

STUDENT HANDBOOK

UNIVERSITY OF ROCHESTER

SCHOOL OF NURSING



2021-2022

This handbook is published by the School of Nursing and is designed for use by students, staff and faculty. The School of Nursing reserves the right to change, at any time and without notice, any of its degree requirements, policies, and requirements, and any other information contained in this handbook. PhD and DNP students also receive a handbook with information about qualifying examinations, proposal, and dissertation preparation and registration. Programs are registered with The State Education Department, University of the State of New York, Deputy Commissioner for the Professions, Office of Professions, Albany, New York 12230 (518-474-3862) and are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001 (P: 202-887-6791, F: 202-887-8476).

The University of Rochester is committed to fostering, cultivating and preserving a culture of diversity and inclusion. The University believes that a diverse workforce and inclusive workplace culture enhances the performance of our organization and our ability to fulfill our important missions. The University is committed to fostering and supporting a workplace culture inclusive of people regardless of their race, ethnicity, national origin, gender, sexual orientation, socio-economic status, marital status, age, physical abilities, political affiliation, religious beliefs or any other non-merit fact, so that all employees feel included, equal valued and supported.

.....

Table of Contents

	<u>Page</u>
Table of Contents	1
SECTION I: BACKGROUND INFORMATION ON THE UNIVERSITY OF ROCHESTER MEDICAL CENTER AND SCHOOL OF NURSING	5
Medical Center and School of Nursing	5
Mission and Vision Statements	5
Statement of Philosophy	6
Unification Model	6
Organization of the School of Nursing	7
Educational Programs	7
• Baccalaureate	7
• Master’s and Post-Master’s	8
• Master’s and PhD Dual Degree	9
• Master’s and DNP Combined Degree	9
• PhD	9
• DNP	9
Goals and Learning Outcomes for the Educational Programs	10
School of Nursing Alumni Association	13
Sigma Theta Tau International (Nursing Honor Society)	13
SECTION II: POLICIES AND PROCEDURES FOR ALL STUDENTS	14
Academic Advising: Advisor and Student Advisee Responsibilities	14
Academic Alert	14
Academic Petition	15
Address and Personal Information Changes	15
Alcohol and Other Drug Policy	15
Americans with Disabilities Act (ADA)	15
Assessment and Evaluation	15
Attendance	16
Class Cancellation: Inclement Weather or Instructor Illness	16
Classroom Behavior	17
Compliance Requirements	17
Complaint Follow-Up	18
Confidentiality of Files	19
Counseling on Careers/Graduate Study	19
Diversity	19
Emergency Operation Notification and Disaster Plan	19
Financial Aid	20
• Tuition Benefits for Employees of the University	20
• Federal and Private Loans	20
• Baccalaureate Students	20
• Graduate Students	20
Grading Policies	21
• Grade Reports	21
• Grading System	21
• Incomplete	23
• N Grade	23
• Repeating a Course	23
• Credit Hour Policy	23
Graduation Check	23
Graduation/Commencement	24
• Baccalaureate Student Awards	25

• Master’s Student Awards.....	25
• PhD Student Awards.....	26
• DNP Student Award.....	26
• Student Life Award	26
• Student Diversity Engagement Award.....	26
Grievance Procedure: Problems Concerning Course or Clinical Work.....	27
Guidelines to Assure a Professional and Respectful Learning Environment.....	27
• ICare Values	27
• Learning Environment	28
• Expectations and Responsibilities for All Learners, Faculty and Staff	28
• Sexual Misconduct, Harassment, Discrimination, Unprofessional Behaviors and/or Violations Of the Expectations and Responsibilities.....	29
Identification: University I.D. Card.....	31
Immunization Policy.....	31
Mandatory Health Fee and Health Insurance.....	32
Malpractice Insurance.....	32
Nurse Practitioner Certification.....	32
• State.....	32
• National	33
Patient Records/Patient Information.....	34
Personal Safety.....	34
Reporting a Crime.....	34
Progression and Probation.....	35
• Undergraduate Satisfactory Progression.....	35
• Graduate Satisfactory Progression.....	36
• Progression in a Combined Program.....	37
Policy on Academic and Professional Integrity.....	37
Recommendations/References.....	47
Refunds (Tuition Refund Schedule).....	47
Registered Nurse Licensure.....	48
Registration.....	48
• Adding Courses.....	48
• Dropping and Withdrawing from a Course.....	48
• Audit	49
• Change in Enrollment Status.....	49
• Leave of Absence.....	49
• Withdrawal from School of Nursing.....	49
• Continuous Enrollment.....	50
• Course Cancellation.....	50
• Degree Plan.....	50
• Exemption/Waiver of a Course.....	50
• Independent Study/Reading Course.....	50
• Matriculation and Full-time vs. Part-time Study.....	51
• Maximum Time for Completing Degree Requirements.....	51
• Non-Matriculated Study.....	51
• Overload	51
• Transfer Credit.....	51
Religious and Other Holidays.....	51
Student Access to Records.....	52
Student Crisis: Process for Resolution.....	52
Student Records: SON.....	53
Transcript.....	53
Transportation.....	54
Video, still camera, and audio use	54

Writing Skills: Expectations of the Faculty Regarding the Quality of Student Paper Including Use of APA Guidelines.....	55
SECTION III: FACILITIES, RESOURCES, AND SERVICES	56
Blackboard Learning Management System.....	56
Center for Academic and Professional Success (CAPS).....	57
Center for Lifelong Learning (CLL)	57
Center for Nursing Entrepreneurship (CNE).....	57
Harriet J. Kitzman Center for Research Support.....	58
• Pre & Post Award Administrative Services.....	58
• Research Facilitation Group	58
• Conflict of Interest.....	58
• External Proposals – UR Sign-Off.....	58
• Intellectual Property Agreement.....	59
• Publications and Abstracts of Presentations.....	59
• SON Clinical & Research Grand Rounds.....	59
• Scientific Misconduct	59
• UR SON IRB Full Application/Protocol Submission.....	59
• Amendment Procedure.....	60
• Following RSRB Approval.....	60
• Internal SON QMP Evaluations.....	60
Clinical and Educational Resource Center	61
Experiential Site Learning Coordination.....	61
Computer Consultation.....	61
Computer Lab and Copy Card.....	61
Course Descriptions.....	62
Electronic Mail and Etiquette	62
Fire Alarms/Drills.....	63
Libraries	63
Lockers.....	64
Lost and Found.....	64
Parking	64
Room Reservations: Helen Wood Hall.....	65
School of Nursing Committees.....	65
Teaching Assistants.....	65
Telephone Bulletins.....	65
Telephone Numbers.....	66
University Health Service.....	66
University Counseling Center	66
SECTION IV: GENERAL INFORMATION ON THE BACCALAUREATE CURRICULUM AND PROGRAM.....	67
Curriculum for Accelerated Baccalaureate Program for Non-Nurses	67
Prerequisites for Undergraduate Courses in the Accelerated Baccalaureate Program for Non-Nurses.....	67
Curriculum for RN to BS Program	68
Sample Plan for RN to BS Program	69
Curriculum for RN to BS to MS Program	70
Additional Information Specific to Baccalaureate Students.....	71
• Capstone (NUR 379)	72
• Dean's List for Baccalaureate Students	71
• Dress Code.....	71
• Electives.....	72
• Infectious Disease Work Restrictions.....	73

SECTION V: GENERAL INFORMATION ON THE MASTER’S NURSE PRACTITIONER AND POST MASTER’S CERTIFICATE NP ROGRAMS..... 73

Overview of the Master’s NP Programs..... 73

Overview of the Post-Master’s Certificate NP Program..... 73

Overview of the Curriculum for the Master’s Degree & Post-Master’s Certificate Programs..... 74

- Master’s Adult-Gerontology Acute Care Nurse Practitioner 75
- Post-Master’s Adult-Gerontology Acute Care Nurse Practitioner 75
- Master’s Adult-Gerontology Primary Care Nurse Practitioner 75
- Post-Master’s Adult-Gerontology Primary Care Nurse Practitioner 75
- Master’s Family Nurse Practitioner 76
- Post-Masters Family Nurse Practitioner 76
- Master’s Family Psychiatric Mental Health Nurse Practitioner 76
- Post-Masters Family Psychiatric Mental Health Nurse Practitioner 77
- Master’s Pediatric Nurse Practitioner 78
- Post-Masters Pediatric Nurse Practitioner 78
- Master’s Pediatric/Neonatal Nurse Practitioner 78
- Post-Master’s Neonatal Nurse Practitioner 79
- Post-Master’s Pediatric Nurse Practitioner – Acute Care.....79
- Prerequisites for NP Courses 79

Additional Information Specific to Accelerated Master’s (AMPNN), RN to BS to MS, and Post-Master’s Students..... 81

- NUR 492 Clinical Practicum for Advanced Practice Nursing..... 81

SECTION VI: GENERAL INFORMATION ON LEADERSHIP IN HEALTH CARE SYSTEMS MASTER’S PROGRAM 81

Overview of the LHCS Concentrations..... 82

- Leadership in Health Care Systems..... 82
- Clinical Nurse Leader 82
- Prerequisites for Leadership Courses 82

SECTION VII: GENERAL INFORMATION ON MASTER’S IN NURSING EDUCATION PROGRAMS

Overview of the Curriculum for the MNE..... 83

- Master of Science in Nursing Education..... 84
- Post-Master’s in Nursing Education..... 84
- Prerequisites for Nursing Education Courses 85

SECTION IX Changing Programs..... 86

APPENDICES

Appendix A – Medical Conditions or Learning/Physical Disabilities..... 87

Appendix B – Family Educational Rights and Privacy Act 88

Appendix C – National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care..... 89

Appendix D – Registration for RN Licensure and NCLEX Exam for APNN Students..... 92

Appendix E – Registration for NP Licensure and National Certification as an NP..... 94

Appendix F – Registration for National Certification as a Nurse Educator..... 96

Appendix G – Registration for National Certification as a Clinical Nurse Leader..... 97

Appendix H – Student Code of Conduct 98

Appendix I – Delivery Mode..... 100

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

Medical Center and School of Nursing

Strong Memorial Hospital, Golisano Children's Hospital, the School of Nursing (SON), the School of Medicine and Dentistry, the Eastman Institute for Oral Health, and the James P. Wilmot Cancer Center comprise the University of Rochester (UR) Medical Center. Founded in 1925, the SON became the eighth 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, teachers in the academic programs, researchers in nursing, and administrators 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.

Essential to the goals, the philosophy, and the programs of the SON is the excellent collaborative relationship among nursing, medicine and multidisciplinary colleagues. Many nurse practitioners and clinicians work with physician colleagues in education, practice, and research. This enriches the teaching-nursing climate and encourages students and faculty to generate hypotheses for clinical research to improve the practice of nursing.

Strong Memorial Hospital is a major regional health care institution 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 clinical talents of nurses providing direct patient care, managing programs, serving on joint practices committees and 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

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 Mission and Vision:

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 health care delivery systems and that drives the future development of effective and efficient health care 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 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 which 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.

The Practice of nursing is care delivery and promotes continued excellence through the generation of new 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 teachers 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/teacher 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.

- Research and Scholarly Productivity: Scholarly activity has as its outcome the generation, testing, refinement, and dissemination of new knowledge. Scholarly activities value and support the overall research efforts of the School, by assisting in the testing of new knowledge through the collection of data, identification of clinical problems for investigation, and application of clinical findings to patient care. Research is a scholarly activity, which generates and tests new knowledge based on rigorous scientific methods.

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 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, 2013*).

Clinical practice experiences in all programs at the SON are not limited to clinical patient care settings. Clinical practice experience also refers to any nursing intervention that influences health care outcomes.

The essence of nursing is assisting consumers to attain and maintain optimal health and to cope with 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 health care, 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 rights to informed choice 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, 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, through its administrative deans, relates to University Officers on the River Campus, to the Dean of the School of Medicine and Dentistry and CEO of the UR Medical Center, to the UR President and to the Chief Executive Officer of Strong Memorial Hospital. The Chief Nursing Executive in the Medical Center is vested with overall responsibility and accountability for all of nursing within the Medical Center.

General administrative leadership for the School is provided by the Dean, Associate Deans, Assistant Deans, and Directors. Their roles are to promote the mission of the School for academic excellence, high-quality practice, and sophisticated research. The processes of exploration, discussion, questioning, analysis, negotiation, and consensus best describe the administrative effort.

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 the 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), or to the Leadership in Healthcare Systems Master's Program Health Care Organization Management.

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, Adult-Gerontology Primary Care Nurse Practitioner, Pediatric Nurse Practitioner, Pediatric Nurse Practitioner/Neonatal Nurse Practitioner, Pediatric Nurse Practitioner – Acute Care, and Family Psychiatric Mental Health Nurse Practitioner.

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.

Additional post-Master's certificates are available for registered nurses with a prior advanced practice Master's (AACN-defined APRN concentration). These programs are described in detail in Section VI.

Master's (LHCS) Programs. The SON offers two master's programs focusing on leadership in healthcare systems, as more fully described in Section VII:

The **Leadership in Healthcare Systems (LHCS) 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.

The **clinical nurse leader (CNL) program** prepares nurses for 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.

The **Master's in Nursing Education (MNE)** program is described in detail in Section VIII. 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 Post-Master's Certificate Programs: Two post-Master's certificates 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 to PhD 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 clinical researcher and educator. This program simultaneously offer's 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 and PhD Dual Degree. This program is 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 clinical/health services research to build research evidence for practice in their specialty area.

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. The PhD Program in Nursing and Health Science began in 1979 (as a PhD in nursing). 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 licensure in a health profession, such as nursing, social work or similar clinical practice field.

DNP. The Doctor of Nursing Practice program at the University of Rochester School of Nursing is designed to prepare nurses at the highest level for advanced clinical practice. The 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.

Goals and Learning Outcomes

APNN Program

Program Goals

1. 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.
2. Prepare registered professional nurses who contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.
3. Prepare registered professional nurses who engage in activities to promote self-awareness and self-growth in the practice of nursing.

Program Learning Outcomes

1. **Clinical Judgement and Reasoning.** Demonstrate competent clinical judgement in the provision of safe and effective quality client care
2. **Communication.** Demonstrate effective and culturally respectful communication skills when interacting with others. Communicate effectively when interacting with client, families, and professional teams.
3. **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.
4. **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.
5. **Evidence Based Practice.** Demonstrate critical appraisal of the best current evidence while integrating clinical expertise and client values in the provision of quality nursing care. Integrate best evidence with clinical expertise and client values to provide quality nursing care.
6. **Professional Identity Formation in Practice.** Engage in self-assessment and reflective practice to improve professional performance in accordance with professional standards.
7. **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.
8. **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.

RNBS Program

Baccalaureate Program Goals:

1. 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.
2. Prepare registered professional nurses who contribute to excellence in nursing care by scholarly contributions through participating in the discovery, integration, and application of research.
3. Prepare registered professional nurses who engage in activities to promote self-awareness and self-growth in the practice of nursing.

Program Learning Outcomes

1. **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.
2. **Clinical judgment and reasoning.** Demonstrate competent clinical judgment in the provision of safe, effective, evidenced based, quality patient care.
3. **Teamwork and interprofessional collaboration.** Use inter- and intra-professional collaboration to promote high quality care coordination.
4. **Delivery of healthcare in complex systems.** Analyze care delivery within complex systems for optimized care of patients, families, and communities.
5. **Population Health.** Use health promotion and disease prevention strategies to address the complex health needs of an increasingly diverse US population.
6. **Professional Identity.** Engage in self-assessment and reflective practice to promote professional performance and clinical growth.
7. **Informatics.** Utilize data and informatics for the delivery of nursing care across the lifespan.

Master's Nurse Practitioner Program (NP)

Program Goals:

1. 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.
2. Providers who are actively engaged in scholarship through the clinical application of existing knowledge, and the generation and dissemination of new clinical knowledge.
3. 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

1. **Patient Care.** Designs, delivers, manages, and evaluates comprehensive patient care.
2. **Knowledge of Practice.** Synthesizes established and evolving scientific knowledge from diverse sources and contributes to the generation, translation, and dissemination of health care knowledge and practices.
3. **Practice-Based Learning & Improvement.** Demonstrates the ability to investigate and evaluate one's care of patients, to appraise and assimilate emerging scientific evidence, and to improve continuously patient care based on constant self-evaluation and life-long learning.
4. **Interpersonal and Communication Skills.** Demonstrates interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, the public, and health professionals; and promote therapeutic relationships with patients across a broad range of cultural and socioeconomic backgrounds.
5. **Professionalism.** Demonstrates a commitment to carrying out professional responsibilities and an adherence to ethical principles.
6. **Systems-Based Practice.** Demonstrates organizational and systems leadership to improve healthcare outcomes.
7. **Interprofessional Collaboration.** Demonstrates the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.
8. **Personal and Professional Development.** Demonstrates the qualities required to sustain lifelong personal and professional growth.
9. **Social and Racial Justice.** Promote racial and social justice and equity in patient care delivery across diverse healthcare settings.

Master's - Leadership in Health Care Systems (LHCS)

Program Goals:

1. 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.
2. Prepare health care leaders to support evidence-based practice and inquiry relevant to improving health and complex health care systems.
3. Prepare health care leaders to create environments that foster innovation and continuous learning.

Program Learning Outcomes:

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

Clinical Nurse Leader Program (CNL)

Program Goals:

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

Program Learning Outcomes:

1. Lead interprofessional teams to improve health care delivery.
2. Engage in systems review to improve quality of patient care delivery.
3. Use information technology to analyze data and optimize patient care.
4. Engage in evidence-based practice to achieve optimal patient outcomes.
5. Evaluate health promotion and disease prevention services to improve the health of individuals, families, and communities.
6. Promote racial and social justice and equity in patient care delivery across diverse healthcare settings.

Master's in Nursing Education Program (MNE)

Program Goals:

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

Program Learning Outcomes:

1. Function as educational leaders and change agents, advancing evidence-based teaching and learning practices and systems at the local, regional and national level.
2. 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.
3. Implement learner-centered pedagogy in clinical and academic settings that facilitates learning to achieve desired cognitive, affective, and psychomotor outcomes.
4. Demonstrate educational leadership skills in leading intra/inter professional teams to foster collaboration and transform clinical and academic nursing education.
5. Contribute to the scholarship of nursing education through discovery, teaching, and integration.
6. Promote racial and social justice and equity in patient care delivery across diverse healthcare settings.

For DNP and PhD program goals and program learning outcomes, please see the DNP and PhD *Student Handbooks*, respectively.

School of Nursing Alumni Association

The Office of Advancement and Alumni Relations at the School 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

Sigma Theta Tau International (Nursing Honor Society)

The mission and vision of Sigma International Society of Nursing are advancing world health and celebrating nursing excellence in scholarship, leadership, and service, and to be the global organization of choice for nursing. Our local Sigma chapter at UR SON is the Epsilon Xi Chapter. Our local Chapter is a forum where members can share their time and talents to contribute to the overarching mission and vision of Sigma.

Potential members who meet our eligibility criteria are invited to join this honor society. Potential members include baccalaureate, graduate, and doctoral nursing students who demonstrate excellence in scholarship. Also, community nurse leaders exhibiting exceptional achievements in nursing are invited to join. We meet to celebrate our new members and formally welcome them to Sigma and Epsilon Xi at an annual induction ceremony.

Epsilon Xi members serve our community in many ways. Members are encouraged to connect with our board members to communicate service ideas and participate in our member meetings and events. We also seek collaboration with organizations and groups to achieve similarly aligned service goals. Our Chapter supports meritorious academic endeavors through awards and grants. We also work together to produce high quality educational and networking events.

Epsilon Xi Chapter information can be found at the following websites:

<https://chapterdirectory.sigmanursing.org/index.html#/>

<https://www.son.rochester.edu/current-students/organizations/sigma/index.html>

SECTION II: POLICIES AND PROCEDURES FOR ALL STUDENTS

Academic Advising: Advisor and Student Advisee Responsibilities

Matriculated students are assigned a faculty advisor. Students will receive notification of the advisor's name, and contact information prior to their entry 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 student if an academic alert is issued.
- Meet twice per term while student is on probation.

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

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

Academic Alert

Faculty 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 instructor when a student exhibits challenges in either class, lab or clinical with: 1) attendance; 2) submitting assignments on time, or at all; 3) poor performance on assignments or exams; and/or 4) inappropriate or disruptive behavior. They 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 and Student Affairs Office.

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

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>

Academic Petition

Academic petitions are used by students when making a request for an exception related to their programs of study. Examples of the appropriate use of academic petitions are: 1) waiving credits or, 2) seeking approval of academic nursing courses taken outside the SON while a matriculated student.

Students who have requests that they believe are appropriate for an academic petition should seek the counsel of their advisors. Students who take nursing courses outside the SON during their program of study should first receive approval for comparability. The student completes an academic petition with the course materials (e.g., description, credits hours, objectives, and topical outlines) attached. After the advisor signs the petition, it is then given to the Registrar for the remainder of the signatures.

When the decision is made to approve or deny the academic petition, the student will be contacted regarding the outcome of the petition. Final course approval is contingent upon the receipt of an official transcript documenting successful completion of the course with a C- or above for RN to BS students, C for APNN students and a B- or above for graduate students.

Address and Personal Information Changes

It is extremely important that each student keeps the SON informed of his/her 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 on-line registration. Changes at other times can also be made via the UR Student system

Alcohol and Other Drug Policy

[The University of Rochester Alcohol and Other Drugs Policy](#) has been adopted to help students comply with federal, state and local laws regulating the possession, consumption and service of alcoholic beverages and possession/use of illegal drugs. All undergraduate students, student groups and organizations, and guests are required to abide by the local, state and federal laws and ordinances, as well as University regulations and conduct standards (including this policy) governing consumption of alcohol and control of illicit drugs. Those who choose to engage in the use of alcohol or other drugs in violation of the law or University policy will be held accountable for their actions and subject to the full range of institutional sanctions and other disciplinary measures, up to and including expulsion. Discipline for violations of this policy will be imposed pursuant to the University's Disciplinary System.

Americans with Disabilities Act (ADA) Accommodation Policy for Students with Disabilities

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 have no ability to access individual student responses. Additionally, course instructors are isolated from the processes involved in collecting, aggregating, and reporting all evaluation data, including qualitative data, to ensure that all responses from students are 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 on an annual basis, and these results are available on our website. 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. 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 in the clinical site as soon as possible so that alternative provision for care can be made. In addition, the faculty member is to be notified prior to the absence.

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. **Students must take examinations at the scheduled time. If a family emergency occurs, students must notify the instructor within 24 hours of scheduled exam.**

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 situation is considered on a case by case basis, considering 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, UHS and the clinical unit leadership may all be involved in determining 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.

Class Cancellation: Inclement Weather or Instructor Illness

If students 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 that:

1. 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 of class is left to the discretion of the individual instructor. In this case, every effort is made to contact class members, typically through Blackboard.

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 in an effort to enhance the environment of the learning community of the SON. Consequences of irresponsible classroom behavior will be at the discretion of the professor.

Respect for the learning of others as well as 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, then 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.
- With the exception of 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 should 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 classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in the respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct and will be acted upon accordingly. Concerning social media expectations, students should review the latest guidelines of URMC. The web address is: <https://www.urmc.rochester.edu/connect/social-media-toolkit/personal-use-guidelines.aspx>.

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.

1. UR SON students are required to submit an initial health history form and subsequent yearly updates to University Health Service (UHS). Students are responsible for payment for annual health updates, 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 of \$35.00 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. Either Oral (OPV) or Inactivated (IPV) forms of vaccine are acceptable.

An annual influenza vaccination is also required of all SON students, with proof/verification submitted to the Compliance Office at SON_Compliance@urmc.rochester.edu

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.

2. The SON requires that ALL matriculated students complete a **background check** through Certified Background.

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**.

- **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 and classes can be located at AmericanHeart.org. Class format must be either all in-person, or a combination of in-person and online. Totally 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.) URMIC 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, RNBS, RN to BS to MS, Master's, Post-Master's, and DNP programs complete the following:

- Minor Policy training, HIPAA, Academic and Professional Integrity. These are 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.

Students enrolled in the Accelerated Programs for Non-Nurses are required to successfully pass an in-class medication examination prior to participating in any precepted clinical experiences.

Complaint Follow Up

The University of Rochester values feedback from students and strives to address all complaints/concerns immediately at the point of origin. While the School of Nursing has a formal grievance procedure, faculty and staff are encouraged to address and resolve issues brought to their attention using existing

faculty/administrative processes within the School. All complaints are to be handled expeditiously and considered confidential information. Any person receiving a complaint should document it on the appropriate log and submit completed logs to the appropriate program (undergraduate, graduate, doctoral or administrative) office or committee in November and April of each academic year.

Action plans will be developed and implemented as indicated. In addition, issues/complaints may need to be referred to School of Nursing administrators, Standing Committees and/or the full faculty for resolution as indicated.

Confidentiality of Files

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, e-mail address, home address and 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, and other similar information. See Appendix B for the complete policy of the Family Educational Rights and Privacy Act.

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 resume, cover letters, etc., by meeting with their advisors. Baccalaureate students contemplating graduate study are strongly urged to review the SON website for degree offerings, discuss their plans with their advisors, members of the nursing faculty, Program Directors and/or the Director of Admissions.

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 B, 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.

Emergency Operation 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, substitution of instructional and staff personnel and rescheduling of events and classes will be arranged to insure the closest approximation to normal functioning as possible.

The Emergency Operation Notification Plan is to be used on the occasions when normal operations cannot be maintained. These occasions could result in cancellation of all or selected classes, 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.

Financial Aid

The University participates in the National Student Loan Clearinghouse (NSLC). Enrollment status on 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 UR Financial Aid Office located 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 www.fafsa.ed.gov (School Code 02894) and complete a Masters Promissory Note (MPN) and entrance Counseling at <https://studentloans.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.

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.

Grading Policies

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.

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+		2.3
C	Satisfactory	2.0
C-		1.7
D+	Below Average	1.3
D		1.0
D-		0.7
E	Failure	0.0
P	Pass	
WP-	Withdraw Passing (SON courses, see withdrawal information)	
WE -	Withdraw Failing (SON courses, see withdrawal information)	
I -	Incomplete	
IE -	Incomplete and Failure	
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
- IE Incomplete and Failure
- 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	

IE - Incomplete and Failure
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 a second 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>.

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:

1. Minimum of 128 semester credits are required for graduation.
2. Cumulative grade point average of 2.0 for all courses taken.
3. Minimum of 32 nursing credits from SON for RN to BS students and 49 nursing credits from SON for APNN students.
4. Must have continuous enrollment.

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

1. Minimum of 30 nursing credits completed at the SON for graduation.
2. Time limit of five years for completion.
3. Must have continuous enrollment (fall and spring).

Graduation requirements for the PhD and DNP are as follows:

1. 90 credits beyond BS or BA required (PhD only); DNP program credits determined by clinical specialty; at least 1000 clinical hours required (DNP only).
2. 60 credits beyond MS or MA (PhD only)
3. Continuous enrollment required (fall and spring).
4. Six-year time limit to degree completion
5. One-year full time residence registered for a minimum of 12 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). Post-Master's graduates receive a certificate from the SON.

Degrees are awarded/conferred in March, 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 School's Commencement 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 March, are listed in the program and invited to participate. Post-Masters Certificate recipients are recognized in the program, but do not wear regalia nor receive their certificates during the ceremony. 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 in order for students to participate in commencement.

The SON recognizes 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

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 his/her record.

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 Nursing Association Award* is presented to an Accelerated Program for Non-Nurses student who has organized and participated in student activities, publications, and/or committees "beyond the call of duty." This student is selected by the members of the Accelerated Program for Non-Nurses in recognition of significant contributions often made "behind the scenes."
- *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.

DNP Student Award. The following is awarded to a DNP student at Fall Convocation:

- *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.

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 -- **no more than 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 Associate Dean for Education and Student Affairs / Designee via university email **within 3 business days** of receiving the course coordinator 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 Associate Dean/Designee will respond with one of the following options:

1. rule that the problem is not grounds for a grievance; which then ends the grievance procedure;
 2. rule on the problem;
 3. refer the problem to an ad hoc committee appointed by the Associate Dean for Education and 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 Associate Dean for Education and 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 Dean via university email **within 3 business days** of the Associate 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 Dean will rule that the problem is not grounds for a grievance or rule on the problem.

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 URM community – faculty, students, staff – in all missions of the medical center: education, research, clinical care and community. A respectful and professional learning environment is an important reflection of our ICARE values.

I. Learning Environment:

The URM 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 is enhanced and 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 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 URM. Faculty include all faculty, employed and volunteer, who participate in the education of learners and contribute to the learning environment. Staff include all employed staff or volunteers at the University of Rochester.

URM expects and requires learners, faculty, and staff to conduct themselves in a professional and respectful manner while participating in any activity related to URM. Inappropriate behavior that negatively impacts URM'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, as indicated below or in program handbooks. Each area is charged with taking appropriate steps consistent with their program's processes and procedures to thoroughly review and address the reported concern.

II. 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 important member of the URM 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 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.

III. 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 which is 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. All learners, staff, and faculty are accountable for compliance with our ICARE values and codes of conduct. Violations may lead to disciplinary action which, in sufficiently severe cases, may lead to separation from the University after applicable due process.

Students or trainees in the School of Medicine and Dentistry, School of Nursing, and URM should advise a supervisor or other designated faculty member, leader or staff about all suspected violations of this guideline as well as all incidents of mistreatment, sexual discrimination, misconduct, harassment and acts of intolerance and discrimination. Reports should be directed to their school or program as indicated in the chart below. All individuals who file a report will be advised about the follow-up and outcome of any reported incident.

IV. The chart below describes types of discrimination and harassment based on membership in a protected class and identifies applicable policies, resources, and reporting mechanisms.

Discrimination and Harassment Definitions, Policies and Processes

	Sexual Misconduct and Discrimination Based on Sex	Harassment Based on Protected Group	Discrimination Based on Protected Group

<p>Definitions (see policies for complete definitions)</p>	<p>Sexual misconduct can include sexual assault (rape, sexual battery, sexual coercion, or sexual violence), dating and domestic violence, stalking, and violence based on sex. Discrimination based on sex includes discrimination or harassment based on sex (including pregnancy), sexual orientation, gender identity or expression. Sexual harassment can include sexual misconduct, unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual or sex-based nature.</p>	<p>Form of discrimination which involves (1) unwelcome verbal, written, physical, or electronic conduct, (2) intended to cause or which could reasonably be expected to cause an individual or group to feel intimidated, demeaned, abused, or fearful, or to have concern for their personal safety, (3) because of membership in a protected class. The conduct must be sufficiently severe or pervasive, and must objectively and subjective unreasonably interfere with an individual's work or equal access to education or create an intimidating, hostile, or offensive work or academic environment.</p>	<p>Discrimination is (1) any conduct (2) that adversely affects or impacts an individual's or group's ability to function and participate as a member of the University community (3) because of their 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, or because of their perceived or actual affiliation or association with such individuals or groups.</p>
<p>Examples (see policies for additional examples)</p>	<p>Sexual harassment can include:</p> <ul style="list-style-type: none"> • unnecessary touching, patting, pinching or brushing • sexually degrading words or gestures • verbal sexual abuse or harassment • offensive sexual graffiti, pictures or cartoons 	<p>Degrading and derogatory words, graffiti, pictures, jokes, epithets, statements, stereotyping verbal, visual or written messages of intimidation, unwanted physical contact, comments or threats based on membership in a protected group.</p>	<p>Exclusion from or denial of access to services and/or resources based on a person's membership in a protected group.</p>
<p>Policies applying to allegations by a student against a</p>	<p>Student Sexual Misconduct Policy (all students) Sex-based Incident Proxy</p>	<p>Student Misconduct Policy – Policy Against Discrimination and Harassment</p>	<p>Student Misconduct Policy – Policy Against Discrimination and Harassment</p>
<p>Processes for Reporting</p>	<p>Student Student Sexual Misconduct Policy (all students) Sex-based Proxy Report Policy 106 (if reporting faculty, staff, resident, postdoc)</p>	<p>Student Center for Student Conflict Management Care Network Bias-Related Concern Report Policy 106 (if reporting faculty, staff, resident, postdoc)</p>	<p>Student Center for Student Conflict Management Care Network Bias-Related Concern Report Policy 106 (if reporting faculty, staff, resident, postdoc)</p>

Institutional Resources	Title IX Coordinator and Equal Opportunity Compliance 585-275-7814	Lynnett Van Slyke University Intercessor and Disability Compliance 585-275-9125 l.vanslyke@rochester.edu	Lynnett Van Slyke University Intercessor and Disability Compliance 585-275-9125 l.vanslyke@rochester.edu
	Lynnett VanSlyke University Intercessor and Disability Compliance 585-275-9125 l.vanslyke@rochester.edu	Frederick Jefferson, EdD University Intercessor 585 275-5931 jefferson@admin.rochester.edu	Frederick Jefferson, EdD University Intercessor 585 275-5931 jefferson@admin.rochester.edu

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. The Medical Center ID office is located at G-7009, the hours are Mon-Fri 8am-4:30pm, and the phone number is 585-273-2000. The River Campus ID office is located in the Susan B Anthony hall, the hours are Mon-Fri 10am-7pm, and the phone number is 585-275-3975. For any reason a badge has been misplaced or lost it should be reported to either ID office or Public Safety (585-275-3333). There is a \$15.00 fee for a replacement. For any other issues with the badge contact the ID office.

Immunization Policy

To promote safety of both students and the patients they may care for, a completed Health History Form is required for every matriculated SON student.

Each student must have:

1. Documentation to meet all the immunization requirements listed on the UHS web site <https://www.rochester.edu/uhs/healthcare/EnteringStudentHealthRequirements.html>
2. A **physical examination**.
3. Seasonal **influenza vaccination** is required for students attending clinical
4. Students create an account in UHSConnect to complete immunization forms and upload health information.

All documentation must be complete before the first day of classes. Students will be prohibited from class or clinical rotations if immunizations are not complete and/or documentation is not filed with UHS. When changing status from part-time to full-time, the student must check with UHS to update his/her Health History Form as requirements are more stringent for full-time students. Many students in the SON are also employees of Strong Memorial Hospital. As a result, they are in an annual health update program through

the hospital's Employee Health Program. These records are not routinely shared between University Health Services and Employee Health. The student is responsible for obtaining his/her immunization record from Employee Health. Release forms are available online in the forms section of the School of Nursing website.

Two common problems to avoid:

- Immunity to measles is the most common problematic requirement for students. Two vaccinations with live vaccine are required, the first **on or after the first birthday** and 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 immunization requirements.
- Lack of a record of immunity to mumps is also a common problem. This record of immunity is required for students in NYS, but not for healthcare workers. Hospital work records alone are often insufficient.

Additional information about the immunization requirement is available on the UHS web site at <http://www.rochester.edu/uhs> Click on "Health History Forms" in the Quick Links box. Questions about student immunization requirements should be directed to UHS at hhf@uhs.rochester.edu or 585-275-0697.

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 www.rochester.edu/uhs 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 (www.rochester.edu/uhs) in the pink Quick Links box.

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 www.rochester.edu/uhs in "Health Insurance for Full-time Students." Questions about health insurance should be directed to insurance@uhs.rochester.edu.

Malpractice Insurance

The University is self-insured and provides malpractice insurance to any University matriculated student engaged in patient care to fulfill course requirements. The liability coverage requires that the student be registered for a course that is required in the student's degree plan and that the student engage in the patient care during the time frame of the course.

Nurse Practitioner Certification

State

Upon successful completion of an approved nurse practitioner program, Master's and post-Master's graduates must apply for certification and registration as a nurse practitioner in order to use the title and practice in New York. *The Nurse Practitioner Certification Application Packet*, which contains the application

forms for certification and registration, is available 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 post-Master's 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 post-Master's 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)	www.aanp.org/ https://www.aanp.org/ www.nursingworld.org/ancc/
Family Nurse Practitioner	FNP-BC OR FNP-C	ANCC OR AANP	www.aanp.org www.nursingworld.org/ancc/
Family Psychiatric/Mental Health Nurse Practitioner	FPMHNP-BC	ANCC	www.nursingworld.org/ancc/
Neonatal NP	NNP-BC	The National Certification Corporation	www.nccwebsite.org/ 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

National certification of Nurse Educators and Clinical Nurse Leaders is also available for graduates.

UR SON Program	Professional Certification	National Certifying Body	Certification Contact Information
Clinical Nurse Leader	CNL*	Commission on Nurse Certification	www.aacn.nche.edu/cnl/cnc http://www.aacn.nche.edu/cnl/cnc
Academic Nurse Educator	CNE*	National League for Nursing	www.nln.org/professional-development-programs/Certification-for-Nurse-Educators
Clinical Nurse Educator	CNEcl	National League for Nursing	http://www.nln.org/professional-development-programs/Certification-for-Nurse-Educators
Nursing Education and Professional Development	NPD-BC	American Nursing Credential Center	https://www.nursingworld.org/ancc

Patient Records/Patient Information

School of Nursing students who are employees of Strong Memorial Hospital 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) serves a community of over 30,000 students, faculty and staff. We staff a 24-hour Emergency Call Center with 16 Public Safety dispatchers, who each year handle over 300,000 telephone calls and dispatch officers for response to nearly 73,000 calls for service—on average 200 per day. DPS officers annually generate over 8,000 incidents, crime and motor vehicle accident reports. 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 University Public Safety immediately. Call Public Safety Dispatch at one of the numbers at right.

1. Explain the details of the incident to the dispatcher. (If incident isn't an emergency, skip to #6.)
2. Notify the dispatcher of any weapons involved (gun, knife, baseball bat, etc.).
3. Give a description of all persons involved in the incident (physical characteristics, clothing, etc.).
4. Indicate last known direction of travel of involved persons, if applicable.
5. Explain any other pertinent information pertaining to the incident.

6. An Officer will be dispatched to the scene if necessary.
If you would like to meet with the Officer, be sure to provide your current location.

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, we 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 now available on the Department of Public Safety's website at [_](#)

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.

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 advisors at least twice during the semester during probation and complete any requirements as outlined in the probation letter, and complete a revised degree plan.

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 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 his/her 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.

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 a grade of E or WE 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 a final course grade of E 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. 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, and Dean.

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. A final course grade of E, 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 his/her advisor to revise the degree plan accordingly.

For students in programs where graduate courses are taken to meet the requirements of both an undergraduate and graduate degree program (e.g., RN to BS to MS), a grade less than B- in a graduate course will not count toward the graduate portion of the program. The student may receive the Bachelor's Degree, but will need to repeat the course for the Master's portion of the program.

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 grade of E or WE 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 a final course grade of E 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, and Dean.

Progression in a Combined Program

Students admitted to combined RN/BS/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.

Policy on Academic and Professional Integrity

1. 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.

2. 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: 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 (6th edition) in scholarly work.

Fabrication and Falsification: Fabrication or falsification is altering information or inventing information, citation, or data. Examples may include:

- a) A student changes an assignment after submission, then challenges the instructor's evaluation.
- b) 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)
- c) 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 confidentiality of protected health information (PHI) of those we serve. All personal health information is to be protected in any verbal, written, or electronic setting. Discussion of patient information in 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 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 her 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.

4. The Committee on Academic and Professional Integrity (CoAPI)

a) **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.

b) **Composition and Selection of the Committee:**

- I. The CoAPI is composed of a Chairperson, and faculty representatives from all academic programs and two student representatives.
- II. The Chairperson of the Committee is a faculty member selected by the Dean of the SON. The Chair's term is two years and is renewable.
- III. Members of CoAPI are selected and invited by the Dean of the SON from among primary SON faculty. The Dean may consult with the CoAPI Chair, the Associate Dean for Education and Student Affairs, program directors and others as appropriate to identify new committee members. 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 Dean or designee 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.

- IV. The process for selecting student representatives shall be decided and conducted by the committee members. 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 an existing student member.

c) **Responsibilities of Committee Members:**

- I. **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 Associate Dean for Education and Student Affairs; participate in the orientation of Committee members; oversee all aspects of the work of the Committee; carry out other tasks specified in the policy or as designated by the Dean.
- II. **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.

5. General Guidelines for Suspected Cases of Academic Dishonesty or Professional Misconduct

- a. 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 **Associate Dean for Education and Student Affairs** or appointed designee (as outlined in section 6).
- b. Ignorance of the UR and SON standards does not excuse academic or professional misconduct.
- c. Students will be presumed not responsible of wrongdoing until responsibility has been determined in accordance with the procedures outlined below.
- d. Students have the right to appeal any judgment and/or sanction in accordance with the procedures outlined below.
- e. Every effort will be made to see that proceedings will be prompt and final decisions will be rendered in a timely manner.

6. 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 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 **School of Nursing Counseling Form**. The faculty member may choose to impose sanctions or not. Consultation with the Program Director or Associate Dean for Education and Student Affairs prior to meeting with the student is welcomed and recommended.

The completed form will be sent to the SON Associate Dean for Education and Student Affairs for review. It will be kept on file in the Associate Dean for Education and Student Affairs's office 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.

Counseling Form:

- a. **Without Sanction** - used to address minor violations where faculty considers the experience level of the student and potential educational opportunity that exists with counseling.
- b. **With Sanctions** - used to address minor violations; however, the faculty member has decided to impose a sanction (e.g. point deduction/grade reduction).

7. 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 his/her concerns with the student and verbally notify the student that the incident is being forwarded to the Associate Dean for Education and Student Affairs for further review.

The faculty member will forward the facts of the incident in writing to the Associate Dean for Education and Student Affairs, who will review the case, including meeting with the person(s) involved and will decide whether to 1) dismiss the case or 2) forward the case to the CoAPI for further investigation.

- a. If the Associate Dean for Education and Student Affairs rules to dismiss the case, she/he will inform the faculty member and student in writing.

- b. If the Associate Dean for Education and Student Affairs rules that the case should be considered as suspected misconduct, she/he will contact the CoAPI chairperson. Further, the Associate Dean for Education and Student Affairs will compile the preliminary facts regarding the case and distribute it to the CoAPI Chair.
 - I. The student will be offered the opportunity to review a copy of the statement containing the allegation in the Associate Dean's Office
- c. The CoAPI Chairperson will:
 - I. Notify the student in writing that the incident has been forwarded to the committee for review and that 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.
 - II. 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.
 - III. Distribute relevant information regarding the case provided by the Associate Dean for Education and Student Affairs 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/ scientific inquiry, the matter will be evaluated using to process outlined in the University of Rochester's Graduate Bulletin (see page. 18-19).
<https://www.rochester.edu/GradBulletin/PDFbulletin/Regulations.pdf>

8. Academic and Professional Integrity Hearings

- a. A formal hearing will be scheduled.
 - I. The hearing is a fact-finding session to arrive at thorough understanding of the occurrence. It is not a legal proceeding. Legal counsel is not permitted to attend the hearing.
 - II. The student may request to have witnesses participate in the fact-finding process who can speak directly to allegation. The decision whom to include in the process is up to the ad hoc committee in its discretion. The ad hoc committee will contact any witnesses directly and request their presence.
 - III. 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 his/her 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.
 - IV. All hearings will be digitally recorded
- b. The student will be invited to the hearing and provided with an opportunity to present his/her 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.

- c. 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.
- d. The student may request that the committee ask particular questions of any witnesses present at the hearing. The committee shall have the discretion whether to ask them. Direct questioning of witnesses by the student is not permitted.
- e. 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.
- f. 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 actions and the complete file to the Associate Dean for Education and 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.
- g. The decision is reached by majority vote; the student is not present for the ad hoc committee vote.
 - I. Voting is accomplished via open ballot
 - II. The standard of proof is preponderance of evidence, that is, if it is more likely than not that the alleged violation was committed.
 - III. Only after a finding of responsibility has been made by the ad hoc Committee, it will be notified by the Associate Dean for Education and 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.
 - IV. 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 Associate Dean for Education and Student Affairs.
 - V. All copies of the original materials related to the case will be returned to the Associate Dean for Education and Student Affairs. Digital recording will be sent to the office of the Associate Dean for Education and Student Affairs and saved in a password protected electronic file.
- h. If an **undergraduate** student is deemed responsible:
 - I. The Associate Dean for Education and Student Affairs will review the CoAPI's findings and can accept or modify the committee's recommendations as the final determination.
 - II. The Associate Dean for Education and Student Affairs will:
 - i. inform the SON Dean of the recommended sanction(s) and
 - ii. Notify the student in writing of the outcome and imposed sanction(s) as well as his/her right to appeal the decision.
 - iii. Notify the CoAPI chair of the decision
 - III. The reporting faculty member and program/specialty director will also be notified of the decision by the CoAPI chair.
- i. If a **graduate** student is deemed responsible:

- I. The Associate Dean for Education and Student Affairs will:
 - i. Inform the SON Dean of the recommended sanction(s) (as an FYI), and
 - ii. Forward his/her recommendations to the Vice Provost and University Dean for Graduate Studies to render a final decision in accordance with University of Rochester policy.

- II. The Vice Provost and University Dean for Graduate Studies will impose any necessary sanction and will notify
 - i. The student in writing of the outcome and imposed sanction(s) as well as his/her right to appeal the decision.
 - ii. The Associate Dean for Education and Student Affairs who will notify the CoAPI chair.

- III. The reporting faculty member and program/specialty director will also be notified of the decision by the CoAPI.

9. Sanctioning Guidelines:

The table 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.

a. Type of offense

- I. Minor Violations (May be handled at the course level):
 - a. Submitting work that misrepresents or does not fairly acknowledge the contributions of others **due primarily to inexperience**.
 - b. Unauthorized collaboration on assignments when the identical work **constitutes a small portion of the work submitted**.
 - c. Other behavior not directly linked to course work that is judged by the faculty or Associate Dean for Education and Student Affairs to be minor and having an academic implication.

- II. Moderate violations (refer to Associate Dean for Education and Student Affairs):

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

 - a. Unauthorized collaboration on assignments in which the identical work is more than a small portion of the work submitted.
 - b. Submission of work done for another course, or work done in a previous attempt of a repeated course without instructor permission.
 - c. Providing a fraudulent excuse for missed coursework or when requesting an extension on an assignment or a rescheduled exam.
 - d. Facilitating or permitting copying of one's own work by another student.
 - e. 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.

- III. Major violations (refer to Associate Dean for Education and 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.

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

Sanctioning Table

Violation	Considerations	Offense: Academic Sanction Range
<p>Copying: examples include a student looking at another student's work during an exam, a student copying an assignment from another student, students exchanging color-coded exams for the purpose of copying.</p>	<p>In determining severity, consider the weight of the exam or the assignment as related to total percentage of course grade, the frequency of copied answers or amount of copied material, whether or not it was premeditated or spontaneous, and any other significant factors.</p>	<p>Minor: Reduced exam or assignment grade to 0 for assignment or exam</p> <p>Moderate: 0 for assignment or exam to reduced course grade</p> <p>Major: E for course</p>
<p>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 his/her own; a student presents information indicating it is not the student's own work, but fails to properly cite the source. These are commonly referred to as plagiarism.</p>	<p>In determining severity, consider the weight of the assignment as related to the total percentage of 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 dishonesty or careless scholarship.</p>	<p>Minor: Redo the assignment with reduction in grade to 0 for assignment with or without redo of assignment</p> <p>Moderate: Reduction in final course grade in addition to 0 for assignment</p> <p>Major: E for course</p>
<p>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.</p>	<p>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.</p>	<p>Minor: 0 for exam</p> <p>Moderate: Reduction in course grade to F for course</p> <p>Major: E for course</p>
<p>Ghosting: for example, a student takes a quiz or exam or completes an exercise or assignment on behalf of another student;</p> <p>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</p>	<p>Although this form of misconduct is inherently premeditated and deceptive, severity should be assessed based on the percentage of course grade the violation entails.</p> <p>Faculty may also consider the nature of the deception - for example, signing in for</p>	<p>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</p>

<p>the instructor should notify the Associate Dean for Education and Student Affairs.</p>	<p>another student in order to gain class participation points vs. having another student complete an assignment or take an exam for a student</p>	<p>Moderate: 0 for quiz or exam and reduction in course grade Major: E for course</p>
<p>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.</p>	<p>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.</p>	<p>Minor: 0 for exam or assignment Moderate: Reduced course grade to E in course Major: E for course</p>
<p>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 aides such as calculators, computers, handheld devices, etc. when not permitted by the instructor.</p>	<p>When sanctioning considers 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.</p>	<p>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>
<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 Associate Dean for Education and 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 Moderate: 0 for assignment student submitted Major: Reduced grade in course</p>
<p>Submitting Work Previously Used Without Permission: for example, a student submits work completed previously for another course</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</p>	<p>Minor: Warning and redo assignment to redo assignment and reduced grade for assignment</p>

<p>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>compared to other forms of academic dishonesty.</p>	<p>Moderate: Redo assignment with reduced grade to 0 for assignment</p> <p>Major: 0 for assignment to F 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; pre-programming 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 if determined use is limited to failure of exam</p> <p>Moderate: Failure of exam to reduced course grade</p> <p>Major: E for course</p>

10. Appeal Process:

Grounds for appeal may include the following: (1) new evidence regarding the allegation was discovered after the formal hearing process; (2) an error in process occurred significant enough to affect the outcome, and (3) 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 Dean of the SON in writing within 7 days of the decision. The Dean's determination will be made within two weeks, or longer as circumstances may require. The decision of the Dean is final.

A graduate student 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.

11. Records:

- a. **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.
- b. **Record Keeping:** All records/materials regarding a responsible case of academic or professional misconduct will be kept on file in the School of Nursing, Office of the Associate Dean for Education and Student Affairs, for 10 years or until the student completes all degree (or certificate) requirements (if program duration exceeds 10 years).
- c. **Document Management:** Records relating to integrity cases will be kept separate from the academic file and access will be limited as described in 12.a above.

Recommendations/References

For references to prospective employers or to other educational institutions, it is suggested that students/graduates provide the name(s) of their advisors and other faculty members who are most familiar with their academic and/or clinical performance and experience. When students wish to have faculty members provide references for them, they should receive that person's consent before submitting his/her name. References should be solicited by the student along with appropriate forms or directions in ample time (usually 3-4 weeks) prior to deadlines. Most often students should ask a faculty member to write a reference based on his/her familiarity with the student's strengths in a specific area, which is relevant to the reference. It is recommended that students submit a copy of their resume/vitae to their advisors and schedule a short meeting to review/highlight their SON experiences.

Refunds - Tuition Refund Schedule

School of Nursing Refund Policy for Dropping a Course

This policy defines the institutional tuition refund per a 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 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" on-line 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 given after 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 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. 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 s/he 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 his/her aid based on the period of time s/he remains 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 s/he remains 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 s/he has earned 25 percent of her 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

Registered Nurse Licensure

For admission to the RN to BS, RN to BS to MS, NP Master's, CNL Master's, MNE, MS/PhD, Post-Master's, and DNP Programs, students must have a current license as a registered professional nurse to practice nursing in one state in the United States, District of Columbia, U.S. Virgin Islands, Guam, or Puerto Rico.

Students who wish to work as registered nurses in New York must have an RN license and current registration to practice nursing in New York. Students who hold a current license in another state may apply to the State Education Department Office of the Professions to be granted an RN license in New York.

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.

Pre-registration occurs every semester for the purpose of planning for faculty, budget projection, and space needs for the coming semester. Pre-registration for the Summer semester is held during the Spring semester, usually in April. Pre-registration for the Fall semester is held during the Summer semester, usually in July. Pre-registration for the Spring semester is held in the Fall, usually in November. Students are expected to register for courses as early as possible, preferably during the registration period.

Adding Courses. Students should always discuss the adding 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 the dropping of 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. 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 first class session. For example, if a class starts on Tuesday, the first class week would end on the following Tuesday just prior to class time.

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 "Tuition Refund Schedule." This policy includes full-time and part-time matriculated and non-matriculated students regardless of payment method (includes UR tuition waivers). Refunds are not given, once classes start, for non-credit or audited courses. On-line **Fast Track Courses** are non-refundable. Please note that for students using tuition benefits, they 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 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. Class work 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: 1) contacting the SON Registrar in writing and 2) 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 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 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 at the SON must complete the Leave of Absence form. If the Leave is granted, the student will continue to receive pre-registration 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 two semesters. 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 1) seek advice of advisor and 2) contact the School of Nursing Registrar. For students who withdraw, the refund of tuition and fees for course work will be prorated and determined by the date on which notice is received. 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 and Spring semester. For students in the Accelerated Program, summer enrollment is also required. 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:

1. Assist the student and advisor in discussing the student's career goals and plan for completion of the program.
2. 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.
3. Allow administrators to forecast enrollment and plan resources for courses.
4. 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 which 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 his/her academic program.

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 his/her 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 his/her 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. NUR391 (for Baccalaureate students), NUR491 (for Master's and Post-Master's students), and NUR591 (for Doctoral students) are the course numbers used to register for non-clinical independent study.

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, post-Master's 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: Master's and post-Master's candidates must complete all of the requirements within five years after matriculation. RN to BS, 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 an academic petition. Such an extension, if granted, will be of limited duration.

Non-Matriculated 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. Program Directors may approve additional credits for transfer upon petition by the student. Courses taken prior to matriculation may be accepted toward graduate degree requirements if: 1) the subjects form an integral part of the proposed program of study; 2) they are taken within five years of the date of matriculation; 3) they carry a grade of B- or higher and 4) they are approved by the advisor, faculty reviewing the course(s), and/or Program Director. For Master's and Post-Master's 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.

Religious Observance and Other Holidays

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 his/her 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 and if granting such will 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.

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.

Student Crisis: Process for Resolution

The SON has procedures in place in order to be helpful to students who are experiencing a personal crisis. Personal crises include, but are not limited to, situations such as suicide attempts, injuries, violence, and hospitalizations, or deaths among classmates or in families. This procedure applies to all SON students.

When working with students in crisis, every effort will be made to respect the dignity and the privacy of the individual. The confidentiality of the person(s) involved will be protected. However, administration and faculty are aware that there are usually more "victims" in a crisis situation than the people immediately involved. Therefore, concern for the welfare and health of all of our students in the SON must be considered when dealing with a crisis situation. Very often classmates, faculty, and staff are deeply affected by one student's crisis. Providing for associated "victims" of crisis will also be a consideration of the Director of Student Affairs.

When a crisis occurs with a SON student, the Director of Student Affairs should be notified as soon after the event as is reasonable. It may mean a call in the middle of the night in order for him/her to be available to provide support/resources. If the crisis occurs on River Campus, the Dean of Students will call the Director of Student Affairs as soon as it is determined that the student in crisis is a nursing student. Other methods for discovering that a SON student is in crisis might be through the advisor or the faculty in courses that the student is taking. Family members may call in as well as nursing colleagues from Strong Memorial Hospital. Efforts to assist students require notification of the Director of Student Affairs.

The Director of Student Affairs then notifies the following individuals: Program Directors, Advisor, and clergy as appropriate. The Director of Student Affairs will call a Care Conference of SON personnel as soon as she/he becomes aware of a student crisis. The River Campus individuals will be used as appropriate. SON personnel who will be included in the Care Conference include, but are not limited to SON Advisor, Program

Directors, and other appropriate support offices (e.g., Rape Crisis, Student Health, Mental Health Support teams).

Whenever possible, those individuals closest to the student in crisis, including other students, faculty and staff, may be asked to help. Before anyone is notified about a student in crisis, the permission of the student will be solicited. If the student is reluctant to notify family or classmates, this will be discussed with the student and ultimately, the student's wishes will be respected. If the student is unable to make the decision about notification of others, those individuals involved in the care conference will make plans.

The Care Conference will focus on: 1) the well-being of the student in crisis, 2) communication with their family and the SON community, and 3) the well-being of other "victims" such as classmates, friends, faculty and staff, and how protection of confidentiality can best be accomplished.

Communication with the student and/or family will be done by the minimum number of individuals from the SON. A plan for communication will be developed at the Care Conference so as to gain some immediate control over rumors. Additional resources needed to assist in the crisis will be identified in the Care Conference and sought immediately by a designated individual. River Campus personnel will be notified as appropriate.

In the days following the incident, the Director of Student Affairs and the Assistant Dean of Student Affairs will communicate closely about the content and amount of information shared with the SON community. The last phase will include transitioning the student in crisis back into the SON community as appropriate. This, too, will be coordinated in collaboration with the student and their advisor. Assistance with making up class work and altering the degree plan may have to be done. Every effort will be made to ease the transition of the student back into as much of the SON routine as is appropriate.

Student Records: SON

The SON maintains 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 records may do so by making an appointment with the Registrar. The following information is maintained in each current student record:

- Student's name, classification, advisor, and major concentration
- Clinical evaluations and documentation of hours completed

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 completion of your order.
- Hard copy transcripts are sent within three to five business days after 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.

Transcripts cannot be released if the student's account shows any type of financial hold. If you request a transcript while there is a hold on your account, you will be notified of the hold.

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.

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. However, some clinical placements may not be directly on a bus line. 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 and Audio Use at the School of Nursing

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:

1. The use of such equipment is expressly authorized by the course faculty as part of a class or clinical assignment or activity.
2. 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.

Writing Skills: Expectations of the Faculty Regarding the Quality of Student Papers and Use of APA Formatting Guidelines

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, both 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 standards of writing, 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 section in this Handbook on "Professional and Academic Honesty" 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 course work 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). Resources for students are also available at the CERC and via Box (<https://rochester.app.box.com/folder/112726232385>).

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

Detailed information on use of these requirements is included in the APA manual; faculty support materials can also be found in Box (<https://rochester.app.box.com/folder/112726232385>). An additional reference is *A Writer's Reference* (Hacker & Sommers, 2010; see full reference below). This book includes a helpful guide to academic writing, sentence structure, grammar, and punctuation. Faculty may specify additional APA formatting requirements by including such information in their course syllabus.

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 website: <https://www.son.rochester.edu/writing-center/>
- APA Style website: <https://apastyle.apa.org/>
- Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html
- Merriam-Webster Online Dictionary and Thesaurus: <https://www.merriam-webster.com/>
- *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.

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 instructions

If you know your NetID, but require a password reset, follow the same steps above, but select “Forgot NetID Password?” in the final step.

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 **SON_HelpBB@urmc.rochester.edu** or call **585-275-7500**. If you are trying to connect to the web site and it simply does not load, 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>.

The 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 requisite to successful academic performance and professional advancement. It does so within the context of promoting a healthy balance between personal and professional goals. CAPS services (e.g., tutoring, assistance with writing and math skills, library and database searching, mentoring, resume writing and other career advancement services, and wellness 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 www.son.rochester.edu/caps/

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 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 is continuously advancing, the CLL offers opportunities for nurses and other health care professionals to learn new knowledge, skills, and explore different career roles and responsibilities. Online, self-paced course formats provide flexibility for working professionals. Course offerings include prerequisite coursework and labs for nursing 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 oriented clinical services provided by the School of Nursing. The clinical serves meet specific needs in the community, serving under represented children, international travelers and employees with health risks. Our clinical mission also provides unique practice opportunities for nurses and nurse practitioners. Currently there are 3 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):** The CEW provides clinical services focused on maximizing the health and well-being of employees and their workplaces. The CEW works closely with organizations and corporations in understanding and managing the health and wellness needs of employees. The menu of services includes comprehensive personal health assessments which include biometric screenings, on-line life style and behavior assessment, employee portal which include summary risk profiles with customized recommendations. The program also includes one to one wellness coaching for chronic condition management or life style 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:

1. Facilitate the research and scholarly development of the School of Nursing faculty and their intra and interdisciplinary collaborators.
2. Provide training opportunities for pre and postdoctoral fellows in all phases of the research process
3. Advance research dissemination and evidence-based practice.
4. 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 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 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/for-inventors-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 (UR Faculty Handbook) 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 Dr. Mary Carey or 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 signoff:

SON PhD Students & DNP Students

SON PhD Students do not have accessibility 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 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:

1. PI or study staff will email their program director and the [AA to ADR](#) the RSRB approval letter or confirmation email.
2. *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.
3. *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.
4. The QMP will be submitted electronically to the designated BOX folder for review and approval by the [ADR](#) or her designee.
5. A discussion of QMP can be found at http://www.rochester.edu/ohsp/documents/quality/pdf/qmp/UR_Research_Site_Quality_Management_Plan.pdf
6. Examples of comprehensive QMPs for different risks levels can be found at http://www.rochester.edu/ohsp/documents/quality/pdf/qmp/Appendix_A.pdf
7. 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.
8. 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](#).

Clinical and Educational Resource Center

The Clinical and Educational Resource Center (CERC) was established to provide nursing faculty, staff, and students with facilities to support multi-modal forms of learning. Resources are available to encourage independent learning and enhance traditional teaching methods. Any of the following services are available to the School of Nursing community and may be scheduled for individual or group use through the CERC at x55913 or by contacting the Administrator at x50535:

- Access to the Nursing Skills Lab, equipped with wall-mounted suction, oto/ophthalmoscopes, and blood pressure cuffs. The skills lab also houses 4 IBM compatible computers. Room 1-W112 has a variety of beds, stretchers, and examination tables for use.
- Use of 22 computers connected to the SON network with Office and internet access available located in Computer Lab (1W216). Printer access is available.
- Viewing Room (1W216A) for viewing various types of media, and instructional computer programs. Printer access is also available.
- Assistance in finding and navigating computer programs on the network. Email assistance is also available for SON students, if needed.
- Assistance with selection and use of teaching aids, audio-visual support materials, and computer based instructional programs.
- Reservation of skills lab, computer room, media, equipment, and supplies for instructional use within the CERC.
- Check out of approved teaching media, equipment, and supplies for instructional use outside the CERC. The CERC hours will vary slightly from semester to semester and during school breaks and recesses. Also, not all facilities may be available at all times due to scheduled instructional activities. Please observe CERC's posted schedules for each semester or call ahead to verify hours of operation.

In general, the center is open the following hours:
Monday-Friday 8:30 a.m. – 4:00 p.m.

Open hours may vary. Please see posted hours at the CERC desk. If you should have any questions, please contact the CERC Secretary at 585-275-5913.

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.

Computer Consultation

Assistance with Blackboard, Microsoft Office components, computer accounts, and computer troubleshooting is available through the SON ITS (Information Technology Services) team. Basic questions can be answered at the CERC desk. Further support is prioritized by severity of need as seen by the SON Information Technology Services director. Please contact the network administrator at 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 course work, 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.

Course Descriptions

School of Nursing's course descriptions can be found on the School of Nursing website www.son.rochester.edu and in UR Student

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

1. In the academic context, all electronic-mail (e-mail) correspondence should be considered formal, professional communication.
2. Always include a topic in the "Subject" heading of your e-mail
3. To this end, begin e-mails with a formal salutation ("Dear X," or "Carolyn,")
4. 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.).
5. E-mail correspondence should be ended formally followed by your name ("Thank you," "Sincerely," "Best Wishes," etc.).
6. 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.).
7. Strive to be concise and to the point; avoid multiple, lengthy paragraphs.
8. Do not include witty quotations, religious verses, or sales pitches in your signature.
9. Do not send e-mail in the academic/professional context that is sloppy, whining, or abusive.
10. 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.
11. Use the spell-checking function of the program.
12. Do not use ALL CAPS in your correspondence (this is considered to be "screaming" in e-mail).
13. 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.

14. Never use foul (obscene) language or send anything that might be considered racist, sexist, libelous, or defamatory.
15. Do not send confidential or HIPAA-protected information in an e-mail.
16. 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.
17. 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?”
18. Do not forward virus hoaxes, chain letters, jokes-of-the-day, etc.
19. 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.
20. E-mail is a very convenient form of communication. Use it thoughtfully. Do not abuse it.

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).

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 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 for preparation of 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 <http://www.urmc.rochester.edu/libraries/miner> 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, graphics and statistical software.

Reference librarians are available to assist you, Monday – Friday, 9:00 am – 5:00 pm.

- ~~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 are best suited for your specific research needs. Instruction on how to search databases such as PubMed and CINAHL. Darcey Rodriguez is the library liaison to the School of Nursing. Contact her for personal assistance at darcey_rodriguez@urmc.rochester.edu or quickly make an appointment to meet at Miner or using Zoom here <https://minercal.urmc.rochester.edu/appointments/rodriguez>

Tours of Miner Library are offered 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 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, available on the library's web site (<https://illiad.lib.rochester.edu/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 do not expire and can be used anywhere that accepts UROS

Lockers

Lockers are provided in HWH 1W207 and HWH 1W204 for student use. Individuals furnish their own locks. Before graduation students, are expected to remove their locks and contents from their assigned lockers. Locks not removed by graduation will be cut off and contents of lockers disposed of in order that the lockers may be reassigned. Refrigerators and microwave ovens are also available in HWH 1W204 for students' use and students are responsible for keeping the appliances and room neat and welcoming to others. Students can get their locker assignments by visiting the Student Affairs Office in 1w141.

Lost and Found

CERC serves as a "Lost and Found" collection site for SON. Items should be taken there immediately.

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:

- 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.

School of Nursing Committees

The School of Nursing offers leadership opportunities to undergraduate, graduate and doctoral students during the course of the academic year to serve as a student representative on School of Nursing Standing Committees. These committees are: Curriculum Committee, PhD Subcommittee, DNP Subcommittee, Master's Subcommittee, Student Affairs, and Undergraduate Subcommittee. Students will be contacted early in the school year asking if they are interested in serving as a student representative on one of these committees.

Teaching Assistants

Teaching Assistants may be assigned to course faculty to assist in their teacher assignments.

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.

Telephone Numbers

See son.rochester.edu for contact information.

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) offers time-limited individual and couples' therapy and yearlong group therapy to full-time students. 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 Medical Center, and at the Eastman School of Music. The office on the River Campus is located on the third floor of the UHS Building. If concerned about a University student, call the UCC emergency service. The mental health professional on-call can be reached 24 hours/day throughout the year by calling 585-275-3113.

All 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. In addition, UCC will not release any clinical information about a student's visit, even with the student's written request, except to another therapist or the primary healthcare provider for purposes of further treatment. 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, and general discomfort about what is happening in a person's life. UCC also offers a variety of therapy groups on topics such as women's or men's issues, survivors of trauma group,

and women of color discussion group, adult children of alcoholics, eating disorders, and bereavement. For information about groups being offered during the current academic year, call UCC at 585-275-3113.

Section IV: General Information on Baccalaureate Programs

Curriculum for Accelerated Baccalaureate Program for Non-Nurses

First Semester (17 credits)

NUR 370 Pathophysiology/Pharmacology	6 credits
NUR 362 Nursing Health Assessment	3 credits
NUR 372 Beginning Medical-Surgical Nursing	4 credits
NUR 373 Foundations of Nursing Practice	1 credit
NUR 365 Population and Community Health Nursing	3 credits

Second Semester (17.5 credits)

NUR 374 Women's Health, Neonatal and Pediatric Nursing	7 credits
NUR 375 Psychiatric Mental Health	3.5 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 generalist nursing courses (90 laboratory hours and 750 clinical hours); 79 credits are transferred from 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 permission of the Program Directors. If an APNN student requests a change, or failure in a course results in a change, in the standard program plan, placement in future course(s) will depend on 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, 375 and 376
NUR 372 Beginning Medical-Surgical Nursing	NUR 362; Failure of NUR 370 will result in withdrawal from NUR 372
NUR 374 Women's Health, Neonatal and Pediatric Nursing	NUR 362, NUR 370, NUR 372, NUR 373
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,

Undergraduate Courses	Prerequisite(s)
	NUR 376, NUR 374, NUR 375
NUR 379 Nursing Integration and Transition to Practice	All APNN coursework

Curriculum for RN to BS Program

RN to BS PROGRAM REQUIREMENTS (128 credits):

FOUNDATIONAL ARTS AND SCIENCES COURSES (64 credits)

Content Area	Specific Requirement	URSON Options	# Courses	Credits
Humanities (examples – Fine Arts, Languages, Philosophy, Religion, History)	English Composition and an additional writing course (NSG 301)	NSG 316 NSG 317	3	9-12
Natural Sciences (examples – Chemistry, Biology, Microbiology, Anatomy, Physiology, Physics, Geology, Environmental Science)	Genetics Nutrition	NSG 378 NSG 310 NSG 318 NSG 326	4	12-16
Social Sciences (examples – Psychology, Sociology, Anthropology, Human Development, Economics)	Statistics	NSG 311 NSG 325 NSG 328 NSG 336 NSG 337 NSG 338 NSG 409 NSG 429	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 an additional writing course (NSG 301) are also required and any of these credits, if completed at UR SON, may be used toward the *nursing* elective requirement.

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 – Modular Courses

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

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)

NURSING COURSES (64 credits)

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

Final 32 credits toward baccalaureate portion of the degree must be completed at UR:

Six core bridge courses (total 21 credits)

- 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 The Writing Workshop (1 credit)
- NUR 403 Ethics and Public Policy (3 credits)

Nursing Graduate Coursework – Final 11 credits (balance of 32 credits) are from MS coursework.

Total: BS awarded upon completion of a total 128 credits

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 requirement. 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)

NURSING COURSES (64 credits)

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

Final 32 credits toward baccalaureate portion of the degree must be completed at UR:

- 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 The Writing Workshop (1 credit)
- NLX 420 Theory and EBP for Nurse Educators (4 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. RN to BS to MS-MNE students **must complete 64 arts and science credits** prior to beginning the nursing bridge coursework. Sample plans for the RN to BS to MS/MNE program are available from advisors and Program Directors.

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, that 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 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 appropriate course syllabi.

The dress code is adapted from 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, or sneakers are acceptable.	No fluorescent colors
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. 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.

Capstone (NUR 379). Capstone placements are made in the area and not out-of-state, because site visits by faculty are required.

Student names (confirming status as a new graduate, and necessary for NCLEX) will not be forwarded to New York (or any other) State if there is an outstanding student account balance.

Electives. Assignment of credit on the student transcript will be established based on the number of credits for which the student registers. Graduate level, 3 credit electives may be taken by non-matriculated RNs

and RN to BS Baccalaureate students.

Infectious Disease Work Restrictions – <https://sites.mc.rochester.edu/departments/infection-prevention/> – section 7.6

SECTION V: GENERAL INFORMATION ON THE MASTER'S NURSE PRACTITIONER DEGREE AND POST-MASTER'S 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 Post-Master's Certificate Program for Existing Advanced Practice Registered Nurses

The Post-Master's Certificate program is a non-degree, advanced certificate program for nurses with a Master's Degree in Nursing who are seeking Nurse Practitioner certification in New York and nationally. Post-Master's 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 Post-Master's 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 Post-Master's 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

Post-Master's students must complete clinical hours in the specialty program, either via supervised clinical hours in the post-Master's 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 Post-Master's 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 analysis is conducted by the student's advisor, in consultation with the Program Director; findings are then used to develop the student's post-Master's degree plan. Nurse practitioners, physicians, and psychologists (in the FPMHNP program) serve as clinical preceptors in the specialty courses.

In the Post-Master's Certificate program, completion of course work is recorded on the official UR transcript. The SON awards a certificate of completion.

Overview of the Curriculum for the NP Master's Degree & Post-Master's 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 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 The Writing Workshop (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] and credit hours vary by specific specialty)

Clinical Specialty Courses

- Each clinical specialty in the NP programs includes both didactic 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 a professional APRN role seminar.

The curriculum for the Post-Master's Certificate Program is composed of selected professional core and clinical courses. The Master's Degree and Post-Master's Certificate (PMC) Programs may be pursued on a full-time or part-time basis. With faculty advisement, students are responsible for designing appropriate degree plans.

The following pages present the MS degree and PMC 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)
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 400 Research Principles for Evidence-Based Practice (5 credit hours) • NUR 401 The Writing Workshop (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) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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)
Post-Master's Certificate
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 410 Advanced Health Assessment (4 credit hours) • NUR 407 Advanced Physiology and Pathophysiology (5 credit hours) • NUR 419 Advanced Pharmacology (3 credit hours) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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 Primary Care Nurse Practitioner (AGPCNP)
Master of Science 45 credit hours (672 clinical hours)
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 400 Research Principles for Evidence-Based Practice (5 credit hours) • NUR 401 The Writing Workshop (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) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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)
Post-Master's Certificate
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • 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) <p><i>Clinical specialty courses:</i></p>

- 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)

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 The Writing Workshop (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)

Post-Master's Certificate

Professional core courses:

- NUR 410 Advanced Health Assessment (4-6 credit hours). If building on AGPCNP Master's, then take NUR 410 Advanced Pediatric Health Assessment (4 credit hours including 112 clinical hours)
- 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 (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)

If a Post-Master's student is already recognized as an ANP, then the typical requirements for the FNP consist of the following courses: NUR 410 (4 credit hours including 112 clinical hours), NUR 413 (3 credit hours), NUR 437 (6 credit hours including 112 clinical hours), and NUR 449 (3 credit hours including 112 clinical hours).

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 The Writing Workshop (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)

Post-Masters Certificate

Professional core courses:

- NUR 407 Advanced Physiology and Pathophysiology (4 credits)
- 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)

Pediatric Nurse Practitioner-Primary Care (PNP)
Master of Science Degree 45 credit hours (616 clinical hours)
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 400 Research Principles for Evidence-Based Practice (5 credit hours) • NUR 401 The Writing Workshop (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 Pediatric Health Assessment and Care of Well Children and Adolescents (5 credit hours, 112 clinical hours) • NUR 419 Advanced Pharmacology (3 credit hours) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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 452 Pathophysiology of Mental Illness and Pharmacology across the Lifespan (3 credit hours)
Pediatric Nurse Practitioner - Primary Care (PNP)
Post-Master's Certificate
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 407 Advanced Physiology and Pathophysiology (5 credit hours) • NUR 410 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours) • NUR 419 Advanced Pharmacology (3 credit hours) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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 452 Pathophysiology of Mental Illness and Pharmacology across the Lifespan I (3 credit hours)

Pediatric Nurse Practitioner/Neonatal Nurse Practitioner (PNP-NNP)
Master of Science Degree 54-58 credit hours (976-1216 clinical hours)
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 400 Research Principles for Evidence-Based Practice (5 credit hours) • NUR 401 The Writing Workshop (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 Pediatric Health Assessment and Care of Well Children and Adolescents (5 credit hours, 112 clinical hours) • NUR 419 Advanced Pharmacology (3 credit hours) <p><i>Clinical specialty PNP courses:</i></p> <ul style="list-style-type: none"> • 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 452 Pathophysiology of Mental Illness and Pharmacology across the Lifespan I (3 credit hours) <p><i>Clinical specialty NNP courses:</i></p> <ul style="list-style-type: none"> • 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)
Post-Master's Certificate
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 407 Advanced Physiology and Pathophysiology (5 credit hours) • NUR 410 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours) • NUR 419 Advanced Pharmacology (3 credit hours) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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
Post-Master's Certificate
<p><i>Professional core courses:</i></p> <ul style="list-style-type: none"> • NUR 407 Advanced Physiology and Pathophysiology (5 credit hours) • NUR 410 Advanced Pediatric Health Assessment and Care of the Well Children and Adolescents (5 credit hours, 112 clinical hours) • NUR 419 Advanced Pharmacology (3 credit hours) <p><i>Clinical specialty courses:</i></p> <ul style="list-style-type: none"> • 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 The Writing Workshop	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

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students**
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 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
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

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students**
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 post-Master's 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 from the Registrar the form "Statement of Proposed Activity for NUR 492 Clinical Practicum in Advanced Nursing Practice." 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.

SECTION VI: GENERAL INFORMATION ON LEADERSHIP IN HEALTH CARE SYSTEMS MASTER'S PROGRAMS

The Leadership in Health Care Systems (LHCS) program was established in 2004 and has since been revised to reflect the changing landscape of health care. This Master of Science (MS) program has the includes the Clinical Nurse Leader (CNL). Courses are organized to provide students with theoretical foundations and practical experiences that assure success.

The Leadership in Health Care Systems program was specifically designed to align with national and international health professional education reform principles. The goal of interprofessional education 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 Leadership program is core leadership knowledge. Subject matter includes formalized management tools, but goes further to emphasize leadership theory, principles, and practices. The Leadership in Health Care Systems program has been developed for health professionals seeking career advancement and for professionals transitioning to a health care career from other fields.

The 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 generalist educated to direct and coordinate care at the unit and system level.

Leadership in Health Care Systems (LHCS)
Master of Science 31 credit hours (224 field immersion hours)
<ul style="list-style-type: none"> • NUR 401 Writing Workshop (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 (3 credits) • NLX 470 Foundations of Leadership and Organizational Behavior (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, 168 field immersion hours)

Clinical Nurse Leader (CNL)
Master of Science 37 credit hours (48 field immersion hours)
<ul style="list-style-type: none"> • NUR 401 Writing Workshop (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 Leadership and Organizational 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)

All field immersion and lab courses require matriculation into the Master of Science Leadership in Health Care Systems program.

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students
NUR 401 Writing Workshop or NSG 301 Writing with Confidence, Clarity, and Style		Yes
NUR 400 Research Principles for Evidence-Based Practice	Undergraduate statistics course	Yes
NLX 420 Theory and Evidence-Based Practice in Nursing Education	Undergraduate statistics course, NUR 401	With permission of instructor
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		Yes

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students
Care Leader		
NLX 466 Epidemiology	Introductory statistics course	Yes
NLX 467 Population Health		Yes
NLX 469 Project Management		Yes
NLX 470 Foundations of Leadership and Organizational Behavior		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	NLX 464	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

The 37-credit Master of Science in Nursing Education program is comprised of both clinical and education courses and is designed to prepare nurses as academic and clinical educators with skills to function in a variety of healthcare and 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. Our Nursing Education graduates will be eligible for national nurse educator certification by meeting established nurse educator competencies.

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 role; 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 under the direction of an experienced, master's-prepared nurse educator in the area of the students' specialty.

Two post-Master's certificate programs in Nursing Education are also offered.

- A. PMC-E; a post-master's certification with a concentration in **education courses and experiences**

- B. PMC-C; a post-master's certification with a concentration in **clinical courses and experiences**
- A. The post-masters certificate program for APRNs and Clinical Nurse Leaders (PMC-E) is offered for those nurses wishing to obtain educational coursework and experiences to effectively practice as a nurse educator in clinical or academic settings. This 18-credit certificate program (PMC-E) enables nurses with an existing MS in a clinical field to sit for the NLN national certification exam for clinical Nurse Educators (CNEcl) or academic Nurse Educators (CNE).
- B. A post-masters certificate program (PMC-C) for baccalaureate-prepared nurses holding a master's degree in education (e.g. MEd) is offered for those nurses wishing to obtain clinical coursework and experiences to effectively practice as a nurse educator in clinical or academic settings. This 11-credit certificate program (PMC-C) 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 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.

The MNE program also articulates with other SON programs:

- RN to BS to MNE
- MNE to PhD (Nursing and Health Science; see *MS/PhD and PhD Handbook* for details)

Master's in Nursing Education Program courses:

<ul style="list-style-type: none"> • NUR 401 Writing Workshop (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

Post-Master's Certificate in Nursing Education – Concentration in Education (PMC MNE-E):

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)

<ul style="list-style-type: none"> 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

Post-Master’s Certificate in Nursing Education –Clinical Concentration (PMC MNE-C):

This post-master’s certificate (PMC-C) is designed for nurses who hold both a baccalaureate degree in nursing and a master’s degree in education (e.g. M.Ed), and who wish to obtain clinical course content at the master’s level for practice as an academic or clinical nurse educator.

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 Writing Workshop		Yes
NLX 417 Foundations of Teaching and Learning in Nursing		Yes
NLX 420 Theory and Evidence-Based Practice for Nurse Educators and Clinical Nurse Leaders		No
NLX 421 Physiology, Pathophysiology, & Pharmacology for Nurse Leaders and Educators		Yes
NLX 422 Health Assessment for Nurse Leaders and Educators		With permission of instructor
NLX 426 Curriculum Development and Course Design		Yes
NLX 427 Assessment and Evaluation in Nursing Education		Yes
NLX 430 Theory and Evidence Based practice for Nurse Educators and Clinical Nurse Leadership		With permission of instructor
NLX 487 MNE Capstone	All required MNE courses; students may take elective course during capstone All required courses unless Program Director Approval	No
EDU 497 Teaching and Learning in		No

Master's Courses	Prerequisite(s)	Open to Non-Matriculated Students**
Higher Education & the Health Professions		
EDU 581 Clinical Teaching in Health Professions Education Teaching and Instructional Methods	EDU 497	No

Section VIII: CHANGING PROGRAMS

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 an academic petition,
- 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 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-BS, RN-BS-MS, MS, MS-PhD, and Post-BS-DNP.

- 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-BS program may request admission for the RN-BS-MS program between their first and third semesters of program core courses.
- Students who have completed three semesters, or more, of their RN-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 who wish to discontinue their education after completion of the lower of the two-degree types may do so through an academic petition, which will require the support of their academic advisor, and program director.

- Official petition for change of terminal degree desired can be an email submitted to the current academic advisor, from official URMC email address, or the email used on the application for admission.
- Approval of this petition request will be forwarded officially from the Registrar.

APPENDIX A

MEDICAL CONDITIONS OR LEARNING/PHYSICAL DISABILITIES

This information is provided to all new students upon admission to the University of Rochester School of Nursing.

The University of Rochester is committed to providing equal educational and employment opportunities for individuals with disabilities, in accordance with state and federal laws and regulations, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To ensure equality of access for students with disabilities, the University provides reasonable accommodations, including auxiliary aids and modifications to courses, programs, services, activities or facilities. Exceptions will not be made in those situations where the accommodation would fundamentally alter the nature of the program, cause undue hardship on the school, or jeopardize the health or safety of others. Accommodations must specifically address the functional limitations of the disability. Technical Standards for all students to review are available online. **Students requesting reasonable accommodations must do so by following the procedure outlined on the [University's Disability Services website](#). For any questions, please contact the [School of Nursing's access coordinator](#).**

URSON Technical Standards and Expectations

Technical Standards Policy

All candidates for clinical nursing degrees/certificates at the University of Rochester School of Nursing must be able to meet the technical standards described below.

The School of Nursing to the extent required by law, and consistent with University of Rochester policies and procedures, will provide reasonable accommodations to students who have disabilities. The University reserves the right to reject any requests for accommodation, that in its judgment, would involve the use of an intermediary that would in effect require a student to rely on someone else's power of selection, detection and observation, fundamentally alter the nature of the School's educational program, lower academic standards, cause an undue hardship, or pose a direct threat to the health or safety of patients or others. Questions should be directed to the School of Nursing's ADA coordinator.

Failure to meet the technical standards is considered a matter of academic/professional performance and may be grounds for dismissal from the program.

Technical Standards

All candidates for nursing degrees/certificates must demonstrate the following essential skills and abilities necessary to complete the nursing curriculum with or without reasonable accommodations:

1. Gather and record patient's health history. Detect, understand, and interpret physical and psychosocial findings. Communicate patient findings, develop and record nursing diagnoses as well as treatment plans.
2. Utilize technology, equipment, and instruments used by nurses.
3. Recognize, understand, and interpret instructional materials required during nursing education.
4. Detect and appreciate alterations in anatomy, or other abnormalities encountered as part of the general physical examination.
5. Recognize, interpret, and evaluate diagnostic studies appropriate for level of practice.
6. Review and interpret notes/orders prepared by other members of the health care team.
7. Perform calculations necessary to deliver appropriate care to the patient.
8. Communicate effectively with patients, families, and other health care personnel.
9. Perform all of the above skills within a timeframe that is appropriate for a clinical setting.

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.

References:

- Beach, M. C., Cooper, L. A., Robinson, K. A., Price, E. G., Gary, T. L., Jenckes, M. W., Powe, N.R. (2004). *Strategies for improving minority healthcare quality*. (AHRQ Publication No. 04-E008-02). <http://archive.ahrq.gov/downloads/pub/evidence/pdf/minqual/minqual.pdf>
- Goode, T. D., Dunne, M. C., & Bronheim, S. M. (2006). *The evidence base for cultural and linguistic competency in health care*. (Commonwealth Fund Publication No. 962). http://www.commonwealthfund.org/usr_doc/Goode_evidencebasecultlinguisticcomp_962.pdf
- LaVeist, T. A., Gaskin, D. J., & Richard, P. (2009). *The economic burden of health inequalities in the United States*. <http://jointcenter.org/research/fact-sheet-economic-burden-health-inequalities-united-states>
- National Partnership for Action to End Health Disparities. (2011). *National stakeholder strategy for achieving health equity*. <http://www.minorityhealth.hhs.gov/npa/templates/content.aspx?vl=1&vlid=33&ID=286>
- U.S. Department of Health and Human Services. (2011). *HHS action plan to reduce racial and ethnic health disparities: A nation free of disparities in health and health care*. http://minorityhealth.hhs.gov/npa/files/Plans/HHS/HHS_Plan_complete.pdf

- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (2010). *Healthy people 2020: Social determinants of health*. <http://www.healthypeople.gov/2020/topicsobjectives2020/overview.aspx?topicid=39>
- U.S. Department of Health and Human Services, Office of Minority Health (2011). *National Partnership for Action to End Health Disparities*. <http://minorityhealth.hhs.gov/npa>
- World Health Organization. (2012). *Social determinants of health*. http://www.who.int/social_determinants/en/

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. Make sure she has your contact information in case of questions.

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 graduation, 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 a week or two. 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 we 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 we have received both your Form 2 and official transcript with your degree posted, we will send it 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 FOR NATIONAL CERTIFICATION AS A NURSE EDUCATOR

Application: Apply online for NLN Certified Nurse Educator (CNE) 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. Please refer to the [CNECandidate Handbook](#) for information about scheduling this computer-based examination.

After finalizing the CNE registration, students will have a ninety-day window in which to schedule and complete their examination.

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

<http://www.aacn.nche.edu/cnc/exam-prep/CNL-Certification-Guide.pdf>

Testing Accommodations: Commission on Nurse Certification (CNC) and SMT comply with the Americans with Disabilities Act (ADA) and will request that the IQT testing centers and authorized school facilities provide reasonable accommodations for candidates with a disability covered by this Act. Candidates requiring special accommodations must complete the Request for Special Examination Accommodations Form and Documentation of Disability-Related Needs Form before scheduling the exam <http://www.aacn.nche.edu/cnl/certification/SpecialAccm.pdf>. These forms must be submitted with the CNL Examination Application to the CNC. Arrangements for special accommodations may take up to 45 days to coordinate.

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 forms <http://www.aacn.nche.edu/cnc/exam-application>
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 80% of class is delivered via distance ed. Course requires attendance at location of instruction for purposes integral to completion of the class.

Online: At least 80% 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.

Complete 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.