

MS Program Handbook

Academic Year: 2026 - 2027



Title	MS Program Handbook for Graduate Students
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	All students who matriculate with the 2026-2027 Catalog
Campus Applicability	Storrs
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Welcome Statement

Welcome to the Master's Nursing Program at the University of Connecticut Elisabeth DeLuca School of Nursing! We are delighted that you have chosen to pursue your graduate studies with us. This program offers an exciting opportunity to deepen your knowledge, advance your skills, and engage meaningfully with a vibrant academic community.

This handbook is designed to help you navigate your journey through the program. It outlines key expectations, academic milestones, available support, and program-specific policies that will guide your success. We encourage you to actively engage with faculty, staff, and peers and to take ownership of your educational and professional development.

We look forward to supporting your growth and celebrating your achievements throughout your time at the Elisabeth DeLuca School of Nursing.

Dr Annette Jakubisin Konicki
Associate Dean of Graduate Studies

Program Overview

The Master of Science Program at the University of Connecticut (UConn) Elisabeth DeLuca School of Nursing (SON) prepares exceptional, skilled, visionary nurse leaders who synthesize best evidence and translate it into practice. Our mission is to cultivate the next generation of nursing clinicians, leaders, scholars and healthcare consumers for the advancement of health among the local, national and global populations.

Key features of the MS program include:

- MS Program learner outcomes: Upon completion of course work and all prescribed experiences, our graduates are prepared to:
 - Synthesize appropriate theories from nursing and related fields to respond to emerging health care challenges.
 - Synthesize appropriate scientific findings and theories from nursing and related fields to lead change to improve outcomes.
 - Influence health care policy for the benefit of person, community, nursing, and environment.
 - Demonstrate PRAXIS at an advanced level of nursing in a selected area of concentration.
 - Exert leadership in creating a collaborative and caring health care community.
 - Synthesize best evidence and translate it into practice to creatively improve health care quality and outcomes.
- Accreditation:
 - UConn's Elisabeth DeLuca School of Nursing degree programs are accredited by the Commission on Collegiate Nursing Education.
 - The University of Connecticut is accredited by the New England Commission of Higher Education (NECHE).
- Available tracks:
 - Adult-Gerontology Acute Care Nurse Practitioner,
 - Family Nurse Practitioner,
 - Neonatal, and Family Nurse Practitioner,
 - Nursing Administration and Leadership
 - Nursing Education

In addition, each graduate has the necessary background to apply for admission to the UConn Elisabeth DeLuca SON Doctor of Nursing Practice (DNP) or Philosophy of Science (PhD) programs.

Our PRAXIS

One of the most important aspects for a student to learn early on is the PRAXIS statement that guides our behaviors and actions within the SON. All members of the SON are expected to abide by these principles, and they are part of the student evaluation criteria in many courses.

The philosophy of the Elisabeth DeLuca School of Nursing is directed by six guiding principles, known as PRAXIS:

- Professionalism in behavior, presentation, and conduct
- Respectful of the richness and diversity of others and of
- Self-Accountability for actions
- eXcellence in scholarship, practice, teaching, and service
- Integrity, inquisitiveness, and innovation,
- Service to the profession and the community

The SON expectations are consistent with behaviors that will be required of students in the clinical setting. Rude or disrespectful behavior, bullying or unprofessional conduct is not tolerated. As a student at UConn Elisabeth DeLuca School of Nursing, this extends to interactions that students have on and off campus as well as through social media. (*SON Policy 1.28 PRAXIS and Professional Code of Conduct*)

Academic Program Requirements and Details

Program Components

Refer to the University Catalog for official curriculum requirements: [2026-27 Graduate Catalog](#) | [University of Connecticut Academic Catalog](#)

This section provides context and explanation of key components including:

- Core coursework
- Role coursework
- Population/Track specific coursework
- Experiential learning activities (Capstone/Practicum) components

Curriculum Structure

Students must fulfill all credit hour, and course distribution requirements outlined in the catalog. Please see: [2026-27 Graduate Catalog | University of Connecticut Academic Catalog](#)

Course Sequencing and Progression

Students are advised to follow the recommended sequence for their specific track for timely completion.

Core MS Courses

- NURS 5012 Nursing Science and Patterns of Knowing
- NURS 5020 Statistical Methods in Nursing
- NURS 5030 Nursing Research for Clinical Scholarship.
- NURS 5035 Evidence-Based Practice to Advance Clinical Scholarship
- NURS 5870 Health Policy and Populations-Based Advocacy for the Scholarship of Application.

Adult-Gerontology Acute Care NP Specialty (AGACNP)

Role Core Courses

- NURS 5562 Advanced Health Assessment and Diagnostic Reasoning
- NURS 5060 Advanced Pathophysiology: Concepts for Advanced Nursing Practice Across the Lifespan
- NURS 5590 Advanced Pharmacodynamics and Implications for Nursing Actions AGAC Population

Population Specific Content Courses

- NURS 5500 Advanced Diagnosis for APN Practice
- NURS 5550 Common and Chronic Health Problems in AGAC Practice I
- NURS 5559 AGAC Acute Care APN Clinical **Practicum I**
- NURS 5560 Complex and Comorbid Health Problems in AGNP Acute Care Practice II
- NURS 5569 AGNP Acute Care Clinical **Practicum II**
- NURS 5570 Complex and Comorbid Health Problems in AGNP Acute Care Practice III
- NURS 5579 AGNP Acute Care Clinical **Practicum III**

Adult-Gerontology Primary Care (AGPC) & Family NP Specialties (FNP)*

Role Core Courses

- NURS 5062 Advanced Health Assessment
- NURS 5060 Advanced Pathophysiology: Concepts for Advanced Nursing Practice Across the Lifespan
- NURS 5470 Advanced Pharmacology for Adv. Nursing Practice

Population Specific Content Courses – (specific to AGPCNP & FNP)

- NURS 5400 Evidence-Based Practice for Health Promotion, Preventions and Common Health Problems I
- NURS 5405 Evidence-Based Practice for Common and Chronic Health Problems II
- NURS 5409 APN Clinical **Practicum I**
- NURS 5410 Evidence-Based Practice for Common and Comorbid Health Problems III
- NURS 5419 (AGPCNP) or NURS 5439 (Family) Primary Care **Practicum II**
- NURS 5420 Evidence-Based Practice for Complex and Comorbid Health Problems IV
- NURS 5429 (AGPCNP) or NURS 5449 (Family) Primary Care **Practicum III**
- NURS 5430 (FNP- ONLY) Management of Childbearing Women and children

**AGPC-NP – is not currently an active graduate track.*

Neonatal NP Specialty

Role Core Courses

- NURS 5060 Advanced Pathophysiology: Concepts for Advanced Nursing Practice Across the Lifespan
- NURS 5350 Advanced Neonatal Embryology/Physiology
- NURS 5362 Advanced Health Assessment for the NP Role: NNP
- NURS 5370 Advanced Principles of Pharmacology and Management: Neonatal population focused

Population Specific Content Courses

- NURS 5365 Advanced Neonatal Nursing Theory I
- NURS 5369 Advanced Neonatal Nursing **Practicum I**
- NURS 5375 Advanced Neonatal Nursing Theory II
- NURS 5379 Advanced Neonatal Nursing **Practicum II**
- NURS 5385 Advanced Neonatal Nursing Theory III
- NURS 5389 Advanced Neonatal Nursing **Practicum III**

Nursing Administration and Leadership (NAL) Specialty

Role Core Course

- NURS 5262 Advanced Integrative Clinical Concepts: Pathophysiology, Pharmacology and Health Assessment

Track Specific Content Courses

- NURS 5229 Nursing Leadership Application **Practicum**
- NURS 5230 Healthcare Finance for Nurse Leaders
- NURS 5235 Healthcare Quality Improvement, Outcomes Management, Assessment and Planning for the Nurse Leader
- NURS 5239 Healthcare Quality Improvement Outcomes Management, Assessment and Planning for the Nurse Leader **Practicum**
- NURS 5240 Nursing Leadership Foundation
- NURS 5245 Nursing Leadership Application
- NURS 5249 **MS Capstone**
- NURS 5865 Impacting Health Care through Information Systems and Patient Care Technology

Nurse Educator (NE) Specialty

Role Core Courses

- NURS 5262 Advanced Integrative Clinical Concepts: Pathophysiology, Pharmacology and Health Assessment

Track Specific Content Courses

- NURS 5235 Healthcare Quality Improvement, Outcomes Management, Assessment and Planning for the Nurse Leader
- NURS 5239 Healthcare Quality Improvement Outcomes Management, Assessment and Planning for the Nurse Leader Practicum
- NURS 5250 Advanced Theory and Practice in Nursing Education I: Curriculum Design and Program Evaluation
- NURS 5259 Advanced Theory and Practice in Nursing Education I: Curriculum Design and Program Evaluation **Practicum**
- NURS 5260 Advanced Theory and Practice in Nursing Education II: Assessment and Evaluation Strategies
- NURS 5269 Advanced Theory and Practice in Nursing Education II: Assessment and Evaluation Strategies **Practicum**
- NURS 5270 Advanced Theory and Practice in Nursing Education III: Learning Principles and Instructional Methods for the Adult Learner

- NURS 5279 Advanced Theory and Practice in Nursing Education III: Learning Principles and Instructional Methods for the Adult Learner **Practicum**
- NURS 5865 Impacting Health Care through Information Systems and Patient Care Technology

Experiential Learning Experiences & Requirements

The *advanced practice nursing* (APN; NP tracks) practicums are comprised of immersion precepted learning experiences to engage the graduate student in quality and varied clinical experiences. The settings of these experiences vary by specialty track. The AGPCNP and FNP experiences occur primarily in settings providing primary care. FNP students provide care across the lifespan, while AGPCNP students provide care for patients from adolescence through frail elder. The AGACNP student experiences focus on those providing higher acuity healthcare, most typically but not limited to inpatient settings. Neonatal practicums are in settings providing care for normal and high-risk infants and families and critically ill high-risk neonates and their families.

The purpose of the nurse practitioner precepted learning practicums is to:

- Integrate the student in the role of nurse practitioner and health care provider
- Allow for application of theory to practice and integration of evidence-based practice
- Develop skills, competency, and expertise in a variety of practice settings across specific population foci
- Meet the course and clinical outcomes in a mentored and nurturing practice environment

The *advanced nursing practice* (ANP; NAL & NE tracks) practicums are comprised of immersion precepted learning experiences to engage the graduate student in quality and varied clinical experiences. The settings of these experiences vary by specialty track. The Nursing Administration & Leadership experiences occur in either inpatient and/or outpatient healthcare settings. The Nurse Educator experiences occur in inpatient, outpatient, and/or academic settings.

The purpose of the ANP precepted learning practicums is to:

- Integrate students into their specialty role in a mentored and nurturing practice environment
- Allow for application of theory to practice and integration of evidence-based practice
- Develop and demonstrate necessary graduate and specialty-specific competencies

Practicum Hours Expectations

The following requirements must be met using the ratio of 1 academic credit = 85 hours of practicum experience for the tracks in the MS Program:

- **AGACNP, AGPCNP, FNP & NNP:** Each APN Practicum requires 255 hours for a total

required 765 clinical hours for the program of study.

- **NAL and NE** Each ANP Practicum is 85-255 hours for a total minimum required 500 clinical hours for the program of study.

Scholarly Integrity and Compliance

Graduate students must uphold the highest standards of academic and scholarly integrity.

- **Academic, Scholarly and Professional Integrity:** [The Graduate School Conduct Policies](#) and [Community Standards](#)
- **Clinical Compliance** - assures students are prepared for their clinical and/or field placements consistent with legal, course and accreditation requirements as well as the mission of the school and program. ([OCPC Home](#) | [Office of Clinical Placement Coordination](#))
- **Responsible Conduct of Research (RCR):** Required CITI training modules must be completed as part of the SON Orientation.
- **Research Compliance:** Students conducting human or animal research must secure IRB/IACUC approval prior to data collection.
- **Authorship and Data Use:** Students should follow departmental and disciplinary guidelines for authorship, data management, and intellectual property.

Professional Certification and Licensure Preparation

Some students may pursue professional licensure or certification aligned with their field.

Upon successful completion of the curriculum, students receive a Master of Science (MS) degree from the University of Connecticut Graduate School and may apply for eligibility for the national certification examination in their respective population focus or specialty track.

- Adult-Gerontology Acute Care Nurse Practitioner students apply for certification through the [American Association of Nurses Credentialing Center](#) or the [American Association of Critical-Care Nurses](#).
- Adult-Gerontology Primary Care and Family Nurse Practitioner students apply for certification through the [American Association of Nurses Credentialing Center](#) or the [American Academy of Nurse Practitioners National Certification Board](#).
- Neonatal Nurse Practitioner students apply for certification through the [National Certification Corporation](#).

- Nurse Educator students can apply for certification through the [National League for Nursing](#)
- Nurse Leader students can apply for certification through the [American Organization for Nursing Leadership](#) or American Nurses Association.

National certification is an APRN license requirement for all states *other* than California. State APRN licensure may be applied for after obtaining national certification in the specific population foci.

Program-Specific Policies and Expectations

This program maintains the following academic standards, policies and procedures

- **Minimum GPA & Grade Expectations**
 - A cumulative grade point average of 3.0 or above must be maintained in order to earn the Master of Science degree. Students must earn a B (3.0) or better in all nursing graduate courses in order to earn credit toward graduation. If a student does not earn a B or better on the first try, a collaborative decision between the faculty of record for the course, the advisor, and the student is made to determine if a repeat of the course is appropriate. A graduate nursing student may only repeat one course with a NURS prefix throughout their graduate study. Earning a grade less than B in a second course will result in dismissal from the program. (*SON Policy 1.21 Graduate Courses Grade Expectations*)
- **Grading Policy:**
 - The University has established the following grading policy for [graduate students](#). All intermediate calculations of grades throughout a course will be expressed on a 0.00-100.00 scale and will be recorded to two decimal place precision -e.g., 95.00 or 92.67. Final numeric grades for a course will be based on averaging intermediate grades. Typically, the averaging process will give different weights to different intermediate grades -e.g., exam grades may "count more" than assignment grades. In the conversion of a final numeric grade to a course letter grade, decimal parts below 0.50 will be "rounded down to the closest whole number -e.g., 92.49 becomes 92 and decimal parts at or above 0.50 will be "rounded up" to the closest whole number -e.g., 92.50 becomes 93.
- **Enrollment Expectations**
 - Registration is to be completed at least two (2) weeks prior to the start of the semester to assure a seat in a course. (*SON Policy 1.26 Graduate programs registration requirement*)
- **Maintenance of Records**

- Students are to retain the course syllabi and other documents acquired throughout their program as part of their professional portfolio, as these may be needed to pursue other scholarly activities beyond or following program completion. Students have access to MyCreds, an e-portfolio as part of CORE Elms. Graduates retain access to their MyCreds, e-portfolio.
- **Student Requests for Change in Major Advisor**
 - If a student wishes to make a change of major advisor (MA), the student must notify their respective Graduate Track Director. After consultation with the Graduate Track Director, the student will notify the current MA, the requested MA, and complete a [Change in Graduate Major Advisor Form](#). This form is then submitted to the Office of the Registrar (degreeaudit@uconn.edu) by the student.
- **Student Requests for Changing Programs or Tracks**
 - Students who wish to change their population focus or track should meet with their advisor to discuss the reason(s) for the change and implications for their program of study. The student must rewrite their personal statement that was completed as part of the admission process to address new career goals and a career plan. The new personal statement is submitted to the current Graduate Track Director and proposed Graduate Track Director. After submitting the new personal statement, the student should contact the proposed Graduate Track Director to set up an appointment to discuss the change and determine whether any openings are available in the proposed Track. If the Graduate Track Director approves the change, the student must submit a revised program of study in the program planner within the Peoplesoft/Student Administration system.
- **Students with Disabilities**
 - Students who require accommodations should contact the Center for Students with Disabilities (CSD), Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>. An assessment must be completed each semester by CSD. Once the student is assessed, appropriate accommodations will be communicated by email to the instructor of record for each course. Only students who complete this process will be granted accommodations.
- **Graduate School Grievance and Appeals Procedures**
 - Academic Appeals: Grade appeals, probation/dismissal appeals, and thesis/dissertation committee disputes follow Graduate School policy: [Appeal and Hearing Procedures](#) & [Graduate School Appeal Form](#).
 - Harassment/Discrimination Complaints: Students may contact [Office for Inclusion and Civil Rights](#) for confidential reporting and resolution.

- [Ombuds Office](#) : The University Ombuds Office provides impartial conflict resolution support.

Suggested Timeline for Program Completion

Full-Time Students:

- Students will complete the required graduate track specific credits in two years.

Part-Time Students:

- Completion time varies based on course load. Typical sequencing of required courses is over three years.

Requirements and Milestones:

The Master of Science program curriculum is guided by the 2021 AACN Essentials (AACN, 2021). All MS Program graduates are expected to achieve the AACN Essential advanced-level competencies.

The advanced practice nursing tracks prepare students for the nurse practitioner role in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

APRN Track Competency Assessments and Skill Sessions (Intensives)

- All APRN tracks are required to complete the two in-person intensive Competency Assessment and Skills Sessions (CASS).
- The first CASS occurs prior to the start of Practicum I to assess readiness for clinical practicum.
- The second CASS is held in the final Practicum as a summative competency assessment of readiness for novice NP practice.
 - All APRN track graduates must successfully pass the summative competency assessments in the final semester of their MS program.

Leaves, Withdrawals, and Continuous Enrollment:

- MS program students may change their status or take a leave of absence by completing the appropriate [Graduate School Forms](#)
 - Seeking a leave of absence - [Voluntary Separation Notification](#)

- Returning from a leave or seeking reinstatement ([Request Reinstatement to Graduate Study or Reinstatement from Academic Leave](#))
- [Continuous Enrollment Requirement](#)

Professional Engagement Expectations

All students are expected to:

- Follow communication protocols and ethical standards,
 - Complete course identified authentication processes within the first seven (7) days of the course.
 - Respond to faculty and course related @uconn.edu emails within two (2) business days.
- Refer to the Student Code of Conduct: [Responsibilities of Community Life: The Student Code | Community Standards](#),
- Refer to the Academic Integrity Policy (*SON Policy 1.28 PRAXIS and Professional Code of Conduct*).

Finding Your Way: Orientation, Key People and Processes

Orientation

There are two orientations graduate nursing students are required to complete. First, the [Graduate School New Student Welcome](#) which is fully online, asynchronous, and includes Graduate Student Orientation Mandatory Trainings: [U Got This 2!](#) which must be completed before a student is able to register for any courses.

The second is the SON graduate student orientation which takes place the *Wednesday* prior to the start of the fall semester for summer and fall admits and spring semester for the spring admits. The SON Orientation includes remote, synchronous meetings with faculty and staff. Newly matriculated students are expected to complete all elements of the SON orientation within two weeks of the start of the semester. Students complete the attestation of Orientation completion by week two (2) of the semester.

It introduces students to:

- Academic policies
- Advising and mentoring structures
- Program expectations

- Campus resources and support systems

For more info, contact: Catherine.Coviello@uconn.edu (MS/DNP programs).

Graduate Track Directors

Valarie Artigas, DNP, APRN, NNP-BC

Associate Clinical Professor, Neonatal Nurse Practitioner Graduate Track Director

Valarie.artigas@uconn.edu

Kristin Berghoff, DNP, RN, CNL, CNE

Assistant Clinical Professor, Nurse Educator Graduate Track Director and Interim Nursing

Administration and Leadership Graduate Track Director

Kristin.berghoff@uconn.edu

Kristin Bott, DNP, APRN, ACNP-BC

Associate Clinical Professor, Adult-Gerontology Acute Care Nurse Practitioner Graduate Track Director

kristin.bott@uconn.edu

Brenda McNeil, DNP, APRN, FNP-BC

Assistant Professor, Family Nurse Practitioner Program Graduate Track Director

brenda.mcneil@uconn.edu

SON Graduate Program Administration, Faculty and Staff

Role	Responsibilities	Contact
Associate Dean of Graduate Studies	Academic & Administrative Operations of graduate programs. (Policies, Procedures)	annette.jakubisin_konicki@uconn.edu
Graduate Program (MS/DNP) Support Catherine Coviello	Administrative/process support	Catherine.coviello@uconn.edu
MS Program Coordinator Lisa Carusso	All things clinical-compliance, placements & onboarding	MS-Programs-Coordinator@uconn.edu ; lisa.carusso@uconn.edu
Enrollment Services	Registration, course permission to enroll.	nursingenrollment@uconn.edu
Faculty Advisors	Academic advising, mentoring. Assigned upon admission	Faculty Directory

Office of Clinical Placement Coordination (OCPC)	Compliance, health documents, background clearances	ocpc.compliance@uconn.edu
Student Support Services	Connecting students with resources and supports leading to academic success.	SON Director: chelsea.cichocki@uconn.edu Graduate School Director: kimberly.curry@uconn.edu
Verification Specialist	SON verification for certification or licensure required documents.	megan.mcnerney@uconn.edu

Advising

Purpose of Advising

Academic advising is critical to your success and supports:

- Course planning and academic progress
- Navigating policies and procedures
- Preparing for careers or advanced study

Advising Structure

Advisor Type	Role
Faculty Advisor	Discipline-specific guidance, scholarly mentorship
Graduate Track Director	Track specific coordination of progression, clinical placement and program/role competencies attainment.
Professional Staff	Student services – enrollment, registration. MS Program Coordination- Compliance, Placement Onboarding, Clinical site interface.

Students are expected to meet with their faculty advisor at least once a semester, prior to registration and as needed.

Seeking Support and Resources

Graduate school can be a rewarding journey, but it's normal to face bumps along the way—whether they're personal, financial, or academic. If you ever find yourself struggling to keep up

or run into challenges that might delay your progress, remember you're not alone, and help is always available.

Don't hesitate to reach out early if you need support. Here are some resources just for you:

- Your SON professors and academic advisors—they're here to guide you
- The Graduate School, offering dedicated support
- The University Ombuds Office, for confidential conversations
- Other campus services such as counseling, accessibility services, and financial aid

Asking for help is not only okay—it's encouraged! Any requests for support will be handled with care and won't affect your academic standing. By connecting with these resources early on, you'll make your path to graduation a little smoother and ensure you have the support you need to succeed.

University Level Supports

In addition to our world-class faculty scholars and educators in the SON, UConn provides significant [academic support](#) to promote students' success.

- The [Dean of Students Office](#) serves as a centralized resource for connecting students with appropriate university and community programs, offices, and individuals, and to resolve issues that affect the quality of students' academic or community life and personal goals.
- The [Academic Achievement Center](#) is a walk-in service for students to learn effective ways to study, time management strategies, and methods of managing stress.
- Free tutoring is available through the [Writing Center](#) with available expertise to help students refine their writing skills in any course.
- Students with disabilities are provided accommodations through the [Center for Students with Disabilities](#).
- For students whose first language is not English, student support is provided through [International Student and Scholar Services](#). All new international students must complete check-in online through the ISSS website.
- Graduate School [Resources for Current Students](#)

Funding and Financial Support

Students may be eligible for program- or university-based funding through these opportunities:

- [SON Financial Assistance](#)

- **Fellowships/Scholarships:** Information at [Office of Student Financial Aid Services](#) .
- **Financial Expectations:** Funded students are expected to maintain satisfactory academic progress and may face restrictions on outside employment.

Student Organizations, Clubs, and Groups

- [Sigma Theta Tau International- Mu Chapter](#) Nursing Honor Society
- [Graduate School Getting Involved](#)

Graduation and Post-Graduation Support

Graduation Planning

To graduate, students must:

- [Apply for Graduation](#) by the fourth week of their final semester for each degree they are completing.
 - Enrollment Services submit the plan of study to degreeaudit@uconn.edu
- Attend Exit Interviews
- Complete end of program survey.

Commencement details: Graduation Ceremonies are the weekend after the completion of finals week of the spring semester. Information regarding the ceremonies, tickets and regalia rental information is provided early in the spring semester to students' in their uconn.edu email.

Career Preparation and Support

Career planning begins early.

- Letters of recommendation – complete the [Student FERPA Release](#)
- Portfolio Completion– competencies, skills and practicum hours documents.
- [Center for Career Readiness and Life Skills](#)
- [Become Career Ready: Skills Employers Seek](#)

Appendix

1. University Graduate Catalog: [2026-27 Graduate Catalog | University of Connecticut Academic Catalog](#)

2. Student Code of Conduct: [Responsibilities of Community Life: The Student Code | Community Standards](#)

3. Curriculum

<https://nursing.online.uconn.edu/#masters>

4. Net Id and listserv

<https://netid.uconn.edu/>

<https://kb.uconn.edu/space/IKB/10726900313/Listserv>

5. Writing resources

<https://writingcenter.uconn.edu/overview-of-grad-support/>

6. Insurance

<https://studenthealth.uconn.edu/fees-insurance/>

6. Academic calendar

<https://registrar.uconn.edu/academic-calendar/>

7. Forms

<https://registrar.uconn.edu/forms/> &
[Forms | The Graduate School](#)

8. University of Connecticut Policies

<https://policy.uconn.edu> [Policies and Procedures | The Graduate School](#)

9. UConn Elisabeth DeLuca School of Nursing Policies



[UConn Nursing Student Policies.docx](#)

10. Financial Support

Financial resources for graduate students are listed on our webpage at
<https://nursing.uconn.edu/financial-assistance/>