

STUDENT HANDBOOK

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UNIVERSITY OF ROCHESTER SCHOOL OF NURSING 2022-2023

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University of Rochester Mission:

We are a community in which all who work, teach, create, and provide care are welcome and respected and where all can pursue and achieve their highest objectives for themselves, their community, and the world. Steeped in Rochester's rich history of social justice and entrepreneurial spirit, we will always be an inclusive, equitable, sustainable, and responsive organization at every level.

UR Meliora Values

The University of Rochester is defined by a deep commitment to **Meliora – ever better**. Embedded in that ideal are the values we share **Equity, Leadership, Integrity, Openness, Respect, and Accountability**. The **UR School of Nursing** is guided by this commitment and our **SON Unification Model**.

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SECTION I: BACKGROUND INFORMATION ON THE UNIVERSITY OF ROCHESTER MEDICAL CENTER AND THE SCHOOL OF NURSING

Medical Center and the School of Nursing (SON)

The **University of Rochester Medical Center** (URMC) forms the centerpiece of the University of Rochester's health research, teaching, and patient care missions. The medical center includes Strong Memorial Hospital and affiliates (see below), the Eastman Institute for Oral Health, the University of Rochester School of Medicine and Dentistry, and the University of Rochester School of Nursing. Being a part of URMC — a leading academic medical center — gives School of Nursing students and faculty access to world-class clinical facilities and abundant exposure to research opportunities to explore the latest in evidence-based practice.

Founded in 1925, the SON became the sixth autonomous academic division of the University in 1972. A five-year grant from the Kellogg Foundation assisted in establishing the School as a unique center for excellence in nursing education, practice, and research. Faculty members of the School are clinicians in Strong Memorial Hospital or other agencies, educators in the academic programs, researchers in nursing and health care, and administrators or health care leaders in the Medical Center. The integration of these diverse professional activities strengthens each of them. These faculty members provide leadership roles in patient care and its administration and are role models for their students.

The University of Rochester's clinical enterprise, UR Medicine, consists of six hospitals located throughout the Finger Lakes and Southern Tier, UR Medicine Home Care, the Highlands at Pittsford and Highlands at Brighton, nine urgent care centers, and an extensive primary care network.



[Strong Memorial Hospital](#)
[Highland Hospital](#)
[F.F. Thompson Hospital](#)
[Noyes Memorial Hospital](#)
[Jones Memorial Hospital](#)
[St. James Hospital](#)
[Golisano Children's Hospital](#)
[James P. Wilmont Cancer Center](#)
[Eastman Institute for Oral Health](#)
[UR Home Care](#)
[The Highlands @ Pittsford](#)
[The Highlands @ Brighton](#)
[UR Medicine Primary Care Network](#)
[Multiple Urgent Care Centers](#)



Essential to the goals, philosophy, and programs of the SON is the excellent collaborative relationship among nursing, medicine, and multidisciplinary colleagues in education, practice, and research. This enriches the SON climate and encourages students and faculty to generate hypotheses for clinical research and identify evidence-based solutions to improve the practice of nursing and health care as well as foster academic innovation.

The university's academic medical center's flagship institution, Strong Memorial Hospital, is a major regional health care resource and is the University's primary teaching hospital for nursing students, medical students, residents, and fellows. An innovative and expansive approach to nursing utilizes the expertise of nurses in providing direct patient care, managing programs, serving on joint practice committees, and in leadership roles working collaboratively with multidisciplinary colleagues. All contribute to implementing high-quality nursing programs. The Edward G. Miner Library in the Medical Center provides a full range of services to the faculty, students, and staff of the Medical Center.

Mission and Vision Statements of the School of Nursing

The overriding philosophy of the School of Nursing is the unification of education, research, and practice. The Unification Model supports the University of Rochester School of Nursing's Mission and Vision.



With the SON's commitment to diversifying our nursing and health care leader workforce, ensuring our research embodies issues of health equity and health care disparities, and providing clinical care that embraces our diverse population and ensures equity and inclusion – the SON, in 2021, revised the graphic representation of “unification” in the above graphic. The new image now emphasizes the SON's missions of research, education, and practice are realized through a lens of diversity, equity, and inclusion.

Our Mission:

Building on a pioneering tradition of unifying nursing education, research, and practice, the UR School of Nursing pursues excellence in clinical and scientific learning, discovery, and nursing care within an environment of diversity and inclusion.

Our Vision:

Lead the national agenda in transforming the discipline of nursing through innovative education, practice and research to improve the health and well-being of individuals and communities.

The Educational programs of the school will:

- ❑ Produce leaders who, with their developing expertise in critical thinking and ethical decision making, provide care that is evidence-based, culturally congruent, collaborative, and interdisciplinary for diverse individuals, groups, and populations; value and respect diversity; practice nursing in a culturally sensitive manner.
- ❑ Produce leaders who, with their developing knowledge and skills, participate in research for the improvement of health care and the advancement of science, practice, and education.
- ❑ Produce scholars who are prepared to engage in lifelong learning and teaching.

Students will choose to come to the University of Rochester School of Nursing because:

- ❑ They want to be educated in an environment that is driven by the needs of integrated healthcare delivery systems and that drives the future development of effective and efficient healthcare delivery models.
- ❑ They want the opportunity to learn and work in collaboration with other health care practitioners in an academic setting.
- ❑ They want an education that prepares them as excellent practitioners, leaders, educators, and researchers while valuing the complexity of their life needs.

Statement of Philosophy

The University of Rochester School of Nursing prepares leaders to meet the challenges of health care in the twenty-first century. Our philosophy includes beliefs about unification, education, research and scholarly productivity, practice, nursing, consumers, and health.

The **Unification Model** directs nursing education, research and practice. Unification is not only a philosophical approach but also an organizational structure that operationalizes the interdependence among education, research, and practice. Education empowers nurses with knowledge, attitudes, and skills for leadership in professional practice and research. Research develops nursing knowledge to strengthen education and promote evidence-based practice from which new understandings and new inquiry questions emerge. The essence of the model defines the interactive, integrated and bidirectional relationship between our three missions: Education, Research, and Practice. It supports and defines our school philosophy of the importance of each of our missions and how our missions are interdependent.

- ❑ The **Practice** of nursing is care delivery and promotes continued excellence through the generation of new evidence and research questions and the enrichment of the education experience. The ongoing interaction of education, research, and practice benefits the consumer by ensuring quality nursing care.
- ❑ **Education** is a dynamic, interactive process between learners and educators utilizing the theoretical and scientific knowledge of the discipline and building upon the liberal arts background. A rigorous professional education with the breadth and perspective of the arts and sciences prepares leaders in nursing who shape current and future responses to ethical, political, economic, health and nursing issues. Critical thinking and decision-making are basic to the delivery of health care. The learner/educator relationship fosters mutual respect, individuality, self-direction, collaboration, scholarship, and commitment to lifelong learning. Educational programs focus on the ongoing professional and career development of practicing nurses through degree and non-degree programs. Creative, flexible programming in education is essential to meet the diverse and changing needs of learners, teachers, and the nursing profession.

With a pioneering history in advancing the nursing discipline, the SON is committed to providing transformational education to strengthen health care delivery and improve the nation's health in the new century. This has resulted in the strategic commitment to build a culture of continuous learning that leverages a dynamic digital landscape featuring mobile and experiential learning to create active learning environments that are learner-centered and data-driven. In this rich milieu, learning occurs by doing, creating, and collaborating in a competency-driven curriculum that prepares graduates for lifelong learning and fosters the adaptivity needed in increasingly complex and interdependent healthcare environments.

- ❑ **Research and Scholarly Productivity:** Scholarly activity has as its outcome the generation, testing, refinement, and dissemination of new knowledge as well as the creation of new approaches to education and practice that improves outcomes. Scholarly activities value and support the overall research, academic innovation, and practice improvement efforts of the School, testing new knowledge through the collection of data, identifying clinical problems for investigation, developing/applying evidence-based approaches to clinical care and health system challenges, and exploring and evaluating innovative teaching/learning practices.
- ❑ **Clinical Practice** at the SON is defined as planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences are described as clinical learning opportunities, direct clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice (*Standards for Accreditation of Baccalaureate and Graduate Nursing Programs*, 2018).
- ❑ **Experiential Learning** is a centerpiece of our approach to competency-based education. With the goal of eliminating the boundaries between classroom and clinical, the goal of educational experiences is to engage our students in active and collaborative learning environments where students learn by doing and apply content learned in the classroom to the practice environment. Experiential learning experiences, therefore are not limited to clinical patient care settings, but rather occur in the laboratory, classroom, virtually, and through simulation. Clinical practice experience also refers to any nursing intervention that influences health care

outcomes.

- ❑ **The Essence of Nursing** is assisting individuals/families/communities/populations to attain and maintain optimal health and to optimally respond to illness and disability and dying. Nursing derives its rights and responsibilities from society and is, therefore, accountable to society as well as the consumers who comprise it. The nurse functions as a caring professional in both autonomous and collaborative professional roles, using critical thinking, ethical principles, effective communication, and deliberative action to render and facilitate access to healthcare and to aid consumers in making decisions about their health.
- ❑ **Consumers** of nursing care may be individuals, families, or communities, all of whom have diverse and changing needs. Consumers are self-determining and have the right to informed choices and access to health care. Any setting in which consumers function is an appropriate environment for nursing practice. Consumers ultimately define health for themselves and make decisions regarding it. Components of optimum health may include biological, psychological, social, cultural, and spiritual functioning, effective response to a continually changing environment, and achievement of personal potential.

Organization of the School of Nursing

The organizational structure for the SON promotes communication, collaboration, participation in decision-making, and integration of the SON into the general overall structure of the University and the Medical Center, in which nursing assumes accountability in three areas: education, practice, and research. The SON Dean has direct reporting to the CEO of URM and an indirect reporting relationship to the UR President and UR Provost. The UR Medicine Chief Nursing Executive holds an Assistant Dean for Clinical position at the SON.

The SON's senior leadership team consists of one Senior Associate Dean (Finance and Operations) and three Associate Deans (Education and Student Affairs; Research; and Equity and Inclusion). There are two assistant deans (Education and Student Affairs) that report directly to the AD for Education and Student Affairs.

Educational Programs

Baccalaureate. The Baccalaureate curriculum leads to the Bachelor of Science degree at the UR.

Registered nurses who have graduated from hospital diploma programs or associate degree programs apply for admission directly to the RN completion baccalaureate program (RN to BS). The School also has an RN to BS to MS program. Registered nurses admitted to this program earn both BS and MS degrees.

Students who have a non-nursing baccalaureate degree are eligible to apply to the Accelerated Bachelor's Program for Non-Nurses (or the Accelerated Master's [NP only] Program for Non-Nurses).

Seniors in high school may be admitted to the Dual Degree in Nursing program (DDN), <https://enrollment.rochester.edu/professional/ddn/>

Master's and Post-Master's. Graduate specialties in the School offer concentrations leading toward the Master of Science degree.

Nurse Practitioner specialties include:

- ❑ Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- ❑ Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- ❑ Family Nurse Practitioner (FNP)
- ❑ Family Psychiatric Mental Health Nurse Practitioner (FPMHNP) * offered as a distance program
- ❑ Pediatric Nurse Practitioner (PNP)
- ❑ Pediatric Nurse Practitioner/Neonatal Nurse Practitioner (PNP/NNP)

Advanced clinical nursing at the Master's level involves analysis, synthesis, and application of knowledge and skills relevant to a defined specialty area of clinical practice. The dynamic interaction between the educational program and the learner facilitates progressive levels of mastery of the nursing process. Graduate education has as its ultimate purpose the scholarly pursuit of knowledge about people in their quest for health and recovery from illness and about the consequences of nursing care provided to them. Research is an integral part of education at the Master's level. An attitude of scientific inquiry is fostered as an essential component of practice. Research at this level emphasizes the utilization of findings, the identification of researchable problems, and the implementation of the research process.

Advanced Certificate Nurse Practitioner Specialties include:

- ❑ Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- ❑ Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
- ❑ Family Nurse Practitioner (FNP)
- ❑ Pediatric Nurse Practitioner (PNP)
- ❑ Pediatric Nurse Practitioner - Acute Care
- ❑ Neonatal Nurse Practitioner (NNP)
- ❑ Family Psychiatric Mental Health Nurse Practitioner (FPMHNP)

Other Options include:

- ❑ Clinical Nurse Leader
- ❑ Nursing Education (Education Focus)
- ❑ Nursing Education (Clinical Focus)

Master's (LHCS) Programs

- ❑ **Leadership in Healthcare Systems (LHCS) program:** This program prepares current leaders and ambitious healthcare professionals with a strong foundation in evidence-based leadership practice to successfully lead healthcare units, services, or organizations in today's changing world. This interdisciplinary program provides core knowledge and experiential learning to develop transformative leadership skills, with courses taught by experienced leaders from a variety of organizations. Working alongside experienced leaders, students actively engage in a wide range of management and organizational experiences to demonstrate competencies in leading and managing staff, resources and finances, as well as working within healthcare systems to improve quality, safety, and value.

- ❑ **Clinical Nurse Leader (CNL) program:** This program prepares nurses for the clinical management of comprehensive client care for individuals and clinical populations across the continuum of care and in multiple settings. The CNL assumes leadership/accountability for health outcomes for a specific group of clients within a unit, setting, or organization through the application of evidence-based information to design, implement, and evaluate clinical systems. The clinical nurse leader is also responsible for the coordination and planning of care team activities and functions. Health promotion, risk reduction, and improvement in point-of-care outcomes are critical elements in the role of the clinical nurse leader.

Master's in Nursing Education (MNE): This program is designed to prepare nurse educators for practice and leadership positions in both clinical and academic settings. Grounded in the National League for Nursing's competencies for academic and clinical educators, graduates are prepared for successful completion of the CNE or CNEcl national certification exam. Experiential learning is the cornerstone of the MNE program; all students complete 392 hours of precepted experiential learning which includes student teaching, direct clinical practice, assessment and curriculum work, and nurse educator role immersion.

MNE Advanced Certificate Programs: Two Advanced Certificates options in nursing education are offered for baccalaureate-prepared nurses with master's degrees. For those nurses with a previous advanced practice clinical master's degree (NP, CNS, CRNA, etc.), who wish to move into an educator role or add an education focus to their clinical career, courses focus on attaining educational competencies (PMC-E). For those nurses with a previous educational master's degree (MEd.) who wish to teach in an academic setting, or move into a clinical educator role, courses focus on attaining clinical competencies (PMC-C) for practice at the master's level.

MNE-PhD Dual Degree Program: This program is targeted to highly qualified nurses with a bachelor's degree in nursing who are interested in a competitive, in-demand career as both a researcher and a nurse educator. This program simultaneously offers master's level courses in education and research training in a full-time program. Both career tracks are informed and strengthened by this dual academic preparation.

Master's NP and PhD Dual Degree Programs: These programs are targeted to highly qualified nurses with a bachelor's degree in nursing interested in an intensive, accelerated program simultaneously offering master's preparation as a nurse practitioner and research training. The programs are designed to fast-track nurses wishing to prepare for roles either in clinical practice settings or schools of nursing as faculty/practitioners. Faculty/practitioners use an evidence-based approach to their practice, help educate future advanced practice nurses, and conduct scientific research for the improvement of health care and the advancement of theory and practice.

Master's and DNP Combined Degree Program: This program is targeted to highly qualified nurses with a bachelor's degree in nursing interested in a combined advanced practice nursing degree (NP) or advanced nursing degree (CNL). These doctoral-prepared nurses will serve as practice leaders to improve the quality, outcomes, and delivery of care within their respective specialty areas.

PhD Program in Nursing and Health Science: The PhD Program in Nursing and Health Science began in 1979 as a PhD in Nursing program and has since expanded to create multiple accelerated pathways to the PhD for registered nurses and licensed practitioners in other health-related disciplines. The objective of the PhD program is to prepare scholars who will develop and refine the evidence base for clinical practice and contribute to the dissemination, teaching, and advancement of research in academic and clinical settings and in national and international arenas. The program consists of four components: core courses in research and theory building, courses individually selected to support the student's research interests, research and teaching assistant experiences, and the dissertation. The program content is directed toward the formulation and testing of theory; the designs, methods, and tools for conducting research on topics related to health and illness; and the development and critique of scientific and humanistic knowledge appropriate to the care of persons in health and illness.

The PhD program research training process is based on clinical expertise at the master's level. Applicants to the PhD Program hold a Master's degree from an accredited program and clinical licensures in a health profession, such as nursing, social work, or similar clinical practice field.

Doctor of Nursing Practice (DNP): The DNP program at the University of Rochester School of Nursing is designed to prepare nurses at the highest level for advanced clinical practice. The DNP program develops leaders who can critically evaluate the evidence base for care and facilitate the translation and integration of research into clinical practice, deliver such care, position health care policy, manage clinical health care systems, solve health care dilemmas, work skillfully as members of interdisciplinary teams, and reduce disparities in health care. This program is designed to facilitate students' full engagement in the learning process and their pursuit of clinical excellence. It is designed as a post-baccalaureate program; however, students may also enroll post master's; their master's courses will be transferred into the program.

Program Goals and Learning Outcomes

APNN Program

Program Goals:

- ❑ Prepare registered professional nurses who are capable of independent and collaborative problem-solving, decision-making, and the delivery and coordination of care to meet a wide range of client healthcare needs.
- ❑ Prepare registered professional nurses who contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.
- ❑ Prepare registered professional nurses who engage in activities to promote self-awareness and self-growth in the practice of nursing.

Program Learning Outcomes:

- ❑ **Clinical Judgement and Reasoning**
 - Demonstrate competent clinical judgment in the provision of safe and effective quality client care
- ❑ **Communication**
 - Demonstrate effective and culturally respectful communication skills when interacting with others. Communicate effectively when interacting with clients, families, and professional teams.
- ❑ **Teamwork and Collaboration Skills**
 - Use inter and intra-professional collaboration to promote high-quality care coordination.
 - Collaborate effectively in intra- and interprofessional teams to coordinate safe and effective care.
- ❑ **Client/Family Centered Care within a Cultural Context**
 - Plan, implement and evaluate nursing care to meet the culturally diverse needs of individuals, families, and communities.
 - Provide client and family-centered care in an appropriate cultural context.
- ❑ **Evidence-Based Practice**
 - Demonstrate integration of disciplinary knowledge, clinical appraisal of the best evidence, and client values in the provision of quality nursing care.
- ❑ **Professional Identity Formation in Practice**
 - Engage in self-assessment and reflective practice to improve professional performance in accordance with professional standards.
- ❑ **Leadership**
 - Demonstrate foundational leadership knowledge, skills, and abilities. Leadership includes advocacy for self, clients, and the profession.
 - Advocate for self, clients, families, communities, and the nursing profession to improve and sustain safe and effective care.
- ❑ **Informatics**
 - Use technology and information systems to enhance decision-making in health care delivery systems. Effectively use the electronic health record and/or online resources and data to improve healthcare outcomes.

- ❑ **Population Health**
 - Examine the impact of determinants of health on client care, health promotion, and disease prevention in diverse populations in multiple contexts across the lifespan.

RN to BS Program

Program Goals:

- ❑ Prepare registered professional nurses who are capable of independent and collaborative problem-solving, decision-making, and the delivery and coordination of care to meet a wide range of client health care needs.
- ❑ Prepare registered professional nurses who contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.
- ❑ Prepare registered professional nurses who engage in activities to promote self-awareness and self-growth in the practice of nursing.

Program Learning Outcomes:

- ❑ **Patient- and family-centered care within a cultural context**
 - Plan, implement, and evaluate nursing care to meet the culturally diverse needs of individuals, families, and communities across the lifespan.
- ❑ **Clinical judgment and reasoning**
 - Demonstrate competent clinical judgment in the provision of safe, effective, evidenced based, quality patient care.
- ❑ **Teamwork and interprofessional collaboration**
 - Use inter- and intra-professional collaboration to promote high quality care coordination.
- ❑ **Delivery of healthcare in complex systems**
 - Analyze care delivery within complex systems for optimized care of patients, families, and communities.
- ❑ **Population Health**
 - Use health promotion and disease prevention strategies to address the complex health needs of an increasingly diverse US population.
- ❑ **Professional Identity**
 - Engage in self-assessment and reflective practice to promote professional performance and clinical growth.
- ❑ **Informatics**
 - Utilize data and informatics for the delivery of nursing care across the lifespan.

Master's Nurse Practitioner Program (NP)

Program Goals:

- ❑ Providers who base clinical care, decision making, and clinical services on scientific evidence which is grounded in careful analysis of the unique needs of the individual, group, or population.
- ❑ Providers who are actively engaged in scholarship through the clinical application of existing knowledge and the generation and dissemination of new clinical knowledge.
- ❑ Providers who maintain competence in their specialty through formal and informal educational opportunities, specialty certification, and who promote the ongoing education of others.

Program Learning Outcomes:

- ❑ Create comprehensive population-specific, patient-centered plans of care to improve health outcomes.
- ❑ Implement the principles of quality and patient safety using emerging scientific evidence for continuous improvement of person-centered care.
- ❑ Synthesize established and evolving scientific knowledge from diverse sources and disciplines to contribute to the generation, translation, and dissemination of clinical scholarship.
- ❑ Design plans of care that integrate determinants of health, health promotion, disease prevention, and health restoration for diverse populations through collaborative partnerships that produce equitable health outcomes.
- ❑ Collaborate with interprofessional teams, patients, families, and communities using effective interpersonal and communication skills to optimize safe and effective patient care.
- ❑ Demonstrate a commitment to carrying out professional responsibilities and adherence to ethical principles.
- ❑ Synthesize principles of organizational leadership and systems-based thinking to effectively participate in transforming health care delivery systems to improve equitable health outcomes.
- ❑ Appraise data, information technology, communication networks, and patient care technology to monitor outcomes of care, care systems, and practice improvement to drive health care decisions that improve quality and efficiency in care delivery.
- ❑ Promote racial and social justice and health equity across diverse healthcare settings.

Master's Leadership in Health Care Systems (LHCS)

Program Goals:

- ❑ Prepare health care leaders to provide strategic and sustainable leadership with clear and visible values, to create organizational environments that support optimal patient and faculty outcomes and high employee engagement.
- ❑ Prepare health care leaders to support evidence-based practice and inquiry relevant to improving health and complex health care systems.
- ❑ Prepare health care leaders to create environments that foster innovation and continuous learning.

Program Learning Outcomes:

- ❑ Lead effective, high-performance interprofessional teams to meet organizational goals in a variety of healthcare environments.
- ❑ Demonstrate evidence-based leadership practice in all aspects of the healthcare manager role in a variety of healthcare environments.
- ❑ Create and sustain cultures of diversity and inclusion to promote racial and social justice, and health equity across diverse healthcare settings.
- ❑ Apply principles of continuous quality improvement in daily and strategic operations to optimize stakeholder outcomes in a variety of healthcare environments.
- ❑ Interpret and apply economic, financial, and health outcomes data through the use of organizational information systems to support organizational decision-making, attainment of strategic goals, and effective operations in a variety of healthcare environments.

Clinical Nurse Leader Program (CNL)

Program Goals:

- ❑ Prepare health care leaders to provide strategic and sustained direction, clear and visible values, and organizational environments that foster continuous improvement and enable success.
- ❑ Prepare health care leaders to support evidence-based practice and inquiry relevant to improving health and complex health care systems.
- ❑ Prepare health care leaders to create environments that foster innovation and continuous learning

Program Learning Outcomes:

- ❑ Lead interprofessional teams to improve healthcare delivery.
- ❑ Engage in systems review to improve the quality of patient care delivery.
- ❑ Use information technology to analyze data and optimize patient care.
- ❑ Engage in evidence-based practice to achieve optimal patient outcomes.
- ❑ Evaluate population health and disease prevention services to improve the health of individuals, families, and communities.
- ❑ Create and sustain cultures of diversity and inclusion to promote racial and social justice and health equity across diverse healthcare settings.

Master's in Nursing Education Program (MNE)

Program Goals:

- ❑ Prepare educational leaders who will model evidence-based practices in teaching and learning and interprofessional practice in academic, clinical, and community settings.
- ❑ Prepare educational leaders who are actively engaged in the scholarship of teaching and learning.
- ❑ Prepare educational leaders who will lead with integrity, demonstrating attainment of national nurse educator competencies, including educational certification.

Program Learning Outcomes:

- ❑ Function as educational leaders and change agents, advancing evidence-based teaching and learning practices in clinical, community, and academic settings at the local, regional, and national level.
- ❑ Make judgments that reflect a scholarly critique of current evidence from nursing, education, and other disciplines with the capacity to identify gaps in knowledge and formulate research questions.
- ❑ Implement learner-centered pedagogy in clinical, community, and academic settings that facilitates learning to achieve desired cognitive, affective, and psychomotor outcomes.
- ❑ Demonstrate educational leadership skills in leading intra/inter professional teams to foster collaboration and transform clinical and academic nursing education.
- ❑ Contribute to the scholarship of nursing education through discovery, teaching, and integration of evidence-based practices.
- ❑ Lead organizational change to promote all aspects of racial and social justice and health equity across diverse educational settings.

FOR DNP AND PhD PROGRAM GOALS AND PROGRAM LEARNING OUTCOMES, PLEASE REFER TO THE DNP AND PhD STUDENT HANDBOOKS RESPECTIVELY.

SECTION II: POLICIES AND PROCEDURES FOR ALL STUDENTS

Diversity

The University of Rochester is a community that welcomes, encourages, and supports individuals who desire to contribute to and benefit from the institution's missions of teaching, research, patient care, performance, and community service. The School of Nursing values and respects diversity and promotes practicing nursing in a culturally sensitive manner. SON Faculty Diversity Officers, along with Staff Diversity Officers co-chair the SON Council for Diversity, Equity & Inclusion (CoDEI). Programs and discussion sessions pertinent to promoting diversity, equity, and inclusiveness are held periodically for all faculty, staff, and students. The web link to the University's diversity web page is <http://son.rochester.edu/diversity>. The National Standards for Culturally and Linguistically Appropriate Services (CLAS), [Appendix C](#), are comprised of fifteen standards intended to advance health equity, improve quality, and help eliminate health care disparities within health care organizations. These standards provide a foundational blueprint that helps to guide efforts designed to advance and support the SON's mission regarding embracing and cultivating an inclusive school and work environment.

Compliance Requirements

The requirements below are mandatory, and students who are not in compliance will not be allowed to begin or continue in their programs until all requirements have been fulfilled. Holds are placed on non-compliant students' accounts which will prohibit future course registration.

- ❑ UR SON students are **required** to submit an initial health history form online and subsequent yearly screenings through the University Health Service's (UHS) [UHSCoconnect Portal](#). Students are responsible for payment for annual health screenings if not covered under the University Health Service insurance plan. The form includes immunization information required by NYS Law to be complete before students may attend courses. A processing fee is charged for the initial health form for part-time students. If this requirement is not met by the first day of classes, the student is charged a late fee. The charge will be added to your tuition bill. (Note: This requirement is waived for students in the RNBS program.)
- ❑ If you are a Strong Memorial Hospital employee, you may contact the Employee Health Office at SMH_Employee_Health@urmc.rochester.edu to have a copy of your health update and physical sent to you. You can then use this to complete the form for University (Student) Health Service.
- ❑ **All APNN, MS, and Full-time PhD** students must have received the polio vaccine. Oral (OPV) or Inactivated (IPV) forms of the vaccine are acceptable.
- ❑ Influenza vaccination is also required of **all SON** students annually, with proof/verification submitted through the [UHSCoconnect](#) Portal.
- ❑ All new and returning University of Rochester students are required to be **fully vaccinated** against COVID-19 with a CDC, or World Health Organization (WHO) approved vaccine. Fully vaccinated means receiving the initial dose(s) as described in the CDC or WHO approval. A COVID-19 booster dose is encouraged but not required at this time.

Immunity to measles is the most common problematic requirement. Two vaccinations with live* vaccine are required, the first on or after the first birthday – the 2nd at least 30 days later. *Vaccines given before 1-1-1968 were not routinely live virus vaccines, were less effective, and do not meet current NYS Law.

- ❑ The SON requires that ALL matriculated students complete a **background check** through Castle Branch.
- ❑ The SON requires that all students enrolled in the Accelerated Programs for Non-Nurses, RN to BS to MS, Master's NP, MNE, and CNL, Post-Master's, and DNP programs are CPR certified through the **American Heart Association**. Completed certifications must be sent to SON_Compliance@urmc.rochester.edu.

- **Professional rescue cardiopulmonary resuscitation (CPR) course.** CPR certification – Basic Life Support (BLS) for the Health Care Provider through the American Heart Association is required upon matriculation. Students must be certified through the American Heart Association. Classes may be located at AmericanHeart.org. Class format must be either all in-person, or a combination of in-person and online. Full online classes are not accepted. Certification is valid for two years from certification and the student is expected to maintain certification the entire time while in their program. **(The School of Nursing only accepts certification through the American Heart Association).** URM provides this program through MDL (585) 275-7666. School of Nursing students who are also medical center employees can submit their most recent RQI certification.
- The SON requires that all students enrolled in the Accelerated Programs for Non-Nurses, RN to BS, RN to BS to MS, Master's, Post-Master's, and DNP programs complete the following:
 - Child and Minors Safety
 - HIPAA
 - Academic and Professional Integrity
 (The training is all included as part of the Compliance Course in Blackboard).
- In addition, students in the APNN, RN to BS to MS, Master's NP and CNL, Post Master's and DNP programs must also complete the **City-Wide Mandatory In-service training** (completed by mid-semester for new APNN students) and **ADA Technical Standards**.
- **Sexual Harassment:** All students are required to complete online Sexual Harassment training through EverFi. This is administered through the Title IX Office.

Financial Aid

The University participates in the National Student Loan Clearinghouse (NSLC). The enrollment status of all matriculated students is reported monthly to the NSLC. Most loan companies seek and obtain enrollment information from the NSLC; therefore, loan deferment forms are rarely necessary. When additional verification is needed, forms requiring a signature from a School official confirming student status, enrollment dates, etc., should be submitted to the Registrar's Office for signature. The Registrar forwards the completed form to the appropriate institution and retains a copy in the student file.

Tuition Benefits for Employees of the University. For the most updated tuition benefits information, visit <http://www.rochester.edu/working/hr/benefits/tuition> **Students enrolled at least half-time may apply for federal student loans to cover any portion of charges not covered by tuition benefits.**

Federal and Private Loans. Financial aid awards are determined by the Financial Aid Office in Wallis Hall on the River Campus. The Financial Aid Office processes applications for both federal and private loans. Federal loans are offered through the William D. Ford Direct Loan program, while private loans are offered through individual lenders. In order to apply for federal loans, students must complete the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/> (School Code 02894) and complete a Masters Promissory Note (MPN) and entrance Counseling at <https://studentaid.gov/>

Questions regarding the financial aid application process or loan eligibility should be directed to the Financial Aid Office at 585-275-3226. Appointments can also be scheduled for you to speak with your financial aid counselor by calling the Financial Aid Office directly or by using their Calendly link on Financial Aid's Contact page <https://www.rochester.edu/financial-aid/contact-us/>

Scholarships/Grants for Baccalaureate Students. Scholarships or grants are awarded to students by the School of Nursing and will be included in a financial aid award package. Any problems with scholarships/application materials,

etc., should be forwarded to the Financial Aid Coordinator in SON*. Scholarship opportunities are listed on the School of Nursing website.

Scholarships/Grants for Graduate Students. Scholarships or grants are awarded to students by the School of Nursing and will be included in a financial aid award package. Please contact the SON Financial Aid Coordinator in SON with any questions concerning fellowships, stipends, and grants for specific areas of education/training*.

Failure to maintain satisfactory academic progress may result in the loss of eligibility for federal, state, and/or institutional aid. We recommend that you work closely with your advisor and course instructors to achieve a positive record in the future.

***Questions regarding SON fellowships, stipends, and/or grants will be directed back to the Financial Aid Coordinator for SON as all scholarship amounts, other than loan eligibility, are determined by SON and not the Financial Aid Office. Your financial aid counselor will redirect your query to the Financial Aid Coordinator.**

Scholarships/Grants for Baccalaureate and Graduate Students. For a complete listing of scholarship/grant opportunities, please visit <https://son.rochester.edu/admissions/financial-aid/types-of-aid.html>.

Our SON Scholarships Team is available to help you with any questions or concerns you may have regarding any of our scholarships, stipends, or grants. They can be contacted via sonscholarships@urmc.rochester.edu

Academic Advising

Academic Advising: Advisor and Student Advisee Responsibilities

All matriculated students are assigned a faculty advisor. Students will receive notification of the advisor's name and contact information at the start of the semester. Students are required to have a degree plan (signed by their advisors in all programs **except** APNN) on file in the Registrar's Office. Students are urged to maintain contact with their advisors and to consult with them regularly concerning course information and matters related to the academic program and professional development. Any questions about the advisement process should be directed to the Student Affairs Office.

The advisor's responsibilities in relation to each advisee are to:

- Be acquainted with the student's interests/needs.
- Discuss the course plan for program completion.
- Be informed about the student's progress in the program.
- Counsel regarding academic questions or problems.
- Counsel regarding current or postgraduate employment, workload, course requirements, time commitments, clinical schedules, or needs to achieve a successful academic outcome.
- Meet with the student if an academic alert is issued.
- Meet twice per semester while the student is on probation.

The student advisee's responsibilities in relation to the advisor are to:

- Work with their advisor to submit and keep an updated degree plan on file (**except** APNN students)
- Review the degree requirements and monitor progress. Consult with their advisor when needed.
- Inform their advisor of academic progress in the program.
- Seek the counsel of their advisor as necessary.
- Discuss with their advisor any changes in the registration and/or change of status.
- Meet with their advisor if an academic alert was received
- Meet with their advisor twice per semester while on probation.

Academic Records

The University may publicize or respond to requests for **directory information** (as defined below) at its discretion. However, the use of records for commercial or political purposes is prohibited unless approved by the appropriate Dean. Currently, enrolled students may request that directory information be withheld from disclosure by making a request, in writing, to the Registrar in the School of Nursing. Students choosing to do this must provide consent in writing when requests are received to verify enrollment or degree completion. The University assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

The University considers the following to be directory information:

- Name
- Campus address
- Email address
- Home address
- Telephone number
- Date and place of birth
- Academic fields of study
- Dates of attendance
- Photographs
- Participation in recognized activities and sports
- Degrees and awards
- Weight and height of athletic team members
- Previous educational agencies or institutions attended
- Other similar information.

(See Appendix B for the complete policy of the Family Educational Rights and Privacy Act)

Student Access to Records

Students in the SON can view their own academic records online through UR Student. This includes course schedules, grades, academic history, holds, and financial account information.

The SON also maintains hard copy academic information on all students and graduates of the School. Student records are considered confidential and are kept in a secured area. Students who wish to examine their hard copy records may do so by making an appointment with the Registrar (sonregistrar@urmc.rochester.edu).

The following information is maintained in each current student record:

- Student's name
- Classification
- Advisor
- Major concentration
- Clinical evaluations
- Clinical hours completed documentation

Additional types of information that may be found in some records of current students when appropriate include:

- Change of Status Form
- Program degree plan
- Letters regarding academic action (e.g., probation, separation)
- Academic alerts
- Approvals for courses taken outside the SON, and the respective transcripts and syllabi
- Advisor and faculty comments about students regarding academic issues
- Descriptions and evaluations of independent study courses

Transcripts

Through a partnership with the National Student Clearinghouse (NSC), students and alumni can order both electronic and hard copy transcripts online through the [NSC Transcript Ordering Center](#).

- Electronic transcripts are securely delivered within one business day of the completion of your order.
- Hard copy transcripts are sent within three to five business days after the completion of your order.
- Students will need to provide either their URID or Social Security number to validate their request.
- Order updates will be sent to you via email and text messages (optional). You can also [track your transcript order online](#).
- Students will have the opportunity to upload any necessary attachments to be included with their transcript order.

Prior to ordering your transcript, please **inspect your record** on [UR Student](#) to confirm all grades, degrees, and honors have been posted. See the [transcript key](#) for information on how to read your transcript.

The National Student Clearing House offers the following delivery options for transcripts:

- Electronic transcripts (\$3.50 per destination address)
- Hard copy transcripts (\$2.50 per destination address with up to five copies per destination address. For example, one transcript or five transcripts to the same address within the same order would be a total of \$2.50)
- FedEx options: United States (\$17.50); Canada/Mexico (\$32.50); all other international (\$52.50)* **NOTE: FedEx will NOT deliver to a PO BOX, it must be a physical mailing address.**

You can pay for your transcript order with any major credit or debit card. Your credit or debit card is not charged until the University of Rochester sends your transcript(s). However, if you use a debit card, your bank may put a hold on your funds when we pre-authorize your payment. If you have questions on the pre-authorization, please contact your bank.

If you have any questions about ordering transcripts, please call the University Registrar's transcript line at (585) 275-5131. If you are experiencing issues with ordering online, please check the [NSC system requirements page](#) to make sure your browser is compatible. If you experience issues with the NSC site above, you can also go directly to the [National Student Clearing House website](#), hover over Order-Track-Verify, select Order or Track a Transcript, and locate the University of Rochester in the drop-down menu to start your transcript order.

Address and Personal Information Changes

It is extremely important that each student keeps the SON informed of their current local address, alternate (personal) email address, telephone numbers, change of name, and person to be notified in case of emergency. Students are directed to review and update this information each semester via online registration. Changes at other times can also be made via the UR Student system.

Americans with Disabilities Act (ADA)

Accommodations Policy

The University of Rochester welcomes students, faculty, staff, and visitors with disabilities to our campus. We strive to meet the needs of all qualified participants in our programs and services by providing reasonable accommodations for individuals with disabilities and connection to resources within the University. Students seeking accommodations on the basis of a disability should follow the steps outlined on the [University's Disability Services website](#). The School of Nursing has designated an access coordinator to assist with implementing approved academic accommodations through an interactive process. [Contact information for access coordinators](#) can be found on the Disability Services website.

Assessment and Evaluation

The curriculum, teaching, learning activities, and assessment practices are evaluated regularly, and data are used to foster ongoing improvement in our courses and programs. Students are active participants in this process by participating in course evaluations, teaching evaluations, exit surveys, interviews, and focus groups. Additionally, student representatives on URSON committees and task forces provide opportunities for students' perspectives to be included in the discussions of how evaluation data are used to improve our courses and programs.

When students are asked to evaluate courses, programs, or instructors, the school takes multiple steps to ensure privacy and confidentiality. Unless otherwise indicated, surveys evaluating URSON courses and programs are collected anonymously, and course instructors cannot access individual student responses. Additionally, course instructors are not involved in collecting, aggregating, and or reporting any evaluation data, including qualitative data, to ensure that all responses from students are secure and confidential.

In addition to formal evaluation processes, students are encouraged to provide feedback on their experiences in courses and programs when they have specific concerns. Students are invited to discuss any concerns specific to faculty members at the earliest possible time. If this does not lead to a satisfactory resolution of their concerns, the student can bring the concern to the attention of the Program Director and, if still unresolved, to the Associate Dean for Education and Student Affairs.

URSON program outcomes data on graduation rates, employment rates, NCLEX pass rates, and APRN certification exam pass rates are updated on an annual basis and are available on our website.

<https://son.rochester.edu/institutional-effectiveness/outcomes-data.html>

For additional details about our approach and process for assessment and program evaluation, please see the University's assessment webpage at: <https://www.rochester.edu/provost/academic-administration-accreditation-and-assessment/assessment/>.

Attendance

Class attendance, including synchronous virtual class sessions, is strongly encouraged and may be required by some faculty. Faculty may assign a grade to students' class participation. Assigned clinical and lab experiences are required. **APNN students** are expected to arrive **15 minutes early** for exams. Late arrival to exams is distracting and is not permitted. **Students must take examinations at the scheduled time. If a family emergency occurs, students must notify the instructor within 24 hours of the scheduled exam.**

Anticipated absences are to be approved by the faculty member. If unable to fulfill clinical responsibilities because of illness or an emergency situation, the student is expected to notify the responsible person at the clinical site as soon as possible so that alternative provisions for care can be made.

Each student is responsible for meeting the educational obligations of course requirements, whether for classes or for clinical/lab experiences and for making the necessary arrangements with faculty members for fulfilling these obligations.

Nursing students are covered by the same NYS regulations as nurses and other health care workers regarding "fitness to work." The NYS regulation wording is that they must be "...free from a health impairment which is of potential risk to the patient or which might interfere with the performance of his/her duties..." After an injury or surgery, each student's situation is considered on the bases of both patient safety and the safety of the student. Students should inform their course coordinator(s) and Program Director(s) of any such health issues. The Program Directors, University Health Service, and the clinical unit leadership may all be involved in determining a return to clinical.

After any illness caused by an infectious disease, a student must obtain clearance from the University Health Service before resuming class and clinical activities. This is necessary whether the student is under the care of the Health Service or of a health care provider (e.g., nurse practitioner, physician) not associated with the Health Service.

Military Duty

The University of Rochester School of Nursing recognizes and appreciates the important contributions made in service to their country by active duty, Reserve, and National Guard members and their dependents. Faculty will work to accommodate situations where unexpected training/drill, deployment, or change-of-station orders may impact course attendance and assignment completion. Students who are deployed active-duty military, Reserve, and/or National Guard personnel and require accommodation should contact their instructor(s) and advisor as soon as possible to make related arrangements.

- ❑ For any training/drill, deployment, or change-of-station orders: Students will attempt to make arrangements with instructors to maintain and/or makeup classwork as needed. Registration for those courses in which instructors accommodate the absence will remain unchanged, and tuition and mandatory fees will be assessed in full for those courses. Service members should provide instructors with maximum advance notice of absences, as well as copies of training/drill, deployment, and/or change-of-station directives from the military, Reserve, or National Guard.
- ❑ Instructors will work with students wherever possible to assign grades as appropriate (including incompletes for work to be made up later).
- ❑ Instructors must accommodate absences of up to two weeks in duration in accordance with paragraph one.
- ❑ When unable to make arrangements for successful course completion, notify the SON Registrar: Course(s) will be dropped and the tuition and mandatory fees for the course(s) will be rescinded.
- ❑ When unable to make arrangements for unexpected orders requiring longer than a two-week absence, notify the SON Registrar: The student's entire registration will be withdrawn or canceled and 100% of the tuition and mandatory fees will be rescinded.

Religious Observance

In compliance with New York State Education Law 224-a, the School of Nursing of the University of Rochester will provide reasonable accommodation for absences of students required due to observation of religious beliefs. The School of Nursing has adopted the following statement regarding respect for students' religious beliefs: "As provided in New York Education Law Section 224-a, each student who is absent from school (including registration for classes, attendance at classes or an inability to take exams on certain days) because of their religious beliefs will be given an equivalent opportunity to register for class or make up any exam, study or work requirements they may have missed because of such absence for religious observation, without penalties or additional fees."

If the requested accommodations may result in students not participating in required educational experiences, the Associate Dean for Education and Student Affairs in conjunction with the involved Program Directors and Course Faculty, will evaluate the reasonableness of the requested accommodations. Granting such cannot substantially alter the depth and integrity of the educational requirements for University of Rochester nursing students. In addition, documentation may be required to demonstrate the nature, extent, and duration of the religious observance that will require the student's absence.

Any student who anticipates absences (including clinical absences) from scheduled educational activities due to religious observances should, to the extent possible, provide advance written notification to the program director of the anticipated days of absence **NO LATER THAN TWO WEEKS FOLLOWING MATRICULATION**. However, approval for an absence will not be able to be considered if the request for accommodation is not made at least 10 days prior to the day/days of religious observance.

Students are also encouraged to discuss their anticipated absences with their course faculty and/or advisor. Students are not required to be back on campus to submit papers or take exams by the mornings following the religious holiday. There are no classes held on Martin Luther King Day and Juneteenth.

Classroom Behavior and Expectations for Personal Conduct

To support the philosophy of the learning community of the UR SON, the following guidelines are offered to describe acceptable classroom behavior. These guidelines have been compiled based on student and faculty input. They are to be followed to enhance the environment of the learning community of the SON. The consequences of irresponsible classroom behavior will be at the discretion of the professor.

Respect for the learning of others, as well as a courtesy to fellow students, is of primary importance to us as learners and educators. Two specific areas will be addressed in these guidelines: timeliness and use of cell phones. All learners in the SON are expected to follow these principles:

- ❑ Students should make every effort to arrive at class **on time** and to remain in the classroom while class is in session. Coming and going after class has started is extremely disruptive both to the students and to the professor. If a student believes they may need to leave the class early, that student should sit near the exit. Any movement in and out of the classroom while class is in session should be done infrequently and with minimal disruption.
- ❑ Except for class-related activities (such as digital tools for quizzes, Poll Everywhere, or other faculty-directed activities), cell phone use in the classroom is not acceptable. Students should place cellphones on silent or vibrate mode during class and defer answering calls and texts until the end of class.
- ❑ Clinical Sites: Cell phones may be used for diagnosis, medications, and treatment options if there is not a computer available for student use, and preferably after you explain to the patient and family the reason for using your phone. Cell phones must be on vibrate mode at all times in any clinical environment. If the clinical agency does NOT allow the use of cell phones in the clinical area, then the student is not allowed to use the cell phone in that particular clinical agency.

Students are also encouraged to:

- ❑ Keep noise levels down in hallways while waiting for a class to finish.
- ❑ Take responsibility for removing or putting in the trash any food or beverage containers used while in class.
- ❑ Return desks and chairs to their proper places prior to leaving the classroom.

Civility: The University of Rochester School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classrooms, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in a respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct and will be acted upon accordingly.

Social media expectations:

- ❑ Students should review the latest [guidelines](#) of URMC.

Electronic Mail and Etiquette

All matriculated students in the SON receive an e-mail account that is secure within our system. Faculty and staff frequently use e-mail to communicate course material with students. Students are responsible for checking their e-mail for messages. Students must use their URMC e-mail account for all communication with SON faculty and among other students for school-related business.

Use of E-Mail in Academic and Professional Contexts: Twenty Points to Consider

- ❑ In the academic context, all electronic mail (e-mail) correspondence should be considered formal, professional communication.
- ❑ Always include a topic in the “Subject” heading of your e-mail
- ❑ To this end, begin e-mails with a formal salutation (“Dear X,” or “Carolyn,”).
- ❑ The body (text) of the e-mail should be written in complete sentences, without the use of slang or contemporary e-mail jargon (BTW, LOL, By 4 Now, Where RU, smiley faces [emoticons], etc.).
- ❑ E-mail correspondence should be ended formally followed by your name (“Thank you,” “Sincerely,” “Best Wishes,” etc.).
- ❑ It is strongly suggested that you use an electronic signature for professional correspondence. This should include your full name, credentials, position, and appropriate contact information (office location, office phone number, fax number, etc.).
- ❑ Strive to be concise and to the point; avoid multiple, lengthy paragraphs.
- ❑ Do not include witty quotations, religious verses, or sales pitches in your signature.
- ❑ Do not send e-mail in the academic/professional context that is sloppy, whining, or abusive.
- ❑ Always proofread e-mail before sending it. Try to envision what the receiver will see when they open your e-mail. Use the proofreading feature of your communication program.
- ❑ Use the spell-checking function of the program.
- ❑ Do not use ALL CAPS in your correspondence (this is considered to be “screaming” in e-mail).
- ❑ Remember that e-mail always provides a very traceable “paper trail.” Do not send an e-mail that is likely to haunt you in the future.
- ❑ Never use foul (obscene) language or send anything that might be considered racist, sexist, libelous, or defamatory.
- ❑ Do not send confidential or HIPAA-protected information in an e-mail.
- ❑ If (when?) you receive an e-mail that makes you see red—close it—think about it overnight, and consider whether you should just delete it or compose a response, keeping all of the above considerations in mind.
- ❑ Be very careful when responding to e-mail that you use “Reply All” *only* when absolutely necessary, or when specifically requested to do so (for example, when setting up a small group meeting). Ask yourself, “Does my response really need to go to all 100 people on this mailing list?”
- ❑ Do not forward virus hoaxes, chain letters, jokes-of-the-day, etc.
- ❑ At the most serious extreme, in either professional or academic settings, inappropriate use or content of e-mail may be considered as grounds for termination and/or a charge of academic misconduct.
- ❑ E-mail is a very convenient form of communication. Use it thoughtfully. Do not abuse it.

Resources for Phishing or Malicious email:

Occasionally suspicious emails get sent that appear to be coming from the Dean, your professors, or other key people from the School of Nursing but, in reality, are not. Please visit the following link for best practices on how to identify the validity of an email and how to report them for review:

<https://tech.rochester.edu/security/phishing-education/>

Academic Awareness and Information

Registration

Matriculated students in the SON register for courses via UR Student. Students are expected to register for courses as outlined on their approved degree plan.

Registration occurs every semester for the purpose of planning for faculty, budget projection, and space needs for the coming semester. Registration for the Summer semester is held during the Spring semester, usually in April. Registration for the Fall semester is held during the summer semester, usually in July. Registration for the Spring semester is held in the Fall, usually in November. Students are expected to register for courses as early as possible. Students registering just prior to the start of the semester should expect delays in processing and in gaining access to course materials.

- ❑ ***Adding Courses.*** Students should always discuss the addition of another course with their advisors. If it is an appropriate action, the course may be added via UR Student prior to its start date. An updated degree plan should be filed. If the class has already begun, course instructor approval is required, and the course change must be processed by the Registrar's Office.
- ❑ ***Dropping and Withdrawing from a Course.*** Students should discuss dropping a course with their advisors. The course may be dropped via UR Student prior to semester start and through the Registrar's Office after semester start. Students can drop a course through the fifth week of the semester (Financial implications may still apply). Courses **dropped** will not appear on the final transcript. Beginning with the sixth week for all students up until the twelfth week of classes, students may **withdraw** from a course. A class week is defined as the seven days following the semester's start (financial implications may still apply). If the student **withdraws** from a course after the fifth week, the faculty member will declare it WP (Passing at time of withdrawal) or WE (Failing at time of withdrawal). The decision to designate WP or WE will be based on the evaluation criteria stated in the course syllabus. The designation of WP or WE will appear on the student's transcript. In the case of courses that do not run the full 15-week semester, the time frame to drop, and to withdraw from a course, will be prorated accordingly. The tuition refund policy for dropping or withdrawing from a course is provided under the section "Refund - Tuition Refund Schedule." This policy includes full-time and part-time matriculated and non-matriculated students regardless of payment method (including UR tuition waivers). Refunds are not given once classes start for non-credit or audited courses. Online **Fast Track Courses** are non-refundable. Please note that students using tuition benefits are responsible for the balance of charges (after the refund). Official drop/withdrawal from a course is the responsibility of the student, who must file a request as noted above. Notice to faculty members, telephone calls to offices on campus, or failure to attend classes are NOT considered official notice of intent to drop/withdraw. The official date of drop/withdrawal determines the amount of tuition refunded (students using tuition benefit waivers are responsible for payment of the balance).
- ❑ ***Audit.*** Both matriculated students and non-matriculated students may audit select courses prior to the drop/add deadline with the permission of the instructor and the Associate Dean of Education and Student Affairs and with payment of the audit fee. Before student audit status is approved, the prospective auditor must reach an agreement with the course faculty concerning attendance or other expectations to be met by the student, including participation in class discussions. Courses that require the registrant's active participation are not appropriate for audit registration. Classwork completed by auditors will not be evaluated by the instructor. Auditors will not receive a grade or credit for the course and should not expect any individual instructor time.

- Students who later wish to receive credit for an audited course may request this by:
 - Contacting the SON Registrar in writing.
 - Paying the required tuition for the course

Such requests must be made within 1 year of completing the audited course and need to comply with all course requirements per the course syllabus in place at the time of the audit. Any grading would be completed by the faculty member who approved the audit. Full-time graduate students taking at least 9 credit hours per semester may audit courses free of charge in the SON when approved by the student's advisor, the course instructor, and the Associate Dean for Education and Student Affairs.

- **Change in Enrollment Status.** A student who is contemplating a change in status in the program (leave of absence, etc.) should discuss this with their advisor. A change in status usually means a change in financial aid eligibility as well as time to degree. Because of limited resources, the SON cannot guarantee the continued availability of a tuition fellowship or traineeship award.
 - **Leave of Absence:** Students who will not register for coursework each term, including summer, at the SON must complete the Leave of Absence form. If the Leave is granted, the student will continue to receive preregistration reminders for the next semester and other student mailings and will retain the privilege of resuming study without going through the process of reapplication. A revised degree plan must be filed upon reentry, but preferably when the Leave is initiated. The Leave will be limited to three (3) semesters, including summer, with the exception of the APNN program. Students in the APNN program will be limited to one semester of Leave. Students are not guaranteed a clinical slot upon return to the program. Students on LOA lose eligibility for student loan deferments and University Health Insurance.
 - **Withdrawal from SON:** The student will:
 - Seek the advice of an advisor
 - Contact the School of Nursing Registrar

For students who withdraw, the refund of tuition and fees for coursework will be prorated and determined by the date on which notice is received. A refund of tuition and fees is forfeited if the student does not notify the School of Nursing of the intent to withdraw in writing.

□ **School of Nursing Refund Policy for Withdrawal/Leave of Absence**

Students declaring withdrawal or inactive status for medical reasons or other extraordinary circumstances may be granted prorated charges throughout the term with the approval of the Associate Dean for Education and Student Affairs. Students receiving financial aid are advised to check with the Financial Aid Office before changing their status to see if their aid will be affected. Graduate students receiving SON Scholarship support should also check with the SON Financial Aid Coordinator.

- **Continuous Enrollment.** Matriculated students must maintain continuous enrollment by registering for at least one course at the UR each Fall, Spring, and Summer semester. If this is not possible, contact the Registrar's Office to request a Leave of Absence prior to the beginning of the semester. Consult with your advisor before making this decision. For students enrolled in more than one program, registering for a course in either program meets the continuous enrollment requirement for both programs. Students failing to maintain continuous enrollment as described will be administratively withdrawn.
- **Course Cancellation.** Courses may be canceled due to low enrollment. Registered students will be notified of course cancellation by the Registrar's Office.

- **Degree Plan.** The degree plan outlines the student's intended plan of study for the duration of enrollment in the program at the UR. The degree plan is intended to:
 - Assist the student and advisor in discussing the student's career goals and plan for completion of the program.
 - Plan the ideal sequence of courses taking into consideration prerequisites, co-requisites, the student's learning needs, and the intended time for completion of the program.
 - Allow administrators to forecast enrollment and plan resources for courses.
 - Identify cohorts of students for clinical course enrollment and progression.

All students are required to have a current degree plan on file with the Registrar. Failure to do so will result in a registration hold. This plan should be completed upon admission. The degree plan serves as the student's plan of study and may not be altered without the approval of the advisor. Students' registration for courses must reflect the degree plan. Upon filing the degree plan, the student is committed to a clinical cohort for participation in clinical courses. If the degree plan is altered, the student's enrollment in clinical courses may be affected. Changes in the clinical cohort assignment can be granted only on a space-available basis.

- **Exemption/Waiver of a Course.** When a student applies for a course exemption, it is done by petitioning the course instructor. Credit is given for the course when a student successfully challenges the content. When exempting a course, the student registers and pays for the course in the semester that it is being taught and receives credit and a grade for the course based on the terms of the academic petition.

A course may be waived from a student's program of study after a student has taken a course similar in content that has been approved for substitution by the student's advisor, course faculty, and Program Director. The student is required to take additional coursework to make up the credit and fulfill the objectives of their academic program. Both course exemptions and waivers are extremely rare.

- **Independent Study.** With the approvals of the advisor, Program Director and the Associate Dean for Education and Student Affairs, students may arrange independent study for variable credit if a course on the topic is not available within the SON and the faculty resources are available. Initially, the student approaches the faculty member to determine their interest in sponsoring the student for an independent study. If the faculty member is supportive, they discuss the request with the advisor and Program Director, and the Associate Dean for Education and Student Affairs. If approval is granted, the designated instructor and student design course objectives and learning experiences necessary to meet them. Materials are prepared using the Independent Study form.

The completed form is submitted by the student to their advisor/faculty member and lastly to the appropriate Program Director and Associate Dean for Education and Student Affairs for final approval of the curricular integrity of the proposed independent study. The course numbers used to register for the non-clinical independent study are as follows; NUR 391 for Baccalaureate students, NUR 491 for Master's and Advanced Certificate students, and NUR 591 for Doctoral students.

- **Matriculation and Full-time vs. Part-time Study.** Once admitted to a degree program and registered for courses, students are considered to be matriculated and are expected to maintain registration continuously until the program is completed, until they withdraw, or are separated.

Full-time status for APNN students is 12 or more credit hours per semester. There is no full-time option for the RN to BS program.

A full-time Master's, Advanced Certificate, PhD, or DNP student is defined as a student who registers for 9 credits. "Half-time status" for students in all programs for federal financial aid and loan deferment purposes is at least 6 credits.

- ❑ **Maximum Time for Completing Degree Requirements:** RN to BS, Master's and Advanced Certificate candidates must complete all of the requirements within **five years** after matriculation. PhD and DNP students must complete all the requirements within six years after matriculation. APNN students must graduate within 2 years after matriculation. Students in combined degree programs will be evaluated for time to degree per degree. All students must maintain continuous enrollment for each term after matriculation. Students who, for good reason, have been unable to complete a program within the stated time frame may request an extension of time via the [Petition for Exemption to Policy](#). Such an extension, if granted, will be of limited duration.
- ❑ **Nonmatriculated Study** (not formally admitted to a degree program in SON). A person wishing to take a course or courses not leading to a degree or certificate program may register for a course open to non-matriculated students. Subsequent evaluation of such work for inclusion in a degree program is subject to the limitations on transfer credit (see below). Clinical/Lab courses are not open to non-matriculated students.
- ❑ **Overload** APNN students considering adding **ANY** courses over and above those required in the program must have the approval of the advisor and the Associate Dean for Education and Student Affairs. Any other student considering an overload (19 or more credit hours) must have the approval of the advisor and the Associate Dean for Education and Student Affairs.
- ❑ **Transfer Credit** Previously earned coursework from an institution accredited by a USDE (U.S. Department of Education) or CHEA (Council for Higher Education Accreditation) approved accrediting agency can be considered for review for transfer. Transfer credit from institutions meeting accreditation requirements shall be approved upon review of course content and alignment with learning outcomes.

For Baccalaureate students, the review of official transcripts for the purpose of awarding transfer credits occurs during the admission process and after matriculation whenever an official transcript is received by the SON Registrar's Office. Arts and sciences courses completed at other colleges or universities (or other institutions, including CLEP, AP or Excelsior credits) will be reviewed for transfer of credit to SON, providing the courses are documented on official transcripts, have been completed with a grade of C- or higher, except APNN with a grade of C or higher.

For the MS degree, the total amount of transfer and waiver credit should not exceed 10 credit hours. Students may request additional credits for transfer via the [Transfer for Credit Request Form](#).

Courses taken prior to matriculation may be accepted toward graduate degree requirements if:

- The subjects form an integral part of the proposed program of study.
- They are taken within five years of the date of matriculation.
- They carry a grade of B- or higher.
- They are approved by the advisor, faculty reviewing the course(s), and/or Program Director.

For Master's and Advanced Certificate students, the required undergraduate health assessment course for entry into the required graduate-level assessment course (NUR 410 or NUR 415) must have been taken within the past five years.

Grading System

Grade Reports. Grades are available to students and their advisors via the UR Student information system. Students should check their total hours, grade points, and cumulative averages to be sure they are correct. Students requiring an official grade should request an official transcript from the UR Registrar's Office. Note that the numeric grade posted in Blackboard is not the official record of grades.

Grading System

Undergraduate Grading:

A student must earn at least an overall course and exam average of 73.00% to pass a course. Grades will not be rounded. (Effective Spring 2023).

Other Programs:

Grades will be rounded up so that 0.5 (and above) rounds to the next full number (for example, a grade of 72.5 will round up to a 73; rounding is only to the tenths; for example, 72.47 does not round up to a 72.5).

The following numeric grading scale will be used for the undergraduate programs:

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C+	=	77-79
C	=	73-76
C-	=	70-72
D+	=	67-69
D	=	63-66
D-	=	60-62
E	=	Below 60

The following numeric grading scale will be used for the graduate programs:

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C	=	70-79
E	=	<70

The following grades are used in computing cumulative point hour ratios for **Baccalaureate students**:

<u>Letter Grade</u>	<u>Performance Levels</u>	<u>Grade Points</u>
A	Excellent	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+	Satisfactory	2.3
C		2.0
C-		1.7
D+	Below Average	1.3
D		1.0
D-	Failure	0.7
E		0.0
P		Pass

WP	Withdraw Passing (SON courses, see withdrawal information)
WE	Withdraw Failing (SON courses, see withdrawal information)
I	Incomplete
N	No Grade Reported by Faculty

The following grades are used for **graduate students**.

System One (letter grades) is used for most courses in the SON.

- A Excellent
- A-
- B+
- B Good
- B-
- C Poor
- E Failure
- I Incomplete
- N No Grade Reported by Faculty
- WE Withdraw Failing
- WP Withdraw Passing

System Two (S Satisfactory/E Failure) may be used at the discretion of the faculty member. However, this grading system may not be used in a course in which some students are graded by the letter grade system. Clinical portions of a course may be graded pass/fail at the discretion of the faculty. However, both didactic and clinical portions of a course must be successfully completed before the student may progress.

The following grades are used in computing cumulative point hour ratios for **graduate students**:

<u>Letter Grade</u>	<u>Performance Levels</u>	<u>Grade Points</u>
A	Excellent	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C	Satisfactory	2.0
E	Failure	0.0
P	Pass	
WP	Withdraw Passing (SON courses, see withdrawal information)	
WE	Withdraw Failing (SON courses, see withdrawal information)	
I	Incomplete	
N	No Grade Reported by Faculty	

Grades that carry no grade points and are not used to compute the cumulative point hour ratio are:

- P Pass
- S Satisfactory
- I Incomplete
- AU Audit
- N No grade report
- WE Withdraw failing
- WP Withdraw passing

Incomplete. The grade of I is submitted at the faculty member's discretion under special circumstances and indicates that a course has not been completed. The incomplete grade cannot be used as a substitute for a failing grade when the student is doing unsatisfactory work. In order to post an incomplete grade, an incomplete contract must be established by the student and course faculty and must be on file in the Registrar's Office. Faculty file this form in an electronic database at the SON. Typically, incomplete course work must be completed by the end of the following semester. If the work is not completed by the date on the contract, the grade will be changed from an I to an E (or as otherwise stipulated on the contract), which will appear on the student's permanent record. The I grade will be converted to a failing grade after the third week of the following semester if the incomplete contract has

not been fulfilled.

The conversion of an I grade to a final grade must be completed prior to the end of the subsequent semester (fall, summer, spring) for all students. If the incomplete course is a prerequisite to another course, the student cannot progress to the next course until the prerequisite course is complete. Under unusual circumstances, the time to complete the assignments may be extended with an extension to the Incomplete Contract.

N Grade. An N grade is posted when a grade was not reported for the course due to the faculty member's extenuating circumstances. The N grade will be converted to a failing grade after the third week of the following semester unless an Incomplete Contract has been filed in the Registrar's Office and the N has been converted to an I.

Repeating a Course. Upon the recommendation of the Student Affairs Committee and with the approval of the Associate Dean for Education and Student Affairs, matriculated students in the SON who receive unsatisfactory grades or who pass and want to improve their GPA may be allowed to re-register for the course. Credit will be given only once and the grade point average will be computed only on the second grade. The original grade will remain on the transcript when a course is retaken. Students who do not receive a passing grade in, or withdraw from, any nursing course because of unsatisfactory achievement (documented as WE on the student's transcript), may retake the course only one time.

Repeating a course. If an APNN course must be repeated, the student will be assigned to that course on a space-available basis, not necessarily the next time the course is offered.

Credit Hour Policy

The University of Rochester's credit hour calculations for degree and certificate programs follow NYSED guidelines, based on the U.S. Department of Education's definition of *credit hour*. The University's credit hour policy can be found at <http://www.rochester.edu/provost/assets/PDFs/UR-Credit-Hour-Policies-March2016.pdf>.

Grievance Procedure: Problems Concerning Course or Clinical Work

A grievance may be considered if the student believes that course or clinical criteria have not been applied fairly or equitably and can provide documentation to support this claim.

The process informally starts by **first discussing the problem or concern with the faculty course coordinator(s)**. Depending upon the nature of the problem, the issue may also be discussed with the advisor.

If the student is not satisfied with the outcome of this discussion, the student should then proceed to the formal grievance procedure with step A. Initiation of step A should be as prompt as possible and must occur **within 3 business days** following the original discussion with the course faculty.

- A. The first step in this procedure is to contact the appropriate course coordinator(s) in writing via university email **within 3 business days of the original discussion**. It is important that the initial contact is made via university email. The email should contain a clear outline of the history of the problem, including a review of the activities undertaken to try to rectify the problem. The student will be notified via university email by the course coordinator(s) with a response to the concern. If the student is dissatisfied with the outcome, they should proceed to **step B**.
- B. The second step is to contact the Assistant Dean for Student Affairs / Designee via university email **within 3 business days** of receiving the course coordinator's decision with the following:
 - A description of the problem, why the results of the previous steps in this procedure were objectionable and/or unsatisfactory, and a statement which explains how the student believes this problem can be solved.
 - Document files (i.e. PDF) of all materials and communications pertaining to the problem and the grievance procedure.

The Assistant Dean/Designee will respond with one of the following options:

- Rule the problem is not grounds for a grievance; which then ends the grievance procedure.
 - Rule on the problem.
 - Refer the problem to an ad hoc committee appointed by the Assistant Dean for Student Affairs/Designee, comprised of three individuals who have not been involved in the procedure thus far. The committee will review all materials and refer their written evaluation to the Assistant Dean for Student Affairs/Designee, who will act on the recommendations.
- C. If the student is still dissatisfied with the outcome, the student should contact the SON Associate Dean for Education and Student Affairs, Dean, via university email **within 3 business days** of the Assistant Dean's response. The student's email should include the following:
- A description of the problem, why the results of the previous steps in this procedure were objectionable and/or unsatisfactory, and a statement which explains how the student believes this problem can be solved.
 - Document files (PDF) of all materials and communications pertaining to the problem and the grievance procedure.

The Associate Dean for Education and Student Affairs/Dean will:

- Rule the problem is not grounds for a grievance or
- Rule on the problem.

Academic Alerts

Faculty/instructors will issue academic alerts to provide formal, written, proactive feedback to a student. Through this notification, students are alerted that additional efforts may be required to be successful in a course or program.

This form will be completed by the faculty/instructor when a student exhibits challenges in either class, lab, or clinical with:

- Attendance
- Submitting assignments on time or at all
- Poor performance on assignments or exams
- Inappropriate or disruptive behavior.

Academic alerts may be issued at any time during the semester. In the rare case that a student's final grade rests solely on an assignment due at the end of the semester, it is likely that an academic alert will not be issued. Faculty are encouraged to indicate specific behaviors which the student can exhibit to be successful in the course.

Via the electronic academic alert system, the student receives a copy of the academic alert, along with the Registrar, advisor, program director, course coordinator, and Student Affairs Office.

It is the student's responsibility to initiate a meeting with their academic advisor upon receiving an academic alert. The student, working collaboratively with their advisor and the course coordinator, will develop a plan for remediation. Outside resources (such as a writing tutor) needed by the student will be identified by the student, advisor, and course coordinator. The student should contact the [Center for Academic and Professional Success](#) ("CAPS") to schedule an appointment.

If applicable, a Care Contract may be implemented for an at-risk student; This contract is modeled on that of the River Campus, which can be found at: <https://www.rochester.edu/CARE/about.html>

Progression and Probation

Undergraduate Satisfactory Progression in the undergraduate programs (RN to BS and APNN) requires attaining a grade of C or higher in all required undergraduate courses. In the undergraduate programs, a grade of C- is considered to be unsatisfactory for progression in the required course sequence. A final grade of E, which indicates failing, has profound implications and may result in a student's separation from the program.

Probationary Status will be assigned to any student who has received a final grade of C- or below in any required course, including WE (withdraw failing). They are required to meet with their advisor at least twice during the semester during probation and meet with the Student Affairs Success Coach after completing the Probation Worksheet. The student is also required to complete **any other requirements** as outlined in the probation letter and complete a revised degree plan if applicable.

Students who do not receive a passing grade or withdraw from a clinical or non-clinical course because of unsatisfactory achievement may retake the course **only one** time, on a space available basis. If the course in which the grade below C was received is a pre-requisite to another course, the student must successfully complete the pre-requisite course before progressing to the subsequent course. Whenever a student needs to repeat a course, the student must meet with their advisor to revise the degree plan accordingly.

For students in the RN to BS to MS program where graduate courses are taken to meet the requirements of both the undergraduate and graduate degrees, a grade of less than B- in a graduate course (400 level) will not earn graduate credit. The course may be used toward the baccalaureate degree requirements but would need to be repeated to earn graduate credit. The student may receive the Bachelor's Degree, but will need to repeat the course for the Master's portion of the program. Probationary status will be assigned to any RN to BS to MS student receiving less than a B- in a graduate course (400 level).

Progression for students in the AMPNN requires a minimum 3.25 GPA at the completion of the nursing baccalaureate degree. Students who earn a GPA between 3.0 and 3.25 at the completion of their BS coursework will be placed on probation as they enter the Master's level. Progression for students whose GPA is below 3.0 will be contingent upon review by MS Subcommittee. Students must also successfully complete the RN licensure examination (NCLEX) prior to enrolling in clinical coursework in the Master's Program. Students are strongly advised to complete the NCLEX examination prior to beginning Master's level coursework.

If a student earns a second grade below C in a required course, possible consequences will be: (a) temporary suspension from the program or (b) separation. The Student Affairs Committee will base the final decision on the student's total academic record to date.

If a student receives an unsatisfactory grade in a required course, then the Undergraduate Subcommittee will make a recommendation to the Student Affairs Committee to either (a) allow the student to repeat the course (on a space available basis); (b) temporarily suspend the student from the program or (c) separate the student from the University of Rochester.

Separation may occur if a student (a) receives an unsatisfactory final course grade or (b) has been on probation the preceding semester and does not meet the standards for satisfactory progress and receives a final grade of <C in any required course. Students may be separated with an option to reapply. Students who are separated a second time are not readmitted.

The Student Affairs Committee makes final progression and separation decisions in conjunction with the Associate Dean for Education and Student Affairs.

Graduate Satisfactory Progression requires attaining a grade of B- or higher in Master's level courses. In the graduate program a grade of C is considered to be unsatisfactory for progression. An unsatisfactory final course grade, which indicates failing, has profound implications and may result in a student's separation from their program.

Probationary Status will be assigned to any student in a graduate program who has received a course grade less than B-. They are required to meet with their advisors at least twice during the semester during probation and complete any requirements as outlined in the probation letter, and complete a revised plan of study.

When a student achieves a grade below B- in any graduate course the course must be repeated by taking the same course at the SON at a time when the course is normally offered. If the course in which the grade below B- was received is prerequisite to another course, the student must successfully repeat the prerequisite course (receive a grade of B- or above) before progressing to the subsequent course. Whenever a student needs to repeat a course, the student must meet with their advisor to revise the degree plan accordingly.

If a student earns a second grade below B-, possible consequences will be: (a) temporary suspension from the program or (b) separation. The Student Affairs Committee will base the final decision on the student's total academic record to date.

If a student receives a failing grade in a required course, then the Master's Subcommittee will make a recommendation to the Student Affairs Committee to either (a) allow the student to repeat the course (on a space available basis); (b) temporarily suspend the student from the program or (c) separate the student from the University of Rochester. Probationary status will be removed when students receive grades of B- or higher for 9 hours of graduate study and the Student Affairs Committee recommends that probationary status be discontinued.

Separation may occur if a student (a) receives an unsatisfactory final course grade or (2) has been on probation the preceding semester and does not meet the standards for satisfactory progress and receives a final grade <B- in any required course. Students may be separated once with an option to reapply. Students who are separated a second time may not be readmitted. A notation will be made on the student's transcript if an involuntary withdrawal, i.e., separation has occurred.

The Student Affairs Committee makes final progression and separation decisions in conjunction with the Associate Dean for Education and Student Affairs.

Progression in a Combined Program

Students admitted to combined RN to BS to MS or MS/Doctoral programs who receive an unsatisfactory grade in their coursework will be reviewed by both subcommittees of their programs to make recommendations for progression to the Student Affairs Committee.

Graduation check/Degree Audit

The Registrar does a graduation check annually for each student. The graduation check is designed to audit course enrollment to determine eligibility for graduation.

Graduation/Commencement

The SON awards a Bachelor of Science (BS) degree to those candidates who have successfully completed the requirements for the degree as established by the SON and the University. Students are graduated under the terms of the curriculum plan in place upon their admission to the SON. The graduation requirements for students receiving the BS degree are as follows:

- ❑ Minimum of 128 semester credits are required for graduation.
- ❑ Time limit of two years for APNN
- ❑ Time limit of five years for RN to BS
- ❑ Cumulative grade point average of 2.0 for all courses taken.
- ❑ Minimum of 32 nursing credits from SON for RN to BS students and 49 nursing credits from SON for APNN students.
- ❑ Must have continuous enrollment.

The graduation requirements for the **Master's Degree** are as follows:

- ❑ Minimum of 30 nursing credits completed at the SON for graduation.
- ❑ Time limit of five years for completion.
- ❑ Must have continuous enrollment.

Graduation requirements for the **PhD and DNP** are as follows:

- ❑ 90 credits beyond BS or BA required (PhD only); DNP program credits determined by clinical specialty; at least 1000 clinical hours required (DNP only).
- ❑ 60 credits beyond MS or MA (PhD only)
- ❑ Continuous enrollment required.
- ❑ Six-year time limit to degree completion
- ❑ One-year full time residence registered for a minimum of 9 credits each semester (PhD only).

Upon recommendation of the Registrar, the faculty votes on students who are eligible to graduate. The Registrar assures the faculty that all requirements have or will be met prior to degree conferral. The faculty has the right and the obligation to challenge or advise in this process.

The names of the graduating students are then forwarded to the appropriate University official for presentation to the University Board of Trustees. With approval of the Board of Trustees, the students are awarded the appropriate degrees at Commencement. Accelerated Baccalaureate and RN to BS students receive a Bachelor of Science degree (BS), Master's students receive a Master of Science degree (MS), PhD students receive a Doctor of Philosophy degree (PhD), and DNP students receive a Doctor of Nursing Practice degree (DNP). Advanced Certificate graduates receive a certificate of completion from the SON.

Degrees are awarded/conferred in February, May, August, October, and December. However, the commencement ceremony occurs, and diplomas are released in May. For APNN students who graduate in August and December, an additional Pinning Ceremony is held.

Attendance at the Commencement exercises in May is strongly encouraged. Students who do not attend the SON's Ceremony will be notified when diplomas are available and to arrange distribution. Degree participants in the ceremony are expected to wear academic regalia, which can be purchased through the UR Barnes and Noble bookstore. SON pins are given to all graduating Baccalaureate students.

All degree students, including those who completed their requirements at the end of the preceding Fall semester or in February, are listed in the program and invited to participate. RN to BS students who have additional coursework to complete during the summer to meet their requirements are also included in Commencement in May. For all other programs, all degree requirements must be met in full for students to participate in commencement.

Baccalaureate Student Awards

The following are awarded to nominated baccalaureate degree candidates at either the SON diploma ceremony or Fall Convocation:

- ❑ ***The Margery Fancher Daly Memorial Prize*** is awarded to an outstanding student of the UR SON who best exemplifies the life and character of Mrs. Daly, including compassion and competence in professional nursing practice, academic achievement, and commitment to a career in nursing.
- ❑ ***Dorothea Lynde Dix Prize*** is awarded to a student who has high scholarship and outstanding skills in the basic course in Psychiatric Nursing.
- ❑ ***The Registered Nurse Award*** is presented to a graduating registered nurse student who has integrated the philosophy of baccalaureate nursing education, achieved high academic standing, demonstrated outstanding ability to practice professional nursing, and shown evidence of strong leadership potential.

- ❑ **Mabel Sine Wadsworth Award** is presented to a Baccalaureate student who has excelled in the women's health care area.
- ❑ **Clare Dennison Prize** is awarded to an Accelerated Program for Non-Nurses student who has shown the most outstanding proficiency in general nursing care during the Accelerated Program for Non-Nurses and who has demonstrated promise of continuing excellence. This award is given at Fall Convocation and Commencement.
- ❑ **The Class of 1959 Nursing Award** is awarded annually to an existing APNN student at the SON Reunion Luncheon to honor the deceased classmates of the class of 1959 by supporting promising nursing students. This is a prize and scholarship that is awarded to the same recipient.

Master's Student Awards

The following are awarded to nominated Master's degree candidates at the SON Commencement ceremony or at Fall Convocation:

- ❑ **The Louise Wilson Haller Memorial Prize** is presented to the nurse completing the graduate program in nursing who exemplifies to the highest degree the spirit of nursing as shown by excellence in patient care and devotion to the best traditions of the profession.
- ❑ **The Sarah and Ernest Taylor Memorial Nursing Award** was established by Mr. and Mrs. Thomas J. Willis in memory of the parents of Mrs. Dorothy Taylor Willis. Mrs. Willis served as a staff nurse in the Nursing Service of Strong Memorial Hospital, and as a faculty member of the UR SON. This award is granted to a student completing graduate study in the Adult-Gerontology Acute Care, Adult-Gerontology Primary care, or Family Nurse Practitioner Program in the SON as a source of encouragement to continue in a nursing career in an expanded role. It is presented to a student who has shown clinical and theoretical excellence, compassion in patient care, and a commitment to the nursing profession.
- ❑ **The Elizabeth Clinger Young Award** was established by the friends of Mrs. Young, a nurse, in memory of her and to honor her personal qualities of great compassion, courage, and concern for others that she maintained throughout a long illness. The award is granted to the student completing graduate study in the Adult/Geriatric Nurse Practitioner Program who exemplifies those qualities of Mrs. Young that not only endeared her to others but also provided them with a model to follow.
- ❑ **The Eleanor Hall Award** is given to an outstanding nurse enrolled in the Master's program who demonstrates the ability to work with others, to inspire and to listen, to be a leader with integrity. The awardee is a curious, perpetual learner who demonstrates creativity and innovation while maintaining high standards and consistency in performance. This award is given at Fall Convocation.
- ❑ **The Leadership Faculty Award for Excellence in Leadership** is given to a graduate of the Leadership in Health Care Systems program who possesses superior ability and vision to create new patterns and partnerships for improving health care delivery and exceptional skills and generosity of spirit to inspire future leaders in health care.
- ❑ **The Michele Unger Memorial Award** is given to a leadership student who best exemplifies the life/character of Michele Unger, widely known for her ability to establish collaborative relationships with physicians, leaders and staff, and for leading a number of cultural, operational, and financial transformations throughout her career. Michele was a powerful advocate for professional nursing practice and high-quality patient- and family-centered care and was truly a leader among leaders. This award is given at Fall Convocation.
- ❑ **The MNE Faculty Student Recognition Award** established by the School of Nursing Master in Nursing Education faculty honors a graduating nursing education student who demonstrates academic excellence,

educational leadership, and outstanding ability in evidence-based teaching as an academic or clinical educator.

PhD Student Awards

The following are awarded to PhD students at the Commencement ceremony or at Fall Convocation

- ❑ **The Loretta C. Ford Fellowship** is awarded each year to a full-time student entering the PhD program who demonstrates the highest potential for academic and professional success. The Fellowship is renewed for one additional year on evidence of progress consistent with the expectations on appointment. This fellowship is awarded at Fall Convocation.
- ❑ **The Katharine Donohoe PhD Student Scholarly Practitioner Award** recognizes a PhD student, prepared as a nurse practitioner, who has undertaken research focused on improving the well-being of the population they serve in the practice role. The student's performance will exemplify clinical excellence, outstanding scholarship, and professional leadership.
- ❑ **The Jill Thayer Award** is awarded annually at convocation to a doctoral student and recognizes a doctoral student whose research demonstrates a commitment to personalizing healthcare encounters and/or enhancing access to healthcare.

Fall Convocation Awards

DNP Student Award

- ❑ **The George Spencer Terry, Jr. B' 49 Fund in Nursing Entrepreneurship Award** is given to a junior faculty member or graduate student to develop a business model or plan to create innovative solutions.

Student Life Award

- ❑ **Paul Burgett Nursing Student Life Award** is awarded to a SON student who has enriched the SON environment regarding diversity, raised awareness of different cultural issues, actively participated in improving student life, been a positive catalyst for change, and has the potential to influence nursing practice to be inclusive of all cultures. This award is given at the SON Commencement ceremony.

Student Diversity Engagement Award

- ❑ This award given on behalf of the Council for Diversity, Equity, & Inclusion (CoDEI), serves to exemplify the School of Nursing's vision of leading the national agenda in transforming the discipline of nursing through innovative education, practice, and research to improve the health and well-being of individuals and communities. This award is presented at Fall Convocation.

Latin Honors

Latin honors are calculated at the end of the final semester. Latin honors will be awarded based on the GPAs for graduates within each cohort. To be considered a candidate for Latin honors, a student must have completed all coursework in the program and must show no "incompletes" on their record.

The SON recognizes the outstanding achievement of its Baccalaureate students by awarding degrees cum laude, magna cum laude, and summa cum laude.

- ❑ Summa Cum Laude: top 2% and ties
- ❑ Magna Cum Laude: the next 10% and ties
- ❑ Cum Laude: the next 20% and ties

Sigma Theta Tau International (Nursing Honor Society)

Sigma Theta Tau International Honor Society of Nursing, is dedicated to improving people's health worldwide by increasing the scientific base of nursing practice.

International:

Vision

Connected, empowered nurse leaders transforming global healthcare

Mission

Developing nurse leaders anywhere to improve healthcare everywhere

International Strategic Goals

The Sigma board of directors has determined four strategic goals to guide the organization:

1. Grow in value for members and all nurses worldwide who are pursuing excellence.
2. Promote and celebrate nursing scholarship, leadership, and service worldwide.
3. Build partnerships and collaborative endeavors to advance the mission of the society.
4. Sustain and advance the resources of the society.

The [Epsilon Xi Chapter](#) was founded at the University of Rochester School of Nursing in 1979. Our chapter is committed to supporting nursing scholarships through grants, co-sponsorship of conferences, and other activities.

Criteria for Membership

Baccalaureate or equivalent students must:

- Complete at least one-half of the nursing curriculum
- Hold at least a 3.5 GPA

Graduate students must:

- Hold at least a 3.5 GPA out of 4.0, or equivalent, after completing one-fourth of graduate curriculum

Nurse Leaders must:

- Be practicing as a clinician, educator, researcher, entrepreneur, staff leader or administrator, or in another nursing-related role
- Have a baccalaureate degree or equivalent in any field
- Have demonstrated a passion for nursing excellence

Award Opportunities

We offer several opportunities for awards in the fall and spring for Sigma Theta Tau Epsilon Xi members. [Visit our awards page](#) for details on awards and how to apply.

School of Nursing Alumni Association

The Office of Advancement and Alumni Relations at the School of Nursing helps to promote communication between alumni and the School, hosts events, recognizes outstanding volunteers, and enhances alumni support for the School. Today, the Alumni Office sponsors a number of programs, including regional gatherings, Meliora Weekend reunion events, special alumni receptions, student/alumni activities, alumni communications, and fundraising efforts.

The Alumni Office is located in the Larry and Cindy Bloch Alumni and Advancement Center, 300 East River Road, Suite 207, Box 278996, Rochester, NY 14627.

For any questions, please contact the Director of Alumni Relations at 585-276-4980

Refunds – Tuition Refund Schedule

School of Nursing Refund Policy for Dropping a Course

- ❑ This policy defines the institutional tuition refund per course when a student voluntarily withdraws (drops) from a course during a period of enrollment. The following schedule for tuition refund is to be applied to the individual course.
- ❑ **Note: This policy does not apply to students who voluntarily or involuntarily withdraw from their program or take a leave of absence. See the latter half of this section for these guidelines.**
 - Instructional days 1-10 = 100% refund
 - Instructional days 11-20 = 75% refund
 - Instructional days 21-25 = 50% refund
 - Instructional days 26-30 = 25% refund
 - Instructional days 31-end = 0% refund

For “Fast Track” online courses (NSG 305, 309, 310, 311, 312, 313, 315, 322 & 323), RN First Assist Program (NSG 488), Legal Nurse Consultant (NSG 435), Medical Terminology and Care Manager Education Program:

No refunds are given after the student is given access to the course and/or once the class begins.

NOTE: Please note that course fees and lab fees are not prorated or refunded in any way. **Also**, note that the above refund policy is applicable even if you have tuition benefits. You are responsible for the cost of the course minus the refund according to the schedules above.

Students receiving financial aid are advised to check with the Financial Aid Office before changing their status to see if their aid will be affected. Students receiving SON Scholarship support should also check with the SON Scholarship team at SONScholarships@urmc.rochester.edu.

School of Nursing Refund Policy for Withdrawal/Leave of Absence

- ❑ This policy defines the tuition refund when a student voluntarily or involuntarily withdraws from all courses within a term. An active student who withdraws or takes a leave of absence from the School of Nursing on or after the first day of classes and through the seventh day of the term (first week) will receive a full tuition and fee refund (100%). An enrolled student who becomes inactive on or after the eighth day of the term but before the time when they will have completed 60% of the period of enrollment will have their institutional charges and institutional aid adjusted based on a daily proration of attendance. Federal financial aid is adjusted as described below. A student who withdraws or takes a leave of absence after the 60 percent point of the period of enrollment will receive no refund of institutional charges or financial aid for that term. ***(It is important to note, however, that this is likely to impact renewal eligibility for financial aid in the next period of enrollment. For more information, contact the financial aid counselor and/or see the Satisfactory Academic Progress policy for details.)***
- ❑ Per Federal regulations, a student earns their aid based on the period of time they remain enrolled, including during the first week of classes. Unearned Federal Title IV funds, other than work-study, must be returned to the appropriate federal agency. During the first 60% of the enrollment period, a student earns Title IV funds in direct proportion to the length of time they remain enrolled. A student who remains enrolled beyond the 60 percent point earns all the aid for the payment period.
- ❑ For example, if a period of enrollment is 100 days and the student completes 25 days, then they have earned 25 percent of their aid. The remainder of the aid must be returned to the appropriate federal agency. Unearned aid must be returned to the specific programs, in order, up to the total net amount disbursed from each source. The order of return is as follows: Unsubsidized Direct Loan, Subsidized Direct Loan,

Perkins Loan, Direct Graduate PLUS Loan, Direct Parent PLUS Loan, Pell Grant, FSEOG, Iraq & Afghanistan Service Grant

Students declaring withdrawal or inactive status for medical reasons or other extraordinary circumstances may be granted prorated chart charges throughout the term with the approval of the Associate Dean for Education and Student Affairs.

Guidelines to Assure a Professional and Respectful Learning Environment

University of Rochester Medical Center ICARE Values:

The University of Rochester Medical Center's (URMC) culture is steeped in its values – Integrity, Inclusion, Compassion, Accountability, Respect, and Excellence (ICARE). These values apply to all members of the URMC community – faculty, students, and staff – in all missions of the medical center: education, research, clinical care, and community. A respectful and professional learning environment is an essential reflection of our ICARE values.

Learning Environment

The URMC learning environment is committed to facilitating students' and trainees' acquisition of the professional and collegial attitudes necessary for effective, successful careers in research, teaching, and clinical care. The development and nurturing of these attitudes are enhanced and are based on the presence of mutual respect among all members of our learning community.

Characteristics of this mutual respect include the expectation that all participants in an educational program assume their responsibilities in a manner that enriches the quality of the learning process, supports a spirit of inquiry, and values the diversity of opinion.

Members of our learning community include all individuals educated in undergraduate, graduate, doctoral, and post-doctoral programs at the University and the medical center, as well as those learners from other institutions training at URMC. Faculty includes all faculty, employed and volunteer, who participate in the education of learners and contribute to the learning environment. Staff includes all employed staff or volunteers at the University of Rochester.

URMC expects and requires learners, faculty, and staff to conduct themselves in a professional and respectful manner while participating in any activity related to URMC. Inappropriate behavior that negatively impacts URMC's professional and respectful learning environment is prohibited. Inappropriate behavior includes but is not limited to: sexual harassment; any discrimination or harassment based on age, color, disability, domestic violence status, ethnicity, gender identity or expression, genetic information, marital status, military/veteran status, national origin, race, religion/creed, sex, sexual orientation, or any other status protected by law; humiliation; verbal, psychological or physical punishment; and/or the use of grading and other forms of assessment in a punitive manner. The intentional or unintentional occurrence of such behavior results in a disruption of the spirit of learning and a breach in the integrity and trust among and between learners, faculty, and staff.

All concerns or complaints regarding inappropriate behavior, either witnessed or experienced, should be reported to designated officers or offices in the School of Nursing or the School of Medicine and Dentistry's Undergraduate Medical Education, Graduate Medical Education, Graduate Education, and Postdoctoral Affairs, or Eastman Institute of Oral Health. Each area is charged with taking appropriate steps consistent with its program's processes and procedures to thoroughly review and address the reported concern.

Expectations and Responsibilities for All Learners, Faculty and Staff

- ❑ **Non-discrimination and non-harassment:** To treat others and be treated consistent with the institution's commitment to maintaining a workplace and academic environment free from unlawful discrimination and harassment.
- ❑ **Collegiality:** To cultivate and enjoy a welcoming environment in which to pursue research, clinical care, teaching, and professional activities.
- ❑ **Respect:** To be valued as an essential member of the URMC community and to treat all others with respect.
- ❑ **Conflicts of interest:** To receive appropriate instruction about conflicts of interest to avoid situations where learners and educators are unable to do their jobs with the appropriate level of impartiality.
- ❑ **Policies:** To be educated about and know how to access the University of Rochester, medical center, hospital, and program-specific policies, including, but not limited to, grievance processes and disciplinary processes.
- ❑ **Procedures:** To receive and be aware of guidelines, policies, and resources to report concerns about the learning environment or behaviors of other learners, faculty, or staff, including but not limited to reporting concerns regarding harassment or discrimination.
- ❑ **Feedback:** To be provided formative and summative information on performance at regular intervals as well as ad hoc, when necessary, consistent with the program's procedures, to provide clear guidance and expectations on performance. Additionally, provide feedback to all in a productive, prompt manner as required by educational or institutional expectations.
- ❑ **Design of instruction:** To ensure equal access for learners with diverse backgrounds and abilities to curricula, courses, learning activities, and academic support services.
- ❑ **Assessment:** To ensure valid and equitable measurement of learning through appropriate measurement instruments.
- ❑ **Confidentiality and Due Process:** To ensure that identity is protected to the greatest extent possible and due process received for any complaint or concern, as required by University policy and legal requirements.

Sexual Misconduct, Harassment, Discrimination, Unprofessional Behaviors and/or Violations of the Expectations and Responsibilities

Policies and Reporting Procedures

It is the University's aim to provide a setting characterized by respect for all and encouragement for the development of each individual's full potential. The University will not tolerate any behavior, including verbal or physical conduct, which constitutes sexual misconduct, harassment, discrimination, or other unprofessional actions as more fully described in University policies, including but not limited to those described below. All learners, staff, and faculty are accountable for compliance with our ICARE values and these specific policies, all of which are subject to change from time to time. Violations may lead to disciplinary action, which, in sufficiently severe cases, may lead to separation from the University after applicable due process.

- ❑ The University's Nondiscrimination statement can be found at <https://www.rochester.edu/diversity/eoc/nondiscrimination-statement/>
- ❑ The University's Policy Against Discrimination, Harassment, and Discriminatory Employment Practices

(PADH) is located at <https://www.rochester.edu/policies/policy/discrimination-harassment/>. The PADH, which describes prohibited conduct in detail and provides procedures for addressing complaints, covers behavior by staff, faculty, contractors, and visitors at the University.

- ❑ Policies and procedures addressing behavior by students, including discrimination and harassment based on protected class as well as other violations, is addressed by the Standards of Student Conduct at <https://www.rochester.edu/college/cscm/assets/pdf/standards-of-student-conduct.pdf>
- ❑ The University's Title IX Policy applies to all University staff, faculty, students, contractors, patients, and visitors and prohibits discrimination and harassment based on sex. It has detailed procedures that apply to complaints of sexual harassment as defined in that policy. See <https://www.rochester.edu/human-resources/wp-content/uploads/2021/01/Title-IX-Policy.pdf>

The following offices can serve as resources to students who wish to report prohibited behaviors or who have questions about how to address prohibited behaviors:

- ❑ SON Dean's Office
- ❑ University Ombuds Office
- ❑ SON Ombuds
- ❑ Assistant Vice President for Civil Rights and Title IX Coordinator
- ❑ Center for Student Conflict Management
- ❑ Office of Human Resources
- ❑ Integrity Helpline (756-8888)

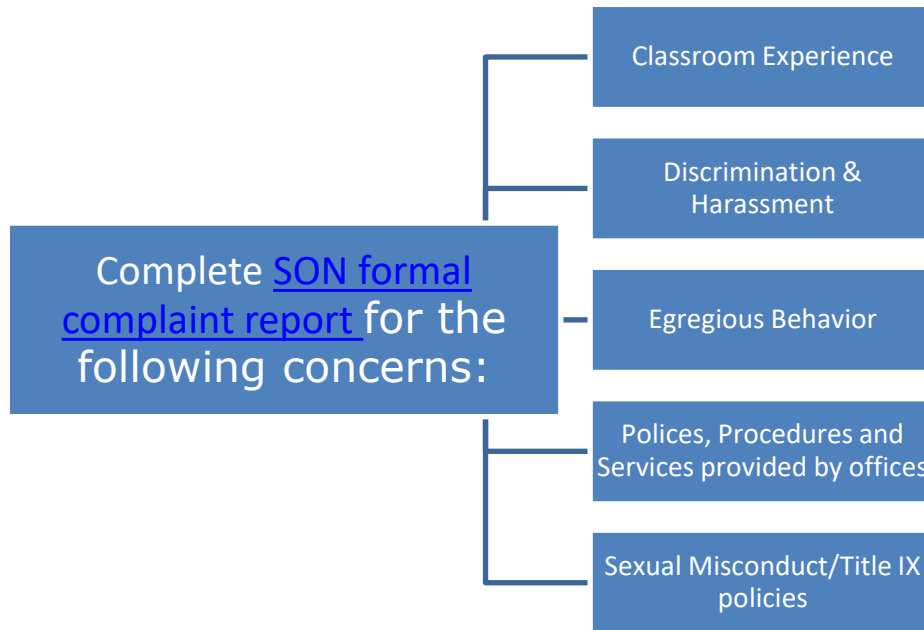
For School of Nursing-related concerns please refer to the [Formal Complaint Process](#)

Formal Complaint Process

The School of Nursing encourages students to resolve complaints informally by addressing the person or department involved. If the complaint is not resolved at that level, the student may elevate the complaint by completing a [formal complaint report](#).

A formal complaint is a written report of dissatisfaction about a classroom experience (in person, virtual clinical or other learning environment), egregious faculty or staff behavior that violates Meliora and ICARE values, or policies, procedures, and services provided by offices. This includes concerns covered by the Policy Against Discrimination and Harassment (PADH) and sexual misconduct and Title IX policies.

If a student submits a formal complaint related to classroom experience (in person, virtual clinical or other learning environment), egregious faculty or staff behavior, or policies, procedures, and services provided by offices they will be contacted by the Director of Student Affairs within three business days. If a student submits a formal complaint related to discrimination and harassment they will be contacted by the Associate Dean for Equity and Inclusion within three business days. If a student submits a formal complaint related to sexual misconduct and Title IX policies the student will be contacted by the Deputy Title IX Coordinator within three business days.



Malpractice Insurance

The University is self-insured and provides malpractice insurance to any University matriculated student engaged in field placement/experiential learning/patient care to fulfill course requirements. The liability coverage requires the student to be registered for the appropriate course and the student's engagement in the experience takes place during the approved time frame of the course.

Mandatory Health Fee and Health Insurance

All full-time students participate in the Student Health Plan, which includes the mandatory health fee and health insurance. Coverage is from August 1 through July 31, as long as the student remains a full-time student. The health fees are charged on the student's tuition billing statement. The mandatory health fee is paid by all full-time students. This fee covers office visits at the University Health Service (UHS) and the University Counseling Center (UCC).

In addition to the mandatory health fee, all full-time students must have health insurance. Students can enroll in the University-sponsored Aetna Student Health insurance offered through the University Health Service (UHS), or they can remain on their own (or their parent's or spouse's) insurance if their insurance plan meets University criteria. The University criteria are available on the UHS web site at <https://www.rochester.edu/uhs/primary-care/mandatory-health-fee/insurance-criteria/>. Each year, all full-time students must complete the online Health Insurance Enrollment/Waiver Process before the start of classes to select their insurance for the year. The link to the online insurance process is on the UHS web site (<https://www.rochester.edu/uhs/primary-care/mandatory-health-fee/>).

Part-time students are not eligible to participate in the Student Health Plan; however, they are welcome to come to the University Health Service on a fee-for-service basis.

Additional information about the mandatory health fee and health insurance is available on the UHS web site at <https://www.rochester.edu/uhs/primary-care/mandatory-health-fee/> in "Health Insurance for Full-time Students." Questions about health insurance should be directed to insurance@uhs.rochester.edu.

Patient Records/Patient Information

School of Nursing students who are employees of URMC are not to access computerized patient information using their employee identification. Students are only to access records of their assigned patients. Any breach of patient confidentiality can result in significant consequences, including program separation. See Policy on Academic Integrity (p. 37) for HIPAA information. You can learn more about HIPAA for Professionals at <https://www.hhs.gov/hipaa/for-professionals/index.html>.

Personal Safety

The Department of Public Safety (DPS) is a 24/7 operation that serves a community of over 25,000 students, faculty, and staff. DPS staffs the Public Safety Communications Center with Public Safety Dispatchers. Each year Dispatch handles over 300,000 telephone calls a year, that is more than 800 per day. Officers provide assistance to more than 75,000 of those calls and file approximately 8,000 incidents, crime, and motor vehicle accident reports on the caller's behalf. DPS also has an Investigative Unit with four highly skilled and experienced investigators who provide services for criminal and non-criminal offenses occurring in the community.

Public Safety officers patrol University properties - including the River Campus, Medical Center, South Campus, and Eastman School - 24 hours a day, seven days a week. In addition to responding to emergencies - fires, accidents, and physical crimes - Public Safety staff provide a wide range of non-emergency services including crime prevention training and awareness; distribution of "Safety Alert Bulletins"; victim and witness support; personal safety escorts; door openings for lockouts; routine building and area checks; security surveys of office space or building renovations; landscaping and exterior lighting evaluations; and lost and found property storage.

Reporting a Crime

If you are a victim of or witness to a crime, we urge you to contact DPS immediately. You can call/text DPS at (585)275-3333. The Dispatcher will ask questions such as a description of the individual, or last known direction of travel based on the incident being reported. An Officer will be sent to the incident.

You may also seek out other University resources to discuss your concerns and to disclose a criminal incident. If you do not want to pursue direct action within the University or criminal justice system, you may still want to consider making a confidential report. With your permission, we can prepare a report of the details of the incident without revealing your identity.

The information can help put in place corrective measures to safeguard you and others in the future and it also helps the University keep more complete records and assess whether there's a pattern. After you report a crime, DPS can suggest where you may get follow-up assistance. These may include your insurance carrier, our crime prevention staff, the office of the Dean of Students, a Human Resources staff member, or other law enforcement contact. If you recall helpful information after filing a report, contact us as soon as possible.

The University's annual security and fire safety compliance document, *Think Safe*, is available on the Department of Public Safety's website at <https://www.rochester.edu/public-safety/>

If you would like to receive a printed copy of this combined annual security and fire safety report, you can stop by the DPS Office at 612 Wilson Blvd., or you can request that a copy be mailed to you by calling (585) 275-3437.

Identification: University I.D. Card

The University of Rochester ID card is provided at no charge to all students enrolled at the SON, including all matriculated and non-matriculated students. All new students will be photographed for an Identification card and must bring a government/state ID or Passport in order to receive their student ID card. It is both necessary and useful for

checking out books from the library, cashing checks, positive identification, and admission to various campus buildings and events. Your University ID card must be worn at all times throughout the Medical Center and University while working as a nursing student and must be visible and worn with the photo side facing out. The ID card is not appropriate to wear while visiting a patient for personal reasons at Strong Memorial Hospital.

For UR employees, a student ID will **NOT** be issued since the individual already has a UR employee ID. In order to receive student privileges that differ from employee benefits, the student may request a letter from the SON registrar.

Placing money on student ID cards is done through Blackboard with either a debit or credit card.

ID Offices and locations:

- ❑ Medical Center ID office is located at G-7009
 - Mon-Fri 8:00 am - 4:30 pm
 - 585-273-2000

- ❑ River Campus ID office is located in Susan B. Anthony Hall
 - Mon-Fri 10:00 am - 4:00 pm
 - 585-275-3975

For any reason a badge has been misplaced or lost, it should be reported to either the ID office or Public Safety (585-275-3333). There is a \$25.00 fee for a replacement. For any other issues with the badge, contact the ID office

Policy on Academic and Professional Integrity

Introduction:

- ❑ According to the Oxford English Dictionary, ***Integrity*** is defined as “the quality of being honest and having strong moral principles.” Integrity in academic and professional endeavors is a core value and guiding principle at the School of Nursing (SON). At the SON, we seek to promote and ensure academic and professional integrity among all members of our community: students, faculty, staff, and administrators. It is integral to our pursuit of being ‘ever better’ in our efforts towards discovery, care delivery, and translation. It is under these conditions that trust and open communication are promoted; together, these qualities make intellectual inquiry and growth possible.

- ❑ Academic and professional integrity requires that we approach our individual and collaborative work at the SON earnestly and honestly. It is critical that we maintain accountability for our work and acknowledge our debt to the work of others. It is expected that all students enrolled in any course or program within the SON adhere to standards set forth in this policy relating to academic and professional integrity. Members of the SON community share in the obligations to promote honesty, respect, and responsibility in all aspects of our academic and clinical work.

- ❑ The SON’s academic and professional integrity policy and procedures are designed to promote a just and trustworthy community that ensures equity, clarity, and in cases of alleged academic and professional misconduct, consistency in our adjudication.

- ❑ **All students** matriculated or non-matriculated, must review the SON Academic and Professional Integrity Policy at the beginning of each course and complete the attestation. Failure to complete the attestation does not excuse the obligation to abide by it.

To whom does the policy pertain:

- ❑ **ALL** SON students, graduate and undergraduate matriculated or non-matriculated, enrolled in any SON course.

Violations of Academic or Professional Integrity:

- ❑ The University of Rochester School of Nursing Academic and Professional Integrity Policy reflects the school's commitment to equal opportunity for student success and the fair and consistent handling of allegations of academic or professional misconduct. Any behavior that provides an unfair advantage to one student or a group of students is unacceptable. All academic and clinical work completed by a student must be solely a reflection of that student's own work, including contributions to a collaborative assignment.

Violations of academic integrity may include, but are not limited to:

- ❑ **Plagiarism:** Plagiarism is a form of academic dishonesty and is committed when an individual uses the ideas or writings of another as one's own without appropriate attribution or citation. Plagiarism is literary theft, regardless of whether it is *intentional or unintentional*. Examples of plagiarism include but are not limited to:
 - Failure to cite works used in assignments.
 - The submission of papers or assignments that are purchased or that were originally authored by another person or previous student.

It is expected that all students use APA style (7th edition) in scholarly work.

- ❑ **Fabrication and Falsification:** Fabrication or falsification is altering information or inventing information, citation, or data. Examples may include:
 - A student changes an assignment after submission, then challenges the instructor's evaluation.
 - A student invents a reference source or provides a false claim of how the information was obtained; false citation of a source of information (e.g., listing an author, title, or page number as the source for the obtained information, but the material actually came from another source). (See also plagiarism)
 - A student forges signatures or falsifies information on forms, such as clinical logs, preceptor evaluations, forms, petitions, letters of excuse or permission, grade reports, or any SON or university document.
- ❑ **Cheating:** Cheating is the attempted or unauthorized use of assistance, materials, information, notes, study aids, technology, or communication during an academic exercise. Examples include:
 - Fabrication of data.
 - Taking an examination or completing an assignment for another student.
 - Obtaining or providing test information to another student.
- ❑ **Collusion:** Collusion occurs when students work with another person or persons when independent work is assigned. Unless specified by the faculty, all out-of-class work, including take-home exams, must be completed **independently**. Working with others to complete at-home or out-of-class assignments is an example of collusion, which is academic dishonesty.

Violations of professional integrity may include, but are not limited to:

Professional Misconduct is defined as behavior by a nurse, either in active practice or who is studying to become a member of the profession, which compromises or violates ethical standards as defined by the American Nurses Association Code of Ethics (2015). Failure to uphold the nurse's obligations related to professional conduct includes but is not limited to non-discrimination, confidentiality, respect in all forms of behavior and communication, truthfulness, and scope of practice limitations.

Expectations of Professional Conduct:

- ❑ **Confidentiality:** Associated with a right to privacy, the student has a duty to maintain the confidentiality of protected health information (PHI) of those they serve. All personal health information is to be protected in any verbal, written, or electronic setting. Discussion of personal information in a public setting constitutes a breach of confidentiality, as does inclusion of PHI in any written submitted work.
- ❑ **Nondiscrimination:** It is unethical for a student to refuse to participate in the care of a person based on that person's race, religion, ethnicity, socioeconomic status, health/disease status, gender, age, sexual orientation, or gender identity. It is not unethical for a pregnant student to refuse to participate in activities that pose a risk to their unborn fetus.
- ❑ **Professional Demeanor:** All students are expected to demonstrate a professional and respectful demeanor at all times when interacting with members of the community at the School of Nursing (e.g. peers, faculty, and staff) as well as patients and families. Unprofessional demeanor includes the use of unprofessional dress, facial expression, body language, gestures, or remarks. Students must maintain a professional appearance and dress in attire appropriate for a healthcare environment. Professional demeanor also includes timely arrival for all academic and professional activities.
- ❑ **Respect for Others:** All students are expected to treat classmates, faculty, staff, patients, research participants, and family members with respect and dignity at all times, both in their presence and in discussions about them with professional colleagues. It is expected that students will identify themselves as students in classroom, community, and clinical settings in order to avoid misrepresentation of licensure and certification status. Students are expected to ensure patient safety by working within the scope of practice, seeking assistance when patient needs exceed the student's capacity, and refraining from the use of alcohol, illicit drugs, or medications that may cause impairment. Students are expected to refrain from engaging in romantic, sexual, or other nonprofessional relationships with patients or faculty.
- ❑ **Respect for Property:** Students are expected to behave in a manner that demonstrates respect for property, including buildings, green spaces, tangible goods, intellectual property, technology, and equipment. Respect for property also involves helping to foster a positive and supportive learning environment. This standard requires students to respect personal and institutional property, inside and outside the University of Rochester School of Nursing community. Violations of respect for property include but are not limited to property damage and theft.

The Committee on Academic and Professional Integrity (CoAPI)

- ❑ **Purpose:** The Committee on Academic and Professional Integrity investigates allegations of academic and/or professional misconduct brought by any member of the SON faculty, administration, or support staff against any student, currently or previously enrolled in SON courses.

Composition and Selection of the Committee:

- ❑ The CoAPI is composed of a chairperson, faculty representatives from all academic programs, and student representatives.
- ❑ The Chairperson of the Committee is a faculty member selected by Senior Leadership (Dean, Associate Dean

for Education and Student Affairs, and/or Assistant Dean for Student Affairs). The Chair's term is two years and is renewable.

- ❑ Members of CoAPI are selected and invited by the CoAPI Chairperson and/or Senior Leadership (Dean, Associate Dean for Education and Student Affairs, and/or Assistant Dean for Student Affairs) and selected from primary SON faculty. The member's term of service is two years and is renewable.
- ❑ In the case of resignation of a committee member, the individual appointed by the CoAPI Chairperson and/or Senior Leadership to replace the position will serve out the remainder of the term and may then be appointed for a full term, with the possibility of reappointment.
- ❑ The process for selecting student representatives shall be decided and conducted by the committee members. The student's length of appointment will be a minimum of one year and is renewable. New student members will be recruited as needed to fill the role of existing student members.

Responsibilities of Committee Members:

- ❑ **Chairperson:**
 - Participate in the selection of faculty for the CoAPI.
 - Serve as a resource for faculty, staff, and students in Committee matters.
 - Liaison with the Assistant Dean for Student Affairs.
 - Participate in the orientation of Committee members.
 - Oversees all aspects of the work of the Committee.
 - Carry out other tasks specified in the policy or as designated by Senior Leadership.
- ❑ **Committee Members:** Faculty and student members of the CoAPI will:
 - Serve on ad hoc committees formed by the chair to review reported incidents of professional and academic misconduct that occur throughout the year.

General Guidelines for Suspected Cases of Academic Dishonesty or Professional Misconduct:

- ❑ Cases of suspected academic or professional misconduct involving matriculated and non-matriculated nursing students will be acted upon first by the SON faculty and referred to the Assistant Dean for Student Affairs or appointed designee.
- ❑ Ignorance of the UR and SON standards does not excuse academic or professional misconduct.
- ❑ Students will be presumed not responsible for wrongdoing until responsibility has been determined in accordance with the procedures outlined below.
- ❑ Students have the right to appeal any judgment and/or sanction in accordance with the procedures outlined below.
- ❑ Every effort will be made to see that proceedings will be prompt and final decisions will be rendered in a timely manner.

Procedures for Reporting: Instructor Resolution Process:

- ❑ If an incident of academic or professional misconduct is suspected, the faculty member will meet with the student to address the concern. If the faculty member determines the incident is minor and likely related to inexperience, and the student demonstrates an understanding of the seriousness of the problem and agrees to

take positive action to remedy the situation and not repeat the offense, the faculty member will complete a **SON Counseling Form**. The faculty member may choose to impose sanctions or not. Consultation with the Program Director or Assistant Dean for Student Affairs prior to meeting with the student is welcomed and recommended.

- ❑ The completed form will be sent to the SON Assistant Dean for Student Affairs for review. It will be kept on file in a confidential digital file until the student's graduation or separation from the SON. The program director and the specialty director will be notified of the Counseling Form filing whether or not a sanction is given.
- ❑ **SON Academic and Professional Misconduct Counseling Form:**
 - **Without Sanction** - used to address minor violations where faculty considers the experience level of the student and potential educational opportunity that exists with counseling.
 - **With Sanctions** - used to address minor violations; however, the faculty member has decided to impose a sanction (e.g. point deduction/grade reduction).

Procedures for Reporting: CoAPI Inquiry into Suspected Academic or Professional Misconduct:

- ❑ If the incident is not resolved at the instructor level, or if the faculty member deems the violation to be more serious (i.e. repeated minor violation or higher violation; see sanctioning guidelines), then the faculty member will review their concerns with the student and verbally notify the student that the incident is being forwarded to the Assistant Dean for Student Affairs for further review.
 - The faculty member will complete an Academic Integrity and Professional Misconduct Reporting Form and send this to the Assistant Dean for Student Affairs, who will review the form, including meeting with the person(s) involved, and will decide whether to:
 - Dismiss the case or
 - Forward the case to the CoAPI for further investigation.
- ❑ If the Assistant Dean for Student Affairs rules to **dismiss** the case, they will inform the faculty member and student in writing.
- ❑ If the Assistant Dean for Student Affairs rules that the case should be considered suspected misconduct, they will contact the CoAPI chairperson. Further, the Assistant Dean for Student Affairs will distribute the preliminary facts regarding the case to the CoAPI Chair.
- ❑ The student will be offered the opportunity to review a copy of the facts of the incident containing the allegation that was provided by the faculty member.

The CoAPI Chairperson will:

- ❑ Notify the student in writing that the incident has been forwarded to the committee for review and the student has the right to submit a written statement addressing the allegation within ***three business days***. The chair's letter will describe, with reasonable specificity, the incident being reviewed and include a copy of the Academic and Professional Integrity Policy.
- ❑ Form an ad hoc committee consisting of CoAPI members to review the case. The ad hoc committee is chaired by a faculty member and will consist of one additional faculty member and one student representative.
- ❑ Distribute relevant information regarding the case to the ad hoc committee members.

- ❑ The Academic Integrity ad hoc Committee will review the file on the case to include input from all involved parties and schedule a hearing.

If the suspected misconduct involves research and/or scientific inquiry, the matter will be evaluated using to process outlined in the University of Rochester's Graduate Bulletin (see pages. 18-19).

https://www.rochester.edu/graduate-education/wp-content/uploads/2022/07/3885_RegulationsPolicies_v5.pdf

Academic and Professional Integrity Hearings:

- ❑ A formal hearing will be scheduled.
 - The hearing is a fact-finding session to arrive at a thorough understanding of the occurrence. It is not a legal proceeding. Legal counsel is not permitted to attend the hearing.
 - The student may have one support individual attend the hearing. This person is present to provide support, not information surrounding the case; the support person is not able to speak or advocate for the student during the hearing. The student and their support person will not be present when other involved persons meet with the Committee during the hearing. The student has the right to know who will be interviewed as part of the hearing.
 - All hearings will be digitally recorded
- ❑ The student will be invited to the hearing and provided with an opportunity to present their position. Specifically, students will have the opportunity to make a statement addressing the allegation and the evidence contained in the complaint. The student may read a prepared statement, speak extemporaneously, or present a combination of the two.
- ❑ Once the student has completed the statement, the committee will ask questions of the student regarding the complaint. The questions may include not only the case under consideration but also the student's academic experience in other courses as it may be relevant to the alleged violation. The ad hoc committee chair may excuse the student from answering a question.
- ❑ If, during the hearing, it is determined that additional information is needed from other identified key individuals, the student will be notified about the need for additional inquiry. A committee member will be assigned to contact the key individuals and report back to the ad hoc committee within 24 hours of the hearing or as soon afterward as circumstances allow. The student will be informed of any additional evidence gathered and provided the opportunity to comment on it or respond to it.
- ❑ Based on the evidence gathered prior to, during, or after the hearing, the ad hoc CoAPI committee will determine responsibility and will forward its findings and recommended sanctions along with the complete file to the Assistant Dean for Student Affairs. If a student has elected not to attend the hearing, the committee will still make a finding based on all information available to it.
- ❑ The decision is reached by majority vote; the student is not present for the ad hoc committee vote.
 - Voting is accomplished via open ballot.
 - The standard of proof is a preponderance of the evidence, that is if it is more likely than not that the alleged violation was committed.
 - Only after a finding of responsibility has been made by the ad hoc Committee will it be notified by the Assistant Dean for Student Affairs if the student has previously been found responsible for a breach of academic or professional integrity while enrolled in the current degree (or certificate) program and what sanction was imposed.

- The Committee will consider previous academic and professional integrity violations to determine sanctions. The committee will forward its findings, recommended actions, and the complete file to the Assistant Dean for Student Affairs.
- Any hard copies of the original materials related to the case will be returned to the Assistant Dean for Student Affairs. Digital recording will be saved in a password-protected electronic file.
- If an **undergraduate** student is deemed responsible:
 - The Assistant Dean for Student Affairs will review the CoAPI's findings and can accept or modify the committee's recommendations as the final determination.
 - The Assistant Dean for Student Affairs will:
 - Inform the Associate Dean of Education and Student Affairs/SON Dean of the recommended sanction(s) and
 - Notify the student in writing of the outcome and imposed sanction(s) as well as their right to appeal the decision.
 - Notify the CoAPI chair of the decision
 - The reporting faculty member and program/specialty director will also be notified of the decision by the CoAPI chair.
- If a **graduate** student is deemed responsible:
 - The Assistant Dean for Student Affairs will:
 - Inform the Associate Dean of Education and Student Affairs/SON Dean of the recommended sanction(s) (as an FYI).
 - Forward their recommendations to the Vice Provost and University Dean for Graduate Studies to render a final decision in accordance with University of Rochester policy.
 - The Vice Provost and University Dean for Graduate Studies will impose any necessary sanction(s) and will:
 - Notify the student in writing of the outcome and imposed sanction(s) as well as their right to appeal the decision.
 - Notify the Assistant Dean for Student Affairs, who will notify the CoAPI chair.
 - The reporting faculty member and program/specialty director will also be notified of the decision by the CoAPI.

Sanctioning Guidelines:

- The table below reflects examples of sanctions. This table is meant to serve as an example and does not represent all possible sanctions. The School of Nursing and the University have the right to impose different sanctions than appear in the table, based on the facts and circumstances of the specific case. The table has been adapted from The Pennsylvania State University, and sanctions are based on the type of offense.
 - **Type of Offense**
 - **Minor Violations** (May be handled at the course level):
 - Submitting work that misrepresents or does not fairly acknowledge the contributions of others **due primarily to inexperience**.
 - Unauthorized collaboration on assignments when the identical work **constitutes a small portion of the work submitted**.
 - Other behavior not directly linked to course work that is judged by the faculty or Assistant Dean for Student Affairs to be minor and having an academic implication.
 - **Moderate violations** (Refer to Assistant Dean for Student Affairs):

Moderate violations are quantitatively and/or qualitatively more severe than minor violations, as follows:

- Unauthorized collaboration on assignments in which the identical work is more than a small portion of the work submitted.
 - Submission of work done for another course, or work done in a previous attempt of a repeated course without instructor permission.
 - Providing a fraudulent excuse for missed coursework or when requesting an extension on an assignment or a rescheduled exam.
 - Facilitating or permitting copying of one's own work by another student.
 - Falsifying a signature on any official university document (e.g., drop/add form, UHS form, attendance sign-in sheet).
 - Misuse of College issued username and password.
- **Major violations** (refer to Assistant Dean for Student Affairs):

When a minor or moderate offense involves pre-planning, conspiracy with other students or with individuals outside the University, or is accompanied by payment to a conspirator; those factors may increase the severity to the level of a major violation.

- Plagiarism
- Receiving unauthorized assistance on quizzes and exams
- Deliberately denying others access to library or course materials.
- Facilitating or permitting cheating by another student on a quiz or exam.
- Submitting an altered exam for re-grading.
- Fabrication or falsification of data, information, citations, etc.
- Unauthorized distribution or publication of course-related materials.
- Impeding the investigation or conduct of any CoAPI matter.
- Obtaining an examination prior to its administration.

Sanctioning Table

Violation	Considerations	Offense: Academic Sanction Range
Copying: examples include a student looking at another student's work during an exam, a student copying an assignment from another student, and students exchanging color-coded exams for the purpose of copying.	In determining severity, consider the weight of the exam or the assignment as related to the total percentage of the course grade, the frequency of copied answers or the amount of copied material, whether or not it was premeditated or spontaneous, and any other significant factors.	Minor: Reduced exam or assignment grade to 0 for assignment or exam Moderate: 0 for assignment or exam to the reduce course grade Major: E for course
Submitting Another Person's Work as Your Own or Submitting Another Person's Work Without Proper Citation: for example, a student submits work created by another person as their own; a student presents information indicating it is not the student's own work but fails to properly cite the source.	In determining severity, consider the weight of the assignment as related to the total percentage of the course grade, whether or not the fabrication or plagiarism was a substantive portion of the assignment, and attempt to determine whether this was a clear case of intentional	Minor: Redo the assignment with reduction in grade to 0 for assignment with or without redo of assignment Moderate: Reduction in final course grade in addition to 0 for assignment Major: E for course

These are commonly referred to as plagiarism.	dishonesty or careless scholarship.	
Unauthorized Test Possession, Purchase, or Supplying: for example, when a student possesses an exam without the instructor's permission; a student purchases or steals an exam; a student fails to return an exam which was requested to be returned; a student makes a copy of an exam; or sells an exam	With rare exception, this form of misconduct is premeditated and deceptive with the intent to defraud. The manner in which the exam was obtained is critical in determining appropriate action. A student may access old exams and not be aware viewing the exam is a violation. In other instances, a student may have stolen an exam or is found in possession of an exam knowing it is not permitted.	Minor: 0 for exam Moderate: Reduction in course grade to E for course Major: E for course
Ghosting: for example, a student takes a quiz or exam or completes an exercise or assignment on behalf of another student. NOTE: it is possible that students involved in such violations may not be enrolled in the instructor's class and there is not an option to assign an academic sanction. In such instances, the instructor should notify the Assistant Dean for Student Affairs.	Although this form of misconduct is inherently premeditated and deceptive, severity should be assessed based on the percentage of course grade the violation entails. Faculty may also consider the nature of the deception - for example, signing in for another student in order to gain class participation points vs. having another student complete an assignment or take an exam for a student.	Minor (primarily used when ghosting was for participation points or in-class low credit assignment): 0 for participation points; 0 for assignment to reduced grade for course participation credit Moderate: 0 for quiz or exam and reduction in course grade Major: E for course
Altering Exams or Assignments: for example, a student changes incorrect answers and requests a favorable grade adjustment when instructor returns graded assignments/exams for review; a student changes the letter and/or numerical grade on an exam/assignment after the instructor has assigned the final grade.	This form of misconduct is deceptive with the intent to defraud and may also affect the credibility of an instructor. Consideration should be given to whether the act was premeditated or spontaneously committed out of panic. In determining severity, consider the extent to which the exam or assignment was altered, the weight of the exam as related to total percentage of course grade, and other significant factors.	Minor: 0 for exam or assignment Moderate: Reduced course grade to E in course Major: E for course
Improper use of technology: for example, a student possesses and/or uses a cell phone when one is not permitted; a student uses software or electronic aids such as computers, and handheld devices, etc. when not permitted by the instructor.	When sanctioning, consider if the technology was used for misconduct. Also consider whether the misconduct was premeditated, the impact it potentially had on student's course grade, and the level of dishonest activity in which the student engaged.	Minor: Warning to reduction in assignment or exam grade Note: When students possess an unauthorized electronic device but there appears no evidence of intended use, a faculty may issue a warning and not reduce the student's course grade Moderate: Reduced course grade Major: E for course

<p>Facilitating Academic Dishonesty by Others: for example, a student permits another student to copy an exam or assignment; a student provides a completed assignment to another student and allows the student to submit it as his or her own; a student writes another student's paper or completes another student's assignment and then provides it to the student so they may receive credit; a student shares information about an exam with another student who has not taken the exam.</p> <p>NOTE: it is possible that students involved in such violations may not be enrolled in an instructor's class and the instructor may not have the option to assign an academic sanction. In such instances the instructor should notify the Assistant Dean for Student Affairs.</p>	<p>For students who are enrolled in the class, consider the impact their actions had on the grade of the student they were assisting in measuring the severity of the violation.</p>	<p>Minor: Reduced assignment grade for what the student submitted</p> <p>Moderate: 0 for assignment student submitted</p> <p>Major: Reduced grade in course</p>
<p>Submitting Work Previously Used Without Permission: for example, a student submits work completed previously for another course or assignment without the instructor's permission.</p> <p>*This violation assumes that the work submitted is the student's own work, submitted on more than one previous occasion.</p>	<p>Students appear to be less informed regarding this form of academic dishonesty, and in some cases you may find that this breach occurs to some degree in an inadvertent manner as compared to other forms of academic dishonesty.</p>	<p>Minor: Warning and redo assignment to redo assignment and reduced grade for assignment</p> <p>Moderate: Redo assignment with reduced grade to 0 for assignment</p> <p>Major: 0 for assignment to E in the course</p>
<p>Unauthorized Collaboration: for example, working with another student on an assignment or exam.</p>	<p>When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on the student's course grade, and the level of dishonest activity in which the student engaged.</p> <p>Faculty may wish to consider a more serious sanction when students were explicitly instructed not to collaborate</p>	<p>Minor: Redo assignment. Reduced assignment or exam grade</p> <p>Moderate: 0 for assignment or exam</p> <p>Major: 0 for assignment or exam and reduction in course grade</p>
<p>Unauthorized Use of Study Aids: for example, using or possessing crib sheets; preprogramming an electronic device to provide solutions; using notes, texts, etc. without the permission of the instructor.</p>	<p>When sanctioning, consider whether or not the misconduct was premeditated, the impact it potentially had on student's course grade, and the level of dishonest activity in which the student engaged.</p>	<p>Minor: Reduced exam grade</p> <p>Moderate: Failure of exam per Grading System</p> <p>Major: E for course</p>

For cases related to professional misconduct, sanctions may include but are not limited to:

- ❑ Take no action
- ❑ Send the student a letter of concern/advice as part of the student record
- ❑ Remedial action (e.g. write a paper on professionalism)
- ❑ Disciplinary action (e.g. mandated leave of absence)
- ❑ Dismissal from the program
- ❑ Expulsion (student not allowed to reapply to program)

Appeal Process:

- ❑ Grounds for appeal may only include the following:
 - New evidence regarding the allegation was not available during the formal hearing process
 - An error in the process occurred significant enough to affect the outcome
 - Severity of sanction
- ❑ An **undergraduate** student who wishes to appeal the decision regarding his or her responsibility and/or sanction may appeal that decision to the Associate Dean for Education and Student Affairs/Dean of the SON in writing **within 7 days** of the decision. The Associate Dean for Education and Student Affairs/Dean's determination will be made within two weeks, or longer as circumstances may require. The decision of the Associate Dean for Education and Student Affairs/Dean is final.
- ❑ The Associate Dean for Education and Student Affairs/Dean will notify the Assistant Dean for Student Affairs and CoAPI chair of the appeal decision. The reporting faculty member and program/specialty director will also be notified of the appeal decision by the CoAPI chair.
- ❑ A **graduate** student who wishes to appeal the decision regarding his or her responsibility and/or sanction may appeal that decision to the University Provost, in writing, **within 7 days** of the decision. The University Provost's determination will be made within two weeks, or longer as circumstances may require. The decision of the Provost is final.
- ❑ The Provost will notify the Assistant Dean for Student Affairs of the appeal decision. The Assistant Dean for Student Affairs will inform the Associate Dean for Education and Student Affairs and the CoAPI chair of the appeal decision. The reporting faculty member and program/specialty director will also be notified of the appeal decision by the CoAPI chair.

Records:

- ❑ **Record Sharing:** Records pertaining to matters of academic or professional misconduct will be shared with those at the school or university on a need-to-know basis only. In some cases, records may be disclosed outside the university, such as when required by law or governmental request, or with the student's consent.
- ❑ **Record Keeping:** All records/materials regarding a responsible case of academic or professional misconduct will be kept digitally on file in the School of Nursing, for 10 years or until the student completes all degree (or certificate) requirements (if program duration exceeds 10 years).
- ❑ **Document Management:** Records relating to integrity cases will be kept separate from the academic file, and access will be limited as described above.

School Operations

Class Cancellation: Inclement Weather or Instructor Illness

Students may call the University's Information line at 585-275-6111 to find out if the UR is closing due to inclement weather; they are instructed to call individual departments for updated closing information.

The SON policy is:

- ❑ Students should listen for UR closing information via media outlets and email for both day and evening classes.
- ❑ In less severe instances of inclement weather or instructor illness, canceling a class is left to the discretion of the individual instructor. In this case, every effort is made to contact class members, typically through Blackboard.

Emergency Notification and Disaster Plan:

General University policy is to remain in operation and continue regular schedules despite disruptive situations such as severe weather. When possible, the substitution of instructional and staff personnel and rescheduling of events and classes will be arranged to ensure the closest approximation to normal functioning possible.

The Emergency Operation Notification Plan is to be used when normal operations cannot be maintained. These occasions could result in the cancellation of all or selected classes, the substitution of staff where possible, limiting the number of staff and faculty coming to campus, and rescheduling events and/or instructional sessions. Recorded announcements about any general curtailment of services will be available promptly and updated frequently on the *University's Telephone Bulletin Service*, where they may be heard at any time by dialing 585-275-6111.

In the event of a disaster involving Strong Memorial Hospital, an alarm will sound in HWH as well as SMH then, followed by an announcement that Disaster Plans are to be implemented. During the day, Monday through Friday, students/faculty not working on a patient care unit at the time of the alarm should report to HWH Lounge and sign in. Students/faculty working on a clinical unit during the disaster should remain there and follow directions given by unit leadership. [Environmental Health & Safety website](#)

Fire Alarms/Drills

When a fire alarm is activated, students should immediately take their personal belongings from the classroom/space and exit the building. If a computer is in use, the computer should be turned off. The elevator will not be usable; persons should go immediately to the nearest stairwell. Everyone must remain outside until given clearance to return. If a student locates a fire, they should activate the fire alarm and call Security (dial 13).

Telephone Bulletins

Recorded announcements of major University events are provided by the Office of University Communications. From outside the University, dial 585-275-6111, and from inside, 5-6111. Direct input for the recorded message can be made only by designated personnel. If an emergency schedule change has broad impact and notice through the telephone bulletin is required, college deans can arrange it. During emergencies (e.g., a major snowstorm), call 585-275-6111 for information. See "Emergency Operation" for additional procedures.

Transportation

Clinical experiences require that students have access to transportation. Because many clinical experiences occur in the community and other affiliated agencies, students are well served to have access to a car. If the student does not have a driver's license or access to a car, public transportation in Rochester may be utilized as well as other mobility services. The unavailability of private transportation will not excuse the student from meeting course objectives. Baccalaureate students are encouraged to proactively arrange their transportation needs. Car-pooling with other students to and from community agencies may be an option. Faculty and clinical preceptors do not provide transportation for students.

Video and Still Camera Recording

Use of audio or video recording devices or cameras in any classroom setting requires the prior permission of the presenting faculty member. Where permitted, such recordings may only be used on an individual level for educational purposes, and may not be posted on the Internet or other social media. Students may not use earphones (ear buds, etc.), in any classroom, laboratory, or clinical setting without explicit course faculty approval. Any audio or video recording in clinical settings is strictly forbidden due to patient privacy laws.

This policy applies both to stand-alone video/camera and audio recording devices and use of still/video/camera or audio recording functions on other devices, including but not limited to, mobile/smart phone/iPads and other digital/recording devices. This policy is intended to protect copyright, intellectual property, and privacy and confidentiality concerns.

The following exceptions are considered:

- ❑ The use of such equipment is expressly authorized by the course faculty as part of a class or clinical assignment or activity.
- ❑ This policy may not supersede any duly authorized ADA accommodations a student may have in place.

Consequences of failure to adhere to this policy may warrant review as a case of suspected Professional and/or Academic misconduct, in accordance with procedures specified in the SON Student Handbook.

SECTION III: FACILITIES, RESOURCES, AND SERVICES

Blackboard Learning Management System

The entry point for Blackboard is available at <https://learn.rochester.edu>. It is normally available 24 hours a day, 7 days a week, and may be accessed either on or off campus. All students should be aware of their Blackboard accounts. If you have taken courses at the School of Nursing (including FastTrack courses) or have taken online employee refresher lessons from Strong or Highland Hospitals, you will use the same Blackboard account. If you are new to the University, your Blackboard log-in will be sent to you.

Troubleshooting

If you had a Blackboard account in the past but don't remember the username, it may have changed. Please follow these steps:

- Connect to <http://tech.rochester.edu/services/netid/>.
- Click the "Manage your NetID" link.
- Click the "Forgot NetID?" link and follow the instructions

If you know your NetID but require a password reset. Please follow these steps:

- Connect to <http://tech.rochester.edu/services/netid/>.
- Click the "Manage your NetID" link.
- Click the "Forgot NetID Password?" link and follow the instructions

If you are unable to reset your NetID password, please call University IT at 585-275-2000.

If you are having any other difficulty with your Blackboard account or have any other questions regarding Blackboard, please contact the Blackboard Support team at SONHelp@urmc.rochester.edu or call **585-275-7500**. If you are trying to connect to the web site and it simply does not load after trying different internet browsers, please feel free to copy Blackboard@urmc.rochester.edu in your email.

The School of Nursing has helpful information available online, such as frequently asked questions and a link to the URM Online Bookstore. This information can be found in the SON's Online Learning Center: <http://www.son.rochester.edu/online-learning>.

Center for Academic and Professional Success (CAPS)

The Center for Academic and Professional Success (CAPS) assists students to develop learning strategies and improve study habits, critical thinking skills, and career management skills required to be successful in academic performance and professional advancement. It does so within the context of promoting a healthy balance between personal and professional goals. CAPS services include assistance with writing and math skills, library and database searching, mentoring, resume writing and other career advancement services, and wellness services. These services are based on a belief that academic success and professional growth occur within strong mutual connections with peers and faculty. More information can be found at <https://son.rochester.edu/caps/>

Counseling on Careers/Graduate Study

Classes and workshops are offered in job search techniques, resume preparation, and interview skills. Following these sessions, students are encouraged to seek individual help with resumes, cover letters, etc., by meeting with their advisors and the CAPS Career Coach. Baccalaureate students contemplating graduate study are strongly urged to review the [SON website](#) for degree offerings, and discuss their plans with their advisors, members of the nursing faculty, Program Directors, and/or the Admissions Office Staff for their program of interest.

Writing Skills

Faculty members expect that all required papers prepared by students will be carefully typed (double-spaced) and proofread before submission. Papers are expected to be well written in terms of logical composition, grammar, and spelling. Properly citing referenced material, paraphrased content, and direct quotations is essential to satisfactorily complete written assignments in the School of Nursing. Failure to follow these basic requirements may subject a student to censure. If a faculty member judges that a paper does not meet these basic writing standards, the paper may be returned to the student ungraded and the student may be required, at the faculty member's discretion, to rewrite the paper before it is graded for content. Additionally, at the faculty member's discretion, the final grade of the revised paper may be adjusted downward. Most importantly, a charge of academic misconduct for plagiarism may be made by a faculty member for failure to give credit to sources used (see the section [Policy on Academic and Professional Integrity](#) for details of the policy). Any policies about seeking ungraded critique, grading, and rewriting papers are determined by individual course faculty and described in each course syllabus.

Formatting, citations, and references for papers written for SON coursework must comply with current APA format, unless directed otherwise by course faculty. Students are encouraged to purchase a copy of the *Publication Manual of the American Psychological Association: The Official Guide to APA Style* (American Psychological Association [APA], 2020) for reference (see full reference below).

At a minimum, students are expected to adhere to the following APA guidelines for submitting papers at the SON:

- Title page includes:
 - Full title of the paper (centered upper third of the page, upper and lower case [title case], bolded) followed by a blank line before the author's name
 - Author name (no degrees or titles)
 - Affiliation (i.e., University of Rochester School of Nursing)
 - Course number and title, professor's name, and due date, all on separate lines, if desired
- Page number goes in the upper right-hand corner on all pages (title page starts with 1)
- Abstract (only if *required* by faculty) goes on a separate page
- Repeat the full title of the paper at the top of the first page of text (centered, upper and lower case [title case], bolded)
- Headings and subheadings used appropriately throughout the manuscript
- 1" margins at top, bottom, right, and left on every page
- Left alignment for the body of the paper, including references; do not use justified margins
- Font should be 12-point Times New Roman, unless directed otherwise by course faculty
- Manuscript is double-spaced throughout, including references
- Citations for all ideas, quotations, and references are used
 - Citations in correct format in manuscript text (Author, date)
 - Direct quotations identified by quotation marks or indented blocks (if >39 words)
 - Citation and page number given for all direct quotations (Smith, 2006, p. 159)
- Direct quotations are used sparingly; focus is on *paraphrasing* and *synthesis* of ideas
- Language does not introduce bias (e.g., gender, age, ethnicity, sexual orientation)
- References in required format, on a separate page, labeled **References** (centered, bolded)
- Tables, figures, and appendices follow APA format

Students are also advised to use a contemporary dictionary and thesaurus and a manual on writing skills when preparing papers. For example, *The Elements of Style* (Strunk & White, 2000; see full reference below) is an excellent, classic resource that students may wish to use. Other writing resources include:

- ❑ [URSON Writing Center](#)
- ❑ [APA Style website](#)
- ❑ [Purdue Online Writing Lab \(OWL\)](#)
- ❑ [Merriam-Webster Online Dictionary and Thesaurus](#)
- ❑ *Oxford English Dictionary* online version is available through Edward G. Miner Library

Students who anticipate, or are experiencing, difficulty in writing should be encouraged to promptly discuss their concerns with their course faculty. Students may also consult their academic advisor or the CAPS program regarding available resources, including a writing tutor and additional course support (<https://son.rochester.edu/caps/>).

References for texts noted above:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Hacker, D., & Sommers, N. (2021). *A writer's reference* (10th ed.). Bedford / St. Martin's.
- Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). Allyn & Bacon.

Libraries

All full and part-time students, faculty members, and staff of the University may use any of the University libraries. The University ID card serves as a library card. The major libraries are the Edward G. Miner Library (serving School of Nursing, School of Medicine and Dentistry, Strong Memorial Hospital), and Rush Rhees Library (serving River Campus). Students also are welcome to use other UR libraries, including John R. Williams Health Sciences Library at Highland Hospital and Basil G. Bibby Library at Eastman Institute for Oral Health. Graduate students seeking literature to prepare theses are encouraged to use the Miner and Rush Rhees libraries. Edward G. Miner Library, 1-6220 (275-3361), has a comprehensive collection and also subscribes to thousands of electronic journals and hundreds of electronic books. Go to Miner online at <https://www.urmc.rochester.edu/libraries/miner.aspx> to access all of Miner's electronic resources or use the library tab in Blackboard. Miner Library also has many computers (both PC and MAC) which provide access to its electronic resources, and graphics and statistical software.

[Reference librarians are available to assist you](#), Monday – Friday, 9:00 am – 5:00 pm.

- ❑ Darcey Rodriguez is the library liaison to the School of Nursing. You can quickly book an appointment time to meet: <https://minercal.urmc.rochester.edu/appointments/rodriguez> or email her at Darcey_rodriguez@urmc.rochester.edu
- ❑ The [School of Nursing Guide](#) is a valuable resource to find answers to questions, view tutorial videos on searching, and learn more about available resources.
- ❑ We can help you learn to search the literature quickly and effectively and work together through your research question to locate relevant citations.
- ❑ Get help and learn more about library-supported citation managers: EndNote and RefWorks.
- ❑ Learn about Miner Library and which Miner resources best suit your specific research needs.
- ❑ Instruction on how to search databases such as PubMed and CINAHL.
- ❑ Tours of Miner Library are available for all new students and faculty. Students are encouraged to go on a tour which can be scheduled by contacting Darcey Rodriguez.

Miner Library interlibrary loan and document delivery services via ILLiad, an electronic document delivery system.

- ❑ Interlibrary Loan (ILL) may be used to borrow books and obtain journal articles not owned by or currently unavailable from the Miner Library. It generally takes 1-2 business days to fill a journal article request and approximately 7-10 days to fill a book request. However, many requests are filled sooner.
- ❑ Document Delivery may be used to request copies of journal articles or book chapters from materials in the Miner Library print collection. Materials are scanned and delivered electronically to your [ILLiad](#) account. The general turnaround time is 24 hours (M-F).

- ❑ Submit ILL and Document Delivery requests through [ILLiad](https://illiad.lib.rochester.edu/illiad/min/), available on the library's web site (<https://illiad.lib.rochester.edu/illiad/min/>). Registration is required.

ILL and Document Delivery services are free of charge for UR students.

Printing and photocopying at Miner Library

To print or make photocopies, you can use your UR ID or purchase a print/copy card at the Library.

To use your UR ID

You'll need to have funds in your UROS account. UROS accounts are automatically activated for incoming SON students and ready for funds to be added.

To add funds:

- ❑ Log in to your Blackboard account
- ❑ Click Services, then Accounts, then select the eAccounts link
- ❑ Click Sign In, enter your NetID and password, then click UROS
- ❑ Minimum deposit is \$20
- ❑ For questions regarding UROS accounts, contact River Campus ID Office, Susan B. Anthony Hall - Room 114A, at mealplans@services.rochester.edu or 585-275-3975.

To purchase a print/copy card

- ❑ Preloaded \$5 cards are available for purchase at the Miner Library Answer Desk (cash or check). Print/copy cards also can be used anywhere that accepts UROS

The Center for Lifelong Learning (CLL)

The Center for Lifelong Learning (CLL) at the University of Rochester School of Nursing offers continuing education, professional development, and nursing school elective/prerequisite courses. Program and course offerings constantly evolve to meet the needs of an increasingly complex health care environment. Because the science and practice of health care are continuously advancing, the CLL offers opportunities for nurses and other health care professionals to learn new knowledge and skills, and explore different career roles and responsibilities. The CLL courses are offered in multiple formats. The many fully online, self-paced courses provide flexibility for working professionals while other courses offer incredible in-person learning experiences. Course offerings include prerequisite coursework and labs for nursing and other health profession programs, the RN First Assistant course, the Legal Nurse Consultant course, and non-credit offerings such as Care Management Education and Medical Terminology.

Center for Nursing Entrepreneurship (CNE)

The CNE houses innovative community-based clinical services designed and operated by the School of Nursing. The clinical services meet specific needs in the community, serving underrepresented children, international travelers, and employees with health risks. Our clinical mission also provides unique practice opportunities for nurses and nurse practitioners. Currently, there are three clinical service lines:

- ❑ **Passport Health:** Passport Health is a nurse-run clinic that provides comprehensive services to international travelers- individuals, families, and groups. Services include an intake assessment, individualized interventions including education, immunization(s), travel products, and a "customized" travel guide specific to the travel region.
- ❑ **Center for Employee Wellness (CEW), branded in the community as UR Medicine Employee Wellness:** The CEW provides clinical services focused on maximizing the health and well-being of employees and their workplaces. The CEW collaborates with health plans, organizations, and benefit brokers to assess and meet

the health and wellness needs of various employer groups in the region. The menu of services includes comprehensive personal health assessments, which include on-site biometric screenings, online lifestyle and behavior assessment, secure web-based employee portal, which includes summary risk profiles with customized recommendations. The program also includes one-to-one wellness coaching for chronic condition management or lifestyle risks. The CEW also provides executive-level process and outcomes reporting, which informs decisions about program development, measures program success, and details return on investment.

- ❑ **School-Based Health Centers (SBHC):** We currently offer 2 SBHCs in the city of Rochester. These nurse practitioner (NP) run clinics provide primary and mental health care services to some of the most vulnerable children in the community. The NPs also provide primary prevention services and promote healthy lifestyle choices.

Harriet J. Kitzman Center for Research Support

The purposes of the Kitzman Center for Research Support are to:

- ❑ Facilitate the research and scholarly development of the School of Nursing faculty and their intra and interdisciplinary collaborators.
- ❑ Provide training opportunities for pre and postdoctoral fellows in all phases of the research process
- ❑ Advance research dissemination and evidence-based practice.
- ❑ Provide support to the Centers of Excellence

Pre and Post Award Administrative Service

The goal of this group is to provide support to faculty and students. Assisting in achieving research goals by providing general administrative support, working closely on preparation of grant proposals, oversight of post-award financial management and the dissemination of research findings.

- ❑ **General Support Services:** preparation of research related presentations materials, including slides and posters
- ❑ **Grant Proposal Submission:** scientific critique of proposals; mock NIH-style reviews; budget development and review; biographical sketch (maintain); other support (maintenance); assistance with reference software; boiler plate documentation; graphic support (table, charts, models), electronic submission and facilitation of process
- ❑ **Research Management Post Award Management:** financial management; interpretation of federal regulations and guidelines; liaison with external agencies and internal departments; assist with non-competing renewal preparation and provide certified grant administrator

Research Facilitation Group

These are a comprehensive, vertically integrated set of services designed to speed research development by making experts and resources readily accessible to the investigator at each phase of the research process.

- ❑ **Consultation Design:** mentorship, biostatistician consultation, sample size determination, design and methods, proposal development
- ❑ **Project Management:** recruitment, IRB support, management of Information system (MIS)
- ❑ **Technical Support:** instrument development, database design, data management/processing, computer assisted data gathering (QDS), on line data collection, development of observational coding systems, variable creation and psychometric evaluation
- ❑ **Data Gathering:** interviewer training, data collection, focus groups

Conflict of Interest https://www.rochester.edu/orpa/assets/pdf/compl_COIPolicyFaculty.pdf Students submitting grant proposals must complete a UR Conflict Disclosure Form annually. Verification of annual disclosure is made at the time of proposal sign-off by ORPA (refer to items #11, 12 and 13 UR Sign-Off Checklist). University policy, guidelines, and forms are available from the Assistant to the Associate Dean for Operations office (3W140). The University of Rochester has implemented an electronic process for the completion and submission of conflict of interest.

External Proposals – UR Sign-Off. The U of R sign-off form must be completed by SON faculty/students prior to the submission of any proposal for external funding. Students should contact the Center for Research Support Administrative Assistant (Grants Application Coordinator) for guidance in completing the sign-off forms. It is important to allow at least 48 hours for completion of this process.

Intellectual Property Agreement. Students (graduate and undergraduate) who participate in any manner in a sponsored research project must sign an Intellectual Property Agreement (IPA) when hired or when filing for sponsor support. Students should contact the Center for Research Support Administrative Assistant (Grants Application Coordinator) for guidance in completing this form. Intellectual Property policies may be found at the following University of Rochester website <http://www.rochester.edu/ventures/for-ur-innovators/forinventors-university-policy-on-intellectualproperty-and-technology-transfer/>

Publications and Abstracts of Presentations. Nursing students are encouraged to submit their writings for publication in professional journals. Manuscripts bearing identification with the UR should be discussed with a member of the faculty prior to submission. Students are encouraged to create a persistent digital identifier, an ORCID account that will link to publications and abstracts, etc. Individual accounts are free and can be created at: <https://orcid.org/> -Students also are encouraged to present papers and posters at SON Clinical & Research Grand Rounds.

SON Clinical & Research Grand Rounds. The Center for Research Support sponsors regular research forums and development sessions for the presentation and sharing of research methods, conceptualization, study design and findings. The purpose of these forums is to enhance community collaboration pertaining to ongoing research and methodological issues as well as to enhance knowledge development in conducting research and utilizing research results. Announcement of meeting times and place appear in email communication to the SON. Faculty, doctoral students, post-doctoral fellows, clinical nurses and other interested persons are encouraged to present and attend.

Scientific Misconduct. The academic system demands that those engaged in research are dedicated to the highest ethical standards. Misconduct in scholarship and research by any member of the university community threatens the university as well as the individual. Students are referred to the Policy on Misconduct in Scholarship and Research for guidelines concerning the process followed in response to an allegation of misconduct in scholarship and/or research or you may go to the following website and download the policy https://www.rochester.edu/orpa/training/facportal/page_06.html

Human Subjects Procedures:

UR SON IRB Full Application/Protocol Submission

All RSRB applications submitted by SON researchers are **required** to have **SON administrative signoff** for scientific integrity **as part of the submission process. This signoff is conducted within the Click® IRB system.**

Please ensure that you have identified all approvals that may be required for your proposed project PRIOR TO completing the RSRB application. For projects involving the UR Medical Center, contact the appropriate Associate Director of nursing to review the feasibility and acceptability of the project. Certain projects may also require scientific review prior to RSRB review. Examples of these projects are: The Cancer Center, Obstetrical, Neonatal Clinical Trials, Emergency Medicine, Institutional Biosafety, Surgical Pathology, Human Use of Radiation, Clinical Research Center, and Rochester Center for Brain Imaging.

The following individuals will be responsible for the internal reviews:

- ❑ **SON Faculty, Post-Doc, and PhD Student Reviewers:** Associate Dean for Research (ADR) & Director of SON Research Compliance (DRC)
- ❑ **SON DNP Student Reviewers:** Director of SON Research Compliance & Director of DNP Program
- ❑ **SON RSRB Support Staff:** Administrative Assistant to ADR (AA to ADR) & Research Compliance Officer (RCO)

UR SON IRB Application and Amendment Protocol Submission Procedures

The following steps are required to complete SON administrative sign-off:

SON PhD Students & DNP Students

- ❑ **SON PhD Students do not** have access to submit IRB applications as PI. The application will be submitted under the designated chair or mentor. Students must contact their committee chair or mentor and work closely with them prior to submission. Together, the student and committee chair will follow the submission requirements listed for SON Faculty.
- ❑ **SON DNP Students** submitting IRB applications with minimal risk do have accessibility to submit on their own, as long as their committee chair is listed as Co-PI. If the study is greater than minimal risk, the student's committee chair will need to be listed as PI.

*[The Scientific Review for Human Subjects Research](#) form is composed of 3 sections: Scientific Merit, Risk Identification and Management, and Investigator Qualifications/Resources. Required core elements of the first 2 sections match required elements of the RSRB protocol template. However, the RSRB protocol template does not require information needed to evaluate Section III of the Standards Checklist. It is therefore incumbent on the PI to include sufficient information related to Section III of the Standards Checklist within the RSRB protocol (please include the relevant information under Methods and Procedures.)

Following RSRB Approval

Please complete the following:

PI or study staff will email their program director and the **AA to ADR** the RSRB approval letter or confirmation email. **All Prospective study PIs** will meet with the [Office of Human Subjects Protection](#): Research Quality Improvement team for startup consultation, preferably prior to recruitment and informed consent procedures with participants. If OHSP-QI staff is not available to meet within 4 weeks after RSRB approval, please contact the **DRC** who can then provide guidance on study startup. This is to ensure appropriate documents and procedures are in place to conduct the study. After this meeting, the study team will develop a comprehensive QMP for the study.

All retrospective chart reviews will meet with either the DRC, to review important guidelines, documentation and procedures for conducting ethical research. The study team will then develop a comprehensive QMP for the study. The QMP will be submitted electronically to the designated BOX folder for review and approval by the ADR or their designee.

A discussion of QMP can be found at

http://www.rochester.edu/ohsp/documents/quality/pdf/gmp/UR_Research_Site_Quality_Management_Plan.pdf

Examples of comprehensive QMPs for different risks levels can be found at

http://www.rochester.edu/ohsp/documents/quality/pdf/gmp/Appendix_A.pdf

Based on the study's QMP, the internal study evaluation report will be uploaded to the BOX folder for the PI's and ADR review and corrective action, if applicable.

The ADR will provide the Dean with an annual report of all QMP internal evaluations.

OHSP quality assurance audits:

Ongoing- Any routine OHSP quality assurance notifications and audit results are to be sent to the ADR. Full board determination and any further corrective action, including all CAPA plans, should be sent to the ADR. Finally, any sponsor audit results, serious adverse events, or OSHP required action for non-compliance need to be sent to the office of the ADR.

Computer Consultation

Assistance with Blackboard, Microsoft Office components, computer accounts, and computer troubleshooting is available through the SON ITS (Information Technology Services) team. Further support is prioritized by severity of need, as seen by the SON Information Technology Services director. Please contact sonhelp@urmc.rochester.edu to request support.

Computer Lab and Copy Card

Students have access to the first-floor computer room located in room 1W216, and the viewing room 1w216A. These rooms are utilized primarily for student coursework, Internet access, and student email. Students may use the Computer Room for printing purposes. There is a ten cents per page fee for printing.

Printing and photocopying at Miner Library

- To print or make photocopies, you can use your UR ID or purchase a print/copy card at the Library.

To use your UR ID

- You'll need to have funds in your UROs account. UROs accounts are automatically activated for incoming SON students and ready for funds to be added.

To add funds:

- Log in to your Blackboard account
- Click **Services**, then **Accounts**, then select the **eAccounts** link
- Click **Sign In**, enter your NetID and password, then click **UROs**
- Minimum deposit is \$20

For questions regarding UROs accounts, contact River Campus ID Office, Susan B. Anthony Hall - Room 114A, at mealplans@services.rochester.edu or 585-275-3975.

To purchase a print/copy card

- Preloaded \$5 cards are available for purchase at the Miner Library Answer Desk (cash or check). Print/copy cards do not expire and can be used anywhere that accepts UROs.

Experiential Learning Site Coordination

All clinical placements are coordinated through the SON Preceptor and Clinical Site Coordinators in the MS programs in Leadership, Education and Nurse Practitioner Specialties. Every effort is made to secure individualized, placements with supervising faculty and experienced, discipline-specific preceptors. All arrangements for preceptors are made in conjunction with academic course coordinators and Program Directors. If there is a special request or specific need for graduate clinical placements, this should be discussed with the course coordinator **before** the semester begins. All preceptors are educationally and experientially prepared with credentialing and documentation through SON experiential learning processes. Preceptor contact and communication is done through SON faculty and not through individual students to ensure optimum student learning experiences.

Lockers

Available for student-use are two locker rooms located on the first floor, 1W204 and 1W207. If a student is interested in having a locker in one of the two locker rooms at the School of Nursing complete the following:

- Select a locker in either room by placing the lock on the locker and
- Complete the [Locker Sign Up Form](#).

DO NOT PUT ANYTHING IN THE LOCKER WITHOUT A LOCK! Students will need to remove the contents and lock by the end of their program. An email reminder will be sent approximately two weeks in advance.

Additionally, 1W207 has kitchen space for student use and includes two refrigerators, two microwaves, and a Keurig coffee maker. Students should place their name and date on all items that are put in the refrigerator – if there is not a name or date, the food could be thrown away. Students must keep the space in order by cleaning up after themselves, or these items will be removed. This is a shared space, and everyone should be respectful.

If you have any questions, contact studentaffairs@urmc.rochester.edu.

Parking

All faculty, staff, students, and University affiliates who wish to park on any Campus must register their vehicles with the Parking Office. A parking permit is required at all times, including the visitor's lot.

The Medical Center Parking Office is located at 70 Goler House. Please have your plate number, make and year of your vehicle and student ID when you register. Office hours are 8:30 a.m. – 4:30 p.m. (M-F). Payment can be made via cash, check (payable to the UR Parking Department) or Credit Card (VISA, MC or Discover). Parking permits are required for all non-gated lots issued by the Parking Department or by the direct department. Cars illegally parked will be ticketed.

Students/Employees with existing Parking Permits:

U of R Employees:

- When attending classes, they will continue to park in their assigned parking lot

Highland Hospital Employees:

- Those who display a paid Highland permit will park in College Town Garage
- To enter and exit the garage, you will state your name and your HH permit number

Visit rochester.edu/parking for information and services available through My Parking Online.

Room Reservations: Helen Wood Hall

HWH is open Monday-Friday from 7 am to 7 pm. On evenings and weekends, the building is locked but access can be gained by using a valid UR ID card. If you must access the building outside of the normal building hours, Public Safety will open the front door upon request providing you have a form of ID.

It is helpful to note that the room numbers in HWH always begin with a number that specifies on which floor the room is located. It is then followed by a W and three numbers which denote the actual room number on that floor.

Reservations for the use of all classrooms, conference rooms, and Evarts Lounge are made by emailing SON-Room-Scheduler@URMC.Rochester.edu. Requests are determined on a first-come, first-served basis. When making room reservations for a special meeting, always communicate the date, time, meeting title, approximate number of attendees, and indicate if you need media.

When leaving a classroom or the Lounge, students and faculty should assume the responsibility for the room by closing and locking windows and doors, turning off lights, straightening chairs, erasing blackboards, and putting any trash into the wastebaskets. If tables or chairs have been rearranged, they must be returned to the position they were in when entering the room. Removing chairs from classrooms to accommodate a larger amount of people is prohibited. If a key is borrowed, please return it to the appropriate office. Misuse of facilities or lost keys will necessitate restriction of their availability. If anything is amiss, please email SON-Room-Scheduler@URMC.Rochester.edu or call 585-276-6300.

Student Governance: School of Nursing Committees

The School of Nursing offers leadership opportunities to undergraduate and graduate students during the course of the academic year to serve as a student representative on School of Nursing Standing Committees. These committees are Council for Diversity, Equity, and Inclusion, Curriculum Committee, PhD Subcommittee, DNP Subcommittee, Master's Subcommittee, Student Affairs Committee, and Undergraduate Subcommittee. Students must be in good academic standing to serve on a committee.

An email communication is sent to all students in May letting them know of the open positions for the upcoming year. Students can nominate themselves or another student for the appropriate program committee. After nominations are collected, all students will receive an email survey with the opportunity to vote. Students with the highest number of votes will be given an opportunity to serve on the committee for the upcoming year. Support staff will notify students about upcoming meeting details.

Committee term: 1 year. Follow the fiscal year calendar which is in line with faculty committee terms.

University Health Service (UHS)

<http://www.rochester.edu/uhs/>

585-275-2662

The University Health Service (UHS) provides a full range of confidential, high-quality health care services for full-time University of Rochester students. The UHS clinical staff includes physicians, nurse practitioners, and registered nurses. To provide students with a more personal and effective interaction, all students are assigned a primary care provider (PCP) at UHS. Visits to the University Health Service are covered by the mandatory health fee that full-time students pay. Visits to UHS are by appointment. Please call 585-275-2662 to schedule. Whenever possible, appointments are scheduled with the student's primary care provider.

All visits to UHS are confidential. UHS will not share any information about the fact or nature of a patient's visit to UHS without the patient's permission. Notification of others, including friends, parents, supervisors, and University administrators and faculty, is considered the student's responsibility unless the condition is serious and the student is unable to assume responsibility for informing others.

The University Health Service has offices on the River Campus, in the Medical Center, and at the Eastman School of Music. The UHS River Campus Office is located on the first floor of the UHS Building on the River Campus. This office is open seven days a week during the academic year with evening hours Monday through Thursday. The office is open weekdays during school vacations and the summer. The UHS Medical Center Office is located in 1-5077, which is on the Crittenden Boulevard side of the Medical Center. This office is open weekdays throughout the year. Whenever UHS offices are closed, a UHS physician is on-call and available by phone (585-275-2662) for patients with *urgent* concerns that cannot wait until the offices re-open. Full-time students are encouraged to call UHS before seeking care outside UHS.

The University Health Service (UHS) does not provide retroactive excuses for missed classes. Students who are seen at UHS for an illness or injury can ask for documentation that verifies the date of the student's visit(s) to UHS without mention of the reason for the visit. If the student's UHS provider determines the student should curtail activities in the coming days or weeks, the provider will give the student written instructions with specific recommendations. Documentation cannot be provided to students who were not seen at UHS for their illness or injury. Students are encouraged to make every effort to resolve health-related absences and issues by talking with the faculty directly.

University Counseling Center (UCC)

<http://www.rochester.edu/ucc/>

The University Counseling Center (UCC) provides comprehensive initial assessments and individualized treatment plans to full-time members of the University of Rochester community who pay the mandatory health fee. Based on the initial assessment, a treatment plan is developed by the clinician that addresses the client's unique needs and concerns.

This plan may include recommendations such as but are not limited to:

- Group therapy,
- Workshops,
- Brief therapy,
- Referrals to community providers for specialized treatment or longer-term therapy services,
- Case management services,
- Psychiatry or other campus services.

Visits to the University Counseling Center are covered by the mandatory health fee. Students can be seen in the UCC offices on the River Campus (in the UHS building), in the Medical Center (2nd floor by the orange elevators), and at the Eastman School of Music. If concerned about a University student, call the UCC emergency service. A mental health professional can be reached 24 hours/day throughout the year by calling 585-275-3113.

Contacts with UCC are confidential. The fact that a student is using UCC will not be disclosed to any University official or faculty member, or to family, friends, or roommates without permission of the student.

Therapists at UCC have experience in assisting students with a variety of concerns including:

- Anxiety,
- Depression
- Relationship difficulties
- Family problems
- Eating concerns
- Sexual functioning
- Sexual identity
- Grief
- School-related problems
- General discomfort about what is happening in a person's life.

UCC also offers a variety of therapy groups for identity groups such as queer and trans folks, people of color, for particular symptom concerns such as anxiety or trauma survivors, or for self-understanding. For information about groups being offered during the current academic year, call UCC at 585-275-3113 or check out the website.

Students in Crisis Resources

The following resources are available for students who may need support:

- The CARE network - enables members of the University community to express their concerns about a person, incident, or issue by submitting an online report
- University Counseling Center – offers counseling appointments, both scheduled and walk-in, for students

If you are concerned about an immediate threat to the life or safety of a student, call Public Safety on-campus (585-275-3333) or 911 off-campus. School of Nursing faculty and staff will preserve confidentiality as required or permitted by law.

Section IV: General Information on Baccalaureate Programs

Curriculum for Accelerated Baccalaureate Program for Non-Nurses

First Semester (17.5 credits)

NUR 370 Pathophysiology/Pharmacology	6 credits
NUR 362 Nursing Health Assessment	3 credits
NUR 372 Beginning Medical-Surgical Nursing	4.5 credits
NUR 373 Foundations of Nursing Practice	1 credit
NUR 365 Population and Community Health Nursing	3 credits

Second Semester (17 credits)

NUR 374A Nursing Care & Health Promotion for Childbearing Clients and their Families	3.5 credits
NUR 374B Nursing Care & Health Promotion for Pediatric Clients and their Families	3.5 credits
NUR 375 Psychiatric Mental Health	3 credits
NUR 301 Principles and Application of Evidence for Nursing Practice	3 credits
NUR 376 Intermediate Medical-Surgical Nursing	4 credits

Third Semester (14.5 credits)

NUR 377 Advanced Medical-Surgical Nursing	7.5 credits
NUR 371 Management of Care	4 credits
NUR 379 Nursing Integration and Transition to Practice	3 credits

The above program includes 49 credits of generalist nursing courses (90 laboratory hours and 750 clinical hours); 79 credits are transferred from the previous baccalaureate degree. The 49 credits in the program are considered a residency requirement and are the minimum number of credits that must be completed at the University of Rochester School of Nursing.

Any changes to the prescribed full-time plan require the permission of the Program Directors. If an APNN student requests a change or failure in a course results in a change to the standard program plan, placement in the future course(s) will depend on the availability of space in the subsequent cohort(s).

The student who has failed a course is responsible for investigating any financial implications of these changes (e.g., the flat rate versus the per credit hour tuition rate).

Prerequisites for Undergraduate Courses in the Accelerated Programs for Non-Nurses

All clinical courses require matriculation. Course numbers and prerequisites may be subject to change.

Undergraduate Courses	Prerequisite(s)
NUR 371 Management of Care	NUR 301, 374 A & B, 375 and 376
NUR 372 Beginning Medical-Surgical Nursing	NUR 362; Failure of NUR 370 will result in withdrawal from NUR 372
NUR 374A Nursing Care & Health Promotion for Childbearing Clients and their Families	NUR 362, NUR 370, NUR 372, NUR 373
NUR 374B Nursing Care & Health Promotion for Pediatric Clients and their Families	NUR 362, NUR 370, NUR 372, NUR 373, NUR 374A
NUR 375 Psychiatric Mental Health	NUR 362, NUR 370, NUR 372, NUR 373
NUR 376 Intermediate Medical-Surgical Nursing	NUR 362, 370, and 372
NUR 377 Advanced Medical-Surgical Nursing	NUR 362, NUR 370, NUR 372, NUR 373, NUR 376, NUR 374 A & B, NUR 375
NUR 379 Nursing Integration and Transition to Practice	All APNN coursework

Curriculum for RN to BS Programs

RN to BS PROGRAM REQUIREMENTS (128 credits):

FOUNDATIONAL ARTS AND SCIENCES COURSES (64 credits)

Content Area	Required Course	# Courses	Credits
Humanities (examples – Fine Arts, Languages, Philosophy, Religion, History)	English Composition Writing with Confidence, Clarity Style (NSG 301)	3	9-12
Natural Sciences (examples – Chemistry, Biology, Microbiology, Anatomy, Physiology, Physics, Geology, Environmental Science)	Genetics Nutrition _(human)	4	12-16
Social Sciences (examples – Psychology, Sociology, Anthropology, Human Development, Economics)	Statistics	4	12-16
Free electives to total 64 credits		varies	varies

The above courses can be completed through the College Level Examination Program (CLEP) challenge examinations, accredited community colleges or universities or through elective coursework at URSON. Foundational coursework must be completed prior to starting the RN to BS core courses.

64 arts & sciences credits awarded automatically upon matriculation if the student has a non-nursing Bachelor's Degree. Statistics, genetics, nutrition, and Writing with Confidence, Clarity Style (NSG 301) are also required, and any of these credits, if completed at UR SON, may be used toward the *nursing* elective requirement.

Course Title – Course Options at UR SON for Arts and Science Credits
NSG 310 Nutrition and Health (Natural Science)
NSG 311 Statistics for Evidence Based Practice in the Health Sciences (Social Science)
NSG 317 Ethics in Health Care (Humanities)
NSG 318 Pathogenesis of Cardiac Dysrhythmias and ECG interpretation in Adults (Natural Science)
NSG 325 Addressing Childhood Obesity for the Health Care professional (Natural Science)
NSG 328 Understanding Dietary Supplements (Natural Science)
NSG 332 Popular Diets: A clinical review (Natural Science)
NSG 337 Sexuality, Culture and Health (Social Science)
NSG 338 Information technology for Health Care (Social Science)
NSG 342 Music in Health and Healing (Humanities)
NSG 378 Genetics (Natural Science)
NSG 409 Clinician's Guide to Weight Management (Natural Science)
NSG 429 Diversity and Equity in Health care (Humanities)
NSG XXX History of Cancer (Humanities)
NSG XXX Social Determinates of Health (Social Science)
NSG XXX History of Pandemics (Humanities)
NSG XXX History of HIV (Humanities)

NURSING COURSES (64 credits)

First 32 credits awarded automatically upon matriculation for all nursing coursework from an accredited diploma or associate's degree program.

The RN to BS program is Part-Time only – there is no Full-Time option.

Remaining 32 credits must be completed at UR:

Course #	Title	Credits	Semesters Offered
NUR 302	Principles and Application of Evidence Based Practice	3	Fall, Spring, Summer
NUR 350	RN/BS Transition: Reflective Professional Practice	4-8	Fall, Spring, Summer
NUR 354	Concepts of Leadership and Management of Care	4	Fall, Spring, summer
NUR 364	Biopsychosocial Health Assessment of the Individual and Family	3	Fall, Spring, Summer
NUR 355	Contexts of Health Care: Finance and Regulatory Environments	3	Fall, Spring, Summer
NUR 358	Patient and Population Care Management	4	Fall, Spring, Summer
NUR 356	Population Health	5	Fall, Spring, Summer
NUR 357	RN/BS Capstone	2	Fall, Spring, Summer
Nursing elective(s)	(if not petitioning for prior learning/life experience through the portfolio process as part of NUR 350)	0-4	Fall, Spring, Summer
TOTAL		32 credits	

It is possible to earn an additional 1-4 credits for prior learning/life experience through the portfolio process in NUR 350. Students who do not petition for experiential learning credits will take nursing elective coursework.

RN to BS Program Sample Part Time Plan

FALL SEMESTER	SPRING SEMESTER
<p><u>Course (Credits)</u></p> <p>NUR 350 RN/BS Transition: Reflective Professional Practice (4-8)</p> <p>NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3)</p>	<p><u>Course (Credits)</u></p> <p>NUR 302 Principles and Application of Evidence for Nursing Practice (3)</p> <p>NUR 358 Patient and Population Care Management (4)</p>
SUMMER SEMESTER	FALL SEMESTER
<p><u>Course (Credits)</u></p> <p>NUR 354 Concepts of Leadership and Management Care (4)</p> <p>NUR 355 Context of Health Care: Policy, Finance and Regulatory Environments (3)</p>	<p><u>Course (Credits)</u></p> <p>NUR 356 Population Health (5)</p> <p>NUR 357 RN/BS Capstone (2)</p>

An additional semester will be required if the student is not petitioning for prior experiential learning credit through the Portfolio process as part of NUR 350.

Curriculum for RN to BS to MS NP Program (BS Portion)

FOUNDATIONAL ARTS AND SCIENCES COURSES (see RN to BS Curriculum)

<p>NURSING COURSES (64 credits)</p> <p>First 32 credits awarded automatically upon matriculation for all nursing coursework from an accredited diploma or associate's degree program</p> <p>Final 32 credits toward baccalaureate portion of the degree must be completed at UR:</p> <p>Six core bridge courses (total 21 credits)</p> <ul style="list-style-type: none">• NUR 354 Concepts of Leadership and Management of Care (4 credits)• NUR 356 Population Health (5 credits)• NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3 credits)• NUR 400 Research Principles for Evidence-Based Practice (5 credits)• NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)• NUR 403 Ethics and Public Policy (3 credits) <p>Nursing Graduate Coursework – Final 11 credits (balance of 32 credits) are from MS coursework.</p> <p>Total: BS awarded upon completion of a total 128 credits</p>
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The student then continues on with one of the NP specialty program plans (which appear in the Master's NP section [Section V] of the Student Handbook), having already completed NUR 400, NUR 401 and NUR 403. The BS degree is awarded when student has completed 32 nursing credits at UR, as well as 64 arts and sciences credits.

RN to BS to MS-NP students **must complete 64 arts and science credits** prior to beginning the nursing bridge coursework.

RN to BS to MS students must complete the requirements for the baccalaureate degree, including the arts and sciences requirements, prior to beginning NUR 410/415. An exception is allowed when the credits from NUR 410/415 are needed to meet the required 32 credits of nursing coursework of the BS degree. Credits from NUR 410/415 do not meet the arts and science requirements. Sample plans for the RN to BS to MS/NP are available from advisors and Program Directors.

Curriculum for RN to BS to MS Nurse Education Program (BS Portion)

FOUNDATIONAL ARTS AND SCIENCES COURSES (see RN to BS curriculum)

<p>NURSING COURSES (64 credits)</p> <p>Initial 32 credits awarded following a transcript analysis automatically upon matriculation for accepted nursing coursework from an accredited diploma or associate's degree program</p> <p>Final 32 credits to be applied toward baccalaureate portion of the degree must be completed at UR:</p> <ul style="list-style-type: none">• NUR 350 RN/BS Transition: Reflective Professional Practice (4 credits)• Nursing elective (0-4 credits) and/or NUR 350 Variable portfolio credits (0-4) (must total to 4 credits)• NUR 358 Patient and Population Care Management (4)• NUR 354 Concepts of Leadership and Management (4 credits)• NUR 356 Population Health (5 credits)• NUR 355 Contexts of Health Care: Policy, Finance and Regulatory Environments (3 credits)• NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3 credits)• NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)• NLX 420 Theory and EBP for Nurse Educators (4 credits) <p>Total: BS awarded upon completion of a total 128 credits</p>

The BS degree is awarded when a student has completed 32 nursing credits at UR, as well as 64 arts and sciences credits. RN to BS to MS-MNE students **must complete the 64 arts and science credits** prior to beginning the nursing bridge to MS coursework. The student then continues on with the MNE program having already completed NUR 401 and NLX 420. Sample plans for the RN to BS to MS/MNE program are available from advisors and Program Directors.

Curriculum for RN to BS to MS Clinical Nurse Leader Program (BS portion)

FOUNDATIONAL ARTS AND SCIENCES COURSES (see RN to BS curriculum)

<p>NURSING COURSES (64 credits)</p> <p>First 32 credits awarded automatically upon matriculation for all nursing coursework from an accredited diploma or associate's degree program</p> <p>Final 32 credits toward baccalaureate portion of the degree must be completed at UR:</p> <ul style="list-style-type: none"> • NUR 350 RN/BS Transition: Reflective Professional Practice (4 credits) • Nursing elective (0-4 credits) and/or NUR 350 Variable portfolio credits (0-4) (must total to 4 credits) • NUR 358 Patient and Population Care Management (4) • NUR 354 Concepts of Leadership and Management (4 credits) • NUR 356 Population Health (5 credits) • NUR 355 Contexts of Health Care: Policy, Finance and Regulatory Environments (3 credits) • NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3 credits) • NUR 401 Foundations of Scholarly Writing (1 credit) • NUR 400 Research Principles for EBP (5 credits) <p>Total: BS awarded upon completion of a total 128 credits</p>

The BS degree is awarded when student has completed 32 nursing credits at UR, as well as 64 arts and sciences credits. The student then continues on with the CNL MS coursework having already completed NUR 400 and NUR 401.

Curriculum for RN to BS to MS Leadership in Health Care Systems Program (BS portion)

FOUNDATIONAL ARTS AND SCIENCES COURSES (see RN to BS curriculum)

<p>NURSING COURSES (64 credits)</p> <p>First 32 credits awarded automatically upon matriculation for all nursing coursework from an accredited diploma or associate's degree program</p> <p>Final 32 credits toward baccalaureate portion of the degree must be completed at UR:</p> <ul style="list-style-type: none"> • NUR 350 RN/BS Transition: Reflective Professional Practice (4 credits) • Nursing elective (0-4 credits) and/or NUR 350 Variable portfolio credits (0-4) (must total to 4 credits) • NUR 302 EBP for RN to BS students (3 credits) • NUR 358 Patient and Population Care Management (4) • NUR 356 Population Health (5 credits) • NUR 355 Contexts of Health Care: Policy, Finance and Regulatory Environments (3 credits) • NUR 354 Concepts of Leadership and Management (4 credits)

- NUR 364 Biopsychosocial Health Assessment of the Individual and Family (3 credits)
- NUR 357 Capstone (2 credits)

Total: BS awarded upon completion of a total 128 credits

The BS degree is awarded when student has completed 32 nursing credits at UR, as well as 64 arts and sciences credits. The student then continues on with the Leadership MS coursework.

Additional Information Specific to Baccalaureate Students

Dean's List for Baccalaureate Students

Dean's List appointment requires a semester GPA of at least 3.6 based on successful completion of all coursework taken, anywhere at the University, with a minimum of 6 credits completed for letter grades and no grades of I, N, WE or E in a given semester. If there are Incomplete grades in a given semester, students' eligibility for Dean's List that semester will be evaluated after the final grade is submitted.

Dress Code

Students are expected to dress appropriately when involved in professional activities, which includes attending all in-school classes/activities and community-based activities, for which faculty set and enforce professional standards. Individual units or agencies may also determine dress regulations. The uniform for all lab and simulation classes is scrub attire, which can be the clinical uniform or other previously owned scrubs. Students may wear regular pants/sweats for the first week of class until scrubs can be obtained. At no time are students permitted to wear shorts or modified tops (halter/crop) in the lab or simulation areas. When preparing clinical assignments, attire is business casual (no denim). Specialty areas (e.g., Home Health, Operating Room, etc.) may have specific attire requirements. Please refer to the appropriate course syllabi.

When preparing clinical assignments, attire is business casual (no denim). Specialty areas (e.g., Home Health, Operating Room, etc.) may have specific attire requirements. Please refer to the appropriate course syllabi.

The dress code is adapted from the requirements of Strong Memorial Hospital and Highland Hospital Nursing Practice. It is the responsibility of all nursing students to maintain a professional image. Apparel and appearance shall reflect the nature of professional practice. Individuals entering operating rooms must adhere to AORN standards for scrub attire.

	Appropriate	Inappropriate
ID badge (and SON name tag) to be worn at all times in clinical as part of the security program. It is helpful, but not required, to wear ID for classroom.	Must be worn at chest level or higher, either by clip or lanyard.	No IDs are to be clipped to waist of pants. No stickers or pins covering name or photo.
Scrubs for clinical	The uniform for clinical is a white scrub top (with a plain white shirt underneath) and navy scrub pants. The SON Student Patch is to be permanently attached to the left mid-clavicular area. Accessories include a watch with second hand, black pen, and stethoscope. Hospital-issued scrub clothes are not to be worn outside of clinical patient care areas without a white lab coat or appropriate jacket/coat.	Wrinkled, torn, or stained scrubs are not permitted. No graphics or logos on tee-shirts. Skirt length should be no shorter than 2 inches above the knee. Undergarments – no visible colors, prints, or contour lines; no thongs
Footwear	Clean shoes, clogs with a back,	No fluorescent colors

	or sneakers are acceptable.	
Jewelry Jewelry (continued)	Jewelry should be modest and safe.	Dangling earrings and ankle bracelets are not permitted. Wrist jewelry, which interferes with adequate hand washing or scrubbing, must not be worn. Eyebrow or lip piercings are not permitted; a single nose stud is permitted. Rings – only wedding bands
Miscellaneous	Hair should be styled neatly, and shoulder-length or longer hair secured away from the face. Hair accessories should be minimal.	No perfume or scented lotions or sprays.
Fingernail policy*	Nail polish – none (preferred) or clear	No artificial or enhanced fingernails. Nails no longer than ¼ inch from the fingertip.

*Artificial or enhanced nails are associated with increased colonization of bacteria capable of causing infection. Nail polish that is chipped can harbor bacteria. Personnel wearing artificial nails have been epidemiologically implicated in several outbreaks of infections caused by gram-negative bacilli and yeast. These situations may increase the risk of infections among patients who come in contact with the nails. Long nails may tear gloves worn by healthcare personnel.

Stethoscopes should be cleaned before and after every use with a hospital-approved disinfectant.

SECTION V: GENERAL INFORMATION ON THE MASTER'S NURSE PRACTITIONER DEGREE AND ADVANCED CERTIFICATE NP PROGRAMS

Overview of the Master's Degree NP Programs

The primary objective of the Master of Science (MS) Degree Program in Nursing is to prepare professional advanced practice nurses who will contribute to the improvement of nursing care and who are responsive to the challenge of unresolved problems within the health care system. Each of the clinical specialty programs prepares nurses with advanced clinical knowledge and skills who can assume leadership positions in nursing practice, education, research or administration.

The Master's Degree NP Programs, which are registered with the New York State Education Department and accredited by the Commission on Collegiate Nursing Education, prepare advanced practice registered nurses (APRNs), specifically nurse practitioners, in selected areas of clinical practice. Through classroom and experiential learning activities and supervised clinical practice, students develop clinical expertise and in-depth knowledge in their selected areas of practice. The development of the leadership role through problem-solving involvement in the clinical setting, and the preparation of the student to contribute knowledge through scientific inquiry are integrated in the curriculum of each specialty program.

The SON offers the following clinical specialties within the Master's Degree (MS) Program:

- AGACNP Adult-Gerontology Acute Care Nurse Practitioner
- AGPCNP Adult-Gerontology Primary Care Nurse Practitioner
- FNP Family Nurse Practitioner
- FPMHNP Family Psychiatric Mental Health Nurse Practitioner
- PNP Pediatric Nurse Practitioner
- PNP/NNP Pediatric Nurse Practitioner/Neonatal Nurse Practitioner

Students in the Accelerated Master's Program for Non-Nurses continue study in one of the Master's programs, excluding PNP/NNP.

Overview of the Advanced Certificate Program for Existing Advanced Practice Registered Nurses

The Advanced Certificate Program is a non-degree program for nurses with a Master's Degree in Nursing who are seeking Nurse Practitioner certification in New York and nationally. Advanced Certificate students are considered matriculated students in the SON. They are subject to the same rules of the University of Rochester as outlined in the Regulations and University Policies Concerning Graduate Studies. The Advanced Certificate Program is registered with the New York State Education Department and accredited by the Commission on Collegiate Nursing Education.

The SON offers the following clinical specialties within the Advanced Certificate Program:

- AGACNP Adult-Gerontology Acute Care Nurse Practitioner
- AGPCNP Adult-Gerontology Primary Care Nurse Practitioner
- FNP Family Nurse Practitioner
- FPMHNP Family Psychiatric Mental Health Nurse Practitioner
- NNP Neonatal Nurse Practitioner
- PNP-PC Pediatric Nurse Practitioner - Primary Care
- PNP-AC Pediatric Acute Care Nurse Practitioner - Acute Care

Advanced Certificate Program students must complete clinical hours in the specialty program, either via supervised clinical hours in the Advanced Certificate Program specialty, or by transferring in clinical hours from their prior Master's programs. The total number of hours required depends on the specific program. The Advanced Certificate Program student's prior clinical and academic background in advanced practice nursing will determine the exact number of clinical hours required at the University of Rochester School of Nursing. A transcript (gap) analysis is conducted by the student's advisor, in consultation with the Program Director; findings are then used to develop the student's Advanced

Certificate Program degree plan. Nurse practitioners, physicians, physician assistants, and psychologists (in the FPMHNP program) serve as clinical preceptors in the specialty courses.

In the Advanced Certificate Program, completion of coursework is recorded on the official UR transcript. The SON awards a certificate of completion.

Overview of the Curriculum for the NP Master's Degree & Advanced Certificate Programs

Graduate study at the UR SON integrates nursing practice, education, and research. The curriculum for the Master's Degree Program includes professional advanced practice nursing core courses and clinical specialty courses. The professional core courses provide common substantive areas of study for students. Clinical specialty courses provide specialty-specific, in-depth areas for study, including clinical and experiential learning experiences. Students are strongly urged to continue with clinical coursework immediately after the advanced health assessment course with no lapse in enrollment. Consecutive and timely completion of each clinical course is critical to program success.

Professional Core Courses

- ❑ NUR 400 Research Principles for Evidence-Based Practice (5 credit hours)
- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- ❑ NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- ❑ NUR 407 Advanced Physiology and Pathophysiology (varies by specialty)
- ❑ NUR 419 Advanced Pharmacology (3 credit hours)
- ❑ Advanced Health Assessment (course [NUR 410 or 415]; credit hours vary by specific specialty)

Clinical Specialty Courses

- ❑ Each clinical specialty in the NP programs includes both didactic, experiential learning, and precepted clinical experiences. The number of courses and credit hours varies, based on the specialty.
- ❑ In each specialty program, one credit hour in two clinical specialty courses involves professional APRN role topics.

The curriculum for the Advanced Certificate Program is composed of selected professional core and clinical courses. With faculty advisement, students are responsible for designing appropriate degree plans.

The following pages present the MS degree and Advanced Certificate Program requirements for the specialty programs. Please note that these **requirements are subject to change**.

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)

Master of Science 47 credit hours (672 clinical hours)

Professional core courses:

- ❑ NUR 400 Research Principles for Evidence-Based Practice (5 credit hours)
- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit hour)
- ❑ NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- ❑ NUR 410 Advanced Health Assessment (4 credit hours; includes 2 credits for lab, or 4 hours/wk)
- ❑ NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- ❑ NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- ❑ NUR 411 Evaluation and Management of Common Health Problems (8 credit hours, 224 clinical hours)
- ❑ NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)
- ❑ NUR 424 Adult-Gerontology Acute Care Nurse Practitioner I (9 credit hours, 224 clinical hours)
- ❑ NUR 425 Adult-Gerontology Acute Care Nurse Practitioner II (8 credit hours, 224 clinical hours)

**Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
Advanced Certificate**

Clinical specialty courses:

- NUR 411 Evaluation and Management of Common Health Problems (8 credit hours, 224 clinical hours)
- NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)
- NUR 424 Adult-Gerontology Acute Care Nurse Practitioner I (9 credit hours, 224 clinical hours)
- NUR 425 Adult-Gerontology Acute Care Nurse Practitioner II (8 credit hours, 224 clinical hours)
- Advanced Health Assessment*

**Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
Master of Science 45 credit hours (672 clinical hours)**

Professional core courses:

- NUR 400 Research Principles for Evidence-Based Practice (5 credit hours)
- NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit hour)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 410 Advanced Health Assessment (4 credit hours; includes 2 credits for lab, or 4 hours/wk.)
- NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- NUR 411 Evaluation and Management of Common Health Problems (8 credit hours, 224 clinical hours)
- NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)
- NUR 444 Primary Care NP I (8 credit hours, 224 clinical hours)
- NUR 445 Primary Care NP II (7 credit hours, 224 clinical hours)

**Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)
Advanced Certificate**

Clinical specialty courses:

- NUR 411 Evaluation and Management of Common Health Problems (8 credit hours, 224 clinical hours)
- NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)
- NUR 444 Primary Care NP I (8 credit hours, 224 clinical hours)
- NUR 445 Primary Care NP II (7 credit hours, 224 clinical hours)
- Advanced Health Assessment*

**Family Nurse Practitioner (FNP)
Master of Science Degree 55 credit hours (672 clinical hours)**

Professional core courses:

- NUR 400 Research Principles for Evidence-Based Practice (5 credit hours)
- NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit hour)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 410 Advanced Health Assessment (6 credit hours, 2 of which are lab credits)
- NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- NUR 411 Evaluation and Management of Common Health Problems (6 credit hours, 112 clinical hours)
- NUR 413 Family Theoretical Frameworks and Application to Nursing Care of Families (3 credit hours)
- NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)
- NUR 437 Pediatric Primary Care I (4 credit hours, didactic only)
- NUR 444 Primary Care NP I (8 credit hours, 224 clinical hours)
- NUR 445 Primary Care NP II (7 credit hours, 224 clinical hours)
- NUR 449 Women's Health Care for Primary Care Generalists (3 credit hours, 112 clinical hours)

**Family Nurse Practitioner (FNP)
Advanced Certificate**

Clinical specialty courses:

- ❑ NUR 411 Evaluation and Management of Common Health Problems (6 credit hours, 112 clinical hours)
- ❑ NUR 414 Nurse Practitioner Procedure Lab (1 lab credit hour)
- ❑ NUR 413 Family Theoretical Frameworks and Application to Nursing Care of Families (3 credit hours)
- ❑ NUR 437 Pediatric Primary Care I(4 credit hours, didactic only)
- ❑ NUR 444 Primary Care NP I (8 credit hours, 224 clinical hours)
- ❑ NUR 445 Primary Care NP II (7 credit hours, 224 clinical hours)
- ❑ NUR 449 Women's Health Care for Primary Care Generalists (3 credit hours,112 clinical hours)
- ❑ Advanced Health Assessment*

**Family Psychiatric Mental Health Nurse Practitioner (FPMHNP)
Master of Science Degree 54 credits (616 Clinical Hours)**

- ❑ Professional core courses:
- ❑ NUR 400 Research Principles for Evidence-Based Practice (5 credits)
- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- ❑ NUR 403 Ethics and Public Policy in the Health Care System (3 credits)
- ❑ NUR 407 Advanced Physiology and Pathophysiology (4 credits)
- ❑ NUR 410 Advanced Health Assessment (6 credits, including 2 lab credits, alternative to NUR 415)
- ❑ NUR 415 Advanced Health Assessment – Lifespan (4 credits, including 1 lab credit; for new degree plan students)
- ❑ NUR 419 Advanced Pharmacology (3 credits)

Clinical specialty courses:

- ❑ NUR 450 Psychopathology and Psychiatric Assessment and Diagnosis across the Lifespan (5 credits)
- ❑ NUR 451 Individual Psychotherapy across the Lifespan I (3 credits)
- ❑ NUR 452 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan I (3 credits)
- ❑ NUR 453 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan II (3 credits)
- ❑ NUR 454 Group & Family Psychotherapy across the Lifespan (3 credits)
- ❑ NUR 455 Theoretical Frameworks for Advanced Psychiatric Nursing Practice (3 credits)
- ❑ NUR 456 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role I (3 credits, 168 clinical hours)
- ❑ NUR 457 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role II (4 credits, 224 clinical hours)
- ❑ NUR 458 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role III (4 credits, 224 clinical hours)
- ❑ NUR 459 Individual Psychotherapy Across the Life Span II (3 credits)

**Family Psychiatric Mental Health Nurse Practitioner (FPMHNP)
Advanced Certificate**

Clinical specialty courses:

- NUR 450 Psychopathology and Psychiatric Assessment and Diagnosis across the Lifespan (5 credits)
- NUR 451 Individual Psychotherapy across the Lifespan I (3 credits)
- NUR 452 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan I (3 credits)
- NUR 453 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan II (3 credits)
- NUR 454 Group & Family Psychotherapy across the Lifespan (3 credits)
- NUR 455 Theoretical Frameworks for Advanced Psychiatric Nursing Practice (3 credits)
- NUR 456 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role I (3 credits, 168 clinical hours)
- NUR 457 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role II (4 credits, 224 clinical hours)
- NUR 458 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role III (4 credits, 224 clinical hours)
- NUR 459 Individual Psychotherapy Across the Life Span II (3 credits)
- Advanced Health Assessment*

*Note. Advanced Certificate students may require additional advanced health assessment credits (variable) based on selected specialty population focus in the Advanced Certificate program if previous graduate coursework did not cover the lifespan (e.g. a PNP pursuing an AGPCNP Advanced Certificate would need advanced adult health assessment content if the PNP program only covered children).

**Pediatric Nurse Practitioner-Primary Care (PNP)
Master of Science Degree 45 credit hours (616 clinical hours)**

Professional core courses:

- NUR 400 Research Principles for Evidence-Based Practice (5 credit hours)
- NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit hour)
- NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- NUR 410 Advanced Pediatric Health Assessment and Care of Well Children and Adolescents (5 credit hours, 112 clinical hours)
- NUR 437 Pediatric Primary Care I (7 credit hours, 112 clinical hours)
- NUR 438 Pediatric Primary Care II (6 credit hours, 168 clinical hours)
- NUR 439 Pediatric Primary Care III (7 credit hours, 224 clinical hours)
- NUR 435 Pediatric Psychopharmacology (3 credit hours)

Pediatric Nurse Practitioner - Primary Care (PNP)(AC)
Advanced Certificate

Professional core courses:

- ❑ NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- ❑ NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- ❑ NUR 410 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours)
- ❑ NUR 437 Pediatric Primary Care I (6 credit hours, 112 clinical hours)
- ❑ NUR 438 Pediatric Primary Care II (3-6 credit hours, 168 clinical hours)
- ❑ NUR 439 Pediatric Primary Care III (4-7 credit hours, 224 clinical hours)
- ❑ NUR 435 Pediatric Psychopharmacology (3 credit hours)

Pediatric Nurse Practitioner/Neonatal Nurse Practitioner (PNP-NNP)
Master of Science Degree 54-58 credit hours (976-1216 clinical hours)

Professional core courses:

- ❑ NUR 400 Research Principles for Evidence-Based Practice (5 credit hours)
- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit hour)
- ❑ NUR 403 Ethics and Public Policy in the Health Care System (3 credit hours)
- ❑ NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- ❑ NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty PNP courses:

- ❑ NUR 410 Advanced Pediatric Health Assessment and Care of Well Children and Adolescents (5 credit hours, 112 clinical hours)
- ❑ NUR 437 Pediatric Primary Care I (7 credit hours, 112 clinical hours)
- ❑ NUR 438 Pediatric Primary Care II (6 credit hours, 168 clinical hours)
- ❑ NUR 439 Pediatric Primary Care III (7 credit hours, 224 clinical hours)
- ❑ NUR 435 Pediatric Psychopharmacology (3 credit hours)

Clinical specialty NNP courses:

- ❑ NUR 492 Advanced Practicum in the Care of the High-Risk Neonate (6-10 credit hours, 360-600 clinical hours)
- ❑ NUR 436 Care of the High Risk Neonate (3 credit hours)

Neonatal Nurse Practitioner (NNP)(AC)
Advanced Certificate

Professional core courses:

- ❑ NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- ❑ NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- ❑ NUR 410 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours)
- ❑ NUR 436 Nursing Care of the High-Risk Neonate (3 credits)
- ❑ NUR 492 Advanced Practicum in the Care of Neonates I (6-10 credit hours, 360-600 clinical hours)

**Pediatric Acute Care Nurse Practitioner – Acute Care
Advanced Certificate**

Professional core courses:

- ❑ NUR 407 Advanced Physiology and Pathophysiology (5 credit hours)
- ❑ NUR 419 Advanced Pharmacology (3 credit hours)

Clinical specialty courses:

- ❑ NUR 410 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours)
- ❑ NUR 433 Pediatric Acute Care NP I (4 didactic credits, 1 lab credit, variable clinical credits)
- ❑ NUR 434 Pediatric Acute Care NP II (4 didactic credits, 1 lab credit, variable clinical credits)

(Clinical credits are variable depending on the number of previously completed acute care clinical credits)

Prerequisites for Graduate Courses*

All clinical courses require matriculation into the Master’s NP or Post-Master’s NP Program

Master’s Courses	Prerequisite(s)	Open to Non-Matriculated Students**
NUR 400 Research Principles for Evidence-Based Practice	Undergraduate statistics course; non-matriculated students are advised to take NUR 401 prior or concurrently	Yes
NUR 401 Foundations of Scholarly Writing in the Health Professions	None	Yes
NUR 403 Ethics and Public Policy in the Health Care System	NUR 401	Yes
NUR 407 Advanced Physiology and Pathophysiology	Undergraduate or graduate physiology and anatomy	Yes
NUR 410 Advanced Health Assessment	NUR 362 or NUR 364 or equivalent undergraduate health assessment course within 5 years of enrollment or NUR 363 if student had a discrete health assessment course older than 5 years	No
NUR 411 Evaluation and Management of Common Health Problems	NUR 407, NUR 410, and NUR 419 NUR 400 pre- or co-requisite	No
NUR 413 Family Theoretical Frameworks and Application to Nursing Care of Families	None	Yes
NUR 414 Nurse Practitioner Procedure Lab	NUR 411	No
NUR 415 Advanced Health Assessment- Lifespan	NUR 362 or NUR 364 or equivalent undergraduate health assessment course within 5 years of enrollment or NUR 363 if student had a discrete health assessment course older than 5 years	No
NUR 419 Advanced Pharmacology	Introductory human physiology and pharmacology	Yes
NUR 424 Adult-Gerontology Acute Care Nurse Practitioner I	NUR 411, NUR 414	No
NUR 425 Adult-Gerontology Acute Care Nurse Practitioner II	NUR 424	No
NUR 433 Pediatric Acute Care NP I	NUR 410	No
NUR 434 Pediatric Acute Care NP II	NUR 433	No
NUR 435 Pediatric Psychopharmacology	None	No
NUR 436 Nursing Care of the High Risk Neonate	NUR 407, NUR 410 or permission of instructor	Yes
NUR 437 Pediatric Primary Care I	For PNP students: NUR 410, NUR 407; For FNP students: NUR 410, NUR 407	No

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students**
NUR 438 Pediatric Primary Care II	NUR 419, NUR 437 and, for those in the neonatal track, NUR 436.	No
NUR 439 Pediatric Primary Care III	NUR 438	No
NUR 444 Primary Care NP I	NUR 411; NUR 413 is pre- or co-req if FNP	No
NUR 445 Primary Care NP II	NUR 444	No
NUR 449 Women's Health Care for Primary Care Generalists	NUR 411	No
NUR 450 Psychopathology and Psychiatric Assessment and Diagnosis Across the Lifespan	None	No
NUR 451 Individual Psychotherapy Across the Lifespan I	NUR 450, 455	No
NUR 452 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan I	NUR 407, 419; Pre-/Co-req NUR 450 for FMH students	No
NUR 453 Pathophysiology and Psychopharmacology of Mental Health Disorders across the Lifespan II	NUR 452	No
NUR 454 Group and Family Psychotherapy across the Lifespan	NUR 450	No
NUR 455 Theoretical Frameworks for Advanced Psychiatric Nursing Practice	None	No
NUR 456 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role I	NUR 410/415; Pre/Co-req: NUR 450	No
NUR 457 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role II	NUR 456	No
NUR 458 Practicum in Advanced Family Psychiatric Mental Health Nurse Practitioner Role III	NUR 457	No
NUR 459 Individual Psychotherapy across the Lifespan II	NUR 450, NUR 455	No

* Course numbers and prerequisites subject to change

** Registration of non-matriculated students in courses may be restricted due to class size

Additional Information Specific to Accelerated Master's Program for Non-Nurses, Master's Programs, RN to BS to MS program and Post-Master's Certificate Students

NUR 492 Clinical Practicum for Advanced Practice Nursing. Some Master's and Advanced Certificate students may elect to take additional clinical hours. After consultation with the faculty advisor and the course faculty who will evaluate the student's clinical experience, the student obtains the form "Statement of Proposed Activity for NUR 492 Clinical Practicum in Advanced Nursing Practice" from the Registrar. The NUR 492 form must be completed by the student and signed and dated by the student, faculty, Master's Program Director, and Associate Dean for Education and Student Affairs. When this form is properly completed and signed and when documentation of mandatory clinical requirements (e.g., RN license, CPR) is current and on file in the student's record, then registration for NUR 492 is processed. The actual clinical hours for NUR 492 begin only after the registration is complete, on or after the stated date for starting NUR 492, and end before or on the stated date for ending NUR 492.

Nurse Practitioner Certification

State

Upon successful completion of an approved nurse practitioner program, Master's and Advanced Certificate graduates must apply for certification and registration as a nurse practitioner in order to use the title and practice in New York. The application forms for certification and registration, are available online by contacting the Division of Professional Licensing Services. See Appendix E for additional information on the process.

The State Education Department Office of the Professions
 Division of Professional Licensing Services Nurse Practitioner Unit
 89 Washington Avenue
 Albany, NY 12234-1000
 Phone: (518) 474-3817 ext. 270
 Fax: (518)-402-5354
 Email: opunit3@mail.nysed.gov
www.op.nysed.gov

Master's and Advanced Certificate graduates who plan to practice in other states must contact the appropriate state regulatory agency to complete the necessary requirements. Contact information (web site, address, phone number) for all the state agencies is available at the National Council for State Boards of Nursing web site:

<https://www.ncsbn.org/index.htm>

National Certification

Passing a national certification examination in a nurse practitioner specialty is a professional expectation. Although not required for nurse practitioner certification and registration in New York, professional certification is required in almost every other state. Most employers in NYS are also requiring national certification as a condition of employment. Most insurers are requiring national certification to obtain billing numbers and to be listed as an approved provider. Web site addresses for the national certifying agencies for Master's and Advanced Certificate graduates of SON NP specialty programs are shown in the following table. See Appendix E, F and G for additional information.

UR SON Specialty Program	Professional Certification	National Certifying Body	Certification Contact Information
Adult-Gerontology Acute Care Nurse Practitioner	AGACNP-BC OR ACNPC-AG	American Nurses Credentialing Center (ANCC) OR American Assn. of Critical Care Nurses (AACN)	www.nursingworld.org/ancc/ www.aacn.org
Adult-Gerontology Primary Care Nurse Practitioner	AGPCNP-BC OR AGPC-C	ANCC OR American Association of Nurse Practitioners (AANP)	https://www.aanp.org www.nursingworld.org/ancc/
Family Nurse Practitioner	FNP-BC OR FNP-C	ANCC OR AANP	
Family Psychiatric/Mental Health Nurse Practitioner	FPMHNP-BC	ANCC	www.nursingworld.org/ancc/
Neonatal NP	NNP-BC	The National Certification Corporation	https://www.nccwebsite.org/
Pediatric Nurse Practitioner (both Primary Care and Acute Care)	PPCNP-BC/CPNP-AC	The Pediatric Nursing Certification Board	www.pncb.org

UR SON Program	Professional Certification	National Certifying Body	Certification Contact Information
Clinical Nurse Leader	CNL	Commission on Nurse Certification	https://www.aacnnursing.org/CNL-Certification/Commission-on-Nurse-Certification
Academic Nurse Educator	CNE	National League for Nursing	https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview
Clinical Nurse Educator	CNEcl	National League for Nursing	https://www.nln.org/awards-recognition/certification-for-nurse-educators-overview
Nursing Education and Professional Development	NPD-BC	American Nursing Credential Center	https://www.nursingworld.org/ancc

SECTION VI: GENERAL INFORMATION ON GRADUATE LEADERSHIP PROGRAMS

The Clinical Nurse Leader (CNL) Program and the Leadership in Health Care Systems (LHCS) Program

The 31-credit Leadership in Health Care Systems program is an interdisciplinary program specifically designed to align with national and international health care standards, focusing on evidence-based practices to improve patient and organizational outcomes. The goal of interprofessional education in healthcare systems is to increase team learning among professionals from different backgrounds for the purpose of improving health care for individuals and populations. The distinct feature of the LHCS program is core leadership knowledge. Subject matter includes formalized management tools, but goes further to emphasize leadership theory, principles, and practices. The LHCS program has been developed for health professionals seeking career advancement and for professionals transitioning to a health care career from other fields.

The 37-credit CNL program is designed for experienced registered nurses. The purpose of the CNL program is to prepare nurses for leadership roles at the point of care delivery in a variety of health care settings. The CNL is a Master's-prepared nurse advanced generalist educated to direct and coordinate care at the unit and system level and to address the critical need to improve the quality of patient care outcomes. These clinical leaders are prepared to focus on care coordination, outcomes management, transitions of care, interprofessional communication and leadership, risk assessment, quality improvement and implementing best practices based on current evidence.

Courses and precepted experiential learning in the leadership programs are organized to provide students with both theoretical foundations and practical experiences that provides students with real life experiences in healthcare leadership and management roles.

Upon completion of 37 credit hours, including a minimum of 400 hours of experiential learning hours, students are prepared for successful completion of the CNL exam as managed by the Commission on Nurse Certification (CNC), an autonomous arm of AACN. A certified CNL is a master's educated nurse, prepared for practice across the continuum of care within any healthcare setting in today's changing healthcare environment. CNLs oversee care coordination, provide direct patient care in complex situations, put evidence-based practice into action, ensure patients benefit from the latest innovations in care delivery, evaluate patient outcomes and assesses cohort risk and have the decision-making authority to change care plans when necessary. The CNL is a leader and active member of the interdisciplinary health care team. The implementation of the CNL role will vary across health care settings

Leadership in Health Care Systems (LHCS) **Master of Science 31 credit hours (224 field immersion hours)**

- NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- NLX 464 Quality & Safety for the Health Care Leader (3 credits)
- NLX 466 Epidemiology (3 credits)
- NLX 467 Population Health (3 credits)
- NLX 469 Project Management in Healthcare (3 credits, 56 field immersion hours)
- NLX 470 Foundations of Healthcare Leadership (4 credits, 56 field immersion hrs.)
- NLX 471 Trends in Health Economics, Policy and Regulation (4 credits)
- NLX 473 Healthcare Financial Management (3 credits)
- NLX 474 Human Resource Management (3 credits)
- NLX 486 LDR Leadership Capstone (4 credits, 122 field immersion hours)

Clinical Nurse Leader (CNL) **Master of Science 37 credit hours (448 field immersion hours)**

- NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- NUR 400 Research Principles for Evidence-Based Practice (5 credits)
- NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators (4 credits)
- NLX 422 Health Assessment for Nurse Leaders and Educators (3 credits, including 1 credit lab)
- NLX 464 Quality & Safety for the Health Care Leader (3 credits)
- NLX 466 Epidemiology (3 credits)

- NLX 467 Population Health (3 credits)
- NLX 470 Foundations of Healthcare Leadership Behavior (4 credits; 56 field immersion hours)
- NLX 475 Leadership in Clinical Nursing (4 credits; 56 field immersion hours)
- NLX 476 CNL Immersion Experience (3 credits; 168 field immersion hours)
- NLX 485 CNL Capstone (4 credits, 168 field immersion hours)

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students
NUR 401 Foundations of Scholarly Writing in the Health Professions		Yes
NUR 400 Research Principles for Evidence-Based Practice	Undergraduate statistics course	Yes
NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators	Undergraduate anatomy and physiology	Yes
NLX 422 Health Assessment for Nurse Leaders and Educators		No
NLX 464 Quality & Safety for the Health Care Leader		Yes
NLX 466 Epidemiology	Introductory statistics course	Yes
NLX 467 Population Health		Yes
NLX 469 Project Management in Healthcare		With permission of instructor
NLX 470 Foundations of Healthcare Leadership		With permission of instructor
NLX 471 Trends in Health Economics, Policy, and Regulation		Yes
NLX 473 Healthcare Financial Management		Yes
NLX 474 Human Resource Management		Yes
NLX 475 Leadership in Clinical Nursing		No
NLX 476 CNL Immersion Experience	NLX 475	No
NLX 485/486 Master's Capstone	All required courses unless Program Director Approval	No

SECTION VII: GENERAL INFORMATION ON MASTER'S IN NURSING EDUCATION PROGRAM

Master's in Nursing Education (MNE) Program

The interdisciplinary 37-credit MNE program is designed to prepare experienced registered nurses for nurse educator roles in a variety of settings. Students identify a clinical practice focus area as well as an academic or clinical teaching focus upon program application. Courses and precepted experiential learning is organized to provide students with both theoretical foundations and practical experiences in classroom, clinical and online teaching to be successful in a variety of educational settings.

This practice-based program is hybrid-online, interprofessional, and based on the NLN's National Nurse Educator competencies, the AACN Vision for Academic Nursing, as well as AACN's Essentials of Master's Education. Interprofessional courses are taught in conjunction with the Warner School of Education and the School of Medicine and Dentistry faculty to provide graduate students with authentic interprofessional collaboration opportunities. All courses in the MNE program provide experiential learning opportunities to apply educational theory and evidence to teach effectively, work in diverse teams, lead change, use technology to inspire learning, and engage in scholarly inquiry. An elective is also required in the program, providing students with an opportunity to explore educational topics of interest and relevance to individual professional goals. The hybrid-online format of the MNE program is designed to meet the needs of busy professionals, while still providing time for students to connect and interact with peers and faculty to enhance learning. Students will learn by observing, practicing, reflecting, and participating within a community of nurse educators.

MNE graduates are prepared for successful completion of the CNE (Academic Nurse Educator) certification exam, as well as the CNEcl (Clinical Nurse Educator) certification exam. Courses are organized to provide students with theoretical foundations and practical experiences that assure success in both academic and clinical nurse educator roles.

Course content within the MNE program includes current and emerging issues in nursing education, clinical and educational evidence-based practice; health assessment, pathophysiology, and pharmacology specific to the nurse educator clinical specialties, education theories of teaching and learning; educational technology; curriculum development; assessment of student and program learning, program evaluation, and educational leadership. All courses include curricular and/or co-curricular teaching opportunities as well as participation in nursing education events and projects. The program concludes with a summative capstone course working with an experienced, master's-prepared nurse educator in the area of the student's specialty.

Master's in Nursing Education Program courses:

- ❑ NUR 401 Foundations of Scholarly Writing in the Health Professions (1 credit)
- ❑ NLX 420 Theory and Evidence-Based Practice for Nurse Educators (4 credits; including one credit in clinical practice experience)
- ❑ NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators (4 credits)
- ❑ NLX 422 Health Assessment for Nurse Leaders and Educators (3 credits; including 1 credit lab)
- ❑ EDU 497 Teaching & Learning in Higher Education & the Health Professions (3 credits)
- ❑ EDU 581 Clinical Teaching in Health Professions Education: Teaching and Instructional Methods (4 credits; including 1 credit supervised teaching)
- ❑ NLX 417 Teaching and Learning in Nursing (3 credits)
- ❑ NLX 426 Curriculum Development and Course Design (4 credits; including 1 credit supervised teaching)
- ❑ NLX 427 Assessment and Evaluation in Nursing Education (4 credits; including 1 credit supervised teaching)
- ❑ Elective (3 credits)
- ❑ NLX 487 MNE Capstone (4 credits; including 3 credits field immersion/teaching project)

Total = 37 credits

Advanced Certificate:

- ❑ Advanced Certification with a concentration in **education courses and experiences**
 - The Advanced Certificate program for APRNs and Clinical Nurse Leaders is offered for those APRNs wishing to obtain educational coursework and experiences to effectively practice as a nurse educator in clinical or academic settings. This 18-credit advanced certificate program enables nurses with an existing APRN certification or licensure to sit for the NLN national certification exam for clinical Nurse Educators (CNEcl) or academic Nurse Educators (CNE).
- ❑ Advanced Certification with a concentration in **clinical courses and experiences**
 - The Advanced Certificate program for baccalaureate-prepared nurses holding a master’s degree in education is offered for those nurses wishing to obtain nursing-specific coursework and experiences to effectively practice as a nurse educator in clinical or academic settings. This 11-credit certificate program enables students with an existing master’s degree in education to sit for the NLN national certification exam for clinical Nurse Educators (CNEcl).

Graduates of these advanced certificate programs will be prepared as:

- ❑ Nursing Education Faculty and Leaders: As faculty members or leaders in a college or university, both in the classroom and on clinical units with nursing students
- ❑ Hospital/Health System Educators and Leaders: As a staff development educator or leader, as a provider of clinical or service-based education and/or continuing education provider for nursing and health care professionals.

Advanced Certificate in Nursing Education – Concentration in Education

Courses
<ul style="list-style-type: none">❑ EDU 497 Teaching & Learning in Higher Education & the Health Professions (3 credits)❑ EDU 581 Clinical Teaching in Health Professions Education: Teaching and Instructional Methods (4 credits; including 1 credit supervised teaching)❑ NLX 417 Teaching and Learning in Nursing (3 credits)❑ NLX 426 Curriculum Development and Course Design (4 credits; including 1 credit supervised teaching)❑ NLX 427 Assessment and Evaluation in Nursing Education (4 credits; including 1 credit supervised teaching)
Total = 18 credits

Advanced Certificate in Nursing Education – Clinical Concentration

Courses
<ul style="list-style-type: none">❑ NLX 422: Health Assessment for Nurse Leaders and Nurse Educators (3 credits)❑ NLX 421: Physiology, Pathophysiology & Pharmacology for Nurse Leaders and Educators (4 credits)❑ NLX 420: Theory & Evidence-Based Practice for Nurse Educators (4 credits)
Total = 11 credits

All supervised teaching and lab courses require matriculation into the Master’s in Nursing Education (MNE) or Post-Master’s MNE Program.

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students**
NUR 401 Foundations of Scholarly Writing in the Health Professions		Yes
NLX 417 Foundations of Teaching & Learning in Nursing		Yes
NLX 420 Theory and Evidence-Based Practice for Nurse Educators	NUR 401	Yes – didactic portion of course only
NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators		Yes
NLX 422 Health Assessment for Nurse Leaders and Educators		Yes
NLX 426 Curriculum Development and Course Design		Yes
NLX 427 Assessment and Evaluation in Nursing Education		Yes
NLX 487 MNE Capstone	All required MNE courses; students may take only elective course during capstone	No
EDU 497 Teaching and Learning in Higher Education & the Health Professions		No
EDU 581 Clinical Teaching in Health Professions Education Teaching and Instructional Methods	EDU 497	No

SECTION VIII: CHANGING PROGRAMS

Change of Program Specialty

Change of Specialty: Students are able to change their specialty focus within the same degree type.

- ❑ Students interested in changing their specialty will need to obtain approval from their current advisor, as well as the program director of their new specialty of interest, by completing the [Request to Change Program Form](#).
- ❑ Any supplemental materials that are required for the new concentration that have not been previously submitted may be required by the department to process this request. Approval of this change will result in a change of major specialty, which will be issued by a formal letter from the Registrar.
- ❑ In addition to all additional application requirements, students will be required to submit a letter of explanation explaining their desire to change specialties to their academic advisor for consideration. Students must be in good academic standing to change program specialties.

Addition of a degree type: This process will apply to the following programs: RN to BS, RN to BS to MS, MS, MS-PhD, and Post-BS-DNP and is managed by the Office of Admissions and Enrollment.

- ❑ Application materials submitted with the student's original application will be reviewed at any applicable deadline for the following semester.
- ❑ All supplemental materials required for the MS-level concentration not yet received for official review will be required. Approval of this request by the student's current academic advisor, acceptance into the program, and written acceptance/confirmation of admissions offer by the student will then require the student to withdraw from the current program of study and enroll in the next applicable semester for the new degree type. This may require the student to take a leave of absence.
- ❑ Students are strongly encouraged to complete financial aid counseling prior to any official changes to see if/how changing their degree objective may affect their ability to borrow/receive tuition assistance or federal loans.
- ❑ Students enrolled in the RN to BS program may request admission for the RN to BS to MS program between their first and third semesters of program core courses.
- ❑ Students who have completed three semesters or more of their RN to BS program core courses at UR SON may apply for the new MS-level program of interest for the semester following their graduation from the BS program.

Reduction of a degree type: Students who have been accepted into a combined-degree program and wish to discontinue their education after completion of the lower of the two-degree types may do so via the [Request to Change Program Form](#) which will require the support of their academic advisor and program director.

- ❑ Approval of this request will be forwarded officially from the Registrar.

APPENDIX A

URSON Technical Standards and Expectations

The University of Rochester School of Nursing is responsible for educating and transitioning competent students into nursing and healthcare professionals who educate, lead, conduct research, care for persons, families, and/or communities using critical thinking and clinical judgment, broad-based knowledge, and well-honed technical skills. Admission to and continued enrollment in the University of Rochester School of Nursing is open to all qualified individuals in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The University of Rochester School of Nursing is committed to reasonably accommodating individual students with documented disabilities who meet admission eligibility and will do so to the extent possible without fundamentally altering the essential components of the curriculum, which include the standards and expectations described below. The University of Rochester School of Nursing reserves the right to reject any requests for accommodations, which, in its judgment may cause undue hardship, or pose a direct threat to the health or safety of clients, families, students, faculty, staff, or others. The use of trained intermediary, audition, communication, or mobility aides may be appropriate if this intermediary functions only as an information conduit and does not serve an integrative or interpretive function.

Any student expecting to need accommodations should request them prior to beginning the program (<https://www.rochester.edu/college/disability/>).

Students must complete all requirements for their intended degree. Candidates for the University of Rochester School of Nursing undergraduate and graduate degrees must possess certain abilities and skills deemed essential for meeting the professional standards of accrediting agencies in the following five areas.

Observation:

Observation requires the functional use of the senses of vision, audition, olfaction, and palpation. The student must have sufficient capacity to visually observe demonstrations, participate in didactic courses, lab sessions, and simulated learning opportunities. The student must be able to visually observe a patient and others accurately at a distance and close at hand.

Communication:

The student must be able to communicate effectively and efficiently with clients, caregivers, faculty/staff members, clinical supervisors, preceptors, fellow students, and all members of the healthcare team in varied healthcare settings. The student must be able to describe changes in mood, activity, posture, and perceive nonverbal communications. Communication includes not only speech but reading and writing. Mastery of both written and spoken English is required.

Motor:

The student must have sufficient motor function to elicit information from clients by palpation, auscultation, percussion, and other manually-based diagnostic procedures relative to the scope of practice of the student. The student should be able to perform skills requiring the use of both gross and fine motor movements to provide interventions that are safe and effective to maintain safety and security.

Conceptual-Integrative:

The student must possess intellectual abilities to critically think to demonstrate both clinical and academic judgment. The student must also be able to perform mathematical calculations, reason, problem-solve, analyze, synthesize, retain complex information, and use technology appropriately. In addition, the student must comprehend three-dimensional relationships and understand spatial relationships. The student must be alert and attentive during lab exercises, didactic sessions, and clinical practice.

Behavioral-Social:

The student must demonstrate emotional stability to assume responsibility and accountability for their actions. The student must be able to attend to the needs of others, complete responsibilities, and develop mature and sensitive affective relationships. The student must be able to tolerate mentally taxing workloads and to function effectively under stress in the classroom, lab, simulation, and clinical area. The student must be flexible and able to learn in a changing environment. The student must exhibit professional behavior in all settings and adhere to the School of Nursing Student Code of Conduct as outlined in the [Student Handbook](#).

Appendix B

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The University of Rochester complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g. Under FERPA, students have, with certain limited exceptions, the right to inspect and review their educational records and to request the amendment of their records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. Requests to inspect or review records should be addressed to the Registrar, or to the appropriate administrator responsible for the record and will be honored within 45 days. Any student questioning the accuracy of any record may state his or her objection in writing to the University administrator responsible for the record who will notify the student of his or her decision within 45 days of receiving the objection. Final review of any decision will be by the appropriate Dean who, if requested by the student, will appoint a hearing committee of two faculty members and one staff member to investigate and make recommendations. Students concerned with the University's compliance with FERPA have the right to file complaints with the U.S. Department of Education's Family Compliance Office.

FERPA further requires, again with certain limited exceptions, that the student's consent must be obtained before disclosing any personally identifiable information in the student's education records. One such exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a "need-to-know" basis, as determined by the administrator responsible for the file. A "school official" includes: anyone employed by the University in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); any person or company acting on behalf of the University (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The University may forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. Other exceptions are described in the FERPA statute at 20 U.S.C. 1232g and regulations at 34 C.F.R. Part 99.

The University considers the following to be directory information: name, campus address, e-mail address, home address, telephone number, date and place of birth, academic fields of study, current enrollment (full or part-time), dates of attendance, photographs, participation in recognized activities and sports, degrees and awards, weight and height of athletic team members, previous educational agencies or institutions attended, and other similar information. The University may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate Dean.

Currently enrolled students may request that directory information be withheld from disclosure by making a request, in writing, to the appropriate registrar. The University assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

APPENDIX C

NATIONAL STANDARDS FOR CULTURALLY AND LINGUISTICALLY APPROPRIATE SERVICES (CLAS) IN HEALTH AND HEALTH CARE

The National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by establishing a blueprint for health and health care organizations to: www.ThinkCulturalHealth.hhs.gov

Principal Standard:

1. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.

Governance, Leadership, and Workforce:

2. Advance and sustain organizational governance and leadership that promotes CLAS and health equity through policy, practices, and allocated resources.
3. Recruit, promote, and support a culturally and linguistically diverse governance, leadership, and workforce that are responsive to the population in the service area.
4. Educate and train governance, leadership, and workforce in culturally and linguistically appropriate policies and practices on an ongoing basis.

Communication and Language Assistance:

5. Offer language assistance to individuals who have limited English proficiency and/or other communication needs, at no cost to them, to facilitate timely access to all health care and services.
6. Inform all individuals of the availability of language assistance services clearly and in their preferred language, verbally and in writing.
7. Ensure the competence of individuals providing language assistance, recognizing that the use of untrained individuals and/or minors as interpreters should be avoided.
8. Provide easy-to-understand print and multimedia materials and signage in the languages commonly used by the populations in the service area.

Engagement, Continuous Improvement, and Accountability:

9. Establish culturally and linguistically appropriate goals, policies, and management accountability, and infuse them throughout the organization's planning and operations.
10. Conduct ongoing assessments of the organization's CLAS-related activities and integrate CLAS-related measures into measurement and continuous quality improvement activities.
11. Collect and maintain accurate and reliable demographic data to monitor and evaluate the impact of CLAS on health equity and outcomes and to inform service delivery.
12. Conduct regular assessments of community health assets and needs and use the results to plan and implement services that respond to the cultural and linguistic diversity of populations in the service area.
13. Partner with the community to design, implement, and evaluate policies, practices, and services to ensure cultural and linguistic appropriateness.
14. Create conflict and grievance resolution processes that are culturally and linguistically appropriate to identify, prevent, and resolve conflicts or complaints.
15. Communicate the organization's progress in implementing and sustaining CLAS to all stakeholders, constituents, and the general public.

The Case for the Enhanced National CLAS Standards

Of all the forms of inequality, injustice in health care is the most shocking and inhumane.

— Dr. Martin Luther King, Jr.

Health equity is the attainment of the highest level of health for all people (U.S. Department of Health and Human Services [HHS] Office of Minority Health, 2011). Currently, individuals across the United States from various cultural backgrounds are unable to attain their highest level of health for several reasons, including the social determinants of health, or those conditions in which individuals are born, grow, live, work, and age (World Health Organization, 2012), such as socioeconomic status, education level, and the availability of health services (HHS Office of Disease Prevention and Health Promotion, 2010). Though health inequities are directly related to the existence of historical and current discrimination and social injustice, one of the most modifiable factors is the lack of culturally and linguistically appropriate services, broadly defined as care and services that are respectful of and responsive to the cultural and linguistic needs of all individuals.

Health inequities result in disparities that directly affect the quality of life for all individuals. Health disparities adversely affect neighborhoods, communities, and the broader society, thus making the issue not only an individual concern but also a public health concern. In the United States, it has been estimated that the combined cost of health disparities and subsequent deaths due to inadequate and/or inequitable care is \$1.24 trillion (LaVeist, Gaskin, & Richard, 2009). Culturally and linguistically appropriate services are increasingly recognized as effective in improving the quality of care and services (Beach et al., 2004; Goode, Dunne, & Bronheim, 2006). By providing a structure to implement culturally and linguistically appropriate services, the enhanced National CLAS Standards will improve an organization's ability to address health care disparities.

The enhanced National CLAS Standards align with the HHS Action Plan to Reduce Racial and Ethnic Health Disparities (HHS, 2011) and the National Stakeholder Strategy for Achieving Health Equity (HHS National Partnership for Action to End Health Disparities, 2011), which aim to promote health equity through providing clear plans and strategies to guide collaborative efforts that address racial and ethnic health disparities across the country. Similar to these initiatives, the enhanced National CLAS Standards are intended to advance health equity, improve quality, and help eliminate health care disparities by providing a blueprint for individuals and health and health care organizations to implement culturally and linguistically appropriate services. Adoption of these Standards will help advance better health and health care in the United States.

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APPENDIX D

APPLICATION FOR RN LICENSE AND NCLEX-RN EXAMINATION

For all information about individual state licensure and the NCLEX exam, visit www.ncsbn.org. This is the website for the National Council of State Boards of Nursing for any student taking the NCLEX exam in the US or Canada.

There are two steps (applying for licensure in the state where you will be working, and applying to take the NCLEX-RN exam through Pearson Educational Services) **to complete to become licensed as an RN in any state or Canada:**

STEP ONE: Apply for licensure in the state where you will be working

If you are applying for a New York State RN license, you are encouraged to submit your NYS RN license application on line.

The abbreviated application form posted in NUR 371/379 in Blackboard, is a shorter, “expedited” form for those schools whose curriculum has been approved by New York State, as opposed to the one on the New York State Office of the Professions website. While you can certainly download and use the form available on their website, it is a longer form which asks more detailed information.

Plan to have your New York State application either submitted on line, or mailed in by:
Early December for December graduates
Mid-April for May graduates
Early August for August graduates

- A. Read through and complete the application very carefully.
- B. Use exactly the same name for your licensure application as is used for your NCLEX application and the name that you submitted to be on your U of R diploma. This name should match the name that will be on the photo identification (e.g. driver's license, passport) that you will bring to the testing site. (Note: if you are getting married and/or changing your name in the near future, it is better to wait to do that after you have been licensed!).
- C. If you are moving during the next few months, use a permanent mailing address (e.g., parents) to receive your licensure results and your actual license.
- D. No degree verification form (Form 2) is required when applying for a New York State nursing license. This is done automatically by our SON Registrar immediately following graduation.

If you are applying for an RN license *outside* of New York State:

1. Go to the National Council on State Boards of Nursing (www.ncsbn.org) website for contact information for your State Board of Nursing. Each state has different requirements. Be sure you know all requirements necessary for licensure in your state, if you have any questions, call the State Board of Nursing!
2. **Fingerprinting:** If you are applying to a state which requires you to submit fingerprinting, this can be obtained from the Monroe County Public Safety Building, 130 S. Plymouth Avenue, in the Civic Center Plaza. Please call (585) 753-4178 for the hours of operation and the applicable cash fee. You will need to bring a fingerprinting card which is usually sent to you from the state licensing department.
3. **Transcripts:** Some states require your U of R transcript which confirms your graduation. To request your University of Rochester transcripts, contact the University Registrar's Office (unless you have a bursar's hold on your account in which case you would contact the Bursar's Office). To order a transcript, visit the U of R Registrar's Office at www.rochester.edu/registrar/transcripts. Contact them **AFTER GRADUATION** to request a copy of your transcript. To make sure your transcript contains your graduation information, please note the following dates:
 - a. May graduates: Request transcript any time after commencement
 - b. August graduates: Request transcripts after August 31
 - c. December graduates: Request transcripts after December 31
4. If your state requires you to submit a **verification of degree form**, bring it to the SON Registrar who will hold that form until the first workday after graduation and then send it to your state as requested.

If you are applying for an RN license in Canada:

- A. Download the National Nursing Assessment Service (NNAS) handbook at <http://nnas.ca/> and the FAQ information sheet <http://www.nnas.ca/faq/> which outlines the process for students educated outside of Canada to obtain approval to take the NCLEX exam and obtain licensure in Canada.
- B. .Set up an online account with NNAS and complete the online application to be considered for licensure in Canada. You must apply to NNAS if you received your post-secondary nursing education outside of Canada, and if you plan to work as a Registered Nurse (RN) in any of the Canadian provinces. The purpose of the NNAS application is to verify credentials for internationally educated nurses.
- C. Once your application has been approved by NNAS, and you have received a letter of eligibility, you can apply to Pearson to take the NCLEX exam for licensure in Canada.

STEP TWO: Apply to take the NCLEX-RN exam through Pearson Educational Services

Pearson is the educational testing company used by the National Council on State Boards of Nursing to administer the NCLEX exam. Go to <http://www.vue.com/nclex/> **YOU MUST APPLY ONLINE TO TAKE THE EXAM.** For any questions, call Pearson (1-866-496-2539).

- A. Go to the NCLEX-RN section to create a registration profile with Pearson.
- B. Select an email address which you will use to receive your authorization to test (ATT) after all your paperwork is received and reviewed, to schedule your actual exam, and to obtain your results after you have tested. Remember which email address you selected, especially if you have more than one, or if you will be moving.
- C. You will need to provide Pearson with a credit card number to pay the applicable fee

SCHEDULING THE EXAM: Once these two applications are submitted, you do not need to do anything else.

Following your degree conferral, the SON will submit verification of your graduation to the state to which you are applying, if the request has been made to the SON Registrar. If your application to the state to which you are applying as well as your Pearson exam application is complete, you will receive your ATT (Authorization to Test). This varies by state. NYS is often within two weeks. Most other states average around 3-4 weeks, with California taking a minimum of 12 weeks.

- A. When you receive your ATT email, go back into your Pearson registration profile and follow the links to "Schedule a test" in the test site location you have previously selected.
- B. You will open up a three-month calendar in the city you select to test, and select a date to test.
- C. You can change the date and/or time of your exam up to 24 hours before the exam without fee.

APPENDIX E

REGISTRATION FOR NP LICENSURE & NATIONAL CERTIFICATION AS AN NP

Application for Nurse Practitioner Certification in New York State

- The Nurse Practitioner Certification Application Packet is available online at the NYS Office of the Professions at <http://www.op.nysed.gov/prof/nurse/nurseformsnp.htm> . The online forms are PDF files that can be typed onto but can not yet be submitted electronically; they must be downloaded and mailed.
- **FORM 1** – Complete and mail directly to NYS Office of the Professions with required fee via check or money order. You can and should do this now if you are eager to get NYS certified soon after graduation.
- **FORM 2** - Complete Section 1 of Form 2 and submit to the SON Registrar's Office. You can and should do this now if you are eager to get NYS certified soon after graduation.
- **TRANSCRIPTS**
AFTER GRADUATION, order an official transcript and have it sent directly to the NYS Office of the Professions. Note the SON cannot order your transcript for you. Transcripts are issued through the University Registrar's Office (not the School of Nursing). Order the transcript online at <http://www.rochester.edu/registrar/transcripts.html>. Your degree is posted to your transcript the day after graduation. Do not order your transcript before this or they will receive a transcript with no degree on it! The University Registrar's Office will NOT hold a transcript request pending your degree.
- **Note that FORMS 1 and 2 are the only forms required for NYS Certification.** FORMS 2B, 2C, 3, and 4 are not relevant to current URSON graduates. FORM 4NP is not required to obtain certification. You will need it later when you begin practicing as an NP.
- Once your degree is conferred, we will send your form directly to Albany. A copy of your Form 2 will be kept in your student file.
- If you have any questions, please contact Andrea Chamberlain at (585) 275-8832 or andrea_chamberlain@urmc.rochester.edu.

Testing Accommodations: An applicant with a disability covered by the Americans with Disabilities Act (ADA) may request reasonable and appropriate testing accommodations. This request must be submitted by the testing candidate. Do not sign up for a test date until you receive notification of approval of the accommodations request. Typical accommodations might include: exam reader, extended testing time, reduced distraction environment, or other accommodations.

ANCC - American Nurses Credentialing Center Certification

- Apply online for ANCC Certification at <https://www.nursecredentialing.org> . .
- AFTER GRADUATION, order a transcript from the University Registrar's Office (not the School of Nursing) online at <http://www.rochester.edu/registrar/transcripts.html>. Order an electronic copy and request it be sent to APRNValidation@ana.org. There is a \$3.25 fee for electronic transcripts. Note we can not order your transcript for you. Your degree is posted to your transcript the day after graduation. Do not order your transcript until then or ANCC will receive a transcript with no degree on it! The University Registrar's Office will NOT hold a transcript request pending your degree.

Other National Certification Bodies

- Pediatric Nurse Practitioner Graduates

Visit the Pediatric Nursing Certification Board (PNCB) at <https://www.pncb.org> to apply online. (They no longer require the Documentation of PNP Education form. Your transcript will indicate both the NP role and the pediatric primary care population, as required).

AFTER GRADUATION, you will need to order a transcript and have it sent directly by the UR to PNCB. PNCB will not accept transcripts issued to students. Order the transcript from the University Registrar's Office (not the School of Nursing) online at <http://www.rochester.edu/registrar/transcripts.html>. Note we cannot do this for you. You can order an electronic transcript for \$3.25 and have it sent to transcripts@pncb.org. Your degree is posted to your transcript the day after graduation. Do not order your transcript until then or PNCB will receive a transcript with no degree on it!

- Family and Adult-Gerontology Primary Care NP Graduates

Visit the American Academy of Nurse Practitioners (AANP) at <https://www.aanpcert.org> to apply online (the direct link to create your Online Profile is <https://www.aanpcert.org/ptistore/control/signin>). There are no forms for SON to complete or mail. You will need to list your clinical hours, credit hours, clinical sites and preceptors' names and credentials.

AFTER GRADUATION, you will need to order a transcript. Order the transcript from the University Registrar's Office (not the School of Nursing) online at <http://www.rochester.edu/registrar/transcripts.html>. Note the SON can not do this for you. You can order an electronic transcript for \$3.25 and have it sent to transcripts@aanpcert.org. As per AANPCP's website, you can submit your application and transcript with your "work-to-date" up to 6 months prior to graduation. After graduation, you will need to request a subsequent transcript which reflects your degree. Your degree is posted to your transcript the day after graduation.

- Adult-Gerontology Acute Care Nurse Practitioner Graduates

Visit the American Association of Critical Care Nurses at <https://www.aacn.org> to apply online. Refer to the *ACNPC-AG Exam Handbook* at the website for complete and current application details.

-- If completing the application online, the Educational Eligibility Form will be sent directly to the AGACNP Program Director. You do not need to submit the form to the registrar.

-- If you are completing the application on paper, locate the Educational Eligibility Verification Form. Submit this form to the registrar – the SON will complete and send it to AACN directly.

AFTER GRADUATION, you will need to order a transcript and request that it be sent to the address below. Order the transcript from the University Registrar's Office (not the School of Nursing) online at <http://www.rochester.edu/registrar/transcripts.html>. Note that we cannot do this for you. You can order an electronic transcript for \$3.25 and have it sent to APRNCert@aacn.org. Your degree is posted to your transcript the day after graduation. Do not order your transcript until then or the transcript will have no degree on it!

APPENDIX F

REGISTRATION INFORMATION FOR NATIONAL CERTIFICATION AS A NURSE EDUCATOR CNE: Academic Nurse Educator or CNEcl: Clinical Nurse Educator

The academic nurse educator certification was created by the National League for Nursing to establish nursing education as a specialty area of practice and create a means for faculty to demonstrate their expertise in this role. Both academic and clinical nurse educators engage in a variety of roles and functions. The extent to which a specific nurse educator implements the various roles may vary according to many factors, such as the mission of the nurse educator's institution, the nurse educator's rank, the nurse educator's academic preparation, and the type of program in which the nurse educator teaches. Nursing education takes place in diverse settings can include technical schools, hospitals, two-year colleges, four-year colleges, and universities

The certification test plan for this role is based upon the national competencies of the academic nurse educator roles and can be found with the [Certified Nurse Educator Candidate Handbook](#).

NLN Website: <https://www.nln.org/certification/Certification-for-Nurse-Educators/cne>

Application: Apply online for either the NLN Academic Nurse Educator (CNE), or Clinical Nurse Educator (CNEcl) certification at <http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators/registration>.

Testing Accommodations: An applicant with a disability covered by the Americans with Disabilities Act (ADA) may request reasonable and appropriate testing accommodations from the National League for Nursing (NLN) for the Certification Exam for Nurse Educators. Two forms, which can be found in the CNE Applicant Handbook (<http://www.nln.org/docs/default-source/recognition-programs/specialneeds.pdf>), should be completed and mailed in to the NLN office, noted at the bottom of both forms. Additionally, students are asked to please contact the NLN's Academic Nurse Educator Certification Program at 618- 453-5869 or certification@nln.org to inform the NLN that you have submitted an online registration form and are mailing in the Request for Special Accommodations and Documentation of Disability-Related Needs forms.

Exam Scheduling: Students cannot schedule an examination test date and time with AMP until you have completed the examination registration process and have received a confirmation notice of eligibility. Students should anticipate receiving this notice from AMP within three weeks of completing registration. This notice will be sent to the address provided on your application. If students do not receive notification within three weeks, please contact certification@nln.org or 618-453-5869.

APPENDIX G

REGISTRATION FOR NATIONAL CERTIFICATION AS A CLINICAL NURSE LEADER

Certifying Body: Commission on Nurse Certification (CNC)

Credential: CNL

Exam Eligibility Criteria: To be eligible to sit for the CNL examination, applicants must be a graduate of a CNL education program OR student in their last term of a CNL education program.

For more information, see the [CNL Certification Guide](#)

Testing Accommodations: refer to the [CNL Certification Guide](#)

Testing Sites

CNC offers computer-based testing at Prometric SMT testing centers for the CNL certification exam.

Exam Application

1. Determine if you are eligible to sit for the exam. <https://www.aacnnursing.org/CNL-Certification/Apply-for-the-Exam>
2. Submit the required [online CNL application form](#).
3. If you meet the Eligibility Requirements, please review the [Exam Dates and Fees](#).
4. Once you have determined your exam date, you need to log into your [MyCNC Profile](#). Be sure to complete all of the fields within your profile. Once you have saved your profile, look under the My CNL Certification tab and click on Apply for Certification to submit the Online CNL Exam Application with payment. **All fees are subject to change and are non-refundable.**
5. After submitting your application, contact your CNL Program Director and remind them to complete the Online Education Documentation Form (EDF). They will receive an email to complete the online form as soon as your exam application is submitted to CNC. The form is due by the registration deadline for the testing period you apply for.

APPENDIX H

STUDENT CODE OF CONDUCT

Students are expected to conduct themselves in a way that respects the cooperative standards of our community and accords with the University's educational mission. This includes obeying federal, state and local laws as well as the policies listed below. Not knowing or understanding these standards and policies is not a defense or excuse. Possible violations of University standards or policies include:

1. Disorderly conduct is any actual or attempted conduct that threatens the health or safety of oneself or others. This includes, but is not limited to, fighting, threats, assault, or harassment. Harassment consists of any unwanted conduct that is intended to cause, or could reasonably be expected to cause, an individual or group to feel intimidated, demeaned or abused, or to fear or have concern for their personal safety—where this conduct could reasonably be regarded as so severe, persistent, or pervasive as to disrupt the living, learning, and/or working environment of the individual or group.
2. Possession, distribution or use of weapons of any kind, including but not limited to firearms, BB or pellet guns, knives, bows and arrows, stun guns, paintball guns, and anything else that counts as a weapon as defined in the Weapons Policy.
3. Possession, distribution or use of any other items presenting an actual or potential threat to the safety and well-being of others (including combustible materials or other items in violation of the Fire Safety Code, available at http://www.safety.rochester.edu/homepages/fsu_homepage.html), or tampering with fire safety apparatus or operating it for any purpose other than its intended use.
4. Any act that constitutes harassment or discrimination under federal or state laws or regulations or any violation of our Sexual Misconduct Policy, Title IX Policy, or Policy Against Discrimination and Harassment.
5. Any actions (whether on or off University premises) that relate to joining, or ongoing membership in, any group and that intentionally or recklessly create a situation that could reasonably be expected to cause physical or psychological discomfort, embarrassment, or degradation, regardless of a student's willingness to participate in the activity, as described in the University Hazing Policy.
6. Any alcohol-related violation of the University Alcohol and Other Drugs Policy (Alcohol and Other Drugs Policy).
7. Any (non-alcohol) drug-related violation of the University Alcohol and Other Drugs Policy (Alcohol and Other Drugs Policy).
8. Actual or Attempted: (a) theft of the property of the University or others, and/or (b) damage to the property of the University or others.
9. Unauthorized use or misuse of or entry into property or facilities.
10. Misuse of University computers and computing systems, including copyright infringement violations, as specified in the Computer Use Policies.
11. Fraud; misrepresentation; forgery; falsification or misuse of documents, records or identification cards; or intentionally providing incomplete information in connection with an investigation into alleged policy infractions.
12. Non-cooperation with any part of the process related to addressing student misconduct, including dishonesty or failure to comply with a directive of a conduct officer or body.
13. Failure to comply with any reasonable request of a University official acting within the scope of their duties.

14. Any act of intimidation or retaliation intended or likely to dissuade a reasonable person from making a complaint, furnishing information, or participating in a conduct process.
15. Complicity in misconduct. Students are expected to disengage themselves from all acts of misconduct and report serious code violations to appropriate authorities.
16. Failure to take reasonable steps to prevent a guest from violating the code of conduct.
17. Behavior that negatively impacts the normal pursuit of academic, administrative, extracurricular or personal activities, or that violates any University policies or rules. * * *

**If a weapon is discovered, Public Safety staff will confiscate it and turn the item over to the appropriate law enforcement agency. In cases where the term "weapon" is subject to interpretation, students are expected to comply fully with Public Safety staff directives. Possession of weapons may result in arrest, and suspension or expulsion from the University.

**Details of the above policies can be found at: <https://www.rochester.edu/college/cscm/assets/pdf/standards-of-student-conduct.pdf>

Reprinted from the Standards of Student Conduct: A Guide to University of Rochester Conduct Process and Policies, 2021-2022

APPENDIX I
DELIVERY MODE

In-person: The majority of instruction occurs in-person, with no more than 30% of instruction delivered via distance technologies.

Hybrid: More than 30% but less than 100% of class is delivered via distance ed. Course requires attendance at location of instruction for purposes integral to completion of the class.

Online: 100% of class is delivered via distance ed. All class work, including exams, is online. No requirement for student to visit physical location of instruction.

Self-paced: 1) instructional materials electronically including exams, 2) Interaction between instructor and student is limited, not regular and primarily initiated by student.

Appendix J
APNN GRADING

Assumptions: failing is <73%; grade percentages are not rounded.

Non-Clinical courses: (NUR 370, 373, 365, 371, and 301)

- Three ways to fail
 - Overall failing average – “earned” grade average is the final grade posted (e.g., the average score is C-, C- is posted. Average score is D, D is posted, etc.)
 - Cumulative exam average is failing – “earned” exam average is the final grade posted
 - All assignments must be submitted. If all assignments are not turned in, it’s a failure – final grade of C- (unless the cumulative score is even lower, in which case the corresponding letter grade is the final posted grade)

Clinical courses: (NUR 362, 372, 376, 374A, NUR 374B, 375, and 377)

- Five ways to fail:
 - Overall failing average – “earned” grade average is the final grade posted (e.g., the average score is C-, C- is posted. Average score is D, D is posted, etc.)
 - Cumulative exam average is failing – “earned” exam average is the final grade posted
 - Clinical objectives not met – the posted final grade is C-
 - All assignments not completed – the posted final grade is C-Failure of paper (rare due to rewrites/coaching available) – the posted final grade is C-

NUR 379:

- Three ways to fail:
 - Not attending all mentoring sessions
 - Assignments not all completed and submitted
 - Not completing capstone hours