approximately 5000 hours) of advanced practice experience (Advanced Standing/Bridge Program);
2. Experienced APN Nurse Managers who have had a minimum of 2 years (approximately 5000 hours) in a managerial or executive role (Advanced Standing/Bridge Program); and
3. Master's-prepared nurses who are not advanced practice nurses who desire a nurse practitioner specialty in addition to the DNP (Standard Program).

The DNP program is offered in a "blended" format. Classes are taught online and students are required to attend two on-campus residencies per semester. Courses are designed to expand practice and to prepare students as leaders in nursing and the health care system. Students are required to complete a practice-based Capstone Project over four semesters, as well as document DNP-related practice and policy experience in a comprehensive DNP portfolio.

Sample Full-Time DNP Schedule

Post Master's Advanced Standing Program (Bridge)

Total: 36 credits

Fall Year 1	Spring Year 1
NURS 620 Ethical/Legal Issues in Advanced Practice (3 credits) NURS 640 Advanced Research Methods (3 credits) NURS 655 Biostatistics (3 credits) NURS 750A Capstone Seminar I (2 credits)	NURS 630 Professional Leadership & Practice Change (3 credits) NURS 650 Epidemiology (3 credits) NURS 670 Health Policy (3 credits) NURS 750B Capstone Seminar II (2 credits)
Fall Year 2	Spring Year 2
NURS 750C Capstone Seminar and Practicum III (1 credit) Elective (3 credits) Elective (3 credits)	NURS 660 Evidence-based Practice: Informatics (3 credits) NURS 675 Quality Improvement in Health Care (3 credits) NURS 750D Capstone Seminar and Practicum IV (1 credit)

Sample Part-Time DNP Schedule

Post-Master's Advanced Standing ("Bridge") Program

Total: 36 credits

Fall Year 1	Spring Year 1
NURS 620 Ethical/Legal Issues in Advanced Practice (3 credits) NURS 640 Advanced Research Methods (3 credits)	NURS 650 Epidemiology (3 credits) Elective (3 credits)
Fall Year 2	Spring Year 2
NURS 655 Biostatistics (3 credits) Elective (3 credits)	NURS 660 Evidence-based Practice: Informatics (3 credits) Elective (3 credits)
Fall Year 3	Spring Year 3
NURS 670 Health Policy (3 credits) NURS 750A Capstone Seminar I (2 credits)	NURS 630 Professional Leadership and Practice Change (3 credits) NURS 750B Capstone Seminar II (2 credits)
Fall Year 4	Spring Year 4
NURS 750C Capstone Seminar and Practicum III (1 credit)	NURS 750D Capstone Seminar and Practicum IV (1 credit)

Addendum I

Vaccinations/Immunizations Required for Clinical

Nursing students must provide documentation relating to immunizations and infectious diseases to receive health clearance to participate in clinical. The Nursing Program reserves the right to change health requirements as needed to meet contractual obligations with affiliating health care facilities. Immunization can be done at the Simmons College Health Center. Charges may apply, please contact the Health Center for more information.

Tuberculosis and the PPD (purified protein derivative) test

For initial clearance a student must complete the "TWO STEP Tuberculin Skin Test (TST) Method (per CDC Guidelines). The student will receive your 1st PPD and then repeat it (after at least one week and less than three weeks) with a 2nd PPD. If both are negative, the TST is complete and the student will then need an annual PPD while in clinical courses.

If a student has a positive history of PPD (mantoux), documentation of the following is required: the year of conversion, treatment received and/or date of a negative chest x-ray. Student must also complete an *annual symptom review*, which can be done with an RN at the Simmons College Health Center.

Note: Some clinical agencies may require a PPD more frequently than once a year. Students will be notified of this prior to placement in that particular agency.

Tetanus, Diphtheria and Pertussis (TDAP):

Students are required to receive a Tdap as an adult.

Hepatitis B (3 doses OR positive titer)

Documented completion of the Hepatitis B vaccine series OR the HBsAB titer is required. A HBsAB titer is also required for students whose series is in process or within last two years.

If the series is incomplete at the start of clinical nursing courses, the student will receive temporary health clearance. Full health clearance is granted when the immune titer is complete. Note: Students must be current in the Hepatitis B vaccination series to continue with clinical.

Measles

Immunization for measles requires two doses of vaccine. For many persons, a first dose was given at 12 months of age; a second dose may or may not have been given. If unsure of your measles status, two doses are required to insure protection. If the titer is positive, no immunization is needed. If the titer is negative, two doses of vaccine are needed.

Mumps

One dose of mumps vaccine is required. Many people were vaccinated as children and therefore need only provide documentation of vaccination. If you are unable to find any documentation, you may have another dose of the vaccine or have an antibody titer drawn. If the titer is positive, you do not need immunization. If the titer is negative, you will need one dose of vaccine.

Rubella

Students must have an antibody titer that documents immunity to rubella. **A history of receiving rubella vaccine is not sufficient.** The titer need not be a recent one as immunity is lifelong. If the titer is negative, a healthcare provider can give rubella vaccines alone or in combination with measles and mumps vaccines. One month after receipt of the rubella vaccine, the recipient must have an antibody titer to document immunity.

Varicella

All students must show proof of two vaccinations or proof of a positive varicella titer. A history of disease is not acceptable. I

Seasonal Flu Vaccine

It is required that students receive the seasonal flu vaccine for the safety of patients, coworkers and fellow students. All students shall provide evidence of receiving the seasonal flu vaccine at the commencement of each flu season. If a student is unable to receive the seasonal flu shot, he/she must sign a declination form that will be retained in the student's file.

Please note that students who do not receive the seasonal flu vaccine may be limiting opportunities for clinical placements and/or may be required to wear a surgical mask while providing direct patient care. Hospitals may refuse student participation in particular patient care settings like Obstetrics, Pediatrics and oncology units and in ICU type settings because they have not been vaccinated.

Addendum II

Essential Functions for Simmons College Pre-Licensure Nursing Students

Essential Functions Definition

Essential functions refer to the responsibilities of a job that are of major importance and which, if eliminated, from the position would substantially change the nature of the job.

The purpose of this document is describe, in detail, the specific expected essential functions that nursing students perform as they care for patients during clinical learning experiences. **If a student cannot perform the essential functions, s/he must speak with the Director of Disabilities Services in the Center for Academic Achievement.**

This policy is adapted, with permission, from the policy developed by the Academic Leadership Committee of the Utah Organization for nurse Leaders: State of Utah Student Nursing Physical Demands created by Eric Passey MPT, Intermountain Health Care.

Essential Functions Summary

Under the supervision of a licensed nurse, the student nurse has responsibility for direct patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4 to 12 hours and may be during the day, night or weekend. Student nurses are also responsible for communicating with families, caregivers, and other staff be it written, verbal electronic or other media in relation to their assignment. Duties may require sitting, standing, walking, lifting, bending, twisting, squatting, carrying, pushing, pulling, reaching, writing, typing, pinching, gripping, manual dexterity, visual acuity, hearing, and touch.

Essential Functions / Students Must Have The Ability To:

1. Follow policies and procedures of Simmons College and of the facility
2. Read, write, speak and understand the English language
3. Communicate:
 - face to face with individuals, families, members of the health care team
 - via call system with individuals
 - via telephone with individuals
4. Identify and interpret non-verbal cues
5. Comprehend and follow instructions
6. Perform repetitive tasks
7. Maintain an appropriate pace for the workload
8. Relate to other people beyond receiving and giving instructions
9. Influence other people
10. Perform complex or varied tasks, perform repetitive tasks
11. Make generalizations, evaluations and decisions without direct supervision
12. Accept and carry out responsibility for direction, controlling and planning patient care
13. Assess patients' physical condition
14. Use eye hand coordination

Lift / Push / Pull / Carry Objects

Position	Weight / Frequency	Weight / Frequency
Floor to waist	50 lbs occasionally	20 lbs frequently
Waist to shoulder	50 lbs occasionally	20 lbs frequently
Overhead	50 lbs occasionally	20 lbs frequently
Push	50 lbs occasionally	20 lbs frequently
Pull	50 lbs occasionally	20 lbs frequently
Carry	50 lbs occasionally	20 lbs frequently

Examples of items commonly lifted, pushed, pulled, carried:

Beds, stretchers, wheelchairs, doors,

Monitors, pumps, mobile IV poles

Fluid bags: IV, urinary, blood, drainage

Adaptive equipment: CPM machines, walkers, crutches, canes, braces, splints, prostheses etc.

Patient supplies, linen

Bedside commodes, mannequins, food trays, laundry and trash containers

Change and sustain different body movements and postures:

Movement / Posture	Frequency	Maximum Sustained Time Demand
Trunk bending < 20°	Occasional ¹	2-5 minutes
Trunk bending > 20°	Occasional	1-2 minutes
Trunk twisting	Occasional	1-2 minutes
Trunk turning	Occasional	1 minute
Kneeling	Occasional	1 minute
Squatting	Occasional	1-2 minutes

Crawling	Rare	
Climbing	Rare	
Overhead reaching	Occasional	1 minute
Side reaching <90° abduction	Occasional	1 minute
Side reaching >90° abduction	Occasional	1 minute
Forward reaching < 90° elevation	Occasional	5 minutes
Forward reaching > 90° elevation	Occasional	1 minute
Wrist turning	Occasional	1 minute
Grasping	Occasional	5 minutes
Power grip	Occasional	1 minute

¹ Department of Labor: Occasional = 0-33% of shift; less than 3 hours in an 8 hour day; approximately 1 exertion every half hour

Examples of situations requiring student's body movements and postures:

Patient transfers: bed to/from stretcher, bed to/from chair, bed to/from standing

Moving patients in bed: rolling, pulling up

Supporting a patient extremity

Obtaining supplies, emptying drainage bags, spiking and hanging IV fluids, blood products

Using monitors, scales, lifts, oxygen equipment, mobile IV poles

Inserting / maintaining intravenous, urinary catheters, nasogastric tubes, feeding tubes

Performing CPR

Use Bimanual Dexterity To:

Administer medications: oral, parenteral, topical, rectal, eye/ear/nose drops, or via feeding tube

Don personal safety equipment: goggles, face shield, gloves, gown, mask, HEPA respirator

Provide basic hygiene: bathing, mouth care, brushing teeth

Use stethoscope, sphygmomanometer thermometers, scales, lifts, scissors, reflex hammer, tuning fork, otoscope, ophthalmoscope	Insert/maintain: urinary catheters, nasogastric tubes, intravenous catheters	Maintain sterility of needles, catheters, dressings while performing complex procedures
Use oxygen equipment including moving oxygen canisters	Remove sutures, staples, IVs, empty drains	Perform basic CPR
Collect specimens: Blood, urine, stool, sputum	Set and maintain pumps, monitors etc.	Put on gloves while maintaining a sterile field
Percuss body systems	Change dressings	
Use Visual Acuity To:		
Assess patient's general appearance, skin, nail bed color, eye color, tissue appearance, wounds, dressings, drains, catheters	Examine eye, ear, nose, throat structures with and without ophthalmoscope, otoscope	Read measurements on syringes, medication cups, droppers, bags, pumps etc.
Read orders and notes on computer and or paper	Identify anatomical landmarks	Read patient temperature on various thermometers
Read labels on medications	Read vital signs on monitors	Note markings on medications
Respond to alarms, call lights		

Use Hearing Acuity To:

Auscultate blood pressure, heart, lung, bowel, vascular and fetal heart sounds with a stethoscope	Hear respiratory sounds without a stethoscope	Assess pulses and fetal heart sounds with a doppler
Hear patient verbalizations: speech, crying, moaning etc.	Respond to alarms	

Use Touch To:

Palpate body parts such as but not limited to the abdomen, fetal position, joints, scalp, muscles etc.	Locate and count pulses in various locations	Palpate for edema, tissue temperature, lesions
--	--	--

Students will be in contact with various chemical agents while mixing or dispensing medications and may be in contact with skin preparations and room cleaners and sprays.

Students may not participate in clinical learning experiences if they have taken prescription narcotic medication less than eight hours prior to the start time of their clinical experience.

Students must be well rested when caring for patients and so may not work in the overnight hours (e.g. 11:00 pm to 7:00 am) on the night prior to a morning clinical experience.

Students who have a significant illness, injury, hospitalization, or surgery during the time they are in clinical learning experiences must be cleared to return to clinical by their physician or health care provider and these essential functions must be reviewed by the health care provider.

Addendum III

Program Honors and Awards

Undergraduate Honors and Awards

Sigma Theta Tau

Simmons College Department of Nursing is a member of the Theta Chapter-At-Large of Sigma Theta Tau, the International Nursing Honor Society. The purposes of this society are to recognize superior achievement and leadership, to foster high standards of professional development, to encourage creative work and to strengthen commitment to the ideals and purposes of the profession.

Individual students, both graduate and undergraduate who have demonstrated superior scholastic achievement, evidence of professional leadership potential and/or marked achievement in the field of Nursing are invited to membership during their junior or senior year. Graduate students are eligible for membership at the completion of $\frac{1}{4}$ of the program.

Marjorie Stimson Honors Award

The history of Nursing education at Simmons College is intimately entwined with Marjorie Stimson, an internationally renowned Nurse who was an educator as well as an innovator and leader in community health Nursing. A graduate of Smith College in 1918, she joined the ranks of many young women eager to study Nursing. After receiving her diploma from the Massachusetts General Hospital and her certificate in Public Health Nursing from Simmons College, Marjorie Stimson accepted a position as visiting Nurse on Cape Cod. It was during this time that she fell in love with the sand dunes and later on in life, she lived and retired on the Cape.

Public Health Nursing services were growing rapidly in the early 1920's and Marjorie Stimson played an active role in its development on a national level. With government funds, a maternal-infant hygiene program was organized in West Virginia and Marjorie Stimson became the county Nurse. Later on, acting in an advisory capacity for the American Red Cross, she assisted communities wishing to set up "Town and County Nursing Services." As assistant director with the National Organization for Public Health Nursing, she was instrumental in setting up programs for public health Nursing at various universities throughout the country. On the international level, Marjorie Stimson, sent by the Rockefeller Foundation, studied health programs in Europe in order to plan suitable programs for foreign Nurses coming to the United States.

In 1932, she joined the faculty at Simmons College. During her tenure, the program moved from a School of Public Health Nursing to a School of Nursing, of which Public Health Nursing became one area of specialty. Her greatest joy lay in the teaching of young women and guiding them into careers as teachers of Public Health Nursing. Former students are unanimous in stating that her personal and thoughtful interest in them was an outstanding characteristic.

Criteria

A senior distinguished as to scholarship and is viewed as one of the most promising in her field.

Selection of Recipient

A student is selected by the Nursing Programs. Criteria for selection will reflect overall outstanding academic achievement at Simmons College and specifically in the Nursing concentration. The Nursing Faculty will recommend the recipient for the award given at the pinning ceremony.

Marjorie Keazirian Award

Marjorie Keazirian was a graduate of Simmons College and a member of the Nursing faculty for thirteen years. In that time she initiated positive changes within the department because of her vision of the expanded Nurse's role, her devotion to her students, and her love for Nursing. Mrs. Keazirian was a source of strength for many as she strove for excellence and inspired confidence with her quiet, yet determined manner. She added to our educational experiences a sincerity and warmth that brought her respect and admiration from us all.

"To those of us who understand, no explanation is necessary;
To those of us who don't understand, no explanation is possible."

-Anonymous-

Criteria

A woman who has been able to establish excellent rapport with peers, clients, faculty, and staff through her genuine understanding of human nature; moreover, she has demonstrated an unusual ability to empathize and understand those with whom she works.

A woman felt by fellow students to have something unique to give to the Nursing profession which was demonstrated through class and clinic work. It is felt that she will be a change agent for the future of Nursing.

A woman who, through creative and independent work inside and outside the Nursing program, has shown a true concern for the public interest; this caring and responsible attitude has been manifested through her work in the past four years.

A woman who accepts and delegates responsibility in a positive and effective manner; she has inspired peer communication and cooperation in group work, demonstrating a genuine respect for individuality and competence in helping guide others toward group goals.

Selection of Recipient

The Chairperson of Nursing and Dean of School of Nursing and Health Sciences presents the above description and criteria of the award, in written form, to the student committee members of the Liaison, who organize the voting process. Selection is by vote of graduating senior Nursing students. A simple majority designates the recipient.

Lois Estelle Schoppee Award

Professor Schoppee spent 30 years as a professional Nurse and faculty member at Simmons College, retiring in May of 1993. She set the standards of professionalism and excellence to which every sophomore Nursing student was expected to adhere. She was held in the highest regard by her students; her expertise in maternal child health, as well as her leadership and adherence to professional standards remain with students throughout their careers.

Criteria

This award is presented to a generic student who has displayed exemplary levels of integrity and professionalism, and a profound commitment to the American Nurses Association Standards of Nursing Practice.

Penelope M. Glynn Award

Dr. Penny Glynn taught for 18 years both graduate and undergraduate Nursing students at Simmons College. She was the Chairperson of the undergraduate program from 1991 to 1998. Dr. Glynn is recognized for her outstanding commitment to the Nursing students, her dedication to teaching, her innovative research relating to women's roles and her serving as a mentor to faculty, students and advanced practice Nurses.

Criteria

The Penelope M. Glynn Award is given to a graduating senior Nursing student selected by the faculty. This award recognizes the self-motivated and self-directed senior who has demonstrated significant academic and/or clinical progress while in the Nursing program.

Phyllis S. Moore Award

Dr. Phyllis S. Moore was a faculty member in the Department of Nursing for 28 years and Chairperson of the Department for 12 years. Dr. Moore was an outstanding leader and spokesperson for students of diversity. Her commitment to these students resulted in innovative programs which facilitated the entrance of these women into the profession of Nursing. Her outstanding abilities as a clinical psychiatric Nurse and her knowledge of women's ways of learning made her a leader in the area of curriculum design.

Criteria

The Phyllis S. Moore Award is given to a senior Nursing student selected by the faculty. This award recognizes a student who has enhanced the understanding of issues related to race, gender, culture and ethnicity. This student has demonstrated understanding, and sensitivity to issues of diversity, and has demonstrated leadership in enhancing students understanding of the professional responsibilities toward diverse populations.

Carol F. Love Award

Dr. Carol Frazier Love, Professor Emeritus is a graduate of Simmons College Nursing. She was appointed Chairperson of the Nursing Department with both graduate and undergraduate Nursing under her leadership. Following a reorganization of the School for Health Studies, Dr. Love was

named Associate Dean for Nursing and later appointed Interim Dean of the School for Health Studies from where she retired. Dr. Love is currently Senior Consultant to the School for Health Studies on special projects and is responsible for the development of various programs. Dr. Love continues to be a source of professional Nursing information. She will be remembered for her outstanding commitment to the Nursing profession.

Criteria

The Carol Frazier Love Award is given to an undergraduate Nursing student who has been active in College affairs during her undergraduate career and who exemplifies the dedication and service to the Simmons Community that has characterized Dr. Love's long service to Simmons College

Ann Kittler Award

Ann W. Kittler was Assistant Professor at Simmons College for seventeen years. She was the level coordinator of the fundamentals of Nursing course and has taught medical-surgical Nursing content across the curriculum. Professor Kittler was the Nursing Programs liaison to the Dorothea Lynn Dix Scholars Program and the faculty representative to the Boston Collaborative Learning Group. She has been an active member of MNA for many years and is currently a member of the Legislative Committee and the District 5 representative to the Member Network. She has also been actively involved in Theta Chapter, Sigma Theta Tau. Professor Kittler retired from Simmons College 2003.

Criteria

The Ann Kittler Award is awarded to a Dix Scholar—an adult learner who, realizing the importance of continuing her education or embarking on a new career in Nursing, was able to successfully balance her work and/or family life with school responsibilities.

The Adrielle Warwick Award

Adrielle Warwick was a member of the Simmons College Baccalaureate Program Class of 2008 who passed away after a long illness in 2007. Adrielle is remembered by her peers and faculty as a student with a true passion for learning. Adrielle loved school and she loved to learn for the sake of learning. Adrielle was never overly concerned with grades. Rather, she studied hard because she was interested in the content and wanted to be the best Nurse she could possibly be. Friends remember her returning from class only to share with great excitement what it was that she learned that day. Adrielle had a mature understanding and appreciation for the value of a college education and wanted others to share in her enthusiasm for learning. She also had a wonderful passion for life and living...living life with true grace and serenity.

Criteria

The Adrielle Warwick Award is given to a graduating senior at the Pinning Ceremony who exemplifies this love for learning as determined by the faculty.

Pauline Wheble Tripp Award

Pauline Wheble Tripp was a 1939 graduate of Simmons had a long and productive career in Nursing. After her graduation from Simmons, she was affiliated with the Salem Hospital School of

Nursing and was a school Nurse for the City of Boston for fifteen years. In the 1960's she returned to Simmons and was a valued and respected member of the faculty. She valued her education at Simmons and was active in Simmons College Alumni affairs. Upon her death her family chose to honor her by the initiation of this award.

Criteria

The award for the one undergraduate and one graduate student in Nursing recognizes excellence of achievement and potential for outstanding professional development.

Selection of Recipients

The recipients of the award are selected by the Nursing faculty and are given a monetary award at graduation.

Graduate Honors and Awards

Faculty Achievement Award

This award is presented annually to (a) graduate(s) of the program selected by the faculty who has shown: determination and strength in academic and clinical achievements; POTENTIAL for outstanding contribution to primary health care Nursing

Excellence in Clinical Practice Award

Awarded annually by the faculty in recognition of excellence in the practice of primary health care nursing.

Excellence in Research

Awarded annually to the student(s) completing the research sequence in recognition of excellence in scholarly work and the pursuit of Nursing science through evidenced based research.

Graduation Honors

Any student completing the graduate program course work with a grade point average of at least 3.80 will be awarded the Master of Science degree with Distinction.

Pauline Wheble Tripp Award

Awarded annually to a graduate Nursing student to recognize excellence of achievement and potential for outstanding professional development. The student, selected by the Nursing faculty, will receive a monetary award.

The Alyssa M. Frazar "Love of Life" Award

Alyssa Frazar was a member of the Simmons College Direct Entry Master's Program class of 2011 who passed away unexpectedly in the fall of 2010. Alyssa is remembered by her family, friends, peers, and faculty as an individual who loved all that life had to offer. Alyssa's passion for life was expressed through her love of learning, her love of her family, her love of her friends, and her compassion for her patients. Alyssa was never overwhelmed with life's numerous surprises, and

was a constant example of how to live with grace, exuberance, and peace. Alyssa met the challenges of balancing the Direct Entry program without losing light of family commitment and the importance of friendship with unparalleled liveliness. Alyssa's passion and excitement for all aspects of life will be forever remembered by those who knew, and are honored through this award.

Criteria

The Alyssa M. Frazar "Love of Life" Award will be given to a graduating Direct Entry Master's student who possesses the ability to balance all that life has to offer during the Direct Entry program as determined by their peers.

Attachment 17
Sexual Assault Policy

Simmons College

300 The Fenway
Boston, MA02115
617-521-2000

Assault Resources

All Simmons College Police Officers are certified sexual assault investigators. They can help you get in contact with the medical resources, and assist you through the court process.

On and Off Campus Resources

On Campus Resources:

Public Safety Emergency

617.521.1111

Public Safety Non-emergency

617.521.1112

Health Center

617.521.1020

Counseling Center

617.521.2455

Health Education

617.521.1001

Student Life

617.521.2124

Residence Life

617.521.1096

Betsy's Friends is a unique peer education program designed to educate students about relationship violence. A series of student-led workshops are offered and include: how to promote a healthy relationship, how to foster an ideal partnership, positive strategies for communication, relationship violence: the facts and same sex partner violence. These programs aid participants in understanding the continuum of relationship violence, how to make healthy choices about relationships, and how to access help. To learn more about these programs, please contact Elise Phillips, Director of Health Education at (617) 521-1001.

Rape Aggression Defense Course (RAD)

RAD is a self-defense program offered by trained and experienced Public Safety staff. The course is open to all Simmons College students, faculty and staff. RAD is easy to learn, retain and use during a confrontational situation. The course consists of four 3-hour sessions and covers increased awareness, risk reduction strategies and physical self-defense. In the final session, students participate in a realistic, simulated exercise where they can practice what they have learned. To learn more about RAD or to register for a course, please contact Public Safety, at (617) 521-2248 or email publicsafety@simmons.edu.

Off Campus Resources:

Beth Israel Deaconess Medical Center

617.667.7000

Center for Violence Prevention and Recovery

617.667.8141

Boston Area Rape Crisis Center (BARCC)

(24-hour hotline)

617.492.RAPE

Boston Police Department Sexual Assault Division

911 or 617.343.4400

Casa Myrna Vasquez, Inc (for battered women)

617.992.2600

Fenway Community Health Center's Victim Recovery Program

(LBBTQ)

617.267.0900

National Domestic Violence Hotline

1.800.409.SAFE

Rape, Abuse, Incest National Network (RAINN)

1.800.656.HOPE

Massachusetts Office of Victim Assistance

Reporting Options / Confidentiality

What happens if I report a sexual assault to campus authorities?

When you report an incident of sexual assault, the first concern of any staff person will be to ensure that your physical and emotional needs are met. Depending upon your situation, we may recommend that you get medical care and/or speak with a counselor. If you choose to access these services, a staff member can accompany you.

You may report a sexual assault to Public Safety in the following ways:

Anonymous Report:

You may anonymously report a sexual assault to Public Safety. Public Safety will then be able to review your rights and options which will aid in the decision to file a formal complaint or not. A police investigation of the assault will not be conducted if you file an anonymous report. This does not preclude you from choosing to file a formal complaint at a later date.

Formal Complaint:

You may file a formal complaint with Public Safety. In this instance, a Rape Investigator from the Boston Police Department will be contacted to meet with you. The Simmons College Public Safety Officer will write a brief, confidential report.

Questions about Confidentiality:

We take your confidentiality very seriously and understand that reporting a sexual assault can be very difficult. Because of this, we will work to ensure that only those staff that can be most helpful to you will be informed. Above all, it is important that you feel comfortable with the process and that you have as much control as possible over what happens.

In instances when there is a risk of imminent harm to the victim or other members of the Simmons community, the College has a legal and ethical responsibility to do whatever is necessary to safeguard the community. Any and all actions taken by the College staff, including the release of a possible warning to the community, will be designed to protect the victim's anonymity.

Parental Notification:

If you are eighteen years of age or older, your parents will not be contacted without your consent. In all instances, the College will work with you to communicate with and involve parents as desired/needed. Exceptions to this practice may be made in life-threatening circumstances or if the student is hospitalized due to serious injuries sustained from an assault.

SART

Sexual Assault Resource Team (SART)

The College has established a multidisciplinary Sexual Assault Resource Team (SART), with representatives from Student Life, Residence Life, the College Health and Counseling Centers, Health Education, and Public Safety. These individuals are specifically identified as community resources for students and other community members to offer confidential consultation and to answer questions about sexual assault reporting options and/or available services and resources at the college and in the greater community.

Definitions

Rape and sexual assault are, above all, criminal actions defined by lack of consent.

Giving consent means freely communicating through words or actions, your agreement to engage in sexual activity. Silence, a past sexual relationship, a current relationship or the use of alcohol and/or other drugs by the perpetrator are not excuses for rape or sexual assault and not imply consent.

Sexual Assault includes, but is not limited to, actual or attempted nonconsensual or forcible sexual touching, including fondling, kissing, groping, attempted sexual intercourse, digital penetration and/or penetration with an object. Sexual Assault can be perpetrated by someone known or unknown, including an acquaintance, spouse, partner, date, relative, friend or stranger. It can be perpetrated by men or women.

Rape is nonconsensual sexual intercourse. Sexual intercourse is characterized by penetration, which may be oral, vaginal or anal, by either a body part or an object. Rape may include an implicit or explicit threat and/or use of force. Rape also includes those circumstances in which an individual is not capable of giving consent because s/he is intoxicated, unconscious, physically incapacitated, mentally impaired or under the age of 16.

Date Rape is non-consensual sexual intercourse by a friend or acquaintance

What to do. What if it happens to Me?

Get to a safe place immediately.

After business hours or over the weekend: Contact Public Safety at 617.521.1111. They can contact a member of the on-call staff who can assist you and mobilize the appropriate college resources.

During business hours: You may seek assistance from any of the following offices: Health Center, Counseling Center, Public Safety, Student Life or Residence Life.

If possible, do not drink, bathe, shower, douche, brush your teeth, change your clothes, or brush your hair.

Get medical attention as soon as possible.

Seek counseling or other sources of support.

Talking with a trained counselor can help in coping with the aftermath of a sexual assault. Family and friends can also be a source of comfort and support. What is most important is that you are comfortable with and trust the individuals you choose to confide in. There are a number of on and off campus resources available to you.

Medical Care

A person who has experienced a rape or other form of sexual assault should have a medical exam as soon as possible. Medical care can be provided through Beth Israel Deaconess Medical Center (BIDMC) or the Simmons College Health Center (SCHC). Clothing and belongings may provide evidence related to the assault. Therefore we strongly recommend, if possible, that you do not change, wash, shower, brush your teeth, or even eat or drink before a medical assessment. If you need to urinate, please collect your urine in a clean container, especially if there is any concern that a "date-rape" drug was used.

Beth Israel Deaconess Medical Center (BIDMC)

Medical care can be provided at BIDMC by specially trained Sexual Assault Nurse Examiners (SANE). This medical service is offered through the Rape Crisis Intervention Program, which is widely regarded as one of the best sites for care in the Boston area. The exam takes about three to four hours, possibly longer if there are injuries. You are welcome to bring a support person with you.

If you seek care at the Beth Israel Deaconess Medical Center your evaluation will include:

Assessment and treatment of physical injuries.

Assessment and treatment for sexually transmitted infections.

Discussion of risk of HIV exposure and, if less than 72 hours after exposure, option of medication for prevention of infection.

Discussion of risk of pregnancy, and if you choose, use of emergency contraception (morning-after-pill).

Collection of forensic evidence (in case you are considering pressing charges - this in no way obligates you to press charges).

Discussion of support services and follow-up appointments.

Simmons College Health Center

Medical care can be provided at the Simmons College Health Center by a nurse practitioner or doctor. If you call the Health Center you should ask to speak to the clinical nurse coordinator or one of the nurses. The nurse can schedule your visit with the appropriate medical provider in the Health Center or give you further information

about the services offered at Beth Israel Deaconess Medical Center.

If you seek medical care at the Simmons College Health Center you will be offered:

Assessment and treatment of any injuries, with referrals as needed.

Assessment and treatment for sexually transmitted infections.

Discussion of risk of pregnancy and use of emergency contraception (morning-after-pill) can be used up to five days after the assault. (It is most effective, however, if taken as soon as possible after the assault.)

Discussion of support services.

Follow-up visits in a timely manner as medically indicated, often consisting of appointments at two weeks, three months, and six month intervals.

Common Reactions to Sexual Assault

Victims of sexual assault experience a wide range of feelings and responses based on many factors, including the type of assault, whether the perpetrator was known or unknown, previous trauma history, and the reactions of others following the assault.

It is important to remember that there is no "normal" response to a sexual assault; however, some common reactions reported by assault victims include the following:

Shock, numbness, difficulty concentrating

Depression, sadness, isolation, lack of interest in activities

Anxiety, jitteriness, hypervigilance

Moodiness

Extreme worries about safety or engaging in potentially dangerous behaviors

Inability to remember details about the assault or intrusive thoughts about the assault

Acting as if nothing happened, feeling dissociated from the event

Difficulties sleeping, nightmares; fear of the dark

Eating too much or too little

Drinking excessively and/or using drugs

Difficulties in relationships and trusting others, discomfort with sex

Feelings of self-blame, shame, guilt, feelings of being "damaged"

Anger, frustration, and revenge fantasies

Memories of previous trauma

Self harmful behaviors

Fear of being crazy or not being able to function at all

Talking about rape or assault can help you to heal or give you a sense of control. We recommend that you see a therapist or counselor as soon as possible. Therapy provides a safe and confidential place to talk about feelings and concerns. (LINK to Counseling Center and other areas resources)

If you or someone you know is experiencing these or other symptoms following an assault, remember that there is always help available.

Other Information

Simmons is consistently rated a "best college" by US News and others »

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Attachment 18
Iowa Secretary of State

CORPORATION SERVICE COMPANY

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CSC- Springfield

801 Adlai Stevenson Drive
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Matter# Not Provided

Order# 610715-35

Project Id :

Order Date 04/15/2013

Entity Name: SIMMONS COLLEGE

Jurisdiction: IA - Secretary of State

Request for: Qualification Filing

File#: 455424

File Date: 04/15/2013

Result: Filed

Ordered by PHIL CHONG at SIMMONS COLLEGE

Thank you for using CSC. For real-time 24 hour access to the status of any order placed with CSC, access our website at www.cscglobal.com.

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IOWA

No: W00841025
Date: 04/17/2013

SECRETARY OF STATE

504RFN-455424
SIMMONS COLLEGE

ACKNOWLEDGEMENT OF DOCUMENT FILED

The Secretary of State acknowledges receipt of the following document:

Certificate of Authority

The document was filed on Apr 15 2013 3:06PM, to be effective as of Apr 15 2013 3:06PM.

The amount of \$25.00 was received in full payment of the filing fee.




MATT SCHULTZ, SECRETARY OF STATE



455 424

JUN 2 4 18 PM '09 \$25.00

CAUT 927926

RECEIVED SECRETARY OF STATE IOWA 13 APR 15 PM 3:06



MATT SCHULTZ Secretary of State State of Iowa

APPLICATION FOR CERTIFICATE OF AUTHORITY (NONPROFIT)

TO THE SECRETARY OF STATE OF THE STATE OF IOWA:

Pursuant to the Revised Iowa Nonprofit Corporation Act, the undersigned corporation applies for a certificate of authority to transact business in Iowa, and states:

1. The name of the corporation is: Simmons College

1A. [See Note 6] The name the corporation will use in Iowa, if different than the legal name of the corporation is:

2. The corporation is incorporated under the laws of the state [or foreign country] of: Massachusetts

3. The date of incorporation of the corporation was: 5-24-1899

4. The duration of the corporation is: Perpetual existence

5. The street address of its principal office is: Address 300 The Fenway City, State, Zip Boston, MA 02115-5898

6. The street address of its registered office in Iowa and the name of its registered agent at that office Name Corporation Service Company Address 505 5th Avenue, Suite 729 City, State, Zip Des Moines, IA 50309

7. Check one: [X] The corporation has members. [] The corporation has no members.

8. The names and usual business or home addresses of its current directors and officers (List) Name See attached. Address City, State, Zip

Name Address City, State, Zip

3

Name _____

Address _____

City, State, Zip _____

Name _____

Address _____

City, State, Zip _____

[Please attach additional pages as necessary]

9. **A certificate of existence, or a document of similar import, duly authenticated within 90 days prior to the date of this application, by the secretary of state or other official having custody of corporate records in the state or country of incorporation, accompanies this application.**

10. Signature *Kathleen B. Rogers*

Type or print name and title KATHLEEN B. ROGERS, GENERAL COUNSEL

NOTES:

1. The filing fee is \$25.00. Make checks payable to SECRETARY OF STATE.
2. A certificate of existence, or a document of similar import, duly authenticated within 90 days prior to the date of this application, by the secretary of state or other official having custody of corporate records in the state or country of incorporation, must accompany this application.
3. The document is to be signed by the chairperson of the board, the president, or other officer of the corporation. If directors have not been selected, the document is to be signed by an incorporator. If the corporation is in the hands of a court appointed fiduciary, the document is to be signed by the fiduciary. A copy of a signature is acceptable for filing. Verification is not required.
4. One copy of the document is to be delivered to the Secretary of State for filing.
5. The effective time and date of the document is the later of the following:
 - a. the time of filing on the date it is filed;
 - b. the time specified in the document on the date it is filed;
 - c. the time and date specified in the document, not later than 90 days after the date it is filed.
6. If the name of the corporation does not satisfy the requirements of section 1506 of the Revised Iowa Nonprofit Corporation Act, the corporation may use a fictitious name to transact business in Iowa if the corporation's real name is unavailable and the corporation delivers to the secretary of state for filing a copy of the resolution of its board of directors, certified by its secretary, adopting the fictitious name.
7. The information you provide will be open to public inspection under *Iowa Code* chapter 22.11.

SECRETARY OF STATE
Business Services Division
Lucas Building, 1st Floor
Des Moines, IA 50319

Phone: (515) 281-5204
Fax: (515) 242-5953
Website: sos.iowa.gov

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300 The Fenway
Boston, MA 02115-5898

Janet Tobin
300 The Fenway
Boston, MA 02115-5898

Pamela J. Touloupulos
300 The Fenway
Boston, MA 02115-5898

Andrea Waldstein
300 The Fenway
Boston, MA 02115-5898

Roslyn M. Watson
300 The Fenway
Boston, MA 02115-5898

Amy E. White
300 The Fenway
Boston, MA 02115-5898



The Commonwealth of Massachusetts
Secretary of the Commonwealth
State House, Boston, Massachusetts 02133

William Francis Galvin
Secretary of the
Commonwealth

March 28, 2013

TO WHOM IT MAY CONCERN:

I hereby certify that according to records in this office, Simmons Female College was incorporated under the provisions of Chapter 395 of the Acts of 1899 on May 24, 1899.

I also certify that on March 9, 1915, under the provisions of Chapter 145 of the Special Acts of 1915, the name of said corporation was changed to Simmons College.

I also certify that so far as appears of record here, said corporation still has a legal existence.



In testimony of which,
I have hereunto affixed the
Great Seal of the Commonwealth
on the date first above written.

William Francis Galvin
Secretary of the Commonwealth

Attachment 19

Accreditation



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION



JEAN A. WYLD, Chair (2015)
Springfield College

PATRICIA MAGUIRE MESERVEY, Vice Chair (2014)
Salem State University

DAVID F. FINNEY (2013)
Champlain College

WILFREDO NIEVES (2013)
Capital Community College

LINDA S. WELLS (2013)
Boston University

ANDREW B. EVANS (2014)
Wellesley College

DAVID S. GRAVES (2014)
Laureate Hospitality, Art & Design

R. BRUCE HITCHNER (2014)
Tufts University

MARY ELLEN JUKOSKI (2014)
Mitchell College

DAVID L. LEVINSON (2014)
Norwalk Community College

BRUCE L. MALLORY (2014)
University of New Hampshire

CHRISTOPHER J. SULLIVAN (2014)
Concord, NH

DAVID E.A. CARSON (2015)
Hartford, CT

THOMAS L.G. DWYER (2015)
Johnson & Wales University

JOHN F. GABRANSKI (2015)
Haydenville, MA

WILLIAM F. KENNEDY (2015)
Boston, MA

KAREN L. MUNCASTER (2015)
Boston Architectural College

JON S. OXMAN (2015)
Auburn, ME

CHRISTINE ORTIZ (2015)
Massachusetts Institute of Technology

JACQUELINE D. PETERSON (2015)
College of the Holy Cross

REV. BRIAN J. SHANLEY, O.P. (2015)
Providence College

Director of the Commission
BARBARA E. BRITTINGHAM
bbrittingham@neasc.org

Deputy Director of the Commission
PATRICIA M. O'BRIEN, SND
pobrien@neasc.org

Associate Director of the Commission
CAROL L. ANDERSON
canderson@neasc.org

Associate Director of the Commission
ROBERT C. FROH
rfroh@neasc.org

Associate Director of the Commission
PAULA A. HARBECKE
pharbecke@neasc.org

November 20, 2012

TO WHOM IT MAY CONCERN:

This is to certify that Simmons College is accredited by the New England Association of Schools and Colleges and has been continuously since 1929.

Questions about the accreditation status of Simmons College should be directed to the offices of the Commission on Institutions of Higher Education.

Patricia O'Brien SND
Patricia O'Brien, SND
Deputy Director of the Commission

POB/srh



New England Association of Schools and Colleges

Commission on Institutions of Higher Education (CIHE)

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An institution may have several locations included in its accreditation. The main campus address is listed below. Questions about other locations may be directed to the Commission at cihe@neasc.org.

* Probation is indicated by an asterisk preceding the name of the institution. A public statement about any institution on probation is published on this website under [Recent Commission Actions](#).

+ A Program of Special Monitoring, indicated by a plus sign, is implemented when an institution has undergone a change of ownership or control. Further information about the Program of Special Monitoring can be found [here](#).

@ Indicates a Special Public Statement about an institution.

Institution Name:	Simmons College
CEO Name:	Helen G. Drinan
CEO Title:	President
Address:	300 The Fenway, Boston, Massachusetts 02115-5898
Website URL:	www.simmons.edu
Degrees Awarded:	Bachelor's, Master's, Doctorate
Phone:	617-521-2000
Fax:	617-521-3199
Initial Accreditation:	1929
Last Review:	2010
Next Review:	Fall 2020

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CCNE Accreditation

CCNE-Accredited Master's Nursing Degree Programs

MASSACHUSETTS

American International College

Division of Nursing
1000 State Street
Springfield, MA 01109
<http://www.aic.edu>

Chief Nurse Administrator : Karen S. Rousseau,
MS, RN
Title : Director
E-Mail: karen.rousseau@aic.edu
Phone: 413-205-3503
Fax: 413-654-1430

Master's Accreditation Activity

Initial Accreditation Date:	November 5, 2008
Most Recent Accreditation Date:	November 5, 2008
Accreditation Term Expires:	June 30, 2014
Last On-Site Evaluation:	November 2008
Next On-Site Evaluation:	Fall 2013

Boston College

William F. Connell School of Nursing
Cushing Hall, 140 Commonwealth Avenue
Chestnut Hill, MA 02467
http://www.bc.edu/bc_org/avp/son/default.html

Chief Nurse Administrator : Susan Gennaro, DSN,
FAAN, FACCE
Title : Dean and Professor
E-Mail: susan.gennaro@bc.edu
Phone: 617-552-1710
Fax: 617-552-0931

Master's Accreditation Activity

Initial Accreditation Date:	October 3, 2003
Most Recent Accreditation Date:	September 27, 2008
Accreditation Term Expires:	December 31, 2018
Last On-Site Evaluation:	April 2008
Next On-Site Evaluation:	Spring 2018

Curry College

Division of Nursing
1071 Blue Hill Avenue
Milton, MA 02186
<http://www.curry.edu/>

Chief Nurse Administrator : Maureen Murphy,
PhD, RN, CNM
Title : Chair
E-Mail: mmurphy0106@curry.edu
Phone: 617-333-2932
Fax: 617-333-2335

Master's Accreditation Activity

Initial Accreditation Date:	October 5, 2009
Most Recent Accreditation Date:	October 5, 2009
Accreditation Term Expires:	June 30, 2015
Last On-Site Evaluation:	October 2009
Next On-Site Evaluation:	Fall 2014

Fax: 508-373-2685

MGH Institute of Health Professions

School of Nursing
 36 First Avenue, Charlestown Navy Yard
 Boston, MA 02129-4557
<http://www.mghihp.edu>

Chief Nurse Administrator : Laurie Lauzon M.
 Clabo, PhD, RN
 Title : Dean and Professor
 E-Mail: llauzonclabo@mghihp.edu
 Phone: 617-643-0605
 Fax: 617-724-6321

Master's Accreditation Activity

Initial Accreditation Date:	November 5, 2008
Most Recent Accreditation Date:	November 5, 2008
Accreditation Term Expires:	June 30, 2014
Last On-Site Evaluation:	November 2008
Next On-Site Evaluation:	Fall 2013

Northeastern University

School of Nursing
 360 Huntington Avenue, 102 Robinson Hall
 Boston, MA 02115-5096
<http://www.neu.edu>

Chief Nurse Administrator : Carole Kenner, PhD,
 RNC-NIC, FAAN
 Title : Dean
 E-Mail: c.kenner@neu.edu
 Phone: 617-373-3649
 Fax: 617-373-7195

Master's Accreditation Activity

Initial Accreditation Date:	October 9, 2004
Most Recent Accreditation Date:	October 9, 2004
Accreditation Term Expires:	December 31, 2014
Last On-Site Evaluation:	March 2004
Next On-Site Evaluation:	Fall 2013

Salem State University

School of Nursing
 352 Lafayette Street, South Campus
 Salem, MA 01970
<http://www.salemstate.edu>

Chief Nurse Administrator : Cynthia E. Kielinen,
 EdD, RN
 Title : Interim Associate Dean
 E-Mail: ckielinen@salemstate.edu
 Phone: 978-542-7012
 Fax: 978-542-2016

Master's Accreditation Activity

Initial Accreditation Date:	May 3, 2003
Most Recent Accreditation Date:	May 3, 2003
Accreditation Term Expires:	June 30, 2013
Last On-Site Evaluation:	October 2002
Next On-Site Evaluation:	Fall 2012

Simmons College

School of Nursing and Health Sciences
 300 The Fenway
 Boston, MA 02115
<http://www.simmons.edu>

Chief Nurse Administrator : Judy A. Beal, DNSc,
 RN
 Title : Dean
 E-Mail: judy.beal@simmons.edu

Master's Accreditation Activity

Initial Accreditation Date:	April 21, 2004
Most Recent Accreditation Date:	November 3, 2008
Accreditation Term Expires:	June 30, 2019
Last On-Site Evaluation:	November 2008

Phone: 617-521-2139
Fax: 617-521-3045

Next On-Site Evaluation:

Fall 2018

University of Massachusetts Amherst

School of Nursing
651 North Pleasant Street, 234 Skinner Building
Amherst, MA 01003-9299
<http://www.umass.edu>

Chief Nurse Administrator : Stephen Cavanaugh,
PhD, RN
Title : Dean
E-Mail: dean@nursing.umass.edu
Phone: 413-545-5093
Fax: 413-545-0086

Master's Accreditation Activity

Initial Accreditation Date:	September 22, 2000
Most Recent Accreditation Date:	April 26, 2010
Accreditation Term Expires:	December 31, 2020
Last On-Site Evaluation:	April 2010
Next On-Site Evaluation:	Spring 2020

University of Massachusetts Boston

College of Nursing & Health Sciences
100 Morrissey Boulevard, Science Center - 2nd
Floor
Boston, MA 02125-3393
<http://www.cnhs.umb.edu>

Chief Nurse Administrator : Anahid Kulwicki, PhD,
RN
Title : Dean
E-Mail: anahid.kulwicki@umb.edu
Phone: 617-287-7544
Fax: 617-287-7527

Master's Accreditation Activity

Initial Accreditation Date:	April 20, 2002
Most Recent Accreditation Date:	February 28, 2011
Accreditation Term Expires:	December 31, 2021
Last On-Site Evaluation:	February 2011
Next On-Site Evaluation:	Spring 2021

University of Massachusetts Lowell

Department of Nursing
Three Solomont Way, Suite Two
Lowell, MA 01854-5126
<http://www.uml.edu/college/she>

Chief Nurse Administrator : Karen Devereaux
Melillo, PhD, APRN, BC, FAANP
Title : Chair and Professor
E-Mail: karen_melillo@uml.edu
Phone: 978-934-4417
Fax: 978-934-3006

Master's Accreditation Activity

Initial Accreditation Date:	September 29, 2001
Most Recent Accreditation Date:	October 28, 2006
Accreditation Term Expires:	December 31, 2016
Last On-Site Evaluation:	April 2006
Next On-Site Evaluation:	Spring 2016

University of Massachusetts Medical School

Graduate School of Nursing
55 Lake Avenue North (F1-853)
Worcester, MA 01655-0115
<http://www.umassmed.edu/gsn>

Chief Nurse Administrator : Paulette Seymour-

Master's Accreditation Activity

Initial Accreditation Date:	April 15, 2005
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Attachment 20
Armed Forces Policy

Armed Forces Policy

Simmons College adopts a policy to offer not less than the following options to a student who is a member of the Iowa National Guard or reserve forces of the United States or who is ordered to state military service or federal service or duty. Simmons College will allow the student to:

- (1) Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
- (2) Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.



Judy A. Beal, DNSc, RN, FAAN
Dean & Professor of Nursing and Health Sciences